

<b>Basic Program Information</b>
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**Department Name:**

Dental Assisting

**Division Name:**

Biological and Health Sciences

**Program Mission(s):**

The purpose of the dental assisting program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the dental assisting practice. This education will provide the student with a foundation to pursue lifelong learning.

In Fall 2013, the DA program changed the program goals:

- Goal #1 To graduate dental students who are employable or seek further education = 85% will be full or part-time employed and/or attending college for further education.
- Goal #2 To graduate dental assistants who can be successful on licensure exams = 93% of students will pass state board practical and written exams upon 1<sup>st</sup> attempt.
- Goal #3 To graduate competent and qualified dental assistants = graduation rate 75%

Please list all Program Review team members who participated in this Program Review:

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

<b>Total number of Full Time Faculty:</b>	1.5
<b>Total number of Part Time Faculty:</b>	9

Please list all existing Classified positions: **Dental Clinic Administrative Assistant (50% DA, 50% DH)**

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
<b>Dental Assisting Program</b>	<b>X</b>	<b>X</b>	N/A

\*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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

## Section 1: Data and Trend Analysis

### a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
<i>A.S Degree</i>	5	14	7	-50%
<i>Certificate of Achievement</i>	17	23	20	-13%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
N/A	N/A	N/A	N/A	N/A

### b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
<b>Enrollment</b>	531	483	498	+3.1%
<b>Productivity (College Goal 2013-14: 535)</b>	426	376	330	-12.3%
<b>Success</b>	503 (95%)	476 (99%)	473 (95%)	-0.6%
<b>Full-time FTEF</b>	1.2 (includes 0.1 overload)	0.9 (includes 0.3 overload)* *DA program director was also DH program director 2011-12	1.3 (includes 0.3 overload)	44%
<b>Part-time FTEF</b>	1.0	1.3	1.2	7.7%

### c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
<input type="checkbox"/>	State Approved
<input type="checkbox"/>	Submitted to CCCC
<input type="checkbox"/>	Submitted to Office of Instruction
<input type="checkbox"/>	In Progress with Articulation

	<b>Planning Stage with Department</b>
<b>X</b>	<b>Not Applicable</b>

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

N/A

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. 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.

Enrollment in this program is driven by the number of students accepted into the program offset by attrition of students due to academic or personal issues. The enrollment is largely stable, but increased by 3.1% this year due to the acceptance of a larger class last year. The program received approximately 60 applications this year which is has been the average over the last several years. The program usually accept 28 students but this year we accepted 30 students. Enrollment over the year may decline during the ten month program due to students dropping for personal problems or dismissed due to academic or clinical difficulty.

- e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data <http://www.foothill.edu/staff/irs/programplans/docs/2012-2013datasheets/CollegePRData.pdf>. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

<b>Ethnicity</b>	<b>DA Program 2010-11</b>	<b>DA Program 2011-12</b>	<b>DA Program 2012-13</b>	<b>DA Program Average</b>	<b>College 2012-13</b>
African American	0	8%	0	1.7%	5%
Asian	29%	29%	30%	29.3%	26%
Decline to state	0	0	4%	1.3%	9%
Filipino	5%	4%	0	3%	4%
Latino/a	19%	25%	24%	22.7%	20%
Native American	0	0	0	0	1%
Pacific Islander	0	0	0	0	1%
White	47%	34%	42%	41%	33%

<b>Gender</b>	<b>DA Program 2010-11</b>	<b>DA Program 2011-12</b>	<b>DA Program 2012-13</b>	<b>College 2012-13</b>
Male	10%	0	0	54%

Female	90%	100%	100%	46%
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Age	DA Program 2012-13	College 2012-13
19 or less	10%	20%
20-24	43%	39%
25-39	34%	26%
40+	14%	15%

Highest Degree	DA Program 2012-13	College 2012-13
BA/BS	13%	16%
AA/AS	18%	4%
All Other	69%	78%

The Dental Assisting program enrollment data for 2012-13 showed a 3.1% increase which is higher than the college enrollment data which declined by 5.8%. The table above shows a comparison of ethnicities for the college and the dental assisting program. The demographics are similar with comparison to the college demographics except for a notable difference in the African American population. However in comparison to the other Allied Health programs, the Dental Assisting program has a larger population of underrepresented students (African American, Latinos, Native Americans) and international students. The Dental Assisting program is populated by mostly women with only 0-2 male students enrolling each year. There are two male students currently enrolled in the 2013-14 academic year. There are a small number of students who have taken all or most of their prerequisites in order to apply to other Allied Health programs and are in the process of applying for those programs. Those students want to increase their chances of getting into the Dental Hygiene program or are waiting to get into another program. This may be the reason why the ages of 20-39 are higher than the college average. The comparison of the highest degree earned table shows discrepancies which are difficult to explain since the students accepted into the program vary. The program accepts international students, recent high school graduates, women returning or entering the workforce, college graduates changing careers, etc. Many international or students recently relocated to the United States have a college or graduate degree from their country.

