COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Dental Assistant Program
Moreno Valley College
Contact: Lidia Hulshof

Round Three 2012-2016
A. Mission and Relationship to the College(s)

The mission of the Dental Assistant Program is to provide the students with a quality education that prepares them to be highly competent, professional and caring registered dental assistants.

Our mission aligns with and supports the mission of the Moreno Valley College. The mission of the Moreno Valley College includes responding to the “educational needs of its region”. The Dental Assistant Program was developed as a response to the need of the dental community in the region for quality formally trained dental assistants and registered dental assistants. The program is committed to serving, not only the dental community but the community at large by graduating quality dental professionals that will become an integral and effective part of the socioeconomic structure of the community.

The program provides the students with the opportunity to enter a dental health profession that requires lifelong learning. This is in accordance with the stated purpose in the Moreno Valley college mission of providing “life-long learning opportunities especially in health and public service preparation”.

B. History

1. History (update) since last review:
   a. What have been the major developments, activities, changes, and/or projects in the unit since the last review?

   This is the first Comprehensive Instructional Program Review at Moreno Valley College for the Dental Assisting Program.

   2. What were the goals and recommendations in the unit’s last program review (if any) and how has the unit responded to those goals and recommendations?

C. Data Analysis and Environmental Scan

Please include the tables themselves as part of your analysis.

1. Enrollment Analysis

   Enrollment in the dental assistant program has remained consistent for the last three years with a cohort ranging from 18 to 20 students entering the fall semester introductory course DEA-10. With the exception of the first year when the program enrolled six students, the cohort size has remained relatively constant as indicated by the table below. Demographic enrollment data is not currently available.
2. Success Analysis

Overall success rate (defined as the percentage of students completing the Dental Assistant Program courses) remains at 90% or higher. The courses that include a clinical component have a higher success rate. The science base class DEA-23 Introduction to Dental Sciences has a comparatively slightly lower success rate of 83% average for the last three years. This lower success rate might be due to the fact that there are no science based pre-requisites for admission into the program.

The student success rate in the dental assistant courses overall is higher than the 73.3% overall success rate for the college. Success rate defined as the percentage of students completing the program including the English requirement, was significantly lower at 71.4% in June 2013 (10 out of 15 students), 93%% (14 out of 15 students) in June 2012 and 66% in June 2011 (12 out of 18 students). This data was obtained directly from the program’s records.

Students who are unable to complete the English requirement cannot receive their certificate of completion and are unable to take the state administered licensing exam. The students are able to take the exam upon completion of their English requirement but it would be more beneficial to take the exam immediately upon the completion of all the dental courses. In addition evaluating the correlation between the success rate in the dental program and the English level upon entering the program may shed more light into the necessity of adding an English pre-requisite to the Dental Assistant Program. In order to address this inability of completing the English requirement by the time of program completion the Dental Assistant Program is planning on making curriculum changes in the Fall 2013. These changes will include requiring that students test into English 60 B or higher to ensure that students will have time to complete the English component (English 50) by the time the students complete the dental assistant curriculum.
3. Retention Analysis

At 92.9%, the retention rate in the dental assistant program courses is slightly higher than the 87.2% retention rate for the Moreno Valley College overall.

Retention rates overall in the dental assistant courses are consistent with the retention rates in the CTE courses and higher than the institution’s retention rates ranging from 93% to 99% with an average of 96.9 for the last three years.
The retention rate during the first semester courses is at 88.7% and it is lower than the retention rates in the subsequent courses. The higher retention rate may be a reflection of the increased commitment of the cohort after the completion of the introductory courses. It also shows that most of the attrition occurs during the first semester of study when a lot of the students are exposed for the first time to college courses and to having to take multiple science based classes concomitantly.
4. **Efficiency Analysis**

As seen in the table below, with a value of 193.93 overall, the efficiency in the Dental Assistant Program overall is lower than 525 accepted norm for the academic courses.
This lower efficiency is due to the lower faculty to students ratios dictated by the state and national accreditation standards. These standards require that the faculty to student ratios are 1:6 in the clinical and preclinical course and 1:12 in the laboratory courses.

The efficiency rates have remained relatively consistent as noted in the table above. The efficiency in the fall semester courses ranges between 170-180 and the winter inter-sessions in the 140 range. The biggest changes in the efficiency rates have occurred in the Spring semesters due to the increased laboratory hours in the spring semester courses and more stringent faculty to student ratios dictated by the new accreditation standards. These changes were made in 2011 and the table above reflects the changed occurred in subsequent years.

D. Programs and Curriculum

A major part of the program review process is to complete a thorough review of all of the following:

- Course Outlines of efficiency levels that Record (CORs),

  Course outlines of record for all the Dental Assistant Courses were updated during the 2011-2012 academic year and approved through Curricunet. These changes were implemented during the 2012-2013 academic year. Selected courses will be revised for additional updates and sent through the Moreno Valley College curriculum committee in the Fall 2013 semester.

