

COMPREHENSIVE PROGRAM REVIEW
2016-2019
DENTAL ASSISTING
Based on Data from Fall 2015-Spring 2019
APPENDIX B. Comprehensive Program Review Report Format

Instructional Programs

College Mission Statement:

‘Ōlelo Nu‘ukia – Vision

He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole ma ka honua e loli mau.

Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

Ala Nu‘ukia – Mission

(approved by University of Hawai‘i Board of Regents on March 23, 2017)

He hale hāmama ‘o Kapi‘olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e ho‘olako i nā kānaka ho‘ākea ‘ike e hiki aku i ka pahuhopu ‘imi na‘auao, ‘imi ‘oihana, a ho‘olaulā ‘ike. He loa‘a nā palapala a‘o, nā kēkelē mua puka, me nā polokalamu ho‘ili kula he kilohana wale e ho‘omākaukau i nā haumāna maoli, kūloko, kaumoku‘āna, kau‘āina no ka mua he lako.

Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Nā lawena waiwai – Values

Ho‘ohanohano ‘ia ka ho‘ilina a ka Mō‘īwahine o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:

- Kūpono: Practicing honesty and integrity with clarity in all relationships.
- Kuleana: Sharing a common responsibility to support the future of our students, college, community, land, and sea.
- Mālama: Protecting and perpetuating ancestral knowledge.
- Kūloa‘a: Ensuring that the needs of our students are met with support and service.
- Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Alaka'i 'ia mākou e kā mākou nu'ukia like, lawena waiwai like, a me ka ho'okō kuleana haumāna like ma o ke kāko'o 'i'ini, ke a'o, ka ho'okō pahuhopu, me ka palapala 'o Hawai'i Papa o Ke Ao. We are guided by our shared vision, values and commitments and by the recommendations of Hawai'i Papa O Ke Ao.

Program Mission Statement: The mission of the Dental Assisting Program is to provide an atmosphere in which students learn to respect others, to grow in their insight into ethical values and principles and to work cooperatively with others. Dental Assisting education is based on sound educational and scientific principles, emphasizing the development of critical thinking leading to good decision-making. The educational experiences are primarily patient-oriented emphasizing involvement with hands-on activities. All students are encouraged to experience continual personal growth through life-long learning.

Part I. Executive Summary of CPR and Response to previous ARPD recommendations

Executive Summary

2016-2017 Annual Review of Program Data

Instructional Programs

Kapi'olani Community College

Submitted by

Louise Pagotto, Chancellor

Twenty Kapi'olani CC instructional programs reviewed their annual program data. Of the 20 instructional programs, 17 are career and technical education programs and three are general/pre-professional (AA in Liberal Arts, AA in Hawaiian Studies and AS in Natural Science). Percentages are based on a total of 20 instructional programs. None of the programs have been deemed "Unhealthy" overall. Seven of the programs (35%) are "Healthy" and 13 of the programs (65%) are deemed "Cautionary".

Accounting	Cautionary
Culinary Arts	Healthy
Dental Assisting	Healthy
Emergency Medical Technician	Cautionary
Hawaiian Studies	Cautionary
Hospitality and Tourism	Cautionary
Information Technology	Healthy
Liberal Arts	Cautionary
Marketing	Cautionary
Medical Assisting	Healthy
Medical Laboratory Technician	Healthy
Mobile Intensive Care Tech	Healthy
Natural Science	Cautionary
New Media Arts	Cautionary
Nursing: Associate Degree	Cautionary

Nursing: Practical Nursing	Healthy
Occupational Therapy Assistant	Cautionary

Co-Req English	n/a
Co-Req Math	n/a

Initiatives for FY 2017: 2016-17 was the start of the implementation of CoReq Math and English redesign for one-level below college level; Study Hub College Reading & Learning Association certification, SLO and Taskstream Assessment, Open Educational Resources course offerings with zero cost textbooks.

Academic Support	
Library	Healthy
Technology Resources	Unhealthy
Testing Services	Healthy
Tutoring Services	Cautionary

Two areas of Academic support (Library and Testing) have moved from Cautionary to Healthy; Technology continues to show as Unhealthy and Tutoring Services continues as Cautionary. A full-time Learning Center Coordinator was hired in November 2017 and there is now a certification model for all peer tutors hired by the Study Hub. Centralized purchasing for technology is now handled by CELTT with a budget of \$250,000. Tutoring/Study Hub continues to receive all funding for their Peer Tutors via a Title III grant with the hopes that this funding will be institutionalized.

