

**Wayne Community College  
Program Review – 2021-2022**

**Name of Program:** Dental Assisting

**Section 1: Program Overview**

**Mission/Purpose:** *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

**Please provide your current mission/purpose statement.**

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.

**Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.**

No revisions are planned.

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

**Goal 1: Increase Student Access**

The dental assisting program is a limited admissions program with an objective points system to rank students based on specific criteria. The dental assisting faculty utilizes a variety of strategies and resources to assist current students be successful. Some of these strategies include but are not limited to guided tutoring and peer tutoring.

**Goal 2: Ensure Program Excellence**

The dental department utilizes a curriculum management meeting yearly to improve courses. We work to prevent overlap and ensure that each topic is taught effectively. We worked to realign course content to be consistent in content and sequence. This helps with reinforcing content in multiple courses at the same time from different aspects.

**Goal 3: Improve Student Success**

The dental department strives to increase the readiness of students for employment. The dental department uses a Professional Ethics and Responsibilities policy for students to encourage professionalism. Additionally, the department implements a variety of retention and success strategies to encourage student success. The dental assisting department utilizes HESI testing to help students prepare for the certification exam.

**Goal 4: Ensure Institutional Quality**

Student surveys are completed at the end of each course for course content and instructor feedback. The department chair reviews these with each faculty member annually to ensure a quality class and instruction.

**Associates, Diplomas, Certificates, and Pathways Offered:** Please list all associates, diplomas, certificates, and pathways offered in the table below.

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

**Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)**  
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
None	

**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, program degrees, certificates, diplomas, and/or delivery methods?)

Not applicable.

**Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

Year	Meeting Dates	Recommendations / Activities
2019-2020	October 17, 2019, and March 5, 2020	The advisory board recommended the use of a check-off sheet for alginate impressions, Nomad x-ray units and more practice with the new digital Trios scanner.  Students filled 40 boxes for Samaritans Purse and completed screenings for over 100 children for Wages Head Start Program.
2020-2021	November 19, 2020, and March 18, 2021	Recommendations were made for COVID19 protocol from the board. Discussed the College Central Network to help connect employers to students.  Students are teaching community health to elementary aged children virtually.
2021-2022	October 14, 2021, and March 24, 2022	Students assisted the NC Oral Health section with a calibration exercise for their providers.  Students are filling boxes for Samaritans Purse and selling toothbrushes and toothpaste.

*(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)*

**Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance.** *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Demands for dental assistants and dental hygienists are high. Dental assisting students who want jobs find them easily and many prior to graduation. Several items were purchased due to previous recommendations from the advisory committee and external sites. Some of the items the department has purchased include: a digital panorex machine, two Scan-X digital imaging systems, a Trios, intraoral cameras and guided tutoring chairs. The department has replaced two of the four dental units in the dental assisting clinic due to their age. Repairs have been difficult for the older chairs because of limited replacement parts.

CODA, our accrediting body, completed a site visit in March 2020. The dental assisting and dental hygiene students all share space. Currently, the space being shared is in high demand due to recommendations received during that site visit. It has made scheduling the clinical space more difficult due to the number of students and courses that use the facilities. Faculty has also implemented check-off sheets for procedures based on CODA recommendations and the advisory committee.

Currently, we need new computers in the radiology area. Our computers are about five years old. The USB ports are beginning to malfunction which prevents our direct digital sensors from being about to be used.

**Section 2: Program Outcomes****Outcome #1: Enrollment (unduplicated)****Baseline:** 24 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 24 #**Target:** 24 #

*The standard and target are the same as the baseline because this is a limited admissions program with a set number for enrollment.*

**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	24
2019-2020	24
2020-2021	24

**Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	1	4.2%	2	8.3%	2	8.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	4.2%
Caucasian, Female	18	75.0%	15	62.5%	17	70.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	20.8%	6	25.0%	3	12.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>24</b>	<b>100.0%</b>	<b>23</b>	<b>95.8%</b>	<b>23</b>	<b>95.8%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	4.2%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	4.2%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.2%</b>	<b>1</b>	<b>4.2%</b>
<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	1	4.2%	1	4.2%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	4.2%
Caucasian, 18-24	14	58.3%	12	50.0%	14	58.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	16.7%	5	20.8%	3	12.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>18</b>	<b>75.0%</b>	<b>18</b>	<b>75.0%</b>	<b>19</b>	<b>79.2%</b>
African American, 25-44	1	4.2%	1	4.2%	1	4.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	16.7%	4	16.7%	3	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.2%	1	4.2%	1	4.2%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>6</b>	<b>25.0%</b>	<b>6</b>	<b>25.0%</b>	<b>5</b>	<b>20.8%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>

**Provide narrative for analysis of program enrollment.** *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Dental assisting is a limited admissions program with the capacity of 24. The dental department has been able to maintain maximum enrollment. The department will continue to recruit qualified candidates to maintain enrollment.

