

2021-2022 Comprehensive Instructional Program Review - DA Latest Version

2021-2022 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by Cosio, Lydia on 04/06/2022 14:07

Explain how your program supports the College's Mission.

Our program trains students to become Dental Assistants, within 11 months. We do this by utilizing a challenging curriculum, hands-on training using the latest technologically advanced instruments and techniques, in an accredited, high-quality program. Our graduates are qualified and prepared to take the State and National exams immediately following graduation, to become a Registered Dental Assistant (RDA) / Certified Dental Assistant (CDA). Based on these parameters, our program aligns with Cerritos College's mission.

Degrees and Certificates : Version by Cosio, Lydia on 02/07/2022 00:48

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

REQUIRED COURSES FOR THE DENTAL ASSISTING CERTIFICATE OF ACHIEVEMENT

FIRST SEMESTER UNITS

DA 51 Applied Dental Science I 4 DA 52 Dental Radiography I 2 DA 53 Introduction to Chairside Assisting 3 DA 54 Introduction to Operatory Procedures 4 — 13

SECOND SEMESTER

DA 61 Applied Dental Science II 3 DA 62 Dental Radiography II 2 DA 63 Advanced Chairside Assisting 4 DA 64 Dental Office Management 2 DA 65 Clinical I Dental Schools 3 — 14

SUMMER SESSION

DA 75 Clinical II Cooperative Office Training 5 — Total Certificate Requirements 32

Our graduates earn the following certificates after satisfactory completion of relative course work:

1. California State Radiation License
2. Coronal Polish Certificate
3. Pit and Fissure Sealant Certificate
4. Infection Control Certificate
5. Dental Practice Act Certificate
6. Certificate in Dental Assisting

With additional coursework, our graduates can earn an Associate of Arts degree in Dental Assisting.

Six-Year Program Goals : Version by Cosio, Lydia on 03/30/2022 14:59

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
1. Develop/create a mentorship program in Dental Assisting, pairing past program graduates with newly/currently enrolled students. This can be accomplished in one of our introductory courses, Applied Dental Science - DA 51, as an assignment. This assignment would connect our new students with working alumni to allow the mentorship process to flourish. The assignment would be to shadow a graduate from our program while in the clinical setting, describing the details of their day and outlining the job description. This goal would also assist building partnership within our dental industry.	1. Goal B	1. Not started.	1. This goal should be implemented within a two-year timeframe, approximately Fall 2024.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
<p>2. Implement a curriculum that adheres to the current dental healthcare standards and business office management procedures in the dental field.</p>	<p>2. Goal A & Goal B</p>	<p>2. In progress.</p>	<p>2. We are evaluating an introductory training version of Dentrix prior to purchase. Our current goal is to purchase and implement Dentrix office management software, in addition to the current Eaglesoft software we teach.</p> <p>We also want to purchase and implement digital impression system, consisting of specialized hardware and software.</p> <p>Both purchases will be using Strong Workforce or Perkins funds.</p> <p>Our projected goal for our new building, with an anticipated completion date of 2024, is to purchase a 3D panoramic/cephalometric machine. We are currently lacking space to house this type of technology. Our new location will be designed so that it replicates the scenario of a dental office.</p> <p>We will continue to evaluate technology trends and implement equipment as we adapt to our new space.</p>
<p>3. We currently track our alumni with surveys that are sent out by our Cerritos College Department of Institutional Effectiveness, Research, and Planning (IERP). These surveys are part of our program's State and National Accreditation requirements.</p> <p>Our goal will be to include tracking our alumni from our Orthodontic Assistant Certificate program.</p>	<p>3. Goal F</p>	<p>3. Not started.</p>	<p>3. This goal should be implemented within a two-year timeframe, approximately Fall 2024.</p>
<p>4. Create an assignment that will demonstrate examples of communication role-playing scenarios. The best examples of this assignment will be saved and posted on Canvas for our current/new cohort to review and reflect. This will be a great way to demonstrate to our students, the importance of proper communication, especially when interviewing for a job.</p> <p>Implementation of this assignment, will also address the lack of communication skills, as noted by our advisory committee members and community dentists.</p>	<p>4. Goal B & D</p>	<p>4. Not started.</p>	<p>4. This goal should be implemented within a two-year timeframe, approximately Fall 2024.</p>
<p>5. Faculty will focus on student success through adopting various effective teaching practices.</p>	<p>5. Goal B</p>	<p>55. In progress.</p>	<p>5. Faculty will attend a variety of methodology courses and conferences, such as:</p> <ol style="list-style-type: none"> 1) California Association of Dental Assisting Teachers (CADAT) conference. 2) American Dental Education Association (ADEA) conference. 3) On-Course Teaching seminars

