

**COMPREHENSIVE PROGRAM REVIEW**  
**2009-2013**  
**DENTAL ASSISTING**  
Based on Data from Fall 2009-Spring 2012

APPENDIX B. Comprehensive Program Review Report Format

**Instructional Programs**

*BOR Approved Instructional Programs and Kahikoluamea,*

College Mission Statement:

**Mission Statement 2008-2015**

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

**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.** The 2009 Executive Summary stated: This is the first report of the newly developed three-year program review. There are no recommendations from previous reports to discuss at this time.

## **Part II. Program Description**

### **History**

The Dental Assisting Program was established in 1959 through the cooperative efforts of the Department of Education, the Educational Advisory Council of the Honolulu County Dental Society, and Kapiolani Technical School. The first class enrolled fifteen students and instruction was provided by a staff of fourteen dentists teaching part-time. Initially the program was part of the Business Education Division; then it became part of the Health Education Division. In 1965 the program was transferred to the University of Hawaii, Kapiolani Community College. Since 1984, classes have been offered at the Diamond Head campus in Kauila Building, which houses all of the Health Sciences programs.

The program was initially accredited in 1963 by the Council on Dental Education of the American Dental Association and reaccredited in 1970. In 1978 the status was changed to provisional accreditation based on recommendations from the site visit team in the Fall 1977; steps were taken to correct the deficiencies and the status was changed to conditional accreditation in 1978 and full accreditation in 1980. In the Fall 1987 a reaccreditation site visit took place and several recommendations were made regarding the curriculum. That same semester there was a drastic decline in enrollment, leading to an administrative decision to stop-out the program for one year, during which the community's need for dental assistants was evaluated. A shortened program was developed which is not eligible for accreditation but still meets the needs of the community. Since Fall 1989 the Dental Assisting Program has been a one-semester Certificate of Completion program with a total 475 students have graduated many of whom have taken jobs in the local dental community.

In the Fall of 2010 a decision was made to add a second semester to the program and create a new Certificate of Achievement with plans to apply for accreditation by the American Dental Association Commission of Dental Accreditation. The program has also been working for several years with faculty from UH Manoa's Dental Hygiene program to create a pathway from Dental Assisting to Hygiene. Proposals for five new courses were submitted in the Fall of 2011 and a proposal for the new Certificate of Achievement will be sent to the Board of Regents for the new courses to be taught in Spring 2013.

### **Program goals/Occupations for which this program prepares students:**

The Dental Assisting program is competency-based and aligns student learning outcomes and course competencies with the scope of practice prescribed by the Hawai'i State Board of Dental Examiner's Allowable duties for Dental Auxiliaries. The program seeks to prepare students for entry-level work as a clinical ("chairside") dental assistant.

### **Program Student Learning Outcomes (SLO)**

- 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.
- Communicates & interacts 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.

### **Admission requirements**

Applicants are accepted on a best-qualified, first-accepted basis. The only admission criteria is a Compass Reading test score of 74 or higher. There are no pre-requisite courses required.

### **Credentials, licensures offered**

Graduates will receive a Certificate of Completion in Dental Assisting

### **Faculty and staff**

There is one FTE and one part-time lecturer.

### **Resources, including student support services**

The program shares 2 counselors, a secretary and an APT with 7 other Health Science programs.

### **Articulation Agreements**

The program has numerous Affiliation agreements for student externships comprised of mainly private dental offices, but also including group practices and military installations.

### **Community connections, advisory committees, Internships, Coops, DOE**

The program's advisory committee has representation across the dental community, from dentists, to hygienists and assistants to dental manufacturers' representatives, all well connected in that community. The program enjoys continuing support from agencies and organizations throughout Hawai'i's dental community. As stated earlier there are several sites at which students gain clinical experience including Kokua Kalihi Valley and the Aloha Medical Mission's Dental Clinic. Faculty have participated with DOE Health Academies through the Health Occupations Student Association's activities.

### **Distance delivered/off campus programs, if applicable**

The program was offered at the Waianae Health Academy and most recently has done outreach to the Adult Schools throughout Honolulu in partnership with the Workforce Development grant called the Ulu Pono project to recruit students interested in the program.

## **Part III. Quantitative Indicators for Program Review**

Listing of most recent three years of ARPD data for demand, efficiency and effectiveness.

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=analysis&year=2012&college=KAP&program=6>

#### **Part IV. Curriculum Revision and Review**

Proposals for five new courses were submitted in the Fall of 2011 and a proposal for the new Certificate of Achievement. All of the eight Certificate of Completion courses will be updated in the Fall of 2013.

