

Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:

Dental Assisting

Section 1: Program Overview**Mission/Purpose:**

The philosophy of the Wayne Community College Dental Assisting Program is to provide a strong academic and practical education in dental assisting that will foster a desire to continue personal growth and maintain professional competence through life-long learning.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Diploma	Dental Assisting	D45240

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

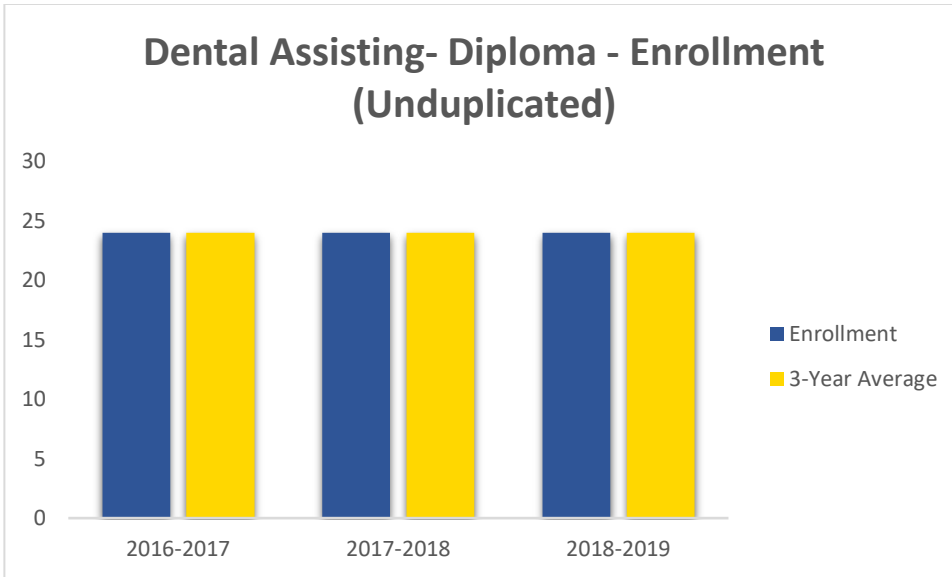
- Goal 1: Increase Student Access
- Goal 2: Ensure Program Excellence
- Goal 3: Improve Student Success
- Goal 4: Ensure Institutional Quality

Goal 2: The dental assisting department strives to ensure program excellence by maintaining high academic and professional standards in the classroom, laboratory, and the clinic.

Goal 3: The department offers remediation to improve student success. Remediation is offered for all clinical courses. Peer tutoring is offered for didactic course work, as well as faculty being available to work with students during office hours to assist with didactic course work.

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Specify Degree Level) (<i>unduplicated</i>)		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	24	24
2017-2018	24	24
2018-2019	24	24



Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Enrollment was stable. The program takes 24 into the class each fall.

Analysis of program budget full-time equivalent (BTFE) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

The dental assisting program generates an average of 37 Budget FTE annually.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
No Changes	N/A

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program’s / discipline’s goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)*

The dental assisting program continues to assign HESI homework and testing grades. The department has seen an incline in DANB pass rates by requiring the students to score a minimum of 50%. Students are required to retake any area that scores lower than a 50%. This ensures repeating problem areas and gives the student more practice on multiple choice tests.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	October 27, 2016 March 9, 2017	Discussed the activities of the students and the committee recommended silver diamine fluoride training and digital radiographs.
2017-2018	October 24, 2017 March 8, 2018	Discussed “Give Kids a Smile” sealant project (GKAS) and the progress of digital radiographs in the department. One member recommended encouraging our students to sit chairside. The department had obtained quotes.
2018-2019	October 25, 2018 March 21, 2019	Discussed activities of the students and the committee recommended more training for the DA students in orthodontics, pedodontics, and sizing of isolite mouthpieces.

Describe program’s participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The dental department has an active advisory committee. Our advisory committee is comprised of dentists, assistants, and hygienists. This gives the department a diverse group. They have been very supportive and give recommendations on equipment and trainings that would help our students be more competitive in the job market. At each meeting faculty share what has been happening in the department, the number of students and graduates, and any activities to support the community.

