

# CTE Program Review – Annual Program Update for 2021-2022

## PART A

### SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Dental Assisting**

Program Faculty Department Chair(s): n/a

Program SAC Chair(s): Renee DeMallie

Program Dean: Josette Beach

Pathway Dean: Janeen Hull

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / **Other: Vanport**

#### 1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?
  - Competitive, based on admission criteria
  - Competitive due to limited capacity, based on order of application
  - Open entry
  - Other: Competitive due to limited capacity, lottery

## SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

\*\*\*Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

**SEE Student FTE Tab.**

2A1. Does this data suggest any questions that the SAC would like to pursue?

The data does not suggest any questions that the SAC would like to pursue at this time.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

The data does not suggest any adjustments be made at this time.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Because we are a closed program, it would be interesting to see data tailored to each cohort. Normally the data would be accurate as currently presented, but due to COVID-19 our course sequence was pushed over additional terms, which makes the data confusing to understand. We also began a new part-time online DA program fall term 2020, which spreads the curriculum over 5-6 terms (depending on the student) instead of the usual 3 terms for our full-time program. When data from the different cohorts is mixed, it can be difficult to discern any valuable meaning from it. For us, it is easier to look at how many students are enrolled in the program at the start of a cohort, and how many are retained each term. This gives us insight as to when students may need to drop/withdraw from the program and we can look closer at the “why” behind these changes.

## 2B. Course Success Rates

*Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:*

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

*PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.*

*Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.*

### **% Success By Course and Modality**

#### **SEE Modality Tab**

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Overall success rates are at or near 100% for all courses. The lowest success rates are seen in the 2018-2019 data where a number of courses had a success rate of 86.5%.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

The success rates for all modalities are above 93%.

## 2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Many of our courses have high (100%) success rates. Some of these courses are considered historically to be “easier”, but not all of them. They also span all instructors and course types (lab, lecture, lecture/lab) in the program, so teaching style does not seem to influence the success rate. One of the main contributing factors to the high success rate is our ability to focus on retention of students and the goal of getting them into this highly desirable profession. The instructors mentor students throughout the term and watch student grades very closely. Course

Progress Notes (CPN's) are sent throughout the term, especially when needing to alert students to a grade that is falling. Instructors take a strong interest in student success and try to connect deeply with students in order to create flexible learning plans when they may be struggling due to the level of difficulty in a course, or due to personal situations. The instructors in our program provide excellent remediation opportunities for students who end the course at a low grade, to help improve their skills and competency in the material in order to stay in the program and move forward.

Over the past year the dental assisting program has had several changes in faculty, curriculum design and methods of teaching. A summary is listed below:

- Our new part-time online dental assisting program began in Fall 2020. All didactic courses have been offered online, while lab/clinical courses have been offered in-person.
- Long-time FT faculty member, Magda D'Angelis-Morris accepted a temporary two year position in another PCC department.
- PT instructor Sandra Crawshaw was hired in a FT temporary two-year faculty role to replace Magda D'Angelis-Morris.
- Sandra Curren was hired to teach in a two-term temporary FT faculty role starting Spring Term 2021.
- Rochelle Marcarenhas was hired to increase the number of FT DA faculty to four (as opposed to 3). The additional position was approved in 2019 to support the addition of the new online PT DA program.

Goals to explore content/curriculum, pedagogy/teaching, course material selection, etc. throughout the next year include:

- Revise course materials to reflect the newly assigned instructor's teaching style which will include creating activities/assignments in a variety of learning modalities to meet student's unique learning styles. It will be important to purposefully incorporate planned review sessions for difficult scientific content and to make connections of the material to how they will use the information when working in the professional setting.
- Utilize the "*Curriculum Assessment Plan*" designed to evaluate all courses over the academic year for accuracy of the CCOG's, determination of duplication of material exists and whether it reviews material, enhances the material or is redundant, review success/pass rates and submit changes to the curriculum committee through courseleaf.
- Compare student evaluation and success rates between the PT Online and FT Traditional DA programs to determine where modifications should be made in order to enhance student learning.
- Continue regular (weekly) SAC meetings to address remediation needs of students, coordinate activities that occur through lab activity sequencing and prepare externship and rotation site placement.

We hope to look at success rates by addressing the goals above and to determine what has been successful and what has not. With so many changes happening we are going to keep close watch on this type of success rate data so that we can incorporate changes throughout the program and increase student success.

## **Enrollment and % Success By Course and Student Demographics**

### **SEE Gender, Race, and Pell Tabs**

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The data for success rate by gender is has gone down for 2020-2021 compared to 2019-2020. In 2020-2021 the success rate was 90.8% for male, and 94.9% for female. The success rates for 2019-2020 were 99.0% for male, and 98.9% for female. Although male enrollment increased in 2020-2021 from 102 to 120, female enrollment also increased from 714 to 988, so it is unlikely this was a contributing factor.