- Student Learning Outcomes (Please see the attached document for the Student learning outcome assessment)

  All the dental assistant courses evaluated all their student learning outcomes. This evaluation occurs once a year at the completion of the course. Changes have been made to courses based on the assessment findings. For example in DEA-10 Introduction to Dental Assisting after evaluating SLO# 2 and 5, it was discovered that the students needed additional time to practice the implementation of the dental equipment and instruments. Consequently an additional two hours of lecture/laboratory time was scheduled for practicing these skills. After evaluating SLO # 1 in DEA-21 it was noted that additional lecture time was needed to accomplish this goal. Consequently this course will be taken through the curriculum for this and additional needed changes.

- And, (if applicable) the Program Level SLOs. (Please see the attached document for the Program Learning Outcome assessment)

  Program learning outcomes are evaluated at the end of each academic year and when the results of the state administered exam become available. The program is evaluated using both indirect methods such as surveys and direct methods such as the passage rates for the state administered Registered Dental Assistant Exam. Since not all students that complete the dental assistant courses are able to take this exam, this method of evaluating the program is not entirely accurate. The program is planning on adding a new assessment method in the Spring 2014 in the form of required program exit exam. This will allow us to assess the program’s effectiveness in achieving the program learning outcomes for all the students using a direct and authentic method.
Updated CORs will be verified at the time of submission by the college and district program review committees.

What programs/courses do you currently offer?

<table>
<thead>
<tr>
<th>Name of Course / Program</th>
<th>Date CORs Last Updated</th>
<th>Comments - CORs</th>
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<tbody>
<tr>
<td>DEA-10</td>
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<tr>
<td>DEA-20</td>
<td>1/24/12</td>
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<tr>
<td>DEA-21</td>
<td>1/24/12</td>
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<td>DEA-22</td>
<td>1/24/12</td>
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<td>DEA-23</td>
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<td>DEA-24</td>
<td>1/24/12</td>
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<td>DEA-30</td>
<td>1/24/12</td>
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<td>DEA-40C</td>
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<td>DEA-41</td>
<td>4/17/12</td>
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E. Student Learning Outcomes Assessment

All the Dental Assistant Program Courses had all of their student learning outcomes assessed. During 2010-2011 assessment process it became evident that many of the SLO’s needed revisions. All the courses in the program were revised through CurricUNET and all the new SLO’s have undergone through the first cycle of evaluation during 2012-2013 academic year.

Please see attached document for the Student Learning Outcomes assessment of all the Dental Assistant Courses.

Program learning outcomes are assessed once a year using both direct and indirect methods. The state administered licensing exam is one of the direct methods used to assess the program outcomes. This method is not an accurate reflection of the program goal achievement by the class since as stated earlier not all students in the cohort are able to or choose to take this exam. In addition the results may include students from previous cohorts and the exam does not give feedback for each content area.

The program is considering adding a mandatory comprehensive exam, administered by an outside agency, at the completion of the dental curriculum to evaluate its effectiveness and the achievement of the program learning outcomes by all students in the cohort.

The program is also using graduate student surveys, employer surveys, post-graduation surveys and surveys from the clinical externship sites as indirect methods of evaluating its PLO’s. See attached for the PLO assessment summary.
F. Collaboration with Other Units including Instructional, Student Services or Administrative Units (Internal). **This section is now optional.**

G. Outreach Activities (External). **This section is now optional.**

H. Long Term Major Resource Planning

Describe significant long-term resource requests that need to be addressed either by the college or the district in the next four years. **These should be linked to the Annual Instructional Program review plan.** If appropriate, indicate how these resource needs are related to the college’s strategic plan. The Educational Master Plans for each college may provide reference information to support your response.

**Human Resources:**

1. Full Time Faculty Member- The program currently has one full time faculty member. A second full time faculty will allow the program to increase its cohort in accordance with the number approved by the Commission on Dental Accreditation (CODA), our national accrediting body. This growth is also in accordance with and in support of the institution’s Comprehensive Master Plan of growth. This plan was presented to the Dental Assistant Program Advisory meeting on October 22, 2013 and the committee unanimously supported it. This aligns with the institution’s Goal # 1.

2. Part Time Administrative Assistant – The program currently has administrative assistant support for 8 hours a week, once a week. This is not sufficient for the current needs of the program. Additional support for 19 hours a week, spread throughout the week, with the potential for growth to a full time position as needed to support the growth of the program is needed. Accreditation standards state that the program must have the administrative support needed to facilitate program operations. Please see the attached document of the job description for this position. The Dental Assistant Program Advisory Committee is in support of this plan at its May 28, 2013 and October 22, 2013 meetings. This is in accordance with institution’s goal # 1, 2 and 4. “3-12 Institutional support personnel must be assigned to facilitate program operation.”