Provide narrative for analysis of trends in the field or industry (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

Based on Labor Market Data there is growth expected (+2.0%) in the field of dental assisting. The dental department is meeting the needs of Wayne and surrounding counties. New technology has been added to allow our students to be proficient in digital technology for radiographs and digital impressions (TRIOS).

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes No

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Monika Donnelly	Full-time	5.7	5.7
Brandy Wilkins	Full-time	10.6	10.6

Janeil Marak	Full-time	18	22
Manoj Patel	Full-time	5	5
Susan Smith	Full-time	2	2
Lauren Crawford	Part-time	4.11	4.11

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

The dental assisting department includes 3.5 Full-time and 1 part-time member. The department dean, department chair, and department dentist all teach in the dental hygiene and dental assisting programs. We have an adequate amount of faculty to support the program.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Janeil Marak	Full-time	9	9	11	8	10	7
Susan Smith	Full-time	0	0	0	0	0	0
Manoj Patel	Full-time	20	18	20	9	19	7
Monika Donnelly	Full-time	18	15	20	14	21	5
Brandy Wilkins	Full-time	19	16	19	10	21	5
Lauren Crawford	Part-time	10	12	10	8	0	0

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Janeil Marak	Full-time	4	3	10	11	9	7
Susan Smith	Full-time	0	0	0	0	0	0
Manoj Patel	Full-time	20	18	22	21	17.5	2
Monika Donnelly	Full-time	18	15	20	14	21	5
Brandy Wilkins	Full-time	19	16	19	10	21	5
Lauren Crawford	Part-time	10	12	0	0	0	0

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Janeil Marak	Full-time	4	3	3	2	0	0
Susan Smith	Full-time	10	7	10	10	9	7
Manoj Patel	Full-time	20	18	22	22	17.5	2
Monika Donnelly	Full-time	18	15	20	14	21	5
Brandy Wilkins	Full-time	19	16	19	10	21	5
Lauren Crawford	Part-time	10	12	8	5	0	0

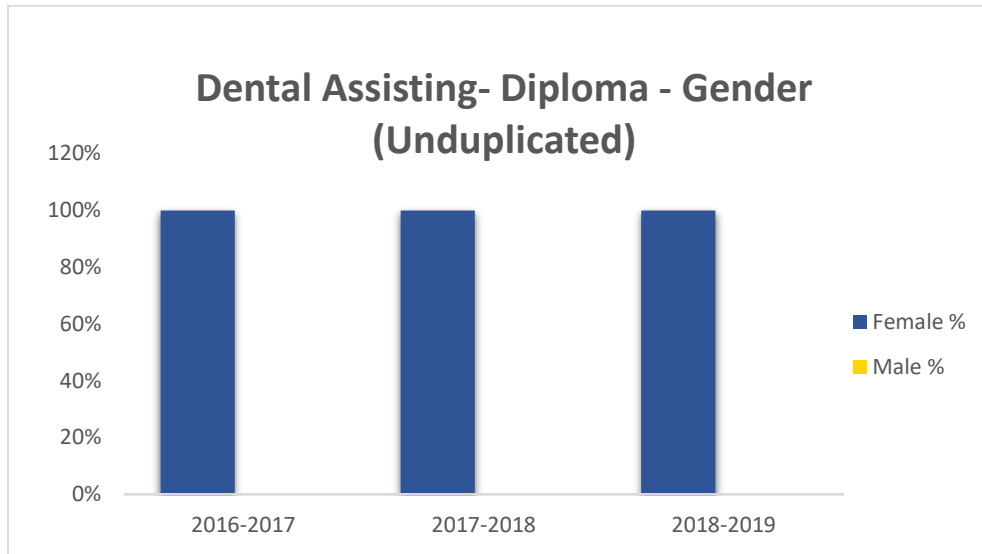
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

