



Program Review: Dental Assistant

Fall Term, 2017

Section One: Mission Overview

How does your department and its program(s) fulfill the larger work of the college?

The Dental Assistant program strives to fulfill the larger work of the college by helping our students achieve their goal of employment within their chosen healthcare field. Throughout our program, we create spaces where students can learn together, with college faculty/staff, and with local employers, both in our on-campus facilities, and through required placement at practicum sites. Like all programs in Allied Health Occupations, the Dental Assistant Program endeavors to decrease student time to completion while maintaining quality education, leveraging our local partnerships within the community, and ensuring that program completion leads to actual jobs within the Rogue Valley.

Current Dental Assisting Mission Statement: The Rogue Community College Dental Assistant Program's mission is to prepare graduates that are ready to meet the entry-level standards for expanded functions dental assistant care in a general dental practice or setting; and/or entry into other Rogue Community College health-care related programs.



Section Two: Profile

Brief history of department and its program(s).

Since 2006 the Dental Assistant Program has grown from a continuing education format offering customized training in assisting and radiology, to a full one-year certificate program. Initially, our clinical portions were held in a dental office off-site and we have now grown to a six-chair dental clinic on-site. The program has also expanded to enable preparation and assistance to our students with five National Board exams each year.

Career Pathways Certificates	Certificates	Two-Year Degrees	Entry Requirements
N/A	Dental Assistant	N/A	Pre-requisites: BT101, BT113, CS(3-4cr.), MTH63, SP100 (12 credits) Successful program application, interview, and mandatory information session.

Enrollment & Demographics:

2016/2017: Began Fall term with 26 students, ended Summer term with 17 students

- Completion rate = 65%
- Successful job placement = 14 students (82%)
- Dental Assisting Nation Board (DANB) Results = 88% success rate

2015/2016: Began Fall term with 21 students, ended Summer term with 17 students

- Completion rate = 80%
- Successful job placement = 16 students (94%)
- Dental Assisting Nation Board (DANB) Results = 94% success rate

2014/2015: Began Fall term with 22 students, ended Summer term with 17 students

- Completion rate = 77%
- Successful job placement = 13 students (76%)
- Dental Assisting Nation Board (DANB) Results = 100% success rate

Telephone Survey for Former Students

During Summer Term, 2017, we contacted 57 former students who had successfully completed the Dental Assistant program. We asked a short list of questions regarding their post-program experience, and whether or not they had continued with their education, earned additional certificates or degrees, and if they were currently working in the dental field.

These were the responses:

33 out of 57 former students were willing to answer our survey questions.

- Only one student is employed outside of their field.
- Two students are Orthodontic Assistants.
- 29 are Expanded Functions Dental Assistants.
- 14 have continued their education after completing.
- 16 have earned additional certificates or degrees.

	Year 1:		Year 2:		Year 3:	
	FT	Adj	FT	Adj	FT	Adj
Number of faculty:		5		5		5
Number of sections taught:		16		16		16

The Dental Assistant program has one full-time classified employee, (Carmen Mons) Training Services Coordinator, and shares a full-time administrative assistant (Kim Bell) with other Allied Health programs.

Staffing levels are adequate to support our student learning outcomes – but because most of our faculty are *current* industry professionals, our staff are required to be extremely flexible with their schedules compared to the traditional 8-5 work day. Because of this, support during morning hours is limited, as our faculty and students are primarily on site from the afternoon until late evening.

Budget Narrative:

Are your Materials & Supplies and Equipment budgets adequate to support achievement of your program learning outcomes?

The current budget is adequate to support achievement of our student learning outcomes and successfully prepare students for a real-world experience. The equipment in our lab is generally superior to the typical dentistry office found in the Rogue Valley area.

This program is expensive to deliver, because we are preparing our students to have the best real-world experience regardless of the lab or clinic in which they are ultimately employed.

Facility Narrative:

Are the college facilities adequate to support achievement of your program learning outcomes?

While our equipment is more than adequate, the facilities themselves are dated, often crowded, and limit the number of students who can participate in hands-on training at any one time. The lack of coded locks and the amount of entry points, as well as the many keys required for our faculty have led to security issues. There is also an ongoing issue with potable water access in the dental lab. The students cannot use the water in the dental labs. It is non-potable. Instead, they have to leave the classroom, walk down the hallway and fill up containers from the drinking fountains. Rinse and spit.