**Technology Resources:**

3. A Virtual Server capable to support the software is needed to incorporate the digital technology – Based on the feedback received from our clinical sites surveys, our students need more practice and experience with the digital technology in general and digital radiography in particular. The program needs to move more towards digital technology to keep up and maintain currency with the new developments in the field of dentistry. This will ensure our students are adequately prepared for a smooth transition into the private practice. In order to support this new technology we need a server that is capable of securely holding all the data and support the digital charts and digital imaging. At its October 22, 2013 meeting the Dental Assistant program advisory committee expressed its agreement and support of this assessment and need for this resource. This aligns with the institution’s goal #5 of integrating new technology into the curriculum and it is crucial for maintain a quality program. Please see attachment for the system and server requirements.
4. Four Shick radiology sensors – The program needs digital radiology sensors to continue incorporating the new technology into the curriculum. Training the student in using this digital technology allows them to have a seamless transition into private practice and have marketable skills that makes them more employable. This resource goes in tandem with the server request above and the monthly software maintenance listed below. All of these requests were presented at the October 22, 2013 advisory committee meeting and were supported by all the committee members. This aligns with the institution’s goal #5 of integrating new technology into the curriculum and it is crucial for maintain a quality program.

5. Monies for maintenance of the dental software and other equipment – The program needs additional funds for equipment and instrument repairs as well as for the monthly support to maintain the dental software. Digital charts and radiography is now the standard in the dental field. The program has recently incorporated a new dental software in the curriculum. This gives our students an opportunity to train and develop new skills in the use of this technology in dentistry. In order to further implement the use of this software, the program needs to ensure that adequate software support exists. Some of the equipment such as the radiology mannequins and typodonts are also in need of repair. This aligns with the institutions goals #1,2 and 5.

Professional Resources:

6. Monies for professional development courses for faculty – This aligns with the institution’s goal #6 and it is important in maintain a quality program (goal#1) This is also important to comply with our accreditation standards that state:

“3-9 Opportunities must be provided for program faculty to continue their professional development”

7. Monies to support faculty travel for supervising externships and clinical rotations is needed. Currently the faculty supervising the students in their clinical rotations is not reimbursed for their travel expenses. This aligns with institution’s goal #1 and 8 and to be in compliance with the accreditation standards as shown in the excerpt below.

“2-27 When clinical experience is provided in extramural facilities, dental assisting faculty must visit each facility to assess student progress. Budgetary provisions must be made to support faculty travel.”
## I. Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Goals and Objectives</th>
<th>Link to Annual Program Review</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td>1. Curriculum updates and expansion of delivery modalities</td>
<td>Goal 1</td>
<td>1. Process started and feedback from curriculum committee</td>
</tr>
<tr>
<td></td>
<td>2. Technology integration</td>
<td>Goal 2</td>
<td>2. Two digital sensors</td>
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<td></td>
<td>3. Full Time faculty</td>
<td>Goal 7</td>
<td>3. Receive approval from administration</td>
</tr>
<tr>
<td></td>
<td>4. Administrative Assistant</td>
<td>Goal 8</td>
<td>4. Receive approval from administration</td>
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<td></td>
<td>5. Professional Development</td>
<td>Goal 4</td>
<td>5. Addition of 5220 money in the budget</td>
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<td></td>
<td>6. Expansion of the clinical sites</td>
<td>Goal 5</td>
<td>6. Add 5 new clinical sites</td>
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<tr>
<td><strong>Year Two</strong></td>
<td>1. Technology Integration</td>
<td>N/A</td>
<td>1. Two digital sensors and new server implementatation</td>
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<tr>
<td></td>
<td>2. Implementation of the new delivery modalities</td>
<td></td>
<td>2. DEA-22 and DEA-32 courses delivered as hybrid</td>
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<tr>
<td></td>
<td>3. Expansion of the clinical sites</td>
<td></td>
<td>3. Add 4 new clinical sites</td>
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<td></td>
<td>4. Professional Development</td>
<td></td>
<td>4. Faculty participation in one professional conference</td>
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<tr>
<td><strong>Year Three</strong></td>
<td>1. Technology</td>
<td>N/A</td>
<td>1. Digital</td>
</tr>
</tbody>
</table>
| Year Four | 1. Technology integration  
2. Professional Development  
3. Expansion of the clinical sites | N/A | 1. 6 laptops for clinic use  
2. Faculty participation in at least 1 professional conference |

Please See Appendix D for the SLO Assessment Plan.

All SLOs in every course are mapped to the Program SLOs.

All Program and course SLOs have been assessed.