The data by race shows some differences, although although all rates are above 92%. The success rates are: Native American=100%, Black=100%, Asian=92.1%, Latinx=93.2%, White=95.4%, Multiracial=96.8%, and Unknown=98.1%. The lowest success rate is with our Asian population at 92.1%. We know that we have a large Asian enrollment population, and we may need to further explore how to support these students.

The difference in success rate between those with Pell offering and those without is slight, with offered being 95.7% and not offered being 93.9%.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

Having data to show how many hours students are working outside of their schoolwork, as well as other demographics such as children, income, and living situation may be helpful to know. We know that we have students working and taking a full load of classes, and students that are single parents. It would be interesting to see how those success rates compare so we could discuss other ways to support equity for those students.

## **2C. CTE Completions**

### **SEE Awards Tab**

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

Yes, the dental assisting program tracks student completion independently. Our completion rate is high due to our ability to recognize students that are failing courses early and remediate them

individually in order to allow them to continue on in the program. CPN notices are sent weekly to students who are falling below the expected level for passing each course. Constant communication occurs between students and each faculty member through in-person interactions, email and office hours. Several challenges have occurred in program practices however, during 2020/21 due to having to pivot quickly to distance/remote learning. Many instructors were not prepared to teach remotely and students did not always have the sufficient technology to learn in the distance learning format. Additionally, remote lab courses required instructors to gather supplies that could be mailed from the bookstore to students in order for them to complete their assignments. Additional challenges in providing these lab kits to students occurred due to all dental supplies were being packed up and moved to the new Vanport building. Access to the building was not possible and stress was experienced by all. Thanks to the support from our bookstore friends and deans for gaining access, we were able to get the needed supplies to the students.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

For previous years the tracking matches with our internal process. For the 2020-2021 year we do not have any graduates at this point due to extending our cohorts to compensate for changes that took place during the pandemic.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

Individual student needs and demographics can affect completion. Some students may not fully understand the program workload or the professional responsibilities upon enrollment, and may realize after the first or second term that the program is not right for them. In these cases we advise each student individually to help them make the decision that best meets their individual needs. Many times financial responsibilities and family emergencies and unforeseen circumstances occur. Students are advised by instructors and the director about options for possible return to the program in the following year. Additionally, as described above, COVID-19 and the move to a new building have caused challenges from external influences. We are still determining what affects they will have on future cohorts. Additionally, the Oregon Health Authority mandate requiring healthcare students to be fully vaccinated or have an approved religious/medical exception created the need for additional communication with externship rotation sites in the community. Revisions to original externship placements and acquiring weekly covid tests for those with exceptions required pivoting quickly. While all students were able to find extern sites, several students found their original attendance schedules had to be modified/changed because of contacting covid. Several students needed to quarantine, but were able to continue with their externship site once their quarantine was completed. For the 2020/2021 academic year, the tracking of completion has been completed on more of an individualized basis.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

A post graduation survey is sent to all the students asking questions regarding employment. Many students obtain positions during their final term in the DA program through their externship rotation experience. What we have learned is that the career of dental assisting is a very sought after position and at this time there seems to be a shortage across both the state and nation. Because of this, salaries are competitive with some larger organizations even offering monetary incentives for new hires.

The professional organization for Dental Assisting: The American Dental Assisting Association (ADAA) publishes current salary ranges per state for certified dental assistants on their webpage. Students become members of the association when starting their educational journey in the dental program here at PCC. The Dental Assisting National Board (DANB) which is the organization where our students apply to take their certification/ examinations, also publishes a salary range for dental assistants on their website.

### **SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING**

#### 3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted
  
- X   2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

### 3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

**Commendations:** while the results are disappointing, the SAC definitely learned important information in carrying out this assessment. Likewise, the decision to focus on academic integrity in the coming year is compelling based on the results. This was an incredibly trying year and the SAC deserves full credit for completing this report despite the circumstances.

**Suggestions/Comments:** run this assessment again as a reassessment with added focus on academic integrity as planned. Do not change the assessment methodology, as the results are meaningful and well-reported. Consider reaching out to an assessment coach for assistance (through your program dean or contacting Academic Affairs).

**Questions:** can the SAC find a way to address some of the other problematic areas (e.g. charting and exposure technique for PT students) as well as the academic integrity issue?

#### **SAC Response:**

The DA SAC appreciates the comments from the LAC. We agree that running this assessment again with a focus on academic integrity is a good plan. The instructor that is teaching this course has addressed this with our current full time cohort with both verbal discussion and written documentation on academic integrity. Additionally, each set of exposures is checked for breaches of academic integrity and to this date there have been no breaches. The students are now aware that if they expose retakes (radiographic images) on their own that they will receive a zero for that assignment.

