



Registered Dental Assisting Program Review 2008-2009

Fall 2008

Prepared by

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1. Faculty

Full-Time Faculty

Dora Arredondo
Carol Dimit, Retired 2004
Claudia Pohl

Adjunct Faculty

Tanya Cusick
Rina Gonzales
Melineh Khachekian
Barbara Tomory

2. List of Certificates/Awards Offered

Certificate of Achievement

3. List of Degrees

A.S. Dental Assisting

4. List of Industry-Based Standard Certificates

CPR
Coronal Polishing
Radiology
Pit and Fissure Sealant

5. Advisory Committee

Dr. Dan Banh
Dr. Michael Mulvehill
Dr. Richard Cohrs
Dr. Gary Demerjian
Dr. Jamison Pawley
Dr. Arnold Valdez
Dr. Steve Bowen
Dr. Sanford King
Ms Karla Ibarra-Lugo
Ms Karissa Harding

Ms Karen Todd
Ms Celeste Morales
Ms Michelle Martinez
Ms Ursula Comment
Ms Brianne VanDuzer
Ms Susan Yamashita
Dr. Maureen Estrada
Mr. Eric Rabbitoy
Ms Irene Malmgren

6. Sequence of Courses

Subject & Course No.	Title	Units
Dent 110	Intro to Dental Assisting (not part of certificate)	1.0
Dent 100	Dental Assisting Basics	2.5
Dent 101	Chairside Assisting	3.0
Dent 102	Dental Materials	2.5
Dent 121	Preclinical Dental Science	2.0
Dent 122	Infection Control in the Dental Office	1.5
Dent 123	Preventive Dental Health	2.0
Dent 124	Dental Specialties	2.0
Dent 125	Dental Practice Management	2.0
Dent 201	Dental Radiology	1.5
Dent 202	Registered Dental Assistant	4.0
Dent 203	Dental Practice Experience	6.0
Dent 204	RDA Clinical Procedures	1.0

Classes not offered in the last two years:

Subject & Course No.	Title	Units
Dent 698a	Cooperative Education	1.0
Dent 698b	Cooperative Education	2.0
Dent 698c	Cooperative Education	3.0
Dent 698d	Cooperative Education	4.0
Dent 699a	Cooperative Education	1.0
Dent 699b	Cooperative Education	2.0
Dent 699c	Cooperative Education	3.0
Dent 699d	Cooperative Education	4.0

8. Program Description / Mission

The Registered Dental Assisting Program (RDA) is designed to provide the educational setting and opportunities that will develop the social and technical skills required of a successful RDA in the clinical setting.

There are eleven courses totaling 30 units in the program, leading to a Certificate upon completion. Eighteen of these units may be applied towards an Associate Degree. Students must maintain a minimum grade of "C" (75%) in all dental courses. An introductory course is also offered (Intro to Dental Assisting) for students wishing to explore the career.

Courses are offered in eight-week modules, providing flexibility to the student in their education. The program can be taken full-time or part-time. Full-time students beginning in the fall can complete the program in two semesters; those beginning in the spring can complete the program in three semesters (as some classes are only offered once annually). The course work totals approximately 1080 hours with 300 hours being completed in the dental setting.

Instruction is given incorporating technology and the latest, best practices in dentistry to provide students to the dental community that are well-prepared. This includes computerized dental software and digital radiography. A student in this program will not only develop the technical skills necessary to be successful, but will learn employability skills that will ensure their continued success.

The Program is accredited by both the American Dental Association and the Dental Board of California. All students take their RDA State Board exam upon program completion, with an average pass rate of 92.7% (state average is 75%; this puts Citrus College in the top five schools in California for at least the last ten years). Approximately 90% of the students are hired upon graduation.

The faculty in this program are proud to maintain the success and standards of this long-standing, established program of over 40 years.

9. Program Objectives

a)

10. Program Goals

The goals of the Registered Dental Assisting Program are:

1. Provide adequate support/education to enhance the student's ability to successfully complete the Program.

2. Prepare students to successfully complete the California State Board Exam (RDA) and the National Certification Exam (CDA).
3. Comprehensively prepare students to be a competent member of the dental health team.
4. Students will be satisfied with the quality of their education.
5. Maintain competent faculty and staff with relevant experience and expertise.
6. Maintain an active and involved Advisory Committee.
7. Provide students with the opportunity to participate in their professional organization.

Program Philosophy

The program provides competency-based education by instilling knowledge, skills and attitudes through a sequence of instruction, practice, observation and evaluation. The faculty work to create an atmosphere of teamwork and trust because they believe that all individuals deserve to be treated fairly and with dignity in an environment that emphasizes and facilitates professional and personal growth. Anyone who is, or aspires to be, an RDA should enjoy helping people and working together as an integral member of the dental health team.

It is expected that the individuals who enter the program will be willing and able to devote the time and talent necessary to succeed.

11. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Registered Dental Assisting program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

- a) Use correct dental terminology and nomenclature in the correct context in order to effectively communicate dental information and concepts to others.

2) Computation

a)

3) Creative, Critical, and Analytical Thinking

a) Develop problem-solving and self-assessment skills and make appropriate decisions regarding a variety of procedural situations.

4) Community/Global Consciousness and Responsibility

a) Demonstrate the ability to interact with patients and work effectively as a member of the dental team.

b) Maintain the standard of care during dental treatment and promote oral health.

5) Technology

a) Develop the ability to use and adapt to current technology used in dental practices.

6) Discipline / (Subject Area Specific Content Material)

a) Demonstrate proficiency in the current duties of an RDA, practicing within the delegated duties (scope of practice).

7) Information Competency

a) Develop foundational knowledge of dental procedures and the ability to communicate and apply their concepts and principles.

