



Program Review

October 2010

Dental Assisting Program

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University of Hawaii Maui College
Career Ladder Dental Assisting Program Review 2009-2010

Introduction:

This program summarizes a year of extensive preparation and collaboration in preparation for the American Dental Association Commission on Dental Accreditation (ADACODA) site visit.

Accomplishments include:

1. Continued accreditation by American Dental Association Commission on Dental Accreditation (ADACODA) of approval without reporting requirements. Next site visit will be April 2017.
2. Implementation and continuation of UHMC netbook project.
3. Active collaboration with Maui Oral Health Center staff, Dental Hygiene Faculty and students, UHMC Dental Advisory Committee, Maui dentists and industry specialists.
4. Solicited and granted funds for retro fit to digital radiography.
5. Acquired funds for printing of UHMC Dental Assisting Program designed “Keep You Baby Smiling” Brochure.
6. Continuation of Dental Packets For All of Maui’s Babies” Project at Maui Memorial Medical Center.
7. Active recruitment of students at Maui High School College Fairs, UHMC Dental Assisting Orientation Meetings, Maui High and Baldwin High School class presentations, and health fairs.
8. Accepted a full class of 18 students in Fall 2010 from a pool of 64 applicants.
9. All faculty members completed educational methodology course

I. Assessment of Student Learning

1. Program Learning Outcomes

a. Program Learning Outcomes

The program learning outcomes for the UH Maui College Dental Assistant Program are

to facilitate the development of entry level care providers who:

- Demonstrate an understanding of dental assistant roles including the legal, professional, and ethical responsibilities within the community.
- Demonstrate basic theoretical knowledge and skills in biological science, dental radiology, chairside dental assisting, and business office procedures to support dental assisting practice and build the foundation for an associate degree dental hygiene program.
- Demonstrate a commitment to life long learning and advancing competency over a lifetime of clinical practice.

b. Program Map

100% Program courses have Student Learning Outcomes and are aligned with the Program Learning Outcomes.

Program Learning Outcomes or Course Student Learning Outcomes being assessed:

Map of Program Learning Outcomes by Course

	DENT 120	DENT 150	DENT 151	DENT 152	DENT 154	DENT 164	DENT 165	DENT 176	DENT 177	DENT 99v
PLO 1	2	3	3	3	1	1	1	1	1	3
PLO 2	3	3	3	3	3	3	3	3	3	3
PLO 3	1	2	1	3	1	1	1	1	1	2

- 3 *Major Emphasis:* The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.
- 2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class.
- 1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome.
- 0 *No Emphasis:* The student does not address this learner outcome.

c. Assessment Plan

Program learning outcomes to be assessed each year of the program review cycle.

Timetable

PLO	FL 2009	SP 2010	FL 2010	SP 2011	FL 2011	SP 2012	FL 2012
1	DENT 150						
2		DENT 152					
3				DENT 152			

d. Program Assessment

Evidence was collected in DENT 150 in the Fall 2009 to assess PLO 1. Evidence was collected in DENT 152 in the Spring 2010 to assess PLO 2.

2. Evidence and Results of Student Learning

a. Assessment tools or methods used to analyze outcome

The evidence and methods used to assess the program learning outcomes will be described separately for each course that was assessed during this review period.

DENT 150 Orientation to Chairside Dental Assisting

The student learning outcomes for DENT 150 include describe the role of dental auxiliaries, including legal and ethical responsibilities and list the professional and legal requirements for dental auxiliaries under the Hawaii Department of Commerce and Consumer Affairs (DCCA), Occupational Safety and Health Administration (OSHA), Center for Disease Control and Prevention (CDC), and American Dental Association (ADA). Program Learning Outcome 1 of dental assisting learning outcomes was assessed in this course by having the students complete various projects and writing assignments. In addition to the dental assisting program outcomes, the student was assessed on his or her knowledge of the following general education standards: written and oral communication.

