

# Annual Instructional Program Review Template for 2012-2013

## Introduction

### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

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<b>Basic Program Information</b>
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Department Name: Dental Assisting

Program Mission(s):

Program Review team members:

Name	Department	Position
Cara Miyasaki	Dental Assisting	Program Director
Judy Yamamoto	Dental Assisting	DA/DH Instructor
Eloise Reed	Dental Assisting	DA Instructor

Total number of Full Time Faculty:	1.5
Total number of Part Time Faculty:	7

<b>Existing Classified positions: Dental Clinic Administrative Assistant (50% DA 50% DH)</b>
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Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Dental Assisting Program	Cert. and AS	45

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

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**Section 1. Data and Trend Analysis**

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

<b>Transcriptable Programs</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
<b>Example: A.S Degree</b>	5	14	<b>+38%</b>
<b>Example: Certificate of Achievement</b>	17	23	<b>+16%</b>

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

<b>Non-Transcriptable Program</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
<b>Example: Career Certificate</b>	N/A	N/A	<b>N/A</b>
<b>N/A</b>	N/A	N/A	<b>N/A</b>

1.2 Department Data

<b>Dimension</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
<b>Enrollment</b>	531	483	-9%
<b>Productivity (Goal: 546)</b>	426	376	+12%
<b>Success</b>	95%	99%	+4%
<b>Full-time FTEF</b>	1.1	.6*	-46%
<b>Part-time FTEF</b>	1.0	1.3	+30%

\*DA program director was also DH program director 2011-12

Department Course Data (Attach data provided by IR or manually complete chart below)

	<b>2010-2011</b>			<b>2011-2012</b>		
<b>Course</b>	Enroll.	Prod.	Success	Enroll.	Prod.	Success
<b>Dental Assist.</b>	531	426	95%	483	376	99%

1.2. EXTRA SECTION: For Program Data Related to Number of Students versus College Data

<b>Transcriptable Programs</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
<b>Example: A.S Degree</b>	12	5	14	<b>+38%</b>
<b>Example: Certificate of Achievement</b>	10	17	23	<b>+16%</b>

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

<b>Non-Transcriptable Program</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
<b>Example: Career Certificate</b>	N/A	N/A	N/A	<b>N/A</b>

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N/A				
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1.2 Department Data

Dimension	2009-2010	2010-2011	2011-2012	% Change
Enrollment	22	22	23	5%
Productivity (Goal: 546)	476	424 or 531	483	+14% or -9%
Success	97%	95%	99%	+4%
Full-time FTEF	.7	1.1	.6*	-46%
Part-time FTEF	1.1	1.0	1.3	+30%

\*DA program director was also DH program director 2011-12

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2009-2010			2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Dental Assist.	22	476	97%	22	424	95%	23	483	99%

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

a. *The DA program always accepts the maximum number of 28 students into the program each September. Enrollment may decline during the ten month program due to students dropping for personal problems or dismissal due to academic or clinical difficulty.*

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

a. **AA, AS, AA-T, AS-T, Certificates of Achievement**

*The enrollment trend is steady. The program receives between 60-65 applications each year. A minimum GPA was instituted 3 years ago.*

*AS, transcriptable certificate*

b. **Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.**

N/A

- 3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.**

*Productivity levels have fallen due to deleting TBA hours in 2011-2012. A second radiology lab instructor was assigned to radiology lab to comply with the Commission on Dental Accreditation Standards mandated ratio of 1:5 faculty to students.*

- 4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)**

*The program enrollment trends by course are affected by the number of students in the program. Classes cannot be cancelled as all dental assisting courses are required for the Certificate and the AS degree. Enrollment trends are affected by student attrition or full-time students switching to part-time status. Attrition may occur through academic weakness, personal problems, and/or clinical deficiencies. Classes of approximately 28 are accepted and the attrition rate is usually a loss of 4 students completely and approximately 2 students switching to part-time status.*

- a. Please comment on the data from any online course offerings.**

*Unfortunately, students do not like the online courses. The program director is addressing curricular content with the faculty to assist students with online learning.*

- 5. Curriculum and Student Learning Outcomes (SLOs)**

- a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?**

*Course outlines are reviewed and updated on an annual basis for Title 5 compliance. All course outlines will be in compliance by December 2012.*

- b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?**

*Digital x-rays are quite common in the dental field. Digital imaging is also becoming more and more common. We are incorporating digital x-rays into the existing curriculum and scaling back on traditional processing techniques. Digital impressions will require a funding source for equipment and software in order to teach digital impressions to laboratory proficiency.*

- c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.**

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*Depending on the course, the SLOs are directly related to critically important hands-on tasks, application of knowledge, or communication skills that will make the dental assisting student successful in the workforce. The PLOs are related to successful preparation for state and national examinations which in turn relate to the workforce mission of the college.*

- d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?**  
*The program director is responsible for the dental assisting faculty and has access and review for CORs and SLOs either electronically or with direct communication with the faculty. Curriculum content is discussed at a pre—Fall staff meeting while viewing the previous year’s outcome assessments and looking for trends compared to other prior years.*

**6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:**

**<http://foothill.edu/president/basicskills.php>**

- a. Please discuss current outcomes or initiatives related to this core mission.**

*Basic Skills: Dental assisting is a entry level program. Many students are unprepared for the rigors of college. By attending this program, students learn to become master students with good study skills, attendance records, and successfully complete the program. Basic skills such as English mastery is developed and students must graduate with a certain level of English competency*

**7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>**

- a. Please discuss current outcomes or initiatives related to this core mission.**

*Transfer Program. Many students may choose to pursue higher education upon graduation. Many students become dental hygienists. Some students continue and go to dental school. Another small percentage of students pursue other areas of study such as business, forensics, or pharmacy.*

**8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:**

**<http://foothill.edu/president/workforce.php>**

- a. Please discuss current outcomes or initiatives related to this core mission.**

*Graduates of the dental assisting program are prepared to enter the workforce immediately upon graduation. The program indirectly fulfills the 2 other goals of the college by:*

*End-of-year and alumni outcome assessment surveys indicate:*

- i. 1/3 of graduates gain full-time employment*
- ii. 1/3 of graduates gain part-time employment and also take college coursework part-time*
- iii. 1/3 of graduates continue to attend college on a full-time basis.*

**b. Please attach minutes from your advisory board meeting(s).**

*The dental hygiene and dental assisting programs conduct an annual advisory board meeting during Fall quarter. The 2012 meeting fell on the same night as the World Series for baseball and was rescheduled to January 2013. Attached are the advisory board minutes for the Fall 2011 meeting.*

**9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>**

**a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.**

*The dental assisting program has a larger population of underrepresented students (African American, Latinos, Native Americans) In comparison to other allied health programs. The program review data states a 100% success rate.*

**Section 2. Learning Outcomes Assessment Summary**

**2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**

*The 2011-12 Program Level- Four Column Report is attached.*

**2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat**

*The 2011-12 Course Level- Four Column Report is attached.*

**Section 2 Continued: SLO Assessment and Reflection**

**2.3 Please provide observations and reflection below.**

**2.3.a Course-Level SLO**

**1. What findings can be gathered from the Course Level Assessments?**

*Overall the course-level SLOs are being met. Those that are unmet have an appropriate action plan.*

**2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?**

*No curricular changes are found with SLOs, however, the faculty realize that many dental offices are using state-of-the-art technology in their dental practices. The program needs to continue to teach this technology in order to have graduates who will be competitive in the field. Digital radiography and digital impressions are two such examples.*

**3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?**

*Student's consistently meet the CL-SLOs on an above average level.*

**4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?**

*Course-level student learning outcomes offer a narrow range of information. The program faculty have found an overall level of success for the course-level SLOs. However, the faculty rely more on comprehensive surveys given quarterly, upon graduation, and 6 months after graduation.*

