CONCLUSIONS AND SUMMARY OF THE SELF-STUDY REPORT

Note: This summary culminates the self-study report in a qualitative appraisal and analysis of the program’s strengths and weakness.

STANDARD 1 – INSTITUTIONAL EFFECTIVENESS

1. Assess the extent to which the assessment process is consistent with the stated program goals.

Goal A: To prepare the dental assisting student for employment as a dental health care professional

Achievement of this goal is substantiated by the positive feedback received from the Advisory Committee which indicates that Cerritos College dental assisting graduates continue to be in great demand. In addition, the Clinical Site, Employer and Alumni Surveys all confirm that Cerritos College dental assisting graduates are prepared and desired.

Goal B: To prepare the dental assisting student to be a safe and competent dental health care professional by being in compliance with both Federal and California State standards and regulations

An infection control policy and hazardous waste procedures have been written and incorporated into the dental assisting curriculum during both laboratory and clinical practice. Prior to students using equipment, operation and safety procedures are presented and evaluated. Infection control protocol is evaluated during laboratory and clinical procedures.


Goal C: To provide the dental assisting student with academic knowledge and skill competencies to qualify for both California and National Certification examinations

The dental assisting curriculum prepares students for both the National Dental Assisting Certification Examination (CDA) and California State Board Registered Dental Assistant Examination (RDA). The dental assisting curriculum meets the approved guidelines stated in the California Dental Practice Act for Registered Dental Assistant programs. Internship experience at USC Dental School and
private dental offices provide students with the avenues to develop skill competency in a variety of clinical environments.

The Dental Assisting Director receives State RDA exam results on a yearly basis. When data is received, it is reviewed with the dental assisting faculty and recommendations are made. Between the years February 2006-November 2008, applicants took the practical RDA examination with an average of 80.3% pass rate. In reviewing the state results: out of 92 schools reported, 39 scored lower and 53 scored higher than Cerritos College.

Between the years 2006-2008 of the graduates who took the written National Certification Examination, 100% were successful. Most graduates end up not taking this examination because it is often financially prohibitive and not a requirement for the California State Licensure. Most students who do take the certification examination are successful. The Program Director will continue to encourage students to take this examination.

The advisory committee contributes suggestions and information pertinent to industry trends. That information is used by the Director to continually update program curriculum. Additionally, program and curriculum review result in ongoing evaluation of program standards and continuous program improvement.

**Goal D:** To present curriculum that will offer opportunities for the student to develop competency in basic business office procedures

A 93% pass rate in the DA 64 (Office Management) course suggests competency in basic business office procedures. Student Exit, Alumni and Employer surveys validate competency in and effective performance of basic business office procedures. Advisory Committee, students, alumni and employers report that exposure to EagleSoft computerized bookkeeping systems greatly enhanced mastery.

**Goal E:** To provide the student with opportunities to develop competency in the use of safety techniques, exposing, developing and mounting of radiographs

**Goal F:** Upon satisfactory completion of the radiation course, provide the student with a California State Radiation Certificate

The Cerritos College radiology course includes content requirements specified in the California Dental Practices Act for certification in radiation safety. Refer to the Dental Assisting curriculum document for the radiology course content. Additionally, the Advisory Committee, students, alumni and employers confirm competency in radiology techniques. Students who successfully complete the DA 52 and DA 62 receive a California State Radiation Certificate.
Goal G: To provide the student with opportunities to qualify for coronal polishing certification

Content specified in the California Dental Practice Act is included in DA 61 (Dental Science II). This course meets requirements to qualify for certification in coronal polishing. Refer to the Dental Assisting curriculum documents for the coronal polishing content. When the graduate successfully passes the RDA written and practical, certification in coronal polishing is achieved.

Goal H: To provide the student with opportunities to qualify for Pit and Fissure Sealant certification

The DA 61 (Dental Science II) course content includes the requirements needed to qualify for certification in pit and fissure sealant certification. Refer to the Dental Assisting curriculum documents for the pit and fissure sealant course content. When the graduate successfully passes the RDA written and practical, certification in pit and fissure sealant is achieved.

Goal I: To encourage the dental assisting student to develop a sense of responsibility and accountability in his/her professional role as a dental assistant

The dental assisting curriculum provides students with an understanding of his/her responsibilities and accountability as a dental health professional. Further responsibility and accountability are demonstrated by the use of the “Code of Ethics and Responsibilities” and “Typodont” contracts. 100% of the students sign the “Code of Ethics and Responsibility” and “Typodont” contract. 100% of the students were evaluated on their professionalism during clinical experiences.

