# Signature Page

**DENT-2009**

## I. Team Members

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<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
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<tbody>
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<td>Primary Team Member</td>
<td><a href="mailto:grace.hom@marin.edu">grace.hom@marin.edu</a></td>
<td>415-485-9327</td>
<td>Entire Program Review</td>
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## II. Program Review Committee

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<th>Name</th>
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<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<td>Chris Schultz</td>
<td>Student Access and Success Committee Chair</td>
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<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<td>Nick Chang</td>
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## IV. Board of Trustees President

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<td>Eva Long</td>
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Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The Dental Assisting Program at College of Marin offers in-depth training and knowledge in didactic, hands-on preclinical training and over 340 hours of clinical instruction.

The program is accredited by the American Dental Association, Commission on Accreditation.

The program offers both 10 month full time instruction and 18 month part time instruction.

Successful completion of the program earns the student a Certificate of Completion in Dental Assisting and eligibility to sit for the California Registered Dental Assisting Examination.

Successful completion of the program also provides the student with Certification in Radiation Safety, Coronal Polish, Ultrasonic Scaler, and Pit and Fissure Sealants approved by the State of California, Department of Consumer Affairs.

II. Program Purpose
Pathway:
Career Tech. Ed.
Briefly describe how your program fits into the pathways you have chosen.

The ultimate purpose of the program is provide state of the art, in-depth knowledge and training to provide the dental assisting skills needed for an entry level position for all the students enrolled in the program leading to a Certificate of Completion in dental assisting. It is also the purpose of the program to assist the students in applying and passing the California Registered Dental Assisting examination. This licensure not only provides a higher salary margin, but also provides an advantage for employment
in a highly competitive job market.

Lastly, the program encourages career advancement within the dental profession and refers interested students to the College career counseling offices to pursue careers in dental hygiene, dentistry, dental assisting teaching credentials or dental research.

III. Students Served
Briefly outline what students are served in your program.

The program accepts the High School graduate or GED students, the re-entry student, the change in career student, the CalWorks applicant, or the workmen's compensation retraining student. Basically, the program serves any person who is interested in a fast-moving career that is never stagnant, the person who likes helping people with their dental care needs, the person who can multi-task, and the person who likes working with their hands.

The gender of student that this program serves over the last five years has been 86.98% female and 13.02% males. We are seeing more and more males enroll during this poor economy. Although the field has been open to both men and women, traditionally the women have been and still is the majority of enrollees.

The age range for these students has been a wide range with 18-24 years at 49.4%, 25-29 years at 18.08%, 34-49 years at 17.16%, 30-34 years at 11.84%, and over 50 years at 1.18%. There is also a small percent (2.26%) that join the program in the fall under the age of 18, but turned 18 by the spring semester when they have contact with live patients.

The demographic ethnical make up is also very wide spread for the last five years with the highest group of Hispanics (40.6%) second highest group of Whites (38.6%), Asians (12.62%), African Americans (4.9%), American Indians (2.9%), other ethnic groups (6.34%) and non categorized (1.74%).

The age requirement for this program is that the student must be a minimum of 18 years by the time they
have contact with patients in the spring semester. This age requirement is under the California Radiation Safety Certificate that indicates any person exposing radiation on live patients must be at least 18 years of age.

There is an English requirement that require the applicant to have a minimum English level of qualifying for English 98 reading and communication skills to be successful not only in the program, but also in the dental assisting field.

**IV. Program History**

*Briefly outline the recent history of your program.*

The dental assisting program was initialed at College of Marin in 1962 under Vocational Education. The program was accredited by the American Dental Association in 1974 and has received full renewal accreditation every 6 years. The program graduated it's first State licensed Registered Dental Assisting students in 1978. This program is widely accepted by Marin County Dentists as providing quality training for dental assistants who are well prepared for the field.

**Attachments:**
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
DENT-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.
1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway: Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

Basic Skills: To provide basic skills for the student to function as a dental assistant and to be and to be able to interact with the public, professionals and colleagues in the profession. This includes writtem...
reports and class projects on dental topics. The student must research dental topics using professional journals, searching the web, and interviewing dental professionals then report their findings of their research to the class.

**Career and Technical Education:**

The ultimate purpose of the program is to provide state of the art, in-depth knowledge and training to provide the dental assisting skills for an entry level position. It is also the goal of the program that the student successfully complete the program and earn their Certificate of Completion in Dental Assisting. To this end, to help the student succeed in the program, when appropriate, the student is referred to the College resources available such as childcare, financial assistance, tutorial services, career counseling and special needs services to help the student complete the program.

It is also the purpose of the program to assist the students in applying and passing the California Registered Dental Assisting examination. This licensure not only provides a higher salary margin, but also provides an advantage for employment in a highly competitive job market.

**Cultural Enrichment:** Although the program focuses on training for the field of dental assisting, it also announces campus events and courses that would enrich the individual's culture enrichment. College of Marin provides courses in the arts as well as various musical and theatrical productions given throughout the school year. Most of our students are residents of San Rafael and can attend functions at night or on weekends for their enrichment. This cultural enrichment would also enhance the students ability to interact with the dental patients in the workplace.

**Lifelong Learning:** As much as 16% of the current class enrollment already have their bachelors degree in another field of study. These individuals come to our...
program seeking a career change, technical skills, or rejoining the workforce after raising a family. Many will return to College of Marin to seek other courses such as learning a foreign language, improving computer skills, taking physical exercise classes, or taking community education short courses.

**Transfer:** Students who are motivated and interested in pursuing advance dental careers in dental hygiene, dentistry, dental assisting instructor credentials, or dental research are referred to the college career counselors to assist in their pre requisites and course work needed to transfer to a four year institution.

**III. How does your program/discipline help students meet these goals?**

Individual instructors and the program coordinator have individual meetings throughout the semester to assess the student's progress or lack thereof. As a result of these periododical meetings, the student will keep their career goals on track. Depending on the issue, a student may be referred to the class tutor, financial aids office, special needs office or the English department. Sometimes a student who was not realistic about the work load of a full time student may be advised to drop to part time status to take the program at a slower pace.

Those students who seek advance careers in dentistry are referred to the college career counselors for pre requisite work before transferring to a four year institution.

**IV. How do you measure your success?**

The following are markers of student success in the program:

The student must receive a minimum of 75% score to be considered passing work.

1. Class participation
2. Quizzes
3. Class assignments
4. Homework assignments
5. Midterm
6. Final
7. For some, enrollment for pre requisite classes to transfer to a 4 year institution

V. How do you make sure your students are able to get through your program in a timely fashion?

The dental assisting coursework is sequential. A student must successfully complete one semester to be allowed to continue to the next semester. All coursework must be completed with a minimum passing grade of 75% or better. This is grading criteria is set forth by the Commission on Accreditation and universal for all accredited programs. A student who falls below this score is periodically advised with a one to one meeting to discuss the student's progress or lack thereof and referred to the class tutor for remediation or additional instruction. A student who does not pass the first semester courses is allowed an one time repeatability to retake the given course again when the course is offered again.
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The main impediment towards full enrollment has been lack of enough exposure. In pre enrollment interviews, many students claim that they did not know such a program existed in their area. They know about Santa Rosa dental Assisting Program, but hardly know College of Marin exists.

The two main modes of recruitment have been word of mouth from pass graduates, dental professionals or the college catalogue and web site. Although much efforts has been made to create a stronger visibility through multi media, KGO web sites and the Independent Journal, somehow it has not brought about an considerable number of students into the program. However, for the 2009-2010 school year, we have had a 25% increase due to a state WIA grant where increased enrollment is mandated. The program coordinator spend summer months contacting local agencies via letters and phone contacts informing their participants of the available enrollment opportunities. Pass graduates were contacted to inform them of the enrollment openings for their friends and family.

In looking over the demographics, the major age group for enrollment comes from the 18-24 year old group with an average of 49.4% over the last 5 years. Traditionally a profession that draws more females (86.98%), we are seeing an increase of male students (13.02%) over the last 5 years. With regard to ethnicity the highest group are the Hispanic population (40.5%) while the white population is the second highest group with 38.6%. The remaining mix of students comprise of Asians,
African Americans, America Indians and non recorded groups (32.5%)

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The biggest factor in lack of success has been in the top two ethnic groups, the hispanic and the white students. The Hispanic student has difficulty with the reading/comprehension to successfully pass any written examination such as quizzes, essays, midterms, or finals.

Most of this group have good clinical hands on skills, unfortunately, these individuals while motivated, lack the academic prepareness for college work. These student struggle to pass classes.

The white population that do not pass with the 75% required success rate, usually have an attendance issue rather than academic deficiency. Many of these students come to class ill prepared, do not read the textbook or complete homework assignments. Many times these individuals have conflicting working schedules or personal issues that prevent enough time for homework or studying.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The biggest factor to student retention is the individuals committment toward their studies.

Often times students have unrealistic ideas about dental assisting. Some think it is an easy program and
are not prepared for the intense field of study especially in the full time program. Since our program is accredited by the American Dental association, there are standards on curriculum, number of clinic hours, instructional hours and evaluations that must be maintained.