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
<p>6. Ensure the student is prepared for employment as a safe, competent, and regulation-compliant dental health care professional.</p> <p>We strive to develop graduates to adhere to the laws and regulations of California and the ethical principles of the American Dental Practice Act and Dental Assisting Code of Ethics.</p>	6. Goal A & Goal B	6. In progress.	<p>6. Thread and modify the dental practice act along with the law and ethics curriculum, as the legal and ethical dental landscape evolves.</p> <p>Students practice and pass didactic and skill competencies throughout the program to a 75% passing level.</p>
<p>7. Transition all our lecture courses to be Distance Education (DE) approved. This will give the instructors options and opportunities to customize the lecture delivery. We feel the convenience of having the lecture courses online, coupled with all labs on-ground, will help to improve program completion and student success.</p>	7. Goal E	7. In progress.	<p>7. This goal should be implemented within a year timeframe, approximately Fall 2023. Our Dental Assisting faculty are currently working with the Curriculum committee on getting the courses DE approved.</p>
<p>8. Mentor students to pass all Dental Assisting courses, attain their Dental Assisting Certificate of Completion and prepare them to sit and pass, both the State and National Board examinations.</p> <p>In addition, guide the students on the pathway to complete their Associate of Arts degree in Dental Assisting.</p>	8. Goal A & Goal B	8. In progress.	<p>8. Faculty will meet with students on an individual basis in both the Fall and Spring semesters, to help them meet their educational goals.</p> <p>Faculty will also assist the students with application paperwork for Certificates and Licenses and Degrees.</p> <p>Students will schedule a post graduate meeting with faculty, to ensure with follow through with their professional career pathway.</p> <p>Our Dental Assisting program integrates the content of the National and State Board exams in our curriculum. We analyzed the Cerritos College State and National Board pass rates, and over the last 3 years we ranked between 90 - 100%.</p>
<p>9. To provide a broad-based education that lays the groundwork for advancement into a variety of dental assisting careers.</p>	9. Goal A & Goal B	9. Continuously evolving progress.	<p>9. The program invites program alumni as guest speakers to introduce and expose students to a variety of career options.</p> <p>Students are also exposed to a variety of Dental Specialties through their internship at the USC Ostrow School of Dentistry and their Summer internship in community dental offices.</p> <p>Establish a mentor program between the Dental Assisting students and the Cerritos College Dental Hygiene students.</p>

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
10. To build in graduates a commitment to lifelong learning, a dedication to the fulfillment of personal and professional potential, a sense of dignity, value, and self-worth.	10. Goal A & Goal B	10. Continuously evolving progress.	10 . Resume attendance at the California Dental Association Convention and community dental service projects. These interactions promote career choices to students who otherwise may not have this exposure.

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by Cosio, Lydia on 04/06/2022 14:07

Course by SLO	Expected Performance	Performance
DA61 - Applied Dental Science II		
Students demonstrate ability to identify and evaluate stain and plaque and perform coronal polish procedure. (Active from 2015 SP)	100.00%	99.11%
Students are able to identify different types of medical emergencies in a dental office. (Active from 2015 SP)	100.00%	99.11%
Students identify and recognize oral pathological conditions. (Active from 2015 SP)	100.00%	91.07%
Students demonstrate ability to place pit and fissure sealants. (Active from 2015 SP)	100.00%	98.15%
Students design and develop educational programs focusing on dental disease and dental care for grammar school children (K-3). (Active from 2015 SP)	100.00%	99.11%
DA62 - Dental Radiography II		
Students to demonstrate a full month set of x-rays with digital imaging, on a manikin, with acceptable diagnostic quality to stated criteria. (Active from 2013 FA)	100.00%	90.82%
Students identify twenty anatomical structures and their location on a digital panoramic film to stated criteria. (Active from 2013 FA)	100.00%	89.80%
Students apply sterile techniques while performing radiographic procedures on patients. (Active from 2013 FA)	100.00%	94.90%
Students apply techniques of bisecting method for patient exposure in FMX to learned criteria. (Active from 2013 FA)	100.00%	92.78%
DA63 - Adv Chairside Assisting		
Students demonstrate ability to identify malocclusions. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate ability to identify and place three kinds of orthodontic separators. (Active from 2013 FA)	100.00%	100.00%
Students recognize and identify oral surgery instruments and their uses. (Active from 2013 FA)	100.00%	63.64%
Students place and remove periodontal dressing to learned criteria. (Active from 2013 FA)	100.00%	100.00%
Students condense, adapt, and carve a Class II sedative provisional restoration to learned criteria. (Active from 2013 FA)	100.00%	100.00%
DA63 - Advanced Chairside Assisting		
A. Demonstrate ability to identify malocclusions (Active from 2017 SP)	100.00%	96.83%
B. Demonstrate ability to identify and place three kinds of orthodontic separators (Active from 2017 SP)	100.00%	98.41%
C. Recognize and identify oral surgery instruments and their uses (Active from 2017 SP)	100.00%	93.65%
D. Place and remove periodontal dressing to learned criteria (Active from 2017 SP)	100.00%	97.06%

