

Portland Community College Dental Assisting Program



DENTAL ASSISTANT
EFDA with experience; PCC
trained preferred. Eaglesoft and
computer knowledge necessary.
Fax resume to: 503-693-1143.

**Program Review
October 15, 2010**

Introduction:

The Portland Community College Dental Assisting Program, which began in 1965, is proud to graduate highly competent dental assistants each year. The program is accredited by the Commission on Dental Accreditation (CODA), *approval without reporting requirements*, and underwent its most recent self-study review and site visit in February 2010. The primary purpose of the self-study was to assess the effectiveness of the educational program in meeting 1) the program's stated goals and objectives and 2) the Commission's Accreditation Standards for Dental Assisting Education Programs.

The knowledge gained from assessing the program during the CODA accreditation review process has been instrumental in development of this program review document. Through critical assessment of the program, we are able to demonstrate what we are doing well, enhance areas where improvement is needed and determine emerging information and skills for future program development and inclusion.

During the program review process the PCC Document *Program/Discipline Review Guidelines* was utilized to evaluate the effectiveness of the program's curriculum and the competency of its graduates. It became evident during the review process that meeting the program requirements of the college and also the standards of CODA meant evaluating the Degree Outcomes required by the College, *and* the Program Goals and Skill Competencies required by CODA. For this reason to effectively demonstrate evidence that the program is graduating competent dental assistants, the following will be examined and discussed in this report:

Program Goals: The goals set by the faculty, director and staff to ensure students' educational needs are being met.

Student Skill Competencies: As required by CODA, these competencies represent the skills that students will learn and demonstrate competency in during their 9 month educational program. These are evaluated at the beginning, developmental and competent levels throughout the training program. Once achieved, they demonstrate that the program Degree Outcomes as required by the college, have been met.

DA Program Certificate Outcomes: These outcomes describe what the graduate will be able to do with the degree they have earned, as a result of the program meeting the goals for which it was responsible for, and the student meeting the skill competencies required prior to graduation.

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Program /Discipline Goals

A. What are the educational goals/objectives of this program/discipline? Have they changed since the last review, or are they expected to change in the next five years?

The program goals are reviewed in the winter of each year by the Subject Area Committee (SAC), as part of the Curriculum and Program Management Plan. This committee consists of the full and part-time faculty and program director. The current goals listed below were revised during SAC Meetings held Fall of 2008.

Dental Assisting Program Goals:

Goal 1 Access - We will provide access to quality dental assisting education through the use of scientific evidence based instruction and technology that meets current industry standards.

Goal 2 Student Success – We will promote success for all dental assisting students through outstanding teaching by faculty who act as mentors and professional role models and who provide instructional methodology that prepares the student to successfully complete national, regional and/or state examinations required for certification and entry into the workforce.

Goal 3 Diversity –We will enrich the dental assisting student's educational experience by providing and promoting cultural awareness that acknowledges each individual's worth and uniqueness and enhances effective interactions, communications and/or provision of care with all individuals or groups.

Goal 4 Continuous Improvement – We will develop faculty and students who continuously seek to enhance knowledge as life-long learners by seeking peer support in professional associations, fulfilling evidence based continuing education and applying self-assessment and reflection skills.

Goal 5 Cultivating Partnerships – We will create partnerships that effectively link students with practicing oral and other health care professionals who will provide advising, mentoring and enrichment experiences in preparation for employment upon graduation.

Goal 6 Community – We will serve as a key resource to the community by comprehensively preparing competent students who assist and provide service during treatment of patients at the onsite PCC clinic or while participating in enrichment experiences in the community or during externship rotations.

Goal 7 Ethics and Responsibility -We will prepare the student to practice ethically and responsibly as a Certified Dental Assistant.

The goals of the program will continue to be assessed and revised yearly through the Curriculum and Program Management Plan in order to assure they are meeting CODA Standards, Institutional Goals, and Student Success. The plan has been in place for several years and was designed to measure each of the program goals' ability to provide a quality educational program that maximizes the academic success of the enrolled students. The plan is updated and revised as the program goals are updated. There are no present plans to revise the goals at this time. The assessment plan includes the following components:

- Goals
- Evaluation Mechanism
- How often the evaluation is conducted/ finished by
- Results Expected
- Results achieved
- Assessment of results
- Person Responsible
- Program improvement as a result of data analysis
- Next date of completion

Please See Exhibit 1 Assessment Plan for DA Program Goal Review

B. Place the Program/Discipline within the context of the institution. Describe how the college's Mission, Values and Goals are addressed.

The Dental Assisting Program is one of three Dental Sciences Programs located at the Sylvania Campus of Portland Community College. The Dental Sciences Programs are professional career technical education programs which are part of the Health, Early Child Education, Foods and Physical Education Division under Dean John Saito. The Director of the Dental Sciences Programs is Josette Beach.

The Portland Community College (PCC) Dental Assisting Program has developed a philosophy that is appropriate to dental assisting education and is consistent with the mission, values and goals of Portland Community College.

Portland Community College Mission:

Portland Community College provides access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential. The college offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences.

Portland Community College Dental Assisting Program Mission:

The Portland Community College Dental Assisting Program offers students a quality dental assisting education encompassing the broadest possible scope of patient care, education and service to the community in a learner-focused environment. The aspects of the dental assisting program are continually assessed to provide on-going excellence and continuing improvement. In keeping with Portland Community College mission, the program provides an atmosphere that encourages the full realization of each individual's potential.

Curriculum: reflect on the learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching learning and student success.

A. Evaluate the curriculum using national and/or professional program/discipline guidelines where available.

To meet CODA Accreditation Standards the DA program must “demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented and includes:

- A plan with program goals
- An implementation plan
- An assessment process with methods of assessment and data collection, including measures of student achievement
- Use of results for program improvement”

(CODA Standard 1-1)

The dental assisting program utilizes the CODA suggested format to systematically assess the program’s success in reaching these goals.

Please See Exhibit 1 Assessment Plan for DA Program Goal Review

In Winter of 2008 the program assessed and revised the certificate outcomes that are expected of the PCC Dental Assisting Graduate. This process enabled the faculty and program director to align the program’s outcomes with that of the college. The resulting outcomes reflect and align with the outcomes of the institution while also meeting the educational standards required by CODA.

1 Year PCC Dental Assisting Certificate Outcomes 2007/2008

- Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.

- Help an organization thrive in a diverse, rapidly changing and increasingly global healthcare environment.
- Identify problems and apply appropriate methods of reasoning to develop creative and practical solutions for personal, professional, client (patient) and dental community issues.
- Respond effectively to diverse client (patient) needs in an increasingly global marketplace by applying problem solving skills.
- Function as a valued team member exhibiting professional skills, ethics, sustainability and social responsibilities by achieving the following: Oregon Radiological Proficiency Certificate, Oregon Sealant Certificate, Oregon Soft Reline Certificate and acquire the knowledge to successfully pass the Certified Dental Assisting (CDA) exam.
- Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting.

During Winter and Spring 08, the faculty reviewed and revised the student skill competencies that were used during the 2003 Accreditation and Self-Study Report. The Report "*DANB Task Analysis*" was utilized as a guideline to reduce the previous 12 student competencies down to 7 Basic Academic Competencies that measure the student's ability to function competently in their role as a dental assistant. Once achieved, these competencies demonstrate that the degree outcomes have been met.

PCC DA Basic Academic Competencies:

Following all state/federal laws and regulations the DA Student will:

1. Apply the knowledge and skills required to systematically collect diagnostic data.
2. Function as an effective and efficient member of the dental health team by performing a variety of clinical supportive treatments.
3. Utilize the most current infection control and safety precautions in all laboratory and clinical settings.
4. Apply the knowledge and skills required for basic business office procedures.

5. Communicate effectively both verbally and in writing with dental team members and patients.
6. Function in a responsible, professional and ethical manner.
7. Demonstrate the clinical skills needed to perform direct patient care as stated in Division 42 in the Oregon Practice Act.

To ensure that program goals and student competencies are being met (which in turn validates the graduate has met the degree outcomes), The Dental Assisting Program SAC has developed a Curriculum Management Plan to continuously assess whether the program courses are meeting CODA Standards; keeping up with industry standards and inclusion of current information; avoiding unnecessary duplication of material; utilizing instructors' expertise and most importantly, meeting the students needs for reaching competency. The SAC Chair facilitates the management of the plan with the support from the Program Director.

The following describes the program's annual curriculum management plan:

Dental Assisting Program and Curriculum Management Plan

When	Activity	Who is Responsible
Fall Term	Program Management *Schedule meeting for review of Library holding/requests *Review Block schedules/rooms for Winter term *Review College wide decisions affecting the program *Implement changes from program review *Plan/Attend Advisory meeting *Up-date faculty/student certifications, training & licenses Curriculum Management: *Plan/Attend SAC meeting *Review Outcomes Assessment results *Review Advisory Committee suggestions *Review Course Syllabi/content for Winter Term * Begin the process required to make minor/major course Changes from previous year *Submit proposed changes to administration/EAC *Review student & faculty Spring course assessments	Faculty Faculty Faculty/Director Faculty Faculty/Director Director Faculty Faculty/Director Faculty Faculty Faculty Faculty Faculty/Director
Winter term	Program Management: *Review Library holding and submit requests	Faculty

	<ul style="list-style-type: none"> *Review Block schedules/rooms for Spring term *Review and revise brochure, catalog and web site information * Plan/Attend Advisory meeting <p>Curriculum Management:</p> <ul style="list-style-type: none"> *Review student and faculty Fall course assessments *Review Course Syllabi content for Spring term *Review DANB exam results <ul style="list-style-type: none"> *Review Competencies/Outcomes assessment plan *Update/distribute assessments as necessary *Identify courses that address certificate outcomes and basic academic competencies *Review methods of instruction for effectiveness *Review Program Goals 	<p>Faculty Faculty Faculty/Director</p> <p>Faculty/Director Faculty Faculty/Director</p> <p>Faculty/Director Faculty/Director</p> <p>Faculty/Director Faculty/Director Faculty/Director</p>
Spring Term	<p>Program Management:</p> <ul style="list-style-type: none"> *Review applicants for Fall term *Review equipment supplies and needs *Develop proposals for equipment acquisition and maintenance *Recommend changes in procedures and policies * Plan/Attend Advisory meeting <p>Curriculum Management:</p> <ul style="list-style-type: none"> *Review student and faculty Winter course assessments *Review Course Syllabi content for Fall term *Review program goals and methods for assessment *Review methods of instruction for effectiveness 	<p>Faculty/Director Faculty/Director Faculty/Director</p> <p>Faculty Faculty/Director</p> <p>Faculty/Director Faculty Faculty Faculty/Director</p>
End of the year Planning Session	<p>Program Management:</p> <ul style="list-style-type: none"> *Review program effectiveness <ul style="list-style-type: none"> 1. Review student survey 2. Review results of chart audits 3. Review results of patient surveys 4. Review / revise student handbook and make changes for student orientation 5. Review and revise student uniform 6. Review and revise student supply order 7. Review and revise graduation *Review Instructional needs <ul style="list-style-type: none"> 1. Review and request Video needs 2. Review AV needs 3. Review and request teaching aids <p>Curriculum Management:</p> <ul style="list-style-type: none"> *Review and revise course content for the coming year *Attend SAC meeting *Assess Textbooks 	<p>Faculty Faculty Faculty Faculty</p> <p>Faculty Faculty Faculty</p> <p>Faculty/Director Faculty Faculty Faculty</p> <p>Faculty Faculty Faculty</p>

*Please See Exhibit 2: Alignment of PCC DA Degrees Outcomes
with PCC College Core Outcomes*

*Exhibit 3: DA Program Course Alignment with
Program Certificate and PCC Outcome Goals*

*Exhibit 4: Basic Academic Skill Competencies
Alignment with Certificate and PCC Core Outcome*

B. Identify and explain changes that have been made to course content and/or course outcomes since the last review.

In 2008 a process for review of the curriculum that would be taught in the upcoming term was instituted for the dental assisting program. Prior to each term, the Dental Assisting SAC utilize a *Course Syllabi Review* form as a means of ensuring that the course content and outcome guide/syllabus distributed to students meets the approved guidelines determined by the college and the standards of the CODA accrediting body.

At the completion of each term, faculty members complete an *End of the Term Course Assessment* which is then given to the Director of the Program. This assessment verifies the student competencies and level of attainment met by the course as well as documents the instructor’s reflections about the course during the term. Instructors are able to summarize the effectiveness of the course as well as envision future changes to the course to improve the overall program as a whole.

The SAC members meet weekly to plan and assess program needs and work continually to revise course curricula as necessary. The following changes have occurred since the previous program review:

Change	Year Change Made	Purpose
Instructor Qualifications Updated	2009/2010	Update College Posted Information.
Addition of Psychology 101 Prerequisite	2008/2009	Meet CODA Accreditation Standard 2-12 “The general education aspect of the curriculum must include content at the familiarity level in.....Psychology of patient management and interpersonal relations.”
Related Instruction Assessed and Approved by Curriculum Committee	05/2007	Report developed as needed for compliance with CTE Certificate Institution and Accrediting

		Requirements.
Inactivation of DA 145 Dental Health Education (2 credits)	2004/2005	Course Content was replicated in other courses. DA 110 Clinical Procedures 1 and DA 120 Dental Radiology 1 were both increased to allow for additional practice in lab activities and skill attainment.

In addition, over the last several years the instructors have developed all radiology, clinical and dental materials sequencing so that each topic taught is emphasized within each of the labs and relates to the current activities the students are performing.

Please See Exhibit 5: Course Syllabi Review Form and End of the Term Review Form

C. Assessment of Course Outcomes:

i. Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOGs)?

All Dental Assisting Program Course Outcomes Guides (CCOGs) have received PCC Curriculum Committee approval. Each CCOG includes authentic assessment that is based on real context and situations. Students demonstrate progress until all pre-determined standards are achieved. Assessment takes place in both formative and summative forms.

In addition, all course content guides/syllabi have met standards set forth by CODA Standard 2-6: *“Written documentation of each course in the curriculum must be provided and include the course description, course content outline including topics to be presented, specific instructional objectives, learning experiences including time allocated for didactic, laboratory and clinical experiences and course evaluation procedures.”*

As previously discussed, all instructors complete a *Curriculum Review Form* to ensure that each course content guide/syllabus distributed to students contains all necessary information as approved by the PCC Curriculum Committee and

CODA Standards. This form is submitted to the director who reviews the information and advises as necessary.

During the most recent site-visit curriculum documents including all CCOG's, activities, quizzes, and tests for each course were compiled and reviewed by site-visitors. Interviews between the CODA Curriculum Consultant and course instructors allowed for dialogue and clarification to determine each course met the CODA standard. The site-visitors verified that all courses met accreditation standards.

ii. Describe evidence that students are meeting course outcomes.

Students meet program degree outcomes through demonstration of the DA Basic Academic Skill Competencies. Evaluation methods used are Assignments/projects, Group Activities, Research, Written Papers, Oral Presentations, Lab/clinic Skill Evaluations, Self-evaluations, Table Clinics, Quizzes, Midterms, Final Exams and Journal Reflections. Scoring of each course assignment and lab/clinical activity is done through a rubric designed for each project. Clinical instructors who perform evaluation of students are calibrated through instructor meetings and calibration exercises. Students must pass each course with a minimum of 75% in order to progress to the next term. Advising is done weekly with students in order to keep them apprised of their status in the course. Mid-term probationary notices are sent by the director to students who are in jeopardy of successful completion of any course. Included in each letter is the reason of concern and suggested steps for the student to take in order to successfully complete the course.

When success is jeopardized due to clinical or lab activities and/or hands on test results, additional one-on-one mentoring is available to the student through the "Study Buddy" program. Dental Assisting Advisory Committee member Mary Harrison volunteers her time to meet with students individually or in groups to tutor them in areas where they struggle. Mary is in close advisement with the lab or clinic instructor to ensure information being reinforced mirrors the program curriculum. In addition, Cindy Phillips, part time clinical instructor has been awarded PCC Foundation Mini-grants for the past two years to tutor students who are at risk of completion. Both of these additional learning experiences have increased retention for students who were in jeopardy of completion due to grades.

Tracking of student pass rates is also followed on the *End of the Term Course Report* conducted by each Instructor. This summary report is then submitted to and reviewed by the program director. The report allows the instructor to evaluate the effectiveness of the course and reflect on future revisions necessary. A break-down of student grades for the course are also given.

Please See *Exhibit 5: End of the Term Course Review Conducted by Instructors*

Exhibit 6: Course Pass Rates

iii. Identify/give examples of assessment-driven changes made towards improving attainment of course-level outcomes.

- Office Procedures: DA 150, Eaglesoft Database, coordination with DA Clinic beginning fall term to have students take phone calls, schedule and confirm dental appointments.
- Dental Materials: Team teaching, dental anatomy (Bonnie) prior to amalgam restoration lab. Alginate impression demonstration on a manikin prior to taking impressions in dental clinic. (Ginny)
- Reassess fall term finals from each lab to better reflect student performance.
- Coordinating Ethics/Professional expectations and points for each of the three labs.
- Utilize Rubrics during lab grading to improve consistency between graders.
- Institute partner to partner radiology lab placement of film to improve “real world” experience not offered by dental manikin
- Small group expanded function practice sessions added.

D. Assessment of College Core Outcomes

i. Describe how courses in the program/discipline address the College Core Outcomes.

The courses in the DA program are designed and sequenced to build on preceding knowledge from previous courses. Throughout the nine month program courses address both the college core outcomes and program degree outcomes through the attainment of the DA Basic Academic Competencies. These competencies are introduced and met by students in specific courses either at the introductory, developmental or competent levels. Extensive time and effort have been taken to ensure that all basic skill competencies align with the program outcomes and the college core outcomes. Each course has

been reviewed to determine which basic skill competencies, certificate outcomes and college core outcomes are met upon completion.

