



## **Dental Assisting 2013-2014**

### **Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY<sup>1</sup>**

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

#### **Program Review: Setting A Standard – The Academic Senate for California Community Colleges**

##### **I. Program Description**

The Registered Dental Assisting Program in a comprehensive, long-standing program that prepares students for a career in dentistry. Students begin with classroom and laboratory instruction, which includes the use of dental materials, assisting at the chair/instrumentation, anatomy of the mouth and teeth, infection control and duties of the RDA. Students then have direct patient contact during Radiology, Coronal Polishing and Sealants.

The courses are scheduled in 8-week blocks and can be taken either full-time or part-time. Most courses are offered in the day with a few classes scheduled in the evening.

Learning takes place not only in the classroom, but also through hands-on experience in a local dental office. Students will spend time first in a general dentist's office and then do a rotation in a specialty office for a total of 300 hours developing their skills under the training of the dentist and their staff.

Both the Dental Board of California and the Commission of Dental Accreditation of the American Dental Association accredit the program. Additionally, our Program has a strong Advisory Committee that is comprised of dentists and RDAs that meet annually to review the program and discuss pertinent issues.

Students who complete the program earn a Certificate of Completion and can apply 18 units toward an A.S. Degree in Dental Assisting. They will also earn a Radiation Safety Certificate, a Coronal Polish Certificate and a Pit and Fissure Sealant Certificate and are

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<sup>1</sup> Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:

**Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.**

eligible to take the California Licensing Examination (RDA) and the National Certification Exam (CDA).

The employment rate for graduates of the program is over 90%. The average pass rate on the RDA Written Exam is 100% and the Practical Exam is 94%, 12% above the state average.

**II. Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.**

- There are currently 32 goals in the Program Review. Of those, eleven were previously completed and will be removed.
- Six were completed this past year, including deciding that two of the goals were unrealistic or unachievable given the circumstances, the remodel of the facility is in process, digital equipment has been acquired, and the accreditation has been completed successfully.
- Those remaining are being worked on.

**III. Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?**

- Unprepared / under-prepared students in basic educational skills and/or soft skills
- (behavior, self-control, work ethic)
- Child care issues or family responsibilities
- Immaturity
- Student expectations not in line with reality (harder than they thought it would be)
- Not having enough info about career – find out they don't like it
- Failing classes
- Needing to repeat coursework delays timely completion as do students stepping back from full-time to part-time because of items noted above

**IV. Identify three to five measurable self-improvement objectives to improve student retention and completion during the next five years.**

Looking at the data provided in addition to the data we collect for accreditation, our retention and success rate are well above the college-wide statistics, but there is always room for improvement.

- Dental-specific tutor, academic assessment w/ guidance for scheduling will continue to be provided and has proved helpful
- Use of an entrance exam (like the HOBET) would address students who are not suited for the field / find they don't like it.
- Reintroduce Intro class (DENT 99) to high school students and/or undecided college students.
- Develop videos of lab demonstrations for students use who need remediation and/or more support.

**V. Discuss opportunities for change that may exist within the next five years.**

- Opportunity to use all digital x-rays (clearance from the DBC on the horizon)
- Continuing education courses
- Faculty retiring within next couple of years

- Licensure by credential may be initiated by the DBC, requiring portfolio documentation