#### **Part V. Survey results**

Because of the plans to change the program new surveys will be developed in Spring 2013, to be administered in the summer of 2013. Results will be included in the program's self-study which will be submitted in October 2013 to apply for initial accreditation.

The surveys will include:

1. Student satisfaction immediately upon graduating
2. Graduate surveys to determine job placement or career longevity
3. Employer satisfaction

The ARPD already has data for Graduate/Leaver (retention/attrition).

#### **Part VI. Analysis of the Program**

##### **1. Alignment with mission**

The Dental Assisting program is submitting a proposal for a new Certificate of Achievement program (slated to begin AY 13) which will add a second semester (5 new courses) making the program eligible for accreditation by the American Dental Association Commission of Dental Accreditation. The proposed CA will include 13 credits of general education courses which align with the prerequisites for UH Manoa's Baccalaureate Dental Hygiene Program. This aligns with Performance measure 4 of strategic outcome B of the 2008-2015 Strategic Plan. This performance measure and the relevant strategies that would be carried out through the proposed CA include:

- B4L Develop, evaluate, and improve articulation agreements with UH system campuses
- B4M "Maximize opportunities for students to complete general education requirements at their home campuses, and enroll and transfer among campuses"

The program objective to graduate students ready for the technical and academic rigors of careers in the dental profession is addressed through the dental course competencies. These competencies meet prerequisites for transfer into a Dental Hygiene program. (CA) graduates would be eligible for transfer to either the UH Manoa or Maui College Dental Hygiene programs. This provides graduates who come from Maui the opportunity to return to their home island; an option that is not available through the current CC program.

In addition, the College Strategic plan outcome D states that it is the role of academic programs to “Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment”. One of the strategies identified to measure this outcome is to “strengthen two-way connections between workforce need in Hawai‘i and course and program offerings at the College” (D1C). The program data is aligned with this outcome and the ARPD data identifies the workforce shortages based on the number of dental assistants required in the State and County of Hawai‘i, see Appendix A.

“The Health Sciences department strives to be the first choice for education and training for Hawai‘i’s allied healthcare employees, mirroring the College’s mission of striving to provide the highest quality education and training for Hawai‘i’s people.”  
“The mission of the Health Sciences department is to prepare students for (allied) health sciences careers to meet island-wide and/or statewide workforce needs in the health-care industry in Hawai‘i.” This supports KCC’s overall mission “delivers high quality 21<sup>st</sup> century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.”

## **2. Current Situation.**

### **Internal: Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III.**

*The following section is taken from the narrative for the ARPD that addressed areas where the program has not met the performance level.*

#### **DEMAND INDICATORS: UNHEALTHY**

##### **2. New & Replacement Positions (County Prorated) 37 55 49**

Demand Indicator 2, which reflects new and replacement positions for the County, which average at 47 annually, shows a rating of “unhealthy”. KCC is one of 2 public training programs (the other is at UH Maui College) and at least 3 private training programs (Heald College, Hawai‘i School of Dental Arts, Red Cross). KCC graduated 89 students for the same time period, or about 63% of the county need. Also keep in mind that the majority of entry-level dental assistants in the state of Hawai‘i are trained on the job because certification is not required in this state.

##### **3. Number of Majors 14 13 12**

Demand Indicator 3, speaks about the Number of Major, but only counts the students who entered in the Fall semester. For the year between 2009 and 2012, we admitted each semester (Fall and Spring) as well as two summer sessions. Demand for the Dental Assisting program increased during that time period largely due to the tuition support students received by means of the Federal Government’s Workforce Development grant monies through the Ulu Pono Project. This grant provided educational opportunities for the unemployed or under-employed students who would otherwise have no means of participating in higher education programs. KCC’s Dental Assisting was the first program to provide training to Ulu Pono students in the Summer of 2010. Subsequently we

accepted Ulu Pono students in the Fall of 2010, Spring, Summer and Fall semesters of 2011. The Ulu Pono project training concluded in February 2012, but employment assistance continues for grant recipients. Dental Assistants' compensation after completion continues to be at around \$30,000 annually, which falls below living wage standards.

### **EFFICIENCY INDICATORS -- HEALTHY**

**10. Fill Rate:** 61% 72% 97%

Dental Assisting saw an increase in the Fill Rate in large part due to partnership with a Workforce Development Grant administered through the Ulu Pono Project. The grant covered students' entire tuition. Many who would not otherwise be able to come to school were enabled to do so.