**5. If your program has other outcomes assessments at the course level, comment on the findings.**

*Survey questionnaires are completed every quarter, upon graduation and 6 months after graduation. These outcome assessment surveys request feedback for individual courses and for the program. These surveys are very comprehensive and thorough. The assessments indicate a high degree of student satisfaction.*

**2.3.b Program-Level SLO**

**1. What summative findings can be gathered from the Program Level Assessments?**

*The PLO's indicated that the students would pass their state licensure exams. None of the students failed the California state practical RDA exam or the Law & Ethics RDA exam this past 2012 summer.*

*The DA classroom also serves as a lab area which is less than ideal. In order to best serve the needs of the students, the electrical system needs to be updated. The current system cannot handle the electrical requirements of the equipment and the breaker will switch off. Only Plant Services has access to the breaker and are not always available to flick the switch back on. Another problem which is a health and safety issue is the lack of electrical plugs which requires multiple extension cords which lie on the floor and cause a safety issue.*

*A large portion of dental assisting information involves looking at dental products, materials, equipment and instruments. It is difficult to switch back and forth from the computer PPT to the visualizer. There is a significant lag time which is time consuming. A additional projector*



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*mounted in the ceiling would enhance student learning hence PLO and program outcome assessment findings.*

*Digital technology is becoming more and more popular with dentists in the surrounding community. The program will need to purchase digital technology to keep pace with the current workforce.*

**2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?**

*In order to abide by a standard of excellence and maintain a highly respected reputation in the community, funding for materials, faculty development, multimedia, and technology must continue and increase with consideration of the cost of living and inflation.*

*We need to move the labs which prepare students for their RDA practical exam to later in Spring quarter.*

**3. If your program has other outcomes assessments at the program level, comment on the findings.**

*Survey questionnaires are completed every quarter, upon graduation and 6 months after graduation. These outcome assessment surveys request feedback for individual courses and for the program. These surveys are very comprehensive and thorough. The assessments indicate a high degree of student satisfaction.*

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 Continue to implement digital radiographs</b>	Purchase pano machine and 3 computers for radiology area within 1-2 years	3 computers installed in radiology area in 2012	Old pano machine failing, if cannot be repaired, students will lose a valuable learning experience. Digital x-rays being taken more often. 3 new computers installed in radiology department.  Program will continue to request Perkins funding for purchase of radiology equipment. Program addresses Core Mission Workgroup Initiative by

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			maintaining a active and current list of members who meet on an annual basis.
<b>2. Maintain program accreditation approval status</b>	Ongoing	At annual pre-fall staff meeting the accreditation standards were reviewed to check for compliance.	CODA approved programs maintain the highest regard for DA educational programs in the private sector  Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. The DA program has a ongoing relationship with existing and new dental offices for externship rotations.
<b>3 Marketing materials</b>	2011-12	Brochures purchased in November 2012  Website updated for 2012-13	Market potential students to program
<b>4. Remodel lab room – electrical and additional ceiling projector</b>	Ongoing request	Measure C? Supported by Division Dean in 2011-12 review. No action taken at this time.	Improve student success by shortening delays caused by set-up for labs or use of classroom by other programs. Also improved scheduling of classes.
<b>5. Faculty support in radiology</b>	Funded by Perkins need ongoing funding	One additional faculty hired for M/W 3 hour radiology labs.	Program keeping within CODA accreditation standards.
<b>6. Faculty development</b>	Ongoing	Provided by Perkins	Attendance to CADAT meeting in Southern California  Program will continue to request Perkins funding for faculty development. Program addresses Core Mission Workgroup Initiative by maintaining a active and current list of members who meet on a annual basis.
<b>7. Need consistent counseling experiences and maintain program's coordinator for allied's</b>	Ongoing	Degree Works presented at AHS 50 pre-Fall student meeting.	Need to keep Division's Health Career Coordinator. Kerry West is essential.  Counseling and Evaluations office give priority to load student

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			<p>transcript information in Degree Works. However, there is a need for a dedicated evaluations specialist for allied health students.</p> <p>Addresses Core Mission Workgroup Objectives for 2011-12 for advising students to register for the appropriate course. Although a basic skill initiative, the DA program is entry level and assists students to become better students.</p>
<b>8. Continue to graduate students of high caliber who can choose to work or pursue advanced education</b>	Ongoing	All 2012 graduating students successfully completed RDA Practical exam and Law & Ethics written exam.	Students will be able to perform all duties stated in the Dental Practice Act
<b>9 Replace full-time faculty upon retirement or upon leaving program</b>	When occurs	No full-time retirees for the 2011-12 academic year.	Maintain consistency with student learning.

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

<b>Goal</b>	<b>Timeline (long/short-term)</b>	<b>How will this goal improve student success or respond to other key college initiatives</b>	<b>Action Steps</b>
<b>1 Continue to implement digital radiographs</b>	Purchase digital panoramic machine within 1 year	<p>Old pano machine failing, if cannot be repaired, students will lose a valuable learning experience.</p> <p>Student will be prepared and competitive for jobs with dental offices or clinics that have state-of-the-art technology.</p>	Program will continue to request Perkins funding for purchase of radiology equipment. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on an annual basis.
<b>3. Maintain program accreditation approval status</b>	Ongoing – long term goal	CODA approved programs maintain the highest regard for DA educational programs in the private sector	Review CODA accreditation standards every year with faculty.

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		Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. The DA program has a ongoing relationship with existing and new dental offices for externship rotations.	
<b>3. Remodel lab room – electrical and additional ceiling projector</b>	Request sent to dean via email in Nov 2012  Measure C?	Improve student success by shortening delays caused by set-up for labs or use of classroom by other programs. Also improved scheduling of classes.	Request for funding.
<b>4. Faculty development</b>	Ongoing – long term goal	Faculty training to keep current in field. Also keeps program competitive with other community or private programs.	Program will continue to request Perkins funding for faculty development. Program addresses Core Mission Workgroup Initiative by maintaining a active and current list of members who meet on a annual basis.
<b>7. Need consistent counseling experiences and maintain program’s coordinator for allied’s</b>  <b>a. maintain Health Career Coordinator position</b> <b>b. dedicated evaluations specialist needed</b>	Ongoing	Degree Works presented at AHS 50 pre-Fall student meeting which is easy and fast for students to determine status for degree completion.  A dedicated health career coordinator and a evaluations specialist is directly related to student success from program application to program completion.	Need to keep Division’s Health Career Coordinator. Kerry West is essential.  Counseling and Evaluations office give priority to load student transcript information in Degree Works. However, there is a need for a dedicated evaluations specialist for allied health students.  Addresses Core Mission Workgroup Objectives for 2011-12 for advising students to register for the appropriate course. Although a basic skill initiative, the DA program is entry level and assists students to become better students.
<b>6. Continue to graduate students of high caliber who can choose to work or pursue advanced</b>	Ongoing	Students will be able to perform all duties stated in the Dental Practice Act	Review SLOs and PLOs frequently. Continue to administer assessment surveys

**Draft Annual Program Review Template for 2011-2012**

<b>education</b>			above and beyond SLOs and PLOs
<b>7. Replace full-time faculty upon retirement or upon leaving program</b>	When occurs	Maintain consistency with student learning.	Request FTE upon notice of retirement
<b>8. Need technology for digital impression and fabrication of permanent restorations</b>	Purchase digital equipment and software within 3 years.	Student will be prepared and competitive for jobs with dental offices or clinics that have state-of-the-art technology.	Request funding.
<b>9 Replace or purchase small equipment and purchase materials</b> a. autoclave b. Computer in room 5301 c. Printer in room 5206 d. scanner	Sent	Have materials and equipment to support lab and clinic sessions.	B Budget Augmentation request is being submitted for 2012-13  Measure C for computers and technology
<b>10 Reassigned time 50% for program director</b>	Request for permanent change to 50%	Adequately compensate program director for realistic amount of time for coordinating the program, faculty, staff, and students.	Request in program review
<b>11 Dedicated classroom for dental assisting students</b>	On and off request last 5 years	The current classroom was remodeled for a lab environment. It is difficult to impossible to set up for labs when the classroom is in use all day except during lunch.	