Course by SLO	Expected Performance	Performance
E. Condense, adapt, and carve a Class II sedative provisional restoration to learned criteria (Active from 2017 SP)	100.00%	96.83%
DA64 - Dental Office Management		
Students demonstrate ability to schedule patients efficiently using the computer. (Active from 2013 FA)	100.00%	74.62%
Students describe method of appointing a patient who has an emergency. (Active from 2013 FA)	100.00%	85.38%
Students explain the purpose of licensure, including requirements to become licensed. (Active from 2013 FA)	100.00%	90.00%
Students describe the difference of ethics and jurisprudence. (Active from 2013 FA)	100.00%	83.85%
Students demonstrate various filling methods. (Active from 2013 FA)	100.00%	89.23%
Students identify steps in successfully completing a job application. (Active from 2013 FA)	100.00%	83.08%
DA65 - Clinical I Dental Schools		
Students identify six items necessary in order to assist the dental student during an oral exam and diagnosis to learned criteria. (Active from 2013 FA)	100.00%	70.89%
Students demonstrate ability to assist the dental student in placing a rubber dam on a patient to learned criteria. (Active from 2013 FA)	100.00%	75.95%
Students demonstrate ability to communicate with patients and meet their chairside needs as well as make patients feel comfortable and relaxed to learned criteria. (Active from 2013 FA)	100.00%	67.09%
Students are able to demonstrate, with some faculty or staff intervention, the ability to self-assess their competency in delivering patient care. (Active from 2015 SP)	100.00%	91.14%
DA75 - Clin II Coop Office Training		
80% of students will receive satisfactory on check off forms for 75% of the skills performed in the clinical setting. (Active from 2013 FA)	100.00%	94.44%
Students demonstrate correct infection control procedures, before, during, and after patient care. (Active from 2013 FA)	100.00%	94.44%
Students are able to demonstrate, with very little faculty or staff intervention, the ability to self-assess their competency in delivering patient care. (Active from 2013 FA)	100.00%	94.44%
Students identify the legal duties of a registered Dental Assistant as stated in the California Dental Practice Act. (Active from 2013 FA)	100.00%	94.44%
Students demonstrate ability to communicate with patients and meet their chairside needs as well as make patients feel comfortable and relaxed. (Active from 2013 FA)	100.00%	90.74%
DA86 - Clinical Experience In A Orthodontic Specialty Practice		
A. Perform a variety of dental assisting clinical functions in a specialty setting (Active from 2018 FA)	100.00%	100.00%
B. Utilize problem solving and critical thinking skills (Active from 2018 FA)	100.00%	90.00%
C. Apply industry standards (Active from 2018 FA)	100.00%	100.00%
DA - 51 - Applied Dental Science I		
Students explain appropriate methods for sterilization techniques. (Active from 2013 FA)	100.00%	95.26%
Students recognize and identify the various types of teeth. (Active from 2013 FA)	100.00%	59.47%
Students construct a bleaching tray for tooth whitening according to learned criteria. (Active from 2013 FA)	100.00%	74.87%

Course by SLO	Expected Performance	Performance
Students demonstrate appropriate techniques when taking impressions for study models according to learned criteria. (Active from 2013 FA)	100.00%	68.42%
Students perform a preliminary oral examination. (Active from 2013 FA)	100.00%	55.26%
Students analyze their level of oral hygiene and demonstrate proper tooth brushing techniques. (Active from 2013 FA)	100.00%	85.26%
DA - 52 - Dental Radiography I		
Students apply radiography safety techniques prior to taking dental x-rays. (Active from 2013 FA)	100.00%	98.60%
Students apply sterile techniques while performing radiographic procedures on patients. (Active from 2013 FA)	100.00%	96.84%
Students demonstrate mounting processed radiography film according to learned criteria. (Active from 2013 FA)	100.00%	84.56%
Students apply techniques of paralleling method for patient exposure in FMX to learned criteria. (Active from 2013 FA)	100.00%	82.04%
DA - 53 - Intro-Chairside Assisting		
Students demonstrate the proper techniques of seating, preparing, and dismissing of patients. (Active from 2013 FA)	100.00%	99.52%
Students document, during dictation, the patient's oral exam in the dental record to stated criteria. (Active from 2013 FA)	100.00%	67.15%
Students apply a rubber dam using sterile technique on a fellow student. (Active from 2013 FA)	100.00%	89.86%
Students demonstrate ability to pass the correct dental instrument at chairside learning activities. (Active from 2013 FA)	100.00%	85.51%
DA - 54 - Intro Operatory Proced		
Students identify all hand cutting and non-cutting instruments. (Active from 2014 FA)	100.00%	81.40%
Students apply a Tofflemire matrix band and wedge according to learned criteria. (Active from 2014 FA)	100.00%	80.93%
Students demonstrate step by step sequence used during an amalgam procedure in a role playing situation. (Active from 2014 FA)	100.00%	83.25%
Students apply sterile techniques while performing a facebow transfer to stated criteria. (Active from 2014 FA)	100.00%	91.87%
Students demonstrate preparation and manipulation of zinc oxide cement for use as a base. (Active from 2014 FA)	100.00%	95.81%

Assessment Report (Part 2: Assessment Responses) : Version by Cosio, Lydia on 02/07/2022 00:48

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Content is delivered in both the lab and lecture setting, along with reinforcement using video content and textbook information. The assessment process is integrated throughout our curriculum. Assessment is a combination of hands-on lab, oral presentations, research projects, quizzes and final exams both written and clinical. The SLO assessment process occurs at the end of every semester. The data is analyzed during our faculty meetings at the beginning of each semester. Strategies for improvement are discussed as well as the areas that are successful.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Based on the Course SLO data, student performance is generally very good. For example, over 87% (42 out of 48) of the areas surveyed reported students were performing above 90%. Of the remaining 12.5% of surveyed areas, still performed better than the minimum passing score required by our accrediting body. For example, the Commission on Dental Accreditation (CODA) & Dental Assisting National Board (DANB), our 2 accrediting bodies, require a minimum passing grade 75%. The single, minimum score reported in the Course SLOs was 78.95%. Good performance aside, there are still several initiatives in progress to facilitate program improvements. First, we see a trend in reduced communication skills, and we think this is based on the student's use of social media and the lack of formal verbal skills gained through practice. To combat this dilemma, we have implemented role-playing, where the students role-play as dentist, dental assistant and patient, among themselves so they experience the importance of clear communication in a dental setting. This one learning tool is addressing several areas that reported lower desired performance scores. The process for improvement plans is ongoing, at the beginning of each semester faculty meet and strategize improvement plans. In addition, our faculty meet with every student each semester and discuss improvement plans from the student's perspective. Several ideas for improvement have been implemented by student's suggestions.