There is a 10% no show rate at the beginning of the semester, although, it is strongly suggested that the potential student meet face to face with the program coordinator, there are always a few who sign up, not knowing what the program entails and do not show up for the first class meeting.

There is only one English pre requisites for eligibility for English 98. This pre requisites was implemented to ensure that the students have mimimum reading levels of at least the 11th grade level for which the textbook is written. The program has considered raising this level of English but forsee this to be a determent for the English as a second language student. In addition enrollment numbers is an issue to keep the classroom at capacity. Increasing the English requirement may prevent potential students from enrolling in the program. Until the enrollment rates are maximize each semester, this higher level of English cannot be implemented.

There have been a few students who drop out because of personal issues, such as needing to work in this strained economical times. Some students spouse have been laid off and they need to work to support the family. Single parents have also dropped out because they cannot find anyone to care for their small children or cannot afford child care so they can attend classes.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
New offerings/additional sections  
Articulation for transfer or COM GE  
Recruitment/outreach  
Student/job market demand change  
Faculty availability  
Facilities & technology  
Professional development  

Other:  
Low income child care availability, low income housing, Vocational Education English classes that help the student read and comprehend technical information, instructor professional development instruction on dealing with the special needs of the student such as English as a second language learner, autistic or bi-polar learner, and slow learner.

V. Please explain and provide additional details regarding your choices above:

Networking with local agencies to provide low income child care and housing especially for the single parent. These services may help the potential student complete their education which would provide them with a marketable skill.

Although students have taken English 92 or English 98, their reading/comprehension skills for technical subjects
such as anatomy, nutrition, basic sciences, or office management fall short. These student struggle to keep up with the reading, class assignments and have difficulty passing written examinations. The program would like to see these students complete the program and are at lost how to help them succeed.

Professional development for instructors would provide direction to improving class instruction to help with the slower learner, the ESL student and the autistic or bi-polar student who have a different learning style than the general student. This background knowledge would help these types of students succeed in
the program
Facilities Questionnaire
DENT-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Currently the dental assisting program is housed in Harlan Center at Kentfield campus. The program has outgrown the capacity of the lecture room and the clinical area. When there is enrollment beyond the 24 stations in the classroom, extra chairs are brought in and staggered around the counters on the periphery of the room. The lecture room often times is either too cold or too hot. The heat/air conditioning cannot be adjusted from the classroom and is centrally operated. Often times it takes the buildings and grounds department days to weeks before the heat or air conditioning is adjusted for student comfort. We have had times when the student needs to wear a coat in the classroom or lab because it is too cold. We have brought in portable fans to cool the room down so it is tolerable for learning. Many dental materials have to be thrown out because they reached over the maximum temperature of storage. The heating vent is directly above the storage area and one is NOT able to close this vent off to prevent temperatures that well exceed 85 degrees. Harlan center has several water leaks when there is a constant rainpour. There are leaking pipes that has created mold situations under the sinks. The classroom circulation situation in Harlan 156 encourage the breeding of bacteria as the circulation is not vented to outside environment but rather circulated from one end of the room to the other end. At least one fourth of the students have missed school because of flu like symptoms this past fall semester.

The current dental compressor that operates the dental units is not strong enough to have all four dental units operational simultaneously. This causes considerable down time in pre clinical instruction as the students wait their turn since only two of the four chairs can be working at one time.
The pipes to the model trimmer constantly leak water. It has been reported on several occasions, but remains unsolved. A drip pan needs to be emptied every few days or it will overflow down under the cabinet into the student's kits.

There are no outside ventilation for the sterilizers. When the sterilizers are in operation, we must open the doors for proper ventilation. This is a problem when the chemical sterilizer is operating since these sterilizers use formaldehyde which can be toxic in concentration. According to OSHA, ventilation should be outside into the environment.

Although most of these issues will be resolved when we are relocated to the IVC campus with new facilities, however, this won't be for another 11 months depending on construction progress.
Curriculum  
DENT-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

   All of the dental assisting course outlines have been changed within the last 5 years to reflect the new State assembly bill AB2637 which required the program to begin implementing in the program beginning January 1st, 2010. The program has been slowly adding the new functions since the summer of 2007.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

   The new State Assembly bill AB2637 required that instructors receive training in teaching methodology in the following areas: Infection Control, Ultrasonic Scaling, Pit and Fissure Sealants. All of the full time and part time instructors have had this training as required by the accreditation commission.

   In the summer of 2009, the program coordinator has applied for the Infection Control Certificate. To date, it has not received approval. When approved, the dental assisting program would be able to issue an Infection Control Certificate to graduates. The program coordinator also applied for this Infection Control Certificate Course approval under Community Education so that a weekend course could be offered to the on the job trained dental assistant.

   The program coordinator also applied for a Pit and Fissure Sealant Certificate under Community Education in July of 2009. To date, we have not heard that this course is approved. Upon approval, the program could offer the Pit and Fissure Sealant Certification under Community Education to graduates prior to 2007 as well as any existing Registered Dental Assistant who do not have this Certification.

3. Are you collaborating (or thinking about collaborating) with other departments to
develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We would like to have joint learning communities with the ESL department to help our English as a second language learner succeed in the program. Even though we require eligibility for English 98, we find that our students have a hard time reading the technical textbooks. These students have strong clinical skills but their downfall is understanding the material to be able to pass written examinations. The State board licensure is also only in English on the written examination. Some past graduates have taken this written portion 2-3 times before the pass.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

No, there isn't a plan to have new curriculum, however, with the senate bill 2637, the newly allowable functions will be added to existing courses. These new functions will improve student learning by providing hands on experience on manipulating the equipment to perform the new duties and allowing the student to be more marketable for immediately employment in the field.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We would like to develop on line courses in the future, but not at this juncture. It is our focus to complete implementation of all the new duties from the State bill #2637. The program will also have their next American Dental Association site visit in the spring of 2011 and the instructors are preparing for this visitation with revisions of their syllabi and evaluation sheets.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

The prices for dental material has increased dramatically over the last few years.
It will become necessary to increase the materials fee for Chairside I (Dental 180L) from $25.00 to $40.00. The specific material that have become expensive is IRM cement at $50.00 a jar. This same product was only $36.00 a year ago. Although this cement can be shared by fellow classmates, the students have complained that there isn't enough of this material for the entire class. Aluminum crowns is another material that has from $2.95 each to $4.95 each and the student need 2 each to complete their evaluations.
Student Learning Outcomes
DENT-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

The dental assisting program offers the following certificates:

1. Certificate of Completion in Dental Assisting
2. California Radiation Safety Certificate
3. California Coronal Polish Certificate
4. California Ultrasonic Scaling Certificate
5. California Pit and Fissure sealant Certificate
6. California Infection Control Certificate (pending state approval)

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students upon successful completion of the program will be able to function as entry level dental assistants in private dental offices, dental clinics or dental schools. Their skills would include communicating with patient and dental professionals, adjusting dental prescriptions to suit the patient's age, size and weight, and function as chairside assistants or office staff.

Upon successful completion of Dental 182 and 186 and their respective labs, the student will be able to expose diagnostic quality dental x-rays in the state of California.

Upon successful completion of Dental 183 and its lab, the student will be able to perform coronal polishing procedures on children and adults in any dental office, clinic or dental school within California.

Upon successful completion of Dental 183 and its lab, the
student will be able to use the ultrasonic scaler in the orthodontic offices to remove excess cement around the brackets or bands in an orthodontic office or ortho clinic at the dental schools.

Upon successful completion of Dental 192A and its lab, the student will be able to apply protective dental sealants on children and adults in dental offices, dental clinics, dental schools, and public schools in California.

Upon successful completion of Dental 172 (pending state approval) the student will be able to ensure the public that the dental environment where dental treatment takes place is free from cross contamination.

Although this is currently taught in the program, it has become a certification course through the Dental California Board, under consumer affairs. The program has applied for certification in the summer of 2009 and has not yet received word of approval to issue certificates.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

The students are required to give written and oral reports on class assignments on medical conditions, nutritional counseling, dental office internships, and office management situation. Annually, during the month of April, the students are invited to present a group presentation in the form of a table clinic on the state-of-the-art dental product, dental technique, or controversial dental issue. This project involves extensive research using journals, web searches and personal interviews with dental professionals on the topic. This presentation is given to the Marin County Dental Society members on Staff Appreciation Night and is the highlight of the evening's event. Not only is a written 3-4 page report required, but also a 5 minute oral presentation, a brochure or flyer handout developed and visual representation of the topic in to form of a poster and/or Powerpoint presentation.

ii. Scientific and Quantitative Reasoning

During the presentation of nutritional analysis on fellow classmates, the student must calculate the sugar exposures from their dietary intake analysis and make recommendations on reducing these sugar exposures to promote good oral health.

During the section on pharmacology, the student must be able to calculate the prescription dosage for the given body weight or...
age of the patient.

During dental radiographic surveys, the student must be able to adjust the radiation dosage for the age, size and weight of an individual so that that patient will have the lowest possible radiation exposure necessary to produce diagnostic quality films.

iii. Critical Thinking

The student utilizes critical thinking and problem solving strategies when they are given patient scenarios of dental situations that may require the immediate dentist's attention, the reappointment or the referral to medical care takers. An example of this type of situation is when the student is reviewing or updating the patient's medical history. For instance if a patient discloses that they just had a kidney transplant and are in for their annual dental cleaning, should the assistant call the dentist immediately or procedure to prepare the patient for the appointment?