8) Other

a)

12. Course Student Learning Outcomes & Assessment Timeline

The Registered Dental Assisting Program is building student learning outcomes (SLOs) for all Registered Dental Assisting courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
Dent 100	Dental Assisting Basics	Spring 2007
Dent 101	Chairside Assisting	Fall 2008
Dent 102	Dental Materials	Fall 2008
Dent 121	Preclinical Dental Science	Fall 2008
Dent 122	Infection Control in the Dental Office	Fall 2008
Dent 123	Preventive Dental Health	Fall 2008
Dent 124	Dental Specialties	Fall 2008

Dent 125	Dental Practice Management	Fall 2008
Dent 201	Dental Radiology	Fall 2008
Dent 202	Registered Dental Assistant	Spring 2007
Dent 203	Dental Practice Experience	Fall 2008
Dent 110	Intro to Dental Assisting	Spring 2009

13. Evaluation Criteria – Mission

Commendations

- a) Students have the opportunity to complete the program in one year.
- b) Graduates earn a certificate upon completion; courses are degree applicable.
- c) Graduates are hired in local dental offices at a rate of 90%.
- d) Curriculum is offered in modular format, providing flexibility to students.
- e) Schedule has been adjusted into college block format to allow better access for part-time students.
- f) Support is available to students via tutoring (graduates or advanced students), computer labs, the library and supertutor classes.
- g) Students are involved in the RDA Club on campus and participate annually at RDA Table Clinics at California Dental Association's Scientific Session.
- h) Students provide outreach to the community via Children's Screening (providing oral screening and toothbrushing instruction to children from Orafalea Child Care Center) and Christmas gift-giving to underprivileged children.
- i) Program collaborates with local high schools through campus tours as well as the community and elementary schools.
- j) Program provides career exploration for high school and college students through recently developed Intro to Dental class.
- k) Program offers community education programs to working dental assistants preparing to take State Board Exams through RDA Prep Classes.
- l) Faculty provides RDA Exam kits to working assistants in the community preparing to take their RDA Board Exams.

Previous Recommendations Completed

- a) Continue to explore innovative programs to serve a wide range of students needs such as distance education and continuing education classes.
Response: The faculty offer RDA preparatory classes four times yearly to working dental assistants in the community who are preparing to take their RDA Boards.
- b) Continue to explore scheduling options to ensure access for appropriate populations.
Response: The schedule of classes has been adjusted to fit into the college block of classes to allow better access for part-time students.

Recommendations

- a) Awarding of the Associate Degree in Dental Assisting does not require completion of the Program. Recommend re-evaluation.
- b) Require high school diploma or GED for program entry.
- c) Develop a plan to have all courses offered each semester, making it possible for a student to complete in two semesters regardless of when they begin.
- d) Explore the option of developing articulation agreements with local dental hygiene programs for graduates.
- e) Explore incorporation of distance, evening and continuing education courses.

- f) Explore the possibility of a fast-track option for DA (as opposed to RDA). A DA is an unlicensed dental assistant with a more limited scope of practice (and earns less) than an RDA, who is licensed and provides more direct patient care.
- g) Increase cultural sensitivity content.

14. Evaluation Criteria – Need

Commendations

- a) Ninety percent of the students are hired upon graduation; many area dentists specifically request our interns and/or graduates.
- b) Regular surveys of local dentists and graduates provide valuable input and feedback regarding the needs of the dental community related to the training Citrus RDA Program provides, allowing opportunity for adjustments to curriculum and equipment as needed. Copy attached (Employer Survey Results).
- c) Advisory Committee continues to provide positive feedback and support for the program and the continuing need for the well-trained assistants Citrus RDA provides.

Previous Recommendations Completed

- a) A downward trend in enrollment has occurred in dental health profession across the state, however, faculty will continue to recruit at high school and college fairs. Response: The faculty have participated regularly at high school fairs and Citrus' events. They have also visited schools when requested and regularly serve as hosts for on-campus tours.
- b) Core indicators issued by the Chancellor's Office report under represented rates of non-traditional students as a result of minimal reporting tracking done by the college. The faculty will develop an instrument to track the non-traditional student. Response: The Program does have an instrument that is used for the Commission on Dental Accreditation's annual survey that is entered into a database. Additionally, the College is now collecting this data.
- c) The Dental Assisting Program should continue to recruit non-traditional students. Response: The program has continued to recruit non-traditional students through its marketing strategies, targeting especially the male student to increase gender equity. The male population has increased and males are completing at a rate similar to that of females.
- d) Dental Assisting faculty will incorporate workshops offered by the Counseling Department to improve test taking skills, study skills, and time management to improve retention. Response: These were added into Dent 100 initially. We then linked Coun 156 with Dent 100 and required Coun 156 of all entering students. This proved to have mixed results as some students gained needed skills for success, however

other students did not find the coursework helpful. Now students are referred to academic counseling and other courses as needed to support their educational efforts. Retention/program completion has increased steadily from 36% to 42%.

- e) The Dental Assisting faculty should develop remediation tools and other methods to help retain admitted students.
Response: The faculty have worked on creating connections with the students and to create community within the classroom. The Program now requires an Academic Assessment for each entering student which is used to help students get into the right sequence of classes and/or be referred into courses that will increase their chance of success. Program Director now schedules one-on-one conference with each student in the first two weeks of the program to assure they have the support they need. Have attempted to develop videos of demonstrations for students to use as remediation tools, but have not had the support necessary to achieve this. Longer classes have been split into being offered two days a week to help reduce attrition. Also see i. below.
- f) Update information for the catalog and Web Page that will include links to job information.
Response: Have been unable to accomplish due to lack of access/support. No longer needed.
- g) Dental Assisting faculty will explore creative strategies to increase enrollment such as on-line courses for dental assisting students.
Response: Have not yet done.
- h) Web page information found on the Dental Assisting Program will be copied onto CD's and distributed to area high schools for access of interested students.
Response: Have attempted, but not completed; needed more support. No longer needed since students can access the information directly from the website.
- i) Dental Assisting faculty will strongly recommend the use of mentoring, study groups, and tutoring to increase retention.
Response: Implemented a Big Sister program with mixed success. Use of study groups is encouraged, but the use and success is dependent on the personality of the class/group. In-house tutoring by advanced students and/or graduates is provided to anyone who is interested. It is recommended regularly and used infrequently.

Recommendations

- a) More and more students are acquiring information about the Program via the web. It is recommended that the web page/s be updated regularly.
- b) Explore the possibility of articulating with area high schools for students to enter the Program.