Data Analysis of Program Data : Version by Cosio, Lydia on 04/06/2022 14:07

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

DATA ANALYSIS:

The age group enrollment numbers for the College as a whole, are as follows:

20-24 age group is the most populous, with 30.07% headcount.

25-34 with 26.86% headcount.

19 and under with 23.01% headcount.

35-49 with 13.03% headcount.

50 and over with 6.76% headcount.

The Dental Assisting student population age groups are as follows:

20-24 with 58.33% headcount.

25-34 with 22.92% headcount.

19 and under with 14.58% headcount.

and 35-49 with 4.17% headcount.

Although the College age groups are more evenly divided among the student population, the Dental Assisting student population does follow the same trends regarding age group population, with the largest age group being the 20-24 followed by 25-34.

From the class of 2014-2015 through 2017-2018, the Dental Assisting program was holding steady at between 11.11% to 14.04% male student enrollment. This trend has been a welcome increase in male student enrollment and is significant, since Dental Assisting has previously been considered a female dominated field.

2018-2019 seems like an anomaly year, where male student enrollment declined to 3.64%. Male student enrollment during 2020-2021 & 2021-2022 COVID eras, have bounced back and increased to over 16% enrollment.

Hispanic/Latino students have dominated the student population at Cerritos College and similarly, in the Dental Assisting program. Since 2014-2015, the College student population has held steady between to 64.45% to 67.29% through 2021-2022. The Dental Assisting program Hispanic/Latino student population has also held steady, between 2014-2015 & 2019-2020 from a low of 72.73% to a high of 82%. 2021-2022 shows a decline in the Dental Assisting, Hispanic/Latino population to a low of 66.67%, which is still dominating the ethnic population distribution.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

GENERAL OBSERVATION:

Enrollment trends in the past have seemed to pattern with the economic trends. When the economy is good enrollment typically declines, and when the economy is poor our enrollment typically increases.

In 2020, our program could only accept 20 students due to the Corona Virus Pandemic, therefore there was a decrease in enrollment. Under normal circumstances, our program can accept 36 students.

DATA ANALYSIS:

The overall student population for Cerritos College has generally stayed steady from 2014-2015 through 2018-2019, with a slight bump in 2019-2020 and then the impact of the COVID-19 pandemic was felt with a steep drop-off in headcount. Similarly, the impact of COVID has also been felt with reduced headcount in Dental Assisting during the 2020-2021 to 2021-2022 school years. However, our reduced headcount was also the result of our socially-distanced in-person lab class guidelines. Initially, when the pandemic started, we found students who had been accepted to the program were apprehensive about attending in-person lab classes and many were unwilling to accept the potential risk during 2020-2021. Because we had substantially more students apply than could be accepted, we were able to enroll a full (50% non-COVID capacity), socially-distanced class, during that first year living with COVID. Our 2021-2022 class was more difficult to fill, yet, we still enrolled a nearly full class at the beginning of the school year. Although the numbers look startling with Dental Assisting headcount down from 71 during 2019-2020, to 48 during the 2020-2021 school year, the numbers are deceiving. We had to enroll 2 classes during the 2019-2020 school year to finish the original class impacted by the pandemic, and accept the typical new class, therefore, enrollment numbers are skewed and reflect twice the number of students, which is unprecedented and likely to never happen again. And, because of social-distancing, the numbers appear worse than they would have been, based on the number of applications received.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

GENERAL OBSERVATION:

Our program retention rates have been good and have remained consistent over time. There are not any substantial performance gaps for disproportionately impacted students. There does not seem to be any particular courses that have low retention rates.

DATA ANALYSIS:

Success and retention rates have generally improved over the period from 2014-2015 through 2018-2019. The impact of COVID-19 on our success and retention rates is not accurate and does not represent the actual success and retention rates we experienced during that year.

During the last 3 school years (2018-2019, 2019-2020 & 2020-2021), we did not have any Disproportionally Impacted students, for example: African American and White students reported a 100% success rate, while Hispanic/Latino students earned a success rate of 90%. It is my opinion that our small class sizes help maintain higher-than-average retention and success rates when compared to the general College classes. Our class sizes were reduced further to allow for social distancing and/or the renovation of the Health Science building.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

We have not noted any differences in the success rates when our curriculum is delivered in the various delivery methods. During the last two (2) years, we have had mixed courses where the lecture is online (Synchronous or Asynchronous) and labs are in-person. Our students have maintained a 90%+ success & retention rates for all classes.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. Since our success and retention rates are good, the only program changes I expect, will be our typical program advancements. Our program strives to teach our students with the latest and best technology, as used in dental practices, when it is available. Therefore, we are continuously adopting technology as it evolves.