Another situation where the assistant must use critical thinking is determining if a person who phones in is a true dental emergency or not. Through interrogative conversation, the student must determine if the patient needs an immediate appointment or be reappointed a few days or even weeks later based on the signs and symptoms disclosed during the phone call.

The student uses critical thinking skills in answering patient questions regarding the safety of amalgam restorations or the use of nitrous oxide sedation on small children or pregnant women.

iv. Problem Solving

Students demonstrate problem solving skills when they are taking dental impressions on patients who have small oral cavities, have an active gag reflex, have missing dentition or have maxillary or mandibular tori. Students must adapt the tray or change the type of tray to accommodate the patient.

So it's true when it comes to exposing dental radiographs, the student must decide which method is most comfortable for the patient with tori, small oral cavities, edentulous areas, active gag reflexes, malaligned teeth, or short frenums. Each individual patient is different and the student must determine the best method to capture an image that has diagnostic value for the dentist.

v. Information Literacy
The student must use the web to research dental topics for their reports on dental special needs patients, job interview techniques, and dental table clinic presentation. It is also required to have at least one journal or textbook and one interview with a dental specialist/professional to substantiate their findings.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

   i. Written, Oral and Visual Communication

   Although the dental assisting program does not support the general SLOs of the college, it does have its own set of SLO germane to the dental field. All of the units from the dental assisting program and college transferable units.

   ii. Scientific and Quantitative Reasoning

   iii. Critical Thinking

   iv. Problem Solving

   v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

   Yes, all of the dental assisting courses have student learning outcomes and are listed in each course syllabus. This is a requirement from the American Dental Association, commission on accreditation. Course syllabi, course objectives, and student evaluations are all part of the accreditation standards.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

   100% of all faculty members in our discipline include SLOs in their syllabi.

3. Assessment:
   i. How often do you assess these SLOs?

   The course syllabi and SLO are update each year.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

   Each of the evaluation sheets provides data to support the SLOs for the course.

   These evaluation sheets are collected and tabulated to see if revisions are needed in the curriculum, course sequence or course content to reflect student learning.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

   We would like to use an outside vendor to compiled the data from the evaluations and SLOs to better to determine what areas of instruction need improvement, sequence or revisions.

http://programreview.marin.edu/SLOReport.jsp 2/21/2010
3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?

Student completion of the program, successful employment, and passing the California Registered Dental Assisting Licensure examination are indicators of meeting the needs of both the workforce and the student's ability to be marketable for the profession.

This year the licensure examination has been changed to reflect the new functions listed in State senate Bill #AB637. We would like to know if we have successfully trained our students for this examination. Unfortunately, our June graduates will not be eligible to take this examination until August 2010 as there is a 60 day post graduation time requirement. Results are usually available in the late fall semester.
Instructional Equipment

DENT-2009

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Instructional Equipment Committee, IPC and Budget.

Please enter items that will be used over a period of semesters by students. (Note: These should be new items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".

Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>13 Classes</td>
<td>Over $200 Each</td>
<td>Dental Radiology</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Repair the scissor pin of the extension arm of the Gendex X-ray Machine both labor, service call charges, and parts.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$2,500.00</td>
<td>$209.00</td>
<td>$40.00</td>
<td>$2,749.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)
This is a one time repair and parts expense and installation.

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
There is a standard service call and labor costs per hour to replace this extension arm of approximately $300.00

Item to be shared with the following Department/Program: (Include any shared expenses)
This item is not shared by other departments and is used for dental radiology exposures.

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

Justification A: The current scissor pin has worked itself loose and no longer is permanently attached to the extension arm. Currently it is held together by a vise clamp. If the vise clamp is not tight after every use, it may work itself loose and cause the extension arm to fall off. This could cause an accident if the arm falls off and lands on the student, faculty or the patient during x-ray exposure. The program did put in last year's budget for this repair as it happen the spring of 2009 school year. It has been a quick fix to carry the students through the fall semester. We cannot afford to not have this unit working as this would only leave the progrm 3 dental x-ray units instead of all 4. Not only does this affect the day dental assisting students, but also the x-ray certification weekend course through community education.
2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

The repair of this extension arm is a Safety issue to avoid a potential accident if the arm which is attached to the tubehead were to accidently fall on the student, faculty or patient.

These x-ray units are used by all students, both male and female.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The quality of instruction would be impeded with one x-ray unit not serviceable.

Each student must expose a total of 4 sets of bitewings and 6 sets of full mouth x-rays.

Not having all units working would hamper the quality of instruction by leaving a lot of down time of the students waiting for an open dental unit.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Access for the students would be improved by having all 4 dental x-ray units operating.

Approximately 108 students would be served which includes the day dental assisting students, but also the 4 annual weekend x-ray certification courses for on the job trained dental assistants that need this certification to take dental x-rays on patients in their dental offices.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The repair of this extension arm will help the student to achieve their goal of completing the state x-ray certification to be able to expose dental radiographs on patients in the dental offices or clinics.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Currently the program has 4 dental units with 4 x-ray units. Each unit is shared between 2 students which means one lab could have a maximum of 7-8 students. Future plans include a move to the IVC campus where the program will have 6 x-ray units which could then accommodate 12 students per lab.

Additional Justification for this item:

Standard 1, section 1-2 under the financial support of the accreditation institutional effectiveness states that the program has stable financial resources sufficient to support the program's stated mission, goals and objectives to develop and sustain the program on a continuing bases to include adding equipment.

---

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>15 Classes</td>
<td>Over $200 Each</td>
<td>Dental Assisting</td>
</tr>
</tbody>
</table>
Self contained Ultrasonic Unit

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$675.00</td>
<td>$64.13</td>
<td>$0.00</td>
<td>$739.13</td>
</tr>
</tbody>
</table>

**One-time expenses:** (e.g. construction, electrical, installation)
There are no additional expenses with this purchase as it is self contained and does not need installation.

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)
There are no staffing expenses associated with this purchase.

**Item to be shared with the following Department/Program:** (Include any shared expenses)
This item is not shared by other departments and germane to dentistry.

**Do you have space for this equipment?**  Yes

**Justification for Item (See Rating Rubric)**

1. **Indicate how important this item is to the life of your discipline.**
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

Currently the program has one Ultrasonic scaling unit for four dental operatories. This unit must be attached to the dental unit for the water source. Water is needed during ultrasonic scaling operation to clear the operating field and prevent overheating of tooth structures or insertion tips.

The students must rotate to the room with the working unit for practice and for their final evaluations. Having a second self contained unit would reduce the waiting time during their Ultrasonic lab and provide for portability since it is not hooked up to the dental unit and can be moved to a separate location. This Ultrasonic is a certificated unit in which the student earns their California Ultrasonic scaler Certificate.

2. **Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**
   **Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)**

The program has state approval to teach the Ultrasonic Scaling Certification course. This certification course is also in compliance with Title V under the Awards of certification.
Under this certification requirement, the student must have hands-on experience on setting up the unit, removing excess cement around orthodontic bands and brackets, and be able to maintain the unit for optimum operability. The piece of equipment is used by all students, both men and women in the program.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The quality of instruction for the Ultrasonic Scaling portion of the program would be enhanced with not having the students wait around for the only working ultrasonic unit.

It is necessary for the students to have this hands-on training and earn 75% or higher on the written examination in order to earn their Certificate in Ultrasonic Scaling.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Access for students will be improved as there will be less waiting around for the one working unit. The American Dental Association recommends 1 Ultrasonic unit for every 5 students.

Approximately 70 students would benefit from the purchase of this additional unit. This number includes both the day students enrolled in the program and non-students in the dental community.

The Dental Assisting Program is approved to offer an Ultrasonic Scaling Certification course under Community Education for non-College of Marin dental assistants who need this certification. There are only 3 other public institutions in Northern California that offer this certification course to non-students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The attached Ultrasonic Scaling Evaluation is attached that delineates the student learning outcomes:
ULTRASONIC CLINICAL EVALUATION

DATE:

START TIME

END TIME

TEETH WITH CEMENT:

AREAS TO MODIFY:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POINTS POSSIBLE</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit is properly prepared</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Twelve teeth are prepared with cement</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Operator has PPE</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Operator has correct instrument grasp</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Operator has a stable fulcrum</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Angle of the ultrasonic tip is 15° or less</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Tip is used in a constant, overlapping, paint-like stroke</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Operator identify areas to modify</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Operator does not injury the typodont</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Interproximal excess cement is removed with floss</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Excess cement is removed with a hand instrument</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Procedures is completed within 30 minutes</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Operatory is disinfected</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Instruments are properly sterilized</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ultrasonic unit is properly disinfected</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>POINTS</td>
<td>TOTAL</td>
<td>75</td>
</tr>
</tbody>
</table>

Instructor’s Initials

COMMENTS:

6. How will these outcomes be measured for future planning? What data or evidence supports
Outcomes of the evaluations are reviewed at the end of each semester. At which time, the instructor will determine if changes are needed in the amount of practice time. What areas the student receive a weak score, and whether the program had enough equipment to serve the students, finally making recommendations for improving this unit of instruction.