Please See Exhibit 4: DA Course and Skill Competency Alignment with Program Certificate and PCC Core Outcomes.

ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate.

The *End of the Term Course Review* conducted by the instructor allows the tracking of each course with the basic skill competency and performance level met in the course. Instructors record their summary assessment of curriculum offered in the course, revisions and inclusion of emerging information for the future are noted and adjustments made as necessary to align the DA Course Competencies with Program Certificate Outcomes and PCC Core Outcomes.

During SAC meetings the committee members refer to the Program's Curriculum Management plan to ensure all areas of the curriculum are addressed throughout the year. Reviewing the competencies/outcomes assessment plan and identifying courses that address certificate outcomes and basic academic competencies takes place during Winter Term SAC meetings.

Please See Pages 9-10 of this document for Curriculum Management Plan

iii. What strategies are used to determine how well students are meeting the College Core Outcomes.

The Dental Assisting program has mapped the college core outcomes with the program certificate outcomes and basic skill competencies.

Students meet program certificate outcomes through demonstration of the DA Basic Academic Skill Competencies. Evaluation methods used are Assignments/Projects, Group Activities, Research, Written papers, Oral Presentations, Lab/Clinic Skill Evaluations, Self-evaluations, Table Clinics, Quizzes, Midterms, Final Exams and Journal Reflections. Scoring of each course assignment, lab and clinical activity is done through a rubric designed for each project.

iv. Describe evidence that students are meeting the Core outcomes

Please See Exhibit 4: DA Course and Skill Competency Alignment with Program Certificate and PCC Core Outcomes.

- v. Describe Changes made towards improving attainment of the Core outcomes.

The DA Program participated in the Learning Assessment of Core Outcomes: Suggested Focus 2009-2010: Critical Thinking and Problem Solving and will be participation in future projects. In addition, LeeAnn Redifer participated in the CCOR: The College Core Outcome Review, held for the first time on June 25, 2010. She is also planning to be a member of the Learning Assessment Council for 2010/2011.

Information learned from these activities, along with reviewing “best practices” posted from other college instructors, has helped to develop rubrics for use during lab evaluations. Implementation of an electronic objective grading system for certain aspects of the dental assisting curriculum such as Ethics and Professionalism has also occurred. Previously grading for this outcome was done subjectively. With the system now in place a truer grade earned by the student each day will be reflected in the assessment.

E. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?

The following courses are taught through Distance Learning Modality:

DA 130	Dental Materials I	Online
DA 132	Dental Materials II	Hybrid
DA 150	Dental Office Procedures	Hybrid
DA 152	Dental Office Procedures II	Hybrid

Instructor LeeAnn Redifer has been instrumental in developing online instruction and leads the program efforts to incorporate online use where appropriate. She has participated in workshops aimed at improving online courses and has received Peer Reviewer Certification. She currently is part of the D2 Learn Pilot for Fall 2010.

LeeAnn speaks highly of her experiences with online instruction. She has commented that *“PCC has incredible support staffs that has not only guided me through the initial development but are committed to ongoing improvement.”*

Her goal has been for students to have access to material prior to the lab demonstration and practice in the dental materials lab. The lab experience enhances the learning of the materials. Following the lab, students are then able to revisit the material online prior to taking any assessments or answering online discussion questions.

She provides online links to additional information, visuals, and product or material demonstrations that would be impossible to show in the standard lecture format. She also is able to monitor each student through the discussion portion of the class to insure class participation. The online format allows students to learn at their own pace and in a manner that suits them. She feels delivering lecture material in an online format and providing the hands on experience in lab, facilitates all learning styles in a positive way.

Challenges of the online format include the time it takes to answer each student personally regarding their class activity. With 45 dental assisting students significant time is spent on evening and weekends communicating with students. This point is sometimes overlooked by other instructors because the online format appears easier than preparing for the weekly lecture class format. Occasional technical difficulties are also experienced by students, but are usually minor and easily accommodated with a due date change or resetting of a quiz.

Other use of online learning in the dental assisting program includes online assessments for each course, the ability to view clinical videos produced by Ginny Jorgensen and completion of CE courses through websites sponsored by companies such as Crest/Oral-B.

Future course development in the online format is planned and adding the use of a Department WIKI Spaces page is being arranged.

F. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g. Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning?) If so, please describe.

Dental Assisting students participate in service learning activities in conjunction with the Dental Hygiene Program during Sealant Day each year held in the PCC Dental Clinic. This collaborative effort between the two programs involves second grade students from John Wetten and Greenwood Elementary Schools

having sealants placed on their teeth in the PCC Dental Clinic. The dental hygiene students place sealants that have been authorized by a dentist and the dental assisting student assists during the procedure.

In addition, DA students observe in Specialty Dental Offices and inquire as to the role of the dental assistant as a member of each specialty team. Inquiry learning takes place during Spring Term Research projects that involve demonstrating their knowledge through a poster board presentation. Representative students are chosen by class members to present their poster board to advisory committee members during the Spring Advisory Meeting.

Winter Term 2011 students will also be rotating to three public health settings to participate in learning activities that promote oral health to the community. This activity is in the developmental stage and organization locations are yet to be determined.

Needs of Students and the Community: are they changing?

A. What is the effect of student demographics on instruction, and have there been any notable changes since the last review?

The Dental Assisting Program, and assisting career as a whole, generally attracts women. Many of these women enroll in the program on their career path to dental hygiene. Others are women who are in need of a quick route to a career which provides stable income and opportunities with a minimum amount of time spent in school. The previous program review report of 2000 revealed that from 1997-2000 one student out of the 134 students was male. The table below reflects the changing demographics within the program for male student enrollment from 2006 to 2010. Additionally, percentages nation-wide for enrollment by gender are presented.

Gender

Year	%Males	%Males	%Females	%Females
	PCC	Nation	PCC	Nation
2009/10	4.8%	Unknown	95.2%	Unknown
2008/09	6.8%	4.7%	93.2%	95.3%
2007/08	2.3%	4.8%	97.6%	95.2%

2006/07	2.4%	5.3%	97.5%	94.6%
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*Nation Wide Data obtained from ADA Surveys of Allied Dental Health
PCC Program Data obtained from Student Demographic Surveys*

PCC Gender Distribution Comparison

Gender Distribution	Female	Male
Dental Assisting	97.7%	2.3%
All Credit Students	53.9%	46.1%
Career/Tech/Professional Courses (Excludes Math)	50.2%	49.8%
Lower Division Transfer Students	56.5%	43.5%

Data Obtained from PCC Institutional Effectiveness Updated 2008/2009

Comparisons of age and ethnicity for PCC DA students and the national average are listed below for the years 2006-2010.

Year	Age 23 PCC	Age 23 Nation	Age 24-29 PCC	Age 24-29 Nation	Age 30-34 PCC	Age 30-34 Nation	Age 35-39 PCC	Age 35-39 Nation	Age 40+ PCC	Age 40+ Nation
09/10	53%	unknown	34%	unknown	10%	unknown	0%	unknown	10%	unknown
08/09	66%	63%	27%	20%	2%	7%	2%	4%	2%	2%
07/08	58%	63%	29%	20%	2%	7%	2%	4%	10%	4%
06/07	61%	61%	4%	22%	2%	7%	5%	4%	5%	4%

PCC DA Program Age Distribution Compared to All PCC Students

Age Distribution	14-17	18-20	21-25	26-30	31-40	41-50	51-60	61+
Dental Assisting	0.0%	15.6%	62.2%	15.6%	4.4%	2.2%	0.0%	0.0%
All Credit Students	5.4%	19.7%	25.7%	17.4%	17.6%	8.4%	4.5%	1.2%
Career/Tech/Professional Courses (Excludes Math)	6.5%	14.3%	21.2%	17.9%	21.0%	11.5%	6.5%	1.2%
Lower Division Transfer Students	4.0%	21.3%	28.5%	18.2%	16.7%	7.0%	3.3%	1.0%

Data Obtained from PCC Institutional Effectiveness Updated 2008/2009

Ethnicity

Year	White PCC	White Nation	Black PCC	Black Nation	Hispanic PCC	Hispanic Nation	American Indian PCC	Am. Ind. Nation	Asian Pac Island. PCC	Asian/Pac Island. Nation
09/10	54%	_____	10%	_____	10%	_____	0%	_____	27%	_____
08/09	57%	60%	0%	15%	9%	11%	0%	1%	27%	5%
07/08	52%	63%	2%	14%	7%	10%	2%	1%	24%	5%
06/07	59%	60%	7%	15%	2%	10%	5%	2%	24%	4%

PCC DA Program Ethnicity Comparison with All PCC Students

Race/Ethnicity Distribution	African American	Asian/Pacific Islander	American Ind/Alaska Native	Hispanic	White Non-Hispanic
Dental Assisting	0.0%	22.5%	2.5%	15.0%	60.0%
All Credit Students	5.9%	10.5%	1.6%	8.3%	73.8%
Career/Tech/Professional Courses (Excludes Math)	6.0%	9.7%	1.6%	7.7%	75.1%
Lower Division Transfer Students	5.9%	11.1%	1.6%	8.2%	73.3%

The dental assisting field is an attractive field to pursue for people from all ethnicities. As revealed in the chart above, many ethnic groups are represented in the program at higher percentages than for the college as a whole. Students who come into the program with English as a second language often have difficulty in comprehending instructions particularly in the clinical setting. Some students require more time to understand concepts in lecture courses and to take exams. All quizzes have been developed for online access and testing. This allows ample time for all students to review their answers before submission. In addition, the online classes developed by LeeAnn Redifer have offered additional time for these students to review information until they have grasped key concepts. Clinical videos produced by Ginny Jorgensen have given these students the ability to review information and procedures as many times as necessary to be able to understand and retain the information and subsequently demonstrate the skill.

During Clinical practice it is imperative that each student be able to follow instructions given by the dentist or other dental team members. Completion of the program is dependent on demonstrated competency in all lectures, labs, on-site clinical and externship clinical activities. During the years of 2008 and 2009 one student from each class had great difficulty in understanding the English language. Transcripts revealed that they each had successfully completed ESOL courses. In each case ESOL Instructors were contacted and met with program faculty to discuss remediation for these students. Both students were advised that additional English comprehension skills were needed to successfully complete the dental assisting program. Each student was allowed to continue in a limited number of lectures for the duration of the year and were encouraged to enroll in additional ESOL courses with the focus of comprehension and pronunciation. These students were then invited to re-enroll in the program the next year. In both cases the students were able to complete the program in the extended timeline and with the additional courses in English Comprehension.

Has feedback from students, community groups, transfer institutions, business and industry or government been used to make curriculum or instructional changes? If so, describe.

Professionals in the community such as dental assistants, dentists, other healthcare representatives are utilized as resources in the following ways:

Formal Mechanism:

Dental Sciences Advisory Committee: The Dental Sciences Advisory Committee is a joint committee for the three allied dental programs. Its membership is comprised of dentists, dental hygienists, dental assistants, dental laboratory technologists, community members, an area high school representative and student class representatives. The combined joint committee meets once yearly each Fall. In addition, each program has a sub group within the larger group whose task is to focus on the needs and enhancement of the particular program. The dental assisting program advisory committee sub group consists of 10 members. The DA advisory group meets, in addition to the Fall combined meeting, during Winter and Spring Terms. These committees are excellent resources for providing input into program improvement and the incorporation of the most updated trends and emerging information in the area of dental assisting and oral health practice.

Informal Mechanism:

Faculty: Many of the faculty members maintain part-time employment in clinical practice. As a result, the program can utilize their expertise as a resource, particularly for the clinical aspects of dental assisting practice. Faculty members are also involved in professional association leadership positions, volunteer activities with a variety of agencies, network with community rotation sites for student enhancement of skills, and provide continuing education in areas such as radiology, expanded functions and blood borne pathogens.

Guest Lecturers: Dental and health care specialists are invited to give lectures on related course topics. They provide instruction on a variety of topics throughout the curriculum such as current Oral Hygiene Instruction Aids, Dental specialties, Oral Pathology, Digital Radiography, Tooth Whitening and the Oregon Practice Act. Others support instruction in additional ways such as provision of sites for observation and job shadowing.

In addition, during externship rotations during spring term, feedback is obtained weekly each student's abilities from the dental office team at each externship site. Curriculum changes are made based on input received.

Other means of obtaining feedback about curriculum include student exit surveys prior to graduation, alumni surveys distributed one year following graduation and employer surveys that are sent to dentists throughout the Portland Metropolitan area every three years.

Clinical patient feedback is also obtained from every patient treated in the DA clinic. This information is collected throughout the term and reported to the

Dental Assisting SAC. Curriculum changes are made as necessary according to feedback given.

See Exhibit #7 Exit survey, Alumni Survey, Employer Survey and Patient Satisfaction survey results for most recent surveys distributed.

Exhibit #8: Curriculum changes made based on survey feedback.

Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program or discipline.

The number of dental assisting applicants for the program has been increasing over the last several years. A sufficient applicant pool exists each year for filling the 45 enrollment spots in the program. Refer to the chart below for historical record of applicant numbers over the last five years:

	06/07	07/08	08/09	09/10	10/11
# of Applicants	74	98	64	96	139

The economic climate has contributed to the increase in applicants wanting to either gain new employment after becoming unemployed or to begin work after absences from the workforce. Either way, a career in dental assisting can be acquired in a short nine month period. The impact on the program is additional time spent by the director and administrative assistant in processing and following up with applicants about the application process and results. Results are announced as soon as possible so that candidates not accepted have time to seek a position in other programs. In addition to the increased number of applicants, there is also a noticeable increase in quality of the applicants. GPA's are higher and minimum qualifications are met by an increased number of interested students. A lottery is used to select the class when the number of qualified applicants is more than the number of allowable seats. The past two years have experienced applicant pools with students who possess a higher caliber for success.

For the upcoming application year (entry into the Fall 2011 class) the program will be participating in the Healthcare Oregon Pathways to Employment (HOPE) Consortium. Working with Pamela Murray and Kelly Williamson, ten DA Program Acceptance spots will be filled by students involved with HOPE. Grant

funds awarded for HOPE will train, place, and retain participating students in a variety of middle-skill health care jobs, such as dental assisting. These jobs present good opportunities for unemployed, dislocated and under-skilled individuals and projections indicate demand will remain robust in the Oregon economy. It is hoped this effort will increase diversity in the DA program, as well as increase retention to completion.

What strategies are used within the program/discipline to facilitate access and diversity?

Applicants who meet minimum program requirements are included in a lottery for selection into the class. This process facilitates equal opportunity for all of the qualified applicants. Alternates are also chosen on a lottery basis and invited to attend a mandatory orientation with the accepted students. At the orientation, alternates in attendance are selected into the class once again through a lottery system, as seats are available. The dental assisting program has historically been a diverse group in age, ethnicity, socioeconomic income and GPA.

A large number of students who have English as their second language are admitted yearly. Advising and guidance is given as necessary to these students who would benefit from additional experience in English comprehension. Due to the nature of working in a dental office, it is a necessity to understand instructions and to anticipate what the dentist will require assistance with before even being asked. Many students struggle in the clinical aspect due to inability to comprehend and act on what is being asked of them. In all cases when identified, the student is advised by the director and faculty which additional ESOL classes may enhance their ability. The student is invited to return to the program following additional comprehension course work. Although this means additional months of course work for the student, all students who needed the extended time were eventually successful in completing the dental assisting program.

Identify operational challenges faced by the SAC that impact student learning.

As part of the Dental Sciences Department, the dental assisting program “Co-exists” with the Dental Hygiene Program and Dental Laboratory Program. The programs in the department share the director and administrative assistant. In addition, the dental assisting and dental hygiene program share a clinic receptionist, as well as clinical, radiography and dental materials laboratory

space. Office space for full time faculty members is also shared in HT 306 with the Medical Imaging department.

While creative scheduling of clinic sessions for both the DA and DH programs is sometimes a challenge, it is sequenced in such a way that conflicts rarely occur for either group. Communication is the link necessary for smooth scheduling between the shared spaces and equipment. The department holds a combined program meeting at each in-service day to inform and discuss topics relative to all programs. In addition, 2-3 times per year, staff meetings are held between the dental assisting faculty, clinic dentists and dental hygiene faculty for review of clinic procedures and revisions are made as necessary.

Currently, the most challenging aspect faced by the dental assisting program is the limited space between dental units in the clinic, lack of enough radiology rooms and the inability to adequately train students in electronic charting and patient records during dental procedures, use of digital radiography with patients and other updated equipment such as intra-oral camera. All of these challenges should be met with the upcoming bond renovations.

<p>Faculty: Reflect on the composition, qualifications and development of the faculty.</p>

A. Provide Information on:

i. Rationale for the size, distribution and composition of the faculty in the subject area.

The rationale for size, distribution and composition of the faculty are determined by the CODA standards for accredited dental assisting programs, the hiring policies and procedures of the institution and the interests and experience of the instructors. Currently the department employs 3 FT dental assisting instructors, 1 PT dental assisting instructor, 3 PT Clinical dentists, 1 lab assistant for radiology lab and 1 lab assistant for dental materials lab. A PT dental hygiene instructor is also utilized to teach pharmacology to dental assisting students Fall Term.

ii. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

Currently the department employs 3 FT dental assisting instructors, 1 PT dental assisting instructor, 3 PT Clinical dentists, 1 lab assistant for radiology lab and 1 lab assistant for dental materials lab. A PT dental hygiene instructor is also utilized to teach pharmacology to dental assisting students Fall Term. The program director, administrative assistant and clinic receptionist are shared positions with the other two dental programs.