Curricular Course Review : Version by Cosio, Lydia on 03/23/2022 20:24

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Courses are reviewed by the faculty of record, each year. Then, as a program, the entire Dental Assisting team reviews courses every 4-6 years. We also have input from our advisory committee that guides our program on updates with industry trends. Curriculum review is a must, due to the strict guidelines established by our State & National accrediting bodies.

Explain any course additions to current course offerings.

Our program course offerings remain consistent with what has been approved by our State and National Boards. Therefore, we did not have any additions to our set Dental Assisting program. We did add post graduate courses for an Orthodontic Assistant Certificate, although these courses are not required for our Dental Assisting Certificate or the AA degree in Dental Assisting.

Explain any course deletions and inactivations from current course offerings.

We did not inactivate any courses.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

1) All courses that are required have been offered the past two years.

2) The route to completion has not changed.

3) Our data reflects sufficient graduates for the program size.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

Yes, to complete our program there are five certificates the student must complete. This curriculum is integrated in our 11 month program and students must complete these required certificates. Successfully passing the certificate requirements at 75% must be accomplished, in order to qualify for the Dental Assisting certificate of completion. Upon program completion, our graduates qualify to sit for both the State Registered Dental Assisting (RDA) exam and the National Certification (CDA) exam. These licenses (RDA & CDA) are not required for employment, but offer more marketability and employment stability.

1) The majority of our graduates reside in California, therefore, they opt to take the State Board exam to become a Registered Dental Assistant (RDA), as opposed to the National Certification (CDA) Exam. Our pass rate reflects an average pass rate of above 90%, for the State Board exams.

2) Our regulatory State and National agencies set program passing grades for all certificates and courses to a minimum of 75%. In addition, our College sets attainment goal for our program courses and completion. These goals are met and often surpassed in most benchmark areas.

Program Reflection

Six-Year Program Reflection : Version by Cosio, Lydia on 03/29/2022 19:46

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Our program has been overall successful in a number of areas. Where we see deficiencies in our data is in the area of male students entering our program. Also, in the areas of students who lack various resources to allow program completion. With our first area of deficiency, we continue to be creative with representation of this minority. We invite male alumni to discuss their professional success with our current students. When advertising our program, we highlight male students in a variety of methods both printed and social media. Additional changes we would like to see is migrating our lecture courses to an online format. We know many of our students lack transportation resources and also must work part-time or full-time. We are hopeful this flexibility of having our lecture courses online will contribute to student success.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

1) Our six-year trend is to continue to have high completion rates.

2) We continue to mentor our students each semester by meeting with them individually to encourage them to continue higher education.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

1) The major event that impacted our program with the Covid-19 virus.

2) This unplanned event affects to our program were as follows: delayed program completion, required classroom size reduction, reduction in annual accepted Dental Assisting cohorts, which in turn translated to the reduction of adjunct faculty teaching assignments, emergency migration to on-line lectures, required on-line certification for all faculty, loss of clinical sites, newly required additional return to campus safety protocol rules, and overall uncertainty of future.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Most recently all of our faculty became Fully Distance Education Certified. Three years ago, we completed curriculum approved by Cerritos College and the State Board of California for the Orthodontic Assistant Certificate. We are one of two community colleges in California to offer this certificate.

Provide a status update on goals from the last program review cycle.

Some of the previous goals were improving our existing facilities, which created numerous disadvantages for our students. Our building infrastructure had not been updated for 40 or more years. Therefore, it was not conducive to a modern and functional learning environment. We have recently begun the process of planning and executing our new renovated dental space.

This has been a collaborative effort by many entities. Our projected project remodel completion is expected in Fall 2024. We are currently housed in a modular swing space on campus.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

From the last review cycle, we have been fortunate to have been the recipients of various funding resources; Strong Workforce, Perkins, Student Lab Fees, Instructional Supply Budget and Covid-19 Relief funding. This funding has allowed our program to stay abreast of the evolving changes in the career of dental assisting. In the area of technology our program continues to purchase the latest technology in digital radiography and digital impressions. We have been able to purchase clinical operator chairs for each classroom to maintain safety and ergonomic wellness. Funding has also been granted to enhance our faculty methodology and continuing education. We also have had numerous additional purchases to allow our program to improve the overall function and effectiveness.

Resource Requests

Faculty Resource Request(s)

Program/Department/Division:

No Value

Title of instructor position:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Classified Resource Request(s) : Version by **Cosio, Lydia** on **02/07/2022 00:48**

We would like to hire a health occupation "Clinical Contract Specialist" aide with managing the task of contracts for our Dental Assisting Program. This person would also manage the contracts for the Dental Hygiene, Physical Therapy Assistant, Nursing, Medical Assisting, Pharmacy Technician, and Speech and Language Pathology Programs. Currently, Department Chairs (DC) and Program Directors (PD) spend countless hours trying to organize the numerous contracts that must be maintained for student clinical placement. Hiring for this position is critical and would free up the DC and PD hours that would be better spent directly helping students, thus increasing areas of student success.