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program’s new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

**Full Time Faculty and/or Staff Positions**

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>	
<b>1. Faculty</b>	Varies	Goal #7 – replace full-time faculty upon retirement	District

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

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<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Program Director</b>	\$35,000	Goal #10 – Will allow program director to do her job within reasonable time restraints. Also, can provide time for the director to implement creative projects or changes within the curriculum or program that might otherwise not happen due to time constraints with the current administrative and teaching responsibilities.

One-time B Budget Augmentation

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Purchase supplies and materials</b>	\$3,000	Goal #9 – Need consumable supplies and materials Supplies and materials needed by program for student instruction.

Ongoing B Budget Augmentation

<b>B Budget FOAP</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Purchase materials</b>	\$3,000	Goal #9 – need consumable supplies and materials to get by until Spring quarter when the students graduate.

Facilities and Equipment

<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>1. Digital panoramic unit</b>	32,000 for pano	Goal #1 Continue to implement digital radiographs. Old panoramic unit needs replacement to teach to state-of-the-art technology which is already being used widely by dental practices in the Bay Area.
<b>2. Remodel lab room</b>	?	Goal #3 Remodel lab classroom. Electrical system was to be addressed during remodel and promised that retractable ceiling outlet would be placed after the remodel several years ago. It's a hazard to have multiple extension cords on the floor when working with plaster and water.

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		Need second projector in classroom.
<b>3. Digital technology</b>	20,000	Goal #8 Digital impressions and fabrication of permanent restorations
<b>4. Autoclave</b>	6,000	Goal #9 – replace broken or dysfunctional equipment
<b>5. Computer</b>	3,000	Goal #9 – instructor computer in room 5301 has older operating system and software.
<b>6. Printer</b>	1,000	Goal #9 – Room 5206. High speed printer needed by program director for accreditation reports, program review, Tracdat reporting, C3MS course outline changes, and other various reports.
<b>7. Scanner</b>	\$400	Goal #9 – Program director needs high speed scanner for electronic data records.
<b>8. LED light for loops</b>	\$1,000	Goal #9 – Program director needs LED light which is attachable to safety glasses to assist with student instruction.

### Section 5: Program Strengths/Opportunities for Improvement

#### **5.1 Address the concerns or recommendations that were made in prior program review cycles.**

*The DA program has not had a recent formal review and discussion with program review committee members so concerns or recommendations cannot be formally identified. Formal program reviews made many years ago identified the need for additional B budget funding.*

#### **5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?**

*The dental assisting program is a small program with only one full-time instructor. There seems to be a rumor on campus that the dental assisting program is an expensive program. The dental assisting program has an overall operating budget of \$233,000 which is not an excessively large amount. In 2012, the DA program celebrated its 50<sup>th</sup> year at Foothill College. This program has a longstanding history of excellence and a good reputation in the dental community along the Bay Area. Speaking for myself, the few times I've had an ultrasound or x-ray at a hospital I am glad to hear that the x-ray tech came from Foothill College. I know that all of our allied health directors have high standards and I am reassured that I am in good care. I know the same would go for anyone who has an appointment with their dentist and knows that their dental assistant came from Foothill College.*

*Program review members who have read the DA documents have expressed an appreciation for the dedication demonstrated by the faculty and staff on the behalf of the students.*

#### **5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?**

- The faculty and staff are extremely dedicated and work very hard to make sure that the students in the program receive a quality education.*

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- *The students recognize the efforts of the faculty and staff. Also, comment on outcome assessments their appreciation for the quality of education they receive.*
- *Employers recognize and express their appreciation for the quality of students hired by their dental offices.*
- *The dental assisting enrolls a high number of targeted students - see table below*

Targeted Groups	2008-09	2009-10	2010-11	2011-12
Total enrollment	24	22	22	24
African Americans	1	1	0	2
Latinos	4	0	4	6
Filipinos	1	3	1	1
% of targeted groups	25%	18%	23%	37%

- *The DA and DH program work together to share a clinic, a classroom and a lab room in order to have schedules which don't conflict with each other.*

### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

#### 6.1 Strengths and successes of the program as evidenced by the data and analysis:

The DA program consistently enrolls a large proportion of target student populations (37% in 2011-2012 school year). Two-thirds of graduates continue directly to full time or part-time employment. Surveys indicate a high degree of student satisfaction.

#### 6.2 Areas of concern, if any:

The DA and DH program share equipment and space. There is a need for digital panoramic X-ray machine as indicated in the budget. This is required to keep the program current and train students on state of the art equipment.

#### 6.3 Recommendations for improvement: None

#### 6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.



Draft Annual Program Review Template for 2011-2012

**DENTAL PROGRAMS ADVISORY BOARD MEETING**

**October 26, 2011**

**Toyon Room – Foothill College**

**Attending:** Dr. Don Call, Patti Chan, Cathy Draper, Dr. Jan Gabus, Ken Horowitz, Lizzie Innes, Dr. Chris Joy, Catherine Kornegay, Dr. Christian Kozeghy, Kristina Kucinskaite, Lauren Lea, Dr. Dennis Low, Dr. John McBirney, Dr. Patrick McEvoy, Judy Miner, Cara Miyasaki, Jennifer Nguyen, Dr. Chau Long Nguyen, Truc Nguyen, Eloise Reed, Miriam Rosenthal, Carol Ryan, Jennifer Serrano, Kelly Sims, Anouk Sivi, Phyllis Spragge, Kerry West, and Judy Yamamoto.

**I. Introductions:**

The meeting commenced at 6:45 pm.

- A. Cara asked for introductions from the room, announcing that Phyllis Spragge, former director of Dental Hygiene, was now Division Dean of the Biological & Health Sciences Division. Cara is currently Director for Dental Assisting, and Acting Director for Dental Hygiene.
- B. Introductions came from around the room, with FH College president Judy Miner thanking the Board for inviting her to the meeting.
- C. Dr. Chris Joy raised the question of the previous concerns over the status of the Dental Hygiene program to President Miner. President Miner indicated there was a genuine concern earlier this year, with the district's impending 10 million dollar shortfall, that the FH administration was considering imposing an "every other year admittance policy" for the DH program. She expanded by saying:
  - That would have meant losing all the part-time DH faculty, so she took the item off the table, saying there would now be no downsizing for the DH program.
  - She added that over the last 6 months, the original 10 million dollar estimate had been reduced to 3.2 million, which meant while the DH program and its faculty were safe, several full-time faculty and classified from other areas were facing potential layoffs.
  - She continued to address the other areas in which they were considering reductions, such as eliminating many course offerings with low enrollment, and possibly reorganizing certain areas to allow for downsizing.
  - The college will be concentrating its efforts in 3 areas: Workforce, Transfer, and Basic Skills.
  - President Miner ended by saying the college was also looking forward to the opening of the former Onizuka "Blue Cube" property, collaborating with Mission and SJCC/EVC Community College districts.