The DA SAC would like to address the additional problematic areas of charting and exposure technique, although at this point we do not have a part time cohort that is taking this course, so addressing the issues of charting and exposure technique will need to wait until summer 2022 when the next part time cohort is enrolled in this course.



## SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

The PCC Dental Assisting Program has experienced many notable achievements, challenges, issues and attaining goals over the past two years. Highlights follow:

- January 2020 to Current - The department and program has settled into the new Vanport building in Downtown Portland.
- September 2021 to current - The program accepted a new cohort to begin enrollment in fall of '21, while also having the previous cohort complete their final term the sametime. The part-time dental assisting cohort was also enrolled, which meant over 100 DA students were taking program classes in fall of 2021.
- June of 2021 - New FT faculty member joined the program and was assigned the PT DA program as her primary responsibility.
- Summer of 2021 - Rotations began again with OHSU following the pause created by Covid. New Health and Safety protocols required by OHSU had to be taught/followed.
- Fall of 2021 - OHSU School of Dentistry accepted three full time dental assisting students to complete their externships at the dental school. This had not previously been an option for the PCC DA students.
- October, November and December of 2021 - Program Representatives presented presentations to the Oregon Dental Association, Migrant Farm Youth, High School Counselors and the Hillsboro HS Chamber students information regarding the dental assisting program and the high demand field of dental assisting.
- Winter to Current 2021 - Individualized learning plans were created for students who required pausing their attendance due to the covid illness.

Future Goals:

- November 2021 - Beginning discussions with the OHSU Dental School to have the next cohort of PT DA students work as casual student workers at the dental school while they are completing their formal training. Additional discussion is taking place regarding possible rotations of dental students to the PCC dental clinic to provide restorative dental care with the PCC DAs assisting them.
- Spring 2022 - Spring 2023 - Full Review of DA Program Curriculum and submission of course credit hour, content and outcome changes.
- Spring 2022 - Enrollment of second PT DA Cohort.
- Winter/Spring 2022 - Discussion of whether the high demand for dental assistants is still occurring and whether possible increase of FT class size to 60 students is feasible..

Unexpected Changes to the Length of the Program Due to Covid:

- As of Fall 2021, the DA Program is now back to its original course sequencing and program length for the 2022 graduates.

4B. Are there any challenges not described above that you would like to note here?

4C. Do you see any opportunities in the near or long term that you would like to share?

## **SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE**

### **5A. Advisory Committee**

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to [academicaffairs@pcc.edu](mailto:academicaffairs@pcc.edu) and we can update Spaces for you.

Advisory committee roster is current as of: March 2021

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Due to the pandemic and our move to the new Vanport building, our advisory committee has not had an opportunity to meet in person since \_Winter of 2020. A meeting was planned to coincide with the grand opening of the Vanport building, but that has been delayed due to covid. Email communications and distribution of the Dental Department Newsletter has been the main means of communication during the pandemic. A virtual Advisory\_Committee meeting is scheduled for Winter Term, with an in-person combined department meeting scheduled for Spring Term 2022. Our advisory committee reports a shortage in qualified DA's in the Portland metro area and throughout the state. In response we are partnering with OHSU and Willamette Dental Group for hiring and sponsorship of students. We have also begun our PT online program to help give a broader demographic access to our program and graduate more students to help meet the state need.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

Community Members, Private Practices and Large Dental Organizations have been instrumental in providing virtual presentations, rotation site offerings and career advice/support during the pandemic.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

As the pathway teams work closer together, we are hoping to learn more about the ways in which the pathway programs can collaborate together. For example, the EMS program and dental department may be able to do role playing and simulation in the area of medical emergencies. Additionally there may be numerous ways that the nursing department, medical

assisting and HMS may explore collaborative efforts. The department is already working closely with the Pathway Deans to partner closely with the non-credit IHP dental CE offerings.

## 5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES / NO

- If yes:
  - What is the name of your accrediting body?  
Commission on Dental Accreditation
  - What is the typical accreditation cycle?  
7 years
  - When is your next self-study/visit scheduled to occur?  
2025 (This was revised and extended from 2024 due to COVID-19)

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

APUn Dental Accreditation (CODA) over the past two years:

- March 2021 - Updated Report to CODA regarding flexibility in the DA Program during Covid.
- April 2021 approval of Major Change - Facility Location moved to Vanport Building. The facilities will be visited at the next accreditation site visit in February of 2025.
- March 2021 -NWCCU's Minor Substantive Change Request on PCC's Institutional Portal page,