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 **College of Alameda**

2022-23 Program Review – Dental Assisting

**Lead Author:**

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| Carla Pegues |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| To provide an educational program that promotes an atmosphere of professionalism, integrity, and educational excellence. The Dental Assisting 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 the oral health care of the community. |

List your program faculty and/or staff

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| Carla PeguesRenee HeroldLedy Delfin-IcatarKristin Di Ricco |

Describe your current utilization of facilities, including labs and other space

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| A201,204,206,208, 209, 211, 222, 223, and 224 |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | The DA department’s goal is to always ensure our students obtain the knowledge necessary to perform their duties in an ethical, responsible and professional manner.  |
| Status: In-Progress or Complete?  | In- progress |
| Which college or district goal is aligned with your program goal? | Four (4) Increase community and educational partnership. Aligns with PCCD Goal to engage and leverage partners. |

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| **Program Goal** | To educate and train our students to master the competency of infection control to educate and protect their community and dental team.  |
| Status: In-Progress or Complete?  | In- progress |
| Which college or district goal is aligned with your program goal? | Six (6) Aligns to COA Goal to advance CoA teaching and learning. Aligns with PCCD Goal to build programs of distinction. |

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| **Program Goal** | Continue to meet with industry partners in Alameda County, advisory board members, and accreditation (CODA) staff to ensure we are meeting regulated standards and to ensure the CoA’s Dental Assisting programs is meeting industry standards |
| Status: In-Progress or Complete?  | In-progress |
| Which college or district goal is aligned with your program goal? | Five (5) Strengthen business and industry partnership. Aligns with PCCD Goal to engage and leverage partners and develop and manage. |

**Career Education**

Using [**Launch Board**](https://www.calpassplus.org/LaunchBoard/Home.aspx)or other labor market data, what are the employment rates for students that have exited your program for the past three years?

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| Dental Assistant (124010) | 2018-19 | 2017-18 | 2016-17 |
| 82% | n/a | 79% |

*Source:* [*https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx*](https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx)

*Employed in the second fiscal quarter after exit*

Using the [**Launch Board**](https://www.calpassplus.org/LaunchBoard/Home.aspx) or other labor market data, what are the projected job openings in your discipline for the next three years?

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| SOC Code[2] | Occupational Title | Base Year Employment Estimate 2018[3][4] | % Change 2018-2028 | Total Job Openings[8] |
| 29-2021 | Dental Hygienists | 1690 | 8% | 1310 |
| 31-9091 | Dental Assistants | 4020 | 10% | 5150 |
| 51-9081 | Dental Laboratory Technicians | 230 | 39% | 430 |

*Source:* [*https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html*](https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html)

*2018-2028 Occupational Employment Projections/Oakland-Hayward-Berkeley Metropolitan Division*

How is your discipline or program responding regarding changes in labor market demand?

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| The DA program continuously updates its lecture and lab content to ensure that the DA students are receiving current trends within the field.  |

Do you have an industry advisory board in place? If so list, your board members.

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| Yes, DA departments advisory board members.Dr. Karen LarsonDr. Joann LagosDr. CarterDr. NamRDA’s: Gloria, Adrienne, and Nancy |

Has your industry advisory board met regularly (at least once per quarter or semester)?

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| Yes. |

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

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| The DA advisory board members are very supportive of our program. The advisory board has suggested that we update some of our materials and equipment, so that the students are knowledgeable and competent with the current technology and equipment. |

Does your program require state or national licensing? If yes, are there substantial differences with the set standard pass rate for this exam or license and the percent of students passing this exam?

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| Yes, the DA program is accredited by the Commission on Denal Accreditation (CODA) and Dental Board of California (DBC) the pass rate for the Registered Dental Assistant (RDA) is 90%. |

Do your students participate in other third-party certifications? If yes, are there substantial differences with the standard pass rate and the percent of students getting successfully certified?

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| No. |

What programs similar to yours exist in the surrounding area or at nearby East Bay colleges? In which ways is your program collaborating with other community colleges in the region?Coa

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| CoA has the only DA program in Eastbay. The closets is DVC and San Mateo. |

**Enrollment Trends**



**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| Enrollment in the DA department has been consistent for the last three years.  |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| The DA faculty is required to obtain 25 CE units to keep our licensure UpToDate. The courses we attend provide innovative teaching strategies that can be applied in the classroom.  |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

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| The DA department is Accredited by CODA, that ensures that our program maintains integrity and consistency in our teaching methods. We also have a faculty that have been in the field for over 20 plus years with a abundance of knowledge in the field of dentistry.  |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?