- f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The Dental Assisting program has accreditation guidelines for lab and clinic which limit the number of students in the lab or clinic. The ratio of faculty to students in radiology and clinical practice sessions must be 1:6 and the ratio for lab must be 1:12. The faculty to

student ratios limit the productivity of the program. The main Dental Assisting classroom can accommodate 28 students but any more than that is difficult. The Dental Assisting program productivity was 330 last year. There has been a decline over the past several years due to several reasons.

- Deleting the TBA classes impacted the productivity. The program always has attrition since it is an entry level career requiring only a high school diploma. Here is a breakdown:
- Adding a second radiology instructor to comply with changes in the accreditation standards for dental assisting

Below is a list of the student drop rate and the reasons for dropping:

- 2012-13: 4 drop to part-time. 2 students drop due to academics
- 2011-12: 2 personal reasons, 1 disinterest, 1 academics/clinical
- 2010-11: 2 drop to part-time, 4 academics

This summer, a second projection screen and projector were added to the multimedia in the DA classroom. This allows us to use the visualizer and the computer at the same time. It has been a tremendous help and may help minimize the attrition due to academics. Also this year, the students purchased a small plastic 3D skull to study the bones, and will place clay to replicate the muscles, blood & nerve supply to the skull and the oral cavity as part of their class activities.

## Section 2: Student Equity and Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

### a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Ethnicity	DA Program 2010-11	DA Program 2011-12	DA Program 2012-13	DA Program Average	College 2012-13
African American	50%	100%	0	75%	59%
Asian	98%	100%	89%	96%	81%
Decline to state	86%	100%	100%	95%	83%
Filipino	100%	100%	0	100%	72%
Latino/a	87%	96%	98%	94%	69%
Native American	100%	0	0	100%	77%
Pacific Islander	100%	0	0	100%	65%
White	99%	99%	97%	98%	80%

Gender	DA Program 2012-13	College 2012-13

Male	0	75%
Female	96%	78%

Age	DA Program 2012-13	College 2012-13
19 or less	100%	79%
20-24	99%	72%
25-39	92%	77%
40+	87%	85%

Course success rates for the dental assisting program are higher than the college for target ethnic groups, age and gender. The high success rate could be attributed to several factors:

- Students are enrolled in a career program and may be more focused to complete a career which will enable them to get a job immediately upon graduation.
- Accreditation standards limit classroom, clinic and lab faculty to student ratios which can give students more individualized instruction.

Students are closely monitored by program director and faculty. Referral to psychological services and other support resources on campus can assist students to have successful outcomes.

#### **b. Institutional Standard for Degree Completion Number: 450**

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
<i>A.S Degree</i>	5	14	7	-50%
<i>Certificate of Achievement</i>	17	23	20	-13%

All students who attend the Dental Assisting program need the Certificate of Achievement to take the California licensure exam for dental assistants. The dentists consider the California licensure for salary negotiations. The AS degree is not necessary nor do dentists consider the degree when hiring a dental assistant. Nevertheless, the Foothill Dental Assisting faculty encourage the students to pursue lifelong learning and if possible to acquire their AS degree or higher.

There were many DA students in 2011-12 who received their AS degree. This was an unusually high number. 2010-11 and 2012-13 numbers are more indicative of the average number of students who receive their AS degree. The program is open to anyone who has a high school diploma or equivalent, therefore, the students in the program can range from recent high school graduates to returning or single mothers.

Dental assisting is an entry level program. Many students continue with their education to pursue other careers in dentistry or in other healthcare fields. Currently there are two

former DA grads in the Rad Tech program, several in the DH program, and one graduate in the Respiratory program at Foothill College. A small number of students pursue their dental degree.

