Instructional Program Review Update 2012/13

Section 1 - Program Information

1.0 Name of Program: Dental Assisting Program Review  
Date: 1-14-13

1.1 Program Review Authors: Hillary Reed

1.2 Dean's Signature:  
Date: 1-20-13

<table>
<thead>
<tr>
<th># of Degrees</th>
<th># of Certificates</th>
<th># of Courses</th>
<th># of GE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>9 Dental Courses (DA 153, DA 154, DA 155, DA156, DA 163, DA 164, DA 165, DA 166, DA 167)</td>
<td>0 Dental Courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Nutrition Course (HO15)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1 Speech Course (SPCH 1, SPCH 6, SPCH 7)</td>
<td></td>
</tr>
</tbody>
</table>

The shaded cells below are to be populated by the Program Review Committee as needed.

<table>
<thead>
<tr>
<th># of Full Time Faculty</th>
<th># of Part Time Faculty</th>
<th># of Staff FTE</th>
<th>Personnel Budget</th>
<th>Discretionary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
<td>2010-2011</td>
<td>2010-2011</td>
</tr>
</tbody>
</table>

1.3.1 State briefly how the program functions support the college mission:

The Dental Assisting Program is accredited by the Commission on Dental Accreditation of the American Dental Association (CODA) and approved by the Dental Board of California. Graduates qualify for state licensure and national certification once completing our outstanding career technical program.

Providing economic vitality to our community, the majority of graduates gain employment within the first six months after graduation. The
Program Coordinator supports graduates in finding employment and has a strong working relationship with our local dental community.

Additionally, our program continually strives to improve. Success rates on state licensure and national certification exams, as well as feedback from the local dental community, play a vital role in assessing our current teaching techniques, curriculum, and outcomes. Our primary goal is to prepare graduates for success in the workforce.

1.3.2 Program highlights/accomplishments:
Currently, our graduates have an 89% pass rate on the practical portion and an 85.7% pass rate on the written portion of the Registered Dental Assistant Exam. This exam is taken to gain state licensure. These statistics were based on the past 57 graduates dating back to November of 2009 and are available at http://www.dbc.ca.gov. According to published statistics our pass rate is higher than other California CODA accredited schools; the average pass rate for the practical portion of the exam is 77%. Additionally, the statistics indicated that since 2011 twenty-one of our twenty-two graduates have successfully passed the written portion of the exam. Unfortunately, the average pass rate for the written portion of the exam is not available to compare against other California CODA accredited schools.

Furthermore, since 2009 our graduates that have taken the written national certification exam offered through the Dental Assisting National Board (DANB) have passed at a rate of 100%. However, on average only two graduates a year take this exam because it is not valid in California. Typically the only graduates that take the exam move out of the area.

Section 2 - Data Analysis

2.1 Enrollment & Fill Rate
Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Enrollments & fill rates

Enrollment
- Comment if checked:
  The enrollment data indicates that the number of students enrolled in each course is the same number of students (or greater) indicated on the majority of course outlines. However, reviewing the data provided it is obvious that the fill-rate percentages were not based on the course’s maximum class size indicated on the curriculum documents, but on a different irrelevant number. Current course outlines indicate the following maximum class size: DA 153- 36 students; DA 154- 24 students; DA 155- 24 students; DA 156- 24 students; DA 163- 36 students; DA 164- 24 students; DA 165- 24 students; DA 166-36 students; DA 167- 24 students

  Additionally, the courses that allow 36 students are lecture classes that both the full-time and part-time students can enroll in. The Program Coordinator has not allowed 12 part-time students to enroll and needs to up-date the course outline to only allow 30 students in lecture courses for pedagogical purposes.

Fill Rate
- Comment if checked:
  In the academic year 2010-2011 the program fill rate was higher than district average at 88%. However, in the academic year 2011-2012 the fill rate declined to 72%. However, as stated above the fill rate is not based on the number provided on the
course curriculum documents. Throughout the summer the Program Coordinator contacts the Schedule/Admissions Operations Manager to “open” the Dental Assisting Program courses to the number of applicants, over enrolling on purpose. This is done because of the high rate of attrition early in the semester.

At census the course looks as if it is not filled, but is actually filled or overfilled. Our curriculum documents reflect the CODA accreditation requirements of only having 12 students to 1 instructor in a lab section, and 6 students to 1 instructor in clinical lab sections. When looking at the course level data the number of students enrolled should be 24 per course. This is considered full for safety and pedagogical purposes. Looking at the course level data provided, 24 students is considered to be only 80% full. This is inaccurate and is based on having 30 students in each course, which is unsafe, unpractical, as well as requiring additional faculty and facilities.