15. Evaluation Criteria – Quality

Commendations

- a) Have acquired new dental operatory equipment through VTEA grants.
- b) The RDA Program graduates consistently perform in the top 5% of the state on State Board Exams (Citrus has been in the top 5 schools out of 90 in the state for the past 10+ years); pass rates are currently 92.4% with an average pass rate in the state of 75%.
- c) Ninety percent of Citrus students are hired by graduation. New adjunct faculty have been integrated into the program (one is a program graduate); there are now enough qualified faculty to support the program.
- d) Graduate and dentist surveys reflect a high satisfaction with the quality of the program. Copy attached of most recent graduate survey.
- e) Curriculum meets criteria for Student Learning Outcomes and is regularly reviewed to meet student learning needs as well as District and Title V standards.
- f) Courses have all been reviewed recently and adjusted related to lecture/lab hours and units; course outlines have been reviewed and updated regularly. Curriculum is also reviewed by the Advisory Committee.
- g) Courses in the program teach critical thinking, problem solving and written expression.
- h) Faculty remain current in the field, provide high quality instruction, are dedicated to the students and set high standards. Faculty participate in regional educator's group to discuss curriculum, legislative changes affecting programs and program quality. Faculty are involved in the professional organizations, holding leadership positions at the national level.
- i) Faculty maintain high quality instruction by remaining current in their field through continuing education, attendance at dental conferences, teaching conferences and participation in the professional organizations and a local educator's group.

Previous Recommendations Completed

- a) Seek support staff that will bring additional skills and creative teaching techniques to the Dental Assisting Program.
Response: Have hired new, young adjunct faculty. Continue to recruit and encourage those interested in teaching to pursue the education necessary so they are eligible.
- b) Continue to increase the use of technology in classroom, such as computerized testing, student use of computers, and Internet.
Response: Faculty have incorporated technology as appropriate via online videos, computerized testing and student use of computers. Also use digital radiography.

Recommendations

- a) Faculty need to be trained in the new duties that will now be taught in RDA Programs as a result of legislative changes. This includes intraoral photography,

- facebow transfer, placement of monitoring sensors for sedation, adjustment of dentures and the use and CAD-CAM imaging.
- b) Explore the incorporation of optional curriculum for DA/RDA Programs that has recently been approved by the Dental Board of California. This curriculum could be taught as stand alone coursework leading to a license/certificate for currently working dental assistants or it could be incorporated into the full RDA Program - or not taught at all. The Program needs to look at the potential impact on the program, in terms of increased enrollment potential, scheduling and operator use, demand on faculty and the need in the community.
 - c) Explore having a dedicated counselor for RDA students.
 - d) Consider making the academic assessment a stated prerequisite for entry into the program.
 - e) Develop a pool of substitute teachers.

16. Evaluation Criteria – Feasibility

Commendations

- a) Courses are offered frequently enough to allow prepared students to complete the program in less than two years. Courses are offered primarily during the day.
- b) According to the Program Performance Indicators: WSCH has increased 50% from Year 1 to Year 6; FTES have increased 50% from Year 1 to Year 6; Fill rate at census has increased 150% from Year 1 to Year 6; Retention and Success rate have increased approximately 25%.
- c) The FTES Reimbursement Rate has increased 170% from Year 1 to Year 6, yet the budget has remained fairly static; support personnel and supplies have decreased. Total FTES for the year have increased 70% from Year 1 to Year 6. Program Success data is incomplete.
- d) Ethnicity in the program fairly closely reflects the campus, with 55% hispanics (an increase) and 32% caucasian (a decrease).
- e) Students in this program are consistently under the age of 29
- f)

Previous Recommendations Completed

- a) Continue to update technical equipment/facilities by seeking grant funding and other sources of funding to remain on the cutting edge of technology.
Response: Have updated some equipment (dental chairs) through VTEA grant money.

Recommendations

- a) Expand the dental treatment area from 3 operatories to 6. Scheduling of lab practice and preclinical treatment is extremely challenging with only 3 chairs and limits students' access to the equipment and their ability to get the needed practice. Additionally, scheduling 30 students for a clinical rotation with patients that requires 16 hours per student at the chair has required the faculty to depend on private dental offices or renting an outside facility. While the dental

- community has been very supportive of our program and the faculty have worked hard to find a solution, in order for the program to maintain the student population it has now, the facility needs to be able to meet the needs of the students.
- b) Facilities need to be updated: classrooms were built in the 1960's, are showing their age and need more frequent repair. Faculty have been regularly submitting requests for VTEA and the needs are being met (3 new dental chairs over the last 3 years). However, this will require a greater level of funding.
 - c) Facilities need to be expanded: lab classroom was designed for a 12:1 student:teacher ratio, which is currently being taught at 15:1. There are not enough lab stations for a class of 30. Students currently must work at makeshift lab stations.
 - d) Budget for supplies and support personnel should be reevaluated as a result of the increase in FTES and the need associated with the increase in students. An increase in supplies will also be needed as a direct result of the new content being taught.
 - e) New content that will now be taught in RDA Programs as a result of legislative changes will also require new equipment. This includes an intraoral camera and accessories, facebows, and a caries detection device.
 - f) Increase the use and incorporation of technology in the classroom as appropriate, including dental technology and teaching technology (smart panel, classroom clickers, etc).
 - g) Acquire additional digital radiography equipment in order to provide students with needed experience (there is currently one unit in the program).
 - h) Re-evaluate for adequacy the amount of reassigned time for the Program Director (currently is 20%).

17. Evaluation Criteria – Compliance

Commendations

- a) Citrus RDA program was one of the first programs in the state to have the curriculum approved and to incorporate the new certificate course Pit and Fissure Sealants for students.
- b) Program recently (2005) was given "full approval with no recommendations" from accrediting agencies (American Dental Association and Dental Board of CA).
- c) All course outlines in the program have had SLO's written and approved, which meet Federal, State and District requirements.
- d) Curriculum has been updated and rewritten as needed to incorporate new legislative changes required for RDA Programs beginning July 1, 2009.
- e) All faculty are current with all licensing and continuing education requirements.
- f) Faculty, through involvement with professional organizations, remain knowledgeable about current status of legislation, technology and procedures.
- g) Program holds regular advisory meetings (minutes are attached).
- h) Facilities meet ADA, industry standards and/or OSHA requirements.

- i) California State has recently inspected radiation equipment, which met criteria.

Previous Recommendations Completed

- a) None to complete

Recommendations

- a) Evaluate the use and need of the Dent 690 series for possible deletion.
- b) Explore the possibility of offering Dent 110 as both a credit and non-credit class.

