



# 2022-23 Instructional Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2022-23

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Mathematics, Science and Engineering

**Department Name**

Dental Assisting Program

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Dental Assisting (DA)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Denise Rudy

**Department Chair email**

drudy@palomar.edu

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

Adelina Hernandez

**Website address for your discipline**

<https://www.palomar.edu/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 ☐ No

**Are any of your programs TOP coded as vocational (CTE/CE)?**

☐ Yes ☐ No

**List all degrees and certificates offered within this discipline.**

Associate of Science in Dental Assisting  
Certificate of Achievement in Dental Assisting

AA, AS, ADT, Certificates, etc.

## **BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

2

*Enter a number.*

Link: [Permanent Faculty and Staff Count](#)

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

2.033

Link: [FTEF Data](#)

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

0.867

Link: [FTEF Data](#)

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

ADA 25%

Link: [Permanent Faculty and Staff Count](#)

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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](#). 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? Please explain.**

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 which are the accrediting agencies governing dental assisting educational programs.

**How do they align with employer and transfer expectations?**

The RDA program does not transfer to another college, but as far as employer expectations, it is well aligned. Graduates from the RDA program are sought after for jobs in the community and receive multiple offers for employment. In addition, while students are working at the clinical extern site, data is collected to rate employer expectations which are continually extremely positive.

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

Program outcomes are assessed yearly through multiple surveys and state exam pass rates. Data is collected while students are working as externs in dental offices and clinics as well

**Summarize the major findings of your program outcomes assessments.**

Students have been successful at completing degrees and certificates as well as meeting SLOs for program and courses. The students continue to have a 100 percent pass rate for state exams and are recruited for employment upon graduation.

## **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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Degrees and Certificates Awarded (Count)									
Degrees and Certificates Awarded (Variances)									
Academic Year AT APD Student Count					Column Labels				
Academic Year AT APD Student Count					Column Labels				
Row Labels	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22			
Row Labels	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22			
AA/AS									
Associate in Science Degree	10	8	8	14	4	13	Associate in		
Science Degree	(2)	0	6	(10)	9				
AA/AS Total	10	8	8	14	4	13	AA/AS Total		
	6	(10)	9				(2) 0		
Certificate							Certificate		
Certificate of Achievement	23	21	23	21	12	20	Certificate of		
Achievement	(2)	2	(2)	(9)	8				
Certificate Total	23	21	23	21	12	20	Certificate Total		
	(2)	2	(2)	(9)	8				
Grand Total	33	29	31	35	16	33	Grand Total		
	4	(19)	17				(4) 2		

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

### What factors have influenced your completion trends?

Covid restricting online only classes and requiring safe distancing policies reduced class size.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

## Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

There is an excess of good paying jobs for Palomar RDA graduates. They are very sought after for employment and have the highest reputation for excellence. There is a lot of collaboration with the dental community. The Director is involved and has relationships with the local dental community which promote and support the program. The main reason for the lower enrollments the past 2 years were due to covid and the instability of the support staff assigned to the dental assisting department. As this issue is currently being addressed, the program success should return to previous years as far as full enrollments and efficiency trends.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

Covid-19 was a huge challenge for dental and health programs. Another challenge was the reassignment of the full-time department Academic Department Assistant/Health Program Specialist. In addition the new administrative Division Dean and Vice President of instruction tried to follow standard protocol, but health programs are not like regular college academic programs and understanding is needed to support this type of program. It was a stressful situation for the faculty and graduates of the 2022 class just not having the support needed. As of now, a 25% ADA has been assigned as well as a temporary classified person to help the department. Although It is not sufficient, especially for recruiting and student support, it is better than last year.

## **COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

## **COURSE SUCCESS AND RETENTION**

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students

to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

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

85.0%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

#### **Why did you choose this standard?**

100% 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.

#### **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 STUDENT LEARNING OUTCOMES (SLOs)**

#### **Summarize the major findings of your course level student learning outcomes assessments.**

Student enrolled in the Dental Assisting Program meet the SLO outcomes for courses and program.

*Course level SLOs can be accessed through [Nuventive Improve](#)*

**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.**

☒ Yes ☐ No

**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.

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O\*net Link below) Are there any new or emerging careers? 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 RD

Link: <https://www.onetonline.org/>

**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.

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.

**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.

## **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 ☐ No

**What have you done to integrate work-based learning?**

304 hour internship is required for program completion

A two hour 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. In addition, the Director has close relationships with the San Diego Dental Society Members as well as local dentists.

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.*

## **PROGRAM GOALS**

### **Progress on Prior PRP Goals**

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP

goals.

[Click here for previous PRPs with goal information.](#)

## Prior PRP Goals

### Goal 1

#### Brief Description

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

#### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

Students verbally reported to the faculty and director starting salaries higher than previous years.

### Goal 2

#### Brief Description

to update outdated equipment for the dental assisting department

#### Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

The department received strong workforce funds last year and updated outdated equipment.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.**

The Registered Dental Assisting Program has the same values as the VFS. The department including the classified staff plans to implement an internal communication plan with strategies for ongoing communication with current students.

[Click here to access the Strategic Plan 2022.](#)

**Describe any changes to your goals or three-year plan as a result of this annual update.**

To work towards the goal of increasing enrollment and efficiency within the department.

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

☐ Yes ☒ No

**Are you requesting AA, CAST for Classified Staff?**

☐ Yes ☒ No

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?**

☐ Yes ☒ No

## PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

### PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

### PART 4: FACILITIES REQUESTS

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

☐ Yes ☐ No

***Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.***

### PART 5: 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?**

☐ Yes ☐ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

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