

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and sent by the dean to the program. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields. To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, prior to entering final responses in the official fillable form.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant, and must not include the names of any current or former employees. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: UC/AAS Dental Assisting

Specialized Accrediting Agency (if applicable): Commission on Dental Accreditation of the American Dental Association

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY20

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.

Program Review Committee:

Stephanie Olson, Professor, Dental Assisting, Committee Chair

LeeAnne Carrothers, Assistant Dean, School of Allied Health; Associate Professor, Physical Therapist Assistant

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Develop a plan to attract more students and to offer a program that the industry supports and promotes. Alternatively, offer non-credit, just-in-time specialty courses to enhance training of in-office dental assistants.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

A committee was convened to rebrand the dental assisting program. A plan has been developed to attract more students both part-time and working dental assistants who may just be taking one class to enhance their skills. Enrollments in these areas are slowly increasing. In spring semester 2023 select classes have more than the program accepted full-time cohort students, indicating that both part-time students and working dental assistants are taking courses. Due to faculty constraints, Coronal Polishing is the only non-credit course that is currently being offered.

Actions taken to date (2000 characters or less)

The program has developed a plan to attract more students. The program is offering didactic courses online and many of the labs and clinical courses are compressed. This minimizes the on-campus student commitment. Online lecture courses enable students from around the state to enroll in courses. It also decreases travel time to and from campus, increases available work hours and decreases the need for childcare. The program has also implemented a plan that enables students with testing scores that are lower than required by the program (for full-time students) to take select courses. The program has welcomed working dental assistants to take a la carte courses to improve their skills. The program has ideas for more non-credit, specialty courses, but has not had the faculty time to start offering them.

Evidence of success to date (2000 characters or less)

Since the last program review, Dental Assisting has undergone writing of a comprehensive self-study and had a site visit. With only 2 faculty in this program (currently one) the program is stretched thin. Evidence of success in this early stage of implementation would be that there is a slight increase in courses that include students beyond the students who were accepted for the full-time cohort. Enrollment numbers do show this success.

Recommendation 2: Invest in recruitment efforts to promote this program.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Faculty have invested significant time in recruitment efforts that promote the program. The actions that the program has taken show the investment.

Actions taken to date (2000 characters or less)

Actions taken to invest in recruitment efforts include the following. Flyers have been made and distributed to local dental offices. These flyers were to be disseminated to both office dental assistants and patients who might be interested in dental assisting. Select dental assisting courses have been added to courses that Alaska Middle School College students can take, and the Middle College has been promoting the program. The program has participated in events such as the COH Academic Preview Day and the Explore College of Health event. A professional video production shoot was completed that included both faculty and students. A dental assisting student was featured in one of UAA's Amazing Stories videos. The faculty organized and held multiple series of information sessions, both online and in person, for individuals who may be interested in attending the program. Faculty have published multiple short informational videos. The program has collaborated with the Alaska Dental Society.

Evidence of success to date (2000 characters or less)

The evidence of the success of investing in recruitment is the tangible evidence that the products and events listed above occurred or exist. What is currently still lacking is a huge social media push. There were several small-scale instances in which the program or a program event was monetized on Facebook for marketing, but this area is still lacking. Faculty can prepare marketing material, but UAA must use financial resources to disseminate them in a long-term systematic, continual marketing strategy.

Recommendation 3: Consider developing further opportunities for distance and continuing education to increase program demand.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

This was spoken to above. All lecture courses are now being offered via distance delivery. Coronal polishing as a continuing education course now has its lecture component offered via distance delivery.

Actions taken to date (2000 characters or less)

See above.

