

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Department: Dental Assisting

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	288	284	267	<i>Self Explanatory</i>
Census Enrollment Load %	83.72%	80.68%	72.75%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	786	746	694	Weekly Student Contact Hours
FTEs	26.21	24.86	23.15	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	2.00	2.00	2.00	Total Full-Time Equivalent Faculty
WSCH/FTEF	393	373	347	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	1.67	1.57	1.48	FTEF from Contract Faculty
Hourly FTEF	0.33	0.38	0.52	FTEF from Hourly Faculty
Overload FTEF	-	0.05	-	FTEF from Contract Faculty Overload
Part-Time FTEF	0.33	0.43	0.52	Hourly FTEF + Overload FTEF
Part-Time FTEF %	16.65%	21.43%	26.19%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	94.54%	90.40%	97.62%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	87.98%	81.36%	87.50%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	2	4	3	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	22	19	18	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	22	19	18	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

This data shows enrollment is decreasing in the Dental Assisting dept. but it also reflects an increase in retention and success rates.

PLAN – 2007-08	Progress – 2008-09
<p>Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:</p> <p>All of the dental assisting courses have been revised in the past 3 years, and overall program requirements revised to meet changes in the California State Dental Practice Act, and continuing ADA (American Dental Association) accreditation changes. Starting in fall semester 2008 all graduates of the DA program will receive licensure to place pit and fissure sealants. This should increase enrollment since the department has received many calls pertaining to this license. The Health Program Specialist has prioritized recruitment for our department. This has been extremely effective, and 2007 enrollment numbers were at the maximum allowed by accreditation. In addition, the enrollment for fall 2008 is at maximum capacity and applicants are now on a “wait list” to enroll in the dental assisting program. The department is pleased with retention and success rates and will continue to implement curriculum/teaching method changes.</p>	<p>3 courses have been revised and added student learning outcomes. We plan to have this process completed this year. 2 new courses were added to the curriculum that included licensure for pit and fissure sealant placement, and 2 courses were deleted. The overall program requirements were revised adding ESL 103 to the list of acceptable courses that meet the written communication requirement.</p> <p>Enrollment increased to full capacity for fall 2008, with a waitlist for fall 2009. At this time, the program has retained 26 of the original 28 students enrolled in fall 2008.</p>
<p>a. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>For the past 5 years the DA department did not have a classroom. This limited the ability to schedule classes at times which were most beneficial to students. This had a negative impact on student success rates.</p> <p>A classroom became available fall 2007. We expect student success rates to continue to increase in with these scheduling changes resolved.</p> <p>A scheduling problem currently exists since the removal of ES-9 computer lab; there is no longer a room/lab for our practice management computer class.</p> <p>We also need 3 additional dental operatories to schedule for the new clinical courses added to the curriculum in 2008. This should be accomplished when the new “S” building is completed.</p>	<p>All classroom scheduling problems have been resolved except for DA 65 practice management computer lab class.</p> <p>3 additional operatories are planned for the new HS building.</p>

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09																
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc. We will need three additional operatories for the new clinical courses and the increased enrollment.</p> <table border="0"> <tr> <td>1. 6 lab dexters (manikins)</td> <td>vendor: Columbia dental</td> <td>cat. # MIRDA8</td> <td>\$4198.20</td> </tr> <tr> <td>2. x-ray dexters</td> <td>Columbia</td> <td>MI974</td> <td>\$3280.60</td> </tr> <tr> <td>3. chair mounts</td> <td>Columbia</td> <td>MIR10</td> <td>\$1455.00</td> </tr> <tr> <td>4. CDR sensor 2</td> <td>Schick</td> <td></td> <td>\$6667.00</td> </tr> </table>	1. 6 lab dexters (manikins)	vendor: Columbia dental	cat. # MIRDA8	\$4198.20	2. x-ray dexters	Columbia	MI974	\$3280.60	3. chair mounts	Columbia	MIR10	\$1455.00	4. CDR sensor 2	Schick		\$6667.00	<p>The following items were purchased in 2008</p> <p>10 lab (manikins)</p> <p>3 x-ray dexters</p> <p>15 chair mounts</p> <p>1 Adec delivery unit</p> <p>1 dental light</p>
1. 6 lab dexters (manikins)	vendor: Columbia dental	cat. # MIRDA8	\$4198.20														
2. x-ray dexters	Columbia	MI974	\$3280.60														
3. chair mounts	Columbia	MIR10	\$1455.00														
4. CDR sensor 2	Schick		\$6667.00														

