



Cycle: 2018-2021

Diploma in Applied Science with a major in Expanded Duty Dental Assisting

Program Mission Statement:

To provide students with a comprehensive technical education that will prepare them to graduate with the knowledge, skills, and values needed to begin the practice of dental assisting.

Division: Health and Human Services

AVP: Dan Averette

Department Chair: Dawn Nelson

Director: Emily Brown

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name:

Commission on Dental Accreditation (CODA)

Certification Exam(s): Yes No

Agency Name: Dental Assisting National Board (DANB)

Credential: Certified Dental Assistant (CDA)

Program Student Learning Outcome	Monitoring Year
Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	2018-2019
Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	2019-2020
Quality and Safety: Adhere to state and federal laws, recommendations, and regulations in providing quality care using safe and effective practices.	2019-2020
Knowledge: Identify and understand basic anatomical, chemical, and preclinical aspects of dental procedures.	2020-2021

STUDENT LEARNING OUTCOMES FOR DAS.DTA– 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.</p>	DAT 115 Ethics and Professionalism	The artifact used for this PSLO is a research paper on Ethics & Professionalism.	85% of the students will receive 76% or higher.	Fall 2018	<p>10 out of the 10 students (100%) received a 76% or higher on the artifact chosen for this assessment.</p> <p>The lowest score for this artifact was 86% and the highest was 100%. The cohort average for this event was 94.4%</p>	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DAS.DTA– 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.</p>	DAT 121 Dental Health Education	Artifacts used for this PSLO are the three group presentations that were presented to the class, teacher, and child audience on oral health.	85% of the students will receive 76% or higher.	Spring 2019	<p>9 out of the 9 students (100%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 90% and the highest was 100%. The cohort average for this event was 99.2%</p>	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DAS.DTA– 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.</p>	DAT 122 Dental Office Management	Artifacts used for this PSLO are a cover letter and resume to help prepare the students for future employment.	85% of the students will receive 76% or higher.	Spring 2019	<p>9 out of the 9 students (100%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 92% and the highest was 100%. The cohort average for this event was 96.6%</p>	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DAS.DTA– 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.</p>	DAT 123 Oral Medicine/ Oral Biology	Artifacts used for this PSLO are the cohort average of the Module II exam.	85% of the students will receive 76% or higher.	Fall 2019	<p>10 out of the 11 students (90.9%). received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 67% and the highest was 102%. The cohort average for this event was 86.27%.</p>	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DAS.DTA– 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.</p>	DAT 127 Dental Radiography	Artifacts used for this PSLO are the cohort average of radiograph requirements students must meet. This includes FMX, BWX, and Panoramic radiographs.	85% of the students will receive 76% or higher.	Spring 2020	<p>10 out of the 11 students (90.9%). received a 76% or higher on the artifacts chosen for this assessment.</p> <p>10 out of the 11 students (90.9%). received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 75% and the highest was 91.17%. The cohort average for this event was 84.7%</p>	<p>The expected level of learning was met.</p> <p>Although the expected level of learning was met, we had to alter these labs during COVID-19. Students were unable to work on each other as they normally would because of social distancing. This is also caused a drastic change in our course schedule and we hope to be able to adhere to the anticipated schedule with future classes.</p>

STUDENT LEARNING OUTCOMES FOR DAS.DTA – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Quality and Safety: Adhere to state and federal laws, recommendations, and regulations in providing quality care using safe and effective practices.</p>	DAT 124 Expanded Functions/Specialties	Artifacts used for this PSLO are the cohort average of two radiograph requirements during clinical rotation.	85% of the students will receive 76% or higher.	Summer 2020	<p>11 out of the 11 students (100%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 86% and the highest was 100%. The cohort average for this event was 98.7%</p>	Although the expected level of learning was met COVID-19 had a huge impact on the availability of rotation sites for our students. Due to many of our normal rotation sites not participating in this part of their learning the students were unable to practice their skills as they would under normal circumstances.