Program/Department/Division:

Dental Assisting (a shared resource between Dental Assisting and the following Health Occupations programs: Dental Hygiene, Physical Therapy Assistant, Nursing, Medical Assisting, Pharmacy Technician, and Speech and Language Pathology / Dental Assisting / Health Occupations

Position requested:

A shared resource, titled: Clinical Contract Specialist. The resources for this newly created position would be shared between

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important (creates value and efficiency for program)

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New (not in the current budget)

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

We would like to hire a health occupation "Clinical Contract Specialist" aide with managing the task of contracts for our Dental Assisting Program. This person would also manage the contracts for the Dental Hygiene, Physical Therapy Assistant, Nursing, Medical Assisting, Pharmacy Technician, and Speech and Language Pathology Programs. Currently, Department Chairs (DC) and Program Directors (PD) spend countless hours trying to organize the numerous contracts that must be maintained for student clinical placement. Hiring for this position is critical and would free up the DC and PD hours that would be better spent directly helping students, thus increasing areas of student success.

If this position is not filled, what is the potential impact to student success?

The consequence of not funding this position is a continued strain on Department Chairs (DC) and Program Directors (PD) who spend countless hours trying to organize the numerous contracts that must be maintained for student clinical placement. These are hours that should be allocated to student success, not tedious and time-consuming contract maintenance.

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Professional Development Resource Request(s) : Version by Cosio, Lydia on 02/07/2022 00:48

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

Project #3, Continuing Education – Our dental industry is under constant change, whether it is from new technology to enhance patient care or new classroom technology to improve student learning outcomes. It is imperative we continue to learn about the exciting new opportunities for dental assisting faculty. The risks of not staying current with teaching methodology will jeopardize compliance with the recommendations of our two (2) accrediting bodies, the Commission on Dental Accreditation (CODA) and Dental Assisting National Board (DANB). Our faculty will implement what we learn (current/evolving standards and dental office best practices) at this seminar, to train and prepare our students for their transition into dental field employment. Staying current with dental assistant training trends are critical for our instructors to maintain a highly skilled approach to teaching. Many of our instructors have been teaching in the dental assisting field for more than 20 years. Without this continuing education, our faculty would be out of touch with advances in dental assisting training. This continuing education training is also required by our State and (CODA) National (DANB) accreditation bodies. We as faculty, will continue to evolve and transition the knowledge we have gained at our

training seminar, into the classroom/lab setting. The dental field is constantly evolving, therefore, as instructors, we must stay current with new and updated curriculum and teaching methodologies. Our faculty will implement what we learn into the classroom setting, and our students will have the most advanced training and be more skilled and more marketable.

Professional Development Resource Request(s):

Project #3, Continuing Education – I want to provide the opportunity to have all five of our Cerritos College Dental Assisting faculty attend an annual teachers conference presented by The California Association of Dental Assisting Teachers (CADAT), specifically tailored for Dental Assisting Instructors. This conference will enhance our faculty's knowledge of current teaching methodology and best practices in dental assisting curriculum.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important – Creates value and efficiency for our program.

Cost estimate:

CADAT faculty conference: \$1750.00 total.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Funding source: Strong Workforce

Facilities Resource Request(s) : Version by Cosio, Lydia on 02/07/2022 00:48

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Project #1, Operatory organization – Our program currently is in a transition phase with our Health Science building renovation. We will be moving from a very large square footage space to a substantially reduced swing-space classroom. This 2-year temporary space lacks classroom storage compared to our previous building. My motivation for this project is, we are attempting to deliver the same classroom experience, in regard to classroom organization and curriculum/content delivery, as we currently offer our students. Our goal is to purchase mobile storage carts, dental container tubs, and dental trays with locking lids. This purchase will help our students keep instruments and other dental materials organized and prepare them for the specific procedure they will work with, in the community dental offices. This type of procedure specific organization is important in the delivery of lab content and patient procedures. For example, each of the storage carts, tubs and trays will be designated for: fillings, surgeries, root canals, crowns, etc.

Project # 2, Digital Radiography Equipment – We are motivated to move forward with this project due to the phasing out of the traditional film method of taking dental x-rays. These items will help our students know the latest evolving trends in Radiology techniques and what to expect in their internships, as well as prepare them for future employment. The scanners will allow each operatory, to have access to a scanning machine and will enable our students to stay organized as they expose x-rays in their operatory. These digital sensors are the latest technology, which feature the ability to adjust to the density of each individual patient automatically, setting specific exposure time to allow the perfect diagnostic radiograph. Lastly the new x-ray holders are necessary for aligning the sensors to the teeth for to achieve an accurate radiograph.

Project #4, DXTTR / Manikin maintenance & repair – Our training manikins use human skulls and human teeth, to simulate humans tissue density while teaching our students preclinical x-ray techniques. These manikins are vital to provide the best available training and aide our students in preparation for clinical procedures on patients.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Project #1, Operatory organization - Having core organization skill sets in the learning environment will mimic the dental office surroundings. Setting up for procedures in an organized and timely manner is a skill that we focus on and measure with numerous practical procedures. Students realized early in the program that these skills are important, and staying organized, and on task, is the second half of perfecting the skills. The students employed in the community dental offices the tell us that these skills are building blocks for our students' future careers.

Consequence - If we do not have this type of organization, we jeopardize the the classroom organization and curriculum/content delivery, that we have maintained in our previous classroom facility. As teachers, our goal is to improve, not risk backsliding at our students' expense.

Project # 2, Digital Radiography Equipment - The demand for dental assistants with training on the latest dental x-ray technology continues to be one of the leading skills that dentists frequently request.