**Identify Enrollment Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Continue to attend recruitment sessions and allied health information sessions	Continue to monitor enrollment numbers each fall

**Outcome #2: Retention**

**Baseline:** 83.2 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)  
**Standard:** 85 %  
**Target:** 88 %

Year	Program Retention Rate
2018-2019	87.0%
2019-2020	87.5%
2020-2021	75.0%

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2018 to Summer 2019		Fall 2019 to Summer 2020		Fall 2020 to Summer 2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	4.8%	1	5.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	5.6%
Caucasian, Female	16	80.0%	14	66.7%	12	66.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	20.0%	5	23.8%	3	16.7%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>20</b>	<b>100.0%</b>	<b>20</b>	<b>95.2%</b>	<b>17</b>	<b>94.4%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	4.8%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	5.6%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.8%</b>	<b>1</b>	<b>5.6%</b>
<b>Total</b>	<b>20</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

Ethnicity & Age Range Table	Fall 2018 to Summer 2019		Fall 2019 to Summer 2020		Fall 2020 to Summer 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	1	5.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	5.6%
Caucasian, 18-24	13	65.0%	12	57.1%	11	61.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	20.0%	5	23.8%	3	16.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>17</b>	<b>85.0%</b>	<b>17</b>	<b>81.0%</b>	<b>16</b>	<b>88.9%</b>
African American, 25-44	0	0.0%	1	4.8%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	15.0%	3	14.3%	1	5.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	5.6%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>3</b>	<b>15.0%</b>	<b>4</b>	<b>19.0%</b>	<b>2</b>	<b>11.1%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>20</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>



**Provide narrative for analysis of program retention data.** *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Program retention dropped in the year 2020-21. The class of 2020-21 lost a total of six students. Three were academically unsuccessful in BIO 163, one did not like the field of dentistry, and two were for personal health reasons. The dental faculty feel that due to the COVID-19 pandemic and the quick shift to an online format negatively affected the retention of students.

**Identify Retention Action Items**

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Utilize Academic Skills Tutoring	Monitor academic skills tutoring and follow-up with the student

**Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)****Baseline:** 20 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 21 #**Target:** 22 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2019-2020	21
2020-2021	21
2021-2022	18

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	4.8%	1	5.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	5.6%
Caucasian, Female	17	81.0%	14	66.7%	12	66.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	3	16.7%
Hispanic/Latino, Female	4	19.0%	5	23.8%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>21</b>	<b>100.0%</b>	<b>20</b>	<b>95.2%</b>	<b>17</b>	<b>94.4%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	4.8%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	5.6%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.8%</b>	<b>1</b>	<b>5.6%</b>
<b>Total</b>	<b>21</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	1	5.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	5.6%
Caucasian, 18-24	13	61.9%	11	52.4%	11	61.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	19.0%	4	19.0%	2	11.1%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>17</b>	<b>81.0%</b>	<b>15</b>	<b>71.4%</b>	<b>15</b>	<b>83.3%</b>
African American, 25-44	0	0.0%	1	4.8%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	19.0%	4	19.0%	1	5.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	2	11.1%
Hispanic/Latino, 25-44	0	0.0%	1	4.8%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>4</b>	<b>19.0%</b>	<b>6</b>	<b>28.6%</b>	<b>3</b>	<b>16.7%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>21</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

**Provide narrative for analysis of completers.** *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The faculty feel the COVID-19 pandemic had a negative impact on student completion. Retention and success strategies implemented by the faculty helped to mitigate the effects of the pandemic. The students are failing BIO 163 early in the program. The faculty will be more vigilant to communicate the services of academic skills and follow-up with the students who need that service.

#### **Identify Completer Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Utilize Academic Skills	Monitor academic skills tutoring and follow-up with the student

### Section 3: Other Assessments

**Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)**

The dental assisting program does not require third party credentials in order to be eligible for employment. Becoming a Certified Dental Assistant is optional. Most students choose to become a Certified Dental Assistant and these numbers are tracked. The program can assess the effectiveness by conducting post-graduate and employer surveys which is valuable information from the recent graduates and employer satisfaction.

#### Planning Objectives (2019-20; 2020-21; 2021-22 – 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
2019-20	NA	NA
2020-21	NA	NA
2021-22	1) Dental Assisting - Four (411) ADEC dental chairs, four (332) Traditional Radius Delivery System, four (351) Assistant Instrumentation, four (572L Radius-Style LED Light, four (482) Light Post Monitor Mt w/arm-Float, four (521) Doctors stool, four (522) Assistants' Stool (all grey) <i>(Approved for 2 chairs)</i> 2) Dental Assisting - Two Midmark M11 steam sterilizers	1) Approved for two dental chairs instead of the four requested for a total of \$46,981.70. Submitted for purchase by Purchasing Director. Ordered, still awaiting arrival and installation. Carry forward to 2022-23 Plan to report assessment. 2) The Student Resource Assessment Survey showed 85% of students strongly Agreed or Agreed to "clinical equipment is sufficient". This equipment will be used to support all clinical instruction.

**What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.**

iTero digital scanner will be needed to train the students as more offices move to digital impressions. This would help provide more opportunities and a variety of digital scanners to increase competence and make our students more employable.

**What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.**

I do not anticipate new faculty or staff positions over the next three years.

**Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.**

Facilities are shared between the dental assisting and dental hygiene programs. If both departments retain all incoming students the facilities could prohibit class schedules due to clinical space. The dental hygiene department must use the dental assisting clinic and guided tutoring area to provide all students with a unit for preclinical skills. If more than 26 students are retained it is necessary to utilize the dental assisting clinic for all clinical courses to provide all students with equal opportunity to treat patients. It is possible to utilize external rotations for the dental assisting students if this occurs.

**Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)**

The dental department utilizes all student services. During orientation the dental department invites all academic and student support services to provide information about their services. The dental faculty encourages the use through counseling as needs arise with individuals.

**Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.**

The dental assisting program has had faculty change over the last year. This has created a weakness as the new faculty member has not previously taught. However, the new faculty member is motivated and has taken the opportunity to become an essential part of the program.

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

Susan Smith, Dental Department Chair

**Approvals**

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

**IE Acceptance / Date:** Dorothy Moore 11/17/2022

**Dean, Director, or AVP / Date:** Janeil Marak 11/18/2022

**Administrator Approval / Date:** Dr. Brandon M. Jenkins 11/22/2022