PROGRAM OVERVIEW

Program Title: Dental Assisting

Program Code: 1204 - DENTAL ASSISTING

Review Type: Instructional

Does this review contain any career technical education (occupational) programs? Yes

External Regulations: Yes

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Dental Assisting (DA) program is an occupational program that supports the mission statement. The Dental Assisting program is committed to preparing the student to function as an integral member of the dental health team. The program offers a diverse curriculum, providing each student the opportunity for success. Students are encouraged to pursue educational and professional growth within the dental community. The DA program is developing assessment tools to measure the success of the defined goals and student learning outcomes. 1. Provide accountability measures that document the institutional effectiveness in fulfilling the college’s mission. These accountability measures will include quantitative and qualitative data and analysis including course success rates, course retention rates, student persistence rates, basic skills attainment, certificates and degrees awarded, transfer data and placement information for integrated planning, implementation and re-evaluation to verify and improve effectiveness. 2. Continually improve the infrastructure and physical learning environment of the district, support student learning programs and services and integrate physical resource planning with institutional planning. 3. Provide appropriate fiscal strategies integrated with institutional planning to address growth, facilities, technology,
changing economic conditions, other external environment factors and organize key processes and allocation of resources to effectively support student learning. 4. Assure the integrity and quality of programs and services by integrating human resource planning with institutional planning and systematically develop personnel policies and procedures that are equitably and consistently administered. The DA program provides educational opportunities, enhances educational access and participation for a diversified student population. The DA program develops and maintains a collaborative relationship with community agencies.

Review Team Response
Reviewers commend program for detailed accountability measures. First sentence should state DA is an occupational program "that supports" rather than "within" the mission statement.

PROGRAM DATA

Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>309</td>
<td>141</td>
<td>115</td>
</tr>
<tr>
<td>Day</td>
<td>110</td>
<td>75</td>
<td>61</td>
</tr>
<tr>
<td>Evening</td>
<td>65</td>
<td>29</td>
<td>33</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

The DA program moved to the refurbished building in 2008-09. New area is smaller and only seats 12 students. This is the only reason for the decline in numbers. We have a wait list that has more than 40 students wanting to enroll. We were involved in the planning for the space but not in size of the space we were given. Explain decline in
Retention

Retention Rate by Day, Evening, Online, Arranged (DENTAL)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>1.75%</td>
<td>-0.45%</td>
</tr>
<tr>
<td>Day</td>
<td>1.44%</td>
<td>-0.31%</td>
</tr>
<tr>
<td>Evening</td>
<td>96.88</td>
<td>93.10</td>
</tr>
<tr>
<td>Online</td>
<td>100.00</td>
<td>100</td>
</tr>
<tr>
<td>Arranged</td>
<td>94.12</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

New curriculum was designed to retain students by giving more hands-on experiences. Diverse learning and teaching styles have been incorporated into lecture and laboratory. Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>2.77%</td>
<td>0%</td>
</tr>
<tr>
<td>Day</td>
<td>5.21%</td>
<td>0.59%</td>
</tr>
<tr>
<td>Evening</td>
<td>-10.95%</td>
<td>6.99%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>80.67</td>
<td>91.18</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
Smaller and more hands-on experiences allows for more success through more practice times. HOPE grant specialist has allowed students who need more one-on-one to receive that attention. The HOPE grant specialist is a faculty-qualified specialist in dental assisting. They work like a Success Center Specialist, with funding provided by the HOPE grant.

**Review Team Response**
Are the smaller area and the reduced number of seats the only reason for the sharp decline in enrollment? Please elaborate on the HOPE Grant.

**DEGREE/CERTIFICATE DATA**

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The number 3 is consistent with the average for the program. It is an internal goal to have this number increase in time.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

Significant increase in certificates thorough more efficient classroom management of curriculum success and extended efforts and attention to students applying for certificates by faculty.

Review Team Response

STUDENT LEARNING OUTCOMES
Give back to the community as a dental professional.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
Each course builds on the level of professionalism expected.

Discuss how courses in the program articulate with or complement each other.
Dental 400 introduces the concept, and DENTAL 430 masters the concept in the private dental practice.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
None.

How and when has your department assessed Program SLO's? and how have you responded to the results?
Core competency of community awareness and responsibility has been in the DA program as part of the Accreditation Standards from the beginning.
What program or course changes have been made based on the result of the assessed outcome?
First year of assessment. Changes planned in the reorganization of the curriculum sequencing.

Review Team Response
Overall Program Level Implementation of SLOs is Awareness. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLOs and/or AUO's?

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENTAL 400 Dental Assisting Core Sciences - Active</td>
<td>02/20/2008</td>
</tr>
<tr>
<td>DENTAL 410 Dental Assisting Preclinical Sciences - Active</td>
<td>02/13/2008</td>
</tr>
<tr>
<td>DENTAL 430 Clinical Practice - Active</td>
<td>02/11/2009</td>
</tr>
<tr>
<td>DENTAL 420 Radiography for Dental Assistants - Active</td>
<td>04/30/2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENTAL Dental Assisting - Active</td>
<td>10/27/2009</td>
</tr>
<tr>
<td>DENTAL Dental Assisting - Active</td>
<td>10/27/2009</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections
Develop New Courses/Programs
Other
Briefly explain:
AB2637 has increased the legal duties for Registered Dental Assistants in California therefore increasing curriculum needs. National Accreditation visit in 2010 identified needs for additional curriculum to be taught in oral hygiene, nutrition, and pediatric dentistry.