Only dental assisting majors were enrolled in this course; therefore the summative results reflect the Spring 2010 dental assisting graduates' achievement of the program learning outcomes. Evidence was reported on the eighteen students who completed the course. For PLO 1, 89% (16 of the 18 students) showed exemplary understanding of the legal, professional, and ethical role of the dental assistant and 11% (2 of the 18 students) met expectations.

In DENT 150, three quizzes, one midterm, one final, class participation and an ethical dilemma project was used to assess PLO 1 (Understand dental assistant roles including the legal,

professional, and ethical responsibilities). In the ethical dilemma project, students were assigned groups and topics randomly to research, debate, and write a 1-3 page paper, including at least 3 cited sources. Topics included the fluoridation of Hawaii's public water system and Amalgam versus composite fillings in posterior teeth. Students were asked to first write a reflection summary on their personal opinion. Students completed the research portion at home and met with their student groups in class to strategize their debate plan. The written presentation was graded separately from the oral presentation.

Proficiency in written and oral communication was assessed utilizing written and oral communication rubrics. The students performed well in all aspects (88% exceeded expectation and 11% met expectation). All of the students were proficient in these general education standards at a level necessary for their intended role as dental assistants.

DENT 152 Chairside Dental Assisting

The student learning outcomes for DENT 152 include perform all dental assisting functions as defined in the Dental Practice Act, with no soft or hard tissue trauma and present information accumulated during a dental examination in verbal or written form, documenting information in a clear, accurate, and appropriate manner. Program Learning Outcome 2 of Dental Assisting Program Learning Outcomes was assessed in this course by having the students assemble student portfolios. In addition to the dental assisting program outcome, the student was assessed on his or her knowledge of the following general education standard: written communication.

Only dental assisting majors were enrolled in this course; therefore the summative results reflect the Spring 2010 dental assisting graduates' achievement of the program learning outcomes. Evidence was reported on the sixteen students who completed the course. For PLO 2,

93.75% (15 of the 16 students) showed exemplary understanding of the legal, professional, and ethical role of the dental assistant and 6.25% (1 of the 16 students) met expectations.

Student portfolios were used to assess PLO 2 (Basic theoretical knowledge and skills in biological science, dental radiology, chairside dental assisting, and business office procedures to support dental assisting practice). Portfolios are a sample of coursework completed in the UHMC Dental Assisting Program and includes the student cover letter and resume, ethical dilemma report, community service participation; CPR and smoking cessation educator certifications; copies of various radiographic surveys taken; photos of student performing various skills; and infection control and OSHA guidelines.

Proficiency in written communication was assessed utilizing a written communication rubric. The students performed well in all aspects (93.75% exceeded expectation and 6.25% met expectation). All of the students were proficient in these general education standards at a level necessary for their intended role as dental assistants.

b. Summative evidence

Program Assessment Rubric					
	Exceeds	Meets	Needs Improvement	Insufficient Progress	N/A
DENT 150 Orientation to Chairside Dental Assisting PLO 1 - Demonstrate an understanding of dental assistant roles including the legal, professional, and ethical responsibilities within the community.	16	2			
Average PLO Score for the course	16	2	0	0	0
General Education Standards					
Critical Thinking					
Oral Communication	100%				
Written Communication	100%				
Information Retrieval					
Quantitative Reasoning					
Creativity					
DENT 152 Chairside Dental Assisting PLO 2 - Demonstrate basic theoretical knowledge and skills in biological science, dental radiology, chairside dental assisting, and business office procedures to support dental assisting practice and build the foundation for an associate degree dental hygiene program.	15	1			
Average PLO Score for the course	15	1	0	0	0
General Education Standards					
Critical Thinking					
Oral Communication					
Written Communication	100%				
Information Retrieval					
Quantitative Reasoning					
Creativity					

3. Results of Student Learning

a. Explanation of assessment evidence

100% of the Dental Assisting students have met or exceeded expectations in Dental Assisting Program Learning Outcomes 1 and 2. 100% of dental assisting students met or exceeded in expectations in General Education Standards, written and oral communication.

b. Student learning discovery

Effective student learning can be achieved by using a variety of learning strategies that speak to our students who are diverse in their cultural backgrounds, experience, learning styles, and challenges. The use of various learning strategies enables students to develop the knowledge and skills they will need to provide culturally competent health care to a diverse population.