18. Appendix A: Program Performance Indicators

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	11	10	10	12	9	9
Classes Offered (total # of sections)	17	14	15	16	13	17
Morning (Prior to 11:59AM)	12	11	12	13	11	13
Afternoon (12:00 to 4:29PM)	2	2	2	2		3
Evening (4:30PM or Later)					1	
Arranged Hour	3	1	1	1	1	1
Weekend						
Short term	16	13	14	15	13	17
Distance Education (full term)						
Distance Education (short term)						
Enrollment	147	179	167	152	187	221
Weekly Student Contact Hours (WSCH)	977.6	1,103.5	1,118.5	1,434.0	1,403.7	1,580.8
Full-Time Equivalent Students (FTES)	14.9	18.1	18.1	24.8	21.9	23.2
Program Resources						
Full-Time Equivalent Faculty (FTEF)	3.5	2.5	2.7	3.4	2.6	2.4
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	283.4	437.9	409.7	421.8	542.0	667.0
FTES/FTEF	4.3	7.2	6.6	7.3	8.5	9.8
Fill rate at Census	33.1	43.7	38.8	35.5	47.6	78.2
Program Success						
Success Rate	62%	71%	70%	76%	77%	80%
Retention Rate	85%	89%	90%	91%	92%	99%

Key Performance Indicator	FA 02		FA 03		FA 04		FA 05		FA 06		FA 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	44	94%	47	100%	50	94%	56	93%	59	95%	56	93%
Male	3	6%	0	0%	3	6%	4	7%	3	5%	4	7%
Total	47	100%	47	100%	53	100%	60	100%	62	100%	60	100%
Age												
19 or younger	18	38%	20	43%	21	40%	27	45%	23	37%	18	30%
20-24	13	28%	13	28%	18	34%	15	25%	24	39%	25	42%
25-29	8	17%	4	9%	8	15%	11	18%	10	16%	9	15%
30-34	3	6%	5	11%	3	6%	3	5%	2	3%	3	5%
35-39	3	6%	2	4%	1	2%	1	2%	3	5%	1	2%
40-49	2	4%	2	4%	2	4%	3	5%	0	0%	3	5%
50 and above	0	0%	1	2%	0	0%	0	0%	0	0%	1	2%
Total	47	100%	47	100%	53	100%	60	100%	62	100%	60	100%
Ethnicity												
Asian	4	9%	1	2%	5	9%	2	3%	5	8%	6	10%
African American	4	9%	6	13%	4	8%	2	3%	1	2%	1	2%
Hispanic	14	30%	20	43%	17	32%	25	42%	24	39%	33	55%
Native American/Alaskan Native	2	4%	1	2%	1	2%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Caucasian	21	45%	19	40%	26	49%	25	42%	27	44%	19	32%
Decline to State	2	4%	0	0%	0	0%	4	7%	1	2%	0	0%
Missing	0	0%	0	0%	0	0%	1	2%	3	5%	1	2%
Total	47	100%	47	100%	53	100%	60	100%	62	100%	60	100%
Educational Goal												
Degree/Cert/Transfer	38	81%	46	98%	49	92%	52	87%	55	89%	10	17%
Career/Ed Development	5	11%	0	0%	2	4%	2	3%	0	0%	4	7%
Undecided	0	0%	0	0%	0	0%	0	0%	0	0%	2	3%
Unknown	4	9%	1	2%	2	4%	6	10%	7	11%	44	73%
Total	47	100%	47	100%	53	100%	60	100%	62	100%	60	100%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	10	9	12	10	9	9
Classes Offered (total # of sections)	12	11	16	14	14	16
Morning (Prior to 11:59AM)	6	6	11	10	11	10
Afternoon (12:00 to 4:29PM)	4	3	4	3	2	5
Evening (4:30PM or Later)						
Arranged Hour	2	2	1	1	1	1
Weekend						
Short term	11	9	15	14	14	16
Distance Education (full term)						
Distance Education (short term)						
Enrollment	113	120	130	125	135	211
Weekly Student Contact Hours (WSCH)	1,265.7	1,492.9	1,145.3	1,208.3	1,786.3	1,996.0
Full-Time Equivalent Students (FTES)	20.7	23.1	22.2	22.8	33.8	39.8
Program Resources						
Full-Time Equivalent Faculty (FTEF)	3.3	3.2	3.4	3.2	3.3	2.7
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	382.4	463.6	336.8	375.3	539.7	739.3
FTES/FTEF	6.3	7.2	6.5	7.1	10.2	14.7
Fill rate at Census	35.7	43.2	34.8	39.3	47.1	73.4
Program Success						
Success Rate	69%	63%	71%	69%	88%	82%
Retention Rate	92%	87%	89%	88%	96%	99%

