

Dental Assistant - Certificate - Full Review & SLOA

Current Compliance Year: 2022-2023

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

No recommendations.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The SLOA data has come back strong from the DA Certificate degree students. During the past two years 100% of the students have passed their skills throughout their program with an 80% or above. During the last two academic years 11 students graduated. All received a survey via email and then a follow up phone call. Five students completed the survey and were employed as a Dental Assistant. The survey average was a 4.7 on a scale of 1 to 5. Employer surveys were sent out as well. We have two employee surveys back with an 4.8 scale of 1 to 5. Industry is very supportive of the program.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

We have initiated curriculum for an Occupational endorsement. Industry partners have approached UAF CTC asking for a dental cohort for their workforce. Dental Assistants are in demand. In discussions with the industry partner it was decided that a shortened course might be of interest to them as well. They need them now. The Industry partner decided to wait on a specific cohort but might be interested in a shortened version of core curriculum. Once approved we will over in a condensed model.
--

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Equity gaps

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

The ethnicity of the students in the Dental Assisting program is varied. It is a program that is predominantly [REDACTED]. It is open enrollment and everyone is welcome.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

--

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First Year-Seminars & Experiences

Writing-Intensive Courses

Service-Learning and/or Community-based Learning

Internships

Capstone Courses & Projects

Other or None of these (explain)

--

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

Healthcare Reimbursement Certificate degree does not use specific supplies or equipment. The students are required to purchase four books for the two coding classes which are expensive. The CPT and Coding books are those used in healthcare facilities. It is training for the specific position.

Program's Value to Mission

The goal of the Allied Health programs is to provide quality healthcare workers for the Healthcare Facilities throughout the interior and rural areas. Working with out Industry Partners we train, educate and provide essential healthcare workforce each and every semester.

Duplicative Programs

All but three of the Allied Health Programs involve learning hands on skills. All of the programs require learning a new skill set but not all of the skills are hands on. Most of the programs are one year or less, it is important that instructors work with the students throughout the program but especially in the Coding I and II classes as they are about the last classes in the degree. It is during these two classes that they learn their coding and billing skills. There are other skills that the instructors need to assess as well. Some are: communication skills, their ability to interact with all others in times of calm and in times of stress. Instructors need to talk about work in healthcare as it can be stressful and is not for everyone. Some programs have National Accreditation that are program specific. Healthcare Reimbursement students can become Nationally Certified. The instructor does talk about this with students. I feel we can do a better job of sharing Accreditation information with the students. Allied Health has worked

hard to work together as needed for programs and students. The need is so great we need as many programs as possible to meet the demand!

Community or Other Partnerships

--

Value of Service Courses (Optional)

The HCRC educates and trains quality workforce for Healthcare facilities.

Post-Graduate Success

N/A

Submission

Submitter & Collaborator Names

Christina Hansen
Deborah Kietzman
Cathy Winfree

Submitter Email

cmhansen@alaska.edu, cmwinfree@alaska.edu, dlkietzman@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Increase enrollment,Address equity gap

Explanation of Recommendations

The program needs an opportunity to address the shortcomings in reporting and self-reflection. It's encouraging that program outcomes for individual students are overwhelmingly positive but the enrollment and revenue drop in the data is concerning and needs to be explained as only the program faculty can.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,"Clear, concise presentation of findings"

Student Learning Outcomes Assessment Feedback (narrative)

The Outcomes are very positive and the assessment plan appears to be serving the students and program well. The connection in the industry served by this program appears strong and the curriculum looks to be continually improved and responsive to industry and SLOA feedback.

Profile Feedback

Providing job placement for graduates,Program is mission-centric to UAF or college/school,Strong ties to the community or industry

Financial Feedback

Opportunities to Increase Revenue

Student Success & Equity Feedback

An Equity Gap was flagged by the data for the Certificate program. While it's stated that the program is open to everyone (as are all of UAFs programs) the program faculty might consider creative ways to market the program to other demographics and explain how they intend to address this gap. An alternative strategy might be to compare the program demographics with similar programs across the US in an attempt to establish industry 'norms' and show how the program does (or doesn't) align with them in this regard. (Industry norms shouldn't be the only measure of what's correct of course.)

High-Impact Practices Feedback

Dean's Review Feedback

I agree with the overall committee's recommendations. There is an opportunity for this program to grow to increase demand. As we develop enrollment strategies we need to include strategies to address the equity gap.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Dental Assisting Certificate
UAF Community and Technical College
Date: November 18, 2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: UAF CTC mission is: “Alaska’s quality choice for workforce development, academic preparation, lifelong learning and building community”. ALLIED HEALTH DEPARTMENT MISSION: To provide academic, clinical, administrative, and professional skills that will prepare graduates for employment in entry level positions in the healthcare field. This will afford the student the opportunity to obtain the credentials to advance in their field. GOAL STATEMENT: To provide academic, clinical, administrative, and professional skills that will prepare graduates for employment in entry level positions in the dental field. This will afford the students the opportunity to obtain the credentials and/or job skills to advance in the the dental field. Industry partners who hire UAF CTC graduate are satisfied with the skills and knowledge the graduate possesses after graduating from the UAF CTC Dental Assisting program.	Knowledge and mastery of Competencies DA 151, DA 251, DA 252 and DA 254 Students will pass 100% of the competencies with an 80% or above.	Final test of skills by faculty includes evaluation and documentation on checklist, in each of the following subject areas: written and oral communication, and demonstration of each step in all competencies. Goal: pass 80% or above	Instructors observe and document % pass on each student checklist. Results are analyzed and changes are implemented as needed. If any student receives less than 80% on competencies, student can practice and retest once. If % score remains less than 80% a recommendation of withdrawal from programs is possible.
	Program Evaluation Graduates of the Dental Assistant Certificate program will possess the knowledge and skills to gain employment in Dental Assisting clinics. Employers of graduates of the program will be satisfied that the graduates possess the skills and knowledge necessary for entry level positions in the field of dental assisting.	UAF/CTC Dental Assistant Certificate program graduates will be employed as practicing Dental Assistants. Graduates will complete a survey to assess the program for any areas of weakness. - Employer surveys are completed with the following areas addressed: Cognitive skills Psychomotor skills Affective skills Rated on a scale of 1 to 5 (high)	Faculty or designee will conduct graduate and employer surveys annually in October and March. The survey will evaluate any area of weakness (less than a 3). Faculty and Allied Health Programs Director will analyze the survey results and recommend curriculum updates as needed.