**https://peralta.curricunet.com/**

x☐ Yes ☐ No, please explain:

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Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| Fulltime faculty and updated equipment.  |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| There are many students in the DA program that would like to go to dental school. Faculty is especially encouraging for every student to continue their education and advance to a four- year college and beyond.  |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| 1.Critique and justify infection control techniques and patient-dental assistant relations before during and after patient care procedures.2.Compare and evaluate "Bloodborne Pathogen" standards CDC / OSHA and Cal-OSHA.3. Critique and justify Hazard Waste Communications.4. Recognize, select, integrate anatomical terms of the body and oral cavity.5. Recognize, compare and critique landmarks of the maxillary and mandibular primary and permanent dentition.6. Locate and identify the bones, muscle, salivary glands & sinuses within the cranium and face.7. Demonstrate and evaluate techniques of dental team positioning for four-handed dentistry, including classifications of motion and zones activity8.  Recognize, integrate, and evaluate techniques of intraoral charting functions and terminology of existing and diagnosed conditions.9. Demonstrate knowledge of radiation safety procedures established by the California radiation safety protocol while exposing radiographs on training manikins and human subjects.10. Distinguish measure and critique errors during film interpretation; demonstrate the knowledge necessary to correct errors. 11. Choose, support, and apply occupational safety and work efficiently in a dental laboratory  12. Validate and justify the ability to properly prepare and manipulate dental materials. 13. Evaluate and assist with medical emergencies in a dental office. 14. Effectively and adequately assist the dentist during dental patient care. 15. Compose, summarize and report information of patient dental procedure on patient's chart. |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| The Da Program staff discuss the needs of our students on an on-going basis. We continue to evaluate and re-evaluate our teaching techniques, lecture material and lac competencies to meet the needs of our students and the needs of the industry.  |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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|  The most important thing our department learned from our SLO’s was need for more hands -on learning and the importance of one-on- one time that is needed for each student to master certain skills.  |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

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| Yes, The DA department has assessed our PLOs within the last few years. The assessment has informed us of the need to provide more one -on-one time to assist student with hands -on skills to prepare them with the confidence to communicate and perform at a mastery level within the field of dentistry.  |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

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

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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|  The DA department does participate in assessing the ILOs. As a dental assistant our students our student work and study in a diverse community, that require problem solving, to be creative and promote human development. The dental field has moved rapidly to use of technology and paperless contact and require excellent communication skills to communicate effectively with their patients.  |

**Course Completion**

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| College | Academic Year | Subject  | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | DENTL | 336 | 298 | 89% |
| Alameda | 2021 | DENTL | 278 | 263 | 95% |
| Alameda | 2020 | DENTL | 352 | 347 | 99% |
| Alameda | 2019 | DENTL | 334 | 331 | 99% |
| Alameda | 2018 | DENTL | 291 | 258 | 89% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

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| The DA department course completion rate is well above the colleges Intuition -set standards.  |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| Yes, because the DA program is such a hands-on skill program. The online learning for some of our courses was not successful for some of our students.  |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| N/A |

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| --- | --- | --- | --- | --- | --- |
| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | DENTL | 336 | 325 | 97% |
| Alameda | 2020-2021 | DENTL | 278 | 276 | 99% |
| Alameda | 2019-2020 | DENTL | 352 | 352 | 100% |
| Alameda | 2018-2019 | DENTL | 334 | 333 | 100% |
| Alameda | 2017-2018 | DENTL | 291 | 276 | 95% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| The DA program retention rate over the last three years is slightly The above that of the college. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE**  | **DI Identified** |
| Alameda | DENTL | All Students | 336 | 88.7 |   |   |   |
| Alameda | DENTL | Asian | 148 | 97.3 | 8.6 | -5.1 | FALSE |
| Alameda | DENTL | Black / African American | 65 | 69.2 | -19.5 | -7.7 | TRUE |
| Alameda | DENTL | Female | 276 | 89.5 | 0.8 | -3.7 | FALSE |
| Alameda | DENTL | First Generation | 235 | 88.5 | -0.2 | -4.0 | FALSE |
| Alameda | DENTL | Male | 31 | 71.0 | -17.7 | -11.1 | TRUE |
| Alameda | DENTL | White | 51 | 72.5 | -16.1 | -8.7 | TRUE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| The DA program can improve course completion rate for disproportionate impacted groups by offering more tutors, financial support, mentors, and mental counseling.  |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| Support the students needs with counseling and tutoring.  |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Increase enrollment and offer more assistance with tutoring, mentoring, and financial assistance.  |

**Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

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| I have participated in hiring committees, tenure committee, and as CE Liaison.  |

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

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| DA faculty do volunteer work in the community with various dental offices and organizations.  |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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| Adjunct faculty members are included in OSHA Training quarterly and participate in department meetings and advisory board meetings.  |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker | Student worker is needed assist with admin work, such as filing answering phones calls and assisting in lab. | 12,000 |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty  | In-progress | 85, 000 |

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| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed | Due to ongoing changes within the industry. Professional development is vital and necessary for faculty.  | 12,000.00 |
| Professional Development: Personal/Individual PD needed | As the program Director and Infection Control instructor. It is imperative that I attend the ADEA Program Director Conference and OSAP annual conference to stay current with industry changes.  |  |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies | Dental material (various cements) | 10,000 |
| Supplies: Non-Instructional Supplies |  |  |
| Supplies: Library Collections |  |  |
| Technology & Equipment | Dental X-ray sensorsiTero digital impression machine.  | 16,00035, 000 |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices | New cabinets and file cabinets | 8,000.00 |
| Other |  |  |