

## Instructional Program Review Dental Assisting

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Amarillo College Dental Assisting Program

2. **Department and/or Program(s) Purpose Statement:**

The Amarillo College Dental Assisting Program, in compliance with the Texas State Board of Dental Examiners, and the Texas Higher Education Coordinating Board, is dedicated to provide comprehensive academic, laboratory, and clinical training necessary to prepare each student for professional employment as an entry-level, State credentialed dental assistant in local, regional and state dental care facilities, therefore, enhancing the life of the student and the patients under their care.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-2014

4. **Date of Submission:**

May 30, 2015

5. **Lead Person Responsible for this Program Review:**

Name: Dana Scott, CDA, RDA, CDPMA, BSOE  
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Erica D. Brassfield, RDA, RDH, PT Instructor

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A .Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )			*X*	
b. <a href="#">Completion</a>	*X*			
c. <a href="#">Licensure Pass Rates</a>			X	
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )		X		
e. <a href="#">Grades A-C</a>			X	
f. <a href="#">Annual Enrollment</a>	*X*	X		
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>		X		

Based on the data in Part A, respond to the following two questions:

- Identify one area in which your program(s) excel.

**A. \_Employment Rates and Wages**

EMPLOYMENT: 13 of the 15 are actively employed as Credentialed Dental Assistants here in Amarillo or the regional Texas Panhandle, the other two are actively pursuing OTHER healthcare careers at Amarillo College. One is in the LVN program and the other is in the Physical Therapy Assistant Program. To date, both students are doing very well

The Dental Assisting Program EXCEEDS the State minimum wage for an entry level assisting position. The minimum State average is a beginning wage of **\$11.65**, the average beginning wage of the class of 2014 was in excess of **\$12.00**. The lowest beginning wage ( and only one of fifteen was at this level) was **\$10.75**... the highest was \$ **13.50**. The bulk of the class had an offer of **\$12.50 to \$ 13.00** It is typical , in this area, for the newly employed to have a beginner pay rate and gain a raise at the end of a 90 (3 month) trial period. The students in the offices that offered that perk saw approximately **a raise of .50 to \$1.00 per hr.**

**C.**

The Dental Assisting Program definitely EXCEEDS standards in Licensure pass rates. The program has had a 100% pass rate on the State Credential of RDA (Registered Dental Assistant) since it's inception in early 2000's. The program also enjoyed, for the first time, a 100% pass rate on the accessory credential : Nitrous Oxide Monitor Certificate. We traditionally saw approximately 13 of 15 pass the first time offered.

The program also has success in each student earning minimum of a “C” in each course. The bulk is A’s and B’s, but C’s are acceptable also. The program’s “C” ends at a grade of 75

B.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

This focus **does not** solely rely on the program. In researching the data required by this report, it was discovered that the institution does NOT provide clear data for reporting... For example, the AC data reports the program had 43 majors and had a 65.1% fall to spring retention rate. That particular year, the program actually had 17 applicants... 15 were awarded a position into the class of 2014. If we had 17 applicants... where were the others? In fall of 2014, we were beating the bushes to have a full class... we had 13 apply and only 10 registered... where were the others that AC data reported were majors? Health Sciences has now made some changes that hopefully will allow the programs to identify declared majors and get them evaluated.

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an ‘X’ in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		?	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		?	

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

ALL DNTA courses are doing well. All have an A-C pass rate regardless of Ethnicity, age, gender... etc.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

We are focusing on ALL DNTA courses to see which ones may or may not be a good candidate for hybrid or on line instruction. NONE are suffering with low grades, attendance or course evals from students.

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

The Dental Assisting program supports Amarillo Colleges No Excuses purposes #1. Focus on student success, a. Persistence from Term to Term, c. Completion of a course with a “C” or better and e. Completion of a degree or certificate. We support No Excuses purpose #2. b. tutoring. Once a student is admitted into the assisting program, the entire faculty are focused on helping that student to succeed. We offer “skill building” sessions with tutoring from faculty and or peers for any student struggling to grasp the material in ALL of the DNTA courses. We have had great success with this training and experienced only a hand-ful of failures in 15 years.

## **PART B – Strategic Planning:**

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

### **1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

Goal #1 of the Strategic Plan is to expand student success. The Dental Assisting Program supports 1.1 adjust services based on collected assessment data. We assess data we have collected during the school year and annually hold a planning session to see if there are any areas that need attention. For this report, the faculty had data from students that the DNTA 1245 Preventive Dentistry course was too compact for a two hour course. We addressed this weakness and now it is DNTA 1345, a three hour course. Under Goal #1 is also initiative 1.4, Align AC learning outcomes with the THECB outcomes which emphasize 21<sup>st</sup> century skills. Each one of the 12 DNTA courses have the THECB outcomes embedded into the course.

### **2. (If applicable) What additional item(s) should AC's Strategic Plan address?**

Although student success is addressed in the Strategic Plan, we are still seeing a lot of anguish from prospective students on the inability to get the “correct” information on applying to the school itself, applying to a particular program and they need a good step by step guide. We have this, but we are failing to convey this to the prospective students. If they can't get where they want to go.. they just won't go. As stated earlier, the AC data reported the assisting program had 43 major one year and 45 in another... yet we barely had enough applicants to fill our classes. We DID NOT know there were all these declared majors out there. If we did , we would have personally contacted them and encouraged them for better success. At this writing, this problem may be taking a turn... this is something Health Sciences is working to correct.