Key Performance Indicator	Sp 03		Sp 04		Sp 05		Sp 06		Sp 07		Sp 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	36	97%	51	100%	48	94%	59	95%	52	91%	52	93%
Male	1	3%			3	6%	3	5%	5	9%	4	7%
Total	37	100%	51	100%	51	100%	62	100%	57	100%	56	100%
Age												
19 or younger	6	16%	15	29%	18	35%	19	31%	14	25%	15	27%
20-24	16	43%	20	39%	16	31%	21	34%	27	47%	21	38%
25-29	5	14%	7	14%	11	22%	11	18%	9	16%	12	21%
30-34	5	14%	4	8%	4	8%	6	10%	3	5%	3	5%
35-39	3	8%	3	6%	0	0%	2	3%	2	4%	1	2%
40-49	2	5%	1	2%	2	4%	3	5%	1	2%	4	7%
50 and above	0	0%	1	2%	0	0%	0	0%	1	2%	0	0%
Total	37	100%	51	100%	51	100%	62	100%	57	100%	56	100%
Ethnicity												
Asian	5	14%	2	4%	5	10%	6	10%	5	9%	5	9%
African American	5	14%	5	10%	3	6%	4	6%	0	0%	0	0%
Hispanic	9	24%	19	37%	18	35%	28	45%	25	44%	27	48%
Native American/Alaskan Native	1	3%	1	2%	0	0%	1	2%	0	0%	0	0%
Other	0	0%	1	2%	1	2%	0	0%	1	2%	2	4%
Caucasian	16	43%	23	45%	24	47%	18	29%	22	39%	18	32%
Decline to State	1	3%	0	0%	0	0%	3	5%	1	2%	1	2%
Missing	0	0%	0	0%	0	0%	2	3%	3	5%	3	5%
Total	37	100%	51	100%	51	100%	62	100%	57	100%	56	100%
Educational Goal												
Degree/Cert/Transfer	30	81%	49	96%	47	92%	57	92%	53	93%	18	32%
Career/Ed Development	2	5%	0	0%	2	4%	0	0%	0	0%	7	13%
Undecided	0	0%	0	0%	0	0%	0	0%	0	0%	3	5%
Unknown	5	14%	2	4%	2	4%	5	8%	4	7%	28	50%
Total	37	100%	51	100%	51	100%	62	100%	57	100%	56	100%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2			1		1
Classes Offered (total # of sections)	3			1		1
Morning (Prior to 11:59AM)	2					
Afternoon (12:00 to 4:29PM)				1		
Evening (4:30PM or Later)						1
Arranged Hour	1					
Weekend						
Short term	3			1		1
Distance Education (full term)						
Distance Education (short term)						
Enrollment	7			11		14
Weekly Student Contact Hours (WSCH)	139.4			59.9		95.2
Full-Time Equivalent Students (FTES)	1.1			0.6		0.7
Program Resources						
Full-Time Equivalent Faculty (FTEF)	0.3			0.1		0.1
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	497.7			855.0		1,360.0
FTES/FTEF	3.9			8.1		10.4
Fill rate at Census	14.6			36.7		43.3
Program Success						
<u>Success Rate</u>	89%			55%		86%
Retention Rate	89%			91%		93%

Key Performance Indicator	Su 02		Su 03		Su 04		Su 05		Su 06		Su 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	8	100%					10	91%			12	86%
Male							1	9%			2	14%
Total	8	100%					11	100%			14	100%
Age												
19 or younger	1	13%					4	36%			4	29%
20-24	4	50%					3	27%			4	29%
25-29	2	25%									1	7%
30-34	1	13%									1	7%
35-39							1	9%			1	7%
40-49							3	27%			3	21%
Total	8	100%					11	100%			14	100%
Ethnicity												
Asian	3	38%					2	18%			3	21%
African American											1	7%
Hispanic	3	38%					5	45%			5	36%
Caucasian	2	25%					4	36%			5	36%
Total	8	100%					11	100%			14	100%
Educational Goal												
Degree/Cert/Transfer	5	63%					9	82%			2	14%
Career/Ed Development	2	25%										
Unknown	1	13%					2	18%			12	86%
Total	8	100%					11	100%			14	100%

Key Performance Indicator	Year 1	Year 2	Year 3	Year 4	Year 5	WN 08 Year 6
	Program Access					
Majors (total)						
New Majors						
Courses Offered (total # of courses)						No Data
Classes Offered (total # of sections)						No Data
Morning (Prior to 11:59AM)						
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						
Arranged Hour						
Weekend						
Short term						
Distance Education (full term)						
Distance Education (short term)						
Enrollment						
Weekly Student Contact Hours (WSCH)						
Full-Time Equivalent Students (FTES)						
Program Resources						
Full-Time Equivalent Faculty (FTEF)						
Credit Reimbursement Rate						\$4,367.00
Program Operation						
WSCH/FTEF						
FTES/FTEF						
Fill rate at Census						
Program Success						
<u>Success Rate</u>						No Data
<u>Retention Rate</u>						No Data

Key Performance Indicator	Year 1		Year 2		Year 3		Year 4		Year 5		WN 08 Year 6	
	#	%	#	%	#	%	#	%	#	%	#	%
Student Demographic Data												
Gender												
Female												
Male												
Total												
Age												
19 or younger												
20-24												
25-29												
30-34												
35-39												
40-49												
50 or older												
Total												
Ethnicity												
Asian												
Black												
Caucasian												
Hispanic												
Native American												
Other												
Declined to State												
Unknown												
Total												
Educational Goal												
AA or AS Degree												
Degree & Transfer												
Transfer (no degree)												
Certificate												
License												
Job Skills												
Personal												
Unknown												
Total												

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Resources						
Revenue: FTES* Reimbursement Rate	104,593	115,081	117,827	157,216	193,806	278,222
Total District Adopted Program Budget	n/a	201,886	200,411	190,133	202,202	214,493
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	6,931	3,419	3,505	5,088	5,577
Supplies (4300 in budget)	n/a	13,051	8,039	13,458	10,333	0
Cost (district funds only)	n/a	215,792	178,405	198,153	195,153	231,830
Total FTES for the year	37	41	40	48	56	64
Cost per FTES (district funds only)	n/a	5,232.59	4,424.73	4,108.50	3,500.50	3,638.83
Program Success						
Degrees Awarded						
Certificates Awarded		32	15	16	19	
Skill Awards						
Licenses						
Career Technical Education Programs						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

19. Appendix B

CITRUS ELECTRONIC DATABASES AS OF SPRING 2009

Academic Search Premier

Aleks

Alldata Online

Alt HealthWatch

Annals of American History Online

Auto Repair Reference Center

Biography Resource Center

Biology Journals

Blackboard

Books in Print with Reviews

Business Source Premier

Chi Tester

CINAHL Plus with Full Text

Citrus Library Catalog

Communication & Mass Media Complete

CountryWatch

CQ Researcher

EBSCO Literary Reference Center

Encyclopaedia Britannica Online

ERIC

Eureka Online

Funk & Wagnalls New World Encyclopedia

Gale Literature Resource Center

Gale Virtual Reference Center

GreenFILE

Health Source: Consumer ed.

Health Source: Nursing/Academic ed.

History Reference Center

Issues & Controversies

Issues & Controversies - American History

Learning Express Test Prep for ASE (Automotive), Cosmetology,
& Nursing

LEXIS-NEXIS Academic

Library, Information Science & Tehcnology Abstracts

Literary Reference Center

Los Angeles Times Current

MAS Ultra School Edition

MasterFILE Premier

MEDLINE

Military & Government

netLibrary

Newspaper Source

Oxford English Dictionary

Primary Search

Professional Development

Proquest Newspapers

Psyc Articles

PsycARTICLES

Psychology & Behavioral Science

Regional Business News

Religion & Philosophy

Salem Health & Salem Cancer

Salem History : The Decades

Science (AAAS)

Serials Solutions 360 Core Online

SIRS Researcher

Syndetic Solutions

T urnitin.com

Twayne's Author Series

Vocational & Career

Vocational Biographies

Webster's 3rd New International Dictionary, Unabr.

