

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Dental Assisting

Date: October 13, 2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement: The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission: To provide an educational program that promotes an atmosphere of professionalism, integrity and educational excellence. The program develops Knowledge and skills that will enable the students to function as an integral part of the dental health care team. Students will have the opportunity to acquire the knowledge and proficiency to successfully assist in serving dental health needs of the community

Date of Last Comprehensive Program Review: 2012

Date of Comprehensive Program Review Validation:2012

<p>Instruction (if applicable)</p> <p>To ensure that the foundation knowledge is established early in the dental assisting program information is provided which is comprehensive and prepares the student to achieve competence in all components of the dental assisting. Weekly progress in the form of practical hands-on competencies and written exams are reviewed by the student with the instructor comments and grading criteria. Students are constantly aware of their progress in the program.</p>	<p>1. PCCD Strategic Goals (list the specific goal here (A1).</p> <p>2. College Goals: (list the specific goal here (1).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Student Success and Student Equity</p> <p>Yes, the students completing the program are attaining a foundation of technical and Career skills. This information is done through surveys with internship offices and with graduates.</p> <p>Success of completion rates is ken from th unit plan information on "<i>Student Success.</i>"(shown by grades A, B, C, CR) Information was obtained from the Development and Research office Debra Banks, Research Officer.</p> <p>2002 2003 2004 2005</p>	<p>1. PCCD Strategic Goals (list the specific goal here (A3).</p> <p>2. College Goals: (list the specific goal here (1)</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

<p>73% 76%</p> <p>71% 83%</p>			
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>The dental assisting department is connected to the industry through its advisory board, internship offices and the Dental Societies of Berkeley, Alameda and Southern Alameda.</p> <p>Yes, there is an Advisory Board for the Dental Assisting program. This Advisory Board is mandated by the ADA Accreditation Standards. It meets twice a year, once during the fall semester and once during the spring semester.</p> <p>Yes, the dental assisting is adequately preparing students for the careers in the fields of dental assisting. Surveys are conducted with internship offices, graduates and the report issued by COMDA on the RDA state boards for dental assisting.</p>	<p>1. PCCD Strategic Goals (list the specific goal here (D1).</p> <p>2. College Goals: (list the specific goal here (5).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p>	

	_____.	Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. **Student Demographics** (age, gender, ethnicity, special populations). **Comments about changes:** *The student demographics within the dental department as remained the same over the last few years.*

B. **Enrollment** (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:** *Maximum enrollment is 24 students. Over the last 3 years the dental department has reached its maximum enrollment.*

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:** *The retention rate is approximately 90% or more. ESL prep course for students with English as a second language will be useful.*

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). **Comments about changes:** N/A

E. Other program specific data or unplanned events that reflect significant change in the program. N/A

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the

activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities? ***No differences.***

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program? ***The SSSP plan at the College of Alameda can be utilized by students inquiring about the dental assisting program. The Counseling, advising and educational planning is a good starting point for student interested in the dental program.***

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review? ***No changes have been made.***
- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc. ***N/A***

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future. {Have you assessed all you SLO's? Do you do a certain courses each year, etc...} ***Yes, all SLOs have been assessed by the dental assisting department. The future plan is to assess and update as necessary at the end of each semester.***

What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue? {Do you have department meetings were student learning is discussed} ***yes, to ensure that the foundation knowledge is established early in the dental assisting program information is provided which is comprehensive and prepares the student to achieve competence in all components of the dental assisting. Weekly progress in the form of practical hands-on competencies and written exams are reviewed by the student with the instructor comments and grading criteria. Students are constantly aware of their progress in the program.***



Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results) ***Curriculum documentation is reviewed periodically by the dental assisting faculty and revised, as needed, to reflect new concepts, techniques and industry standards.***



VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review. *Recommendations from our advisory committee is having the students familiar with new updated materials, equipment paperless charting systems and various software utilized in the dental field.*
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator. *No*
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant. *No*

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

- Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource	Already	Program	Connected to	Contribution to	Alignment with	Alignment with
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Request(s)	Requested in Recent Program Review?	Goal (cut and paste from program review)	Assessment Results and Plans?	Student Success	College Goal (list the goal)	PCCD Goal (A, B, C, D, or E) (list the goal)
Instructional assistant	yes		yes	Will aid in lab procedures and administrative duties	3	A1

- Technology and Equipment:** How will the new technology or equipment contribute to student success? New technology and equipment will allow the students to be prepared to work efficiently in dental field with digital x-rays and paperless charting.

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
1)Computers for digital x-ray's(4) 2.) 4- x-ray manikins (1) pedo manikin	No No Yes No	Funding for supplies, equipment, which reflect industry standards, is vital to the	yes	Yes - old Yes- broken and falling apart. Yes – old/broken Yes - Yes – old	3	C2

3.) utility cart (1)	NO	success of in-depth education of our students to industry standards. Funding for repairs to extremely hard to access if at all available. Dental equipment must have a regular maintenance scheduling to be done by qualified dental maintenance representatives from dental companies, not on-campus maintenance personnel		Yes – broken/ missing Yes – broken and Old		
4.) digital x-ray sensor(2)	Yes			Yes – old need to be replaced		
5.)Midmark sterilizer (1)	Yes			Yes, old need to be replaced		
6.) Bench mounts (12)	Yes					
7.)AT 2000 x-ray developer(1)						
8)X-ray machine (3)						
9.)Lab supplies and materials (various)						

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Smart classroom	yes		yes	Yes, it will allow the	2	A2


				instructor's to work more efficiently.		

- Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Annual conference for staff and program director	Yes		yes	Yes, It will allow Instructor to stay current with Industry requirements, updates and regulations.	5	D1

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016



College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!



College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments,

	<p>academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance</p>



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