Consequence - Our program risks not preparing our students for the latest in dental X-ray technology. Without the skills we will achieve with this new technology, we risk failing to properly prepare our students for employment. Many of our students are from an underserved community, and we as an institution of higher learning must stay on the cutting edge, especially when our local community dentists are rapidly adopting this technology. Once our students learn this technology, they will certainly be more marketable.

Project #4, DXTTR / Manikin maintenance & repair – Having equipment in good working order helps to maintain the level of skill we require from our student's lab assignments. This skill level is also expected of our students while they accomplish their internship hours and when seeking employment.

Consequence – Having our manikins in disrepair does not give our Dental Assisting and Dental Hygiene students the experiences necessary to prepare them for patient procedures. Our manikins are designed to be very lifelike, with human teeth and skulls, this delicate level of equipment must be maintained to give the most lifelike preclinical learning experience.

Facilities Resource Request(s):

Project #1, Operatory organization - Many dental offices have these types of treatment delivery systems. The various dental treatment is color coded according to specific dental procedures. Implementing this type of organization will help prepare them for dental office employment.

Project # 2, Digital Radiography Equipment - Dentists continue to seek dental assistants who have advanced technology skills. These are the same skills that are currently in use in their dental offices. Dental assistants use constantly evolving technology, by adapting, we will help our students meet the needs and requests of our community dentists.

Project #4, DXTTR / Manikin maintenance & repair – Our college has the advantage of having our manikins with human skulls that give them the lifelike patient experiences. Due to the delicate nature of these manikins on-going and continuous repair and maintenance is required to simulate patient experiences.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important – Creates value and efficiency for our program.

Cost estimate:

Project #1, Operatory organization –

Cart organization for swing space: \$4315.45 + tax & shipping.

Tray organization for swing space: \$2200.79 + tax & shipping.

Tub organization for swing space: \$5431.61 + tax & shipping.

Project # 2, Digital Radiography Equipment –

ScanX Duo: \$23679.47

Schick sensors: \$71366.63

Accessory holders: \$650.00

Project #4, DXTTR / Manikin maintenance & repair –

Repairs includes shipping: \$5120.

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Funding source: Strong Workforce

Technology and Software Resource Request(s) : Version by **Cosio, Lydia** on **02/07/2022 00:48**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Project #5, Digital Dental Workflow – Cerec mill, Pro 95 3D printer, Planmill milling center & Ivoclar Oven Dental Technology needed to teach students how to operate the milling centers and 3D printers used in modern dental offices in our area. Incorporation of this technology allows inclusion and equity, as the students learn about the latest evolving technology in dentistry. We want to introduce this technology to our students, so they are ready to work with the machines they will find in their internship offices. Without having these machines in our program, our students would be at a huge disadvantage, when compared to students who were trained at other institutions.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Project #5, Digital Dental Workflow - Funding for these milling stations and 3D printers strengthens our dental assisting career pathway. This allows student to gain knowledge above certification, leading to AA degrees, transfer to an institutions of higher education and a pathway to further dental training (Dental school / Dental Hygiene school).

Consequence - The risks foreseen without adding these machines to our curriculum could be huge. With dental technology it continues to evolve and not adapting our impression techniques, our students will not be prepared for the current workforce. After proper faculty training and customer service support packages, we will be able to keep up with the updates needed to keep the software current.

Technology and Software Resource Request(s):

Project #5, Digital Dental Workflow - These investments will elevate our students' marketability for employment and need for very well qualified individuals necessary to work in our dental industry. We will bring currency to our external stakeholders; therefore, leading to optimum patient treatment and care.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important – Creates value and efficiency for our program.

Cost estimate:

Project #5, Digital Dental Workflow -

Sprintray Pro95 3D printer bundle: \$11,868.90

Planmill 30S bundle: \$61,533.53

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Funding source: Strong Workforce

Other Resource Request(s) : Version by Cosio, Lydia on 02/07/2022 00:48

Identify and justify any other needs. Explain how it will help the program better meet its goals.

FUTURE RESOURCE REQUESTS, WITHIN THE NEXT 6 YEARS: With the re-construction of our new Health Science building there will be items that are necessary for purchase that will assist with the functionality of our new space. These items won't be needed for a period of two years, August 2024. Currently in our modular space we do not have the space or need for these items. These items are a prediction of technology that will evolve in a couple of years. We anticipate needing equipment such as: 3-D cephalometric/panoramic X-ray machine, upgraded 3-D printer, digital technology for capturing impression and X-rays We also feel there the new space will require particular signage, furniture for the patient reception area, and additional items not anticipated or projected as part of the estimated building cost, etc. It is difficult to estimate a total cost of these items, as we approach the building remodel completion the cost will be easier to summarize and estimate.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

FUTURE RESOURCE REQUESTS, WITHIN THE NEXT 6 YEARS: Our renovated classrooms and labs are designed to facilitate the student transition from learning to employment. To fulfill the goals of this transition, we need to fully develop our environment to essentially re-create the professional, dental office, in terms of technology offered, seamless patient flow and the student's direct interaction with the equipment of the modern dental office. Our current modular swing space is too small to offer all of these amenities, but eventually, we will be able to provide them in our renovated Health Science building.