A new Allied Health building is in the works, but meanwhile we are having to get by with outdated facilities and cramped classrooms within the most objectively undesirable building on the Riverside Campus.

College Resource Narrative:

Are the college resources such as the library, technology, marketing, tutoring, testing, etc. adequate to support achievement of your program learning outcomes?

Our faculty are happy with the resources available to both themselves and their students, and frequently cite the counseling department as an indispensable resource to our demographic of students who often find themselves in stressful situations and in need of assistance while juggling the intense program requirements, jobs, and practicum site placement.

Another invaluable resource is the library. Health care textbooks are inherently expensive, often prohibitively so. The library consistently reaches out to support us by ordering copies of our most expensive "barrier" textbooks, and keeping them on reserve in the library for short-term checkout. Each term we work directly with the Library staff to ensure the editions are current, and that student needs are being met. This is a vital resource, saves our students money, and helps greatly in keeping them in the program.



Section Three: Program Context

How do your programs reflect national/regional/program/discipline trends?

The Dental Assistant program meets with its advisory board once per year in order to update our members on changes, program successes, and to obtain feedback from industry professionals on how we can improve the quality of our program to meet the real world needs of Rogue Valley employers.

External Stakeholders

Advisory Committee

- Laura McKeane, AllCare Health
- Cherie Keese, Rogue Community Health
- Dr. Amy Fine, LaClinica
- Kim Overson, LaClinica
- Lisa Lewis, LaClinica
- Kevin Abbe, Medical Teams International
- Ivy Weige, Ravassipour Orthodontics
- Kilee Gilbert, LaClinica
- Dr. Shannon Woods, Ravassipour Orthodontics

Employers / Practicum Sites

- Willamette Dental
- Southern Oregon Dental
- Bright Now Dental
- Siskiyou Dental
- Johnston Dental Care, Matthew P. Johnston DMD
- The Center for Esthetic Dentistry, Dr. Darren S Huddleston
- La Clinica
- East Main Dental Center, Dr. Alston
- Dr. Stebbins D.D.S.
- Dr. David Allen D.D.S.
- Modern Dental Care, Dr. Gillespie
- Gentle Dental Interdent
- Goode Family Dental, Dr. Goode
- Dr Robbins, Ashland Or.
- Dr. Gary J May
- Robinson Orthodontics P.C., Dr. Robinson
- Cridental Group
- Dr. Schneck D.D.S.
- Central Point Dentistry, Dr. Sanford

Our last advisory board meeting spotlighted the need for our students to be exposed to a greater variety of dental instruments than we currently owned. To meet this need, we applied successfully to the non-tech fee committee for \$4738.20 worth of instruments and small dental equipment.

Section Four: Program Learning Outcomes and Assessment

The Dental Assistant program “owns” 17 of the courses required to complete the one-year certificate:

First Term (Summer)

- DA101 Dental Assisting I
- DA101A/DA101B Dental Assisting I Lab
- DA202 Infection Control

Second Term (Fall)

- DA102 Dental Assisting II
- DA102A/DA102B Dental Assisting II Lab
- DA103 Dental Materials
- DA104 Dental Administration
- DA150 Introduction to Practicum and Seminar
- DA201 Dental Radiology

Third Term (Winter)

- DA105 Legal and Ethical Issues in Dentistry
- DA106 Dental and Medical Emergency Management
- DA152 Practicum and Seminar in Dental Assisting I
- DA201A/DA201B Radiology Lab
- DA203 Chair-side Assisting

Fourth Term (Spring)

- DA153 Practicum and Seminar in Dental Assisting II
- DA204 Expanded Functions Dental Assistant
- DA204A/DA204B Expanded Functions Dental Assistant Lab

The Dental Assistant program staggers course outline updates every three years. This year we are working with the Outcomes and Assessment Strategist (Lori Sours) on both our program maps and official course outlines, and making recommended changes as needed.

Based on the mapping process, we discovered some issues with course sequencing, where skills needed for an earlier course were not acquired until later – specifically, the DA103: Dental Materials course.

The following course outlines were most recently updated:

- DA201 – 2017
- DA103 – 2016
- DA201A – 2016

Faculty Development

While our faculty are industry professionals with years of experience in the field, many of them come to us with little or no experience in teaching. All of our faculty are adjunct, making the challenge to equip them with the skills of classroom management, curriculum development and assessment creation even more difficult, and it can be a challenge to get new faculty to where they feel comfortable in a classroom setting, and with the many hoops and administrative processes expected of our teachers at Rogue Community College.