The quality of the dental assisting faculty is excellent in meeting the needs of the program/discipline. Each faculty member's qualifications underwent scrutiny during the February 2010 Program Site Visit by CODA. No recommendations or suggestions were made based on faculty qualifications. The following accreditation standards were met by the faculty:

CODA Standard 3-7: Dental assisting faculty must have background in and current knowledge of dental assisting, the specific subjects they are teaching and educational theory and methodology, e.g., curriculum development, educational psychology, test construction, measurement and evaluation.

CODA Standard 3-8: Faculty providing didactic instruction must have earned at least a baccalaureate degree or be currently enrolled in a baccalaureate degree program.

CODA Standard 3-9: Laboratory, preclinical and clinical faculty appointed after January 1, 2000 serving as faculty, must be a Dental Assisting National Board "Certified Dental Assistant" and other faculty must be educationally qualified.

CODA Standard 3-7: The number of faculty positions must be sufficient to implement the programs goals and objectives.

The above standards were all met satisfactorily through the 2010 Accreditation Self-study documents and Site Visit.

iii. Extent of faculty turnover and changes anticipated for the future.

Faculty turn-over in the dental assisting department is rare. Most common turn-over is found in the part-time clinical dentist positions. Each of the part-time clinical dentists is hired to work one full day Fall Term (Monday, Wednesday, or Friday), one full day Winter Term (Monday or Friday) and one full day Spring Term (Friday). The dentist hired to work on Fridays, has been on staff since 2001. The Monday and Wednesday dentists frequently have vacancies which may be due to the limited availability of teaching hours and terms offered, as well as level of salary compensation received. Currently Dr. Michelle Keys is

employed on Monday's and is in her second year of teaching at the college. We are currently seeking a dentist to work Wednesdays during Fall term.

iv. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.

Reliance upon adjunct faculty is minimal. Mickey Nearhood, RDH, MS, is a PT dental hygiene pharmacology instructor and also teaches pharmacology to the dental assisting students. Cindy Phillips, CDA, EFDA is a PT clinical instructor who teaches with FT Instructor, Ginny Jorgensen in the clinic. Cindy is a CDA and is also working towards her Bachelor's Degree. Each of the clinical and lab sessions meet CODA instructor ratios which are 1:5 and 1:10 respectively. To meet these ratios the clinic has two clinical instructors and one dentist for the 15 DA students in each session and the Radiology and Dental Materials lab have one FT Instructor and 1 lab assistant for 15 students in each session. The part time instructors are invaluable to the program because of their experience in private practice. All of the PT clinical instructors are either employed by a dentist, as in the case of Cindy Phillips, or employed as a Dentist as is the case of Dr. Jones and Dr. Keys. The pharmacology instructor, Mickey Nearhood is also a part time instructor in the dental hygiene program and holds a MS in Education, as well as her RDH license. The Radiology lab assistant is a CDA and the Dental Material lab assistant is a second year dental laboratory technology student who uses the skills taught in the dental materials daily as he/she works in the dental technology program.

v. How the faculty composition reflects the diversity and cultural competency goals of the institution.

The FT Dental Assisting instructors have been employed with the college for many years, as evidenced by the data below:

Bonnie Marshall: employed at PCC since 1989

Ginny Jorgensen: employed at PCC since 1997

LeeAnn Redifer : employed at PCC since 1997

Mickey Nearhood: employed at PCC since 1996

Cindy Phillips: employed at PCC since 2003

Pam Rutherford: employed at PCC since 2004.

The current faculty does not reflect a diverse ethnic background, nor does it reflect much gender diversity. Dr. Robert Jones has been employed since 2001 and is currently the only male on the dental assisting staff. Female representation reflects the fact that historically, becoming a dental assistant has been more appealing to women.

The department would like to increase the ethnicity diversity of the faculty so that employees more closely reflect the cultural competency goals of the college. This will be kept in mind during the search for a dentist who will work Wednesdays during Fall Term.

The patient population treated in the PCC dental clinic is highly diverse in relationship to age, ethnicity, socioeconomic and health status. Students learn in an environment daily that is rich with diversity.

B. Report changes the SAC has made to instructor qualifications and the reason for the changes.

The most current instructor qualifications for the dental assisting program are:

DA Instructor

Instructor must have a current CDA (Certified Dental Assistant), Oregon EFDA Certificate, Oregon Sealant certificate.

for courses involving Related Instruction:

- Five (5) years recent clinical experience in the dental office setting (computation, communication)
- Experience in curriculum design, teaching or training (Human Relations)
- Recent continuing education in the dental field (Human Relations)

Revised Date: 5/29/09

From: <http://www.pcc.edu/resources/academic/instructor-qualifications/da.html>

The reason the qualifications were revised was because the previous qualifications that were posted related to the dental lab technology qualifications and did not correspond with dental assisting. The current qualifications reflect CODA standards and also address the computation, communication and human relations related instruction approved by the PCC curriculum and Degrees and Certificates Committee.

C. How has professional development activities of the faculty contributed to the strength of the improvements? If such

activities have resulted in instructional or curricular changes please describe.

The field of dentistry is continually changing through research of oral health and development of new materials and practice techniques. In addition, educators are challenged to keep abreast of emerging teaching methodology and the incorporation of advancements into the lectures that they teach. CODA Standards also require that instructors hold a minimum Bachelor's degree and professional certification requires continuing education in the field. For these reasons, professional development opportunities have been critical to the DA instructors to not only attain the continuous learning required to stay current, but to also seek their bachelor's degree and to stay active in their professional association. The following chart displays the ways in which faculty have utilized professional development resources:

Resource	Process to Access	Examples of Utilization
Tuition Reimbursement	Attend Course, Submit receipt of payment with request for funds form.	All three FT faculty have used each year to offset costs of obtaining credits toward their bachelor degrees.
Internal Grant Funding	Faculty members may request funds every two years to attend a conference. Staff Development, Innovative Pilot Projects and Organizational Development Grants may also be applied for.	Ginny Jorgensen attended OSAP national conference through min-grant funding. Faculty apply for conference funds every two years.
Division Professional Development Allocations	Division Dean deposits money into program budget. Faculty members access money through conference, Bachelor level course, or professional committee activity participation	All three members were able to access additional funds to offset the tuition required to pursue their bachelor's degree. The program director obtained funds to attend ADEA Leadership Institute Fellowship series.
Instructional Technology Courses	As courses are scheduled and advertised through	Faculty have attended new email training and Microsoft 2007 training

	email announcements, faculty reserve a seat in the course.	courses
Over the Shoulder Training	Call IT department and request.	Clinic receptionist received 10 hours of OST to develop ACCESS program for patient and student tracking. Instructors received training for online quiz development.
Teaching Learning Center	Weekly emails advertise the daily opportunities offered in the TLC.	Faculty attend according to topic interest and schedule availability.
Tuition Waivers	Online submission of tuition waiver for enrolled classes	All members have used tuition waivers for lower division credit hours offered at PCC and also for continuing education hours delivered through the Institute for Health Professions. CPR Recertification is also offered through tuition waivers.
Bloodborne Pathogens, Hazardous Materials, and Safety Training	Notice of Course Offerings, Schedule of department training	All faculty attend yearly BBP Haz Materials and Safety Training.
Online Course Training	Application for Course Development of an Online or Hybrid Course	LeeAnn Redifer has received funds to develop and deliver online courses and also teaching methodology for online teaching. She is currently participating in training for review of other online course offerings.
Inservice Meetings	Fall Term: 3 days of inservice. Spring Term: 1 day of inservice offerings.	All classes cancelled during inservice days. Faculty attend training in topics such as: Diversity Training, Utilization of the Library, International Students,

		Dealing with difficult situations, Safety in the Classroom, Outcomes Development, Assessment in the Classroom, FERPA
Leadership Training	Offerings for Managers	Program Director has attended the following management series offered to managers for “Dealing with Conflict”, Leadership Development, School Law, and the Institution Leadership Development Cohort.

Facilities and Support

A. If classroom space, computers/technology and library media, laboratory space and equipment impact success, please describe.

The dental assisting program enrolls a minimum of 45 students in the program. Lecture classrooms are scheduled on campus to meet the needs of the large group. Unfortunately, finding rooms for this size of group can be challenging, especially when trying to accommodate last minute requests for unexpected guest lecture presentations or other meetings. At times lecture courses are scheduled on the opposite side of the campus and may also lack a podium that is necessary for the instructor presentation. A dedicated podium classroom for the dental department near the clinic and lab areas would be ideal.

Yearly Exit and Alumni surveys reveal that more experience is needed with electronic scheduling and patient charting, as well as digital radiography. Students are at a disadvantage by using a paper scheduling and charting system that is becoming more and more out dated. Film use during radiograph exposure is also seen less and less in private offices. Students placed in externship sites have to be trained on computerized systems, which takes employee time away from the practice and reduces the amount of assisting experience the student will get in the office. We are anxiously awaiting the bond renovation to implement paperless charting and digital radiograph systems.

Dental related library media are reviewed each year by the dental assisting SAC. New books, journals and DVD's are ordered as necessary to maintain current material. The collection of material in the library is adequate for student research. Librarians are extremely helpful when students are conducting research for course work by helping them navigate through the online library system.

Laboratory space consists of the dental radiology lab, dental materials and on-site dental clinic. Ideally, the dental radiology space could be expanded with the addition of two x-ray rooms. The addition of these rooms would allow for more individualized practice. As it is currently, five rooms have to accommodate 15 students during each lab. Inefficient use of time occurs when three students must share a room. In addition, dental hygiene students providing patient care must have one room available to them to expose radiographs. This further reduces the number of rooms down to four when the dental assisting students are scheduled in the radiology lab.

The dental materials lab is quite a large room, but does not use the space efficiently due to the stationary banks of lab benches throughout the room. Thirty two stations exist in the room, but only 15-20 are ever used. The cabinetry is original from when the building was erected and the chair stools for students are also original. The stools are in bad repair and extremely uncomfortable, but must continue to be used because the lab desk opening is too small to accommodate chairs that are currently on the market.

The on-site dental clinic was remodeled during the 2003 bond renovation. The goal at that time was to place as many dental units in the space as possible to accommodate both dental assisting and dental hygiene students. Currently 23 chairs and dental units are utilized in the clinic. Due to the high number of chairs and small clinic space, each unit is cramped into a space of about 6.5' x 9'. Standard dental unit treatment space should be 10'x11'. CODA Accreditation standards require that *“each treatment area must accommodate an operator and a patient as well as the student and faculty,”* (CODA Standard 4-4). This is especially difficult to achieve during dental assisting clinical sessions due to the fact that the assistant's cart with instruments and supplies

is quite large. It becomes a safety hazard when two dental units next to each other or across from each other are utilized at the same time. In addition, it is difficult to maintain HIPAA standards in regards to patient privacy.

Equipment used in dentistry is unfortunately expensive. The clinic, radiology and dental materials equipment is utilized daily by not only the 45 dental assisting students, but also the 40 dental hygiene students. Beginning Fall of 2010 an additional cohort of 10 dental hygiene students will also be enrolled, thus adding additional wear and tear on the equipment. Dean Saito has been generous to the department by replacing equipment that no longer works. Due to the age of most of the equipment, it is difficult to know when an item will “break-down.” Students are unable to efficiently complete clinical or lab work when equipment is in poor working condition. Sterilizers for patient instruments, x-ray manikins and film developers are the most frequent to break down and are also the most expensive to repair and replace. Currently several manikins are in poor working condition, but would cost \$3,000 to 3,500 to repair. In order for students to learn to expose radiographs they must “Bungee” the manikin’s mouth closed because the closing mechanism no longer works. Having to do this definitely does not demonstrate “real life” practice for the students.

B. Describe how students are using the library or other outside-the-classroom information resources.

The dental assisting SAC work closely with library personnel to review and expand the current dental related library holdings each year. Outdated material is removed and new texts, videos and journals are ordered as they become available. The current collection of material is extensive and was determined adequate during the CODA site-visit.

Describe how students use the library (Activities etc.)

DA students are required to attend a face to face 1.5 hours of library instruction from staff librarians winter term. During this session they are introduced to research methods and library resources at Sylvania. This instruction is directly related to a research project in DA 132. Other research projects follow the instruction spring term. (Ginny, Bonnie)

The Crest CE site is used for additional information and student must complete and pass for class credit.

Links are provided within the online portion of classes. These provide many visuals and expose the students to state of the art dental products and materials.

C. Provide information on clerical, technical, administrative and/or tutoring support.

The dental assisting program is fortunate to have excellent secretarial and clerical support. Two full time classified employees are assigned to the Dental Sciences Department.

Ms Arleen Shannon is the administrative assistant to the program director. She is responsible for assisting the director with budget monitoring, purchasing, admissions, student registration, department correspondence, and other administrative functions for all three dental programs.

Ms. Fabiola Romero is assigned to support dental clinic operations. Her primary responsibilities are patient scheduling, managing patient records, maintaining the recare system, answering the phones and collecting fees. She also assists the dental assisting program by working with each dental assistant during “front-office” experiences in the dental department. Here they experience phone etiquette, patient arrival and dismissal protocol and chart filing.

The director position is a shared position for all three dental programs and is filled by Josette Beach.

A centralized campus print center exists for duplication of materials utilized for instructional or program needs. Faculty access the services through an online request submission or hard document submission form. Audio visual needs are also centralized and requests submitted online or through telephone requests. Facility needs are attended to through the centralized Service Request Center and accessed by the instructors through requests given to Ms Shannon.

Tutoring opportunities have been increased for students during the last couple of years through funding from the PCC Foundation Mini-Grants and also through “Study Buddies” a program instituted by Mary Harrison, a DA Advisory Committee member. Use of the mini-grants allowed Cindy Phillips “One-on-one time with students who were identified as needing additional skill practice. All students were invited to tutor with Mary Harrison in the Study Buddy program. Dates for study were announced and students signed up for their desired date. Material from lecture, lab and clinic was presented to small groups of students according to the students’ particular needs. Both of these study programs were extremely beneficial to students who were at risk in their classes. This past year students benefited greatly, as many were pregnant and delivered their babies during the school year. The extra study time allowed all but one to complete the program on time.

Students are also referred to the writing center for help when writing papers for class assignments.

D. Provide information on how Advising, the office for students with disabilities and other student services impact students.

The dental department has excellent support from all of the resources available at the college. Students are referred frequently to the Advising Department and Women's Resource Center when identified as needing advising or support for personal challenges. Faculty work closely with the Office for Students with Disabilities when students self identify or it becomes apparent that the student might benefit from their services. The Career Center provides resume and job interviewing strategies for the students, as well as informs the students when job opportunities arise. Audio Visual personnel are extremely helpful in bringing computer carts to areas where lectures are to be presented and have helped the department build a computer cart that can be kept in the department for immediate use. The PCC Foundation personnel were extremely helpful in discussing the process for use of student funds and also helped facilitate scholarships for students. Ginny Jorgensen was able to film dental assisting related videos for student review through the help of the Video Production Department. These videos have benefited students greatly because they can be watched as many times as the student needs to grasp the information. Members from the ESOL department have been consulted about strategies to use with students who have English as their second language.

E. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the discipline and the needs of the students.

The Portland Community College Dental Assisting Program is designed to maximize the educational experience of students by utilizing college resources to their fullest; efficiently scheduling curriculum so that didactic material precedes lab/clinic demonstration and practice; and providing basic skill assessment at the introductory level which then progresses to the development and competent levels as students progress through their training.

Instructors recognize the rich life experiences that adult learners bring to the learning experience and encourage students to utilize time management and

critical thinking skills developed through their previous life experiences. Enhancement of these skills to incorporate leadership and team building in the dental setting occurs throughout the curriculum. Basic skill competencies address the skills the students will learn and be assessed on during their training, while the certificate outcomes relay what the graduate will be able to do upon completion of the program.

Class size is determined by facility accommodations, faculty to student ratios and Commission on Dental Accreditation Standards. The schedule is designed to maximize the students' experiences in the lab settings by rotating students through the labs Monday, Wednesday and Fridays Fall Term and Mondays and Fridays Winter Term. Lecture courses are offered prior to the start of labs as well as on Tuesdays and Thursdays. Sharing laboratories and clinic space with the Dental Hygiene program requires extra attention for optimal scheduling of the facilities, while also efficiently utilizing faculty and student time.

Pedagogy used in each course is carefully planned by the instructors to offer consistent methods of instruction and assessment while also allowing for demonstration and hands-on practice in the lab setting following instruction. Part time dental assisting faculty, which includes dental assistants, dental hygienists and dentists, allows for students to experience a variety of methods of performance and brings "real world" experiences into the classroom. Reflection and encouragement of life-long learning are reinforced through assignments such as student review of rotation sites and continuing education online courses. Emphasis is also placed on the value of professional membership through guest presenters, classroom discussion and dental conference attendance. Students engage in rotations through the dental hygiene clinic, group practices and public health clinics as well as Spring term externship placement at dental practices to offer a variety of learning environments.

CTE Programs: to ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.

A. Evaluate the impact of the Advisory Committee on curriculum and instructional content, methods and/or outcomes.

Please refer to page 23 of this document for the description of how professionals in the community are utilized as resources. Recent liaison activities with the community are described below:

Spring 2010: Student poster board presentations to advisory committee allowed students the opportunity to present scientific, evidence-based materials to dental professionals. Question and Answer session allowed dialogue between the students and professional. Advisory members also provided input into the current State Radiology Certification process

Winter 2010: Advisory committee members met with CODA site visitors to answer questions about the purpose of the committee and its usefulness to the program. Members were extremely supportive in attending and providing information during this meeting.