Other Resource Request(s):

FUTURE RESOURCE REQUESTS, WITHIN THE NEXT 6 YEARS: This resource request will include the following technology to better adapt our students to the workplace environment: 3-D cephalometric/panoramic X-ray machine, upgraded 3-D printer, digital technology for capturing impression and X-rays We also feel there the new space will require particular signage, furniture for the patient reception area, and additional items not anticipated or projected as part of the estimated building cost, etc.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

FUTURE RESOURCE REQUESTS, WITHIN THE NEXT 6 YEARS: Important (creates value and efficiency for program)

Cost estimate:

FUTURE RESOURCE REQUESTS, WITHIN THE NEXT 6 YEARS: Estimated cost would be between \$50,000 and \$125,000.

Occurrence:

- Recurring expense
- One-time augmentation

FUTURE RESOURCE REQUESTS, WITHIN THE NEXT 6 YEARS: One time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins or Strong Work force funding.

Prioritized Resource Request Recommendations : Version by Cosio, Lydia on 02/07/2022 00:48

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Priority #1 - Project #3, Continuing Education	Priority #1 - Project #3, Continuing Education	Priority #1 - Project #3, Continuing Education – CADAT faculty conference: \$1750.00 total.	Priority #1 - Project #3: Goal C
Priority #2 - Project #1, Operator organization	Priority #2 - Project #1, Operator organization	Priority #2 - Project #1, Operator organization – Total: \$11,947.85, itemized below: Cart organization for swing space: \$4,315.45 + tax & shipping. Tray organization for swing space: \$2,200.79 + tax & shipping. Tub organization for swing space: \$5,431.61 + tax & shipping.	Priority #2 - Project #1: Goal E
Priority #3 - Project # 2, Digital Radiography Equipment	Priority #3 - Project # 2, Digital Radiography Equipment	Priority #3 - Project # 2, Digital Radiography Equipment – Total: \$95696.10, itemized below: ScanX Duo: \$23,679.47 Schick sensors: \$71,366.63 Accessory holders: \$650.00	Priority #3 - Project # 2: Goal E
Priority #4 - Project #4, DXTRR / Manikin maintenance & repair	Priority #4 - Project #4, DXTRR / Manikin maintenance & repair	Priority #4 - Project #4, DXTRR / Manikin maintenance & repair – Repairs includes shipping: \$5,120.00	Priority #4 - Project #4: Goal E

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Priority #5 - Project #5, Digital Dental Workflow	Priority #5 - Project #5, Digital Dental Workflow	Priority #5 - Project #5, Digital Dental Workflow - Total \$73,402.43, itemized below: Sprintray Pro95 3D printer bundle: \$11,868.90 Planmill 30S bundle: \$61,533.53	Priority #5 - Project #5: Goal E

Career Technical Education (CTE) Supplemental Questions : Version by **Cosio, Lydia** on **04/06/2022 14:07**

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Currently the labor market demand for dental assistants is high, data from the 2018-2028 Occupational Employment Projections, Los Angeles-Long Beach-Glendale Metropolitan Division shows an increase of 14% base estimate, from 2018 -2028. The labor market demands seem to continue to increase and does not show any signs of declining in the next six years. In addition, data from the U.S. Department of Labor Statistics also shows an above average increase in employment, nationwide, of 11% growth between 2020 – 2030, with a forecasted employment growth of 36,900 jobs.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

Our program is a Registered Dental Assisting Program, which translates to offering the curriculum that fully prepares and qualifies the students for the Registered Dental Assisting (RDA) Exam and the National Dental Assisting Board to become a Certified Dental Assistant (CDA). We are an accredited program which means that we are fully accredited with both the State Board of California and the National Board. Our type of RDA/CDA training program is offered at most Community Colleges. The closest community colleges to this area are located in Orange County (Cypress and Orange Coast College) and in the San Gabriel Valley at Pasadena Community College, which is the third closest. Cerritos College offers five components/certificates that are required for the Dental Board Exam and allows our students to take the Exam as soon as they complete the program. In addition, we are one of only two community colleges that offer the Orthodontic Assistant Certificate, which is a post graduate course offered exclusively to our graduates. Other Dental Assisting programs in the area offer the curriculum to become a dental assistant, which is a less rigorous curriculum and does not allow for their graduates to sit for the RDA/CDA professional exams. When comparing the cost to other programs, our program, as most community college programs, is often more affordable, than adult, and proprietary schools.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

The success of our students has remained consistent in the last six years. Completion has also continued to improve. Employment rates remain steady and there are currently more positions open than we have graduates to fill these positions. Data shows the Dental Assistant Success rates average 90% during the preceding 6 years, as reported in the California Community Colleges Chancellor's Office, Management Information Systems Data Mart.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

Yes, to complete our program there are five certificates the student must complete. This curriculum is integrated in our 11 month program and students must complete these required certificates. Successfully passing the certificate requirements at 75% must be accomplished, in order to qualify for the Dental Assisting certificate of completion. Upon program completion, our graduates qualify to sit for both the State Registered Dental Assisting (RDA) exam and the National Certification (CDA) exam. These licenses (RDA & CDA) are not required for employment, but offer more marketability and employment stability.

1) The majority of our graduates reside in California, therefore, they opt to take the State Board exam to become a Registered Dental Assistant (RDA), as opposed to the National Certification (CDA) Exam. Our pass rate reflects an average pass rate of above 90%, for the State Board exams.

2) Our regulatory State and National agencies set program passing grades for all certificates and courses to a minimum of 75%. In addition, our College sets attainment goal for our program courses and completion. These goals are met and often surpassed in most benchmark areas.