**c. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Almost all students (except 1-2 students) finish with their Certificate of Achievement when they graduate in June. The remaining students need to take one or more Math and/or English to finish the necessary coursework for the Certificate. Ultimately, almost all students get their certificate because it is necessary to have in order to take the California state licensing tests.

**d. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The AS degree for Dental Assisting is not a transfer degree program. Some graduates continue into other allied health programs at Foothill College and some graduates pursue a Bachelor's. A handful of students want to pursue dental school. Currently, two graduates from the 2011-12 class are currently attending University of California, Davis to pursue a career as a dentist.

### Section 3: Core Mission and Support

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

**a. Basic Skills:** (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php> If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

The Dental Assisting Program does not fall under the Basic Skills mission.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

Dental assisting is an 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. A basic skills such as English mastery is developed and students must graduate with a certain level of English competency.

**b. Transfer:** For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

The Dental Assisting Program does not fall under the Transfer mission.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

Many students may choose to pursue higher education upon graduation. Many students pursue other careers in dentistry such as dental hygiene. Some students continue and go to dental school. Another small percentage of students pursue other areas of study such as business, forensics, or pharmacy.

**c. Workforce:** For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Graduates of the dental assisting program are prepared to enter the workforce immediately upon graduation.

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

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

Analysis of DA program and the core mission

**College Core Mission:** Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

- **Diversity:** Dental assisting program demographics demonstrate a diverse student population but in comparison to the college demographics has a slightly less number of African American students (higher though than other allied health programs)
- **Basic Skills:** While attending the program, the DA students learn many basic skills including writing, spelling, and reading scholarly articles.
- **Transfer:** DA students do transfer to other colleges and universities. There are



currently two DA grads attending the University of Davis and plan to go to dental school.

- **Career Preparation:** The DA program has an excellent reputation among community dentists and students who choose to work either full-time or part-time are highly sought after. DA graduates also pursue AS degrees in other allied health programs. Currently two DA grads are in the Rad Tech program and one grad is in the RT program.
- **Innovation:** This year the DA students are doing an "Anatomy in Clay" project on a 3D plastic skull.
- **Ongoing improvement:** DA students attending a new AHS 50 hybrid class which is also an introduction to interprofessional education.
- **Serving our community:** DA graduates provide services to the public including pit and fissure sealants, x-rays and coronal polishing.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students

The Dental Assisting Program is a workforce program and a narrative is provided above.

#### Section 4: Learning Outcomes Assessment Summary

**a. Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**b. Attach 2012-2013 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.

#### Section 5: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

The program has other outcome assessments such as:

- Quarterly surveys for each DA class
- Yearly alumni surveys
- Graduate surveys

Upon comparison of the SLO's data to the program surveys, the faculty think the information the program surveys are more robust. Therefore, the SLO's and the program's other outcome assessments are considered together when implementing

changes to the curriculum. The program faculty meet every year at the beginning of the Fall quarter to review the SLO's and other outcome assessments as part of the curriculum management plan. Below are some of the recent changes:

**Teaching digital x-rays**

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 every year on traditional processing techniques. Digital impressions will require a funding source for equipment and software in order to teach digital impressions to laboratory proficiency.

**Anatomy of the head and neck**

DA students were having difficulty with the anatomy of the head and neck. This year the program implemented an "anatomy in clay" project in which the students purchased a small plastic skull and are using different colors of clay to replicate the muscles, nerves, blood supply, etc. of the head and neck.

**Technology**

In the summer of 2013, a second projector and screen were added to the DA classroom which allows simultaneous viewing of a PowerPoint lecture on one screen and using the visualizer for dental equipment and items. This has vastly improved the student instruction in that classroom.

The DA and DH program also purchased electronic devices to detect dental decay which has been incorporated into the curriculum.

**b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

PLO #1: Upon completion of the Dental Assisting Program, graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California

PLO #2: Upon completion of the Dental Assisting Program, graduates will value and implement proper radiation safety for patients, self, and others.

The DA program PLO's are targeted toward the Workforce mission of the college. The objectives and outcomes are somewhat tied to the DA program accreditation standards but also tied to what the program director and faculty have deemed of importance in a clinical or front desk setting of a dental office.

**c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

PLO's state that the students would pass their state licensure exams. None of the

students failed the two written exams California State licensure exams this past 2013 summer. One student failed the California state practical RDA exam but passed upon the second time in November 2013. Upon review of the courses, the program director and faculty decided to change the order of teaching the RDA practical exam skills so they can be taught earlier in the quarter which allows for more practice.