Fall 2009: Combined meeting with the DH and DLT Advisory groups. Accreditation information was discussed; questions and feedback dialogue occurred regarding upcoming site-visit. New members welcomed.

Spring 2009: Student poster board presentations to advisory members. Advisory members toured all thirty two poster boards and voted on the top three. Discussion occurred about continuing the Hazel O. Torres scholarship for a dental assisting student.

Winter 2009: Committee members reviewed scholarship applicant essays for the Hazel O. Torres Scholarship. Recipient was selected. Committee member volunteered to be tutor for the remainder of the term for students in need of additional practice and review.

Fall 2008: Combined Meeting. Kick-off BBQ for students, staff and advisory committee members sponsored by Burkhart Dental. Individual break out meetings for question and answers between advisory members and newly enrolled students.

Spring 2008: Committee reviewed/ revised and approved the Support Letter concerning Radiology Grading to be sent to the Oregon Board of Dentistry.

Winter 2008: Committee reviewed the Oregon Dental Assistants Consortium's Clinical Radiology Examination Proposal and began drafting a letter of support that will be sent to the Oregon Board of Dentistry.

Fall 2007: Combined Meeting, Welcoming of new members, Presentation of Demographics from each program. Discussion of work to be done for Accreditation visit in 2010. Discussion of proposed bond and benefits to the dental programs. Breakout session – suggestions from committee on newly proposed program goals and certificate outcomes.

Spring 2007: Review of the Oregon Community College DA Program information was discussed. Prerequisites, # of terms, Courses offered, transferability of courses were discussed. Committee also discussed the possible addition of a psychology class as a prerequisite to entering the program.

Winter 2007: Selection of committee chairperson; designed DA advisory committee mission statement; created list of CE courses PCC could offer to DA's; Create "Dental Day" where Beaverton Health Magnet students could tour the facilities and creation of partnership between the high school and PCC DA. Review of feedback obtained from dental office rotations; discussion with suggestions for improvement. Program Goals and Outcomes Reviewed

Fall 2006: Combined Meeting. Newly formed advisory committee groups for all three programs. Advisory committee guidelines of the college and roles and responsibilities were handed out and discussed. Each member chose length of term desired. Program Groups were decided on and broke away for planning of the rest of the year's activities and meetings.

See Exhibit 9: Minutes of DA Advisory Committee Meetings

B. Degree and Certificate Outcomes:

- i. Identify and explain any changes that have been made to degree and certificate learning outcomes since the last program review.**

The dental assisting SAC attended an inservice workshop with Ruth Stiehl on October 23, 2007. The purpose was to review current Certificate Outcomes for the program and develop outcomes that focused specifically on what the student would be able to do upon graduation, as a direct result of what they learned during their training at PCC.

It was determined that the previous outcomes developed resembled program goals rather than certificate outcomes. During the next six months the SAC met to re-develop outcomes that related directly with what graduates would do in their career as a result of their education. The new certificate outcomes are posted online at <http://www.pcc.edu/resources/academic/degree-outcome/>. They are also listed below:

One-Year Certificate: Dental Assisting

- Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.
- Help an organization thrive in diverse, rapidly changing and increasingly global healthcare environment.
- Identify problems and apply appropriate methods of reasoning to develop creative and practical solutions for personal, professional, client (patient) and dental community issues.
- Respond effectively to diverse client (patient) needs in an increasingly global marketplace by applying problem solving skills.
- Function as a valued team member exhibiting professional skills, ethics, sustainability and social responsibilities by achieving the following: Oregon Radiological Proficiency Certificate, Oregon Sealant Certificate, Oregon Soft Reline Certificate and acquire the knowledge to successfully pass the Certified Dental Assisting (CDA) exam.
- Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting. 3.2008

ii. What strategies are in place to assess degree and certificate outcomes?

The Certificate Outcomes are assessed yearly by faculty as part of the Program and Curriculum Management Plan. Relevance to the college core outcomes, industry standards and emerging information in the field determine when the outcomes should be revised.

To accomplish assessment of the program's effectiveness in reaching the program goals, basic skill competencies and certificate outcomes the following assessment tools are utilized:

- Course Syllabi Review Prior to Course being taught
- End of Term Review of Course by Instructor
- Outcomes Assessment Results which include Exit, Alumni, Employer and Patient Satisfaction Surveys.

Discussion and review of all curriculum and program management topics occurs during weekly dental assisting faculty meetings.

See Exhibit 5: Course Syllabi Review, End of Term Review

See Exhibit 10: Examples of Faculty Meeting Minutes

See Exhibit #7: for the most recent Exit, Alumni, Employer and Patient Satisfaction Survey Reports.

The effectiveness of the program goals is reported in the *Assessment Plan for DA Program Goal Review*.

Please See Exhibit 1: Assessment Plan for DA Program Goal Review

Assessing students' success in meeting certificate outcomes occurs through a variety of assessment strategies. Knowledge based exams, lab skills performance and clinical procedure assessments occur in both formative and summative methods. Examples include online quizzes, midterm and final exams, written papers, table clinic presentations, lab activities in dental materials and radiology labs and clinical performance of all chair-side and infection control procedures.

iii. Give Evidence that students are meeting these outcomes.

Evidence that students are meeting Certificate Outcomes is reported in the document "*DA Program Course and Skill Competency Alignment with Program Certificate and PCC Core Outcomes.*"

Please See Exhibit 4: DA Program Course and Skill Competency Alignment with Program Certificate and PCC Core Outcomes"

iv. Describe any changes made towards improving attainment of the degree and/or certificate outcomes.

As stated previously, changes have been implemented over the past two years to map certificate outcomes with the college core outcomes. In addition, End of Term of Term Course Reviews by the instructor is utilized to assess the basic skill competencies taught and assessed in each course. Each basic skill competency has been further linked to the college and certificate outcomes. The student has met the certificate outcome at successful completion of each course where the skill competency (and correlating certificate outcome) are assessed at the competent level.

A variety of assessment methods have been developed to provide evidence of competency and objective rubrics for assessing skills have been implemented in all didactic, lab and clinical courses. These tools are reviewed at the end of each quarter and revisions made for future course offerings in order to ensure outcomes are assessed in as objective and accurate way as possible. All assessment strategies used for evaluation of the basic skill competencies (which in turn validate that outcomes are met) were approved and met standards of the Commission on Dental Accreditation in February 2010.

C. Review Job Placement data for students over the last five years, including salary information where available.

Alumni surveys are utilized to determine job placement data for students. Graduates from the previous year are mailed surveys to respond to. Unfortunately, many surveys are returned as undeliverable and respondent numbers are low.

Please review the chart below for results from the last five years of responses:

Year	# of Responses	# employed in general practice	# of employed in dental specialty	Very Satisfied with career	Somewhat Satisfied with career	Wage range
2008	8	4	4	4	4	\$12.50-25.00
2007	3	3	0	3	0	\$13.00-16.00
2006	9	7	2	6	3	\$12.15-16.00
2005	4	2	2	3	1	\$14.00-16.00
2004	7	5	1 1 not employed	5	1 1 dissatisfied	\$10.00-16.00

Even though department alumni surveys are returned at a low response rate, the program instructors are able to verify through externship office visitations that PCC DA Graduates are employed. Each year as current DA students attend externship assignments, faculty visit to facilitate their experiences at both the general and specialty practices. At this time, the faculty members are able to observe personnel working in the practice and most often are greeted by past DA students. In the future the SAC will determine whether surveys might be sent through email or other online means such as *Facebook* in order to receive a higher return rate.

Additional Employment information was obtained through research completed by Laura Massey in the PCC Institutional Effectiveness Department. The following is based on the cohort of 2006-07 completers with valid social security numbers and their employment status during the calendar year 2008:

Dental Assisting: (41 graduates in cohort):

*6 of 41 continued as a student and are not reflected in the following

* Of the remaining students, 86% were employed full-time at least one quarter of the year and earned a median hrly wage of \$17.51.

Resource: <http://www.pcc.edu/ir/studentoutcomes/employment/WageMatchDefinitions06-07.pdf>

Employer surveys are also distributed randomly to dental practices throughout the Portland Metropolitan area once every three years. The most recent employer survey was distributed in 2008 with the help of the PCC Institutional Effectiveness Department. Summary of employment results are below:

# of Respondents	Type of practice setting	Zipcode Representation	Currently Employ PCC Grad	Yr Student Graduated	Would you consider hiring a PCC DA Graduate
41	General= 31 Group=9 Hospital= 1	97005, 07, 13, 15, 30, 35, 45, 62, 70, 71, 86, 123, 124, 128, 133, 140, 202, 205, 207, 212, 220, 23, 224, 225, 229, 232, 233, 683, 684	Yes = 50% No= 50%	1991, 2001, 02, 03, 04, 05, 06, 08	100%

See Exhibit #7: for the Complete Employer Survey Report Results

D. Forecast future employment opportunities for students.

The outlook for dental assisting is very good. According to the currently published information on Oregon Labor Market Information System (OLMIS), "...This occupation is expected to grow at a much faster rate than the regional average. Total job openings are projected to be much higher than the regional average. Reasonable employment opportunities exist largely due to the significant number of job openings projected for this occupation." Additionally, the OED estimates that there will be 2,095 job openings for Dental Assistants in Oregon." OLMIS reports that the excellent

employment outlook is due to the growing population and the fact that older people are retaining more teeth than previous generations. Emphasis is also placed on preventative care for young patients. Applicants with experience, a degree or previous training have the best job prospects.” (Oregon Healthcare Workforce Institute <http://www.oregonhwi.org/careers/occupations/dental.shtml#assistants>).

Most dentists advertising for dental assistants prefer to hire experienced of Certified Dental Assistants (CDA) with Expanded Functions Certification. Graduates from the PCC Dental Assisting Program are prepared to sit for Dental Assisting National Board (DANB) Testing and gain certification in Infection Control, Radiology Certification, General Chairside Assisting and Expanded Functions. The program is proud to boast that PCC graduates are highly sought after with numerous calls each year from dental offices for extern placement of students in their offices as well as hiring inquiries.

See Exhibit #11: DANB Examination Results for Previous Two Years.

E. Analyze any barriers to degree or certificate completion that your student face and consider the reason students may leave before completion.

Students who do not complete the Dental Assisting Program are most often experiencing the following:

- Financial Difficulties
- Inability to progress in program due to low performance in clinical, lab skills and/or lectures
- Change in career plans
- Personal or family reasons

The following table represents enrollment and graduation statistics from 2004 to current date:

	F03 /S04	F04 /S05	F05 /S06	F06 /S07	F07 /S08	F08 /S09	F09 /S10	F10 /S11
# applicants	46	90	65	74	98	64	96	139
# accepted	44	41	44	42	45	46	52*b	51*d.

# graduated	41	35	40	40	35*a	36	33*c.	
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*a. 6 withdrew for personal reasons, 4 were not able to progress due to academics (3 restarted the program F08 and graduated S09)

*b. 52 were accepted at orientation to remedy graduating less than 45. At beginning of term 41 of the 52 enrolled. Two students withdrew at the end of fall term for personal reasons, three did not progress due to low performance. One student re-entered the program F09 and graduated S10)

*c. 33 graduated S10, one student received a grade of Incomplete and will complete the program during F10/11.

*d. 51 Students accepted for F10 in an attempt to graduate a class of 45 S11.

Attempts to maintain the dental assisting program at full capacity have consisted of accepting numbers above the desired 45 students into a cohort. While not an ideal class size, labs and clinics can accommodate the number and student learning is not hindered. To date, graduating a class at full capacity of 45 has not occurred due to the reasons stated above. While an increase in numbers of applicants has occurred which might be due to the economic climate, the attrition in the program may be due to choosing a career hastily in an attempt to be accepted into any program. As other opportunities present themselves, students may choose to not enroll or leave the program for employment into other careers they find more desirable.

Inability to obtain financial aid also plays an important factor in a student enrolling and completing the program. For the F10/11 school year accepted students were informed earlier and were presented with information about applying for Financial Aid, PCC Foundation or other scholarships prior to application deadlines. Even with this advice 3 students found it necessary to drop from the program at the start of the Fall '10 term.

Students who are achieving low academic scores are notified by the instructors frequently throughout the term about deficiencies. In addition, the program director provides the student with a probationary notice at midterm that states his/her deficiencies and provides suggestions for increasing their success. Faculty/Advising conferences occur with the student past the midterm point when deficiencies are still noted and a final conference is held with the student and program director, should dismissal be necessary. In all cases, students who are unable to complete the program due to low performance are invited to return to the program the following year and are given suggestions for enhancement of their knowledge, skills or comprehension to work on prior to re-enrolling the next year. Depending on the term of dismissal and the course(s) with low achievement, some students are able to continue in certain lecture courses for the remainder of the year. This reduces the school work load they would experience upon re-enrollment the following year. In all cases when a

student has re-enrolled, they have successfully completed the program and graduated the following year.

Recommendations for Improvement

A. Assess the strengths in your program/discipline.

The following program strengths have been identified by the SAC:

Live, working clinic with patients: Most Dental Assisting Programs do not have the capabilities of providing care in an “on-site” clinic. PCC is unique in that externship sites do not have to be utilized for basic instruction during patient care.

Diverse Patient Pool: The PCC on-site clinic provides students experiences with a diverse patient pool comprised of the student population, community members and as a resource for individuals who do not have the finances or insurance to receive dental care in the private practice setting.

Instructors: Students have the privilege of learning from instructors who have vast experiences in the field and who are committed to providing quality education. They strive to incorporate the newest evidence based findings and “best practices” into the program curriculum and are all involved in their profession and distance learning.

Reputation in the Community: The dental community is a small, close knit group of professionals. The PCC program has earned a highly respected reputation within the community and historically has been supported greatly through externship office participation, advisory committee membership and provision of presentations to students. PCC graduates are preferred for hire and even noted in advertisements.

B. Identify the areas in need of improvement

Location of Laboratories: Instructors desire to have the dental materials, radiology and dental assisting clinic in closer proximity to each other in order to simulate closer the private practice experience. Attention will be paid to this during bond construction design.

Dental Materials Lab: The dental materials lab requires new cabinetry and student chairs. The current lab houses furnishings that are original to the building. Space is configured inefficiently for use by the students and instructors.

Radiology Lab: The most immediate need for the radiology lab is replacement of the main automatic film processor in the dark room. Over the past several years this machine has been repaired over and over again. It is once again in the process of repair. Unfortunately, it is not until a patient’s films have been ruined that we can recognize the processor is not working properly. The patient must then be re-exposed to radiation in order to get a diagnostic set of films.

During bond construction it is hoped that two additional x-ray units will be added to allow for better utilization by the dental assisting students. Currently one x-ray operator is left open for dental hygiene students providing patient care, which results in fifteen dental assisting students having to complete work in the four remaining rooms. Updated digital x-ray units are needed for student practice in order for them to be prepared to expose x-rays at private practice externship sites. Dexter manikins are also in disrepair and difficult for the student to manipulate. The radiology instructor would also like to create videos for students to utilize for review. Finding time to develop the scripts and produce the videos is difficult due to her instructional workload.

Clinic: Space between dental units will be addressed during the bond remodel, as will incorporating electronic charting and scheduling. Improved design of instrument sterilizing and storage areas will also be discussed during the planning phase.

Dentist Compensation: It is becoming more and more difficult to find dentists who are willing to give up private practice days to teach in the dental clinics. Most recently one dentist laughed when he heard the compensation offered and relayed that it wouldn't be worth his time. As an instructor another area community college, he was being compensated at nearly twice the rate PCC was prepared to offer. The department recognizes this is a faculty federation and administrative issue that may be addressed in the future during negotiations.

C. Given the above analysis and other findings of the SAC,

i. Prepare a set of recommendations relevant to areas such as curriculum and professional development, access and success for students, obtaining needed resources, and being responsive to community needs.

The department would like to bring the following recommendations to the attention of the administration:

1. Immediately purchase a new dental radiology film processor. This purchase would avoid unnecessary radiation exposure to patients due to unsuccessful processing; save valuable staff and student time and reduce maintenance/repair costs.
2. Implement electronic charting, patient records, digital radiographs and appointment scheduling.
3. Add two additional radiology operatories with digital radiology capabilities during bond renovation.
4. Send DXTR Manikins in on a regular basis for repair.
5. Increase dental operator space and reconfigure or move dental materials lab. Add 6-7 dental units in the clinic and replace all cabinetry and student chairs in the dental materials lab.

6. Pay for staff and faculty training that will have to occur when electronic charting and paper records are implemented.
7. Provide funding for development of dental radiology videos or purchase already developed videos.
8. Discuss the possibility of compensating Dentists at a higher rate than Step 1 on the salary table.

ii. For recommendations that require additional funding, please identify those that are of greatest importance to the SAC.

Recommendation #1 is the most immediate need for this school year. Three bids were received from vendors with a cost range of \$5,592 to 5,825.

Recommendations #2,3,5,6 should be addressed during the upcoming bond renovations.

Recommendation #4 would require 3,600-4,000 for repair of one DXTR Manikin Yearly.

Recommendation #6 would require monies for special project development of radiology videos working in conjunction with the video department.

Recommendation #8 is left to Federation Negotiations.

Conclusion:

The Portland Community College Dental Assisting Program is extremely successful in graduating dental assistants who are competent and highly sought after for hire in the dental community. Much of the success is due to the dedication of the extremely experienced faculty. The resources provided by the college support the program in offering a high quality learning environment. Concerns and issues faced by the program are always listened and given consideration to by the administration. The future bond renovation holds exciting upgrades that will allow delivery of care utilizing electronic technology in an expanded clinical setting that will respect patient privacy and increase operator movement. Graduates from the program are welcomed into the dental community (*PCC trained preferred*) and many go on to make extraordinary contributions to their profession. We, in the Dental Sciences Department are proud of this program and hope the Administration is too.