**II. Reports**

- A. Dental Assisting – Cara updated the Board on various statistics via a PowerPoint presentation, including:
  - RDA written and practical board exams, demographics, etc.
  - Tightening up and formalizing the Law & Ethics area of instruction
  - Dr. Joy raised the issue of how long it takes RDAs to learn documentation, spelling, etc.; asking if the program was aware of this, and ways they might improve upon the current practices. Miriam Rosenthal asked Dr.

## Draft Annual Program Review Template for 2011-2012

Joy if he had considered recording instructions; he responded is thinking of video taping, so the assistants can familiarize themselves with the procedures. Cara mentioned Dr. Bob McCowan was currently using YouTube with the DA students.

B. Dental Hygiene -- Cara Miyasaki, Acting DH director began the report, asking Phyllis for her input. Phyllis summarized:

- 100% pass rate on National & State Board Exams, adding that FH students are very well educated and prepared for their exams, scoring well above the state average pass rate on State Board and Law & Ethics exams. The DH students also scored well above the national average in all fourteen subject matter areas on National Boards. The results are among the highest scoring programs in the US.
- Phyllis also gave an overview of the DH program's Learning Outcomes, related College Outcomes, and methods used to assess these outcomes. More details were included in the handout provided to the Board members.

**III. Accreditation Site Visit Update:** a handout was distributed to the Board detailing the accreditation team's findings.

- Accreditation results were extremely favorable, with only one recommendation regarding the DH 1 pre-clinic instructor to student ratio, which needs to be 5:1.
- A Dental Hygiene graduate was hired using Perkins funds to meet the team's recommendation; so the program is now in full compliance.
- The next accreditation site visit will be March, 2018.

**IV. Small Group Break-out Sessions:**

Cara asked board members to break out into small groups of dentists in one group, and DH & DA in another group to discuss trends in the dental community, then report back to the full membership on their discussion.

A. Dentist Group Report

- Dr. Joy reported they have sustainable practices with hygienists scheduled 3-5 days per week.
- Each ad brings 40+ replies reflecting how the economy is affecting all.
- Dr. Gabus asked if the dental programs keep statistics on graduate employment. Phyllis said yes, via graduate surveys, reporting that students indicate they are under-employed.

B. DA/DH Student Group Report

- Lizzie reported the student group discussed how long it takes to get hired, noting that language can be a barrier to being hired. She said it wasn't so much Spanish as other ESL languages, with the solution being to find an office where the dentist and his patients speak the same language.

C. Scholarships – Dr. Gabus asked the students about their program expenses, and the availability of scholarships.

- Lizzie explained the steps and the obstacles for financial aid, and listing the various scholarships available.

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- Phyllis mentioned that 2 students were given scholarships last year, as a result of a bequest on behalf of the family of a dental hygienist who had passed away.
- Dr. Joy then asked what the process was if someone wanted to make a donation to the dental programs. Phyllis explained about the college foundation that manages donations.
- Dr. Joy wondered if donations, scholarships, etc. would increase the quality of the applicant pool. Phyllis responded that most of the applicants were very highly qualified, due to the structure of the application process; also noting that with 40 class hours per week, along with 40+ hours of homework, most students were not able to work even part time while in the program.
- Dr. Call asked if the scholarships and donations should be increased, and was met with a resounding YES!

### **V. Community Dental Hygiene Week @ Foothill DH Clinic** – Catherine Kornegay outlined the clinic’s private practice week:

- Catherine extended the invitation to all the advisory board dentists to volunteer assisting with exams.
- Students prepare for outside jobs, by seeing one patient/hour, rather than the standard 3 hours/patient they have been used to in the program.
- Private practice week is scheduled for Monday through Thursday, June 11<sup>th</sup> through June 14<sup>th</sup>, and the following Monday and Tuesday June 18-19<sup>th</sup>.

### **VI. Clinical Off-Campus Externship Update** -- Cara referred the board to the handout Joyce Bettencourt had prepared, since she couldn’t be at the meeting.

- Lizzie commented how much students enjoyed having the opportunity to work in the community while still in the program.

### **VII. Continuing Education Report** – Cara introduced Cathy Draper, asking her to report on continuing education and the upcoming Oral Cancer Walk on April 14, 2012.

- Dental Assisting and Dental Hygiene 1 & 2 will participate here on campus.
- A fee will be charged for participation, with the money going to oral cancer research.
- A check will be presented to Oral Cancer Foundation.
- Judy Miner commented the Foothill Commission “loves the Dental Hygiene program”, and could help with fundraising. She suggested that tickets issued for smoking on campus be donated to this cause.
- Cathy announced the 3<sup>rd</sup> Alumni Continuing Education event had occurred 2 weeks ago, with the next event scheduled for Oct. 13, 2012.
- The topics for the 2012 event will be oral cancer topics, with head and neck surgeon Ed Damrose.

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### **VIII. New Business**

- Ken asked Patti Chan to talk about her Community Dental Health course.
- Patti explained that 2<sup>nd</sup> year DH students did clinic rotations within the community each Friday, in elementary schools, clinics, and in San Jose middle schools with developmentally delayed teens.
- Jennifer Serrano, and Lizzie Innes enthusiastically supported the Friday rotations, indicating they learned a lot, while feeling like they were giving back to the community.
- Patti also talked about the students & she participating at a San Mateo County dental screening event where she met Assemblyman Jerry Hill.

### **IX. Agenda Items for Next Meeting - None were discussed.**

Cara thanked everyone for coming and announced the next meeting would be October 24, 2012.

