



**Career & Technical Education Coordinating Committee (CTECC)
PROGRAM ADVISORY COMMITTEE SELF EVALUATION
2010-2011**

Program Advisory Committee Name: DENTAL ASSISTING

Advisory Committee Members

Community Advisory Committee Chair: Dr. Terri Baarstad with Private Dental Practice

Lane Advisory Committee Coordinator: Leslie Greer (Interim)

Program Division/Dept Dean: Sheryl Berman

Committee Review Date and Time: March 16, 2011 at 7:45 am

Instructions: Please fill in your response to each question in the yellow section (short bullet points are best). The yellow sections will expand to accommodate the data you type in. When the form is completed please forward by e-mail, at least one week prior to the committee interview, to Phoebe Anderson in Cooperative Education at andersonp@lanecc.edu. Thank you. We look forward to meeting with you and your committee.

Rating Scale: (To be completed by the CTECC)

E=Excellent ME=Meets Expectations NI=Needs Improvement
NA=Not Applicable +*=Performance deemed exemplary by Committee

ME

1. Committee Accomplishments

1 A. 1) Describe your advisory committee and what types of businesses or organizations are represented in your committee. 2) How many are in your committee? 3) How often do you meet?

- The dental assisting advisory committee is made up of people representing dentists, dental assistants, dental business assistants, dental supply companies, community members and current dental assisting students.
- The current committee consists of two dentists, two dental assistants, one dental business assistant, two dental assisting students, one community member at large, one dental supply rep, and the dental assisting program coordinator.
- The committee meets three times a year during Fall, Winter and Spring terms.

1 B. What are 3-5 outcomes that have been accomplished by your committee?

- Continuous review and support of the development and on-going activities related to student involvement in the dental community.
- Continued the process of establishing an endowment scholarship ear marked for dental assisting students, each year finding new ways to encourage local dentists to contribute.
- Currently working to establish a more integrated flow of communication between the local dental offices and the school program to connect graduating students with employment opportunities.
- Continuous work to integrate feedback from local offices to improve the program and skill set of graduates.

1 C. How did your advisory committee help with achieving those goals?

- The advisory committee provides feedback from the dental community regarding current workplace trends
- The dental product supply representative provides samples and feedback on new products that could enhance our program, as well as free products that the students use to provide free services and education to the community.

- One of the committee members continues to work with the Foundation office to generate a yearly letter to area dentist's outlining the ongoing need for support of an endowed scholarship for assisting students.
- The dental supply representative and the program coordinator exchanged information that may or may not be available to the general public regarding job openings in the local area.
- The committee members brainstormed ideas for class topics, meeting times and ways to make use of the new dental facility. This goal is still a work in progress.

1 D. *Describe your committee efforts in developing and generating community support.*

- Collaboration of information to facilitate employment – this benefits both the students and the local dental teams
- Information is obtained and passed on from the community to the faculty regarding strengths and weaknesses – Doctors appreciate that we are striving to incorporate their feedback into the student training
- Participation of the DA students in free dental opportunities offered both at the college and in local offices and schools

1 E. *What do you think are the committee members' strengths and weaknesses?*

The strengths of the committee

- Great variety of perspectives
- A workable size group to set accomplishable goals
- All areas of the dental office, dental community and DA program (both instructional and student views) are represented
- The committee membership supports dental assisting education and the implementation of accreditation guidelines.

The weaknesses of the committee

- This year a weakness was created by the death of our program coordinator, Kris Tupper, just prior to the start of the school year. The current committee is helping the interim program coordinator to get "up to date" on all projects currently underway by the committee, as well as form an agenda for the current year and future.

E

2. Committee Involvement in Planning and Design

2 A. *What is the committee's involvement for keeping your program "state of the industry?"*

- Knowledge regarding new products for restorative dentistry is provided regularly by the supply rep and clinical committee members
- As updates are available, the business assistant, as well as other members, is constantly improving their skills and knowledge regarding the Eaglesoft dental software used here at the college. Ways to incorporate these changes are discussed and implemented as appropriate
- Committee members participate in the cooperative education portion of the program, as well as help promote it in the local dental community. This gives the students an opportunity to experience some hands-on training with some various technologies not available yet at the college, such as the CEREC crown milling machine.

2 B. *What staff development does the committee suggest your staff needs to meet future program skill needs?*

With the rapid changes in computer technology, constantly updating the computer skills of the staff, and thus incorporating these updates into the curriculum, is the area most recommended.