Exhibit 1

Dental Assisting Program Goal Assessment Plan

2008/2009

Goal #1								
<u>ACCESS:</u> Provide access to quality dental assisting education through the use of scientific evidence based instruction and technology that meets current industry standards.								
Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Faculty retain current Certification Cont. Ed. And advanced knowledge in subject areas taught.	Employee Records Attendance at PCC offered CE courses. Outside CE Attendance Outside employment or Profess.	Yearly	Fall As offered Spring Spring	100% have current cert. CPR, CE. Attend at least one/yr As required for Cert. Partic. In at least one/yr	100% Achieved All attend CE in areas taught All but one member of organization PT faculty empl. outside	All faculty notified prior to CPR/Cert/License exp. Responsibility met All CV List the CE Courses taken. Non-member is involved in online teaching prof. activities	Faculty/ Program Director Each instructor	Director to maintain and update records. Radiology update, Infection control updated, Dental materials updated Students mentored in professional membership and taught with newest technology in online courses.
FT Faculty attend all college inservice mtgs.	Attendance Records	Yearly	Fall Winter Spring	100% Attendance	100% Attendance	All Faculty Complying	Faculty/ Program Director	Instituted program FERPA procedures; Revised Program and Curriculum Assessment Plan; Updated Competencies
New Equipment upgrades yearly as budget allows	Yearly Budget Allocations	5 yr strategic plan for procuring equipment	Fall Winter Spring	Purchase or mainten. To equipment yearly	2008 Rm 4/5 xray panel repaired 2007 2 DXTRS	Machines will be replaced if machines fail again. All Dxtrs are in good working order. DA and DH both	Division Dean	2007 New Handpieces, Xray Manikin, model trimmers, 2008 Clinic Retrofit for Restorative, Videos created for clinic demonstration, new light cure machine

					Refurb. New Light cure and model trimmers	purchased new light cure machines.		More light cures available during sealant placement.
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Goal #2

STUDENT SUCCESS: Promote success for all dental assisting students through outstanding teaching by faculty who act as mentors and professional role models and who provide instructional methodology that prepares the student to successfully complete national, regional and/or state examinations required for certification and entry into the workforce.

Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Faculty act in advisory role to students	Advisor/Advisee Lists Externship rotation Supervision.	Weekly or more often as nec. Weekly during W/S terms	Share concerns at staff mtgs. As scheduled throughout term	Improved communication/ and learning Students visited 3x/term	Students need extra remediation. Students are having positive exp. at rot. Sites.	Remediation efforts W'09 successful. Comments reveal they would like more specialty rot. At OHSU	All FT Instr., Program Dir. Wrote grant, Advisory memb Instructors gather comments, report to director	All students retained at end of W'09 term. Director will share request for increased specialty rotations for next yr at OHSU w. Dean.
Faculty Assessment occurs as	Records of Faculty Assessment	Formal FT Continuous Appt. & PT	G. Jorgesen S'09 B. Marshall	Overall 90% Strongly Agree/Agree	All Instructors met 90%	All Instructors informed of survey findings	Program Director distributes	Dialogue occurs as to implementing student comments

required by contract	Schedule	assessments every 3 yrs.	S'07 LeeAnn S'09	ratings on survey regarding instr. teaching ability	desired outcome	and discussed areas where improvement is indicated	student evals. Instructors develop professional growth/deve. plan	that would enhance the level of teaching for students.
Students will pass certification exams	DANB ICE, Radiology, EFDA, Chairside	Students receive testing orientation yearly. DANB sends results biann. to director	Prior to application deadlines July and Jan.	90% of students will pass exams	2008 GC= 92% ICE= 79% RHS= 92% 2007 GC=84% ICE=90% RHS=86%	ICE content areas need to be reviewed where students are low. GC and RHS content areas need to be reviewed where students are low.	Ginny, Bonnie, LeeAnn Ginny, Bonnie, And LeeAnn	Faculty to review these sections more in each of the classes where content is included.
Faculty belong to professional organizations. Director	ADAA Member, DA State Component Activity and Educators Consortium	Yearly renewal of membership	As required by organization	All FT are members of ADAA and/or participate in professional organizations or educational committees	Ginny: ADAA and OSAP Bonnie: ADAA, and District Trustee, CODA LeeAnn: Online Course Reviewer Josette: ADEA, CODA, ADHA	All Instructors involved in professional association and professional growth and development. Ginny Jorgensen was awarded the Hazel O. Torres Award from DANB	Instructors develop professional growth and development plan every 3 years and update director yearly. Director does the same and updates Dean yearly	Newest Infection Controls standards implemented as available. Newest Radiation Health and Safety standards implemented as available. Online Course delivery enhanced. Mentoring to other faculty. New standards implemented, continued growth
Professional Development offered to staff	Department monies. Staff Development grants CE offerings from Professional	Monitored throughout the year.	Yearly As Necessary Yearly	100% Budget usage Yearly Grant applications and awards	Met Outcome	2007-2009 Bonnie Attended: Bachelor Completion Courses Ginny Attended:	Faculty/Program Director	Bonnie : Enrolled in BA Classes and CE for DA Ginny: Enrolled in BA Classes and CE for DA

	Representatives		As available			OSAP Conf. Bachelor Completion Courses LeeAnn Attend: Bachelor Completion Courses Online Course Reviewer Training.		LeeAnn: Enrolled in BA Classes and CE for DA
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Goal #3

DIVERSITY: Enrich the dental assisting student's educational experience by providing and promoting cultural awareness that acknowledges each individual's worth and uniqueness and enhances effective interactions, communications and/or provision of care with all individuals or groups.

Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Faculty attend Cultural Awareness and Diversity Training offered by College	Human Resource Records	As offered by PCC Reinforced and Enhanced Yearly	As Required Yearly update of material in classes. Yearly discussions with ESOL Department	100% Attendance Rosters	100% Attendance and Yearly enhancement of curriculum	Students who have English as their second language are at risk for completion of clinic due to lack of comprehension when communicating.	Faculty/Program Director	2006/2007 and 2007/2008 One ESOL student in each year was counseled and received additional comprehension and communication courses enabling them to return the following year to

								complete the program.
Inclusion of Cultural Awareness in Curriculum	Course Syllabi DA 156	Spring Term	End of Spring Term	Student Course Assignments 100% pass	100% Pass	Met Outcome Goal	Bonnie Marshall	Continue Activities that promote cultural awareness.
Patients satisfied and will return and/or refer others	Patient Satisfaction Surveys	Continuously	Patients complete on final visit of tx.	100% Responses to survey ?'s #10-17 will indicate "Agree"	100% Agree	Keep up the great work	Clinic Instructor/ Program Director	Compliment students on outstanding reviews being received. Continue to distribute survey

Goal #4

CONTINUOUS IMPROVEMENT: Develop faculty and students who continuously seek to enhance knowledge as life-long learners by seeking peer support in professional associations, fulfilling evidence based continuing education and applying self-assessment and reflection skills.

Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Students are Dental Assistant Association Members	Student Association Membership Applications	Yearly	Orientation	100% Student Membership	100% membership	ADAA List of Members ODAA List of Members	Bonnie	Student Professionalism improved and involvement with attending advisory meetings and ODA conference.
Graduates will indicate interest in pursuing additional education and/or professional development	Exit Surveys of Current Grads.	Yearly	Spring, Last wk of school	80% answer future goals in areas of furthering their education or other career enhancement or utilization	86% answered yes: DH, dental sch, BA degree, teach, Specialty practice	Students are motivated to continue in higher ed or additional dental career pathways	Instructors distribute surveys, Director tabulates findings for SAC Mtg. Discussion	Hazel O. Torres scholarship added to inspire students to further education and career in DA. Need to add a follow-up question about

				in the profession.				This for Alumni Survey for 2010.
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Goal #5

CULTIVATING PARTNERSHIPS: Create partnerships that effectively link students with practicing oral and other health care professionals who will provide advising, mentoring and enrichment experiences in preparation for employment upon graduation. examinations required for certification and entry into the workforce.

Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Hold Advisory Committee Meetings 3x/yr.	Minutes of Meetings	Fall (combined mtg with all 3 programs) Winter Spring	By end of each term. Minutes distributed to members and program director.	A minimum of 5 advisory members will be present at each DA program mtg. Appropriate agenda topics for program improvement	All meetings except one had minimum of five committee members present. Mission statement developed. State curriculum reviewed. Rad. Letter of support.	Letter was sent to externship offices to invite additional interested professionals to become committee members. Good response, 8 people showed interest. 4 have become regular attendees. Appropriate topics for group discussion	Josette Lee Ann, Bonnie, Ginny	Clear understanding of mission of committee. Action items accomplished for improved prerequisite requirements, improved outcome competencies and employer surveys, connections made with area high school health magnet, support given to improved radiology test scoring.
Professional Education provided to students and staff.	Course Content and Syllabi	Fall, Winter and Spring Terms in appropriate courses	End of each term	DA students will broaden their knowledge and exposure to current oral health topics	Instructors received CE for CDA. Students attended Advisory Kick-off, Spring Meeting, & Guest Presenters	Continue yearly CE and prof. dev. activities for Instructors and Students.	Individual course instructors.	More interaction between students and advisory committee members. Adviosory committee member will offer tutor/mentor sessions again next year.
Students	Attendance	Winter	Throughout	100%	Achieved	Students love	Bonnie, Ginny,	Ginny will send a letter

Participate in rotations to OHSU, DH clinic, group practices	OHSU Evals Student Journals		term	participate successfully		working in all three types of practice, but wish they could have more time in specialties at OHSU		to Dr. Stewart to request more specialty involvement. (completed this May '09)
Students participate in private practice externships and specialty practice observations	Attendance Mentor evaluations Student journals	Spring	Throughout Term	100% participate successfully	Achieved	3 students having difficult time in office they were assigned to.	Bonnie, Ginny, LeeAnn	One student moved to a different office, 2 students mentored by instructors to more effectively work in the office assigned.

Goal #6

COMMUNITY: Serve as a key resource to the community by comprehensively preparing competent students who assist and provide service during treatment of patients at the onsite PCC clinic or while participating in enrichment experiences in the community or during externship rotations.

Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Patients Satisfied with Treatment in PCC Dental Clinic.	Pt. Satisfaction Survey	Every DA clinic patient completes	At completion of each DA Clinic Appointment	Results indicate patients "agree" with questions 95% of time	97.8% for total of 17 categories	Question # 13, "I was taught to care for my mouth" was a 93% rating.	Director/Ginny	Continue to monitor students distributing survey. Remind students to inform patients of OHI when appropriate.
Employers Satisfied with PCC DA Graduates they employ	Employer Survey	Every 3 years	Summer '08	Results indicate ratings of "Excellent or Good" 95% of the time	100% Yes	Employers would hire PCC Graduates again	Director	Continue to create positive relationships with Dental Community through placement of excellent interns who are prepared for externships.
Students contribute in positive manner at	Rotation mentor and instructor evaluation	Daily by Mentors Weekly by Instructor	Weeks 3,6,9 Complete	Evaluation indicate positive responses	Achieved	End of Spring Term	Office mentors and instructors	None needed this year

rotation sites			summary at end of term.	for 100% of students				
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Goal #7

ETHICS and RESPONSIBILITIES: Prepare the student to practice ethically and responsibly as a Certified Dental Assistant.

Objective	Evaluation Mechanism	How Often Conducted	Date to be Conducted/ Finished	Results Expected	Results Achieved	Assessment of Results	Person Responsible	Program Improvements as result of analysis
Students successfully pass Ethics and Jurisprudence course	Course Assignments, tests and final grade	Spring Term	End of Spring Term	100% Passage	100% Passage	All students successful in understanding Oregon Bd. of Dentistry Rules and Laws	Bonnie Marshall	No improvement needed. Information was updated to include new restorative for DA's

EXHIBIT 2

Alignment of PCC DA Certificate Outcomes with PCC College Core Outcomes

DA Certificate Outcomes	PCC CORE OUTCOMES					
	Communication	Community & Environmental Responsibility	Critical Thinking & Problem Solving	Cultural Awareness	Professional Competence	Self-Reflection
Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.	✓		✓		✓	
Help an organization thrive in a diverse, rapidly changing and increasingly global healthcare environment.	✓	✓	✓	✓	✓	
Identify problems and apply appropriate methods of reasoning to develop creative and practical solutions for personal, professional, client (patient) and dental community issues.		✓	✓		✓	✓
Respond effectively to diverse client (patient) needs in an	✓		✓	✓	✓	

increasingly global marketplace by applying problem solving skills.						
Function as a valued team member exhibiting professional skills, ethics, sustainability and social responsibilities by achieving the following: Oregon Radiological Proficiency Certificate, Oregon Sealant Certificate, Oregon Soft Reline Certificate and acquire the knowledge to successfully pass the Certified Dental Assisting (CDA) exam.	✓	✓	✓	✓	✓	
Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting		✓			✓	✓

EXHIBIT – 3

DA Program Course Alignment with Program Certificate and PCC Outcome Goals

L= Course Addresses at a Low Level M= Course Addresses at a Moderate Level H = Course Addresses at a High Level

DA Degree Outcomes PCC Core Outcome	Dental Assisting Curriculum													
	DA 110/111	DA 120/121	DA 130/131	DA 140/142	DA 160	DA 112/113	DA 118/119	DA 122/123	DA 132/133	DA 150/152	DA 114/115	DA 125	DA 135	DA 156
Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality. PCC CO: Communication	M	M	M	M	M	M	H	M	M	M	M	H	M	H
Help an organization thrive in a diverse, rapidly changing and increasingly global healthcare environment. PCC CO: Community and Environmental Responsibility.	M	M	L		M	M	L	M	M	M	M	H	M	H
Identify problems and apply appropriate methods of reasoning to develop creative and practical solutions for personal, professional, client (patient) and dental community issues. PCC CO: Critical Thinking And Problem Solving	M	M	M	M	M	M	M	M	M	L	M	H	M	H
Respond effectively to diverse client (patient) needs in an increasingly global marketplace by applying problem solving skills. PCC CO: Cultural Awareness	M	M	M	M	M	M	M	M	M	L	M	H	M	H
Function as a valued team member exhibiting professional skills, ethics, sustainability and social responsibilities by achieving the following: Oregon Radiological Proficiency Certificate, Oregon Sealant Certificate, Oregon Soft Reline Certificate and acquire the knowledge to successfully pass the Certified Dental Assisting (CDA) exam. PCC CO: Professional Competence	M	M	M	M	M	M	M	M	M	L	M	H	M	H

Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting	M	M	M	L	M	M	M	M	H	M	M	H	H	H
PCC CO: Professional Competence	M	M	M	L	M	M	M	M	H	M	M	H	H	H

EXHIBIT – 4

Basic Academic Skill Competencies and Accompanying Table of Alignment with Outcomes

PCC DA Basic Academic Competencies:

Following all state/federal laws and regulations the DA Student will:

8. Apply the knowledge and skills required to systematically collect diagnostic data:
9. Function as an effective and efficient member of the dental health team by performing a variety of clinical supportive treatments:
10. Utilize the most current infection control and safety precautions in all laboratory and clinical settings:
11. Apply the knowledge and skills required for basic business office procedures
12. Communicate effectively both verbally and in writing with dental team members and patients;
13. Function in a responsible, professional and ethical manner;
14. Demonstrate the clinical skills needed to perform direct patient care as stated in Division 42 in the Oregon Practice Act.