Fiscal Report for CTC Dental Assistant				
	FY2020	FY2021	FY2022	Definitions for the compiling staff
Total Student Credit Hours (SCH)	348	206	164	Provided in SCH tab in the student success data provided by PAIR.
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	1.560	1.035	1.410	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	223.13	199.11	116.34	
Service SCH per Department FTE	0	0	0	
Majors in Programs	57	48	44	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	1.560	1.035	1.410	From row 31 below or row 5 above
Majors per Department FTE	36.55	46.39	31.21	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Rev				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees				Course Fees (9159)
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE

Units	18	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	12	Department faculty's workload units assigned to service
Workload allocation: Research Units		Department faculty's workload units assigned to research

Full-time Equivalent Worksheet ^{**}	FY2020	FY2021	FY2022	
Faculty FTEs	0	0	0.75	FTE. Split appointments are multiplied by the % of effort assigned
Adjunct FTEs	1.375	0.85	0.475	taught by adjuncts in a year divided by 40 = the FTE of adjuncts in
Staff FTEs	0.185	0.185	0.185	FTE. Split appointments are multiplied by the % of effort assigned
Graduate TA/RA FTEs				month = 0.75 FTE.
Total Departmental FTEs	1.560	1.035	1.410	Sum of all employee FTEs

Still working on this - MTC

^{**}Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Fiscal Report for CTC Health Care Reimbursement					
	FY2020	FY2021	FY2022	Definitions for the compiling staff	Definitions for the programs and reviewing committees
Total Student Credit Hours (SCH)				Provided in SCH tab in the student success data provided by PAIR	Total Student Credit Hours delivered in courses/subject codes attributable to the program/department. Comes from the data dashboard.
Service SCH				"Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs				FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Total SCH per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		Total SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Service SCH per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		Service SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Majors in Programs	69	68	57	Sum for all programs from the Majors Total tab in the data provided by PAIR.	Total majors in the program (or all programs in the department), in the Majors table of the data provided by PAIR.
Department FTEs				From row 31 below or row 5 above	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Majors per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		Total majors divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	Summed expenditures in any -ID or -IN PROG coded org.
Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Units				Department faculty's workload units assigned to teaching	
Workload allocation: Service Units				Department faculty's workload units assigned to service	
Workload allocation: Research Units				Department faculty's workload units assigned to research	
Full-time Equivalent Worksheet ^{**}	FY2020	FY2021	FY2022		
Faculty FTEs				0.75 FTE. Split appointments are multiplied by the % of effort credits taught by adjuncts in a year divided by 40 = the FTE of	Still working on this - MTC
Adjunct FTEs				0.75 FTE. Split appointments are multiplied by the % of effort month = 0.75 FTE.	
Staff FTEs					
Graduate TA/RA FTEs					
Total Departmental FTEs	0	0	0	Sum of all employee FTEs	

****Note:** FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Student Learning Outcomes Assessment Summary

Dental Assistant Certificate Program
UAF Community and Technical College
AYs 18-19 and 19-20

Submitted by: Christina Hanse, Debbie Kietzman, Cathy Winfree
Contact Information: Cathy Winfree 455-2876
Date: 4/30/2021

1. Assessment information collected in accordance with your SLOA plan

The following documentation was collected or verified.

Faculty reviewed competency documentation for the twenty-six graduates. There was 100% pass at 80% or above. All graduates were sent a survey to evaluate the degree program. Thirteen, or 50%, completed graduate surveys. The survey assessed the Cognitive, Psychomotor and Affective domains. All domains were scored on a scale of 1 to 5. The average score for each question in all domains was a 4.0 and above. The last survey question was, "Overall the program prepared me to do entry level dental assisting work as a valued member of the healthcare team". The average score was a 4.8.

Of the 13 graduates that completed the survey, 8 or 61%, documented employment in the dental field. All employers were sent a survey. One employer survey was returned. The employer rated each question in all domains with an average total of 5.0.

2. Conclusions about student learning outcomes drawn from the information summarized above

Learning outcomes were met. Students were successful completing their competencies with 80% or above. Questions in the three domains were scored with an average over 3.0. Overall satisfaction with knowledge and skills learned in the program averaged 4.8.

Employers were not familiar with the survey process and lacked sufficient time to complete.

3. What curricular changes or program discussions are happening as a result of the conclusions drawn above?

Dental curriculum updated in 2018. Scores reflect the change and success of the program. Practicum faculty will meet with practicum sites, review employer surveys prior to the start of practicum to familiarize potential employers with the survey process.

4. How do your proposed curricular changes or program discussions result from an inclusive, collaborative process?

Process included the two DA Faculty, AH Programs Director and AH Administrative Assistant. Meetings held. Task identified, data collected and reviewed. Discussions happened at each step. Report written, reviewed and approved by contributing parties and submitted.