RDA Program: Student Learning Outcomes Assessment Cycle 2007-2008

Course	SLO	Assessment Tool	Notes
Dent 202	#4 Develop and practice skills needed to take the Registered Dental Assistant Board Examination through computerized mock exams, practical procedure mock exams, class discussions and analyses of results to improve their ability to successfully take and pass Board Exams.	Mock Practical Exam RDA Board Results	<p><u>Mock Practical Exam results:</u> because of compressed calendar, were only able to do two this year. #1: Max-83%, Min-54%; Average-65% #2: Max-83%, Min-39%; Average-66%</p> <p><u>RDA Board Results:</u> 15 students have taken RDA Boards; 14 have passed (93%)</p>
Dent 203	#3 Show an improvement of skills and an increasing ability to work independently as an RDA in order to obtain the confidence and ability needed to work autonomously as an RDA through skill evaluations, activity logs, journal summaries and verbal interaction with the instructor.	<i>Doctor's Evaluation of Student</i> –done at end of each inservice rotation	<p>Instrument measures variety of things, like ability to learn, initiative, terminology, rapport w/patient . . . 1st rotation – 17 students: Overall score of 9.5 (out of 10) 2nd rotation – 11 students: Overall score of 9.3 (out of 10)</p> <p>Need to use an instrument that better shows the improvement of skills as opposed to just the end result.</p>

RDA Program: Student Learning Outcomes Assessment Cycle 2008-2009

Course	SLO	Assessment Tool	Notes
Dent 100, Fa 08	#2 Recognize, use and interpret commonly used charting symbols on a patient's record in order to apply the needed skills in dental practice through demonstration, guided practice, assigned work and evaluation of skills.	Fall 08: Charting Quiz given as first quiz on content and then another one as part of final exam.	<u>First quiz scores:</u> Max-100%, Min-30%; Average-74% <u>Last quiz scores:</u> Max- 96%, Min-56%; Average-80%
Dent 100, Sp 09		Implemented changes* #. Pre-quiz given before content taught. Last quiz will be given as part of final exam.	At first glance, the improvement was negligible (see comments below), however, the minimum score came up. A truer result would be achieved if the *quiz were given <u>before</u> the content is taught. While these results reflect students' ability, it would probably be better to #use the same quiz to increase reliability of results. <u>First quiz scores:</u> Max-14%, Min-0%; Average-3.1% <u>Last quiz scores:</u> not yet given.
Dent 121	#3 Recognize and identify common developmental disorders and other abnormalities in the oral cavity in order to apply this knowledge during patient assessment and education through comparing and contrasting, viewing and responding, quizzes and exams.	Intraoral photos given as pre-quiz and as part of final exam (extra credit).	<u>Pre-Quiz scores:</u> Average score=11.9% (7 students repeating course) <u>Final Exam scores:</u> Average score = 44% Improvement shown, but certainly not mastery of content. However, I had not reminded them that this would be part of their final (hence the extra credit), so scores probably would have been higher. Will repeat again next fall for more data.
Dent 202	#4 Develop and practice skills needed to take the Registered Dental Assistant Board Examination through computerized mock exams, practical procedure mock exams, class discussions and analyses of results to improve their ability to successfully take and pass Board Exams.		Not yet done
Dent 203	#3 Show an improvement of skills and an increasing ability to work independently as an RDA in order to obtain the confidence and ability needed to work autonomously as an RDA through skill evaluations, activity logs, journal summaries and verbal interaction with the instructor.		In process

RDA Program SLOs

How our courses meet the RDA Program SLOs

Program SLO #	100	101	102	121	122	123	124	125	201	202	203	
1.	x	x	x	x	x	x	x	x	x	x	x	
2.		x	x			x		x	x	x	x	
3.		x	x						x	x	x	
4.	x	x	x						x	x	x	
5.		x	x					x	x	x	x	
6.										x	x	
7.		x	x			x	x	x	x	x	x	

Core Competency #1 - Communication (personal expression and information acquisition)

1. Use correct dental terminology and nomenclature in the correct context in order to effectively communicate dental information and concepts to others.

Core Competency #3 –Creative, Critical and Analytical Thinking

2. Develop problem-solving and self-assessment skills and make appropriate decisions regarding a variety of procedural situations.

Core Competency #4 – Community/Global Consciousness and Responsibility

3. Demonstrate the ability to interact with patients and work effectively as a member of the dental team.
4. Maintain the standard of care during dental treatment and promote oral health.

Core Competency #5 – Technology

5. Develop the ability to use and adapt to current technology used in dental practices.

Core Competency #6 – Discipline Specific

6. Demonstrate proficiency in the current duties of an RDA, practicing within the scope of practice.

Core Competency #7 – Information Competency

7. Develop foundational knowledge of dental procedures and the ability to communicate and apply their concepts and principles.

Citrus College RDA Program

Employer Survey Results

Surveys were sent to area dentists who regularly employ or who have interns in their offices. Sixty-five (65) surveys were sent, with thirty-five responding (a 34% return). Respondents were asked to indicate their assessment of how effectively our students were prepared, ranging from Very Effectively to Not Effectively with a total range of responses possible of five. Each response was given a numerical value:

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively
9.5 (A)	8.5 (B)	7.5 (C)	6.5 (D)	5.0 (F)

There are 10 responses on each survey and 34 respondents. If every respondent scored 9.5 on every answer, the “perfect” score would be 2090 (multiply 18 x 7 x 9.5). By adding the total scores and dividing by 2090, we arrive at an average score, which for this survey was **90.5%**.

PLEASE RATE HOW EFFECTIVELY THE CITRUS RDA INTERN/GRADUATE PERFORMED THE FOLLOWING:

Assisting at Chairside

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively	NA
6	10	4	2		

Comments: After training and some experience ,very effectively. All seemed eager to please the doctor. Picks up directions quickly, positions light without being told. Invariably, interns lack the concepts of oral evacuation rinsing and drying the prep, coordinating the procedures.