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>70 Students</td>
<td>Under $200 Each</td>
<td>Dental Assisting</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Handpiece overhaul to convert existing handpieces with new turbines and self-chucking bur changing mechanisms.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>$169.00</td>
<td>$16.05</td>
<td>$20.00</td>
<td>$712.05</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)

There are no additional expenses related to this conversion.

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

There are no staffing requirements for this purchase.

Item to be shared with the following Department/Program: (Include any shared expenses)

These handpieces are not shared by other departments since they are germane only to dental procedures.

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

Justification category A: The program has 4 dental units which operate dental high speed handpieces. The students must learn how to assemble, change burs and maintain the handpiece for operability. Most of the current handpieces have frozen turbines so the handpieces do not rotate and therefore the student does not know if they have properly lubricated. The
current handpieces have the old style method of using a key to change the burs. Often times these keys are stripped and bur changing becomes impossible. The modern handpieces have a self chucking push button mechanism to insert the burs. By converting these old handpieces, we are modernizing the program to what is used in the profession.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

Working handpieces serves all the students, both male and female with hands on experience that they will encounter in the dental office.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The quality of instruction will be improved during the laboratory sessions which requires each of the students to demonstrate their ability to assemble, lubricate and test operability and is part of the student's evaluation process and grading.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Access will be improved for all students because they will not have to wait for a handpiece that is functional. It will help the program provide up to date equipment that is used in the dental profession as the current handpieces do not have the self-chucking bur changing capabilities.

The old 'key' type of bur change is obsolete which became stripped over time. Also currently for evaluating the student on handpiece maintenance, the student explains rather than demonstrates this procedure as not all handpieces rotate or are able to accept bur changing.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Demonstrating handpiece operation, bur changes and maintenance is part of the chairside evaluation for the student's grade. Currently, the students that are not able to demonstrate handpiece maintenance because of non working handpieces available explain the procedure of the handpieces maintenance and bur changing to receive a letter grade.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Student is evaluated on the following criteria: To earn points, the student must fully meet criteria; no partial points are issued. Critical criteria (**) must be met or the procedure is repeated.

### HIGH SPEED HANDPIECE

<table>
<thead>
<tr>
<th>PTS</th>
<th>SE</th>
<th>PE</th>
<th>IE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SLOW SPEED HANDPIECE

<table>
<thead>
<tr>
<th>PTS</th>
<th>SE</th>
<th>PE</th>
<th>IE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Correct lubricant used</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Correct lubricant placement</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Correct identification of SS bur</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>15**</td>
<td>Correct placement of bur into handpiece</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Bur checked for stability</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Correct removal of bur</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Correct disassembly</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Evaluator Signature: 

**Additional Justification for this item:**

Standard 1, section 1-2 under the financial support of the accreditation institutional effectiveness states that the program has financial resources sufficient to support the program’s stated mission, goals and objectives to develop and sustain the program on a continuing bases to include the replace and add equipment.

PROGRESSION: The student will complete the procedure in ____15____ minutes at the first attempt.

Each subsequent attempt will be completed in ____10____ minutes.
## Technology Requests

### Part II: Hardware for Lab and Classroom

**DENT-2009**

#### I. Technology Requests-Hardware for Lab and Classroom or other student use

*This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.*

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>13 Classes</td>
<td>Computer</td>
<td>Dental Assisting</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Classroom computer

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$858.98</td>
<td>$81.60</td>
<td>$0.00</td>
<td>$940.58</td>
</tr>
</tbody>
</table>

**Type**

- College-wide
- Discipline-Specific: Classroom use

**If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:**

Currently the program has 4 working computers in the classroom. There is one computer which is over 9 years old and no longer supports the software used in office management software and has very limited web searching capacity because of its age and lack of speed and memory. This supporting dental software package has been contracted to be down loaded on the dental classroom computers only.

**Item to be shared with the following Department/Program: (Include any shared expenses)**

Because this purchase will be housed in the dental assisting classroom for dental assisting students only.

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

Justification category A. We need all 5 computers up and running at a ratio of 2-3 per work station. If all 5 computers were running there would be less waiting down time for availability.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

This purchase would satisfy Title V to accommodate all students, both men and women.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The quality of instruction would improve so that valuable class time would be more productive without unnecessary down time waiting for computer availability. Students...
would be able to summit their computer work in a timely fashion.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Student access and accommodation would be improved because all 5 computers would be up and running simultaneously. New students will see that we have a fully functional in house computer work stations that use modern technology.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will be able to complete their written assignments, web searches, self evaluations and office management package. These are graded assignments or class projects that are necessary for the student to complete to earn a grade in the program.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

If the increase in student enrollment would cause students to fall behind in their submission of computer class assignments, this would be an indication that more computer work stations are needed in the classroom to accommodate a supportive learning environment.

Additional Justification for this item:
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>13 Classes</td>
<td>Dental Assisting</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Infection control and isolation items: infection solutions, infection barriers, autoclave instrument bags, autoclave tape, infection control spore testing, high and low evacuation tips, air-water syringe tips, patient napkins, gauze, overgloves, cotton rolls, and cotton applicator tips.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>410.0</td>
<td>400.0</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
These items are not shared with other departments as other departments do not use these types of items in their program.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   Justification A: These items are needed for the student to maintain infection control when they practice on each other or have outside patients such as in radiology, coronal polish, ultrasonic scaling, pit and fissure sealants. The isolation materials are needed to maintain a dry field while practicing or working on outside patients. These items cannot be sterilized and must be disposed of to prevent cross contamination.

   A Certificate in Infection Control is pending approval by the California Dental Board.

   The requirements of this certification is that students have hands on practice of preventing cross contamination which includes the use of infection control barriers, proper decontamination of dental equipment and sterilization of dental instruments.

2. Is it necessary for students to succeed in a series of courses?
   These items are needed for the student to succeed in the courses. They are also needed to prevent cross contamination of infection between patient to patient.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting...
new students?
The student will have access to materials to prevent cross contamination. They will be assured that by practicing on one another, bacteria will not be passed on from student to student. The isolation materials provide a "dry" field during dental procedures which would prevent the need for the student to repeat the procedure due to the failure of materials to properly polymerize because of moisture contamination. The number of students served using these materials is approximate 108 which includes both the day dental assisting students and the on the job trained dental assistant who take our certification courses under community education. These weekend certification classes attract new students who need their certification for career mobility in the field.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
The student outcomes would be that the student can safely perform the dental procedures without cross contamination of infection. The student would successfully be able to perform the chairside dental procedures without failure of polymerization due to moisture contamination. Finally, the student will be able to earn their certification in infection control once this certification is approved by the California Dental Board under the department of consumer affairs.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Student feedback would be indicators that the program has sufficient infection control barriers and infection control solutions to properly prevent the spread of infection.

Student feedback and successful completion of the procedures would indicate whether there were enough isolation materials to prevent failure of materials to polymerize due to moisture contamination.

The number of future Infection control certificates once approved by the state that would be issued would be an indicator that there was enough infection control barriers and solutions for students to successful pass their clinical evaluation.

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>13 Classes</td>
<td>Dental Assisting Radiology</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
X-ray chemicals, mounts, film envelopes

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.0</td>
<td>100.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing Cost</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>

Item to be shared with the following Department/Program: (Include any shared expenses)
These items are not shared with other departments because other departments do not have dental x-ray courses.

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

Justification A: The program is required to include dental radiology in its curriculum.

These items are needed for the students to complete their training in dental radiology and earn their state radiation certification.

2. Is it necessary for students to succeed in a series of courses?

   These materials are needed for the student to succeed in the course. After the dental x-ray films are taken, they must be developed, labeled and mounted. It is required by the state that one full mouth x-rays be sent to the patients attending dentist and a duplicate set stored for 5 years by the program.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Access to processing, labeling and mounting, and preparing for storage will all be improved with the purchases of these x-ray supplies. These purchases will serve approximately 70-108 students throughout the year. This includes the day dental assisting students and those who take the x-ray certification course under community education. Those on the job trained dental assistants are attracted to the weekend course for x-ray certification who need this certification to be able to expose dental radiographs on patients in this state.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   The student outcomes expected from these purchases are the ability for the student to process their exposed films, view and label the films in the x-ray mounts, and properly label and archive the exposed films as required by the state.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

   The outcomes that are measured for future planning using these supplies would be to determine if the amount of solutions, mounts and x-ray envelopes were sufficient for the student to complete their assignments.
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

DENT-2009

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>13 Classes</td>
<td>Office Supply Budget</td>
</tr>
</tbody>
</table>

Type: Replacement

Status: Previously funded ongoing expense

Description and part number for ordering:

Office supplies: ink cartridges, scotch tape, paper clips, envelopes, masking tape, pens, pencils, scantron answer sheets, scantron analysis sheets, legal pads, white out solution, and message pads

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$500.00</td>
<td>$47.50</td>
<td>$20.00</td>
<td>$567.50</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Ink cartridges for 2 printers and 1 fax machine need to be replace annually. Expendable items such as tape, legal pads are used up each year. Scantron answer sheets and analysis sheets are used by the instructors when giving their examinations.