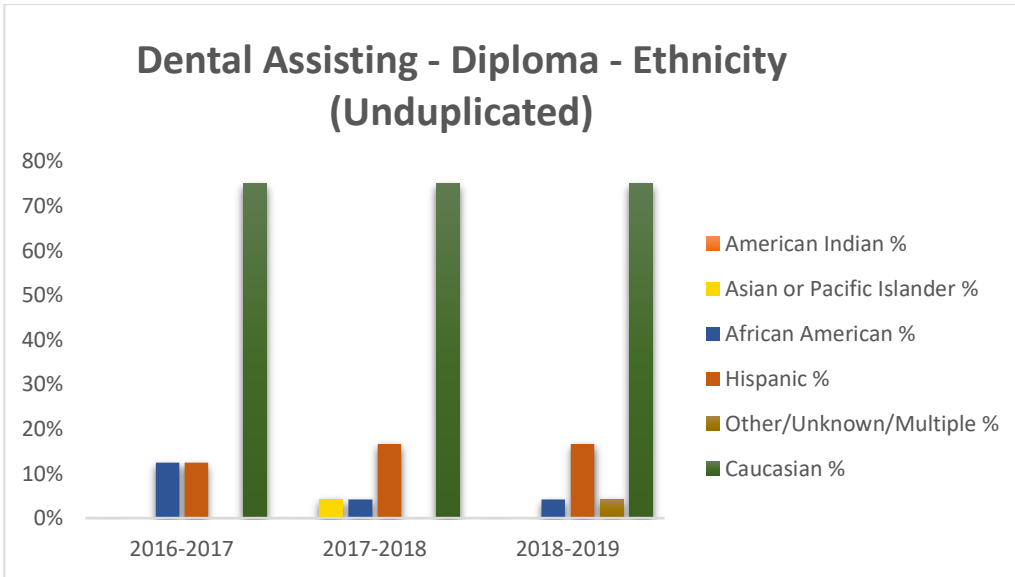
Yes No

Section 3: Student Demographics - Parent program (highest level only) data is provided.

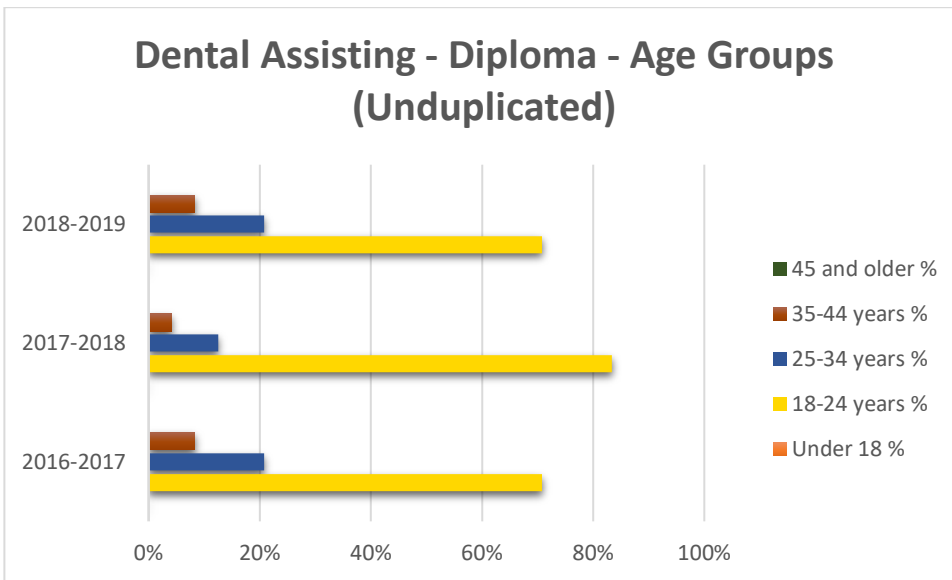
Gender (Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-2017	24	100%	0	0%	24	100%
2017-2018	24	100%	0	0%	24	100%
2018-2019	24	100%	0	0%	24	100%



Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%
Asian or Pacific Islander	0	0%	1	4%	0	0%
African American	3	13%	1	4%	1	4%
Hispanic	3	13%	4	17%	1	17%
Caucasian	18	75%	18	75%	18	75%
Other/Unknown/Multiple	0	0%	0	0%	1	4%
Total	24	100%	24	100%	24	100%



Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	17	71%	20	83%	17	71%
25-34 years	5	21%	3	13%	5	21%
35-44 years	2	8%	1	4%	2	8%
45 and older	0	0%	0	0%	0	0%
Total	24	100%	24	100%	24	100%



Provide narrative for analysis of student demographics. (What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)

The majority of dental assisting students are Caucasian females between the ages of 18-24. There is a slight increase in Hispanic and African American ethnic group enrollment. There is a slight increase in students between the ages 25-34 enrolled in the dental assisting program.