## **PART C– General Education Objectives**

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

### **1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).**

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	Just by the very nature of this profession, patient care and being part of a healthcare team, <b><u>ALL DNTA courses teach each of these objectives in depth.</u></b> <b><u>Our courses are:</u></b>
Critical Thinking Skills	DNTA 1102, Communication in the Dental Office DNTA 1205 Dental Radiology DNTA 1241 Dental Lab Procedures
Empirical & Quantitative Skills	DNTA 1249 Radiology in the Clinic DNTA 1251 Dental Office Management
Teamwork	DNTA 1266 Practicum
Personal Responsibility	DNTA 1301 Dental Materials DNTA 1311 Dental Science DNTA 1315 Chairside Assisting
Social Responsibility	DNTA 1345 Preventive Dentistry
Note: May Insert other Objective(s)	DNTA 1353 Assisting Applications And DNTA 2130 Seminar for the Dental Assistant

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Each DNTA course has activities, skill assessments, projects, and evaluations related to each of the categories listed above. The category is either embedded into one of the evaluations for a grade or non-graded (pass/fail) assessment. Every one of the listed categories is an integral part of our profession.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	<b>ALL courses</b>
Embedded Questions	<b>ALL courses</b>
Licensure Exam	<b>ALL courses</b>
Portfolios	DNTA 1205 Dental Radiology, DNTA 1249 Radiology in the Clinic and DNTA 1251 Dental Office Management
Projects/Essays	<b>ALL courses</b>
Testing (i.e. course-based testing; finals)	<b>ALL courses</b>
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

For this time period, the program was revising courses to meet the rigors of the standards of national accreditation from the Commission on Dental Accreditation. We redesigned DNTA 1245 Preventive Dentistry to DNTA 1345 to give the students an additional hour. This was at the request of the students. We also revised DNTA 1266 Practicum, the clinical portion of the students learning to include a better grading mechanism for the hosting offices to use. We made it less subjective and more skill based.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

DNTA 1266 Practicum (clinical), DNTA 1251 Office management, DNTA 2130 Seminar, DNTA 1345 Preventive Dentistry, DNTA 1102 Communication and DNTA 1353 Assisting Applications all require the student to read scenarios, patient charts, medical and dental health histories and other patient related articles. They must find the problem, make an assessment and write a solution. Sometimes these exercises are in the form of a written paper, sometimes they are presented to their peers and sometimes they are presented to the faculty as if the faculty were a patient. Some of these exercises are graded, some are for experience only

**PART D: Curriculum Assessment - Program Outcomes:**

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Prepare students to enter industry.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

1. After receiving instruction, students will pass the State mandated credentialing RDA Exam with a score no less than 75%
2. After receiving instruction, students will pass an accessory certificate to be a Nitrous Oxide – Sedation Monitor with a score not less than 70%

3. Identify your results and analyze your data.

1. 100% of the assisting students passed the RDA credentialing exam the first time offered. The lowest score an 84. The highest 100!
2. For the first time in the history of the program, 100% of the assisting students passed the N2O (nitrous oxide monitor) exam the first time offered. Lowest score 78, highest score 96.

**4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?**

We have no plans for the RDA or N20 exams... our proven results speak for themselves... however, the program is seeking National Accreditation and we are actively revising each course to be a bit more thorough and more "in-depth" in some critical areas. Once CODA accredited, the students will have the opportunity to sit for the CDA, certified dental assistant, Exam. It is a much more rigorous exam than the State RDA. It is three times longer in time and three times more expensive, but it is not State specific and will be recognized wherever the student goes. We are going into this newer endeavor with a great foundation based on our continued success at the State level

**5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.**

**IV: Conclusions**

**1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?**

We added "peer" tutoring and have seen good success with it. We pair a strong student with a weaker one in some instances. Students can sometimes do a better job than working with an instructor.  
We are looking into the process of utilizing Black Board for testing and quizzes this next year. Most students like this technology and we will implement help for those that are not as eager to embrace it.

**2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

We have peers through out the State that we collaborate with, Houston Community College and Tarrant County College to name a couple, and we have opportunities to go to training on teaching methodologies with companies like Tal-Eval. Two of us went to Florida summer of 2014 for such a meeting.

**3. What is the biggest issue/obstacle that your program currently faces? Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.**

Budget is always an issue. Although we have great, great success with our students, the part-time are burdened to get their work completed in 19 hours. This program has the director as the only full-time instructor and the time for that is enormous when you consider all that is required of directors and a full teaching load on top of that. There are 12 courses in this program. Two are taught by part-time. That leaves 10 for the director. It takes the same amount of time to prepare for a one credit hour course as it does for a three credit



hour course. The preparation has to be done regardless of the credit hours the students receive. An ideal solution would be to have TWO full-time, the director and one more and the two part-time. But we are a small group of 15 students and cannot justify the addition of another full-time. The addition of ONE more part-time would be feasible and we may ask for this.

**4. Additional Comments Pertinent to this Review (Not Required):**