Dental assisting students participate both at USC and community dental offices during their internship rotation. This variety of clinical settings provides students with the opportunity to practice ethical and professional conduct. Responsibility, accountability, honesty, and respect are promoted and expected. According to the survey, 100% of the employers believe that the students adhere to appropriate code of ethical conduct. The survey also indicated that 80% of graduates are continuing their education in the field.

Goal J: To encourage the commitment by the dental assisting student to continue his/her education which assures professional and personal development throughout his/her career in the profession of dental assisting

While in the program, student exposure to professional seminars is required. Students are also strongly encouraged to take both the California Registered Dental Assisting (survey shows 80%) and National Certification (survey shows 100%) examinations.
Once the dental assisting graduate becomes a Registered Dental Assistant, continuing education is mandated by the State of California. Membership in state and local agencies is emphasized. In addition, the Alumni Survey reflected that 80% of graduates continue their education advancing along the career ladder.

2. How are the results of the assessment process utilized to evaluate the effectiveness of the program in meeting its goals?

To determine the degree to which our goals are being met, survey instruments are utilized. Dental Assisting outcomes are derived from indicated survey instruments indicated in Standard 1.

Assessment data analysis and program improvement are constant activities. Data is collected throughout the year and is reviewed by the program director and faculty. Results are discussed at regularly scheduled faculty meetings. If a concern is identified at the departmental level, the dean is consulted and a plan for change is developed and initiated.

3. Assess the stability of the program’s fiscal support as anticipated over the next several years.

Because the funding for Community Colleges is driven by the State legislature, funding sources are as stable as the State’s economy. Financial support for the Dental Assisting program has been sufficient to support continuous development and attainment of program goals. Additional funding through Perkins has served the program well and has allowed the department to purchase up-dated equipment and technologies.

Faculty input is part of the budgetary process beginning with establishing priorities at the department level and then at the division level. The program administrator, with input from faculty, has the responsibility to allocate funds assigned to the department within specific categories. The program director also manages locally generated laboratory fees which provide important essential instructional supplies.

Despite financial difficulties in the State supported school system, the Cerritos College administration has always demonstrated a commitment to the financial integrity of the dental programs. The academic reputation of the dental assisting curriculum contributes to the strong belief that the program will continue to be operational and receive the fiscal support needed to continue to be a viable and successful program.
4. **Assess the degree to which current financial support permits or inhibits achievement of program goals.**

Current financial support allows the program to achieve its goals. Annual budget allocations for resources in the library, facilities maintenance and capital outlay expenditure for upgrading technological equipment have been fully funded from either Perkins, IPPI or the general college budget. Careful planning has allowed us to maintain effective program operations, modernize facilities and stay technologically current.

5. **Assess the financial allocations for faculty salaries and professional development to ensure the program is in a competitive position to recruit and retain qualified faculty.**

Salaries for faculty are negotiated on a college wide basis and are competitive with surrounding college programs. All full-time faculty within the institution receive equal and consistent benefits, tenure opportunities, and salary commensurate with education and experience.

Professional development is encouraged and supported. Attendance at professional meetings and courses for new technology are accessible and sometimes funded. Monies for part-time faculty are minimal for professional development, however the full-time faculty are able to receive support for most major professional meetings. Classes are also available in the Innovation Center for all faculty. Training courses such as use of computer, and one-time special courses have been supported through other funding mechanisms from the Division. Cerritos College is committed to staff development as demonstrated through staff development “flex” week. During this period of time, a large number of courses are offered to full-time and part-time faculty. Faculty are responsible for 25 hours of professional development yearly which can be earned by attending “flex week’ activities as well as seminars, conference and special classes.

Financial allocations for faculty salaries and professional development are adequate for effective recruitment and retention of full and part-time qualified faculty.

6. **Evaluate the effectiveness of the liaison mechanism between the program and the dental and allied dental community.**

The program is located in a highly populated area which provides access to a broad based professional community. A varied group of outstanding individuals from the surrounding communities provides a well-defined, active and strong liaison mechanism which includes an active advisory committee and extensive community affiliations. The advisory committee meets twice a year. This structure has resulted in an effective liaison mechanism between the program and the dental and allied dental community.
STANDARD 2 – EDUCATIONAL PROGRAMS

1. Evaluate the admission criteria in terms of its ability to identify students with the potential for completing the curriculum and performing dental assisting functions with competence and efficiency.