DA Program Course and Skill Competency Alignment with Program Certificate and PCC Core Outcomes
(I = Introductory Level, D= Developing Level, C= Competent Level)

Course Taught	Skill Competency Assessed	Skill Level	Assessed By	Achievement Level	Results	Degree Outcome Has Been Met	PCC Core Outcome Has Been Met
DA 110 Clinic. Proc. I	2,3	I	Assignments/projects, Group Activities, Written paper, Oral presentation, Quizzes, Midterm, Final Exam	75% or better	100% pass rate achieved		
DA 111 Clinic Proc. Lab I	2,3,5,,6,7	I	Assignments/projects, Group Activities, Lab/clinic skill evals., Self evals, quizzes, final exam	85% or better			
DA 120 Radiology I	1,2,3,5,6,	D	Assignments/Projects, Group Activities, Quizzes, Final Exam	75% or better			
DA 121 Radiology Lab I	1,2,3,5,6,7	D	Assignments/Projects, Group Activities, Self Evaluations, Lab/clinic skill evaluations, Quizzes, Final Exam	75% or better			
DA 130 Dental Materials I	5,6	I	Group Activities, Quizzes, Final Exam, Peer Discussions	75% or better			
DA 131 Dental Mat. Lab I	1,3,5,7	I	Assignments/projects, Group Activities, Lab/clinic skill eval., Self eval, Final exam, Journal Reflections	75% or better			
DA 140 Integrated Science I	1,5,7	D I	Assignments/Projects, Group Activities, Quizzes, Final Exam	75% or better			
DA 160 Dental Pharmacology	1,2,5	I	Research/written paper, Midterm, final	75% or better			
DA 112 Clinical Procedures II	1,2,6 3	D C	Assignments/Projects, Group Activities, Midterm, Final Exam	75% or better	100% pass rate		
DA 113 Clinic Procedures Lab II	1,2,5,6, 3	D C	Group Activities, Lab/Clinic Skill Eval, Final Exam, Journals	95% or better			
DA 118 Expanded Duties	2,5,6,7 3	D C	Group Activities, Lab/Clinic Skill Eval, Quizzes, Final Exam	75% or better			

Course Taught	Skill Competency Assessed	Skill Level	Assessed By	Achievement Level	Results	Degree Outcome Has Been Met	PCC Core Outcome Has Been Met
I							
DA 122 Dental Radiology II	1, 4 2, 3, 6	D C	Research, Quizzes, Final Exam	75% or better			
DA 123 Dental Radiology Lab II	1,4 2, 3, 6	D C	Assignments/Projects, Group Activities, Lab/clinic skill evals, Self Evaluations, Quizzes	75% or better			
DA 132 Dental Materials II	5,6,7	D	Assignments/Projects, Group Activities, Research, Written Paper, Oral Presentation, Table Clinic, Final Exam	75% or better			
DA 133 Dental Materials Lab II	1,2,3	D	Assignments/Projects, Lab/Clinic Skill Eval, Self Eval, Final Exam	75% or better			
DA 142 Integrated Science II	1,2,6	D	Quizzes, Final Exam	75% or better			
DA 150 Dental Office Procedures I	4,5,6	I	Assignments/Projects, Group Activities, La/Clinic Skill Eval, Front Desk Rotations, Schedule Exam, Insurance Exam, Online Discussions	75% or better			
DA 114 Clinical Procedures III	2 (pediatric, public health remov.prosth, med emerg, dental health aids. 6	I C	Assignments/Projects, Group Activities, Research, Written paper, Midterm, Final Exam	75% or better	100% Pass Rate achieved	✓ (6)	(6)
DA 115 Clinical Proc. Lab III	1,2,3,5,6,7	C	Assignments/Projects, Oral Presentation, Lab/clinic skill eval, Journals	100%			
DA 119 Expanded Duties II	2,7 1,3,6	I C	Assignments/Projects, Group Activities, Lab/Clinic skill eval, Quizzes, Final Exam	75% or better		✓ (1,3,6)	(1,3,6)
DA 125 Dental Radiology Lab III	1,2,3,6,7	C	Assignments/Projects, Group Activities, Written paper, Self Evaluations, Quizes	75% or better		✓	✓

Course Taught	Skill Competency Assessed	Skill Level	Assessed By	Achievement Level	Results	Degree Outcome Has Been Met	PCC Core Outcome Has Been Met
DA 135 Dental Materials Lab III	3,5,6	C	Group Activities, Written paper, Lab/clinical skill eval, Self Evaluations	75% or better		✓	✓
DA 152 Dental Office Proc. II	4,5,6	C	Assignments/Projects, Written paper, Oral Presentation	75% or better		✓	✓
DA 156 Ethics and Jurisprudence	2,7	C	Research paper, Oral Presentation, Quizzes, Final Exam	75% or better		✓	✓

EXHIBIT – 5

Example of Course Syllabi Review Conducted Each Term (Winter and Spring Courses have Similar Form)

Curriculum Review Dental Assisting Program Fall Term										
Criteria		DA 110	DA 111	DA 120	DA 121	DA 130	DA131	DA 140	DA 160	
Course Desc (CD)		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
CD match catalog		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
CD " online COG		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Content Outline		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
CD match content		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Topics Schedule		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Time allotted each LE		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Specif. Instr. Obj.		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Activities/Assign		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Eval/Grading Proc.		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
ADA Statement		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Attend Policy		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Prof. Statement		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Retention/Remed		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Flex. Statement		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Content:										
Reviews Info		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Enhances Info		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Duplicates Info		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
of Course #										

Comments to Instructor:

Reviewer: _____

Date Reviewed: _____

Course Instructor		DA 110	DA 111	DA 120	DA 121	DA 130	DA 131	DA 140	DA 160	
Read Review:										

Accreditation Standard 2-4: Written documentation of each course in the curriculum must be provided and include the course description, course outline, topics to be presented, specific instruct. objectives, learning experiences including time needed for LE, and eval procedures.

End of Term Course Review Conducted by Instructor

Date of Review _____ Course Taught _____ Instructor _____ Term _____

1. Check the competencies that are taught in this course and indicate level of proficiency expected of student (I= Introductory, D= Developing, C= Competent)

- Level Following all state and federal regulations the student will:
- I D C 1. Apply the knowledge and skills required to systematically collect diagnostic data;
- I D C 2. Function as an effective and efficient member of the dental health team by performing a variety of clinical supportive treatments;
- I D C 3. Utilize the most current infection control and safety precautions in all laboratory and clinical settings;
- I D C 4. Apply the knowledge and skills required for basic business office procedures;
- I D C 5. Communicate effectively both verbally and in writing with dental team members and patients;
- I D C 6. Function in a responsible, professional and ethical manner;
- I D C 7. Demonstrate the clinical skills needed to perform direct patient care as stated in Division 42 in the Oregon Practice Act.

2. Teaching Format _____ Lecture _____ Online _____ Hybrid _____ Lab _____ Clinic _____

3. Evaluation Methods Used:

Assignments/Projects _____	Oral Presentation _____	Quizzes _____
Group Activities _____	Lab/clinic skill eval _____	Midterm _____
Research _____	Self Evaluations _____	Final Exam _____
Written paper _____	Table Clinic _____	Journals _____
Portfolios _____	Comm. Rotations _____	Other _____

4. List courses in the DA Program that Review/Enhance material presented in this course:

Topic _____	Other Course/s _____	Review	Enhance
Topic _____	Other Course/s _____	Review	Enhance
Topic _____	Other Course/s _____	Review	Enhance
Topic _____	Other Course/s _____	Review	Enhance

5. How do you coordinate instruction with the other course instructors?

6. What emerging information/technology/text/evidence or research do you plan on incorporating into this course in the future?

7. Based on your answer to # 6 what resource support will you need to help you?

8. Is there any subject material that is outdated and should be removed?

List:

Why:

9. What changes will you make to the course based on student evaluations, exit/alumni surveys, board results, advisory committee comments, employer surveys or self-assessment?

10. If you were not able to cover everything included in the course content, what provisions have you made to assure students will receive the information?

Topic:

Plan for Info presentation to students:

11. Describe any factors (positive or negative) that had an impact on your ability to achieve your teaching goals for this course:

Final Grade Distribution

Grade	A	B	C	D	F	I	W
# Students				Remediation Offered Y N	Remediation Offered Y N	Plan Developed Y N	Personal Program

Please Return this Course Review to the Program Director by WEEK 2 of the Next Term

EXHIBIT – 6

Course Pass Rates

Course#	2008/2009		2007/2008	
	Pass	No Pass	Pass	No Pass
Fall				
DA 110 Clinical Procedures I	39	2	41	0
DA 111 Clinical Procedures Lab I	38	3	41	0
DA 120 Dental Radiology I	41	0	41	0
DA 121 Dental Radiology Lab I	38	3	40	1
DA 130 Dental Materials I	41	0	40	1
DA 131 Dental Materials Lab I	41	0	41	0
DA 140 Integrated Basic Sciences I	40	1	40	1
DA 160 Dental Pharmacology	40	1	40	1
Winter				
DA 112 Clinical Procedures II	38	0	38	1
DA 113 Clinical Procedures Lab II	38	0	38	1
DA 118 Expanded Duties I	38	0	38	1
DA 122 Dental Radiology II	38	0	38	1
DA 123 Dental Radiology Lab II	38	0	38	1
DA 132 Dental Materials II	38	0	39	0
DA 133 Dental Materials Lab II	38	0	39	0
DA 142 Integrated Basic Science II	27*	0	25*	0
DA 150 Dental Office Procedures I	38	0	39	0
Spring				
DA 114 Clinical Procedures III	38	0	37	0
DA 115 Clinical Procedures Lab III	38	0	37	0
DA 119 Expanded Duties II	38	0	37	0
DA 125 Dental Radiology III	38	0	37	0
DA 135 Dental Materials Lab III	38	0	37	0
DA 152 Dental Office Procedures II	38	0	37	0
DA 156 Ethics and Jurisprudence	37	0	38**	0

*= Students who have taken college level A&P course may waive the DA 142, Integrated Basic Science II course.

** One student was dropped from the program for low radiology grades, but was invited to rejoin the following year class. She was allowed to take the DA 156 course with her original classmates.

EXHIBIT – 7

Student Exit Survey Results 2010

Please tell us how competent you feel in performing the following procedures. Use the rating scale:

1 = poor, 2 = below average, 3 = average, 4 = above average

N= 35 respondents

Category	1	2	3	4
Collect Diagnostic Data				
Medical and Dental Histories			8	25
Vital Signs			7	26
Extra/Intraoral Examinations		1	10	22
Dental Charting		1	9	23
Expose and Process Radiographs		1	5	27
Take Impressions, Make study casts and Occlusal Registrations		1	11	21
Perform Clinical Supportive Treatments				
Use Safety Protocols for Infection Control in Lab and Clinic Settings			5	28
Prepare Tray Setups			5	28
Prepare and Dismiss patients			4	29
Apply Current Concepts of Chairside Assisting			4	29
Assist with/apply Topical Anesthetics			10	23
Place Rubber Dam and Matrices		3	8	22
Apply Fluoride Agents			6	27
Provide Oral Health Instruction			8	25
Provide Post-op Instructions Prescribed by a Dentist			10	23
Maintain Accurate Patient Treatment Records			8	25
Maintain the Treatment Area			5	28
Assist in the Management of Medical and Dental Emergencies		3	11	19
Administer Cardiopulmonary Resuscitation When Indicated		1	14	18
Fabricate Custom Trays			15	18
Clean and Polish Removable Appliances and Prostheses		1	13	19
Fabricate Provisional Restorations		3	13	17
Perform Business Office Procedures				
Manage telephones		3	10	20
Control Appointments		7	10	16
Perform Financial Transactions		13	7	13
Complete Third Party Reimbursement Forms	1	13	7	12
Maintain Supply Inventory	1	5	8	19
Manage Recall Systems	1	7	10	15
Operate Business Equipment Including Computers	2	4	11	16
Perform Oregon Expanded Functions				
Place Pit and Fissure Sealants		2	14	17
Perform Coronal Polishing Procedures		3	10	20
Polish Amalgam Restorations		1	13	19

Perform Orthodontic Expanded Functions	1	2	11	19
--	---	---	----	----

Please Continue on the Following Page

Evaluate the Following Program Components Based on Your PCC Experience:

1 = poor, 2 = below average, 3 = average, 4 = above average

Quality of Physical Facilities	1	2	3	4
Classroom Facilities		1	7	25
Laboratory Facilities		1	8	24
Clinic Facility		1	4	28
Library Resources		4	7	22
Advising		4	12	17
Curriculum			8	25
Practicum Experiences			4	29
Financial Aid	2	4	8	19
Computer Access		2	7	24

We appreciate constructive criticism of the Dental Assisting Program. Please do your best to give us some feedback in the following areas: didactic courses, laboratory courses, clinical courses, rotations and externships. Please be as objective and specific as possible in your suggestions for improvement:

I think the DA program could improve in the following areas:

- More clarity of assignments/due dates, especially 3rd term. One list of all assignments and due dates for all classes would help eliminate a lot of confusion.
- More practice before entering externship. Office procedures should be more in depth, maybe 2 terms – same with ortho.
- Teaching and showing us more about insurances.
- More time spent on expanded duties functions.
- Be more specific on syllabus what you want turned in and when.
- Performing certain duties more like amalgam polishing, coronal polishing, bite registration and ortho functions.
- The time spent in ortho could have been longer. It seemed to be the last covered. More clinical experience would be nice.
- N/A. You guys are perfect in my eyes. The program has been outstanding!!
- Getting more hands on experience for X-ray and Alginate impressions on real patient.
- Not enough practice with Eaglesoft. More time should be devoted to front office procedures.
- Better communication with certain classes.
- More time for hands-on procedures
- The office procedure class.
- Update us more often with our grades
- More experience with EFDA Procedures

- More time actually performing expanded duties on one another or on patients. A lot of topics are just talked about and not actually done hands on.
- Did not answer this question (5)

I think the strongest aspects of the DA Program are:

- Great instructors! Very knowledgeable (3) and willing to help. Great experience in externship offices.
- I think they do the best they can in all areas.
- The clinic time
- Clinical experience
- The curriculum and help of the teachers. (3)
- Being able to work hands on and having real patients.
- The relationship and professionalism of the instructors. I could always reach a professor and felt that they genuinely cared.
- It helps that they have all worked out in the “real” world and bring all their experiences into the classroom. PCC is lucky to have such great staff as Ginny, Bonnie, and LeeAnn.
- Being able to have chairside experience in clinic and offering to teach EFODA.
- The teachers are the best part of this program. They really try hard and care about our success. The hands-on experiences of the lab and the experiences at OHSU and the externship offices were invaluable. (2)
- Instructors knowledge; lab equipment and materials; how hard they challenge students.
- Hands on clinic time (both clinic and radiology) (3)
- The instructors and facilities.
- Labs
- How much the instructors are willing to work with you.
- A wide variety of skills taught
- Overall focus on hands-on-training (2)
- We were able to visit many different clinical offices.
- Experienced and nice instructors
- Hands on, internship at many different offices, working with real patients.
- Did not answer this question (5)

Are you satisfied with your choice of Dental Assisting as a career goal? If so, would you recommend that a future student attend PCC?

- Extremely satisfied with career goal and decision to attend PCC; will definitely recommend this program.
- Yes/Yes – definitely (21)
- The hands-on experiences and knowledge and helpfulness of instructors.
- I loved the program and would recommend it to anyone.
- Yes, PCC has been a life changing choice for me. Teachers, advisors and students have been very helpful.

- Yes, Definitely. PCC has a very good dental program that any who chooses to become a DA or DH should choose PCC
- Sure
- I didn't know what I wanted to do. My Mom urged me into this, but I'm extremely happy with my decision! I'd recommend this program.
- Yes, already recommended my cousin.
- Did not answer this question (5)

What are your future plans and goals?

- Be a great DA!
- DA Job (7) and love my new career.
- Remain a dental assistant for at least 5-10 years.
- To have fun this summer and then get a job.
- Work as a DA and go on to DH (6)
- Planning on becoming hired in an ortho office.
- At this point, who knows?
- Only future will tell
- Pedo or ortho office; maybe hygiene
- Find a job in pedo office, if not, volunteer with MTI or the Tooth Taxi/bus.
- To pursue a career as an EFDA
- Continue to explore dentistry
- Working and Studying
- Further my education and go into hygiene (2)
- Did not answer this question (5)

Have you been offered a dental assisting position upon graduation?

Yes **(1)**No **(19)** Did not Answer ? (13)# of days/week _____

Private Practice _____ Group/Mgd Care _____ Other _____

Will you be seeking additional days of employment? Y or N If yes, # of additional days desired _____

Are you interested in obtaining the Restorative Endorsement through a CE at PCC? **Y = 11** or **N = 8**

Dental Assisting Program Alumni Survey

1. Year of graduation from the Dental Assisting Program ___2009 = 4 2008 = 5

2. Current employment setting:

General Dental Practice	___3_____
Orthodontic Practice	__1_____
Other Specialty (specify)	__pedo_____
Group Practice	_____
HMO	_____
Other	__On Call_____
Not Presently Employed	2

3. If employed, how long have you been in your present job?
6 wks = 1, 3 mos = 1, 4 mos = 2, 1+ yr = 3

4. What is your current salary? \$13 = 1, \$14= 1, \$15 = 1, \$16 = 4

5. Place a check beside the categories that best describe your job:

Chairside assisting	___5___
Exposing radiographs	___5___
Taking impressions	___3___
Front Desk/reception	___2___
Book keeping/Office Management	_____
Expanded functions	___4___
Orthodontic Assistant	_____
Other (describe)	__pedo, I think I utilize everything learned in the program___

6. With the benefit of your experience as a dental assistant, please indicate your level of satisfaction with your career:

Very Satisfied	_7 ___	Comment: and then some!
Somewhat Satisfied	_2___	

Dissatisfied

Comments:

7. The following is a partial list of competencies expected of a dental assisting graduate of Portland Community College. We would like to know two things:
- 1) How important is the skill or knowledge to your current practice.
 - 2) How well do you feel PCC prepared you for using the skill in your professional setting.

Rating Scale: Importance to my current position

- 1 = not applicable to my practice
- 2 = not very important
- 3 = somewhat important
- 4 = essential to my practice

Preparation by PCC

- 1 = not prepared
- 2 = need additional preparation
- 3 = adequately prepared
- 4 = well prepared

Importance to my current position				Responsibilities	Preparation by Portland Community College			
1	2	3	4		1	2	3	4
				General Chairside Care				
2	2	1	4	Review health history and take vital signs	0	0	1	8
3	1	0	5	Administer CPR when indicated	1	0	2	6
1	2	1	5	Take impressions, make study casts/bite register	0	0	3	6
0	0	2	7	Perform intra/extra oral exam/dental charting	0	0	2	7
0	0	0	8	Manage infection control & haz materials protocol	0	0	0	9
0	0	1	7	Safely expose and process radiographs	0	0	0	9
0	0	2	6	Apply current concepts of chairside assisting	0	0	0	9
4	1	1	3	Assist with, and/or apply topical anesthetics	1	0	1	7
3	0	2	3	Place and remove rubber dam	1	1	0	7
3	0	0	6	Assist with, and/or apply fluoride agents	1	0	0	8
0	0	1	8	Maintain accurate patient treatment records	0	0	1	8
2	0	3	4	Provide post-op instructions Rx'd by Dentist	0	0	2	7
0	0	0	9	Maintain the treatment area	0	0	0	9
0	1	1	7	Provide oral health instruction	0	1	1	7
				Expanded Functions				
7	0	2	0	Polish amalgam restorations	1	1	0	7
4	1	3	1	Place matrices	0	0	2	7
6	1	1	1	Remove cement and orthodontic bonding material	1	0	1	7
6	1	0	2	Place and remove arch wires and separators	1	0	2	6
6	1	2	1	Clean & polish removable appliances and prostheses	1	1	1	6
1	0	2	6	Polish coronal surfaces	1	0	1	7
6	0	0	3	Fabricate temporary crowns	0	0	2	7

5	2	1	1	Fabricate custom trays	0	0	1	8
				Office Management				
2	0	4	3	Manage telephones and control appointments	1	2	4	2
4	1	3	1	Perform financial transactions	2	3	3	1
7	1	0	1	Complete third-party reimbursement forms	3	2	3	1
2	3	3	1	Manage recall systems	1	3	3	2
0	1	5	3	Operate computer for business purposes	1	2	4	2

Please record below any comments related to the competencies listed in Question #7:

Additional Feedback Requested:

1. The greatest strength of the PCC Dental Assisting Program was:

- Clinical and having the best!
- Its Instructors and EFDA Certification.
- PCC offers a great comprehensive approach to dental assisting. Especially in chairside and infection control. There are experienced instructors dedicated to your success.
- Bonnie Marshall, Wonderful Instructor.
- The staff! With the combined knowledge of all the instructors with such a wide variety of dental experiences made this program outstanding!
- It was very organized and the instructors are wonderful.
- Clinical. (2)

2. The greatest weakness of the PCC Dental Assisting Program was:

- More exposure to new procedures/materials.
- Too Little time for too much information.
- No office rotation working with the receptionist in answering phones, scheduling etc.
- Clinical chairside assisting was much slower than at any practice I assisted with.
- Not enough time to learn ortho functions.
- Not knowing computer/front office.
- More exposure to procedures

3. In what specific ways would you improve the didactic and /or clinical component of your dental assisting education at PCC?