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 to be considered "entry -level". A new digital panoramic machine will be purchased in 2014.

The program director will look also at the graduate, alumni and employer survey to closer align to accreditation standards.

#### Changes that need approval

The DA classroom was supposed to be set-up as a lab area. 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 at any given moment when using equipment which requires electricity. 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.

#### **d. 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. For the most part, the assessments indicate a high degree of student satisfaction. Areas of weakness are highlighted by the program director and discussion for curriculum management ensues.

At the Fall 2013 faculty meeting, the faculty discussed the graduate and alumni survey and recommended that the surveys be revised to better reflect the accreditation standards. Here are the recommendations:

1. DPA and DA/RDA – all students have duties table. One faculty suggested giving students the page number in MDA and emphasize duties on tests
2. Give faculty table of permitted duties
3. Facebow and articulator – Dr. Lirag to lecture in Spring
4. Pedodontic procedures – maybe the survey needs to be changed – the wording isn't clear. Faculty suggested to write survey to address accreditation.
5. Automated caries device – teach and emphasize in sealants
6. Polishing dentures and partials – change wording to "handling and care of dentures/partials"
7. Eval a patient's caries risk assessment – the Dentalcare.com online course was taken off. Eloise to look for another resource

**e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program’s student learning outcomes?**

The program director discusses SLO’s and the outcomes with the faculty at a mandatory pre-fall meeting. The program director assist faculty, when needed, with SLO’s and monitor progress and reflection in TracDat.

**Section 6: Program Goals and Rationale**

**Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.**

**List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1 Continue to implement digital radiographs	No Purchase digital panoramic machine within 1 year	Yes Will be purchased in 2014  Student will be prepared and competitive for jobs with dental offices or clinics that have state-of-the-art technology.	Program will continue to request Perkins funding for purchase of radiology equipment to either upgrade equipment or replace current equipment. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on an annual basis.
2. Maintain program accreditation approval status	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.  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.
3. Remodel lab room – electrical and additional ceiling projector	No	No 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 to dean

Annual Instructional Program Review Template for 2013-2014 (updated 11/6/13)

4. Faculty development	Ongoing – long term goal	Yes 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.
5. Need consistent counseling experiences and maintain program's coordinator for allied's  a. maintain Health Career Coordinator position b. dedicated evaluations specialist needed	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.
6. Continue to graduate students of high caliber who can choose to work or pursue advanced education	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 above and beyond SLOs and PLOs
7. Replace full-time faculty upon retirement or upon leaving program	When occurs	Maintain consistency with student learning.	Request FTE upon notice of retirement
8. Need technology for digital impression and fabrication of permanent restorations	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 as placeholder for future purchase
9 Replace or purchase small equipment and purchase materials a. Autoclave b. Computer in room 5301 c. Printer in room 5206 d. Scanner	Sent	Completed Have materials and equipment to support lab and clinic sessions.	B Budget Augmentation request is being submitted for 2013-14 (\$3,000)  Measure C for computers and technology

Annual Instructional Program Review Template for 2013-2014 (updated 11/6/13)

10 Reassigned time 50% for program director	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
10 Dedicated classroom for dental assisting students	On and off request last 5 years	No 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.	Bio Dean to talk to PSME Dean concerning old chemistry classroom

**New Goals:** Goals can be multi-year (in Section 7 you will detail resources needed)

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>Timeline (long/short-term)</b>	<b>How will this goal improve student success or respond to other key college initiatives?</b>	<b>How will progress toward this goal be measured?</b>
<b>1. Prepare students for employment as Dental Assistants</b>	Longterm	This addresses the college workforce initiative. Students will be able to perform all duties stated in the Dental Practice Act	Monitor pass rates on licensure exams; Monitor employment post graduation. Review SLOs and PLOs frequently. Continue to administer assessment surveys above and beyond SLOs and PLOs
<b>2 Maintain state-of-the-art equipment</b>	Longterm	Student will be prepared and competitive for jobs with dental offices or clinics that have state-of-the-art technology.	Evaluation during accreditation visits, consultation with advisory board members, attendance at conferences.
<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.  Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. The DA program has an ongoing relationship with existing and new dental offices for externship rotations.