Evidence of success to date (2000 characters or less)

The evidence of success for distance education is that it has already been implemented.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (2500 characters or less)**

The UAA Dental Assisting Program provides a high-quality academic program. The faculty are committed to providing a quality education to all students without discrimination, recognizing and respecting the dignity of each individual; promoting scholarly and clinical activities that will enhance dental assisting communication and critical thinking, encompass all customary and contemporary aspects of the dental profession and meet or exceed the Standards of the Commission on Dental Accreditation. Dental Assistants are a critical component of the dental team. Having an educational program in the state that is accredited offers an invaluable service to both the local dental community and the community at large, as educated dental assistants increase patient safety regarding radiation and infection control. The four core competency areas that are supported by the University are present in the Dental Assisting program. The program includes a study of communication and communication techniques. This study encompasses patient and peer communication, and communication with the dentist. There are competencies within dental assisting that include communication as a vital component. Intercultural fluency is a component of communication. Critical thinking is essential to many clinical and laboratory experiences. A dental assistant must use critical thinking to anticipate the needs of the dentist, thus making decisions that facilitate the safety of the dental team and the patient. Ethical professional responsibility is the foundation for the dental assisting program.

- 3. Demonstrate program quality and improvement through assessment and other indicators.**

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. UC Dental Assisting

- *1) Demonstrate skills and knowledge necessary to be competent in the dental assisting field;*
- *2) Demonstrate professional standards according to OSHA, ADA, OSAP, ADAA and radiation health and safety standards;*
- *3) Demonstrate ethical behavior in a dental office setting.*

Describe your key findings for these outcomes. (3000 characters or less)

The following data were collected for this assessment:

2018-2019

Clinical Competencies- encompass all learning outcomes

- 174 reviews from externship offices were collected; the performance of the students was evaluated at 95% of total clinical performance

Key Competencies

- 23 Rubber Dam Placement Competencies averaged 96.5%
- 23 Tofflemire Placement Competencies averaged 96%
- 23 Vital signs competencies averaged 93%
- Radiography final skills (Radiation health and safety) assessment for 12 students was 92%
- Infection Control Skills Competency (OSHA) (OSAP) average was 93%
- Overall average for key competencies was 94%

Student Completion Rates- 2018-2019 started with 12 students; 11 students completed for a 92% student completion rate

Evaluation of DANB Exam Results

5 students took the DANB exam. 1 student failed one of the components on the first attempt.

- 14/15 attempts at sections of DANB Exam
- 93% pass rate on the first attempt of all sections

2019-2020

Clinical Competencies

- 70 reviews from externship offices were collected; the performance of the students was evaluated at 86% of total clinical performance

Key Competencies

- 23 Rubber Dam Placement Competencies averaged 90%
- 23 Tofflemire Placement Competencies averaged 90%
- 23 Vital signs competencies averaged 89%
- Radiography final skills assessment for 12 students was 80%
- Infection Control Skills Competency average was 90%
- Overall average for key competencies was 88%

Student Completion Rates Started with 12 students; 11 students completed for a 92% student completion rate

Evaluation of DANB Exam Results

- 6 students took the DANB exam and passed all components on the first attempt. 3 students took all components of the DANB exam but failed 1 component on the first attempt.
- 89% first attempt pass rate

2020-2021

Clinical Competencies

- 76 reviews from externship offices were collected; the performance of the students was evaluated at 94% of total clinical performance

Key Competencies

- 10 Rubber Dam Placement Competencies averaged 95%.
- 10 Tofflemire Placement Competencies averaged 92%
- 10 Vital signs competencies averaged 92%
- Radiography final skills assessment for 5 students was 89%
- Infection Control Skills Competency average was 95%
- Overall average for key competencies was 93%

Student Completion Rates- 2020-2021 Started with 5 students; 5 students completed for a 100% student completion rate

Evaluation of DANB Exam Results

4 students took the DANB exam and passed all components on the first attempt. 1 student took the Radiation Safety and Infection Control Components and passed those sections for the first time.

- 14 attempts at sections of DANB Exam
- 100% pass rate on the first attempt of all sections

Evaluation of key competencies

- Benchmark: Students average of 85% at end of spring semester

Evaluation of clinical competencies

- 90% competency in summer externship experience

Student program completion rates

- Benchmark: 90% program

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

2018- In response to student feedback (2018), students reported that the condensed 5-week delivery of DA 101 (Essentials of Dentistry), DA 102 (Infection Control) was too rigorous. It was determined that classes that had historically been delivered in a 5-week timeframe could be stretched out and delivered in seven weeks. The 7-week delivery was implemented in the fall of 2019 and continues to be a more effective schedule.