Review Team Response

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).
To maintain a liaison between the dental professionals in the community, the DA program meets with an Advisory Committee. This large committee consists of a diverse group of dental professionals active in the community. We meet one or two times per year as curriculum, regulations, and employment needs dictate. The role of the Advisory committee is to advise and approve curriculum changes, equipment needs, and current employment information for the program. Minutes are maintained from these meetings. The labor trends report is done for dental assistants (unlicensed) only. The program graduates take the RDA board exam and should therefore be measured against RDAs. The Advisory committee disagrees with the trends report since it was not comparing to the 'true' Chaffey College Graduate, the desirable and more required RDA.

Review Team Response
The review team commends the program for the thorough and informative response.

EXTERNAL REGULATIONS
Organization: American Dental Association Commission on Dental Accreditation (CODA)
Last Review: 02/15/2010
Recommendations: 5 recommendations 1. Improved SLO’s 2. Topical table added to DENTAL 400/410 3. More Dental and Medical emergencies 4. More Oral Hygiene and Preventative dentistry 5. Bloodborne and Radiation Hygiene Policy visible to prospective students and public (such as on the web)
Budgetary Recommendations: None
Addressed Satisfactorily: No
Status of Recommendation: Only recommendation #1 in regards to a 'sustainable plan' for SLO's and evaluation has not been met. We are currently working with Tom Vitzelio to revise our responses to meet this recommendation by the July 2011 due date.
Next Review: 07/01/2011

Organization: California Board of Consumer Affairs: Dental Board
Last Review: 02/15/2010
Recommendations: Upgrade to AB2637 standards.
Budgetary Recommendations: Yes. Funds have been provided through Perkins Grants and we continue to pursue all requirements (as approved by the State Board.)
Addressed Satisfactorily: Yes
Status of Recommendation: Mostly. A few items are still under discussion by the board and until they are settled, no need to invest.
Next Review: 02/01/2017

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Add the newly developed certificates in Orthodontics and Sedation Registered Dental Assistant.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Invest in training of current faculty for curriculum development. New curriculum accepted by State Board of Consumer Affairs to provide certificate.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Purchase equipment needed to provide advanced RDA certificates.
90% passing rate on the new certificate examinations AND 70% employment in the specialties.

**Review Team Response**

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle Training, Harassment prevention, specific training on new equipment.</td>
<td>All faculty required to maintain CEU annually to keep licenses current.</td>
<td>California Association of Dental Assisting Teachers (CADAT) annually for regulatory updates and CEU</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Able to enhance learning through delivery methodology online. Staying current in profession and regulatory changes.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td>Curriculum Committee</td>
<td>Advisory Committee</td>
</tr>
<tr>
<td></td>
<td>Art Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Committee</td>
<td>Health Fair(s)</td>
</tr>
<tr>
<td></td>
<td>Equipment Committee (when meets)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DataTel Steering Committee, Hiring Committee(s)</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
The coordinator and full-time faculty serve on several campus wide committees. With the other HS faculty, this allows DA to participate in shared governance process.

**Teaching/Years of Service**
Given the data how has your program been impacted?
With one full-time faculty member, the consistency and rigor of the curriculum would be jeopardized. However, with the involuntary reassignment of Beverly Cox (me), we feel that the quality of the program is intact. The reassignment is not reflected in the above statistics because it is new. Beverly has all required degrees, licenses, and certificate to teach in dental as well as 22 years of experience, 17 years here at Chaffey College.

Does your program anticipate retirements within the next 3 years?
No.

Review Team Response
The program did not list any committee involvement.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
The program has been granted funding for the past 3-years through Perkins (VTEA) grants. the funding has been annual awards of: 2007-08 $100,000; 2008-09 $70,100; and 2009-10 $33,000.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2

Year 3

EQUIPMENT

Year 1
To increase oral hygiene and preventative dentistry (per accreditation recommendation) Teaching Models: $10,000; demonstration kits (children and adult)$4,500.

Year 2
Increase equipment for dental specialties as needed to teach new certificates in RDA Program. Oral Sedation Assistant $15,000 and Orthodontic Assistant $36,000.

Year 3

TECHNOLOGY

Year 1

Year 2

Year 3

SOFTWARE

Year 1

Year 2

Year 3

OTHER

Year 1
Have all FT faculty attend annual CADAT conference to stay current in changes of professional regulations. $3,500. Increase online and print resources for alumni to have a central place for employment, education, and professional influences. Per Advisory Committee recommendation during this economic time. $5,000

Year 2
Curriculum development to meet the new certificates in specialties in AB2637. $12,000 certification of faculty and curriculum development. Faculty must be certified in specific specialty to be eligible to teach that specialty (even if we have years of experience). After the training, new curriculum will need to be developed and approved by our accreditation bodies.
training, new curriculum will need to be developed and approved by our accreditation bodies.

**Year 3**
Grow recruitment efforts in diverse, under-represented population in dental profession(s). $6,000 Media and expertise. The RDA profession is dominated by females. More male involvement needs to be developed. The African-American community is greatly under represented in the dental professions (assisting, hygiene, and dentistry). Research needs to be complete to see where improvements in involvement can made. Media needs to be updated and distributed within underserved populations outline the target needs identified by the experts and research.

**Review Team Response**

**Review Team Response**
The reviewers commend the program for a very thoughtful and thorough report. Reviewers suggest expanding rationale for projected needs.