STUDENT LEARNING OUTCOMES FOR DAS.DTA – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Quality and Safety: Adhere to state and federal laws, recommendations, and regulations in providing quality care using safe and effective practices.</p>	DAT 177 Dental Office Experience	Artifacts used for this PSLO are the cohort average of two dental assisting evaluation requirements during clinical rotation. This evaluation measured the student's ability to assist the rotation doctor during a clinical procedure.	85% of the students will receive 76% or higher.	Summer 2020	<p>10 out of the 11 students (90.9%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 50% and the highest was 100%. The cohort average for this event was 95.3%</p>	Although the expected level of learning was met COVID-19 had a huge impact on the availability of rotation sites for our students. Due to many of our normal rotation sites not participating in this part of their learning the students were unable to practice their skills as they would under normal circumstances.

STUDENT LEARNING OUTCOMES FOR DAS.DTA – 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Knowledge: Dental Assisting graduates should be able to identify and understand basic anatomical, chemical, and preclinical aspects of dental procedures.</p>	<p>DAT 154 Clinical Procedures I</p>	<p>Artifacts used for this PSLO are the cohort average of the Occupational Safety and Health Administration (OSHA) test.</p>	<p>85% of the students will receive 76% or higher.</p>	<p>Fall 2020</p>	<p>17 out of the 18 students (94%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 65% and the highest was 100%. The cohort average for this event was 88.8%</p>	<p>The expected level of learning was met. Will continue to use performance metrics to evaluate results.</p>

STUDENT LEARNING OUTCOMES FOR DAS.DTA – 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Knowledge: Dental Assisting graduates should be able to identify and understand basic anatomical, chemical, and preclinical aspects of dental procedures.</p>	<p>DAT 113 Dental Materials</p>	<p>Artifacts used for this PSLO are the cohort average of Test 4.</p>	<p>85% of the students will receive 76% or</p>	<p>Fall 2020</p>	<p>11 out of the 18 students (61%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 53% and the highest was 98%. The cohort average for this event was 78.9%</p>	<p>The expected level of learning was not met. This course was greatly affected by many COVID quarantines and the instructor for the lecture and lab portion of the course was out for several 14-day quarantines during the term. This was a major disruption of learning. The lab portion of this course was greatly impacted due to the break in time where we were unable to be in class. We plan to improve this for future classes by having courses prepared for online learning if the need arises again.</p>

STUDENT LEARNING OUTCOMES FOR DAS.DTA – 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
<p>Knowledge: Dental Assisting graduates should be able to identify and understand basic anatomical, chemical, and preclinical aspects of dental procedures.</p>	<p>DAT 118 Dental Morphology</p>	<p>Artifacts used for this PSLO are the cohort average of Test 5.</p>	<p>85% of the students will receive 76% or higher.</p>	<p>Fall 2020</p>	<p>10 out of the 18 students (55%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 53% and the highest was 98%. The cohort average for this event was 79.2%</p>	<p>The expected level of learning was not met. This course was greatly affected by many COVID quarantines and the instructor for the course was out for several 14-day quarantines during the term. This was a major disruption of learning. We plan to improve this for future classes by having courses prepared for online learning if the need arises again.</p>

STUDENT LEARNING OUTCOMES FOR DAS.DTA – 2020-2021

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Knowledge: Dental Assisting graduates should be able to identify and understand basic anatomical, chemical, and preclinical aspects of dental procedures.	DAT 164 Clinical Procedures II	Artifacts used for this PSLO are the cohort average of the course cumulative Final Exam.	85% of the students will receive 76% or higher.	Spring 2021	15 out of the 18 students (83%) received a 76% or higher on the artifacts chosen for this assessment. The lowest score for this artifact was 62% and the highest was 89%. The cohort average for this event was 77%.	The expected level of learning was not met. This semester was difficult due to being short staffed with faculty. The instructor provided assistance with time that was available to her when the students needed extra help. This will be improved for future classes with the hopes of more faculty coming on board.