Section 4: Program Outcomes

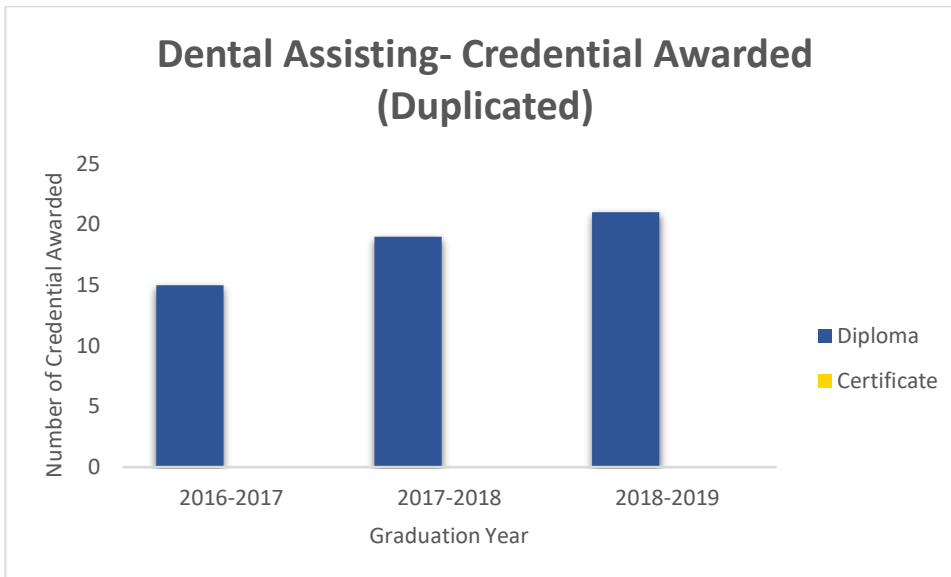
Outcome #1: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 18 # (*Average of total completers for the last three years – 2016-17; 2017-18; 2018-19*)

Standard: 19 #

Target: 20 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring				
Graduation Year	Degree	Diploma	Certificate	Total
2016-2017		15		15
2017-2018		19		19
2018-2019		21		21



Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

The dental assisting department is beginning to do more remediation with students who show deficiencies. Continuing to encourage peer and guided tutoring to assist students in need.

Provide narrative for analysis of completer standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19.

Identify Completer Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Peer tutoring with students	Spring 2021	Track number of students/hours and success rate.
2	Guided tutoring with faculty	Spring 2021	Track number of faculty/hours and success rate.

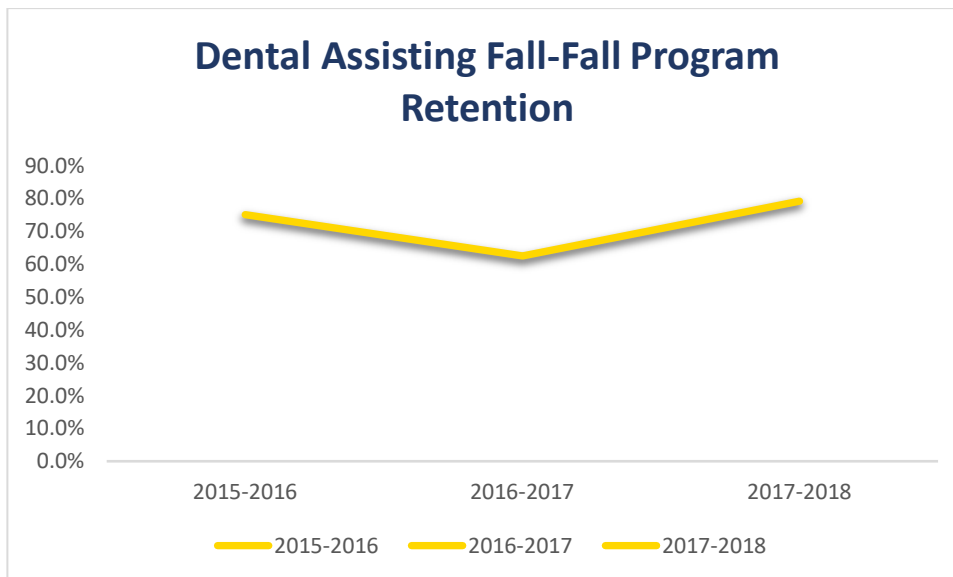
Outcome #2: Retention

Baseline: 76.2 % (Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)