The challenge for the College will be to meet the demands for resources reflected in the ARPDs. Programs that are technology-intensive need continuous upgrading to maintain currency with the industries they serve. The health programs, in particular, require expensive equipment. Similarly, the need for qualified faculty to reduce the dependency on lecturers is highlighted in a number of ARPD action plans. With limited opportunities for new appropriated faculty positions, the College will need to consider reallocating existing vacancies to support program growth areas and foundational areas such as English and math.

The Program submitted a proposal through the Curriculum approval workflow to modify the DENT CA in the Fall of 2017 to become effective in Fall 2020. The change would remove all GEN ED requirements from the CA, with only the DENT courses left in tact. All CODA competencies will still be covered. The changes will not affect the program's ability to meet accreditation standards. These changes will result in an increase in the number of DENT CA completers. More importantly, DENT CA graduates will be eligible to take the Dental Assisting National Board's Certified Dental Assistant exam.

The Program will submit a Self-study in Spring of 2021 with site visit occurring in the Fall of 2021.

Part II. Program Description
CERTIFICATE OF COMPETENCE,
DENTAL ASSISTING
(15 SEMESTER CREDITS)

Program Description: The Dental Assisting program is a one-semester, daytime only, curriculum designed to prepare students for entry-level employment in private dental offices, hospital

outpatient clinics, state and federal agencies, insurance companies and dental supply houses. Students receive instruction in basic dental operator and laboratory skills and dental terminology. Students are accepted in both the fall and spring semesters.

Special Admission Requirements for Dental Assisting: Acceptance into the Dental Assisting program is on a first-qualified, first-accepted basis by minimum score of 74 on the COMPASS English Reading Placement Test and attendance at an orientation session.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Dental Assisting, the student should be able to:

- Assimilate and apply relevant knowledge necessary to function competently in the profession of dental assisting.
- Perform technical and clinical skills necessary to function competently in the profession of dental assisting.
- Maintain professional and ethical behavior as a healthcare provider.
- Communicate and interact appropriately and effectively.
- Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
- Implement plans to achieve standard of patient care in a variety of clinical settings.
- Perform at the entry-level job description of a dental assistant.

CERTIFICATE OF COMPETENCE CURRICULUM,

DENTAL ASSISTING

(16 CREDITS)

Dental Requirements (16 credits)

DENT 100 Essentials of Dental Assisting 3 •

DENT 100L Essentials of Dental Assisting Lab 3 •

DENT 103 Dental Materials 1 •

DENT 103L Dental Materials Lab 2 •

DENT 105 Dental Sciences 2 •

DENT 106 Dental Radiography 1 •

DENT 106L Dental Radiography Lab 1 •

DENT 108 Clinical Externship 2 •

TOTAL 15

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the Certificate of Competence in Dental Assisting, a grade of "C" or higher is required in each course.

CERTIFICATE OF ACHIEVEMENT, DENTAL ASSISTING

(39 SEMESTER CREDITS)

Program Description: The Dental Assisting Certificate of Achievement is a two-semester, 39-credit program that prepares individuals to work as clinical and administrative assistants in dental offices, clinics or other dental practice settings. The curriculum is aligned with standards of the American Dental Association Commission on Dental Accreditation (ADACODA) as well as the Hawaii Administrative Rules of the Board of Dental Examiners. Students will begin with didactic classes and progress to clinical externship in a variety of clinical settings including specialty practices. Students will receive preparation for taking the Dental Assisting

National Board (DANB) examination to become Certified Dental Assistants (CDA).

Special Admission Requirements for Dental Assisting Certificate of Achievement: Acceptance into the Dental Assisting program is on a first-qualified, first-accepted basis based on the student's GPA from general education courses and scoring of applicants' interview.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Dental Assisting, the student should be able to:

☐☐ Assimilate and apply relevant knowledge necessary to function competently in dental assisting.

☐☐ Perform technical and clinical skills necessary to function competently in dental assisting.

☐☐ Maintain professional & ethical behavior as a healthcare provider.

☐☐ Communicate & interact appropriately & effectively.