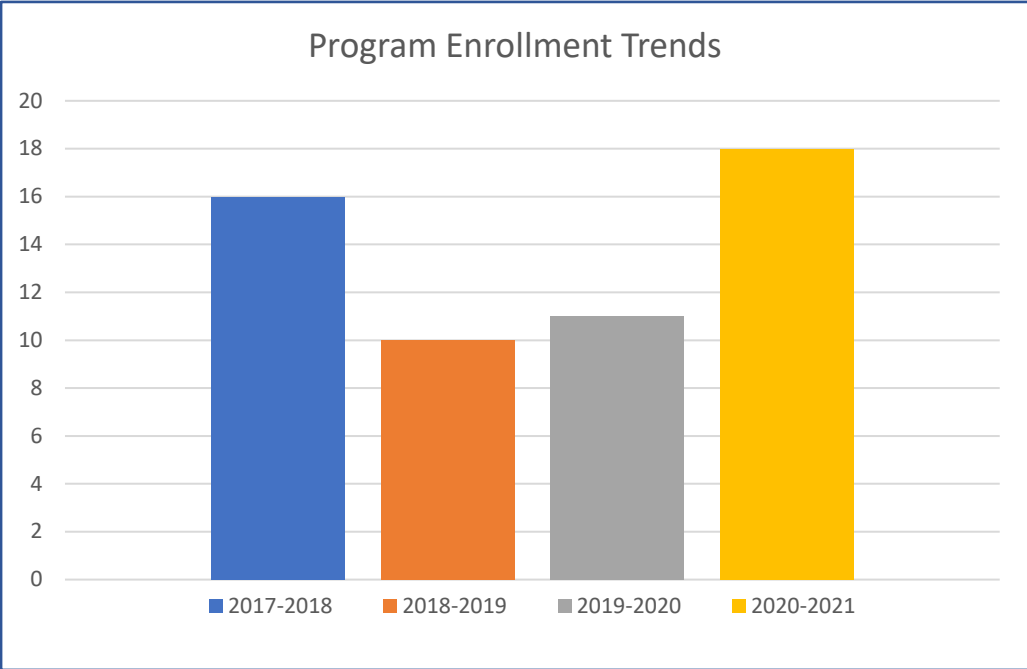
CONTINUOUS STUDENT IMPROVEMENT

This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

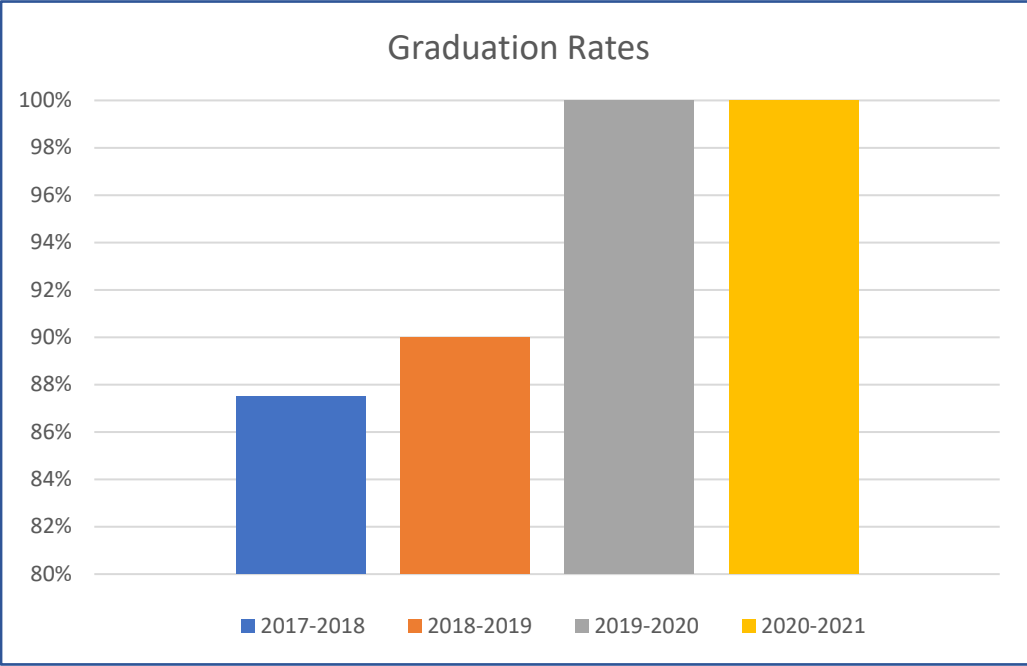
Discussions were had last cycle to streamline curriculum competencies. Unfortunately, no curriculum changes occurred from last cycle due to significant staffing retirements and resignations which began in 2017. In May 2019, the department lost three out of four staff, leaving the director temporarily by herself to run the program. The college was able to hire two full-time staff and some adjunct staff, but the department remained understaffed.