Applicants receive materials that fully inform them about the program’s selection process, program goals, curriculum, and employment opportunities. The selection policies, procedures, and criteria for the Dental Assisting program are uncomplicated. It allows for a priority ranking of candidates on a first-come, first-served basis should there be a surplus of applicants for the available positions.

Minimum admission criteria include:

a. All students who meet minimum criteria are eligible to enroll in the DA program limited only by seats available.

b. The minimum admission criteria for the Dental Assisting Program does not always identify students with the potential for completing the program.

c. The department chair and faculty closely monitor students’ performance in order to identify the need for academic assistance early in the program.

If difficulties arise, the student is referred to the Learning Assistance Program.

e. This is a campus system designed to provide services and information to students who want to acquire, improve, review, or maintain personal learning skills.

f. The Learning Assistance Program includes tutorial services, supplemental instruction, the Survey of Reading and Study Efficiency, open lab facilities, learning skills workshops, and various computer programs.

2. Do enrollment statistics reveal any trend which the institution is concerned? If so, describe those concerns.

The Dental Assisting Program has remained consistent at Cerritos College. There has been a slight increase in the number of male applicants over the past few years; many have voiced an interest in pre-hygiene or pre-dental and feel that the Dental Assisting program is an excellent avenue in pursuit of those goals.

Since the last accreditation report, college statistics reveal a decline in basic skills mastery. The College is concerned about assessment test outcomes indicating a decline in reading, writing, and mathematical proficiency of entering student populations. Scores signify a lower level of academic readiness among entering students. This is also true in the Dental Assisting Department.
3. **Assess the extent to which course descriptions and objectives reflect the content delineated in the respective topical outlines.**

Course outlines include descriptions and objectives which are highly congruent the content. The course outlines are constantly updated to meet trends in the dental profession. Cerritos College requires course outlines with general course objectives. In addition, the dental assisting department requires specific course objectives. Specific objectives relating to competency levels have been developed for each course and are included in each course syllabus.

4. **Explain the rationale for the overall curriculum sequence.**

Courses are scheduled in a logical sequence, presenting basic concepts and theories in dental sciences and the application of theory and practice in specific dental assisting functions. The curriculum is designed around the state expanded functions. The first semester sequence is directed toward knowledge and skills needed in preparation for clinical training. The majority of operative expanded functions are presented in the fall semester and further enhanced in the spring semester in an effort to build the speed and competency level of the student before clinical practice. With the exception of Endodontics, all specialties and related expanded functions are introduced in the spring semester. These are further enhanced during the clinical component at the dental school. The student has additional experience during the summer cooperative office-training segment. Sequencing is progressive and builds on prior learning. Relevance of dental assisting courses to the real world of work and ethical consideration are integrated throughout the curriculum.

5. **How does the placement of clinical practice courses within the curriculum contribute to application of other subjects?**

Clinical practice courses are sequenced so that theoretical knowledge and laboratory practice are mastered prior to the experience as an intern in the dental office. Subjects within the curriculum progress from the basic knowledge level to application of advanced clinical procedures. The curriculum sequence allows the student to progress in skill development as the instruction increases in difficulty.

6. **Assess the degree to which curriculum objectives for clinical experiences are being met.**

Curriculum objectives for clinical experiences are being met with a high degree of success. This is indicated by continuous offers of employment by the community dental offices for graduates.
7. Assess the degree to which the educational program provides students with the background knowledge of and competence required to perform functions delineated in Standards 2-7, 2-8, 2-9 and 2-10.

The dental assisting curriculum provides students with concentrated background knowledge of dental materials, chairside procedures and other related information to perform functions delineated in Standards 2-7, 2-8, 2-9 and 2-10 to clinical proficiency during their clinical rotation. Student progress is monitored closely by the program faculty and confirmed by clinical dental office personnel.

The Cerritos College Dental Assisting program is recognized as an excellent source of well-trained qualified dental assistants throughout the community as evidenced by community employment of graduates.