**12. Majors to FTE BOR appointed faculty** 13.5, 13, 11.5

The Dental Assisting Program is one of only 2 Health Sciences programs that has only one FTE BOR position.

### **EFFECTIVENESS INDICATORS -- CAUTIONARY**

#### **19. Persistence (Fall to Spring)**

Persistence rates show student continuing from Fall to Spring. 24%, 26% & 13%. The Dental Assisting Certificate of Completion is a one-semester program which accepted students in both Fall and Spring semesters.

The Data analyzed reflects only students entering in Fall semesters and does not take into account those who entered in the Spring or Summer. (there were additional special Summer of 2010 and 2011 cohorts). The status of "Unhealthy" is not really accurate.

With the implementation of the proposed new Certificate of Achievement this academic year persistence into Spring can be demonstrated accurately for the first time. It should be noted that a poor persistence rate is anticipated for the initial year of the program offering since it is not yet accredited. Once accreditation is granted it is anticipated that persistence will improve dramatically.

#### **20. Unduplicated Degrees/Certificates Awarded 0 11 8**

The proposed new Certificate of Achievement this academic year should add the the certificate count starting next year.

#### Part III. Action Plan

30	2P1 Completion	45.00	8.33	Not Met
31	3P1 Student Retention or Transfer	56.00	44.44	Not Met
32	4P1 Student Placement	51.00	73.68	Met
33	5P1 Nontraditional Participation	16.25	3.45	Not Met
34	5P2 Nontraditional Completion	15.15	0.00	Not Met

The Perkin's goal is 50% placements of graduates, the analysis says that there are zero placements. In truth, our placement rate is close to 70%. Employers demand for program graduates remains high, with number of requests outpacing graduates produced by about

3:1. Graduates who want to work generally will find employment within 3 months of graduating including employment in military facilities which usually require certification for dental assistants. About 30% of the graduates go on to other programs of study or non-dental jobs.

In the area of Non-traditional participation, I believe many males are the primary source of income for their families, so they are unable to support a family on the low wages that a dental assistant makes. As for completion rates of Non-traditional, the rate is near 80%. One of our male graduates is a graduate of University of Pacific Dental School, one is a third-year student at University of Washington's Dental School and one is in Dental Hygiene school in Utah.

KCC's program has been working with faculty at UH Dental Hygiene to forge a plan for Dental Assisting graduates to transition to Dental Hygiene. The gap is wide, and is akin to a leap from Practical Nursing into Registered Nursing. Curriculum proposals and program action requests have been submitted for review by the Curriculum committee. The plan is for addition of a 2-semester 26 credit Certificate of Achievement program which will eventually apply for accreditation by the American Dental Association. New admission criteria with pre-requisites shared by Dental Hygiene will prepare students to career ladder into Dental Hygiene. A more academically oriented student will be attracted and an increase in enrollment is anticipated.

**External:**

The Dental Assisting program enjoyed high enrollment thanks to a workforce development grant called the Ulu Pono project which ran from Summer 2010 through Spring 2012. A total of 6 cohorts of students were recipients of tuition waivers during that period. This was in addition to or in combination with students who paid full tuition. Additional lecturers were hired to teach the additional cohorts. The cost for lecturers was covered by the grant.

**3. Assessment Results for Program SLOs.**

As part of the Self-Study for CODA accreditation The program will develop a schedule for SLO assessment such that within next (2013) year review period, all SLOs will have been assessed and the following will be reported:

- List of the Program Student Learning Outcomes and the dates assessed
- Assessment results
- Changes that have been made based an evaluation of the assessment results

**Part VII. Tactical Action Plan**

**1. Department Action Plan**

**a. Appropriate Strategic Outcomes:**

A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).