- More time to experience working chairside and front office.

A6 Takes impressions, make study cast and bite regist.		10.53%	26.32%	63.16
A7 Assists Chairside.			21.05%	78.95%
A8 Applies Topical Anesthetic.		5.88%	35.29%	58.82%
A9 Places and removes rubber dam.		5.26%	47.37%	47.37%
A10 Performs coronal polishing.			33.33%	66.67%
A11 Places Pit and Fissure Sealants.		7.69%	46.15%	46.15%
A12 Fabricates and cements temporary crowns.		5.88%	41.18%	52.94%
A13 Applies Fluoride Agents.				

Section A Continued:	Poor	Fair	Good	Excellent
A14 Polishes Amalgam Restoration.				
A15 Provides post-op instructions as prescribed by the dentist.		11.11%	66.67%	22.22%
A16 Fabricates bleaching trays.			43.75%	56.25%
A17 Places matrices.		21.43%	50%	28.57%
A18 Removes cement/orthodontic bonding material.		18.18%	45.45%	36.36%
A19 Places and removes arch wires and separators.			83.33%	16.67%
A20 Cleans/polishes removable appliances.		12.5%	43.75%	43.75%
A21 Maintains accurate patient treatment records.		4.88%	41.18%	52.94%
A22 Provides oral health instructions.		5.56%	38.89%	55.56%
A23 Manages supply inventory and ordering.			44.44%	55.56%

Comments: _____

Section B

Professional Skills and Office Procedures	Poor	Fair	Good	Excellent
B17 Works as a team member.			16.67%	83.33%
B18 Uses time efficiently.		5.56%	27.78%	66.67%
B19 Is dependable and punctual.			11.11%	88.89%
B20 Presents a professional appearance and demeanor.			11.11%	88.89%
B21 Manages telephones and controls appointments.			66.67%	33.33%
B22 Performs financial transactions.		10%	50%	40%
B23 Completes third-party reimbursement requests.		12.5%	50%	37.5%
B24 Manages patient recare system.		14.29%	57.14%	28.57%
B25 Coordinates/communicates with referral of patients.		9.09%	63.64%	27.27%
B26 Utilizes computer software programs.		12.5%	43.75%	43.75%
B27 Communicates effectively with co-workers and patients			38.89%	61.11%

from diverse cultural and/or ethnic backgrounds.

Please comment on the perceived strengths and/or weakness of the PCC graduate in your employ:

What specific recommendations would you make to improve the PCC Dental Assisting Program and prepare the students for the workplace?

Please continue to Section C. on the back page.

Section C Please answer the questions below whether you currently employ a PCC Dental Assisting Graduate, or not. The information you provide will help us serve your needs as employers through future curriculum revisions.

Please indicate the type of technology you currently expect your DA to utilize or assist with in your practice:

No= 44.74%

Y= 55.26% Paperless Charting System

Type/Program: Daisy = 5.26%
Dentrix = 13.16%
Eaglesoft = 23.68%
Practiceworks = 2.63%
VA system = 2.63%
None = 52.63%

No= 25.64%

Yes=74.36% Paperless Appointment Scheduling

Type/Program: Daisy = 2.56%
Dentrix = 20.51%
Dentalvision 2.56%
Eaglesoft = 25.64%
Practiceworks = 2.56%
Genesis = 2.56%
QSI = 2.56%
Not type listed= 41.03%

35.9% N Digital Imaging
64.1% Y

Sensor system 66.67%
Phosphor plates 27.03%

N= 67.57% Diagnodent

Y= 32.43%

N=34.21% Intra-oral camera
Y=65.79%

N= 67.57% Oral Cancer Screening Tests
Y= 32.43%

Type Velascope = 16.32%
Visalite 2.7%

N= 78.39%
Y=21.62%

Other Technology utilized

Type
Biolase 2.7%
Caries Screen 2.7%
Cerac 2.7%
Laser 2.7%
Pano/Ceph 2.7%
Rotary endo 2.7%

Would you utilize your DA for placement and finishing of amalgam and aesthetic restorations in your practice? Yes 20%
No 80%


Thank you for your feedback on this survey. Please enclose it in the self-addressed envelope and mail it by **June 30th**.

DA 2009/10 Patient Satisfaction Survey

Please help the PCC Dental Department provide the highest quality care to our patients by giving us feedback on your experience here as a patient.

You may leave your completed survey in the designated box in the reception area.

Place a check mark in the column that best describes your experience.

 Portland Community College	Agree	Somewhat Agree	Do Not Agree	NA
1. There were no problems scheduling appointments.	95	8	4	
2. I was informed of the time commitment and # of appointments.	101	6		
3. The atmosphere of the reception area was comfortable.	106	1		
4. The atmosphere of the clinic was comfortable.	106	1		
5. The condition of my mouth was explained to me.	101	4		2
6. I had the opportunity to ask questions and give consent for care.	104	1		2
7. I was informed what treatment could be obtained at PCC.	96	6	1	1
8. I was informed when I needed referral to another facility for care	79	2	1	24
9. I learned how to care for my mouth.	93	1		11
10. Information was presented in a way that I could understand.	101	4		2
11. The student made me feel safe and comfortable.	103	3	1	
12. The student conducted themselves in a professional manner.	103	3		1
13. My privacy was respected.	105	1		1
14. The faculty exhibited professional chairside manner with me.	105	2		
15. The faculty interacted respectfully toward the student.	104	3		
16. I will return to PCC for dental care.	105	2		
17. I would recommend PCC to family and friends.	104	3		

Please comment about any of the questions above or share thoughts about your experience in the PCC Dental Clinic:

Thank You!

EXHIBIT – 8

Curriculum Changes Made Based on Survey Feedback

- Office Procedures: DA 150, Eaglesoft Database, coordination with DA Clinic beginning fall term to have students take phone calls, schedule and confirm dental appointments.
- Dental Materials: Team teaching, dental anatomy (Bonnie) prior to amalgam restoration lab. Alginate impression demonstration on a manikin prior to taking impressions in dental clinic. (Ginny)
- Reassess fall term finals from each lab to better reflect student performance.
- Coordinating Ethics/Professional expectations and points for each of the three labs.
- Utilize Rubrics during lab grading to improve consistency between graders.
- Institute partner to partner radiology lab placement of film to improve “real world” experience not offered by dental manikin
- Small group expanded function practice sessions added.
- Addition of Study Buddies to allow for small group study time

EXHIBIT – 9

Minutes of DA Advisory Committee Meetings

PCC Dental Assisting Program Spring Term Advisory Committee Meeting – 5/19/10

In attendance: Ginny Jorgensen, , Lani O'Brien, Judi Galusha, Mary Harrison, Erin Peerboom, LeeAnn Redifer, Josette Beach, Dr. Robert Jones, Lynn Schmidt, Kara Atkins, Bonnie Marshall

Josette Beach welcomed the committee and had Ginny Jorgensen explain the DA student term project assignment and introduce the students. The five students who were selected to present their oral health informational boards were: Kim Phung Huynh, Hilary Hansen, Emily Popp, Shauna Sonoda and Alycia Stuber. The students each gave a short presentation and answered questions about their projects. The students then asked questions of the advisory committee about the dental community and dental assistant employment prospects. The advisory committee gave their perspective on what will contribute to the students' future success.

Bonnie Marshall reviewed the DANB, Oregon Board of Dentistry, Radiology Examination criteria that was changed 2 years ago. The approach is that of an overall holistic method however the changes were not communicated to the instructors of the Oregon Dental Assistants Education Consortium. Therefore there has been some confusion regarding students who have not passed their boards. Bonnie explained the changes and how she will be changing her curriculum to include more focus on critiquing and selecting the most appropriate patients for the DA student DANB Boards. Advisory board members were presented with examples of radiographs that have not passed DANB examiners. It was the consensus of the advisory members that the films were diagnostic. Bonnie will be attending the OBD meeting Friday, May 21, 2010 and will report back at the Fall Advisory Meeting.

Mary Harrison recommended a letter be sent prior to August as DANB will be holding a Board meeting mid-August. This would be regarding x-ray evaluation for Oregon.

Submitted by Ginny Jorgensen

PCC Dental Assisting Program Spring Term Advisory Committee Meeting – 5/26/09

In attendance: Ginny Jorgensen, , Lani O'Brien, Mat Bayha, Judi Galusha, Mary Harrison, Erin Peerboom, LeeAnn Redifer, Josette Beach, Dr. Robert Jones, Dr. Allan Pike, Kara Atkins.

Josette Beach welcomed the committee and turned the meeting over to Ginny Jorgensen who explained the DA student term project assignment. The six students who were selected by their peers to present their oral health informational boards were: Renee Lawson, Chrystal Maldacker, Alisha Carruthers, Brittain Tripp, Melisa King and McKinsey Stone. The students each gave a short presentation and answered questions about their projects.

The students then asked questions of the advisory committee about the dental community and dental assistant employment prospects. The advisory committee gave their perspective on what will contribute to the students' future success.

Josette opened the floor for discussion regarding a draft of our internship dental office thank you letter which included a request for a \$10.00 donation to the PCC Foundation to help fund the continuation of the Hazel O. Torres scholarship for 2010. The committee members were in agreement that the request for monetary support should not be included in the thank you letter. The suggestion was to request a donation

next fall when sending out the internship dental office request letter. The donation could be requested in lieu of volunteering to have a student for spring term. A letter will be drafted for the committee to review at the fall meeting.

Erin Peerboom is Education Chairman for Metro Dental Assisting Society and shared with the committee that she will be providing education next year. Suggested topics were Fluoride by Dr. April Love, Early Childhood Caries Prevention.

Fund raising ideas for the Hazel O. Torres Scholarship were discussed included; Partnering with Metro DA Society to offer CE courses, offering CE courses at PCC by volunteer dentists (Dr. Pike, Dr. Jones), offering a low cost sealant program on Saturdays. All these ideas will be discussed in more detail during the fall term advisory meeting.

Mary Harrison presented information on the “Study Buddy” program that she started winter term. A few students met with her twice to study and review test information. It was very successful and she volunteered to continue the program for next year. She said she has talked to other dental assistants who are interested in participating to help mentor students. Josette reiterated that that it was very helpful as we did not lose any students winter term due to low test scores.

Submitted by Ginny Jorgensen

PCC Dental Assisting Program Winter Term Advisory Committee Meeting – 2/11/10

Combined Meeting between the three programs and the CODA Accreditation Site Visitors. Breakfast served. Site Visitors met with all advisory committee members privately to discuss the effectiveness of the committee and utilization of the committee by the programs.

DA Committee member attendees: All DA Faculty, Josette Beach, Dr. Robert Jones, Erin Peerboom, Mary Harrison, Judi Galusha, Kara Atkinson, Lynn Schmidt.

PCC Dental Assisting Program Fall Term Advisory Committee Meeting – 11/9/2009

In attendance: Combined meeting between all three programs. DA Committee Attendees: All FT Faculty, Josette Beach, Matt Bayha, Lynn Schmidt, Erin Peerboom, Kara Atkinson, Judi Galusha, Mary Harrison, Dr. Pike, Dr. Jones.

Welcomed new members.

Discussed demographics of students in each program.

Introduced the FYI Newsletter

Presented the Accreditation documents that will be sent to CODA

Discussed the purpose of accreditation and the meeting that the advisory committee members will have with the CODA Site Visitors in February. A Breakfast meeting was decided on rather than a lunch meeting.

Break-out sessions with each group to answer program specific questions and gather input from the advisory committee members.

PCC Dental Assisting Program Winter Term Advisory Committee Meeting – 2/19/09

In attendance: Ginny Jorgensen, Dr. Ryan Donnelly, Brandy Hanton, Bonnie Marshall, Lani O’Brien, Mat Bayha, Judi Galusha, Mary Harrison, Erin Peerboom, LeeAnn Redifer, Josette Beach

Director Josette Beach welcomed advisory committee members.

Bonnie Marshall discussed accreditation standards “Key Points” of the role of an advisory committee and the expectations during the 2010 site visit.

It was decided by the committee that Judi Galusha, current chairperson, will remain in this position for another year.

Ginny Jorgensen presented the Clinic videos that were filmed last summer and used for instruction in DA 113, Clinical Procedures Lab I. Members discussed subjects of future videos that the DA Program should produce. The following were suggested:

- Patient scenarios of patient/dental assistant interaction to educate the students in appropriate communication skills.
- Radiograph placement with result/outcome pictures of radiographs.
- Panorol operation

Josette Beach presented the \$500.00 Hazel O. Torres Scholarship information and requested the committee members to review four applicants using a number rating evaluation tool. Applicants were identified by using numbers 1 through 4. In addition, Mary Harrison gave an explanation of Hazel's dedication, commitment and impact on the profession of dental assisting. From the evaluations, total numbers were calculated. The results were the following totals:

- #1 – 62.5
- #2 – 79
- #3 – 70.5
- #4 – 60

The #2 student being awarded the \$500.00 scholarship will be notified during Dental Assistant Recognition Week.

Josette Beach asked the committee members to share their observations and predictions for future dental assistant employment opportunities and what we should recommend to our students when searching for employment. The following are suggestions:

- When applying for a position, deliver the resume in person. Allows dental office to establish an initial impression of candidate.
- Choose to print resume' and cover letter on nice letterhead instead of faxing sending by e-mail.
- Attach a letter of reference to resume'.
- Demonstrate confidence and communication skills.
- Demonstrate excellent work ethic and skills during internship.
- Dress professionally, hair neatly groomed for interview.
- Apply to dental offices close to home.

Continued education was addressed. Mary Harrison said that she receives calls from dental assistants who want to take EFDA, Sealant, Reline and Radiology classes. She forwards them to PCC instructors. Bonnie Marshall and Ginny Jorgensen said they do keep a list of names and information of people who are interested in taking courses but it is difficult to obtain enough interested people for a class. They prefer to have at least 6 participants. Josette Beach suggested using the PCC Institute for Health Professionals to market these courses. We will request Irene Giustini to attend a future advisory meeting so she can share her ideas on how we can publicize the courses to the dental community.

The spring advisory meeting was discussed. Members agreed to a Thursday, 6:30, evening meeting time. Ginny suggested having a few selected students to present their Oral Health Information Projects to the committee. The members agreed. After reviewing the spring syllabus, Ginny will select two dates for members to choose from.

Mary Harrison suggested creating a mentoring study club for students. She volunteered to help students study. The instructors welcomed this offer and will discuss options of how this can be facilitated.
Submitted by: Ginny Jorgensen

PCC Dental Assisting Advisory Meeting Minutes

September 24, 2008

Kick-Off Barbeque sponsored by Burkhart Dental for all dental programs' students, faculty, advisory members and staff.

Present: Erin Peerboom, Dr. Jones, Kara Atkins, Judi Galusha, Ginny Jorgensen, LeeAnn Redifer, Bonnie Marshall.

Burkhart Dental Supply Company representatives provided dinner for all staff, students and advisory committee members in the PCC cafeteria. After dinner, the individual programs met with their perspective advisory committee members.

Jeff Reese, Burkhart Dental, Regional Manager, introduced himself and other Burkhart representatives. He spoke of the high quality of graduates that APCC produces and the importance of dental assistants as team members and support to the dental offices. He wished the students good luck for a successful year.

The advisory committee members introduced themselves to the DA students and described their relationship to PCC.; The past DA graduates, Judi, Erin and Kara spoke of their experiences as students as working dental assistants and where they are currently employed.

The DA students were dismissed and the advisory committee members met with the instructors. The Bond Measure and changes that may occur to the dental clinic if it passes were discussed.

Winter term meeting will be scheduled on a Thursday evening. Finny will send e-mail to members with the date. At the winter meeting we will be showing the clinic videos that were filmed last summer and discuss other potential video projects that would be beneficial to the students. In addition we will be discussing the accreditation site visit that will occur in 2010.

Respectfully submitted by: Ginny Jorgensen

PCC Dental Assisting Advisory Meeting Minutes

May 1, 2008

In attendance: Ginny Jorgensen, Dr. Ryan Donnelly, Brandy Hanton, Bonnie Marshall, Lani O'Brien, Mat Bayha, Dr. Allan Pike, Judi Galusha, Mary Harrison, Erin Peerboom, LeeAnn Redifer

Director Josette Beach welcomed advisory committee.