Item to be shared with the following Department/Program: (Include any shared expenses)

These office supply items are used only by the dental assisting department

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

The instructors will use the printers and office supplies, scantron answer sheets and test analysis sheets to monitor, grade and correct student assignments.

2. How will access for students be improved?

Student will have there assignments graded and returned to them.

Students will have the result of the scantron examinations

Student records or documentation will be printed and stored in the student's file.

Written examination will be printed and sent to reprographics for volume printng.

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>12 Classes</td>
<td>Faculty Computer</td>
</tr>
</tbody>
</table>
**Type** | **Status**  
--- | ---  
Replacement | Previously funded with cost increase  

**Description and part number for ordering:**
Two faculty computers with increase speed and memory to support more advance software.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$895.00</td>
<td>$85.00</td>
<td>$25.00</td>
<td>$1,900.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
We have two computers in the instructors office that are older than 8-9 years. These computer systems are very slow and are not able to support the larger programs. Most of the materials has to be stored on a external flash or hard drive to be saved for fear of losing valuable data.

**Item to be shared with the following Department/Program:** (Include any shared expenses)
Computers are not shared with other department because of location and confidential student information.

**Justification for Item (See Rating Rubric)**

1. **Who will use these supplies or equipment?**
Computers will be used by the program coordinator, lab technician, 4 part time instructors, grant monitor, and class tutor

2. **How will access for students be improved?**
The program needs to complete on line surveys regarding the program and curriculum to the American Dental Assocation, California Dental Association, and local dental societies.

Contracts need to be completed and stored on the computer for annual internship dental offices and clinics.

Dental Accreditation reports need to generated, stored and sent electronically.

Reports need to be generated and stored to dental organizations

Grants need to be monitor, reported and stored on the computer

Follow up surveys need to be generated, sent, tabulated and stored on the computer.

All course enrollment, grading and add codes are generated electronically through banner.

The above data help to assess the program for future changes in the curriculum and instruction that better serve the student for the workforce.

---

**I. Non-Instructional Equipment and Supplies**

*This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.*

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>13 Classes</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>
Type: Upgrade
Status: Previously funded with cost increase

Description and part number for ordering:
Two faculty computers

| Qty. | Unit Cost: $858.98 | Tax: $81.60 | Shipping: $0.00 | Total: $1,799.56 |

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
The two faculty computers are over 8 years old. It runs very slow and many times has lost files. Currently, the instructor must back documents up on an external hard drive. Reading emails is very slow.

Item to be shared with the following Department/Program: (Include any shared expenses)
These computers are in the dental assisting instructors office and used only by the dental assisting faculty and lab tech.

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
The faculty computers is used by 4 part time instructors, the program coordinator and the lab tech.

The following information is generated and stored on these computers:

- Sensitive student reports and documentation
- Contract with internship dental offices and clinics
- Budget reports, program review, VTEA reports, accreditation reports, and student surveys
- enrollment lists for students are stored
- student grading and progress reports
- recipients of radiology certification, ultrasonic certification, coronal polish certification and pit and fissure sealant certification
- student enrollment lists

The program cannot afford to loose these types of information.

2. How will access for students be improved?
Although these computers are used exclusively by the faculty and lab tech, they indirectly serve the needs of the students with regards to grading and progress reports. The following are other uses for the faculty computers:

- The program needs to complete on line surveys regarding the program and curriculum to the American Dental Association. California Dental Association, and local dental societies.
• Contracts need to be completed and stored on the computer for annual internship dental offices and clinic rotations.

• Dental Accreditation reports need to be generated, stored and sent electronically.

• Grants need to be monitored, reported and stored on the computer

• Follow up surveys need to be generated, sent, tabulated and stored on the computer.

The above data help to assess the program for future changes in the curriculum and instruction that better serve the student for the workforce.
## II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

**Note:** Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Cost</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

### Description and part number for ordering:

Accreditation annual fee

### Annual Cost

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
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<tbody>
<tr>
<td>890.0</td>
<td>850.0</td>
</tr>
</tbody>
</table>

### Justification

Please comment on request in terms of how it benefits your program, faculty and/or students:

This is a required annual renewal fee for the program's American Dental Association accreditation. If this is not paid, the program relinquishes its accreditation status.

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**II. Other Non-Instructional Costs**

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

**Note:** Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Cost</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

### Description and part number for ordering:

The program has received it's American Dental Association accreditation date for May 2011.

### Annual Cost

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000.0</td>
<td>2000.0</td>
</tr>
</tbody>
</table>

### Justification

Please comment on request in terms of how it benefits your program, faculty and/or students:

In preparation for this site visitation, we have to prepare a Self Study packet of extensive documentation. There will expenses associated with this process which include, duplicating, postage, submitting self study on a flash drive, coordinator release time, updating emergency kits to include non expired drugs and oxygen gas, radiation monitoring service, providing beverages, lunch and snacks for the accreditation site visit team members, administration, faculty and the dental advisory committee, mileage for driving the site visit team to internship offices/clinics and between the two campuses if the dental department is not completely moved to Indian Valley by May 2011.
Standard 1, section 1-2 under financial support of the American Dental Association accreditation institutional effectiveness states that the program has stable financial resources sufficient to support the program’s stated mission, goals and objectives to develop and sustain the program on a continuing bases. This includes the ability to employ an adequate number of faculty, replace and add equipment, procure supplies, reference material and teaching aids reflected in the annual budget appropriations provided for innovation and changes necessary to reflect current concepts of education in the discipline.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Annual accreditation renewal fee

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>890.0</td>
<td>860.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
This renewal fee is needed to maintain state accreditation. The students would benefit as they graduate from an approved accredited program. The students also benefit from this renewal because they would be allowed to sit for the practical and written Registered Dental Assisting board after graduation. This graduation from an accredited program is one of the pathways to be allowed to take this examination without having 15 months of dental assisting employment experience.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Travel and conference costs

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500.0</td>
<td>1500.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
their clinical and internship rotations. These rotations are at various dental clinics, dental schools and private dental offices in the Marin county area and San Francisco.

Parking and gas expenses are involved with this internship or clinical visitations.

The accreditation standards also require that faculty be kept current with regards to teaching methodology, dental legal parameters and dental issues in order to provide quality education and delivery to the students in their didactic as well as clinical training.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Travel and conference expenses

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840.0</td>
<td>1430.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
Travel expenses are needed to supervise the students when they are at the UCSF dental school and private dental offices or clinics. This is a requirement by the American Dental Association that requires clinical supervision of students at these sites. Parking fees at UCSF have gone from $16.00 per hour to $24.00 per hour. Gas prices continue to rise. This year we have an additional 10 students which would mean traveling to 10 more offices throughout Marin county during office rotations.

Annually, faculty members attend the California Dental Assistant's Teachers conference to learn innovative teaching methodologies germane to dental assisting instruction. The legislative meetings at these conference keeps the program apprised of new developments with the laws that affect dental assisting instruction.

The registration fees and traveling expenses have gone up over the years. The program applies for additional travel/conference funding through VTEA grants or resort to pay for the extra expense out of their own pocket.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/Entry Fee</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>
Description and part number for ordering:
Annual registration fee for the x-ray units in the program

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>948.0</td>
<td>948.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
There are 4 stationary x-ray units in each of the dental operatories and two portable x-ray units that students used to expose their dental radiographs. These units are registered with the state with an annual registration fee for its operation. The students benefit from current registration of all units so that they can complete their certificate in radiation which requires the student to expose 6 sets of full mouth dental surveys, 4 of which must be exposed on human patients.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
There are annual repair fees, parts and labor costs involved with the dental equipment such as x-ray machines, dental unit, model trimmers and x-ray developers. There are also waste and sharps management fees that were formally covered by the college but now are the responsibility of the individual department. These include the removal of sharps, spent disinfectant solutions and used x-ray solutions that are a hazard to pour down the drain, plaster traps, and x-ray lead foil removal.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2470.0</td>
<td>2470.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
The dental assisting department has x-ray units that are 5-20 years old that may need servicing during the school year to be operational. The dental units are over 15 years old and often need the air hose replaced due to breakage or crimping. The model trimmers abrasive disk need periodical replacement and declogging of plaster and stone build up.

The x-ray processors have all been donated and often need repairing of the rollers or rotation mechanism. There is a flat service call of $150.00 per visit with additional charges for labor and parts. The students and faculty would benefit by having equipment that is serviceable so that valuable class time would not be lost due to broken or inoperative equipment.