2019- The delivery of DA A195A (Clinical Practicum I - Spring semester) in three weeks was a positive change for skill development. Previously, this course was delivered for 3 hours, once a week. It is now delivered 16 hours a week for 3 weeks. The condensed 3-week delivery of this course provides repetitive opportunities for students to develop clinical skills. This provides a strong foundation of clinical dental assisting skills to enable students to transition more fluidly and confidently to clinical externship offices.

2019- The program applied the Backwards Curriculum Design to didactic courses. By identifying desired results, homework, activities, and key concepts are aligned with student outcomes. The program made a change to increase chapter-based homework assignments with the goal to increase students' test scores and prepare students to learn the required material. Homework was honed and, in some cases, increased to direct student learning. This was implemented as a result of student feedback. Learning experiences are focused on the desired knowledge and skills. An overall increase of student test scores has been seen as a result of this change.

2019- During the Summer externship (DA A295A), the challenge has been receiving valuable feedback that is a representative sample of students increasing skills. Prior to 2019, faculty were not able to get dentists to fill out the Performance Evaluation forms and mail, email or fax them to the program. The responsibility of getting completed Performance Evaluations was shifted to the student.

Performance Evaluations are currently an assignment in Blackboard. The goal of this change was to increase the amount of feedback provided to the students and faculty. This small change resulted in doubling the number of evaluations completed for each student.

This change requires the students to professionally advocate to be evaluated by their externship offices. The increase in completed Performance Evaluation was helpful to the program and student. It increased the number of evaluations available to the program to review and provided more timely information to the faculty in situations where there might be a concern. Students also receive immediate feedback on how they are performing in the externship.

Describe evidence that these actions are working. (3000 characters or less)

Evidence that these actions are working includes a positive correlation between the preparedness of the students for their 300-hour summer externship (DA A295A) and the condensed 3-week in-house dental assisting clinic that is associated with DA A195A. Students have reported being less stressed and far more prepared for the dental assisting clinical duties. A common complaint prior to this change was that students were not prepared for the rigor, they didn't have enough recent clinical experiences, they felt stress and worried that they wouldn't remember procedures or instruments. The program has not received one of those types of complaints since this implementation.

Completed Performance Evaluation forms are now a burden that falls upon the students to complete. This action has been shown to have a positive educational outcome in two ways, students can immediately look at the evaluations that the Dentists are filling out. They can ask the Dentist or the office questions about their performance and are able to use feedback to improve skills that may be weak. Students also contact faculty members when faced with lower-than-expected ratings on Performance Evaluation forms. This opens the opportunity for faculty to support the students and to offer suggestions and clarity in their performance. In addition, plenty of performance evaluations are now collected for each student and the program is better equipped to monitor the performance and progress of each child. The performance evaluations are embedded as assignments within each student's blackboard gradebook. The program also has more data to access the program's role in student education.

ii. AAS Dental Assisting

- *1) Demonstrate skills and knowledge necessary to be competent in the dental assisting field; 2) Demonstrate professional standards according to OSHA, ADA, OSAP, ADAA and radiation health and safety standards; 3) Demonstrate ethical behavior in a dental office setting; 4) Demonstrate general knowledge in the fields of biology, communications and nutrition.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

See above for outcomes 1-3. For outcome 4- There are no dental assisting specific courses in the AAS degree. The program uses final grades that students earn in Biology, Communication and Nutrition. The key findings of outcome 4 is that students who attempt these courses typically earn B's or higher.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

See above for outcomes 1- 3. As the dental assisting program does not teach any of these courses, no actions have been taken by the program. We continue to accept students who test into Writing A111, which generally ensures that AAS students will be successful these courses.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

See above for outcomes 1-3.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3000 characters or less)**

The dental assisting program is externally accredited by the American Dental Association's Commission on Dental Accreditation (CODA). The program has been continuously accredited since 1971. Every year the program completes a yearly survey to determine compliance and every seven years the program participates in a mandatory self-study and site visit. The last site was conducted in spring semester, 2022. CODA no longer gives formal commendations but UAA's Dental Assisting program was given an informal commendation. The site visit team determined that the program was meeting or exceeding all requirements. It is rare for a program to undergo a site visit and not receive recommendations.