CUSTOMER ORDER



ID: 456624855
 Name: PALOMAR COLLEGE
 Address: ATTN: DENTAL ASSISTING
 1140 WEST MISSION RD
 SAN MARCOS, CA 92069

Phone: (760) 744-1150
 Fax: () -

Branch: SAN DIEGO BRANCH
 Proposed By: John Evanko
 Rep Phone#: (858) 678-3200
 Rep Cell Phone#: (619) 990-8900
 Date Proposed: 7/3/2007
 Approx. Install Date:
 Expiration Date:

<u>Mfr</u>	<u>Mfr#</u>	<u>Description</u>	<u>Qty</u>	<u>Retail Price</u>	<u>Sell Price</u>	<u>Total</u>
ADEC		Cascade 1040 Chair w/ Seamless Upholstery	3	7,840.00	6,621.00	19,863.00
ADEC		A-dec 541 12 O'Clock Duo Delivery System w/ Standard Doctor's Touchpad	3	6,470.00	5,674.00	17,022.00
ADEC	28.1090.00	6300 Wall-Mount Light	2	3,025.00	2,555.00	5,110.00
Note: Includes: Crystal-color laminate backboard.						
ADEC	28.1303.00	Radius 6300 Dental Light	3	2,330.00	1,968.00	5,904.00
ADEC	0.10039831	Synea TA-98	3	885.00	748.00	2,244.00
ADEC		1601 Doctor's Stool w/ Contoured Seat	6	810.00	684.00	4,104.00
ADEC		1622 Assistant's Stool w/ Contoured-Round Seat	6	940.00	794.00	4,764.00
AIR TECHNIQUES	45005	A/T 2000 XR Automatic Film Processor	1	7,830.00	5,568.00	5,568.00
Note: Includes: Leveling base, bottle spray 2000, (4) Air Techniques cleaning films, instructional video, case chemistry (#40270) & bottle of starter (#40260).						
PATTER	0909879	vacuum Forming Unit	3	0.00	925.00	2,775.00
SCHICK	B1203050	CDR Sensor Size 2	1	8,335.00	6,667.00	6,667.00
PATTER	0839480	Amalgamators	3	0.00	985.00	2,955.00
PATTER	6603807	Viewboxes	6	0.00	645.00	3,870.00
SCHICK	B6305000	USBCam2 Intraoral Camera Kit	2	3,395.00	2,926.00	5,852.00
ADEC	5580.42	Rear Treatment lower only	3	0.00	4,500.00	13,500.00

	Subtotal:	\$100,198.00
	Estimated Sales Tax(7.7500%):	\$7,765.34
Misc. Charges Include: Freight	Misc Charges:	\$1,747.00
	Total Investment:	\$109,710.35
	Less Downpayment:	\$0.00
	Net Investment:	\$109,710.35

<p>b. Budget – budget development process, one-time funds, grants, etc. We may need one time funds to furnish the new building with dental operatories and equipment.</p> <p>The faculty needs to attend a yearly conference in California for dental assisting educators to keep our licenses current, and to add certain methodology courses to continue teaching in the state. In the past we have depended on VTEA finds to cover this travel, but it would be better to have these funds in our budget since VTEA funds are not guaranteed.</p> <p>There is also a bi-annual national conference that the program director should attend focusing on accreditation standards, changes and implementation for DA programs. VTEA funds cannot cover this because it is out of state, so our budget planning process should plan for this as well.</p>	<p>We attended the conferences. Operatories appear to have been addressed in HS building programming.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. We need a computer lab that will hold 28-30 students. There are no plans for this at this time. The department is temporarily using a math computer lab, but is holds only 28 students. We would like to enroll 30 students, but cannot at this time.</p>	<p>We are still using the Math lab and have no alternate solution yet available. We will enroll 28 students for 2009-2010.</p> <p>The program is temporarily located in MB 14 &15 during construction of the HS building. The facilities, while temporary in nature appear to be adequate for the time being except for storage of large dental equipment and patient files which must be kept locked. The faculty plans to use their offices to store the equipment and files. This will crowd their office space.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years None in the next 3 years.</p>	<p>No Change</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. The college needs to permanently hire a Health Program Specialist position to continue our program. This is not a new position. A temporary employee working only 8 hours per week is in place, which is not enough to meet the needs of the department, due to the changes in curriculum, increase in enrollment, waitlist, additional intern sites needed, and changes in contract responsibilities. This position needs a minimum of 16 to 18 hours per week so students do not have to wait a week for a return phone call or e-mail. The current temporary employee is successful with these limited hours only because this particular person held this position in the past and has 15 years experience working at Palomar college. She has informed the department members that this is not a job for a temporary employee due to the diversity of</p>	<p>No changes in staff or staff hours. We recognize that the current budget situation prohibits addressing this critical need (but this issue has been overlooked since 2007) but we maintain that the need still exists and will be pursued as a very high priority as things improve with the budget.</p>

