Dental Assistant - Associate of Applied Science

Current Compliance Year: 2024-2025
Mid-Cycle review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
  - A full copy of your previous report with the SLOA of record attached.
  - A folder with previous SLOAs as individual documents.
- The Resources folder contains:
  - Templates for creating or updating SLOAs.
  - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the Academic Program Review Website.

If you have questions or concerns during this process, please reach out to uaf-accreditation@alaska.edu

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.

Increase enrollment,Address equity gap

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.

Response to Previous Recommendations (if any):

In an attempt to boost enrollment, transitions to online learning have been a main focus. The intent is to be able to serve our rural communities better by delivering as much work online as possible and then bringing the hands-on competencies to them similar to some of our other Allied Health Programs.

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:

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

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.

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

A new survey has been created for the industry partners to evaluate the students. The survey has been well received now that it is more manageable to finish and more opportunity to make the survey unique to their office with sections to write out individual feedback versus only a scale to evaluate on. The last cohort had a 100% response from students who finished their hours. The updated survey has been attached for committee review.

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:

As noted in the previous review, we planned to embed communication and human relations. This process has been completed and the worksheet used to show how the students have met the required hours (28 hours) is attached to the Certificate review. This process has brought the AAS down to 60 credits and the Certificate down to 30 credits. Also, as discussed in the previous review, we have completed the Occupational Endorsement and have our first student completing this program currently in Fall 2024-Spring 2025.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	
Not Embedded:	x

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
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.)

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			x
Pass Rates			x
Student Credit Hours			x
Majors			x
Degrees Awarded			x
Other Trends (Explain in narrative below)			x

Equity Gaps
Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. **Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.**

While the ethnicity of the students in the program is still varied, we are still seeing predominantly [redacted] enrolled. An increase in [redacted] applicants was noticed for Fall 2024 but the majority of those students did not follow through with starting the program for various reasons.
Continued outreach that actively welcomes and supports [redacted] students will be implemented.

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

Trends in specifically the dental assistant program are not attainable in the Student Success Data Dashboard in all sections but questions were answered based on all Allied Health Programs and knowledge from the faculty.

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

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	
Service or Community-based Learning	x	Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

The AAS students are required to complete 180 hours at a local dental practice. This time is designed for the students to get hands-on experience. Verbal feedback from some students was too much time was spent on shadowing and they were not given enough hands-on time. To help solve this we plan to create a rubric to help our industry partners navigate the practicum expectations for both students and the practicum site.

Internships

(250 Word Limit)

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.** This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

No feedback was recorded.

Previous Profile Feedback

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

Submission

Submitter & Collaborator Names

Debbie Kietzman

Submitter Email

dlkietzman@alaska.edu

UNIVERSITY OF ALASKA FAIRBANKS

Community and Technical College

Student Learning Outcomes Assessment Plan

Dental Assistant, Associate of Applied Science

November 2024

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. **PROGRAM GOAL STATEMENT:** To provide academic, clinical, administrative, and professional skills that will prepare students for employment in entry-level positions in the dental field. This program will afford the students the opportunity to master the job skills necessary to advance in the dental field. Industry partners who hire UAF CTC graduates are satisfied with the graduate's skills and knowledge after graduating from the UAF CTC Dental Assistant AAS degree program.	Students will be able to demonstrate the skills required to perform clinical chairside procedures, utilize dental materials in chairside and laboratory settings, and capture intraoral and extraoral dental radiography.	**Knowledge/Competency Mastery:** DA F151, DA F150, and DA F152 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.
	Students will be able to demonstrate knowledge of and apply current infection control practices utilized within a dental practice.	**Knowledge and mastery of Competencies:** DA F100, DA F251, DA F150, DA F152, and DA F152 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.
	Students will be able to perform and demonstrate administrative procedures, professional practices, and communication and human relations skills related to the dental assistant job role.	**Knowledge and mastery of Competencies:** DA F100, HLTH F110, HLTH F116, and HLTH F106 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
	Students will learn clinical chairside procedural skills for dental specialty practices in pediatrics, orthodontics, endodontics, oral and maxillofacial surgery, and periodontics.	**Knowledge and mastery of Competencies:** DA F252 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.
	Students will be able to demonstrate knowledge of advanced dental anatomy.	**Knowledge and mastery of Competencies:** DA F153 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.
	Students will be able to apply dental assistant knowledge and skills in a working dental practice.	**Knowledge and mastery of Competencies:** DA F254 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.
	Students will be able to demonstrate general and broad medical and healthcare knowledge.	**Knowledge and mastery of Competencies:** DA F114, HLTH F203, MA F247, HLTH F118 Students will pass 100% of the competencies with an 80% or above. A final test of skills includes evaluation and documentation on a checklist in each subject area, including written and oral communication, and demonstration of each step in all competencies.	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, the student can practice and retest once. If % the score remains less than 80%, a recommendation of withdrawal from the program is possible.