Standard: 78 %

Target: 80 %

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall2017	24	15	0	9	0	62.5%
Fall 2017-Fall 2018	24	19	0	5	0	79.2%
Fall 2018-Fall 2019	23	17	3	3	0	87.0%



Provide narrative for analysis of program retention. (Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)

Our retention rate has increased each year. Our department will use guided tutoring to assist in an increased retention.

Provide narrative for analysis of program retention standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention.

Identify Retention Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Guided tutoring with faculty	Spring 2021	Track number of faculty/hours and success rate.
2	Peer tutoring with students	Spring 2021	Track number of students/hours and success rate.

Outcome #3: Job Placement / Employment *(to be provided by program)*

Baseline: 15 *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: 17

Target: 19

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	15	11	4
2017-2018	19	17	2
2018-2019	21	18	3

Provide narrative for analysis of student job placement. *(Are students finding jobs within the program of study?) (How can your program promote higher employment of students in the field?)*

Currently our students are finding jobs at a 82.3% rate. The dental department is utilizing the College Central Network and the WCC dental Facebook page to post jobs. We also send emails to recent graduates with jobs.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target)*

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. The dental department has just recently started using the College Central Network to post jobs as potential employers notify the department. We have changed the WCC dental assisting page to the WCC dental page and are posting jobs there also. Personal email accounts are being gathered as students graduate to notify them of current availability.

Identify Job Placement / Employment Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	College Central Network	Spring 2021	
2	Job Postings on WCC Dental Facebook page	Spring 2021	
3	Email recent graduates	Spring 2021	

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

There are 98 job openings in 2020 with an average salary rate of 18.10 per hour (or \$33,883 annually).

Outcome #5: Licensure and Certification Passing Rates (if applicable) Not applicable.

Baseline: N/A % *(Average of last three years NCCCS Reports; 2017, 2018, and 2019)*

Standard: N/A %

Target: N/A %

Licensure / Certification Exam – Title

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15			
2017	2015-16			
2018	2016-17			
2019	2017-18			

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Licensure and certification passing rate outcome does not apply to this program.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

Licensure and certification passing rate outcome does not apply to this program.

Identify Licensure and Certification Passing Rates Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	N/A		

Outcome #6: Third-Party Credentials (if applicable)

Baseline: _____ # (Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)

Standard: _____ #

Target: _____ #

Third-Party Credentials

Academic Year Fall, Spring, Summer	Credentials for Program of Study	# Tested (duplicated)	# Passed
2016-2017	Not applicable.		
2017-2018			
2018-2019			

Provide narrative for analysis of third-party credentials. (Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)

Not applicable.

Provide narrative for analysis of third-party credentials standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

Not applicable.

Identify Third-Party Credentials Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Not applicable.		
2			

Outcome #7: Program Success Rate (all delivery methods) (Program Success Rate tab)

Baseline: 91 % (Average program success students for the last three years – 2016-17; 2017-18; 2018-19)
Standard: 92 %
Target: 93 %

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	251	218	87%
2017-2018	194	178	92%
2018-2019	222	209	94%

Provide narrative for analysis of student success in program courses. (Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)

All dental courses are offered face-to-face and general education courses are offered in various formats to include face-to-face, online, and hybrid.

Provide narrative for analysis of student success in program courses standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Maintain the student success rate in face to face courses.	Spring 2021	Course success data.
2			

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

On-site visit was held March 11-13, 2020. We are awaiting final report from Commission of Dental Accreditation (CODA).

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Performed a Dental Assisting Self-Study prior to the on-site visit, Spring 2020.

Post-Graduate Surveys are conducted, along with Student Resource Assessments each Spring 2020.

Identify Other Assessment(s) Action Items (if applicable)

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Continue administering the post-graduate and student resource assessment surveys	Spring 2021	Analysis of post-graduate and student resources assessment surveys.
2	Update PLOs and cycle	Spring 2021	Streamline our PLOs to meet CODA recommendations. Update in PLO cycle and College Catalog.