# Unit Course Assessment Report - Four Column

## Foothill College

**Mission Statement:** A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up	
Department - Dental Assisting (D A) - D A 50 - ORIENTATION TO DENTAL ASSISTING - SLO 1 - Treatment Documentation - The student will demonstrate accurate documentation in a patient's treatment record utilizing proper dental terminology and nomenclature. (Created By Department - Dental Assisting (D A))  <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/21/2011  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be evaluated using a rubric and a passing score of 73% or higher. <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> 95% of the students will pass this.	12/13/2013 - 80% of the students demonstrated competency at a level of 90% or higher and the remaining students demonstrated competency at a level between 73% - 90%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> This assignment was a successful assignment.	12/16/2011 - no changes needed <hr/>	
Department - Dental Assisting (D A) - D A 50 - ORIENTATION TO DENTAL ASSISTING - SLO 2 - Responsibilities - The student will identify the allowable duties of the dental assistant in the State of California under direct supervision & general supervision. (Created By Department - Dental Assisting (D A))  <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be evaluated with a multiple choice test with a passing score of 75% or higher. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 95% of students will have a passing grade.	03/01/2013 - All students could demonstrate documentation (at 85%) of the allowable duties. <b>Result:</b> Target Met <b>Reporting Year:</b> 2012-2013 <b>Resource Request:</b> Need for printing of allowable duties <b>GE/IL-SLO Reflection:</b> Students need to recognize allowable duties so they do not perform illegal duties.	02/03/2012 - Utilizing a multiple choice test, 70% of the students passed with a grade of 85% or greater while the remaining students passed with a grade of 75%-84%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012	12/16/2011 - no changes needed <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 51A - INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING - SLO 1 - Dental Instrumentation - The student must identify dental instruments utilized in a general practice dental office on a final instrument examination given at the end of the quarter. (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This SLO evaluation is part of a triple-jump lab exam given at the end of fall quarter.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of the students will successfully complete the instrument exam.</p>	<p>12/14/2012 - 100% of the students successfully completed the instrument exam with 75% or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase instruments</p> <p><b>GE/IL-SLO Reflection:</b> This course is an intensive course that requires students to use three of the institutional LO's. The student must communicate, think critically and be conscious of their surroundings because many of the projects in this class include an evaluation tool of the 3 ILO's.</p>	<p>03/09/2012 - Continue to test student knowledge of commonly used dental instruments using a fill-in type test to check for spelling as well.</p> <hr/> <p>03/09/2012 - Continue to test students on identification of commonly used dental instruments with a fill-in type test to check spelling as well.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 51A - INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING - SLO 2 - Dental Techniques - The student must be able to manipulate and/or mix (3 out of 4) dental materials on a final skill test given at the end of the quarter. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This SLO is part of a triple-jump lab exam given to students at the end of the quarter.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 96% o the students will successfully complete the SLO.</p>		
<p>Department - Dental Assisting (D A) - D A 51B - INTERMEDIATE CLINICAL DENTAL ASSISTING - SLO 1 - Dental Instrumentation - Orthodontics - The student will be able to identify and describe the use for dental instruments utilized in a orthodontic specialty practice on a final instrument examination given at the end of the quarter. (Created By Department - Dental Assisting (D A))</p>	<p><b>Assessment Method:</b> Matching questions using images or actual orthodontic instruments.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 95% of the students will pass.</p>	<p>07/18/2012 - 95% of the students were able to match or identify orthodontic instruments on a test.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>07/18/2012 - Grant money purchased nice orthodontic equipment in metal cassettes to keep organized. Need to maintain equipment.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 01/09/2012 <b>End Date:</b> 03/30/2012 <b>Course-Level SLO Status:</b> Active		Students can identify these easier because they use them on their typodonts to mount orthodontic appliances.	
Department - Dental Assisting (D A) - D A 51B - INTERMEDIATE CLINICAL DENTAL ASSISTING - SLO 2 - Orthodontic Appliances - The student will be able to identify common orthodontic fixed and removable appliances (Created By Department - Dental Assisting (D A)) <b>Start Date:</b> 01/09/2012 <b>End Date:</b> 03/30/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Matching exam questions using images or actual fixed and removable appliances. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 95% of the students can pass the test.	07/18/2012 - 96% of students were able to match fixed and removable orthodontic appliances. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None. <b>GE/IL-SLO Reflection:</b> Students place these appliances on their typodonts which makes it easier to identify if they use them.	07/18/2012 - Continue to have students place orthodontic appliances on their typodonts.
Department - Dental Assisting (D A) - D A 51C - ADVANCED DENTAL ASSISTING SKILLS - SLO 1 - Dental Techniques - The student will successfully remove stain and soft deposits from the majority of the tooth surfaces utilizing a selective coronal polishing technique. (Created By Department - Dental Assisting (D A)) <b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be evaluated using a rubric and a passing score of 75% or higher. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> 95% of the students will pass this.	07/18/2012 - All of the students passed their coronal polishing evaluations. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions <b>GE/IL-SLO Reflection:</b> This is a special certificate given to students and is important to keep high standards.	07/18/2012 - Continue to teach and devote a large section of lab time for this procedure. Learning fulcrums and polishing keepingr patient safety in mind is important.
	<b>Assessment Method:</b> The student will be evaluated using a rubric and a passing score of 75% or higher. <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> 95% of the students will have a passing grade		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 51C - ADVANCED DENTAL ASSISTING SKILLS - SLO 2 - Performance - The student must participate in a mock state board practical examination and perform a blind peer evaluation of the final product. (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 04/09/2012</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student be evaluated in a lab/clinical competency with a grading rubric and pass with a 75% or better</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 95% of the students will pass</p>	<p>07/18/2012 - Approximately 75% of the students passed their mock boards.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions</p> <p><b>GE/IL-SLO Reflection:</b> Taught the mock board procedures too early in quarter and students forgot how to do these procedures.</p>	<p>07/18/2012 - Will move mock board procedures later on in the quarter for consistency.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 53A - INTRODUCTION TO RADIOGRAPHY I - SLO 1 - Dental Radiography - Demonstrate correct maxillary and mandibular anterior intraoral film placement technique on a mannequin (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The radiographic evaluation form will assess this outcome. After the film has been exposed and developed, the instructor will evaluate it. A film placement error as a one point deduction value.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 75% of the students will achieve this outcome</p>	<p>01/31/2013 - 90% of the students successfully placed and exposed the intraoral film. The film placement issues were not by the lack of awareness of teeth numbers but when the mannequin closed, the film shifted.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <hr/> <p>12/16/2011 - 90% of the students were successful in this assessment outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> continue the purchase of single film for DXTR practice.</p>	<p>12/16/2011 - The findings were analyzed, and students did perform the placement and centering of the teeth onto the film. However, their sequencing was incorrect. Some did 6-11, then 27-22 rather than 6-11 and 22-27. Emphasis needs to be placed on correct sequence and the relevance of it so duplication of the same area will not be performed or film taken from the tray will not be out of order.</p> <hr/>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>12/16/2011 - 90% of the students successfully placed and centered the correct teeth on a anterior maxillary and mandibular film.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	<p>06/12/2012 - Utilize a cotton roll for stabilization.</p> <hr/> <p>04/10/2012 - The teeth were centered with placement, however when the patient bites onto the film holder the film shifts. Students do not anticipate this shift and the film displays non-centered or tilted. Action Plan is to emphasize the use of the cotton roll to stabilize the bite.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 53A - INTRODUCTION TO RADIOGRAPHY I - SLO 2 - Application of Knowledge - Using a diagram, the student will be able to identify four basic components in the x-ray tubehead. (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A textbook diagram used in the lecture presentation has identified the tubehead component parts. This diagram is used to assess this outcome by having the students identify the the unlabeled component parts</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of the students will be able to successfully complete this SLO</p>	<p>01/31/2013 - 100% of the students were able to answer this question correctly</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <hr/> <p>06/12/2012 - Students may be able to make their own drawings for the component parts. This will not confuse them for mistakenly identifying the copper stem vs. anode</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	<p>10/02/2012 - Extra credit can be awarded for students who add detailed information such as: unlead portion of glass envelope, photon for x-ray, copper portion of anode, tungsten portion for target, tungsten portion for filament and metal for focusing cup. although basic 4 components should not be missed: anode, cathode, filament, PID and lead glass.