Nonetheless, the Dental Assisting Program does have a higher attrition rate early in the fall semester because students are required to pay $2,000 on top of registration fees. This is to purchase texts, uniforms, and a large kit of supplies from an outside vendor. Additionally, the Dental Assisting Program is a vigorous program requiring five full days of classes making it difficult for students with family and employment obligations.

Furthermore, having no pre-requisites some students are not prepared for the academic challenges or the intimate nature of dental assisting. This is typically discovered early in the year when students start preparing for clinical by working on each other and/or actual patients. The Dental Assisting Program only admits new students in the fall semester, so students initially lost cannot be regained mid-year. This directly affects the number of students enrolling in the spring semester. Only those that are successful in the fall can enroll in the spring lecture/lab courses.

2.2 Success & Retention

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Success & Retention

Success ✔

Comment if checked:
The Dental Assisting Program had an 84% success rate in 2010-2011 and an 87% success rate in 2011-2012, much higher than district average. Typically success rates are higher in the spring semester because of the prerequisites required.

It is noted that both retention and success rate were higher in the year with class sizes reflective of the course outlines.

Retention ✔

Comment if checked:
The Dental Assisting Program had a 92% retention rate in 2010-2011 and a 93% retention rate in 2011-2012, higher than district average. Typically retention rates are higher in the spring semester because of the prerequisites required.

It is noted that both retention and success rate were higher in the year with class sizes reflective of the course outlines.

2.3 Persistence

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp

The Dental Assisting Program had a 92% retention rate in 2010-2011 and a 93% retention rate in 2011-2012, higher than district average. Typically retention rates are higher in the spring semester because of the prerequisites required.

It is noted that both retention and success rate were higher in the year with class sizes reflective of the course outlines.
Select your program and click on: Persistence

☑ Comment:
The persistence rate for the 2010-2011 academic year was 60% for those students earning an Associate’s degree and 67% for those student’s earning a Certificate. Higher than district average. For the 2011-2012 academic year the persistence rate was 40% for those students earning an Associate’s degree and 0% for those student’s earning a Certificate. This is expected since the Dental Assisting Program is a career technical program preparing students for the workforce in 33 weeks. Program completion and/or a Certificate of Achievement is all that is needed to work and/or to qualify for state and national exams. An Associate’s degree does not affect pay and is irrelevant in the workforce. It is suspected that most students continuing into the second year are pursuing dental hygiene prerequisites or other majors. A four year degree is not needed for dental assisting or dental hygiene and is extremely limited in our western region.

However, it is noted that the new student cohort numbers could be inaccurate for each year because it is based on the number of “majors”. The Dental Assisting Program Coordinator has noted that often graduates of the program have not necessarily declared “Dental Assisting” as their major and some that have declared “Dental Assisting” as their major but are not enrolled in the program. At one time the Program Coordinator worked with an advisor to have all students currently enrolled in the program declare their correct major. However, that advisor has been relocated to the Del Norte campus and no longer is able to work with the Dental Assisting Coordinator.

2.4 Completions

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Completions & Transfers

☑ Comment:
Again, it is noted that program completion and/or a Certificate of Achievement is all that is needed to work and/or to qualify for state and national exams. An Associate’s degree does not affect pay and is irrelevant in the workforce. It is suspected that most students continuing into the second year are pursuing dental hygiene prerequisites. A four year degree is not needed for dental assisting or dental hygiene and is extremely limited in our western region.

The Dental Assisting Program Coordinator has to verify that all graduates have completed the nutrition and speech requirements as well as all dental assisting courses prior to submitting an application to qualify for the state and national exams. Students that do not petition to graduate with a Certificate of Achievement or Associate’s Degree still qualify even if they haven’t petitioned to graduate. This again can skew the number of completions.

2.5 Enrollments by group

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to Enrollments & fill rates

☑ Comment:
The student equity data for the Dental Assisting Program is based on yearly enrollment of 176 students. This number counts
the same students multiple times. The cohort is typically 100% female and similar make-up to the District’s equity numbers.

2.6 Success & Retention Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to success & retention

| Comment: | The program course success and retention by demographic data for the Dental Assisting Program is based on yearly enrollment of 238 students. This number counts the same students multiple times. Additionally, I question some of the accuracy of the data. |

2.7 Persistence Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to persistence

| Comment: | The Dental Assisting Program is a small cohort existing of approximately 24 full-time students. Primarily our students are female and 24 years and younger. |

Additional Indicators

2.8 Faculty Information Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Faculty (FT/PT) & FTES/FTEF

| Comment: | 1. The Dental Assisting Program is accredited by CODA. CODA requires that accredited programs have no more than 12 students to 1 instructor in lab settings and no more than 6 students to 1 instructor in clinical lab settings. This is for safety reasons. Resulting in the FTES per FTEF to be lower for the program than the district. |
| | 2. The majority of Dental Assisting Program students are enrolled as full-time students so the FTES per FTEF are comparable to the district, and not substantially lower. |
| | 3. When compared to the district the majority of classes are taught by the full-time faculty/Program Coordinator. This differs from other courses offered throughout the district. The Program currently employs four associate faculty that team teach with the full-time faculty member. |