8. To what extent have results of the student evaluation process been used to modify the curriculum?

The results of the student evaluation process have been used to modify the curriculum in the following ways within the last two years:

a. Fall 2007/2008 - As a result of the Student Exit Survey, due dates and sequencing of assignments/reports were adjusted in DA 61 (Dental Science II). This was done to alleviate reported stress at the end of the semester.

b. Summer 2008 - As a result of the Student Exit Survey, updated videos which reflect current industry equipment and standards, are continually added to the department library.

c. Fall 2006 - As a result of the Student Exit Survey, advisory committee input, and the trends in technology, technology has been updated. Digital radiology has been added to radiology curriculum, DA 64 now uses a computerized bookkeeping system, and PowerPoint presentations supplement most lectures throughout the curriculum.

d. Ongoing - Students have indicated on the “Alumni Survey” that timed mock clinical examinations are beneficial for success on the State Practical Registered Dental Assistant Exam. Therefore, we have continued to include timed mock clinical examinations in DA 63 (Advanced Chairside Assisting) and DA 75 (Clinical II Cooperative Office Training).
STANDARD 3 – ADMINISTRATION, FACULTY AND STAFF

1. Assess the effectiveness of communication between the program administrator and institutional administrators.

There is excellent direct communication between the program administrator and the institutional administrators who are responsible for decisions that directly affect the program. Open channels have created strong, supportive relationships contributing to an atmosphere of mutual understanding and respect.

2. What activities during the past year demonstrate that the program administrator has assumed responsibility for continuous coordination, evaluation and development of the dental assisting program?

Some of the various activities that demonstrate the program administrator assume responsibilities for continuous coordination, evaluation and development of the dental assisting program include:

a. Coordination of advisory committee meetings
b. Review of the class selection process
c. Meetings with counselors to make program recommendations
d. Coordination of orientation, advisement and scheduling for entering students
e. Held curriculum review meetings
f. Revised curriculum to reflect current practice
g. Updated library collection
h. Review/revised program goals and competencies
i. Revised and updated student handbook
j. Coordination of faculty meetings
k. Observed, evaluated and wrote performance evaluations for faculty
l. Reviewed faculty evaluations and met with individual faculty
m. Complied outcome data for continuous program review
n. Participated in revision of affiliate contracts
o. Developed unit plan and prioritized list for capital outlay items
p. Participated in selection and orientation of new part-time faculty
q. Continued recruitment efforts with fourteen community high schools
r. Participated as a member of full time faculty selection committees
s. Proposed staff development projects

3. If any faculty member(s) lack(s) a baccalaureate degree, background in educational theory and practice and/or work experience as a dental assistant, in what ways are these deficiencies being corrected? Is the institution able to provide financial assistance and/or release time to support this endeavor?

Faculty in the Dental Assisting Program possess the appropriate educational background in the subject areas in which they are assigned. Part-time faculty may lack formal course work in educational methodology, however, all part-time
faculty who are offered an assignment are currently enrolled in a formal educational program or have completed a Bachelor’s Degree in Vocational Education with emphasis in teaching at the community college level.

Currently one full-time and four part-time faculty members hold Bachelor’s Degrees. Additionally, one full-time faculty member holds a Master’s Degree. All of these individuals have training in teaching methodologies, adult learning strategies and emphasize higher education. Two part-time faculty members with less educational experience are enrolled in higher education courses seeking a Bachelor’s Degree with emphasis in teaching methodologies, adult learning strategies and higher education.

All of the faculty have many years of teaching experience and are familiar with learning objectives, clinical competencies, clinical evaluation, test construction and various instructional/learning strategies.

Part-time faculty are not offered financial assistance to remediate any deficiencies; however, “Flex Week” provided to faculty each year, offers many courses in teaching methodology and is open to part-time as well as full-time faculty.

Full-time faculty may apply for financial assistance to participate in professional development related to their teaching assignment.

4. **To what extent do faculty/student ratios during laboratory, preclinical and clinical sessions provide individualized instruction and allow evaluation of the process as well as the end result?**

The student faculty ratio adheres to recommended guidelines and mandates. A student must demonstrate laboratory proficiency prior to performing procedures on patients. The mandate of a smaller teacher/student ratio allows for individualized attention in all skill and technique oriented classes. All procedures taught to clinical competence in the dental assisting program require self, peer, and/or faculty process evaluations. Immediate feedback is provided through criterion-based performance evaluation.