Radiographic Technique

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively	NA
4	12	3	2		1

Comments: Improved with time. My 4 all-time top assistants are Citrus grads, including my current assistants. Speed will come with time.

Manipulation of Dental Materials

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively	NA
5	11	4	1		

Comments: Very effectively comes with time and experience.

Patient Management

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively
7	10	4	1	

Comments: Very polite and courteous. Great team members, great with patients. With more practice they will be more comfortable conversing with the patients. Really varies with individual personality.

RDA Procedures

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively
8	8	5	1	

Comments: Great Initiative. She is excellent at always keeping busy!

Business Office Procedures

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively	NA
6	3	8	2		2

Comments: Conscientious and organized. Answers the phone, seat pt, confirms pt, pull charts make new charts.

Infection Control

Very effectively	Effectively	Prepared	Somewhat effectively	Not effectively
9	11	1	1	

Comments: Very careful!! Don't know - Kellie, RDA says they are knowledgeable.

PLEASE RATE CITRUS RDA GRADUATES OVERALL ON:

Professionalism

Very Good	Good	Fair	Poor	Very Poor
14	8			

Critical Thinking / Problem Solving Skills

Very Good	Good	Fair	Poor	Very Poor
8	11	3		

Interpersonal Skills

Very Good	Good	Fair	Poor	Very Poor
8	12	2		

Comments: Smart, happy, unselfish, caring. I would always choose a Citrus grad over any other school. Needs more info on speaking to patient and making them feel comfortable. I had trained several RDA came from your school and currently I have one working with me from internship ie 5yrs. She got a cold did not show up and did not call. She had no urgency to react.

12. What do you believe to be the strongest area(s) of the Citrus College RDA Program?

Our employees that are Citrus graduates have always been ready to jump right in and contribute. They are well prepared, learn quickly on new tasks.

Students are well trained.

Dedication of student chosen into program.

The girls that we have had here have come very prepared and professional, we have been very pleased.

Availability for quick referral and confident in students.

Discipline

Technical Training.

Shows up on time ready to work.

Very professional and confident woman. Eager to learn and to improve. Great class room instruction.

Professionalism and preparedness for the job.

Employee that are motivated and want to be successful in the area they are trained.

Overall info given to the student on assisting. Wide range of techniques.

Clinical skills.

Teaching from a sound basis of the subject.

In-service training program Citrus College instructors have excellent reputation w/ dental community: dentists (general), specialists , dental society.

Hardworking and willing to learn.

Selection of students, teaching standards.

Assistant was prepared to learn various aspects of dental procedures.

Great sense of professionalism very caring.

13. What do you believe to be the weakest area(s)?

We have to improve recruiting to the program in a geographic area that is very competitive for new students.

I feel students are taught well the situation in today's world is the attributes toward approach that friendly people have.

Student pool.

Training for left-handed doctors.

Business office procedures not comfortable w/ front office skills

X-ray imaging and angulation problems.

People skills & willingness to jump in and assist.

To just jump in and apply their skills.

A few students were a little apprehensive and elected to observe rather than jump in and get some hands on experience.

Recently X-rays.

Expectations for higher income with no or minimal service in the field. Business office procedures.

Just the understanding of how the office runs in general. Keeping on time, turning over the operatory in a timely manner, getting patients in and out without making them feel rushed.

Alginate impression taking.

Lack of confidence, perhaps it's a new area of learning. Few mistakes were made because of lack of confidence.

Ability to jump in to help cleaning talking to patients.

The materials we use in our office seem to have help developed later than those taught IE dycal, copalite, Amal

14. In what area would you like to see future RDAs better prepared?

You guys do a great job.

Evacuation

We are pleased, nothing.

I would like RDAS to be trained for front office work to some extent and should have incentive to go for RDH program as advancement in career.

Being personal with patients.

On down time stay busy.

None in particular.

Perio Instruments - surgical.

I think most students come with good basic skills, the best way to learn is on the job.

Taking impression- alginate.

Orthodontic training.

15. Overall, in your experience with dental assistants from a variety of programs, how do you rate Citrus College RDA Program graduates as compared with their colleagues from other programs?

There are none better than Citrus grads!

We have been happy with the students we have seen.

Superior

One of the best programs in the area

We have hired all girls that have come from your program, "thank you"

As good as others maybe better!

Very good program; good for San Gabriel Valley.

Your program has a better technical background however not always as good at a willingness to get working and making the patient comfortable.

One of the best, if not the best. Great Job.

I only have hired Citrus graduates- They seem to always be able to handle the job in a professional matter.

#1 no question.

We haven't had any other students for a long time. Thank you for giving us the opportunity to have such a wonderful assistant.

Superior

The Best.

Citrus College RDA program graduate have a broader awareness of dental and non dental skills and attributes a well rounded personality.

No comparison Citrus RDA program still better than any other program.

Most mature sharpest graduates.

Excellent

I rate you guys at the top. YOU GUYS RULE!!!

Citrus College RDA Program

Graduate Survey Results

This survey is sent to each graduating class approximately 6 months after graduating (enough time to take exams, get results, and have time working in an office as an assistant). Respondents were asked to indicate their assessment of the effectiveness of the RDA Program, ranging from Very Well Prepared to Unprepared with a total range of responses possible of five. Each response was given a numerical value:

Unprepared 5.0 (F)	Somewhat Prepared 6.5 (D)	Prepared 7.5 (C)	Well Prepared 8.5 (B)	Very Well Prepared 9.5 (A)
-----------------------	------------------------------	---------------------	--------------------------	-------------------------------

There are 18 responses on each survey and 9 of 23 respondents. If every respondent scored 9.5 on every answer, the "perfect" score would be 1539 (multiply 18 x # of respondents x 9.5). By adding the total scores and dividing by the perfect score, we arrive at an average score, which for this survey was 91.2 %.