<b>4. Maintain and update facilities</b>	Longterm	Enables safe and effective delivery of instruction	Visual inspection by Program Director. Input from students and faculty
<b>5. Faculty development</b>	Ongoing – long term goal	Faculty training is required to keep current in field thereby maintaining the reputation of the program. Also keeps program competitive with other community colleges and private programs. This is also an Accreditation requirement.	Participation in and completion of continuing education via conferences, CE modules or Foothill Professional Growth Workshops.
<b>6. Maintain targeted counseling support for students</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.	<p>Need to keep Division’s Health Career Coordinator. Kerry West is essential.</p> <p>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.</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>

**Section 7: Program Resources and Support**

Using the tables below, summarize your program’s 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**

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports	Was position previously approved in last 3 years? (y/n)
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		<b>this goal.</b>	
<b>none</b>			

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

<b>Has the program received college funding for reassign time in the last three years? (y/n) yes</b>	<b>Director receives 25%</b>
<b>Has the program used division or department B-budget to fund reassign time? (y/n)</b>	<b>No</b>

Indicate duties covered by requested reassign time:

<b>Responsibility</b>	<b>Estimated \$</b>	<b>Related Goal from Table in section 6 and how this resource request supports this goal.</b>	<b>Est hours per month</b>	<b>% Time</b>
<b>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.</b>	?	Goal 1	Requesting 25% additional release time for a total of 50%	

**One Time B Budget Augmentation**

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 6 and how this resource request supports this goal.</b>	<b>Previously funded in last 3 years? (y/n)</b>
<b>Faculty Development</b>	\$6000	Goal 5. Provides funding for travel to meetings. Keeps faculty current in teaching methodologies and in field	Faculty Development Yes (Perkins)
<b>Instructional and Non-instructional Salaries</b>	\$6600	Goal 1. Academic support in the form of tutoring will enhance student success & expand student proficiency in dental hygiene knowledge & skills. Also a health & safety consideration (live human patients).	Yes ( )Perkins



**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Non Instructional Salary	10,000	Goal 3.	no

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Remodel lab room	?	Goal #4 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.	No
Computer Assisted Design/Computer Aided Manufacturing (CAD/CAM) Digital technology which generates 3 dimensional images used for orthodontics, crowns and bridges and other dental restorations	20,000	Goal #2 CAD/CAM is state of the art technology	No
Replace x-ray tubeheads (1 per year 2013-2019)	20,000 (\$5,000/ea)	Goal #2 Equipment replacement schedule to support digital and traditional x-rays	
Replace automatic processors total of 2 (one per year 2014-2016)	16,000	Goal #2 Equipment replacement schedule to support digital and traditional x-rays	No
Replace Air Techniques digital scanner	20,000	Goal #2 Equipment replacement schedule to support digital and traditional x-rays	No
Dedicated DA classroom in Building 5400 (old Chemistry building)	Unknown	Goal #4 – Current classroom should be used as a lab and not an instructional classroom.	No

**Section 8: Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
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.	The panoramic machine will be purchased this year with Measure C.

**After reviewing the data, what 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. The faculty are also involved in local, state and national organizations and take an active role in presenting and serving on their Board of Directors.
- The students recognize the efforts of the faculty and staff. The students voice their appreciation for the quality of their education on outcome assessments.
- Employers recognize and express their appreciation for the quality of students hired by their dental offices.
- The Dental Assisting program accepts a high number of targeted students - see table below

Targeted Groups	2009-10	2010-11	2011-12	2012-13	2013-14
Total enrollment	22	22	24	24	28
African Americans	1	0	2	0	1
Latinos	0	4	6	5	5
Filipinos	3	1	1	0	1
% of targeted groups	18%	23%	37%	20%	25%

- 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 9: Feedback and Follow Up**

**This section is for the Dean to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

Since 2009, the percentage of targeted student populations in the Dental Assisting program has ranged from 18% to 37%. Students in the Dental Assisting program demonstrate very high success rates independent of ethnicities, consistently outpacing the comparable Foothill population by 12%-35%.

The Dental Assisting and Dental Hygiene program share facilities, faculty and equipment and function seamlessly to provide excellent training for individuals entering the dental healthcare field.

**b. Areas of concern, if any:**

Like all other Allied Health program directors, the Dental Assisting program director has insufficient release time resulting in fatigue and frustration.

**c. Recommendations for improvement:**

None

**d. Recommended next steps:**

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

*Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*