Each patient contact, including radiology, is evaluated at both process and product levels. Instructional ratios ensure that faculty are able to observe student performance during each session, provide assistance as needed, and monitor the quality of tasks performed on patients.
5. **Compare the program faculty's opportunities to continue professional development with those of other faculty in terms of release time and financial support.**

There is no distinction between the Dental Assisting Department and other departments in the Health Occupations Division or other departments on campus. Reassigned time and funding for attending workshops has traditionally been supported as time permits. Substitutes have been made available for approved activities. Professional Growth Week programs are chosen by first come first served basis. The opportunities for dental assisting faculty to attend continued professional development off campus are the same as for all other faculty. Travel and staff development money is somewhat limited nevertheless, it is usually equally and fairly distributed.

6. **Assess the effectiveness of the faculty evaluation system.**

A formal, objective peer review system of faculty evaluation is utilized every three years. Student evaluations of faculty occur annually. Currently, this system of evaluation of faculty is adequate and effective.
STANDARD 4 – EDUCATIONAL SUPPORT SERVICES

1. Assess the advantages and disadvantages of the capacity, design and scheduling of the clinical, laboratory and classroom facilities and equipment in relation to the attainment of program goals.

*Advantages:*

General facilities are adequate to accommodate the number of students, faculty and staff and include appropriate provisions for safety. Storage areas are located on the 3rd floor close to the clinic and lab.

The open clinic area at Cerritos College is designed to allow faculty to easily observe student activities. A separate workstation is available for each dental student in the laboratory. In preclinical courses one clinical station is assigned to each pair of students. One clinical station is assigned to each individual student for clinical sessions at the University of Southern California.

Generally students can be arranged in groups for cooperative learning experiences or acting as either patient or operator. The classroom workstations are available to students for individualized instruction. The clinic/classroom design allows the instructor to adequately supervise the students working on each other or patients. All students are able to perform skills immediately after instruction.

The Cerritos dental clinic design is a workable one for classroom instruction. This clinic is primarily used as a laboratory/preclinical treatment area.

Sterilization equipment, exposure control protocol, and biohazard waste disposal are adequate to meet current OSHA guidelines. A separate sterilization area has been designated in the control room to reduce activity in the clinical area.

The radiography facilities are adequate for student practice. The location and number of x-ray machines and film processing units are adequate for the program needs. Radiography facilities are checked regularly by the State Inspector. The number of hand washing sinks, lead shielding, and view boxes are more than adequate. Each treatment room is large enough for demonstration and equipped with a teaching manikin.

The laboratories are designed for effective instruction, are of sufficient size and properly equipped. Policies and procedures for emergencies are posted. Emergency equipment and help is readily available.

Each clinic and laboratory can also be used as a lecture classroom. Each room will adequately accommodate the number of enrolled students. HS307 and HS308 may be opened up to accommodate 50 students.
Flexibility in scheduling eliminates any problem with program sharing of equipment or facilities. Rotational scheduling permits students adequate time for practice in all labs and clinics.

Disadvantages:

A replacement and remodeling plan has been developed to improve the facility.

A sense of crowding and congestion exists between clinical chairs and laboratory benches, and between laboratory stools and laboratory benches. Faculty cannot adequately circulate during testing procedures without disturbing test takers.

For lecture, the design of the rooms is not adequate. Faculty cannot lecture and demonstrate from the front of the room and be seen and heard in the back of the room.

Dental chairside are physically arranged too close to the classroom workstations and counter/sink areas. In addition, the open atmosphere does not allow student privacy for instructional purposes.

Counter/sink areas are in need of redesign to prevent accumulation of water.

Foot controls for sinks and soap dispensing are needed.

2. Evaluate the comprehensiveness, diversity, currency and quality of the texts and periodicals pertaining to dentistry and dental assisting that are available for use.

In 1994, Cerritos College opened its doors to a new, modern library facility. The library provides the student with computer access to the best libraries in the United States.

A mechanism exists to periodically review and/or request current texts and references. These recommendations are acted upon when funding is available.

A moderate number of updated books and periodicals are maintained in the Learning Resource Center. Because our students have access to on-line resources, the choice to maintain a modest collection of books at the main campus is a prudent decision.

3. Assess the budget available to purchase instructional aids and equipment.

The program does not have a separate budget designated specifically for the purchase of instructional aids and equipment. Most items have been funded through Perkins funds. The department possesses a plethora of instructional aids
that support course objectives. The director maintains a "wish list" and when additional monies become available items are purchased. Digital radiography equipment and software, intra-oral cameras, extra-oral camera, Isolite systems, carries detection device, and facebow are examples of new equipment purchased to maintain technological currency in the dental assisting subject matter.