**b. Tactical Plan Performance Measures: A1, A2, A4; B2, B3, B4, B7; D1, D4;E1; F1, F2,F5**

- c. **Strategies:** A1C,D; A2A, A4D; B2C, B3C,B4I, B4J, B4L, B7B; D1C,D1D, D4B. D4C; E1F; F1A,F1B; F2F, F5A
  - d. HMSA, Workforce Development grants (Ulu Pono and C3T) and Alu Like scholarships
    - 1) HOSA partnerships, Health Services Pathway
    - 2) UHM pathway program transfer information sessions
    - 3) Building renovation and equipment upgrades.
  - e. **Data to be gathered:** e.g. ARPD, IEMs, CCSSE, program-specific data
  - f. **Position(s) Responsible:** Sheila Kitamura, Program Director, Department Chair, Patricia O'Hagan, Dean.
  - g. **Synergies with other programs, units, emphases and initiatives**
  - h. **Key Community Partners:** Queens Foundation, HMSA Foundation, Affiliating agencies, Advisory committees
- 2. Program Action Plan (based on ARPD results)**
- a. **Appropriate Strategic Outcomes:**  
A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).
  - b. **Tactical Plan Performance Measures:** A1, A2, A4; B2, B3, B4, B7; D1, D4;E1; F1, F2,F5
  - c. **Strategies:** A1C,D; A2A, A4D; B2C, B3C,B4I, B4J, B4L, B7B; D1C,D1D, D4B. D4C; E1F; F1A,F1B; F2F, F5A
  - d. HMSA, Workforce Development grants (Ulu Pono and C3T) and Alu Like scholarships
    - 1) Hawai'i Dental Service Foundation, Workforce Development grants (Ulu Pono, C3T) and Alu Like scholarships, Hawai'i Dental Association,
    - 2) HOSA partnerships, high school health academies,
    - 3) UH Dental Hygiene MOA for pathway, UH Maui College
    - 4) Building renovation and equipment upgrades.

### **Part VIII. Resource and Budget Implications**

It is unlikely that the existing appropriated funds will be able to cover the cost of delivering the new Certificate of Achievement program. Additional resources will need to be purchased in order to teach skills required by the Commission of Dental Accreditation (CODA) of the American Dental Association's (ADA) standards. Implementation of the program will require the computer software for dental office management, digital sensors and laptops for digital radiography. Below is a list if the expected costs to deliver the CA program:

DENTRIX software, training& support \$26,000.00

GENDEX digital system hardware & DENTRIX software Computer server & at least 2 Laptops \$12,000

One of the goals of the new CA program is to apply for accreditation by the Commission of Dental Accreditation or the American Dental Association. The Initial Accreditation Fee is

\$10,000 and must be remitted in the Fall of 2013. There will be additional costs when the site visit takes place in the Spring of 2014.

Accreditation standards place limits on enrollment or student-teacher ratios. Additional lecturers or another FTE need to be hired if the program quota remains the same (16). There is also a requirement for students to expose radiographs “on a variety of patients” prior to going to clinical sites. Hawai’i state law mandates that a licensed dentist be present when patients are brought into the clinic. Accreditation standard 3-4 states “The number of faculty positions must be sufficient to implement the program’s goals and objectives.” One example of evidence is “Each faculty member is provided release time and financial support to attend at least one national or regional conference or workshop related to *dental assisting education* each year.” Since all of those types of conferences occur on the mainland, faculty will need financial support for travel and housing from the college. Currently it is KCC’s policy not to pay for travel, only registration fees. This clearly is not in alignment with the accreditation standard.

CODA accreditation standard 4 prescribes student:resource/space. For clinical facilities the ratio, as a minimum should be five students per treatment area. Construction of three operatories is planned in the Kauila renovation. Another evidence of compliance is a minimum of one radiography machine per six students.

Ever-increasing program fees place more burden on students to cover expenses for supplies and additional outside training. Students already have difficulty meeting tuition obligations. Monetary and in-kind donations have diminished markedly. New sources for outside funding are constantly being explored.

If the renovation of the Kauila building is completed within the next 3 years, then the DENT program will require at minimum about \$100,000 worth of equipment to furnish the new space, including 2 new operatory chairs, 3 new x-ray machines and equipment for the dental lab section of the classroom (3 model trimmers and vacumix machine).

**Part IX. Evaluation of Data and Measurable Improvements (annually updated)\***

1. Evaluation of Data identified in Part VII-1-d
2. Improvements in Last 12 months
  - a. Program Learning Reports completed
  - b. Five new courses for new Certificate of Achievement approved by Curriculum committee and Faculty Senate
3. Improvements to be made in the next 12 months (list)
  - a. Delivery of the new Certificate of Achievement program
  - b. Self-study and subsequent application for accreditation to the American Dental Association Commission of Dental Accreditation – Fall 2013.
  - c. Site visit by the American Dental Association Commission of Dental Accreditation—Spring 2014.
  - d. Continuation of discussions with UH Dental Hygiene in efforts to create pathway from Dental Assisting to Dental Hygiene at UH West Oahu.