Meeting the rigorous standards set forth by CODA also ensures that the program is maintaining the currency of the curriculum as it relates to Dental Assisting Education.

The Dental Assisting and Dental Hygiene programs share an advisory board. The board meets twice a year or more as needed. The program has a record of making changes based on the recommendation of the board.

In 2021 the program invited a distance education specialist to provide feedback on distance delivered courses and make suggestions for changes. Changes were suggested and made, and more changes are slated to be made in the future. The program is committed to providing a quality distance delivered curriculum.

4. Demonstrate student success and the closing of equity gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review**

metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)

The data trends for this area show that the dental assisting program is succeeding with pass rates by course level. The five-year average for course pass rate is approximately 93%. The rest of the data that has been provided to answer this question is either missing or incomplete. It would seem that the pass rate by course, especially with primarily a cohort model, would have similarities to the other data trends in this question. However, that is not the case.

- b. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3000 characters or less)**

100% of our graduates are offered jobs in the dental assisting field. Not all of our graduates are ready to work upon completion. 5-12% of Dental Assisting graduates continue with their education by pursuing a dental hygiene degree.

Dental Assisting National Board Exam (pass rates)- National pass rates are 75% on the first attempt.

Evaluation of DANB Exam Results from 2018-2019

5 students took the DANB exam. 1 student failed one of the components on the first attempt.

- 14/15 attempts at sections of DANB Exam
- 93% pass rate on the first attempt of all sections

Evaluation of DANB Exam Results- 2019-2020

- 6 students took the DANB exam and passed all components on the first attempt. 3 students took all components of the DANB exam but failed 1 component on the first attempt.
- 89% first attempt pass rate

Evaluation of DANB Exam Results- 2020-2021

4 students took the DANB exam and passed all components on the first attempt. 1 student took the Radiation Safety and Infection Control Components and passed those sections for the first time.

- 14 attempts at sections of DANB Exam
- 100% pass rate on the first attempt of all sections

The program is educating high quality dental assisting graduates who are capable of passing the national board exam and who are sought after for employment.

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you**

are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY23 Program Reviews.) (3000 characters or less)

The Dental Assisting UC degree does not require any coursework outside of the dental assisting program. The three semesters, 31-credit program is a direct pathway to a job. No data has been provided for the UC degree in this area. I went back to look at select UC graduates and I believe that data is missing. The Dental Assisting AAS program has had low student numbers for the past few years, however the numbers reported on the data sheet appear to be low. If enrollment can be increased, these numbers will also increase.

Dental Assisting graduation rates are influenced by the fact that some dental assisting students who earn the UC degree, do not graduate from UAA. I have been told that this problem has been solved by degree services. My understanding is that if a student has completed all the credits required for the UC degree, they will automatically be awarded the degree. My observation is that this system isn't quite worked out. I encourage students and work individually with each one to try and ensure that they get the degrees that they have earned. Every student who has earned an AAS in dental assisting could have also earned the UC degree, but many times they don't pursue it. This is still a work in progress.