In the fall of 2020 the program director resigned and a new director was not located to start working until January 2021. In 2020, the dental department also experienced the same challenges that many others experienced, due to COVID. Courses that are designed to be taught through hands-on training were taught online and students were not able to obtain the same clinical experiences previous classes received. As of summer, 2021, the program is working on getting through some of the COVID related delays and getting back up to fully staffed status. New staff have been hired, so Fall 2021 will be the first time this program has been fully staffed since May 2019.

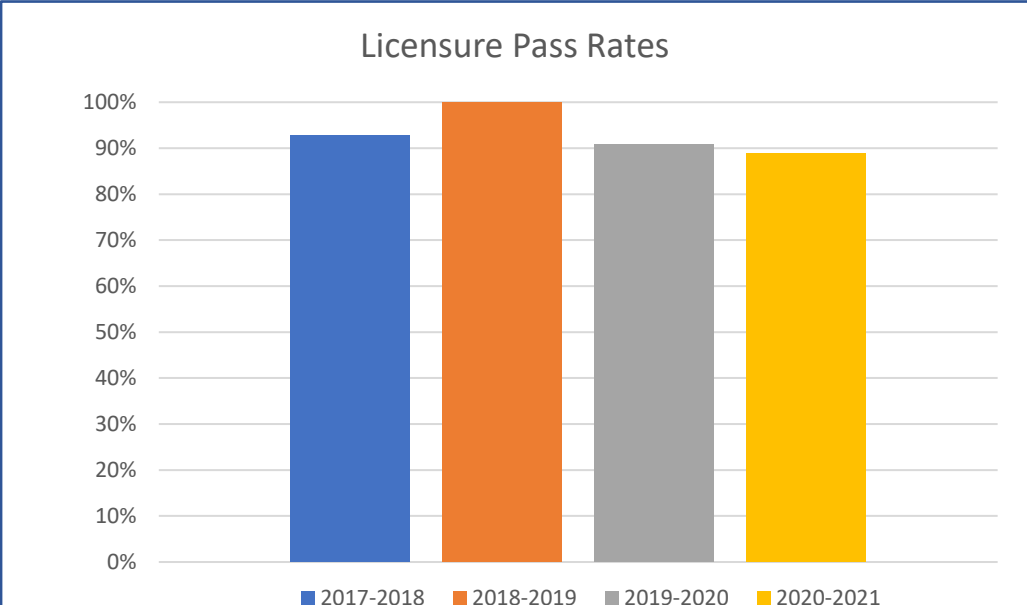
PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<div style="text-align: center;"> <p>Program Enrollment Trends</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Program Enrollment Trends Data</caption> <thead> <tr> <th>School Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>16</td> </tr> <tr> <td>2018-2019</td> <td>10</td> </tr> <tr> <td>2019-2020</td> <td>11</td> </tr> <tr> <td>2020-2021</td> <td>18</td> </tr> </tbody> </table> </div>	School Year	Enrollment	2017-2018	16	2018-2019	10	2019-2020	11	2020-2021	18	<p>Program enrollment decreased in 2018-2019 and in 2019-2020. This was due to a lack of interest and application to the program. The numbers greatly increased for 2020-2021 due to an increase in the acceptance of students in the class. Typically, twelve students are accepted, but during this school year we accepted eighteen students.</p>	<p>Although the level of interest for the program has increased, we only plan to accept twelve students to the program for the 2021-2022 school year. This is due making sure that we have the proper ratio of faculty to students.</p>
School Year	Enrollment											
2017-2018	16											
2018-2019	10											
2019-2020	11											
2020-2021	18											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Spring Persistence</p> <p>The bar chart displays the percentage of students who persisted from Fall to Spring for four consecutive school years. The y-axis represents the percentage, ranging from 90% to 100% in 1% increments. The x-axis lists the school years. The 2017-2018 year shows a persistence rate of approximately 93.8%, while the subsequent three years (2018-2019, 2019-2020, and 2020-2021) all show a 100% persistence rate.</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>93.8%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>100%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table>	School Year	Persistence Rate	2017-2018	93.8%	2018-2019	100%	2019-2020	100%	2020-2021	100%	<p>Since the 2018-2019 school year, we have been able to retain 100% of the students from Fall to Spring.</p>	<p>No action plan is needed, as we are at a 100% persistence rate</p>
School Year	Persistence Rate											
2017-2018	93.8%											
2018-2019	100%											
2019-2020	100%											