4. Planned Changes

a. Planned Changes

Due to the recommendation of the American Dental Association Commission on Dental Accreditation (ADACODA), student clinical contact hours were increased to 375 hours. Curriculum action requests were submitted and accepted by the UHMC curriculum committee and Academic Senate to increase contact hours in DENT 151, 152, and 177. Increased clinical practice will make for stronger, more industry ready dental assistants.

b. How assessments support your current program goals and/or influence future planning

Current assessment influence current goals by supporting the requirements mandated by accreditation by the ADACODA and by the Dental Advisory Committee. As

requirements or interpretation of current requirements change, as did the student clinical contact hours, assessments will reflect these changes.

c. Description of additional resources required to implement change

There are no additional resources required to implement this change.

II. Appendices

a. Institutional Data

b. Perkins Data

a. Institutional Data College: University of Hawaii Maui College
Program: Dental Assisting

Part I: Program Quantitative Indicators

Overall Program Health: Healthy

Demand Indicators		Academic Year			Demand Health Call
			08-09	09-10	
1	New & Replacement Positions (State)		49	63	Healthy
2	New & Replacement Positions (County Prorated)		5	6	
3	Number of Majors		11	21	
4	SSH Program Majors in Program Classes		133	300	
5	SSH Non-Majors in Program Classes		247	105	
6	SSH in All Program Classes		380	405	
7	FTE Enrollment in Program Classes		13	14	
8	Total Number of Classes Taught		9	9	

Efficiency Indicators		Academic Year			Efficiency Health Call
			08-09	09-10	
9	Average Class Size		16.6	17.3	Healthy
10	Fill Rate		84%	96%	
11	FTE BOR Appointed Faculty		1	2	
12	Majors to FTE BOR Appointed Faculty		11	10.3	
13	Majors to Analytic FTE Faculty		12.9	24.1	
13a	Analytic FTE Faculty		0.9	0.9	
14	Overall Program Budget Allocation		Not Yet Reported	Not Yet Reported	
14a	General Funded Budget Allocation		Not Yet Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation		Not Yet Reported	Not Yet Reported	
15	Cost per SSH		Not Yet Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes		0	0	

Effectiveness Indicators		Academic Year			Effectiveness Health Call
			08-09	09-10	
17	Successful Completion (Equivalent C or Higher)		100%	97%	Healthy
18	Withdrawals (Grade = W)		0	5	
19	Persistence (Fall to Spring)		0%	82%	
20	Unduplicated Degrees/Certificates Awarded		10	16	
20a	Degrees Awarded		0	0	
20b	Certificates of Achievement Awarded		0	0	
20c	Academic Subject Certificates Awarded		0	0	
20d	Other Certificates Awarded		10	16	
21	Transfers to UH 4-yr		0	2	
21a	Transfers with credential from program		0	0	
21b	Transfers without credential from program		0	2	

Distance Education: Completely On-line Classes		Academic Year			
			08-09	09-10	
22	Number of Distance Education Classes Taught		0	0	
23	Enrollment Distance Education Classes		0	0	
24	Fill Rate		0%	0%	
25	Successful Completion (Equivalent C or Higher)		0%	0%	
26	Withdrawals (Grade = W)		0	0	
27	Persistence (Fall to Spring Not Limited to Distance Education)		0%	0%	

b. Perkins Data

Perkins IV Core Indicators 2008-2009		Goal	Actual	Met	
28	1P1 Technical Skills Attainment	90.00	100.00	Met	
29	2P1 Completion	44.00	66.67	Met	
30	3P1 Student Retention or Transfer	55.00	88.24	Met	
31	4P1 Student Placement	50.00	100.00	Met	
32	5P1 Nontraditional Participation	16.00	0	Not Met	
33	5P2 Nontraditional Completion	15.25	0.00	Not Met	