An increase in enrollment will increase these numbers.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)

The data shows that degree awards are on a downward trend since 2018. It also shows that credit hours per full-time faculty and full-time equivalent student per full-time faculty are also on a downward trend since 2018. Dental Assisting will have lower SCH and FTES, as faculty-to-student ratios are regulated by external accreditation. CODA dictates that in clinical courses, faculty to student ratios are 6 to 1 and in pre-clinical courses, it's 12 to 1. The program is teaching the minimum number of sections that we can teach and keep CODA ratios while meeting the needs of the full-time dental assisting AAS and UC students. What's needed to improve these numbers to the previous 2018 calculations is to increase student enrollment.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if

so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)

UAA's Dental Assisting program is the only CODA accredited program in the State of Alaska. There is a Dental Assisting program at UAF, but it is not accredited. Since UAF's program is not accredited and has not been reviewed by the accrediting body, a side-by-side comparison is difficult to determine.

A task force convened in 2021/2022 to analyze dental assisting education in Alaska. The findings will be attached to the program review. The document is called Dental Assisting Needs Assessment- June 2022.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)

The strength of the program includes highly qualified faculty and a record of sustained excellence within the CODA peer review process. The program is home to a functional dental clinic providing restorative patient treatment (this type of clinical experience exists in 5% of CODA accredited dental assisting programs). This clinical experience sets our graduates apart from most dental assisting programs. The program provides opportunities for part-time students, including individual course offerings to dental assistants who are currently working. An innovative course design minimizes the number of days that students need to be physically on campus, thus enabling students who live outside of the Municipality of Anchorage to attend. The program is excellent, with longstanding success.

Dental assisting applicants and enrollments are down. If UAA increased social media marketing, I believe that enrollments would rebound.

After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair first name last name: Stephanie Olson

Date: 3/15/2023

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee, and to uqa.aaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: Develop a plan to attract more students and to offer a program that the industry supports and promotes. Alternatively, offer non-credit, just-in-time specialty courses to enhance training of in-office dental assistants. Recommendation has been met.

The program's efforts in creating more accessible courses for both DA students and working professionals to fine-tune their skills/knowledge is commendable. With only 2 faculty who have either been assisting with the DH program or on leave, there has not been much progress on enrollment. That said, the program reports having enrollments above the typical cohort numbers, likely due to currently practicing DA's in the community that enroll in a few courses to improve their knowledge and skills. One non-credit course has been offered.

Recommendation 2: Invest in recruitment efforts to promote this program. Recommendation has not been met.

It appears that the program was asked to invest in recruitment efforts on their own, as some UAA programs are asked to do. While investment of faculty time and resources has occurred, the methods pursued (distributing fliers at local DA businesses, attending career fairs, marketing with Middle College, etc.) were not fruitful. These strategies have not proven effective at significantly improving enrollments. One likely contributor to this is the variety of other DA programs in Anchorage and beyond that are nearly free of charge to students. This is challenging to compete with. As the faculty suggested, implementing a planned social media campaign may be a new direction to pursue.

Recommendation 3: Consider developing further opportunities for distance and continuing education to increase program demand. Recommendation has been met.

The DA faculty have done a great job with this recommendation by making many courses into a hybrid design. This has garnered enrollments from student both in Anchorage who may be working adults and/or have children at home, and from distant communities.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program. (1750 characters or less)

The DA program is externally accredited and completed a successful accreditation site visit during the 2021-2022 year. All of their work toward reaccreditation mandatorily demonstrated consist alignment with the mission, goals, and values of UAA. The design of the DA program focuses on this centrality throughout the curriculum. I have no additional suggestions in this area, as the faculty have demonstrated excellent alignment.

3. Program Quality and Improvement (1750 characters or less)

In health programs, we often use first-time pass rates on national board exams as a measure of program quality. The DA program students have an impressive record of 93% in 2019, 89% in 2020,

and 100% in 2022, for national board exam first-time pass rates. When student concerns about the rushed curriculum were present, the faculty adjusted the timing of classes - including lengthening some clinical experiences in some cases, while condensing specific skill focused experiences in other cases. This improved how prepared students felt for DA jobs upon graduation, and serves as a positive example of implemented strategies for program improvement. Further examples of program improvement efforts are offered within the Committee's section for question 3. Again, the very successful CODA accreditation site visit is supportive of a high quality program.

