

Status: **Submitted**

Entry #: 242

Date Submitted: 9/14/2020 1:29 PM

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

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 TOP coded as vocational (CTE/CE)?
Yes

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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

2

Full-time Faculty (FTEF)

2

Part-time faculty (FTEF)

3

Classified and other permanent staff positions that support this discipline

ADA 40 hours per week

Additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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.

How do they align with employer and transfer expectations?

The students extern in the offices of potential employers and the employers rate the students in all areas of the job. The learning outcomes align well with the employers needs and expectations.

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 2019 2020

Number of AA Degrees and Certificates 9 9 9 5 8. 11

Number of Certificates Only 15 14 15 16 15. 10

Total Number of Graduates 24 21 23 21 23. 21

Total Number Enrolled 25 24 24 24 24. 24

GRADUATE STATUS

Employed as Full-Time Dental Assistant 10 8 14

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

2019 95.50% Recommended

2020. I do not have access to this information due to Covid-19. The data was not collected this past year due to Covid-19

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 2019

Number of AA Degrees and Certificates 8

Number of Certificates Only 15

Total Number of Graduates 23

Total enrolled 24

GRADUATES 2020

Number of AA Degrees and Certificates. 11

Number of Certificates Only 10

Total Number of Graduates 21

Total enrolled 24 2 students dropped out this year and one student failed a course

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 they do not always complete 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.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

The program outcomes and enrollment are excellent. The program is at full capacity every year and all students are able to find employment if they so desire.

How have these factors presented challenges for your program(s)?

I can not think of a particular challenge

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?

85% is the standard for students which are enrolled in the RDA program. (DA 50 and DA 57 are prerequisites and not completed at an 85% pass rate.

100% is obviously unrealistic and 90% would only allow for only 1 student to not to complete the program , 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.

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

COURSE LEARNING OUTCOMES

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

no

Summarize the major findings of your course outcomes assessments.

Students have met the criteria course outcomes and are assessed by various means such as, research projects, exams skills testing and passing state and national exams and met the criteria for the student learning outcomes though the assessment tools described on the SLO program tracdat.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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.

back to top
 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.

back to top

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 before enrolling into the program.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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?

Externships are required for all students in the RDA program. In addition, 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. Many students are hired by the offices and clinics in which they are scheduled.

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 there is an advisory committee that meets each semester. In addition, the Director of Dental Assisting visits dental offices and clinics weekly during the clinical rotation each spring semester and works with office staff members and dentists directly each week.

What is the regional three-year projected occupational growth for your program(s)?

San Diego Co. from EDD 2016-2026 Estimated jobs 3610 Imperial Co. 180
Projected employment. 4230 200
Percent change +17.2 +11.1

What is being done at the program level to assist students with job placement and workforce preparedness?

The Palomar graduates are sought after for dental employment. They sometimes receive multiple job offers. The department's facebook page lists jobs in which the employer would like to hire a Palomar graduate. There are always more jobs openings than there are graduates.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

October 14 2020. The main focus was safety during covid-19 for students in lab classes and for the externship in the spring semester. It was also discussed about the current the schedule of classes for the program. The scheduling of the entire externship in the spring semester after students have gained the radiography license during intersession was discussed with the members of the committee. The advisory committee agreed that the schedule of classes should remain as it is, because the students would not have the needed skills to gain dental assisting experience in the externship until the fall classes were completed. This has been the schedule for students since the inception of the dental assisting program and it meets accreditation standards showing progress though the curriculum. Students must gain laboratory competency before performing procedures on dental patient in the externship and the current schedule reflects that need. They all agreed that the program is doing an excellent job of educating students using the current class schedule and curriculum.

What are the San Diego County/Imperial County Job Openings?

San Diego Co. from EDD 2016-2026 +486 annually Imperial Co. +24

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?

2019-2020 curriculum will be revised to include the hybrid class to the RDA program, but to complete the curriculum process it probably won't be offered until spring 2021. The hybrid class will be offered as soon a Covid-19 is resolved and students can come in person for the hybrid portion of the class.

Outcome(s) expected (qualitative/quantitative)

Students will be able to enroll in the hybrid class starting spring semester 2022 if conditions allow due to Covid-19..

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

6/25/2021

Goal 2

Brief Description

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

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

I will work directly with students and local dentists to understand the need for higher salaries for RDA's in San Diego County. the salary data will be collected and analyzed to see if the goal is being met.

Outcome(s) expected (qualitative/quantitative)

Average student starting salaries will increase from 18 to 19 dollars per hour to 20 to 22 dollars per hour for the salary after one year of employment.

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

5/25/2021

Goal 3**Brief Description**

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

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

2020-2021 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 Fall 2022 due to Covid-19.

Outcome(s) expected (qualitative/quantitative)

Revision will be complete by the end of fall 2021 but to the the courses though the curriculum process, it probably won't be offered until spring 2022.

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

12/15/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

drudy@palomar.edu

Review

Chair Review

Chair Comments

I am the chair and I wrote the PRP.

Chair Name

Denise Rudy

Chair Sign Date

10/19/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

The program has done an excellent job in preparing students for the workforce as evidenced by the number of students who obtain jobs after completion. Program faculty are clearly dedicated to student success and continue to support students as they enter the workforce; a common theme among previous PRP's. For example, faculty have been working on increasing the salary of students who obtain jobs after completing the program. This year the program achieved this goal but faculty are still dedicating in continuing to work toward higher salaries in the future. This year the faculty have made safety a priority resulting from the impact of COVID and have held regular meetings to encourage safety. As a result, the program has experiences an impressively low number of "low-risk" cases.

Areas of Concern, if any:

none

Recommendations for improvement:

none

Dean Name

Patricia Menchaca

Dean Sign Date

11/4/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

consistent completions that are near max possible; solid connection with employers and advisory committee, including advocacy on behalf of our students as future employees

Areas of Concern, if any:

Recommendations for improvement:

1. If you are not tied into WBL and/or Career Continuum, discuss with dean and Nichol Roe for the possibility of more institutionalized support.

Vice President Name

Shayla Sivert

Vice President Sign Date

1/2/2021