</p> <hr/> <p>06/12/2012 - since students already have been drawing the tubehead, this would be an addition</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>12/16/2011 - 90% of the students were able to successfully complete this SLO</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>05/17/2012 - consider listing component parts and match with the function of the parts.</p> <hr/> <p>12/16/2011 - The diagram indicates an arrow to the anode; a general and acceptable answer. The arrow can also be interpreted as the copper stem; a specific answer. Both answers are correct, however next year clarify if you want general or specific; or ask for another basic component part.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 53B - DENTAL RADIOGRAPHY II - SLO 1 - Dental Techniques - On a full mouth survey of radiographs, the student will be able to identify one radiolucent and one radiopaque anatomical feature in each arch. (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> written as a multiple-choice question, the student will be asked to identify a mandibular radiopaque and a maxillary radiolucent anatomical feature.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% is the expected success rate for this SLO</p>	<p>03/28/2013 - This assessment goal was achieved at the 100% level for W'13. The anatomical drawings, the introduction lecture to panoramic radiography and mounting practice all reinforced anatomical landmarks seen on radiographs</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>Resource Request:</b> A new panoramic machine with easier patient placement into the focal trough will prevent the obscuring of landmarks and have greater detail with anatomical clarity</p>	<p>03/28/2013 - Continue to pursue funding for updated x-ray equipment.</p> <hr/>
		<p>04/04/2012 - A 96% success rate for this SLO was met, and this SLO should be kept with landmark identification.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>04/04/2012 - One student identified the nasopharyngeal airspace as the maxillary sinus, nasal sinus. Action Plan is to have complete understanding of what the airspace is and how it is created on the panoramic x-ray.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 53B - DENTAL RADIOGRAPHY II - SLO 2 - Dental Techniques - The student will be able to recognize a cone cut error for premolar and molar bitewing radiograph. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Given an example of a cone cut error on a BWS, the student will be able to identify the error.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of the students are expected to achieve this SLO</p>	<p>03/28/2013 - All students or 100% achieved this goal without error. Continue to expose BW's on the DXTTR with tabs to have students gain knowledge and practice of aiming the PID over the film. Students will continue to need training on how to make adjustments to the PID for cone cut prevention on human patients.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>Resource Request:</b> continue to keep the accreditation ratio of students:faculty for the prevention of retakes on human patients</p>	<p>03/28/2013 - For radiation safety, continue direct supervision of all students</p>
		<p>04/10/2012 - 100% of the students were able to accomplish this SLO</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>04/10/2012 - Add not only curvatures for cone cuts but also right angles to depict collimators and lines to indicate thyroid collar (with and without stitching)</p>
		<p>04/04/2012 - 100% of the students tested were able to recognize a cone cut error on the bitewing radiograph</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p>	<p>04/10/2012 - Keep this SLO, it belongs in this course, it is one of the most commonly seen error</p>
<p>Department - Dental Assisting (D A) - D A 53C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - The student will be able to produce a diagnostic panoramic</p>	<p><b>Assessment Method:</b> The panoramic evaluation form will assess this SLO.</p> <p><b>Assessment Method Type:</b></p>	<p>06/12/2012 - All students were able to perform a diagnostic panoramic radiograph</p> <p><b>Result:</b></p>	<p>06/28/2012 - All panoramic radiographs were diagnostic, with 67% of the class performing this</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>radiograph. (Created By Department - Dental Assisting (D A))</p> <p><b>Start Date:</b> 04/09/2012</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Presentation/Performance</p> <p><b>Target:</b> After exposing and processing the panoramic radiograph, the student will use the panoramic evaluation criteria form of patient positioning. The correct positioning determines the diagnostic value of the film</p>	<p>Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>procedure without error. Twenty-four percent performed this procedure with one error, (most common the chin was not tilted down enough) and 9% or two students in the class had 2 errors. No retakes were required on any panos this quarter.</p> <hr/> <p>06/12/2012 - Continue to reinforce proper infection control guidelines for disinfection of the biteplate and apron.</p> <p><b>Follow-Up:</b> 06/12/2012 - Add infection control to the form for 5% value of grading</p>
		<p>10/13/2011 - By the end of the quarter, each student (100%) was able to successfully produce a diagnostic panoramic radiograph.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p> <p><b>Resource Request:</b> Positioning lights are essential to produce an accurate panoramic radiograph. The bulbs &amp; wires are weakened and will detach with wear and usage. The lifetime of the panoramic unit is nearing its end and resources need be identified for replacement</p>	<p>04/10/2012 - This was an appropriate SLO for this course.</p> <p><b>Follow-Up:</b> 06/12/2012 - This year, infection control seemed to be forgotten. After the pano x-ray was complete, one student did not disinfect the biteplate. Reinforce infection control with the pano lecture.</p>
		<p>10/11/2011 - Reflecting on the spring 2011 quarter, the dental students performed at the 90-100% passing level for this CL-SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	<p>04/10/2012 - Because panoramic radiography is a basic skill a RDA must use in a dental office, emphasize its importance and value.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> Focal trough delineations with lights are burning out and will need replacement as well as the concern that the unit as a whole is ending its lifetime.</p>	
<p>Department - Dental Assisting (D A) - D A 53C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Given a powerpoint image of a panoramic radiograph, the students will be able to correctly identify four labeled anatomical landmarks; two on the maxilla, two on the mandible</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> The target for success is a passing rate of three of the four labels answered correctly.</p>	<p>06/12/2012 - This year (2012) most students were able to identify the four anatomical landmarks. Occasionally a student would not be able to identify two on the mandible because they focused on the anterior portion of the mandible and did not consider the condyle or coronoid process.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> each student having a skull to visualize the mandible in its entirety would be beneficial</p>	<p>10/02/2012 - In order to improve the outcome for 53C, today's lab presentation (in 53A lab, Fall 2012) included ppt of overall anatomical skull landmarks, drawing landmarks in the mount, use of the skull to identify landmarks, and actual x-ray films to identify landmarks. This will help the visual, and/or the hands on learner in order to help the student identify the mandibular landmarks. Students did not have difficulty with maxillary landmark identification</p> <hr/> <p>06/12/2012 - Students would benefit if they can share a skull to help visualize landmarks.</p>
		<p>10/13/2011 - 100% of the students passed at the level designated for the target for success</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p> <p><b>Resource Request:</b> mid-sagittal light still continues to flicker after repair. it is important to have the dental technician keep this light constant.</p>	<p>06/12/2012 - student pick the most obvious and largest landmarks ie. hard palate, maxillary sinus, mental foramen, condyle. Consider giving extra points for landmarks other than those mentioned.</p> <hr/> <p>04/10/2012 - Continue to emphasize the helpful words of radiolucent and radiopaque for identifying landmarks on the panoramic radiograph</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 56            - DENTAL HEALTH EDUCATION - SLO 1 -            Treatment Case Study - The student will            evaluate the oral hygiene status of a patient            and choose an appropriate course of action            and assist the patient in achieving optimal            oral hygiene. A case study scenario must be            evaluated by the student and select the            appropriate course of action. (Created By            Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Casey study assignment. Student given a patient case study and must assess, plan, and submit a written plan. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 95% of students will successfully complete an appropriate plan</p>	<p>04/04/2012 - 95% of the students were able to assess the status of a patient's OH and identify an appropriate course of action to assist the patient in receiving optimal oral health. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012</p>	<p>04/04/2012 - No changes</p>
<p>Department - Dental Assisting (D A) - D A 56            - DENTAL HEALTH EDUCATION - SLO 2 -            Application of Knowledge - The student will            be able to evaluate new oral hygiene            techniques and products using credible            resources and evidence based dentistry. A            supplemental aid product will be researched,            presented and demonstrated with 75%            accuracy. (Created By Department - Dental            Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Each students will be assigned a oral hygiene aid to present to class. Findings will be reported to class. <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> 95% of students will successfully pass assignment.</p>		