☐☐ Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.

☐☐ Implement plan to achieve standard of patient care in a variety of clinical settings.

☐☐ Perform at the entry-level job description of a dental assistant.

☐☐ Demonstrate competency in the knowledge and skill required to systematically collect diagnostic data.

☐☐ Demonstrate competency in the knowledge and skill required for business office procedures.

☐☐ Develop competence in taking diagnostically acceptable radiographs on a variety of patients.

☐☐ Utilize materials learned in classes to prepare for the Dental Assisting National Board Certification exams.

☐☐ Perform at the entry-level in a specialty practice as a dental assistant.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, DENTAL ASSISTING (39 CREDITS)

Course Title Credits

General Education Courses (13 credits)

ENG 100 Composition I 3

MATH 100, MATH 115, or MATH 135

Survey of Mathematics, Statistics, Elementary Functions 3

SP 151 Personal and Public Speech 3

ZOOL 141 Human Anatomy and Physiology I 3

ZOOL 141L Human Anatomy and Physiology I Lab 1

Dental Assisting Courses (26 credits) Note: 100 level courses are included in the Certificate of Competence

DENT 100 Essentials of Dental Assisting 3

DENT 100L Essentials of Dental Assisting Lab 3

DENT 103 Dental Materials 1

DENT 103L Dental Materials Lab 2

DENT 105 Dental Sciences 2

DENT 106 Dental Radiography 1

DENT 106L Dental Radiography Lab 1

DENT 108 General Practice Clinical Externship 2

DENT 200 Dental Office Administration 3

DENT 205 Dental Sciences II 3

DENT 206L Dental Radiography Lecture/Lab II 1
 DENT 208 Specialty Clinical Rotations 4
 DENT 210 Seminar Prep for CDA Exam 1

TOTAL 39

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Achievement in Dental Assisting, a grade of “C” or higher must be maintained in all required courses.

Part&III. Curriculum Revision and Review

- A DENT CA program change proposal was sent for Curriculum approval process in the Fall of 2018. The proposal removes all GEN ED courses from the Certificate of Achievement. The changes do not affect the program’s ability to meet CODA accreditation standards. All program courses are up-to-date.

Part&IV.&Survey results

1. Student satisfaction, including student support services-

The program surveys students during the clinical phase of their training. Student concerns are addressed in real time. The data has not been analyzed yet.

2. Occupational placement in jobs (for CTE programs)

Occupational placement data has been collected anecdotally and reveals that about 64% of graduates place into jobs in their field of study. About 12% go onto other programs either at UH Manoa or elsewhere.

3. Employer satisfaction (for CTE programs)

An employer satisfaction survey was administered in Summer of 2014. Approximately 75 surveys were sent out and only 33 were returned. Overall, employers expressed a high level of satisfaction with the graduates that they hired and the training they came with.

The survey will be administered again in summer 2019 in preparation for the 2021 Self-study.

4. Graduate/Leaver

A graduate/leaver survey is in development and scheduled to be deployed this summer along with the Employer Satisfaction survey.

Part&V. Quantitative Indicators for Program Review

ARPD Report Year	Program Demand	Efficiency	Effectiveness
2016	Healthy	Healthy	Unhealthy
2017	Healthy	Healthy	Healthy
2018	Healthy	Healthy	Cautionary

Link to 2016 ARPD:

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2016&college=KAP&program=63>

Link to 2017 ARPD:

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2017&college=KAP&program=63>

Link to 2018 ARPD:

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=KAP&year=2018&program=63>

Part VI. Analysis of the Program based on prior three years

1. Alignment with mission-

The program has submitted a proposal to remove all GEN ED requirements from the Certificate of Achievement in Dental Assisting. This will immediately boost Program Completion rates, which is alignment with the college's mission, Strategic direction II.A, and the program's Student success plan.

2. Current Situation. ARPD data in Part III.

Long term plans for the Dental Assisting program are guided by the college's strategic plan. In the intermediate term, plans are guided by the program's three-year comprehensive program review (CPR). The actions indicated in this report provide short term measures which will contribute to the goals of the three year comprehensive program review, aligned with the college's strategic plan

The focus for the program for the period of this report is on accreditation by CODA of the Certificate of Achievement program. CODA accreditation is expected to positively impact the effectiveness indicator. The CA program consists of a 2-semester, 28 credits in Dental Assisting, as well as 13 credits of general education support coursework. The program has made changes to curriculum based on site visit recommendation.