Waste management is now the responsibility of the individual program. Annually, hazardous waste must be removed. This includes sharps such as needles or broken glass, spent chemicals for disinfection, the lead foil on film backings, and x-ray processing solutions that cannot be poured down the water lines.
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
The coronal polish certificate indicates that the final evaluation be performed by a dental hygienist or dentist. These independent contractors must be paid for their services.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>750.0</td>
<td>600.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
The state requires that a dental hygienist or dentist be present during the final clinical evaluation of the coronal polish certification course. This ensures the students that they have the entry level skills to perform coronal polishing procedures on patients and that they are safe operators of the coronal polish technique. This independent contractor is employed for a total of 6 hours over a 2 day period. The previous fee was $100.00 per hour and has been at this amount over the last 10 years. We feel it is only fair to increase this hourly rate to $125.00 per hour to be able to attract dental professionals for this contract as these professionals loose 2 half days of private practice production time.
## Faculty Members

### DENT-2009

#### I. Program Faculty

**List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancilla</td>
<td>Barbara</td>
<td></td>
<td>2000</td>
</tr>
</tbody>
</table>

**Status:**

- Shared W/other program(s):
  - Retired in past 10 yrs. No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
---|---|---|---|
.5 | 0 | 5.20 | .000

**Years of Service:** 30

**Specialty:**
- Dental Radiology, Dental Anatomy, Tooth Morphology, Recordings, Dental Office Supervision, Pit and Fissure Sealants

**Leadership:** List involvement in committees or other service

- California Dental Association
- Marin County Dental Assistant's Society
- College of Marin Dental Advisory Board
- Marin Clinica Oral Health Advisory Board, Licenses: Registered Dental Assistant in Extended Functions, Radiology, Pit and Fissure Sealants, Ultrasonic, Coronal Polish;

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hom</td>
<td>Grace J.</td>
<td>J.</td>
<td></td>
</tr>
</tbody>
</table>

**Status:**

- Shared W/other program(s):
  - Full-time, tenured No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
---|---|---|---|
5.5 | 13.5 | 13.1 | 4.000

**Years of Service:** 17

**Specialty:**
- Dental Materials, Dental Chairside Assisting, Dental Materials, Office Management, Dental Radiology, Dental Specialties, and Pit and Fissure Sealants.

**Leadership:** List involvement in committees or other service

- College of Marin Dental Advisory Committee
- Marin Dental Assistants Society Board
- Member Marin Community Service Board
- Member Marin Dental Care Foundation Board
- Member Marin County Dental Society Strategic Planning Committee
- Marin Oral Health Committee Board
- Member California Dental Assistant's Teachers Bay Area Dental Assistant Teachers Alliance
- American Dental Assistant's Association
- California Dental Assistant's Association, Dental Education Associates.

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaRocelle</td>
<td>Beth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Status: Shared W/other program(s):
Part-time, RETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
8.3 00.000

Years of Service: Specialty:
6 Dental Radiology, Dental Chairside Assisting, Dental Materials

Leadership: List involvement in committees or other service
College of Marin Dental Advisory Board Redwood Dental Assistant's Society California Dental Assistant's Teachers Association California Dental Assistant's Association American Dental Assistant's Association Licensures: Registered Dental Assistant, Radiology, Coronal Polish, Ultrasonic

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer
Last Name First Name MI Year Retired:
Rooney Kathleen

Status: Shared W/other program(s):
Part-time, RETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
6.2 8.2 00.000

Years of Service: Specialty:
9 Dental Office Internship supervision, Dental Microbiology and Dental Tooth Morphology, Histology and Recordings

Leadership: List involvement in committees or other service
College of Marin Dental Assistant's Advisory Board California Dental Assistant's Society California Dental Assistant's Society Licensure: Registered Dental Assistant, Dental Radiology, Coronal Polish

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer
Last Name First Name MI Year Retired:
Wilgis Marlene

Status: Shared W/other program(s):
Part-time, RETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
8.2 8.3 00.000

Years of Service: Specialty:
7 Dental Office management, Coronal Polishing, Ultrasonic, Dental Radiology, Infection Control, Head and Neck Anatomy

Leadership: List involvement in committees or other service
California Dental Teachers Association California Dental Assistants Association American Dental Assistants Association Redwood Dental Assistants Society Licensure: Registered Dental Assistant, Radiology, Coronal Polish, Ultrasonic
Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:
If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Standard 1 section 1-2 under the financial support of the accreditation institutional effectiveness indicates that the program has stable financial resources sufficient to support the program's stated mission, goals and objectives to develop and sustain the program on a continuing basis to include the ability to employ an adequate number of faculty.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental 188</td>
<td>2.6</td>
<td>one</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [x] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:
If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Additional units will be submitted for approval by curriculum, UDWC and the Board in the spring 2010.

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

We need to have supervision for clinical internship at a ratio of 15 students per instructor. Currently we have 29 students with only one instructor at UCSF to supervise. According to the Accreditation Commission on Dental Accreditation we are in violation of this student/instructor ratio. Since we will be visited by the accreditation team in the spring of 2011, the department will need to be compliant rather than receiving a deficiency notice. This would require an additional faculty member for 8 hours for 8 days at UCSF dental school during the intersession early January. This is a safety issue when students are assisting live patients at the dental school. One instructor cannot realistically be available if there were several emergencies on the floor such as a sharps incident, fainting, or allergic reaction to materials. There would also be no supervision if the one instructor had to leave the clinic floor, for example, escorting the student to a particular department within the building or accompanying a student to the hospital in an emergency.

**Shared Resources:** If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The additional units are not shared by other departments as we are the only program at UCSF during intersection in January.

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### III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. **Please indicate if there are NO FT faculty in your discipline.** Please provide data regarding the length of time this discipline has been without a full time instructor.

2. **Non-availability of part-time instructors in a subject area.** Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. **Changes in Student Demand:** Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition

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http://programreview.marin.edu/TUReportFaculty.jsp
to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Hew</td>
<td>Lab Tech</td>
<td>7.0</td>
<td>23 Classes</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Belongs to the CSEA Union.
MayFlower choir
Travel Agency

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Hew</td>
<td>Part-Time</td>
<td>Lab Tech</td>
<td>7</td>
<td>38 Students</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Ms. Hew is a part time lab technician who monitors the students evaluations, files their assignments, produces reports, collects data on student success, draws up student contracts, 1 monitors supplies and inventory of supplies and files material safety data information.

Ms. Hew does not have any dental background but is involved in other services in the community such as non-profit volunteer work, Mayflower choir group, Marin Senior Faire volunteer and Sausalito Art Festival volunteer.

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial assist</td>
<td>Clerical</td>
<td></td>
<td>2</td>
<td>30 Students</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Currently the administration division clerical staff person is shared by the Nursing department, childcare, EMT, dental assisting, medical assisting and phlebotomy departments. This person is overworked with all the departments and must often stay late to complete all assignments. This position should be a separate position when the dental assisting department is relocated to the IVC campus. (see additional clerical staff section under new units).

This person assists the dental assisting department with instructors assignments, instructor change orders, absentee reports, accidents reports, paperwork for new hires, insurance processing, typing instructors fall, spring and summer shcedules, typing out book request, updating syllabi, and
typing curriculum changes

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>varies</td>
<td>Tutoring</td>
<td></td>
<td>6</td>
<td>88 Students</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Class tutors are assigned from the current dental assisting students. This is a budget line that is not supported by the college but through VTEA funding. These individuals are chosen for their commitment in the program, academic achievement and personality. These positions varies with each semester.

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>Hourly</td>
<td>8</td>
<td>40 Students</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

The dental assisting program must begin their accreditation self study this year for the May 2011 site visit. The self study has many sections with documents, course curriculum, evaluations, surveys, faculty, advisory and faculty meeting minutes, and course syllabi that need to be compiled and sent to the accreditation team before the visitation.

The program coordinator does not have enough time with her administration duties and teaching obligations to compile these documents and reports.

If the program is not complient with sending the self study to the accreditation team, we would be in violation and possibly loose our accreditation status. This would directly affect students enrolled in the program as one of the pathways to be able to sit for the state registered licensing examination is graduation from an accredited dental assisting program.

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

This clerical staff person must be a person who knows dental assisting and therefore would not be shared by other departments.

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>Part-Time</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?
Currently, we have a full time clerical (administrative assistant) that helps with Nursing, EMT, Childcare, Medical Assisting, Dental Assisting, and Phlebotomy. This position is at the Kentfield campus where Nursing courses are held. Since this person spends 95% of her time with the Nursing department, she will not be able to handle both campus, IVC and Kentfield.

When the dental assisting program relocates to IVC campus, we need part time clerical to handle the administration paperwork, internship contracts, student medical records, PAFs, absence reports, curriculum changes, student insurance processing, changes in scheduling and teaching assignments, hourly timecards, and accident or sharps incidence reports.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

This person should solely be responsible for departments at IVC. and can be shared with other departments at IVC such as medical records, nursing, childcare, phlebotomy, court reporting, autoshop as well as dental assisting.

This shared resource staff would enable departments to file reports in a timely fashion,

improve the data collected on student outcomes, and promote better communication between campuses and departments.
Program Summary
DENT-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Dental Assisting Program is successful in providing the student with basic skills for entry level dental assisting employment. It has a 5.5% of students completing their AS degree at College of Marin. There is 1% of the student population that transfers to four year institutions.

We have a 92.9 to 100% pass rate on the State Licensure Examination.

The program has a 91-98% job placement rate for all graduates from the program.

The program also provides community education classes on the weekend which have been very successfully. 79% of the overall student population comes from these skills certificate weekend courses. Initially the program only offered coronal polish and x-ray certification classes 4 times a year. Because of the demand, the program now offers 6 classes of each a year.

We have a 100% pass rate on the coronal polish certificate course, ultrasonic scaling certificate course, and pit and fissure sealant certificate course. We also have a 98% passing rate on the x-ray certification class.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The key resources that make our program successful is the dedication of the instructors.