4. Evaluate the support services available to the program.

There is a plethora of institutional support and program services available to assist the student in the dental assisting program.

Memos and special announcements are widely distributed to faculty to be read in class regarding any special events, special learning assistance programs, and job fairs. Announcements are frequently posted in strategic locations around the Health Science Building.

In the dental assisting program, the faculty work very closely with students. All students are encouraged to seek faculty input regarding academic or other problems. Faculty, in turn, are able direct the student to the appropriate service where they may receive the support they need.

Dental assisting students use many of the following services available to them:

- Admissions and Records Office
- Assessment Testing
- Bookstore
- CalWorks
- Campus News Publications
- Career Planning
- Career Services Center
- Child Development Center
- Counseling Center
- Disabled Student Programs and Services
- Extended Opportunity Program and Services (EOPS)
- Financial Aid Office
- Health Services
- International Student Center
- Job Placement
- Learning Assistance Program
- Library & Learning Resource Center
- Parking
- Psychological Services
- Re-Entry Resource Program
- Transfer Center
- Veteran's Affairs Office

Allied dental assisting students have equitable services as compared to other students on campus.
STANDARD 5 – HEALTH AND SAFETY PROVISIONS

1. **Assess the program’s policies on the use of ionizing radiation.**

ADA Commission on Dental Accreditation and the State of California Board of Dental Examiners guidelines were used to develop the program’s policy on the use of ionizing radiation.

The program’s policy on the use of ionizing radiation is thorough and appropriate. It is adequate for the following reasons:


b. There are two instructors assigned for every twelve students in Radiology Lab (DA 52 and DA 62), thus allowing for maximum supervision and interaction.

c. During the lab setting, all radiographs taken on patients must be requested in writing by a licensed dentist.

d. No radiographs are exposed on patients or students merely to meet student requirements.

e. Approval and supervision, by an instructor, are needed in order for radiographs to be retaken.

2. **To what degree does the institution comply with state and federal laws related to radiation?**

The students develop knowledge of radiation protection as required by law through class lectures on radiation safety and radiation production. The students then demonstrate this knowledge through passing a written radiation safety exam, performing safety guidelines during all exposure assignments of Dexter, and role-playing assignments on peers prior to exposing radiographs on patients.

Students evaluate radiographs according to specific guidelines made available to them throughout the program. Peers and instructors evaluate radiographs.

Grades are awarded on both technique and quality of radiographs taken.

Students complete minimum numbers of acceptable [Meets all standards of clinical excellence (R) and/or meets all standards of clinical acceptability (S)] radiographs on manikins prior to exposing patients in school or off-campus clinical assignments.
3. **Assess the effectiveness of the program’s infectious disease(s) and hazardous materials policy(s) and procedures in ensuring a safe environment for patients, students, faculty and staff.**

   The sterilizing and disinfecting procedures comply with OSHA standards in relation to practicing current infection and hazard control. The equipment available for these procedures is adequate. With the addition of the instrument washer/dryer, the sterilization area at Cerritos College is state-of-the-art with a dedicated contaminated area and a clean area. The only additional improvement would be the addition of foot controls for sinks and soap dispensing.

4. **Assess the effectiveness of the program’s policy to manage emergencies which might occur in the dental assisting clinical and laboratory facilities.**

   The dental assisting policies for managing emergencies are adequate. Student and patient medical histories are routinely reviewed and evaluated prior to instruction. The procedures, equipment and materials are constantly evaluated and are supported by the institution’s medical resources and personnel.

   Emergency equipment and materials are adequate in relation to instruction in managing any emergency that might occur in the dental area. The policy to manage emergencies is stated in simple terms. It is posted on the wall in each classroom by the demonstration desk. Students participate in simulated emergencies in course instruction and are aware of the procedures. The program’s policy to manage serious emergencies at external facilities has been outlined in detail in the Student Handbook and has proven effective in handling emergencies that have occurred.
STANDARD 6 – PATIENT CARE SERVICES

1. If the program has an on-site clinic and provides dental care, assess the effectiveness of the program’s system of quality assurance for the patient care program.

NOT APPLICABLE: The Cerritos College Dental Assisting program does not have an on-site clinic which provides dental care.