Program accreditation is the first step to develop a career ladder to UH Dental Hygiene.

a. Perkins Core indicators for which the program has not met the performance level.

32	4P1 Student Placement	64.5	57.14	Not Met
33	5P1 Nontraditional Participation	23	11.11	Not Met
34	5P2 Nontraditional Completion	22.22	11.11	Not Met

The program has collected anecdotal data on student placement. That anecdotal data yielded a placement rate of about 88%, which differs from the

ARPD report of 57.14%. About 12% of graduates choose to continue their studies, often times in preparation for a Dental Hygiene program. The Nontraditional completion rate of 11.11% could be due to the counting of the Certificate of Competence students who don't choose to go on to complete the Certificate of Achievement. Graduation rate has been 100% for the certificate program identified at the time of enrollment.

- b. External: Review relevant section of the College's Strategic Plan**
 - i. I.A.
 - ii. II.A, B, D.
 - iii. III.A, F, H
 - iv. IV.F, H, I, J, K and P.
- 3. Assessment Results for Program Learning Outcomes (PLO's). The program shall develop a schedule for PLO assessment such that within the five-year review period, all PLOs will have been assessed and the following will be reported:**
 - **List of the Program Learning Outcomes and the dates assessed**
 - The last PLO assessment was done in AY15 as part of the report for CODA initial accreditation.
 - In preparation for the 2021 CODA accreditation cycle, all course and program learning outcomes will be assessed during AY 20.
 - **Assessment results**
 - AY 15 assessment results showed that all outcomes were met at 85% or higher.
 - **Changes that have been made based on evaluation of the assessment results**

Part&VII. Tactical Action Plan (projections for the next three years)

Round III of the Title III grant provided funding for renovation of the Dental Assisting clinic area. The primary improvements will add a third operatory to the clinical space. The action plan outlines the steps the program will take to improve the results of assessment and or the health indicators, aligned with the College's Strategic Plan.

- 1. Strategy for Improving Program Outcome/Indicator and related Strategic Outcome:**

Addition of the third operatory will enable the program to increase it's capacity by at least 6 students per cohort. Additional sections of lab must be included and more faculty will be hired to cover the CODA mandated student:teacher ratio of 1:6.

2. Performance measure to assess program strategy and related Strategic Performance Measure: Annual Review of Program Data elements

3. Data to be gathered to determine success of the strategy: Employment/placement data via Hawaii Data Exchange

4. Position(s) Responsible: Program Director

5. Synergies with other programs, units, emphases and initiatives:

Discussions with UH Dental Hygiene need to resume to create a career ladder pathway from the accredited DENT CA to the UH DH Baccalaureate in Dental Hygiene. DENT graduates have been successful at completing their Dental Hygiene degrees, but there is no formal MOA. a

6. Key Community Partners (if any): Board of Dental Examiners, Kokua Kalihi Valley Dental Clinic, Aloha Medical Mission Dental Clinic, State of Hawai'i Department of Health Community and Hospital Dentistry Branch.

Part VIII. & Resource and Budget Implications*

1. Identify the human, physical and fiscal resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

The planned Title III renovation of the dental clinic will allow program expansion in AY 19. CODA accreditation standards set a 1:6 student-teacher ratio for lab courses. More faculty need to be hired in order to cover the increased enrollment. Offering additional lab sections will result in increase in lecturer costs or overload for the 1FTE. Dental Assisting is the only Health Sciences program to operate with a single FTE. The program has requested an additional FTE position through the college's PAIR process, but it was never approved.

The program applied for and received funding from the HDS Foundation to acquire the equipment to furnish the third operatory that is planned as part of the renovation.

2. Identify the technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

The trend in dentistry is toward digitizing patient records. The program has been fortunate to receive in-kind donations that have provided digital radiographic equipment and software. The next decade will bring even more technological advances, such as digital scanning as a replacement for impressions when making dental models and 3-D printing for dental appliances. If the program can acquire the equipment to keep up with the evolving technology we can insure that students will get all the cutting edge training to fully prepare them for the workplace. This type of job preparation falls in line with the 4P1 Perkins indicators.