2020-2021	100%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Graduation Rates</p>  <table border="1" data-bbox="130 159 1150 820"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>87.5%</td> </tr> <tr> <td>2018-2019</td> <td>90%</td> </tr> <tr> <td>2019-2020</td> <td>100%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table>	Year	Graduation Rate (%)	2017-2018	87.5%	2018-2019	90%	2019-2020	100%	2020-2021	100%	<p>Graduation rates have increased greatly since 2018-2019.</p>	<p>No action plan is needed, as we are at a 100% persistence rate</p>
Year	Graduation Rate (%)											
2017-2018	87.5%											
2018-2019	90%											
2019-2020	100%											
2020-2021	100%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Job Placement Rates</p> <table border="1"> <caption>Job Placement Rates Data</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>55%</td> </tr> <tr> <td>2019-2020</td> <td>18%</td> </tr> <tr> <td>2020-2021</td> <td>60%</td> </tr> </tbody> </table>	Year	Rate (%)	2017-2018	100%	2018-2019	55%	2019-2020	18%	2020-2021	60%	<p>The Dental Assisting Program historically has strong job placement rates. All graduates that seek DAT certification are successful finding work. The numbers for job placement have decreased over the years due to the interest in the DAT students moving into the DHG program.</p>	<p>We changed our weighted entry standards for the 2021-2022 cohort cycle for the DHG program. By changing the standards, we are hoping to ensure that students who apply to the DAT program are not doing so for the sole purpose of entering the DHG program. We are motivated to produce the best, certified DAT to enter the work force once graduated. Faculty will also continue to foster strong relationships with our clinical affiliates.</p>
Year	Rate (%)											
2017-2018	100%											
2018-2019	55%											
2019-2020	18%											
2020-2021	60%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Licensure Pass Rates</p>  <p>*First time pass rates</p> <table border="1" data-bbox="130 159 1150 760"> <caption>Licensure Pass Rates Data</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>~93%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>~90%</td> </tr> <tr> <td>2020-2021</td> <td>~88%</td> </tr> </tbody> </table>	Year	Pass Rate (%)	2017-2018	~93%	2018-2019	100%	2019-2020	~90%	2020-2021	~88%	<p>First time licensure/certification pass rates have decreased for the years 2019-2020 and 2020-2021. For 2020-2021 data is still incomplete for second time pass rates, as some students have not yet taken their final board for the second time.</p>	<p>For 2020-2021, we believe that licensure/certification pass rates and decreased success rates were due to limited in-class experiences and instruction as a result of the COVID-19 pandemic. This cohort missed a significant amount of hands-on experience, which is necessary for successful licensure/certification. For the future, we have designed a COVID-19 pandemic policy, which will aid us in continuing proper educational standards in the event of another lockdown or long-term quarantine.</p>
Year	Pass Rate (%)											
2017-2018	~93%											
2018-2019	100%											
2019-2020	~90%											
2020-2021	~88%											