2.9 Labor Market Data **(CTE/Occupational programs only)** Refer to the California Employment Development Division:
http://www.edd.ca.gov/
www.labormarketinfo.edd.ca.gov

Provide a narrative that addresses the following:

| | a. Documentation of labor market demand |
| | b. Non-duplication of other training programs in the region |
| | c. Effectiveness as measured by student employment and program completions. |

| Narrative: |  |  |  |

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5. cDental Assisting PR r 1 23 13 11-12.docx  2/19/2013  Page 5
a. Currently, statistics indicate a projected growth for California of a 12% increase. Dental assistants will be needed for both general dental and specialty practices. According to the data there will be an average of 70 openings in the North Coast region in the next year. Additionally, the hourly mean of pay is $17.69 for those working in California.

b. Currently, there are no other training programs in the region. Santa Rosa Junior College, Sacramento City College, Lane Community College (Eugene) and Central Oregon Community (Bend) are the closest CODA accredited programs. However, both Ukiah and Redding have Regional Occupational Programs (ROP) for dental assisting, but their graduates do not qualify for state or national exams.

c. In the 2011-2012 academic year our program graduated fifteen students, twelve are currently employed locally. One is currently employed as a dental assistant in Pelican Bay Prison. Nine are employed in private practices and two with local clinics. Of the three unemployed, one was employed but had to leave her job because of pregnancy complications. Another decided to pursue her previous career, and the other was delayed in completion of the program. She did not graduate until this December because she did not complete the speech and nutrition requirements. Now that she has completed the program she is actively seeking employment. The Dental Assisting Program Coordinator is able to keep track of many graduates because they work in local offices that she has regular contact with. Also, the Dental Board of California posts the names of Registered Dental Assistants on its website. It easy to look up graduates by name and/or county of residence. Additionally, those that move out of state often contact her to help complete applications to gain licensure and/or certification.

Overall, what has been the impact of the change in indicators on student achievement and learning:
Positive, gaining knowledge through feedback has allowed the program to produce graduates that are well prepared for success in the workforce. Through assessment activities we have been able to better evaluate our final product through the following activities:

- Reviewing test questions on unit exams again embedded in final exams to compare the answers, checking for memorization versus learning
- Gathering formal and informal feedback from Advisory Committee members, clinical providers, and internship offices
- Conducting surveys on employers and past graduates
- Analyzing pass rates and statistics on state and national exams
- Complying with CODA accreditation requirements and Dental Board of California regulations

Provide narrative on the factors that may have contributed to the improvement or decline in the identified population:

5. cDental Assisting PR r1 23 13 11-12.docx 2/19/2013
The Program Coordinator believes that students become successful graduates for the following reasons:

- Small class sizes, more one-on-one contact with the instructors
- Practical experiences, students start working on patients in mid-October in the Dental Health Center
- Consistent faculty and staff, associate faculty and Dental Health Center staff have a strong commitment to the program
- Good working relationship with the local dental community, interns are easily placed, and employers wait for our graduates
- Knowledgeable instructors, all are current members of the California Association of Dental Assisting Teachers
- Quality control, the Program Coordinator is dedicated to the betterment of the program and invests much time and energy

### Section 3 – Critical Reflection of Assessment Activities

<table>
<thead>
<tr>
<th>Curriculum &amp; Assessment Data</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all courses on track for complete assessment of all outcomes in two years? Y/N</td>
<td>No, all Dental Assisting Program courses were assessed in 2011-2012, but not all SLO’s.</td>
</tr>
<tr>
<td>What courses, if any, are not on track with regard to assessment? Explain.</td>
<td>Currently, the Program Coordinator is diligently working on updating new course outlines limiting the number of outcomes and revising the catalog descriptions. The majority of courses have twelve to fourteen learning outcomes. This is not conducive to evaluating all learning outcomes in a two year cycle. The Program Coordinator is in the process of simplifying the course outlines.</td>
</tr>
<tr>
<td># of PLOs Assessed and Reported during the 2011-2012 academic year.</td>
<td>One- Demonstrate proper infection-control protocol, safely implementing standard precautions. This was assessed in all applicable fall and spring courses.</td>
</tr>
<tr>
<td>% of Course Outlines of Record updated</td>
<td>Recently, DA 167 became out of date. DA 153, DA 154, DA 155, DA 164, DA 165, and DA 166 have one year remaining. DA 156 and DA 163 have current status, but their learning outcomes are too numerous.</td>
</tr>
<tr>
<td>If there is no plan for updating outdated curriculum, when will you inactivate? View curriculum status: click here or go to: <a href="http://www.redwoods.edu/District/IR/Program_Select.asp">http://www.redwoods.edu/District/IR/Program_Select.asp</a></td>
<td>Select your program and click on: Curriculum Status</td>
</tr>
<tr>
<td>Assessment Reporting completed? Y/N</td>
<td>No, “Closing the Loop” forms have not been completed regarding the changes made. This fall and spring semester changes were made in infection control and radiation safety curriculum.</td>
</tr>
<tr>
<td>Program Advisory Committee Met? Y/N</td>
<td>No, our Advisory Committee is scheduled to meet on February 8th. Typically the</td>
</tr>
</tbody>
</table>
Advisory Committee meets twice a year once in May when school ends, and once in January before school begins. The Committee was unable to meet in May and January due to scheduling conflicts.