<p>the position and the vast amount of knowledge needed for the job. It takes at least a year to learn the job basics and a few years to master it.</p> <p>This position was shared with Nursing Education for many years but was deleted in 2006 without any permanent solution; only a promise to do so. This change left the department without phone coverage for the summer, since the current person is overwhelmed with work does not have time to answer the regular office phone. This position is responsible for recruitment, transcript evaluation, internship contracts, enrollment, orientation, website management, summer office coverage, graduation, statistical evaluation of survey tools used for assessment yearly accreditation reports, and many more duties. Without this position, the DA program would cease to exist.</p> <p>Also, our Department Academic Assistant only works 18 hours per week 10 months a year. Our ADA cannot meet the demands of the department.</p> <p>This position should be increased to a minimum of 24 to 30 hours a week, 11-12 months per year in order to provide phone coverage, information to the dean, outside agencies or students in the summer months and the office is vacant. Our current ADA comes into the office periodically over the summer without pay in order to meet certain deadlines. In the past the position of Health Program Specialist provided for some phone coverage for the entire year while being shared with Nursing.</p> <p>It is my understanding that the DA dept. had an ADA for 30 hours a week in the past. (I have read this on past accreditation reports.) The dept. had a part-time lab tech in the past as well. Both of these positions as well as the Heath Program Specialist contributed to the success of the DA dept. for many years.</p>	
<p>f. Other: correspondence from Dean Thompson concerning the deletion of the Health Program Specialist position:</p> <p>From: Thompson, Sara Sent: Wednesday, June 07, 2006 12:47 PM To: Tortarolo, John S.; Cuaron, Berta</p> <p>I need to make some thing clear about the Health Programs Specialist, p. 14, of the Governing Board Agenda, for June 13th.</p> <p>c. Position: HEALTH PROGRAMS SPECIALIST Name: Cathy M. Hawkins Department: Nursing Education Position #: 5300/5246 New?: No Remarks: Combines positions 5300 (Nursing Education @75%) and 5246 (Dental Assisting @ 25%). Sal Grade/Stp: 20/25 Salary: \$4,497.47/month % of Position: 100% # Mos: 11</p>	<p>See item e. above</p>

Effective: June 14, 2006
Account #: A-212200-348100-60910-0000000/100%

John and Berta,

You should know that when the original position was set up, there were two position # assigned, not three as there should be. There are actually three departments served as mentioned in the action listed below from October, 2003. Somehow, the two positions were supposed to cover all three departments. In actuality, they were set up wrong or not adjusted correctly. You see there are three payroll accounts: one for Nursing at 70%, one for Dental Assisting at 20%, and one for Life Sciences (Medical Assisting) for 10%.