The program must have clerical support to maintain student records and phone inquiries about the program or skills certificates. The program needs a Allied Health Division Secretary available at IVC to serve the Medical Assisting, Dental Assisting, EMT and Phlebotomy programs. The program also
needs a separate Allied Health Division Manager separate from the nursing department. One person cannot effectively serve all the allied health programs AND nursing. The program will need additional clerical staff to help complete the 2011 American Dental Association accreditation site visit's self study reports.

The program was awarded a state WIA grant that required a 10% increase in student enrollment. This grant also funded the salaries for extra lab classes, a classroom tutor, a grant monitor and coordinator.

The grant also allows for the purchase of a state of the art CAD/CAM digital scanning unit and an intraoral camera to provide hands on instruction for the newly added intraoral functions of assembly bill #2637.

The program annually applies for VTEA funding for additional equipment, tutoring, conference travel and independent contractors to augment the college funding.

Private donations could help with funding, however, we have had very little response during this low economical times and cannot depend on this as a means of funding.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. The program continues to recruit for increased enrollment through contact high school career days, special interest groups such as CalWorks and single parents.

2. The program is waiting for state approval for infection control certification for the day program.

When this approval is obtained, current students will be issued this certificate which would ensure future employers that the student has been trained for infection control measures, engineering procedures to preventing cross contamination, proper waste management and general health and safety for the employee, co-workers and patients.

3. The program is also waiting for state approval for an infection control certificate for an 8 hour weekend course that would training on the job dental assisting students on infection control measures listed in item #2.

4. The program has recently received state approval for a weekend pit and fissure sealant course to be offered under community education for the on the job dental assistants or College of Marin graduates prior to 2007 who need this certification to sit for or renew their Registered Dental Assisting State Board.

We are in the process of working with the community education department for our first offering of this sealant course this summer of 2010.

5. The program has receive approval for state WIA grant monies to purchase the last two items of equipment needed to comply with the state senate bill #2637, an intraoral camera and a CAD/CAM digital impression scanner. We are finalizing these purchases.
with various vendors to receive the best price for the program.

6. In planning for the relocation to IVC campus, it is imperative to have a part time administration assistant to coordinate the different departments at IVC, namely, court reporting, medical assisting, medical records, EMT, nursing, early childcare, dental assisting, auto and collision repair, and phlebotomy.

7. In planning for the spring 2011 American Dental Association accreditation site visit, the program needs extra clerical assistance in preparing the self study reports.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

VTEA funding has provided for a classroom tutor, independent contractor supervising dentist, travel for California Dental Assisting Teachers conferences, small equipment and supplies to keep the program functional. This funding augments the College allowed operational funding.

The workforce dean has worked very hard at promoting all allied vocational programs at the college. We have seen promotions of these programs in the Independent Journal newspaper, on radio and television stations. The dental assisting program coordinator also recruited heavily this past year to meet the required 10% increase in enrollment under the state WIA grant. Her recruitment focused on word of mouth of past graduates and dentists who participate in the programs internship, special interest groups such as single parents and CalWorks agency.

College funding for equipment, supplies, contracts, repairs and travel have made it possible to continue the program and to be compliant with accreditation standards.

90% of the graduates from 2009 have jobs in the dental profession. This is a good percent, especially in a poor economic period that the state is experiencing.

The results from state Registered Dental Assisting Board examination have yet to be sent to the program. These results would help the program assess student prepareness for passing this license examination.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Accreditation fees are necessary to maintain the American Dental Association accreditation status.

2. X-ray registration renewal fee is a fee necessary to operate x-ray units in the state of California.

3. Infection Control budget. This is an on going department expense that is necessary to maintain infection control, provide sterilization or disinfection and prevent cross contamination between patients/students.

4. X-ray solution and materials budget. This is an on going expense to operate the radiology courses. Exposed films must be developed, mounted and labelled and archived for storage as required for x-ray certification by the state.
5. Repair x-ray extension arm. This is a safety issue. Presently it has a quick fix so that it can be used by the students, but could present an accident should this unit fall on the student, patient or faculty.

6. Repair budget - This on going expense item is needed to maintain equipment in working order. Through both age and excessive student use, equipment does break down. Many times the item can be repaired at a lesser costs than replacing it.

7. Travel/Conference budget - This budget is to provide traveling compensation for internship supervision which is required by the accreditation commission. This budget also allows for the faculty to attend the annual California Dental Assisting Teachers conference in either northern or southern California. This 3 day conference provides invaluable legislative information for dental assisting programs and provides innovated teaching methodologies.

8. Additional 2.6 teaching units for an extra clinical supervisor at UCSF internship. Accreditation student/instructor ratio is 15 students for one supervising instructor. This past year we had only one instructor for 24-29 students. This could present a violation issue with the commission on accreditation.

9. Office supplies are needed to maintain the day to day functions of the program with printer ink cartridges, tape, envelopes, paper clips, post notes and scantron answer sheets and test analysis sheets.

10. Additional part time administrative assistant to be shared with IVC programs. The current administrative assistant cannot serve both campuses efficiently. This additional part time administrative assistant would serve court reporting, auto shop, EMT, medical records, medical assisting, nursing, early child care, and dental assisting at the IVC campus.

11. 2 staff computer replacement. These two computers are over 8 years old and are running very slowly and has limited storage for student records, progress reports, grades, documents, and grades. Other items that need computer storage are accreditation reports, on-line surveys, internship contracts, budget reports and examinations.

12. Classroom computer will reduce the down time waiting around for a class computer that has special dental software in order that the student can complete their assignments and receive a grade

13. Handpiece conversion will increase the access for students to have working handpieces so that they may practice and complete lab assignments.

14. Self contained ultrasonic scaler will reduce the need for students to wait around for a working ultrasonic unit. This unit is portable and therefore can be moved and used at remote sights other than at the dental unit.

Items 1-9 are essential to run the dental assisting program. Items 10-12 would enhance the program and provide a smoother operation. Items 13 and 14 would improve the program by provide student access to equipment.

VI. Other concluding remarks.

The dental assisting program serves interested students in providing training for entry level position as a chairside assisting, infection control person or the dental office manager or receptionist. The program also prepares the student to pass the state Registered Dental Assisting Board examination after graduation.

Students who successfully complete the program earn the following state approved
certificates: Radiation Safety, Coronal Polishing, Ultrasonic Scaling and Pit and Fissure Sealants. Upon approval the Infection Control Certificate will be added to this list.

Through COM community education department, the dental assisting program offers certification courses for on the job trained dental assisting students for Radiation Safety, Coronal Polishing and beginning June 2010, Pit and Fissure sealant. We also will be offering an Infection Control Certificate to on the job trained dental assistants upon approval from the state Board of Dental Examiners. This course is mandated for all dental assistants working in a dental setting and for those registered dental assistants renewing their license.

Although student material fees covers the majority of expendable items that the students need to complete there studies, it does not covered operational expenses and fees, repairs travel/conference, waste/sharps removal, replacing computers and new equipment purchases.

We have experience many re entry students who have lost their jobs or are return to workforce after raising a family and find the 10 month dental assisting program attractive because of the low costs and short training period. Cal Works recipients require that a person be retrained for a career within a one year period which makes dental assisting a viable choice.

With the suffering economy, we have seen less monetary donations to the program and therefore cannot rely on this funding for purchasing new supplies or equipment.
Department Chair Comments
DENT-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The program was awarded a state WIA grant that required a 10% increase in student enrollment. This grant also funded the salaries for extra lab classes, a classroom tutor, a grant monitor and coordinator.

The Dental Assisting Program is successful in providing the student with basic skills for entry level dental assisting employment. It has a 5.5% of students completing their AS degree at College of Marin. There is 1% of the student population that transfers to four year institutions.

They have a 92.9 to 100% pass rate on the State Licensure Examination.

The program has a 91-98% job placement rate for all graduates from the program.

The program also provides community education classes on the weekend which have been very successfully. 79% of the overall student population comes from these skills certificate weekend courses. Initially the program only offered coronal polish and x-ray certification classes 4 times a year. Because of the demand, the program now offers 6 classes of each a year.

DENT has a 100% pass rate on the coronal polish certificate course, ultrasonic scaling certificate course, and pit and fissure sealant certificate course. They also have a 98% passing rate on the x-ray certification class.

1. The program continues to recruit for increased enrollment through contact high school career days, special interest groups such as CalWorks and single parents.

2. The program is waiting for state approval for infection control certification for the day program.

When this approval is obtained, current students will be issued this certificate which would ensure future employers that the student has been trained for infection control measures, engineering procedures to preventing cross contamination, proper waste management and general health and safety for the employee, co-workers and patients.

3. The program is also waiting for state approval for an infection control certificate for an 8 hour weekend course that would training on the job dental assisting students on infection control measures listed in item #2.

4. The program received approval for a weekend pit and fissure sealant course to be offered under community education for the job dental assistants or College of Marin graduates prior to 2007 who need this certification to sit for or renew their Registered Dental Assisting State Board. They plan to offer this course Summer 2010.

5. The program has received WIA grant monies to purchase the last two items of equipment needed to comply with the state senate bill #2637, a CAD/CAM digital impression scanner.
90% of the graduates from 2009 have jobs in the dental profession. This is a good percent, especially in a poor economic period that the state is experiencing.