<p>Department - Dental Assisting (D A) - D A 57            - OFFICE EMERGENCY PROCEDURES -            SLO 1 - Application of knowledge - By the            end of the quarter the student will be able to            respond to common medical emergencies            that occur in dental offices. (Created By            Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be given a case study and will have to answer questions concerning that case study in a final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 95% of the students will be successful.</p>	<p>07/18/2012 - 96% of the students were able to answer case study questions on their final exam. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None. <b>GE/IL-SLO Reflection:</b> Taught this class combined with dental hygiene which was a large and diverse class.</p>	<p>07/18/2012 - Need to prepare and finalize instructor handouts to reflect teaching style of instructor.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 57 - OFFICE EMERGENCY PROCEDURES - SLO 2 - Emergency equipment - The student will be able to list and identify equipment and medications commonly found in the dental emergency kit. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be ask to list emergency equipment and medications along with their purpose. Students will also be given images or actual items to identify.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 95% of the students will be successful.</p>	<p>07/18/2012 - 96% of the students were able to successfully identify emergency equipment and medications on a final exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> Need to continue to reinforce this information throughout their clinical courses.</p>	<p>07/18/2012 - Continue to have students find emergency kit and equipment in dental clinic.</p> <hr/> <p>07/18/2012 - Continue to have students find emergency kit and identify contents.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 58 - SPECIALITY PRACTICE PROCEDURES - SLO 1 - Application of knowledge - The student will differentiate the level of independence when working as a dental assistant in the nine recognized dental specialties. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Online test.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 91% of the students will be able to successfully answer questions regarding work independence in various dental settings.</p>	<p>02/13/2012 - 95% of the students were able to successfully answer questions about dental settings and supervision by the dentist.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> An important and legal issue to be recognized by the DA students.</p>	<p>07/18/2012 - Ethical and legal duties is a competency threaded throughout the DA curriculum</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 58 - SPECIALITY PRACTICE PROCEDURES - SLO 2 - Job tasks - The dental assisting student will identify the allowable duties of the dental assistant in the State of California under direct supervision &amp; general supervision. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be asked to identify allowable duties on a written test.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> The students will be able to identify allowable duties by 91%</p>	<p>12/14/2012 - All students were able to identify at least 95% of the allowable duties.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> The DA students must know which duties they are legally allowed to do in California.</p>	<p>07/18/2012 - Law and ethics is a competency threaded throughout the DA curriculum.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS PRACTICES I - SLO 1 - Job tasks - Students will be able to answer the office phone in an appropriate manner. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will role play answering phone for typical dental office phone calls.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> 91% of the students will be able to talk clearly, answer questions correctly, and give pertinent information.</p>	<p>04/04/2012 - All of the students were able to appropriately answer a "mock" phone call and follow through with the appropriate actions.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This is a fun activity done in class. I will continue to role play in this manner.</p>	<p>04/04/2012 - No changes necessary</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 60A - DENTAL OFFICE BUSINESS PRACTICES I - SLO 2 - Responsibilities (HIPAA) - The student must determine which patient information records will require HIPAA compliance. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students working in groups will be given common dental office documents and will be asked to identify which documents require HIPAA compliance.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 95% of the groups will be successful.</p>	<p>04/04/2012 - When given a "mock" patient record, all of the students were able to identify the components and the information that must remain in HIPAA compliance.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Great assignment. This allows the students to be prepared for the real office environment.</p>	<p>04/04/2012 - No action needed</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO 1 - Job responsibilities - The student must construct computerized dental records utilizing a dental software program. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be given patient data to enter into a dental software program.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 95% of the students will be successful</p>	<p>06/28/2012 - When given a list of patients and data to accompany the patients, 100% of the students were able to successfully enter the data into the Dentrix computer software program creating records for several "mock" patients.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This was a very fun and interactive assignment. The students were then able to assist with data entry in the dental offices they were interning in.</p>	<p>06/29/2012 - No changes necessary</p> <hr/>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Assisting (D A) - D A 60B - DENTAL OFFICE BUSINESS PRACTICES II - SLO 1 - interview/resume Skills - The student will compose a professional resume and cover letter. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will word process a resume and cover letter.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Final draft will have no spelling or grammatical errors.</p>	<p>06/29/2012 - Given guidance and computer time, along with individual attention and feedback, 100% of the students were able to successfully create professional resumes and cover letters with no spelling or grammatical errors.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> The students were able to create professional resumes and cover letters. The students were able to build on the fundamental style of each. Many students created extremely professional resumes and cover letters.</p>	<p>06/29/2012 - No changes necessary. This was an extremely successful assignment the students found enjoyable and very useful.</p>
<p>Department - Dental Assisting (D A) - D A 62A - DENTAL SCIENCES I - SLO 1 - Dental Techniques - The student must be able to correctly identify permanent and primary teeth using the Palmer and Universal Numbering systems. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Questions on midterm exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 91% of the students will successfully pass this SLO.</p>	<p>02/03/2012 - All of the students were able to correctly identify permanent and primary teeth using the Palmer and the Universal numbering systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>12/16/2011 - No changes needed</p>
<p>Department - Dental Assisting (D A) - D A 62A - DENTAL SCIENCES I - SLO 2 - Application of knowledge - The student when given a unidentified tooth must be able to assess the tooth characteristics, determine which tooth it is in the dentition, and justify his/her reasoning in writing. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student given a mystery tooth to label and identify.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 91% of the students will be able to identify the correct tooth.</p>	<p>02/03/2012 - Given a mystery tooth, all of the students were able to label the tooth's unique characteristics and in doing so, the students were able to identify the tooth. 50% of the students were at 95% or greater accuracy, while the remaining students were at a competency level of between 80%-94%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b></p>	<p>12/16/2011 - No changes needed</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 <b>GE/IL-SLO Reflection:</b> This would be good interactive- matching type assignment.	
Department - Dental Assisting (D A) - D A 62B - DENTAL SCIENCES II - SLO 1 - Dental Techniques - The student must be able to identify tooth abnormalities caused by an interruption in the tooth development process. (Created By Department - Dental Assisting (D A))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be given a case study and will work in groups to answer questions about the tooth development process. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> 95% of the groups will be successful.	04/05/2012 - When given a case study, and while working in groups, 95% the students were able to accurately answer questions about the tooth development process and identify the abnormalities caused by interruptions in the tooth development process at a level of 95-100% accuracy. The remaining 5% achieved this at 85-95% accuracy. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> This was a good working assignment. It allowed students to strengthen enhance their knowledge by "teaching" other students.	04/05/2012 - Good lesson. No changes needed.
Department - Dental Assisting (D A) - D A 62B - DENTAL SCIENCES II - SLO 2 - Application of Knowledge - The student will assess and identify a patient's caries risk and propose a plan to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Assisting (D A))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be given a patient case study and have to answer questions concerning the caries risk of the patient. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 95% of the students will be successful.	06/27/2012 - When given a case study, 90% of the students were able to assess a patient's caries risk. This group of students were also able to create a plan to reduce the risk of further decay. The remaining 10% of the students achieved this at a level of between 85%-89% accuracy. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> This lesson allowed the students to assess their own diets and risk for decay.	06/28/2012 - No changes