October, 2003

8. RECOMMENDATION: ACTION – RATIFY CLASSIFIED RECLASSIFICATION

The Governing Board hereby ratifies the recommendation of the Superintendent/President regarding the **reclassification** of the following **classified positions**:

a. **Position: HEALTH PROGRAMS SPECIALIST**

Department: Nursing Education - 70%; Dental Assisting Programs - 20%;
Medical Assisting Programs - 10%

Name: Vacant

Position #: 5300, 5246 New?: No

Remarks: Position was Health Programs Coordinator, grade 23

Effective: October 1, 2003

% of position: 100% # of Mos: 11

Sal Grade/Stp: **20/1** Salary: **\$2,670.14/month**

Account(s): A-212200-344100-60910-0000000/20%

A-212200-346400-60910-0000000/10%

A-212200-348100-60910-0000000/70%

The item on this agenda, June 13, was put in place because

- The Capacity Enrollment Grant we received allowed us to up her position in Nursing to 100%.
- However, HR reminded us that paying 30% of Cathy's salary from the grant would adversely affect Cathy's RETIREMENT.
- So, we are combining the positions to reach 100% paid from Palomar College.
- HOWEVER, we still have the commitment to Dental Assisting and Medical Assisting.
Currently, we are going to pay Jan Burton on an hourly basis to help with Dental Assisting and we need to do the same for Medical Assisting.

I just want to emphasize that by combining these two positions as listed does not change our commitment to Dental Assisting or Medical Assisting. This coming year, we will try to address a permanent solution to this problem.

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

“To provide up to date technology and related technical and equipment for instructional purposes.” In our discipline it is imperative that we provide students with current dental and computer related technology. We have been successful so far through the use of VTEA funds to provide this environment for our students.

6.

Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

“To prepare the dental assistant to be a safe and competent dental health care professional” Please see document assessment tools used to measure the outcome of this goal in the appendix of this document; note bolded areas of surveys that relate to this particular goal.

b. Discuss a learning outcome that is observable yet difficult to measure.

Professional behavior in the dental office. We measure this by data gathered by 2 surveys given to the local dental community while the student is interning and after becoming employed. (See survey tools in appendix)The data from these surveys are analyzed to see if program goals are met.

Describe a discipline accomplishment that you want to share with the college community.

It was our goal for 2007 to have state acceptance to teach a new course, "Pit and fissure Sealants" and our curriculum was approved in 2007 by COMDA (Committee on Dental Auxiliaries) the California state accrediting and licensing agency. We will offer this 2 part course starting Fall semester 2008.

Are there other resources (including data) that you need to complete your discipline review and planning?

No

What about some help with data analysis??

7. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

December 2005, no recommendations, 2 commendations for our academic program and community relations, and 1 suggestion, to equalize DA teaching hours to be the same as the other faculty in the MNHS division.

The recommended change in teaching hours has been accomplished.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

*** By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.

***Please See Appendix below with assessment tools and student learning outcomes**

Evaluation Mechanism	How often conducted	Date to be conducted/ finished	Results expected	Results achieved	Assessment of results	Person responsible	Program Improvement as a result of data analysis	Next date of completion
Goal 2 Prepare the dental assistant to be a safe and competent dental health care professional, by being in compliance with both Federal and California state standards and regulations.								
Infection control and hazardous materials training are threaded throughout the dental assisting program. Evaluated using written exams, preclinical and clinical competency evaluations	Periodically through indicated courses (See Exhibit A in separate curriculum document)	Fall 2004 Spring 2005	Students/graduates are safe competent and in compliance with OSHA guidelines	All students must pass each competency evaluation as indicated (See Exhibit A in separate curriculum document)	Achieved	DA 70: Catherine Holl DA 71: Catherine Holl DA 75: Adelina Acevedo DA 80: Adelina Acevedo DA 81: Denise Rudy DA 90: Denise Rudy	Continue present evaluation mechanisms	Fall 2005 Spring 2006
Employer survey	Distributed yearly	Spring 2005	Graduates are safe, competent and in compliance with OSHA guidelines	100% Excellent/Good (See Question 2.8 on Exhibit 3D and results Exhibit 4D)	Achieved	Denise Rudy (Director)	Continue evaluation mechanism. Revise survey forms to better capture information.	Spring 2006
Alumni survey	Distributed approximately one year after graduation	Spring 2005	Graduates are safe, competent and in compliance with OSHA standards	100% Excellent Quality of Instruction - Maintain Infection Control 100% perform infection control on the job (See Exhibit 4C Section II)	Achieved, although question asked of only a few alumni	Denise Rudy (Director)	Revise survey forms and process to ensure information is collected from students	Spring 2006
Clinical Progress Evaluation	Yearly in DA90 course	Spring 2005	Students are safe, competent and in compliance with OSHA standards	Spring 2005- Highest Level/Above Expectations - 95% (See Exhibit 3E, Page 1 Q1 and Q3) and results: Exhibit 4G	Achieved	Denise Rudy (Director)	Continue evaluation mechanism.	Spring 2006
Student Intern Office Evaluation	Yearly	Spring 2005	Students are able to learn in a safe, competent health care facility that is in compliance with OSHA standards	84% - Outstanding/Above Average - ratings of office OSHA Standards and PPE procedures (See Exhibit 3B Q3)and Exhibit 4E for results	Achieved	Denise Rudy (Director)	Continue evaluation mechanism. Revise survey forms to better capture information.	Spring 2006

