



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Dental Assisting Program

Discipline Name
Dental Assisting (DA)

Department Chair Name
Denise Rudy

Division Name
Mathematics, Science and Engineering

Website address for your discipline
<https://www2.palomar.edu/pages/dental/>

Discipline Mission statement

The Mission Statement of the Registered Dental Assisting Program is to provide the community with Registered Dental Assistants who are capable of working with the dental team to attain the shared goal of providing the best possible care for their patients and abide by ethical principles of the Dental Assisting profession. The Registered Dental Assisting Program is committed to giving students opportunities to gain knowledge and develop skills while utilizing critical thinking as an integral part of the process as well.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Associate of Science in Dental Assisting
Certificate of Achievement in Dental Assisting

Please list the names and positions of everyone who helped to complete this document.

Denise Rudy
Adelina Coria-Hernandez
Michelle Tucker

Full-time faculty (FTEF)
2

Part-time faculty (FTEF)
3

Classified & other staff positions that support this discipline
ADA

Additional hourly staff that support this discipline and/or department
N/A

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Very well, they were designed to address the scope of practice for a dental assistant and their requirements for graduation, passing licensing exams and employment. The learning outcomes meet the requirements of the Commission on Dental Accreditation and the California Dental Board the accrediting agencies governing dental assisting educational programs.

Describe your program's plan for assessing program learning outcomes.

Every 2 to 3 years

Summarize the major findings of your program outcomes assessments.

GRADUATES	2015	2016	2017	2018	
Number of AA Degrees and Certificates		9	9	9	5
Number of Certificates Only	15	14		15	16
Total Number of Graduates	24	21		23	21
Total Number Enrolled	25	24		24	24

GRADUATE STATUS

Employed as Full-Time Dental Assistant	10	8	14	N/A
Employed as Part-Time Dental Assistant	0	0	0	
Employed in Other Occupations	0	0	0	
Attending School/furthering Education	0	1	0	
DA-90 Clinical Rotation				

Student interns Recommendations for future Employment as a RDA by dental facility

2016 98.60% Recommended
2017 95.60% Recommended
2018 93.50% Recommended

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

We can not think of questions in regard to students' learning that were not address by the last accreditation report and site visit. Students are doing fine and meeting department, state, local dentists needs and national expectations

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Teamwork and Problem solving: This is an every day activity in healthcare. All student evaluations for each activity must be passed at a clinical acceptable level.

Inquiry and analysis: Students evaluate case studies and outcomes as well as each patient's needs

Written: Students conduct research and writing in all courses in the dental assisting department.

Critical thinking: Case studies evaluation and critical thinking decisions are a part of the job of a dental assistant

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

more than 80 percent of students are proficient in the areas related to GE learning outcomes.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

GRADUATES	2018
Number of AA Degrees and Certificates	5
Number of Certificates Only	16
Total Number of Graduates	21
Total Number Enrolled	24

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?

The program completions are very close each year. The program is successful in training students to complete the certificate but in 2018 there were fewer students who received the AS degree. The main factor is that there are many jobs locally and pay has increased, so students are hired as soon as they get the certificate and license, therefore not as interested in pursuing the AS degree since it does not affect employment or pay. .

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?
80.0%

Why did you choose this standard?

100% is obviously unrealistic and 90% would only allow for only 1 student to not to complete, so 87% allows for 3 students not to complete and 83% allows 4 students out of 24 possible enrolled students, 80% seems realistic and it is still very high.

What is your Stretch goal for program completion?
87.0%

How did you decide upon your stretch goal?
looking at past trends and seeing what is possible

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

94% to 100% is pretty impressive. It was expected

What factors have influenced your efficiency trends?

Lots of good paying jobs for Palomar DA graduates. They are very sought after for employment and have the highest reputation for excellence.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

no

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

85.0%

Why did you choose this standard?

!00% is obviously unrealistic and 90% would only allow for only 1 student to not to complete the course , so 87% allows for 3 students not to complete and 83% allows 4 students out of 24 possible enrolled students, 85% seems realistic and it is still very high.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected?

yes

What is your Stretch goal for COURSE success rates?

90.0%

How did you decide upon the goal?

looking at past trends and seeing what is possible

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

yes

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?

N/A

Do you have any best practice methods you use for online courses to share with the community?

N/A

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

each course is assessed every 2 to 3 years

How have you improved course-level assessment methods since the last PRP?

no

Summarize the major findings of your course outcomes assessments.

96% to 100% is impressive

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

none

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

We moved 2 courses to prerequisites a few years ago to improve program retention and it was successful. The Department is pleased with licensing exam pass rates, graduation completion rates, evaluation scores from the dental community while working as a intern, and job placement rates.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or

transfer institution expectations.

- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Because we are a program all of our course outcomes were created after creating our program goals which was an accreditation requirement. Therefore, the course outcomes directly lead to success in the overall program outcomes. For Example, in the class DA 50, one of the course outcomes is to "understand the legal and ethical obligations of a Registered Dental Assistant". The Program outcome that relates to this course outcome is "Upon successful completion of this program the majority of students taking the California Dental Law and Ethics examination will pass the exam" There has been a 100% pass rate for this exam since 2011.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

Because dental assisting is a skills based program, the courses are set up in a way that each class and even class topics are introduced in a progressive intentional way to ensure skill and knowledge progression throughout the curriculum. This is an accreditation requirement. Students must enroll in classes as they are offered in a way to ensure progression is achieved. The didactic part of the classes directly relates to the laboratory and clinical skills which are assessed and there is a 100% pass rate required for all laboratory and clinical procedures. In addition, because it is a program with only one course offerings at a time, all faculty align the course materials in their syllabus schedule to ensure careful course collaboration with course objectives. For example, infection control is taught in many dental assisting courses as it relates to each different course. Each instructor aligns their syllabus schedule so that students are receiving this material during the same timeframe as all of the other courses that teach infection control.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

As I stated above, Because dental assisting is a skills based program, the courses are set up in a way that each class and class topics are introduced in a progressive intentional way to ensure skill and knowledge progression throughout the curriculum. Students must enroll in classes as they are offered in a way to ensure progression is achieved. The program didactic courses are scheduled in the morning to ensure students are not tired from doing dental assisting skills prior to lecture classes. Difficult lecture classes are not scheduled back to back so that the material can be "digested" before going on to the next lecture class. The class schedule is carefully assessed to ensure student success and outcomes are analyzed for success.

How do you work with other departments that require your course(s) for program completion?

There are no other departments that require our courses.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

The only concern is that one of our courses needs some additional time which students have reflected on our annual surveys. This will be addressed in fall 2019 curriculum review process. Curriculum concerns are discussed with all faculty and made as needed. Keep in mind, most of the courses are required

material for accreditation.

Are there courses that should be added or removed from your program - please explain?

no, they are all required courses for our program

How is the potential need for program/course deactivation addressed by the department?

no

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

In the future the department would like to add another program for our graduates, but the college would need to hire a full-time faculty to teach the course and the faculty would most likely need to be a dentist.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

there are no online classes but the department plans to add a hybrid course in fall 2019.

Describe other data and/or information that you have considered as part of the evaluation of your program

state and national exams, job placement rates, student responses on two surveys administered at program completion and 6 months post graduation.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Registered Dental Assisting is the career of our program. Registered Dental Assistants can further their education and become a Registered Dental Assistant with Expanded Functions after working for 2 years as a RDA.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Customer and Personal Service — Knowledge of principles and processes for providing customer and

personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

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Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Near Vision — The ability to see details at close range (within a few feet of the observer).

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Speech Recognition — The ability to identify and understand the speech of another person.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Service Orientation — Actively looking for ways to help people.

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How does your program help students build these KSA's?

The curriculum ensures students have the knowledge and skills needed to become a successful dental assistant. Accreditation requires that the curriculum contains psychology, english writing and speaking skills especially oral expression and, critical thinking projects,

Students are cleared though various physicians to ensure their hearing, vision is adequate for the profession and that students are physically and mentally able to preform the necessary skills of a dental assistant. Service orientation is discussed in detail in the prerequisite course DA 50 to help students understand what is involved in being a dental assistant.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Internships and a dental office observation is required before admittance into the RDA program

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Students perform all duties of a dental assistant while interning in clinics and dental offices.

How do you engage with the community to keep them apprised of opportunities in your program?

The department has a social media account that allows for program opportunities and we have an advisory committee that meets each semester.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic](#)

[plan.](#)

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Adding a hybrid class for DA 85

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Fall semester 2019 curriculum will be revised to include the hybrid class to the RDA program, but to get it through the curriculum process it probably won't be offered until spring 2021.

Outcome(s) expected (qualitative/quantitative)

Students will be able to enroll in the hybrid class starting spring semester 2020.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with the college mission statement "to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" Having the opportunity to take an online lecture course will meet the needs for students who have busy schedules and like the online method of teaching.

Expected Goal Completion Date

1/25/2021

Goal 2

Brief Description

To work with the dental community to raise starting salaries for Palomar graduates

Is this a new or existing goal?

New

How will you complete this goal?

I will work with students and local dentists to understand the need for higher salaries for RDA's in San Diego County

Outcome(s) expected (qualitative/quantitative)

Average student starting salaries will increase from 15 to 16 dollars per hour to 18 to 20 dollars per hour

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The mission statement of the Registered Dental Assisting Department is to provide the community with Registered Dental Assistants who are capable of working with the dental team to attain the shared goal of providing the best

possible care for their patients and abide by ethical principles of the Dental Assisting profession. If graduates are indeed able to meet the goals of the mission statement, they should earn a good wage.

Expected Goal Completion Date

5/25/2020

Goal 3

Brief Description

To revise curriculum to add the latest dental technology and practices.

Is this a new or existing goal?

New

How will you complete this goal?

Fall semester 2019 curriculum will be revised to include the additional time to the dental materials lab class and to review and revise all dental assisting classes. to the RDA program but to get the course curriculum committee it probably won't be offered until spring 2021.

Outcome(s) expected (qualitative/quantitative)

Revision will be complete by the end of fall 2019 but to the the courses though the curriculum process, it probably won't be offered until spring 2021.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

New curriculum that includes the latest dental techniques aligns with the college mission statement "to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals".

Expected Goal Completion Date

8/24/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

No