3.0 How has assessment of course level SLO’s led to improvement in student learning (top three):
1. Changes were made to clinical orientation so that students were able to demonstrate compliance with infection control protocols prior to patient care.
2. Revisions of final exams to better match the Registered Dental Assistant Exam and Certified Dental Assistant Exam outlines provided by the Dental Board of California and Dental Assisting National Board.
3. Modifications to syllabi schedule to better line up relevant course content with other program courses, so that “unit” content is covered in multiple courses at the same time.

3.1 How has assessment of program level outcomes led to degree/certificate improvement (top three):
1. Simplification of infection control guidelines and better clarification of infection control protocols.
2. Simplification of course learning outcomes to better match program learning outcomes.
3. Simplification of textbooks, using only Modern Dental Assisting, 10th Edition for all courses.

3.2 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support: Not applicable at this time.

Section – 4 Evaluation of Previous Plans

4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed?
Not applicable at this time.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

4.2 (If applicable) Describe how funds provided in support of the plan(s) contributed to program improvement:
Not applicable at this time.
Section 5 Planning

5.0 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the program’s Action Plan for the 2012/13 academic year. If more than one plan, add rows. Include necessary resources. (Only a list of resources is needed here. Provide detailed line item budgets, supporting data or other justifications in the Resource Request).

5.1 Program Plans

<table>
<thead>
<tr>
<th>Action to be taken:</th>
<th>Relationship to Institutional Plans</th>
<th>Relationship to Assessment</th>
<th>Expected Impact on Program/Student Learning</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revising all course outlines</td>
<td>Directly Linked</td>
<td>Directly Linked</td>
<td>Improvement</td>
<td>Time</td>
</tr>
<tr>
<td>Revising all program learning outcomes</td>
<td>Directly Linked</td>
<td>Directly Linked</td>
<td>Improvement</td>
<td>Time</td>
</tr>
<tr>
<td>Revising assessment plans</td>
<td>Directly Linked</td>
<td>Directly Linked</td>
<td>Improvement</td>
<td>Time</td>
</tr>
</tbody>
</table>

5.2 Provide any additional information, brief definitions, descriptions, comments, or explanations, if necessary.

The Program Coordinator’s time is very limited. It is a difficult challenge to prep for multiple courses, “coordinate” the program/Dental Health Center, while updating all curriculum documents, assessing, and reporting. The college must better streamline these processes, making realistic deadlines spread-out through the year and giving opportunities to make good use of our time such as at convocation/ flex activities/ Assessment Fridays. For those of us that have the burden of it all, we need assistance in getting it all done while staying focused on our students. Our primary goal is to provide a quality education, retain our students, and get all of our work done in a timely and efficient manner.

Section 6- Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be submitted with rationale, plan linkage and expected spread-out through the year.

<table>
<thead>
<tr>
<th>Request</th>
<th>Check One</th>
<th>Amount $</th>
<th>Recurring Cost Y/N</th>
<th>Rationale Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable at this time</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Section 7- Program Review Committee Response</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Do not type in this section. To be completed by the Program Review Committee following evaluation.</td>
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</tbody>
</table>

7.0 *The response will be forwarded to the author and the supervising Director and Vice President:* 

S.1. Program Information: *Satisfactory*  

S.2. Data Analysis: PRC noted this is a one-year program; persistence percentages are not really applicable. Labor statistics indicate a growing market.  *Satisfactory*  


S.4. Evaluation of Previous Plans: *Not applicable*  

S.5. Planning: *Linkage needs to be to a specific institutional plan;* i.e. SP 3.1. Maybe a little clarification on the relationship to assessment.  *Satisfactory this year, because no resource requests were submitted.*  


*Clarification on enrollments: Dental accreditation rules allow a maximum of 24 students. Initially, 30 students are allowed to enroll, compensating for a typical loss of 5 students annually. This process skews the maximum class, when it is in line. Unknown if there is a more efficient process for this. Well done review.*