Chairman Judi Galusha directed the meeting to Bonnie Marshall

Bonnie presented the Portland Community College Advisory Radiology Proposal Support Letter. The committee reviewed and made changes to the draft that Dr. Pike had developed after the February meeting. After the final draft was approved all members present signed the letter. Bonnie will submit the signed letter to the May 30th Consortium meeting to be held in Pendleton, Oregon at Blue Mountain Community College. Mary suggested that we send the advisory committee members addresses of the Oregon Board of Dentistry members. This will allow each of the PCC members to send additional support letters if desired.

Bonnie suggested and it was agreed that reviewing radiographs for grading would be more suitable next fall after OBD accepts the proposal.

Submitted by: Ginny Jorgensen

PCC Dental Assisting Advisory Meeting Minutes

February 28, 2008

In attendance: Ginny Jorgensen, Dr. Robert Jones, Dr. Ryan Donnelly, Brandy Hanton, Kara Atkinson, Bonnie Marshall, Lani O'Brien, Mat Bayha, Dr. Allan Pike, Judi Galusha, Mary Harrison, Erin Peerboom

Director Josette Beach welcomed advisory committee.

Committee members introduced themselves.

Chairman Judi Galusha directed the meeting to Bonnie Marshall

Bonnie presented the Oregon Dental Assistants Consortium's Clinical Radiology Examination Proposal to the committee. All members received a copy of the proposal, draft letter to the Oregon Board of Dentistry and radiograph exam grading system. There were many questions and discussion. The advisory committee decided to rewrite the letter and have a final draft ready for the May 1st advisory meeting. This will allow PCC to bring the revised signed letter to the May 30th Consortium meeting to be held in Pendleton, Oregon at Blue Mountain Community College.

Bonnie briefly explained the criteria for grading radiographs and the point system that DANB currently uses to determine an acceptable FMX for the radiology exam. She also provided examples of FMX's that were taken in the radiology lab for members to view.

Chairman Judi Galusha scheduled the spring term advisory meeting for May 1st, 6:30pm. The committee will finalize the OBD letter and have a practice session on grading radiographs.

Submitted by: Ginny Jorgensen

11-15-07

PCC DA Advisory Meeting Minutes

In Attendance: Dr. Robert Jones, Kara Atkinson, Judi Galusha, Lani O'Brien, Bonnie Marshall, LeeAnn Redifer, Erin Peerboom, Ginny Jorgensen, Matt Bayha, Dr. Ryan Donnelly and Brandy Hanton.

Chairman, Judi Galusha conducted the meeting.

Master roster was passed around and corrections made.

Summary minutes that Judi read at the opening session were reviewed. No comments at this time.

Program Outcomes were read. Some discussion as to whether we should be more detailed. Josette said we are looking to keep the information generalized and that the individual course syllabi are to be more specific. The committee agreed to submit the outcomes developed by the DA instructors at the inservice training.

The Committee members were asked the following questions:

1. What do the PCC dental assisting students do well?
2. What should PCC students do well?

Discussion regarding what is most important for dental assistants to be able to do as graduates varied. Brandy commented that taking radiographs was extremely important and that many of the other skills can be taught on the job. Erin agreed with the radiograph comment and mentioned the repetition that Bonnie required was helpful. Dara mentioned that DA's need to learn to leave their personal lives out of the work place as it affects their ability to perform in a professional manner. Erin said she felt learning how to

manipulate more materials, have opportunity to expose more panoramic radiographs and to be exposed to more hours on dental software would be helpful. Lani said she felt that learning to take a panoramic was a simple procedure to learn on the job as well as the specific dental practice software. Dr. Donnelly commented that education such as Cadcam procedures are important due to the fact that dental assistants are allowed to perform many of the tasks involved in this area. LeeAnn, Ginny and Bonnie reminded the committee members that much of the basic skills that are taught to satisfy ADA accreditation standards are changing but still required. Dr. Jones asked about PCC's ability to educate dental assistants in the area of placing and carving restorations if the Oregon Board of Dentistry should approve such a rule. Ginny commented that this skill would most likely have to be taught after graduating from the DA program due to the amount of time and practice that it would require to successfully complete the WREB exam. Additional comments regarding the ability to make temporaries and have better communication skills were heard. Overall, the committee agreed that professionalism and communication and exposing diagnostic radiographs are most important.

Judi asked that we take a few minutes to review the questionnaire that had been sent to each member. Several commented that a "not applicable" (NA) column should be added. Other comments included: the evaluation should have the ability to be returned in several ways (ie. Mail, e-mail, fax). This could possibly improve the number of responses received.

Bonnie reviewed the current application and testing process that the dental assisting students must follow to receive their radiology certificate through DANB. She further discussed the Oregon Dental Assistant Educators Consortium's proposal to make changes to this process. **It was agreed we will draft a letter from our committee that will support the proposal prior to the next meeting.**

The winter advisory meeting is scheduled for Thursday, February 28th at 6:30 PM. The group agreed on salad as our main entrée for the meeting. We plan to discuss and sign the radiology testing proposal support letter and to create procedures and guidelines for grading radiographs taken by the students and how the advisory committee members will participate in this process.

Submitted by: Ginny Jorgensen

05/30/07

PCC DA Advisory Meeting Minutes

Committee Members in attendance: Judi Galusha, Chairperson, Mary Harrison, Matt Bayha, Kara Atkinson, Josette Beach, Bonnie Marshall, Lee Ann Redifer, Ginny Jorgensen.

Judi Galusha conducted the meeting.

Oregon State Community College DA Program information was distributed and discussed. All programs are 3 terms except for Linn Benton which is a 4 term program that conducts externships during Summer Term. Prerequisites vary from college to college. Most have reading, writing and math testing requirements that are the same. Most program courses are the same. PCC was able to accept a Chemeketa student who had completed fall and winter terms, then transferred to PCC to finish and graduate. The transition was fairly easy due to the similarity of the programs. This is largely due to the Dental Assisting Educators Consortium meeting regularly. PCC is going to add a psychology course to satisfy the ADA accreditation human relations requirements. This course will be taken prior to or during the program and will begin fall of 2008.

The following mission statement was completed. All voted in favor to adopt as written:

“The Portland Community College Dental Assisting Program Advisory Committee’s mission is to form a partnership with the PCC Dental Assisting Program to meet the needs of the dental community and promote the success of the dental assisting students.”

Continuing Education for dental assistants was discussed. Mary suggested we have available expanded duty courses that will appeal to dental assistants in the community. It is difficult to determine how many will register for such courses so the possibility of listing courses with TBA date was discussed. Josette said the PCC Institute healthcare providers are willing to promote any courses we might suggest. Kara suggested subjects such as Forensics and Office Teamwork would be of interest. New subjects to attract the entire dental team members were discussed and it was decided that each member will have suggestions at the fall meeting. Josette will schedule an institute representative to present the information on what steps must be taken to get a course into their program.

The fall meeting will be scheduled for late October and begin as an entire dental department meeting.

It was suggested by Bonnie Marshall that we discuss the consortium radiograph proposal for grading of board radiographs required to pass the radiology certification in the state of Oregon. This includes no longer using DANB examiners but hiring local dentists to do the grading. This subject will be reviewed during the Winter Term meeting.

It was suggested by Ginny Jorgensen to have the Dental Hygiene students present their international dental experiences at the spring advisory meeting.

Next meeting date and time TBA.

02/28/07

Dental Assisting Advisory Committee Meeting Minutes

Attendees: Judy Galusha, Mary Harrison, Matt Baya, Josette Beach, Bonnie Marshall, LeeAnn Redifer.

Bonny Marshall reviewed the agenda and conducted the meeting.

Judi Galusha was voted in as committee Chairperson and will begin facilitating with the spring meeting. Discussion about the chairperson’s role and reminder that the committee meets once a term, Fall, Winter and Spring.

Design Advisory Committee Mission Statement – What’s our purpose?

The members present proposed the mission statement to be:

“To advise the Portland Community College Dental Assisting Program to the needs of the dental community.”

The committee will review, add suggestions and prepare for a vote at the next meeting.

Review other Accredited Programs prerequisites and requirements.

Short discussion about accredited programs vs. non accredited programs. Information for comparison of other programs was unavailable to discuss. Comparisons will be sent out to members for future discussions.

Make a list of CE Courses PCC could offer to dental assistants.

Some suggestions were:

Get Dentist's feedback and look at community standards

Possibility of expanding instructors to include outside dental community instructors to teach the CE classes. To increase the dental community's interest could PCC promote the CE classes with promotional flyers and advertisements?

Create "Dental Day" agenda and select date.

Original idea was to create a day where student could tour dental facilities and to include possible group presentations from dental assisting, dental tech and dental hygiene. Matt will review his schedule and set a date for 2008.

PCC's Employer showcase was explained with the possibility of Beaverton High students to attend next year. The Oregon Dental Conference was also discussed for Beaverton High student attendance.

Matt Bayha provided a handout that is used for their student's rotation in the dental community. The outcomes for this assignment is explore dental careers by observing dental staff in the office setting and create an educational plan with personal goals for the student.

Suggestions for partnership between PCC and Beaverton High included a student rotation through the dental department. The rotations would include 10-12 students over a 3.5 month time span. Winter term would be most beneficial with the idea of assigning a PCC student mentor for the high school students.

Rank importance of DA skills taught in program to current community standards.

Dental office feedback included more importance needed for training assisting student's to anticipate treatment. Example given: Not waiting to be told what to do next, be able to take appropriate action. Be familiar with procedures to be able to move forward with instrument set-up or materials.

Other insights included staying busy in "down time" and deportment, which includes correct language and proper dress (Aka professionalism)>

Next meeting date: Wednesday, May 16th at 6pm@PCC. Room TBE in a reminder note that will be sent two weeks prior to meeting.

EXHIBIT – 10

Examples of Faculty Meeting Minutes

Date: April 27, 2010

DENTAL ASSISTING Staff / Planning Meeting Location: Dental Dept Conference Room

Discussion	Decision	Follow-up	Who
Washington rules for dental assistants.	Bonnie gave each of us a copy of the information.	Keep on file for future DA's who seek employment in Washington	All instructors
Reviewed 139 DA Applicants for fall 2010.	Using the lottery system 60 were chosen and accepted. 20 alternates were selected.	Applicants will be notified	Josette
Applicant letters	Removed \$50.00 application fee from program. Changed dates.	Check with Kevin Faherty regarding the Criminal History Background check fee.	Ginny
Orientation Date	Will schedule orientation in August.	Check calendars to determine best date.	All instructors
Equipment wishlist	LeeAnn wants custom tray material, Ginny wants light cure units, Bonnie wants lead aprons	Get prices to Josette ASAP	All instructors
Color Group Representatives chosen	Yellow Group, Faith Alstot Blue Group, Aimee Fox-Torres Red Group, Rachel Castaneda		
Spring Advisory Meeting	Will schedule for the week of May 17 th . Present student term projects and radiology updates	Check with Advisory members as to which day will be most accommodating.	Ginny
Discontinue OHSU Winter Term Rotation	Will add a community service rotation assignment to replace hours from OHSU rotation.	Look into Children's Dental Health month activities and assisted living facilities for rotation opportunities	Bonnie & Ginny
Reviewed PCC Grading Policy Overveiw	No action taken		
DA student name tags	Confusion and inconsistency regarding name tag purchased last year.	Check with PCC Print Center to determine procedures for ordering name tags from them.	Ginny
Scholarship monies	Difficulty in establishing Hazel Torres Scholarship through the PCC Foundation.	Will explore providing scholarship through Metro Dental Assisting Society	Bonnie & Ginny

Date: October 13, 2009

DENTAL ASSISTING Staff / SAC MEETING MINUTES Location: Dental Materials Lab

Discussion	Decision	Follow-up	SAC/P&CM Plan
Ginny gave status of her efforts 10/12 Mtg with Kaiser Managers Presentation of DA Programs Goals for student externship OHSU Student Orientation Scheduled 12-9	Ginny will communicate with individual Kaiser managers via e-mail	Ginny will update staff of results of her meetings	CM #4 Fall
Unconfirmed news that Clark College has a DA program with 20 students enrolled		Bonnie will visit Clark college Campus and gather information	No
Need for individual meetings with students	<ol style="list-style-type: none"> 1. Start with concerns/at risk students 2. Student requests 3. As needed 	As needed	No
*Complete/see attached Response to H1N1 college concerns			CM #4 Fall PM #3 Fall
Options available for students who miss class due to illness. Communicate concerns via MYPCC CIP (Course in progress notes)	Volunteers from community will be available to tutor students	Josette will complete grant for Winter term to allow Cindy to work with selected students. Ginny will contact volunteers for specifics and coordinate	no
Reviewed Catalog 2009/2010 for changes in future		Meeting scheduled with Davonna 10/16 to review	PM # 3 Winter
Ginny has created a Facebook listing for former students to communicate.	This will be used in the to contact and plan future alumni activities		no
LeeAnn has requested a list of current texts used in the program to order to put on reserve for student used at the PCC Library		Bonnie to send the current list to LeeAnn to forward to the Library	PM #1 Fall PM # 1 Winter
Discussion	Decision	Follow-up	SAC/P&CM Plan
Advisory meeting scheduled for 11/9/09 at 6:30pm	Format to follow from Josette		PM #5 Fall

PCC Foundation	Bonnie request a meeting with a foundation rep to discuss and clarify accounts and balances	Josette will request a meeting for 10/20 Sac day	
Pam's hours in Radiology	Bonnie is concerned with the necessity to reduce Pam's hours in Radiology	Josette volunteered to assist Bonnie as needed	
Accreditation Site Visit Schedule	Discussion and instructor sign up on tentative schedule of CODA requirements for site visit scheduled 2/10,11,12, 2010		PM #3 Fall

Date: March 31, 2009

DENTAL ASSISTING MEETING MINUTES

Location: HT 206

Subject	Discussion	Decision	Follow-up	Who
Extramural Office placement	Willamette dental has requested two student to be available for Saturday hours.	No Saturday's at this time	Will only consider on an individual student basis	All staff
	Ginny updated information for each individual student Nina Patel may need to be at two locations to complete her hours Monica Ramirez may not meet requirements set by Willamette dental	Wait for Monica to contact Ginny with her status	Bonnie will monitor Nina's progress and make a recommendation after next week Recommend Monica to research another location for her extramural experience	All staff
Radiology evaluations	Bonnie shared her expectations for student evaluation	One evaluation is for PA's (list on back of sheet) Two for patients to include pano 4 bitewings and or FMX		All staff
Reviewed DA hours	Expectations of eight hours per day to reach the goal of 240 hours for spring term Specialty office hours expectations are 8 hours for each evaluation Discussed PCC dental clinic hours	Will monitor students progress Student will need to schedule additional visits to reach the goal if the hours are not available. Students will be given four hours of clinical experience for each clinic lab in spring term		All staff

DA Staff Meeting Minutes

1/29/09

SAC Business

- Tentatively Scheduled Meeting with Mickey about DA 160 2/25/09 at 12:00pm
- Scheduled Library visit 2/12/09 at 12:00pm
- Changes to DA website will be tabled until Spring term
- Work session on CODA project

DA certificate testing update:

- Ice exam is being handled on an individual basis to accommodate testing
- Radiology Bonnie is implementing a new process to allow students to schedule their own testing date and receive extra credit points for following the new plan. Bonnie will provide copy of her process to staff.

Winter Rotation discussion.

- Staff has agreed not to make any changes this year and reevaluate after next year for any possible modifications. Overall student's evaluations are good. Number of evaluations are up from OHSU

Spring Term Office Practicum update:

- Ginny and Bonnie are coordinating visiting new offices and developing new contracts. Initial placement of students has begun.
- Office Practicum Manual has been completed and delivered to the print center and arrangements have been made for student purchase at the bookstore

DA Staff meeting Minutes

1/22/09

SACC Business

- LeeAnn will e-mail Mickey to set up meeting with DA staff to discuss DA 16)
- LeeAnn will set up Library visit 12-1 on a Thursday during staff meeting time.
- Add discussion about the DA website to future staff meeting agenda prior to talking with Missy about requested changes.

Reviewed update OHSU student evaluations.

- DA students need a minimum of six evaluations to total 20 (twenty) points. These can be done daily and reflect various experiences. Positive results have been observed so far.

Reviewed new and improved Extramural Manual.

- Changes in 3-6-9 week student evaluations.

Purpose of the changes is to make objectives easier to understand for the Dental Office Staff resulting in more accurate evaluations.

Modify grading criteria to better reflect program expectations of students and to track student progress.

3 week/ Beginner (grading criteria changed to reflect expectations at this level)

6 week/ Intermediate (grading criteria changed to reflect expectations at this level)

9 week/ Advanced (grading criteria changed to reflect expectations at this level)

DA Staff will review other proposed changes as they are completed. This years manual to be purchased by students at the bookstore this year.

Reviewed communication protocol in case of instructor absence.

- Step one communicate absence by calling Josette and at least one other DA instructor.

The decision of how to notify students will be made for each situation

EXHIBIT – 11

DANB Examination Results for Previous Three Years Dental Assisting Program

1/1/09 – 7/31/2009		
Exam	# Pass	# Fail
CDA	No CDA Records for this Period	
GC	15	2
ICE	35	4
RHS	32	1
1/1/08 - 12/31/08		
Exam	# Pass	# Fail
CDA	No CDA Records for this Period	
GC	13	1
ICE	34	7
RHS	37	3
1/1/07 – 12/31/07		
Exam	# Pass	# Fail
CDA	Examinees w. overall CDA pass = 2	
GC	19	3
ICE	37	4
RHS	35	5