The results from state Registered Dental Assisting Board examination have yet to be sent to the program. These results would help the program assess student preparedness for passing this license examination.

The workforce dean has worked very hard at promoting all allied vocational programs at the college. We have seen promotions of these programs in the Independent Journal newspaper, on radio and television stations. The dental assisting program coordinator also recruited heavily this past year to meet the required 10% increase in enrollment under the state WIA grant. Her recruitment focused on word of mouth of past graduates and dentists who participate in the programs internship, special interest groups such as single parents and CalWorks agency.

College funding for equipment, supplies, contracts, repairs and travel have made it possible to continue the program and to be compliant with accreditation standards.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The program supplements the general fund allotment through grants and classes offered through Community Education. Without these resources the Dental Assisting Program would need much
additional support from the College. Each year the program transfers funds earned from the CE classes into the supplies and equipment budget of the program. Equipment was built into the WIA grant proposal, and the funds have just been approved for the purchase of major equipment to comply with the state senate bill #2637, an a CAD/CAM digital impression scanner. This saved the instructional equipment fund $40,000.

The program annually applies for VTEA funding for additional equipment, tutoring, conference travel and independent contractors to augment the college funding. Tutors are essential to the success of student in this program. Regulations require the assistance of a dentist for evaluation of specific functions of the students. Without VTEA funding the college would need to fund these two expenses. Private donations could help with funding, however, there has been very little response from the dentists during this downturn in the economy and we cannot depend on this as a means of funding.

**one time Mandated Cost:** Accreditation fees will be necessary to maintain the American Dental Association accreditation status in the academic year 2011. A visit is planned for Dental assisting. It is estimated that the cost will be about $1000. We are required to pay for a lunch for the visitors, advisory committee, and staff. In addition production costs for the materials for the visit include hard copies, binders and disks to be sent to reprographics.

Ongoing expenses include:

1. Accreditation fees are necessary to maintain the American Dental Association accreditation status.
2. X-ray registration renewal fee is a fee necessary to operate x-ray units in the state of California.
3. Infection Control budget. This is an on going department expense that is necessary to maintain infection control, provide sterilization or disinfection and prevent cross contamination between patients/students.
4. X-ray solution and materials budget. This is an on going expense to operate the radiology courses. Exposed films must be developed, mounted and labelled and archived for storage as required for x-ray certification by the state.
5. Repair x-ray extension arm. This is a safety issue. Presently it has a quick fix so that it can be used by the students, but could present an accident should this unit fall on the student, patient or faculty.
6. Repair budget - This ongoing expense item is needed to maintain equipment in working order. Through both age and excessive student use, equipment does break down. Many times the item can be repaired at a lesser costs than replacing it.

7. Travel/Conference budget - This budget is to provide traveling compensation for internship supervision which is required by the accreditation commission. This budget also allows for the faculty to attend the annual California Dental Assisting Teachers conference in either northern or southern California. This 3 day conference provides invaluable legislative information for dental assisting programs and provides innovated teaching methodologies.

8. Office supplies are needed to maintain the day to day functions of the program with printer ink cartridges, tape, envelopes, paper clips, post notes and scantron answer sheets and test analysis sheets.

9. 2 staff computer replacement. These two computers are over 8 years old and are running very slowly and has limited storage for student records, progress reports, grades, documents, and grades. Other items that need computer storage are accreditation reports, on-line surveys, internship contracts, budget reports and examinations.

10. Classroom computer will reduce the down time waiting around for a class computer that has special dental software in order that the student can complete their assignments and receive a grade

11. Handpiece conversion will increase the access for students to have working handpieces so that they may practice and complete lab assignments.

12. Self contained ultrasonic scaler will reduce the need for students to wait around for a working ultrasonic unit. This unit is portable and therefore can be moved and used at remote sights other than at the dental unit.

Items 1-9 are essential to run the dental assisting program. Items 10-12 would enhance the program and provide a smoother operation.

VI. Other concluding remarks.

The dental assisting program serves interested students in providing training for entry level position as a chairside assisting, infection control person or the dental office manager or receptionist. The program also prepares the student to pass the state Registered Dental Assisting Board examination after graduation.

Students who successfully complete the program earn the following state approved certificates: Radiation Safety, Coronal Polishing, Ultrasonic Scaling and Pit and Fissure Sealants. Upon approval the Infection Control Certificate will be added to this list.

Although student material fees covers the majority of expendable items that the students need to complete there studies, it does not covered operational expenses and fees, repairs travel/conference, waste/sharps removal, replacing computers and new equipment purchases.
3. Please comment on the faculty and staff sections.

Faculty

The Dental assisting program has grown in the last year and is requesting additional teaching units to supervise students in the clinical setting.

An additional 2.6 teaching units for an extra clinical supervisor at UCSF internship is requested. Accreditation student/instructor ratio is 15 students for one supervising instructor. This past year we had only one instructor for 24-29 students. This could present a violation issue with the commission on accreditation.

Regulations require the assistance of a dentist for evaluation of specific functions of the students. Without VTEA funding the college would need to fund this expense.

Staff

In planning for the relocation to IVC campus, it is imperative to have an administrative assistant to coordinate the health and child care programs at IVC, namely, medical assisting, phlebotomy, EMT, ECE, and dental assisting. These programs require a great deal of administrative work in complying state and facility guidelines and regulations. Correspondence to clinical facilities, doctor’s offices and clinics each rotation, maintenance of student records for background checks, health clearance, and prerequisite completion, and application for state certifications requires a great deal of expertise and time from the administrative assistant. Schedules and rotation lists must be sent to agencies before each rotation. The Website must be updated with current changes for each program, and lastly program approvals and accreditation materials must be prepared for state or national agencies. The program must have clerical support to maintain student records and phone inquiries about the program or skills certificates.

I agree that with the move, the health science programs will need a separate Allied Health Division Manager or Chair separate from the nursing department to oversee the programs at IVC.

4. Other comments
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Dental Assisting Program has a very tight curriculum process that is tied to American Dental Association accreditation. This is a skills-based program where the success rates demonstrate excellent pedagogy, dedicated faculty and a highly disciplined group of students. Of particular note is that the students entering this program have a very high percentage of socio-economic disadvantages. The data demonstrates the remarkable success of the Dental Assisting program. The average (and consistent) success rate of 89% is remarkable and represents an excellent program, outstanding faculty and exemplary leadership.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

Great budget demands have been placed on the Dental Assisting program due to expanded regulations requiring very expensive equipment. The faculty coordinator and the department director continue to demonstrate exemplary initiative to support this program. Most recently, an application for Workforce Investment Act (WIA) funding prepared by the program coordinator resulted in an award that provided an additional $40K in funding made available to other district programs for needed equipment in other programs.

The following items will be evaluated on the rating criteria for equipment requests. The significant impact by saving $40K of the district's instructional equipment last year should be factored into the positive recommendation for these requests.

$1,000 one-time request for the American Dental Association accreditation is essential to continue the program.

$2749 has been requested to cover the repair and parts expense and installation for an essential piece of equipment necessary to the Dental Assisting Program?the Gendex X-ray Machine.?This represents a budget item that belongs in the ?additional requests? section of the budget build up as ongoing maintenance.

$712 has been requested to repair and recondition equipment necessary to provide program. .?This represents a budget item that belongs in the ?additional requests? section of the budget build up as ongoing maintenance.

$739 has been requested for the purchase of a self contained Ultrasonic Unit. The Dental Assisting Program is approved to offer an Ultrasonic Scaling Certification course under Community Education for non College of Marin dental assistants who need this certification. There are only 3 other public institutions in Northern California that offer this certification course to non students. This addition of this unit
would enable students to move through required activities more efficiently.

Approximately $8600/year is earned through a program where the Dental Assisting faculty volunteer for CES classes to raise funds for the Dental Assisting program. The $8600/year is essential to support ongoing expenses required for the program. These ongoing funds are basic operating funds that should be covered by the district. It is recommended that these funds be allocated as top priority in the 2010-11 budget year.

3. Please comment on the faculty and staff sections.

Over the last five years, new state regulations in all health science programs has greatly expanded the workload for staff and administrators. In 2011 the Dental Assisting Program will move to the Indian Valley Campus. This move will significantly impact the need for additional staff support. The need to add an FTE for the Indian Valley based health science programs will change this need from urgent to essential for functioning.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

Every year the Dental Assisting program expends all the general education funds allocated to the program. The expenses grow with the increasing costs of supplies and materials. In addition to the GE funds, the Dental Assisting program has also spent about $3600/year for program operation. Those expenses were covered from $825 in Lottery funds and $2,765 in Perkins funds.

5. Other comments

The leadership and quality of instruction provided in program development and expansion in the Dental Assisting program is a model that is quickly becoming the standard throughout the career programs area. The ongoing inclusion of colleagues, industry experts, and advisory committee members is reflected in the healthy numbers in enrollment and the student success rate. Most recently, the success of the fund development has boosted the quality of the equipment available to the students.

Dental Assisting is one of the flagship programs of the College of Marin. The assistance and mentoring offered by the faculty of the program is an inspiration to the students and to this administration.