Year Graduated: 2007 Today's date: August 2008

RDA Written	Taken: YES (9) NO	Passed: YES (9) NO
RDA Practical	Taken: YES (9) NO	Passed: YES (9) NO
Certification Exam	Taken: YES (3) NO	Passed: YES (3) NO
Currently Certified:	YES (3) NO	Currently Registered: YES (9) NO
Are you currently working in the dental field?	YES (9) NO ()	

PLEASE RATE HOW WELL THE CITRUS RDA PROGRAM PREPARED YOU FOR:

Assisting at Chairside

Unprepared	Somewhat Prepared	Prepared	Well Prepared	Very Well Prepared
	(1)	(2)	(4)	(4)

Remarks: I believe for chairside assisting there should be another one before going to the internship. And spend more time on composites and less on amalgam
We were very well prepared in the fact most office aren't that efficient in steps taken

Radiographic Technique

Unprepared	Somewhat Prepared	Prepared	Well Prepared	Very Well Prepared
	(1)	(2)	(3)	(3)

Remarks: most use digital
The course prepares you, but practice makes perfect. Inform the students of that
In most office digital is used, but it was easy to learn with techniques gained

Manipulation of Dental Materials

Unprepared	Somewhat Prepared	Prepared	Well Prepared	Very Well Prepared
			(4)	(5)

Remarks: very thorough, but like chairside, another one before going to an internship

Patient Management

Unprepared	Somewhat Prepared (1)	Prepared (1)	Well Prepared (4)	Very Well Prepared (3)
------------	--------------------------	-----------------	----------------------	---------------------------

Remarks: you learn as you go, you prepare us on the basic – after is all about where you work

Was good, but in the offices you need to be more talkative

RDA Procedures

Unprepared	Somewhat Prepared	Prepared (3)	Well Prepared (3)	Very Well Prepared (4)
------------	-------------------	-----------------	----------------------	---------------------------

Remarks: I was confident enough in the basics

Business Office Procedures

Unprepared (1)	Somewhat Prepared	Prepared	Well Prepared (6)	Very Well Prepared (2)
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Remarks: not good at front office

Infection Control

Unprepared	Somewhat Prepared	Prepared	Well Prepared (3)	Very Well Prepared (6)
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Remarks: _____

Dental Specialties

Unprepared	Somewhat Prepared	Prepared (2)	Well Prepared (4)	Very Well Prepared (3)
------------	-------------------	-----------------	----------------------	---------------------------

Remarks:

was good, I think we should have more time with each specialty or even have 3 rotations in offices

PLEASE RATE YOUR EXPERIENCE OF CITRUS RDA PROGRAM IN HELPING YOU TO DEVELOP:

Professionalism

Very Poor	Poor	Fair	Good (1)	Very Good (8)
-----------	------	------	-------------	------------------

Interpersonal Skills

Very Poor	Poor	Fair	Good (2)	Very Good (6)
-----------	------	------	-------------	------------------

Leadership Skills

Very Poor	Poor	Fair (1)	Good (3)	Very Good (5)
-----------	------	-------------	-------------	------------------

Critical Thinking / Problem Solving Skills

Very Poor	Poor (1)	Fair	Good (2)	Very Good (6)
-----------	-------------	------	-------------	------------------

Remarks: takes a lot of time

PLEASE RATE THE OVERALL QUALITY OF THE FOLLOWING:

RDA Classroom

Very Poor	Poor	Fair	Good	Very Good
-----------	------	------	------	-----------

RDA Lab – facility and equipment

Very Poor	Poor	Fair	Good	Very Good
-----------	------	------	------	-----------

Computer Lab

Very Poor	Poor	Fair	Good	Very Good
-----------	------	------	------	-----------

Learning Aids (instruments, kits . . .)

Very Poor	Poor	Fair	Good	Very Good
-----------	------	------	------	-----------

Training received at Citrus College RDA Program

Very Poor	Poor	Fair	Good	Very Good
-----------	------	------	------	-----------

Overall experience in Citrus RDA Program

Very Poor	Poor	Fair	Good	Very Good
-----------	------	------	------	-----------

Totals:	(1)	(3)	(9)	(46)	(97)
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Remarks:

Mrs Pohl and Arredondo are both very exceptional teachers, very professional and yet they can be approached and talked to

like my own mom. I treasured that experience

I didn't realize just how exceptional the Citrus RDA program was until I went into another school with a coworker and saw

how the program and classroom was run there. It was absolutely horrible!! And three times more expensive. I was very lucky to have found this program

Citrus college is the best. They prepared you for everything

I loved the program, it is a life-changing experience and I would do it again

What do you believe to be the strongest area(s) of the Citrus College Dental Assisting Program?

Good training and am able to work in part time

I believe the teachers are the strongest too that the classroom need

This is the best program. They prepared you for everything.

From what I hear from other RDA and DAs it's the knowledge. We learn how to be a great assistant by practicing, but Citrus girls have more knowledge

The teachers-how they help explain every detail along the way

Very organized and teachers are always there to help

The staff and passing rate on RDA exams

Hands-on, lectures and handouts

The dedication and patience of the instructors

What do you believe to be the weakest area(s)?

None that I can think of

Radiology

We do not develop interpersonal skills w/patients until the internship. And some offices don't always interact w/patients

Nothing

Nothing

Just the way checkoffs were done (name on board) lots of people wasted lots of time just waiting

What did you like most about this program?

Everything

Demanding but well taught

How thoroughly the subjects were went over and how much information the course covered

I enjoyed having a calendar of what we were going to do for the day. It help me out a lot!

Program was very organized and prepared us well for the practical

My instructors , I've learned so much & I just can't explain how much I appreciate the both of you

The environment, peers, and great teachers

Fast paced and fun. Teachers are very helpful and want you to succeed

Good teaching

What did you like least about this program?

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Not sure..I really enjoyed going to school!

The checkoffs are great, but you don't need to do so many sedative dressing

The quarters – not enough time!

Of course the check offs, but they helped

Checkoffs are difficult

What would you change about this program to make it better for future students?

Probably more time in internship

Nothing, it was great

Inform them more about perio disease and charting like recession, furcation etc. Teach them about composites, amalgam is rarely used now

Nothing

It's great the way it is

Have the students do more critical thinking, allowing them to solve their own problems. You look silly when you start work

and you can't even fix your own mistakes

In what other area(s) of dental assisting would you like to see future dental assistants prepared?

Allowing students to do internship not only in one specialty

They need to develop some people skills before going into the internship. Inform them of body language and how to explain

things in a more professional way

Critical thinking/problem solving

Oral evacuation, digital xrays

THANK YOU for helping us measure the overall effectiveness of the Citrus Registered Dental Assisting Program. Your feedback and honesty is greatly appreciated.