Department - Dental Assisting (D A) - D A 62C - DENTAL SCIENCES III - SLO 1 -	<b>Assessment Method:</b> Students will be given a sample prescription	06/28/2012 - When given a quiz, 85% the students	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Dental Techniques - The student will be able to interpret a written prescription. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>and have to interpret the information on the prescription.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 95% of the students will be successful.</p>	<p>were able to successfully interpret common abbreviations used in prescription writing with between 90-100% accuracy.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This was a great lesson. Students enjoyed understanding the basic abbreviations in prescription writing. The students did well.</p>	<p>06/28/2012 - No changes needed</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 62C - DENTAL SCIENCES III - SLO 2 - Application of Knowledge - The student will record a personal nutritional analysis and propose changes for optimal nutritional needs. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will record their food intake for 1 week, assess the data and formulate a plan for proposed changed.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 95% of students will be successful</p>	<p>06/28/2012 - When asked to record their individual food intake for one week and assess the data and formulate a plan to change their eating habits to promote optimal health, 95% of the students acheived success. The remaining 5% achieved a success level of 90%</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>06/28/2012 - I will have the students eveluate each other's records and work in groups to develop changes.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 63 - SPECIAL PATIENT POPULATIONS - SLO 1 - Application of Knowledge - The student will modify verbal and nonverbal communication skills for a hearing impaired patient. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will work in pairs and practice working with a student-partner who is wearing earplugs to simulate a hearing impaired student.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 95% of the students will successfully role play as reported by their peer evaluator.</p>	<p>06/28/2012 - 100% of the students were able to successfully modify their verbal and nonverbal communication skills when working in groups with "mock" hearing impaired patients.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This was a great lesson. The students felt empowered by this lesson. They all learned from it and enjoyed it.</p>	<p>06/28/2012 - No changes needed.</p> <hr/>
<p>Department - Dental Assisting (D A) - D A 63 - SPECIAL PATIENT POPULATIONS - SLO 2 - Application of Knowledge - The student</p>	<p><b>Assessment Method:</b> Students will work in pairs to simulate communicating with a visually impaired</p>	<p>07/03/2012 - 100% of the students were able to successfully escort a "mock" visually impaired patient.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>will demonstrate the appropriate method in which to escort a visually impaired patient. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>patient.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 95% of the students will be successful as reported by their peer evaluator.</p>	<p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This was a very valuable lesson. All of the students enjoyed it and learned from it.</p>	<p>07/03/2012 - No changes need to be made.</p>
<p>Department - Dental Assisting (D A) - D A 71 - INFECTION CONTROL &amp; HAZARDOUS WASTE MANAGEMENT - SLO 1 - Application of knowledge - The student will be able to select the appropriate personal protective equipment (PPE) for different dental procedures depending on the amount of exposure to potentially infectious blood and body fluids. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will be given a series of questions concerning PPE in consideration of extent of exposure.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 91% of the students will be able to correctly answer the question on the assessment tool.</p>	<p>02/03/2012 - 95% of the students demonstrated competency with this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>12/16/2011 - No changes necessary</p>
<p>Department - Dental Assisting (D A) - D A 71 - INFECTION CONTROL &amp; HAZARDOUS WASTE MANAGEMENT - SLO 2 - Dental Techniques - The student will be able to select the appropriate sterilization equipment depending on the type of instrument(s) and the dental office conditions. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Questions on exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 91% of the students will be able to correctly answer the questions on the assessment tool.</p>	<p>02/03/2012 - Utilizing a multiple-choice question/matching test, all of the students were able to correctly answer the questions.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This would be a good "diorama" type assignment.</p>	<p>12/16/2011 - No changes needed</p>
<p>Department - Dental Assisting (D A) - D A 73 - DENTAL ASSISTING SUPERVISED CLINIC - SLO 1 - Performance - By the end of Winter quarter the student will have assisted at chairside at the UCSF School of Dentistry at least 70 hours. (Created By Department - Dental Assisting (D A))</p>	<p><b>Assessment Method:</b> DA students record and log clinic hours in their internship folder.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> 100% of the students will reach the targeted</p>	<p>07/18/2012 - All students met the targeted goal of 300 hours for their externships.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b></p>	<p>07/18/2012 - Program director will be oversee and mentor part-time faculty member.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>	<p>goal.</p>	<p>None. <b>GE/IL-SLO Reflection:</b> Required by program accreditation and a valuable experience for the students.</p>	
<p>Department - Dental Assisting (D A) - D A 73 - DENTAL ASSISTING SUPERVISED CLINIC - SLO 2 - Dental Techniques - The student will be able to correctly document in the treatment plan. (Created By Department - Dental Assisting (D A))</p>	<p><b>Assessment Method:</b> Students must record treatment procedures on a daily basis while attending internships. The treatment record is graded on a daily basis. <b>Assessment Method Type:</b> Field Placement/Internship <b>Target:</b> 85% of students will be able to successfully complete a treatment plan with no errors or incorrect statements.</p>	<p>07/18/2012 - 90% of the students were able to successfully complete a satisfactory treatment plan. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None. <b>GE/IL-SLO Reflection:</b> Treatment planning is an important aspect of dental assisting when recording statements by the dentist.</p>	<p>07/18/2012 - Continue to teach and supervise students with treatment planning documentation.</p>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Assisting (D A) - D A 74 - DENTAL ASSISTING CLINICAL PRACTICE - SLO 1 - Performance - By the end of Winter quarter the student will have assisted at chairside at a private general or specialty dental practice at least 80 hours. (Created By Department - Dental Assisting (D A))</p>	<p><b>Assessment Method:</b> Students are placed in internship offices and keep a log of chairside assisting. <b>Assessment Method Type:</b> Field Placement/Internship <b>Target:</b> 100% of the students will be success in reaching the targeted hours.</p>	<p>07/18/2012 - All students were successful in reaching targeted hours mandated by program accreditation. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None <b>GE/IL-SLO Reflection:</b> Students are placed in a wide variety of settings and can be shifted when needed.</p>	<p>07/18/2012 - Program director will supervise students in private practice offices for 2013</p>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Assisting (D A) - D A 74 - DENTAL ASSISTING CLINICAL PRACTICE - SLO 2 - Application of Knowledge - The student will create a final portfolio which demonstrates their competency in the three dental assisting competencies. (Created By Department -</p>	<p><b>Assessment Method:</b> Students submit portfolio projects each quarter. Portfolios are evaluated by the faculty at the end of each quarter and a final eval at the end of the year. <b>Assessment Method Type:</b> Portfolio Review</p>	<p>07/18/2012 - All students successfully submitted a satisfactory portfolio project for 2012. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012</p>	<p>07/18/2012 - Collect portfolio and continue to have students build during spring quarter instead of requiring all of it at the end of the quarter.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target:</b> 100% of students will submit a acceptable portfolio project.</p>	<p><b>Resource Request:</b> NOne</p> <p><b>GE/IL-SLO Reflection:</b> Some stragglers but will continue to require portfolios</p>	
<p>Department - Dental Assisting (D A) - D A 85 - RDA REVIEW - SLO 1 - Application of knowledge - The student must participate in a mock state board practical examination and perform a blind peer evaluation of the final product. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students perform a mock hands-on board for the RDA state board licensing practical exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of the students will successfully pass the state board exam</p>	<p>07/18/2012 - 75% of students passed their mock board this year.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions</p> <p><b>GE/IL-SLO Reflection:</b> Need to teach mock board procedures later in quarter for consistency.</p>	<p>07/18/2012 - Next year will shift mock board procedures to last half of spring quarter.</p>
<p>Department - Dental Assisting (D A) - D A 85 - RDA REVIEW - SLO 2 - Application of Knowledge - The student must participate in a mock state board written examination and pass with a 75% or better. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students take a pre and post test for the RDA written state board licensing exam.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> 100% of the students will pass the post-exam.</p>	<p>07/18/2012 - All students passed a post RDA mock exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> Lower scores than expected but still passing.</p>	<p>07/18/2012 - Continue to have students study from previous tests and their review book.</p>
<p>Department - Dental Assisting (D A) - D A 88 - PIT &amp; FISSURE SEALANTS - SLO 1 - Dental Techniques - The student will be able to differentiate between sound and carious enamel utilizing computerized caries</p>	<p><b>Assessment Method:</b> Students will test caries detection devices on tooth models which have sound and carious tooth structure.</p> <p><b>Assessment Method Type:</b></p>	<p>07/18/2012 - Not all students were successful but uncertain outcome since extracted teeth are dried out and cannot be used.</p> <p><b>Result:</b> Target Not Met</p>	<p>07/18/2012 - Purchased caries detection teeth for tyodonts and will use next year.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>detection equipment. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Class/Lab Project</p> <p><b>Target:</b> 95% of the students will be successful.</p>	<p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> Difficult to teach since real carious teeth in a patient is needed.</p>	
<p>Department - Dental Assisting (D A) - D A 88 - PIT &amp; FISSURE SEALANTS - SLO 2 - Dental Techniques - The student will place a clinically acceptable dental sealant on a patient. (Created By Department - Dental Assisting (D A))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will place pit and fissure sealants on a total of 4 patients.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> The last patient serves as the final clinical exam and 100% of the students will be able to place acceptable sealants for the clinical exam.</p>	<p>07/18/2012 - All students were able to place sealants successfully on their final patient.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Continue to receive Perkins money to purchase supplies and avoid B budget reductions</p> <p><b>GE/IL-SLO Reflection:</b> A difficult class to teach and time consuming.</p>	<p>07/18/2012 - Continue to improve class and more step by step instruction.</p>