While many of our faculty rely on their current full-time employers for professional development within their industry (certifications, etc.) they have difficulty planning the available time needed to concentrate on their development of classroom skills. We would love to see more professional development opportunities in these skills offered by the college at non-traditional times and days, or online.



Section Five: Significant Changes

Based on the evidence from your learning outcomes assessment and other information related to student success (such as graduation rates), describe recent or anticipated changes.

Based on feedback from our faculty, external stakeholders, and advisory board, the Dental Assistant program has made several changes since 2016/17.

Prior to 2017/18, the Dental Assistant program began in Fall Term. Looking at our enrollment and completion rates, we noticed that our completion rates were lower (65%), even though our job placement was relatively high (over 80%). We discovered that as the program wrapped up in Summer Term, students (who were already placed at practicum sites with employers) had a tendency to simply apply (and generally get accepted) to continue working at their chosen clinic as a full-time employee. While this is a positive result for the student, it appears to make our program less successful, as the student never fully completes their final term.

Advisory board feedback assisted us in creating a checklist, using faculty observation and assessment to “check off” student skills prior to their practicum placement. This allowed practicum site employers to easily ascertain the existing skills of the student, and better focus on “filling the gaps” in their knowledge.

Feedback from our practicum sites also influences our student policies and expectations. While clinics in the Rogue Valley are generally relaxing their stance on issues such as piercings, visible tattoos, and standardized lab coats, we continue to hold our own students to a higher standard. As with our expectations on having a high standard of equipment available to students, we also hold the students to a higher level of personal appearance and behavior. This allows the student to feel at home in either style of clinic, regardless of how conservative or relaxed their individual expectations may be.

While we maintain very consistent staffing, with low turnover rates, we are constantly anticipating unanticipated vacancies.

We are excited to introduce two new faculty to the Dental Assistant program this year; Kayla Roach, a former star student of our program, and more recently, Sammi Snyder, a highly experienced industry professional. Both bring enthusiasm and passion to our team.

Section Six: Institutional Learning Outcomes (ILOs)

List the Institutional Learning Outcomes (ILOs) that are relevant to this department/program and the courses in which there is an assessment that can be aligned with each:

Institutional Learning Outcome Statements:	Relevant to our program: (indicate yes or no)	Course(s) aligned with this ILO	CLO that aligns (CLO1, CLO2, etc.)
Application of Knowledge: Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.	YES	DA202	CLO3
Approach to Learning: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.	NO	--	--
Communication: Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.	YES	AH105	CLO7
Critical Thinking: Students will think critically and creatively about problems and issues in classroom or school, home, work, and community settings to create positive, sustainable solutions	NO	--	--
Personal Growth: Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others.	YES	DA204	CLO11

Section Seven: Summary

Describe the major strengths, challenges, and themes that emerged from your department/program review.

The major strengths of the Dental Assistant program can be seen in our successful completion rates, placement and employment of our students into their chosen health care careers. This is due to our professional, dedicated faculty and Training Services Coordinator, Carmen Mons, as well as an enthusiastic support staff who are adaptable to the many challenges of teaching in this program.

Our major challenges are twofold:

Faculty Development:

Our faculty are industry professionals, technically skilled and highly dedicated to their field. Classroom management, assessing students, developing and selecting curriculum, and other elements of teaching usually come as secondary skills, learned through practice in front of a live classroom. We continue to struggle to offer professional development to our faculty in a manner in which they are able to participate with their busy schedules.

Facilities:

The Allied Health building on Riverside Campus is a major challenge. The classroom and facilities are dated, often crowded, and limit the number of students who can participate in hands-on training at any one time. The lack of coded locks and the amount of entry points, as well as the many keys required for our faculty have led to security issues. There is also an ongoing issue with potable water access in the dental lab.

Section Eight: Attachments

Program Map:

<http://go.roguecc.edu/sites/go.roguecc.edu/files/users/LSours/DA%20third%20gen%20map%207-11-17%20w%20circles.docx>

Sample Syllabus: (DA101 – will attach)

Link to Program Website:

<http://go.roguecc.edu/node/1472>