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Convert our student resource room to a skills lab for guided tutoring. Converting our dark room to dim room for digital radiographs.

Provide narrative for academic / student support services. (Are services adequate for your program?)

Support is adequate.

Planning Objectives (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2016-17	1) Two (2) DEXIS Digital X-ray Systems: DEXIS Plat Sensor Trade-In (Item Code 134-7876) and DTX Image Full to DXS no SLA (Item Code 134-8534) (approved)	1) 1) Dental radiography students demonstrated competency on the digital radiography equipment in DEN 112. 2) Student Assessment Survey (SRAS)-82% of all dental students responded either generally or strongly agree related to Instructional Resources: The amount of equipment is sufficient. 3) 80% of

	<ul style="list-style-type: none"> 2) Nine (9) MIDWEST RDH Hygienist Handpieces for disposable angles (approved) 3) Seven (7) Kilgore AM-3 Manikin kits, Adult Rubber Mask and Chair Mounts (approved) 	<p>students responded either satisfied or very satisfied on the DA Post Graduate Survey, PLO#4 (Perform dental radiographic procedures) Dental students will continue use of the digital sensors in DEN 106, 107, 112, 131, 141, 221 and 231.</p> <ul style="list-style-type: none"> 2) 1. DA and DH1 students demonstrated competency on the use of the equipment through coronal polishing check-offs. 2. Student Resource Assessment Survey (SRAS)- 82% of students responded either generally or strongly agree related to Instructional Resources: The amount of equipment is sufficient for student performance. Student Resource Assessment Survey (SRAS) and competency check-offs will continue to be used. 3) 1) DA & DH1 students demonstrated competency of the use of equipment through check off competencies on coronal polishing and DA students also demonstrated instrument transfer and placement on simulation. 2) 82% of DA and DH students responded either generally or strongly agree to Instructional Resources: The equipment is sufficient for students performance on the Student Resource Assessment Survey (SRAS). Manikins will continue to be used in DA and DH clinical courses.
2017-18	<ul style="list-style-type: none"> 1) Three (3) 570-TPCTMC 140W Doctors Mobile Cabinets (approved) 2) Four (4) 570-BRE9220BL Assistant Stools (approved) 	<ul style="list-style-type: none"> 1) Received on 2.26.18 Mobile cabinets are in use in the DA clinic (HOL119) & radiography operatories (HOL 106 & 118). DA Student Resource Assessment Survey results: 84% of students responded either generally agree or strongly agree with the amount of clinical equipment is sufficient for student performance of required lab/clinical exercises. 2) Assistant stools are in use in the DA clinic (HOL 119). Dental Assisting Resource Assessment Survey results: 84% of DA students responded either generally or strongly agree to the amount of equipment is sufficient for student performance of required lab/clinical exercises. We will continue to utilize the Student Resource Assessment Survey (SRAS) to analyze equipment needs for dental assisting students.
2018-19	<ul style="list-style-type: none"> 1) Upgrade and transition from outdated impression materials to digital impression technology (approved) 	<ul style="list-style-type: none"> 1) Unit has not been delivered, under review by Wade Quinn, WCC Director of Purchasing. Carry forward to the 2019-20 Plan to report assessment of objective. 2) Not funded, no action required.

	2) Two handheld portable x-ray systems (Nomad Pro2) (not approved)	
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Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths

WCC has a reputation for graduating excellent dental assistants with outstanding professionalism and chairside skills. The program is well supported by the college with excellent facilities and continued funding. The faculty are committed to the student's educational progress to become well-qualified dental professionals.

Weaknesses

A dental assisting program weakness is the front delivery chairs in the clinic. Industry standards is for a rear delivery system.

Opportunity

The dental department would like to convert the student resource room for skills lab. We are currently converting the dark room into a DIM room for digital radiography.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

Review prepared and submitted by: *(Please list name(s) and titles)*

Susan R. Smith, CDA, RDH, MDH

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean Acceptance / Date: Janeil Marak 9/21/2020

IE Acceptance / Date: Dorothy Moore 9/19/2020

Administrator Approval / Date: Patty Pfeiffer 9/21/2020