Palomar College

**Dental Assisting Program
1140 W. Mission Rd.
San Marcos, CA 92069-1487
760-744-1150, Ext. 2571**

EMPLOYER SURVEY

I. About you and your practice:

- 1. Type of practice: _____ Year graduated as a DDS: _____
- 2. Number of Dental Assistant(s) (DAs-only) employed: _____
- 3. Number of Palomar College Dental Assistant(s) (DAs-only) employed: _____
Starting Salary: \$_____ Current Salary: \$_____
- 4. Number of Palomar College Registered Dental Assistant(s) (RDAs only) employed: _____
Starting Salary: \$_____ Current Salary: \$_____

II. Overall assessment of Palomar College Dental Assistants

Place an "X" in the column that best describes the ability of your Palomar college dental assistant graduate(s) to perform the following functions.

(Rating Scale: 5=Excellent, 4=Good, 3=Acceptable, 2=Below Expectations, 1=Poor)

5 4 3 2 1

1. **Works well with others.**

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2. Is well liked by your patients.					
3. Exhibits professional competence, growth, and development.					
4. Adheres to an appropriate code of ethical conduct.					
5. Communicates well with patients and other health care providers.					
6. Effectively helps to manage patient anxiety.					
7. Knows and utilizes the theoretical principles of daily practice.					
8. Utilizes aseptic techniques consistent with OSHA guidelines.					

5 4 3 2 1

9. Effectively performs DA duties (i.e., diagnostic impression, placing elastic separators, removal of sutures, taking vital signs, application of fluoride, etc.).					
10. Effectively performs RDA duties (i.e., performs all DA duties, sizes temporaries, places bases and liners, cements temporary crowns, etc.).					
11. Effective abilities in written communication.					
12. Effectively performs taking radiographs.					
13. Effectively performs business office procedures.					

III. Specific Job Related Questions

What duties (below) do your dental assistants perform on a regular basis? (Please check all that apply.)

Chairside Procedures

- X-ray procedures
- Oral evacuation
- Place/remove rubber dams
- Place/remove matrix bands
- Coronal Polish
- Fluoride application
- Place/remove provisional restorations
- Place bases and liners
- Fabrication/sizing of temporary crs.
- Temporary cement of temporary crs.
- Removal of temporary crs.
- Removal of excess cement
- Take alginate impressions
- Place/remove perio. Dressing
- Size orthodontic bands
- Place/remove ortho. Bands
- Place/remove ortho. Separators
- Place/remove ortho. Ligature ties

Chairside Procedures (cont.)

- Assist in the administration of nitrous oxide
- Assist with surgical procedures
- Provide oral health instructions
- Maintain infection control
- Quality control
- Other: _____

Office Procedures

- Appointment control
- Telephone management
- Computer entries
- Insurance
- Peg-board entries
- Financial counseling
- Billing
- Management duties

Circle the number corresponding with the important of formal dental assisting training in relation to other qualifications considered in making hiring decisions:

(very important) 5 4 3 2 1 (unimportant)

Circle the number corresponding with the important of having an RDA on your staff:

(very important) 5 4 3 2 1 (unimportant)

Circle the number corresponding to your overall satisfaction with your Palomar College employees' training and performance:

(very important) 5 4 3 2 1 (unimportant)

Would you employ another Palomar College Dental Assisting Program graduate in the future?

_____ Yes _____ No

In your opinion, what are the major strengths of the Dental Assisting training provided by Palomar College?

In your opinion, what are the major weaknesses of the Dental Assisting training provided by Palomar College?