2 C. *What is your committee's involvement in planning and design of the program?*

Review and support of required accreditation documents and activities as required by

the accrediting body for the dental assisting program.

ME

3. Gender, Disability Adaptation, and Diversity

3 A. *What is the gender balance and diversity in your program student population?*

Equal access for enrollment using a standardized admission criteria set by the college for all students.

3 B. *How has your committee encouraged gender balance and diversity in your student population? What future plans do you have?*

- Photos used at all community outreach and college sponsored informational functions represent many diverse ethnic backgrounds, as well as both male and female students.
- The growing trend of racial and gender diversity in the dental assisting field has been discussed and encouraged by committee members.
- Female doctors on the committee currently employ former students representing both genders and different ethnic backgrounds.
- Both of the above will be continued in the future, expanding as opportunities exist.

3 C. *How does your committee assist students with special needs to successfully reach program outcomes?*

Potential assisting students are made aware of Disability Services. Students are encouraged to communicate any accommodations he/she would need to successfully complete the dental assisting program.

E

4. Program Demand / Enrollment

4 A. *1) What does your committee think of regional projections and how are you dealing with this? 2) What does your committee say about these and local needs? 3) What is the committee doing to get the word out to the broader community?*

- Current regional projections of employment opportunities remain high. Even with the slow economy, 90% of the students that graduated in 2010 found employment within the first 3 months.
- The committee supports the level of enrollment that we currently have, feeling it is in line to meet the needs of the local and outlying dental communities without saturating the employment market in our field.

4 B. *Describe the enrollment trends and capacity in your program?*

The program enrollment has been increased over the last few years from 26-30 students, generally graduating about 25. Last year we had 29 graduates. This year, although applications were high, various factors, including the economy, did reduce the number of students able to accept placement in the program; thus, we started with 25 and have currently retained 22.

ME

5. Placement / Employment

5 A. *How would your committee rate the exit math, writing, and interpersonal skills of students who complete your program?*

Good. Each year, almost all students who completed the dental assisting program successfully pass a three part national certification examination for dental assistants. Based on committee input, we are currently considering raising the prerequisite math level.

5 B. *How does your committee know that the students are graduating with the appropriate skills and level needed by the employers?*

The employers are surveyed as to the strengths and weaknesses of the dental assisting interns they have had, as well as graduates they have hired. This information is provided to the committee.

5 C. *How does your committee follow-up with your graduates or transfers?*

A survey is completed annually for the accrediting board regarding graduates of the

dental assisting program.

- 5 D. 1) *What are the outcomes (placement rate, transfer, etc.) of those students who participate in your program?* 2) *How is your advisory committee involved?*

- The dental assisting graduates are highly employable.
- As a general rule, approximately 50% of the students are hired before graduating the program; 45% are employed within three months and the remaining 5% within 6 months.
- Committee members serve as Co-op placement sites and sources of job referrals for our graduates.
- The supply representative and the co-op coordinator communicate as to possible job openings available to provide employment opportunities as students graduate.

- 5 E 1) *What is the outlook for jobs in this career field?* 2) *What is the typical wage range and demand for jobs?* **(Please refer to data for your program industry at <http://www.qualityinfo.org>)**

Good. Employment opportunities continue to exist and increase despite the slow economy. Starting wage upon graduation averages \$15-\$17, and the median wage for dental assistants in Lane County is \$19.59/hr.

E

6. Secondary / Postsecondary Connections

- 6 A. 1) *How does your program connect with high schools?* 2) *Is your committee involved?*

We participate in high school career fairs and LCC preview night. Individuals who contact the Dental Assisting Program Coordinator are encouraged to “shadow” dental assisting students in clinicals.

- 6 B. *How do you align, articulate, and develop a program of study that links between high school, community college, and 4 year institutions?*

- The program is set up to allow high school graduates to accomplish the required prerequisites within one term, and with a qualifying application, enter and complete the program the year following high school graduation.
- Being a professional / technical program, employment opportunities in a professional environment are available to students that might not have the financial means or desire to complete a more advanced degree.
- All of our classes are accredited, and many can be used for elective credits toward advanced degrees.

7. Questions for the CTECC Interview Committee

- 7 A. 1) *What questions do you have for us?* 2) *How can we support you?*