4. Student Success and the Closing of Equity Gaps (1750 characters or less)

Students have an impressive first-time pass rate on the national board exam of 93%, 89%, and 100% respectively for the 2019-2022 AYs. This is more impressive when considering the national average of ~75%. Once students complete the program, 100% are employed as DA's immediately. Around 10% go on at some point to pursue their Bachelor's degree in Dental Hygiene. So success on the national exam and employment upon graduation are exceptional for our DA program. The faculty are to be commended!

There was no data presented regarding equity gaps. So I'm not able to evaluate progress in that area.

5. Demand (1750 characters or less)

With steadily decreasing enrollment numbers, the demand for our DA program is clearly declining. However, the AHHA Healthcare Workforce Analysis, which projects workforce needs 10 years into the future, demonstrates a significant employment need of over 300 Dental Assistants. Thus, one can conjecture that there is not enough student interest in the state to fill this workforce need. The Alaska Dental Society is keenly aware of these demand issues and has been a good partner with our dental programs this past AY (and possibly prior to my time here).

6. Productivity and Efficiency (1750 characters or less)

The DA program operates in alignment with the CODA accreditation standards regarding student-to-faculty ratios, as is the case with a majority of our accredited health programs. So efficiency within FTEs and SCHs is regulated by those accreditation Standards. In this case, it is a 6:1 ratio for clinical courses and a 12:1 ratio for didactic courses. With declining enrollments since 2018, and the program now having 1 dedicated faculty member, improvements will require an infusion of resources in both faculty and recruitment/retention.

7. Duplication and Distinctiveness (1750 characters or less)

While UAF offers a DA program, it is not an accredited program. Thus graduates of our UAA program are more sought after. Additionally, UAF does not offer any distance or hybrid education in the DA program. So any program duplication is not concerning, as the UAF market is limited to Fairbanks. One area of distinctiveness of our UAA program is that it is the only CODA accredited program in the state. Another area of distinction is that the program is home to a functional dental clinic that provides restorative patient treatments (which exists in only 5% of CODA accredited dental assisting programs). Because the DA profession is not regulated by licensure, many employers and other groups are being creative with producing their own version of a DA program.

6/27/2022

It is difficult to track this type of activity. So how many DA's are truly produced annually is challenging to track, outside of programs offered at regular Alaska higher education institutions.

8. Strengths and Ideas for Moving Forward (1750 characters or less)

The strengths of our DA program is the excellent national board exam success rates, the 100% employment record upon graduation, the hybrid delivery of many courses, and our faculty. Even with all of that, however, our enrollments continue to decline despite program faculty efforts to recruit more students. To become sustainable, we will need to allocate greater resources, including a recruitment expert.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

1. Working to make many courses available in hybrid format to accommodate distance learning.
2. Excellent first-time pass rates on the national board exam, along with a perfect employment-upon-graduation record of 100%.
3. Maintaining professional CODA accreditation, as this is a point of distinctiveness for our program.
4. Listening to student concerns and adjusting the curriculum accordingly to promote higher student preparedness and satisfaction upon graduation.

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

1. Focus primarily on increasing enrollment, with some urgency, to promote sustainability of the program into the future.
2. Attend recruitment workshops specifically for dental programs. The Dean's office can help with the cost of this if necessary.
3. Consult with other DA faculty and program directors across the country to supplement current recruitment ideas/efforts.

Dean's overall recommendation to the provost: Revision -- Program will be revised in the next academic year using existing resources.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: AY2024

Proposed next regular Program Review: AY2025

6/27/2022

After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.

Dean first name last name: Debbie Craig

Date: 3/16/2023

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. Yes

Optional Response: (10,000 characters or less)

The dean's review was thorough. The academic excellence of the program was commended. The Dean highlights the community's growing need for dental assistants and supports efforts to allocate greater resources for student recruitment. As the only accredited program in Alaska, and with jobs in this field increasing, it's imperative to the health and safety of all Alaskans that the program recruitment and enrollment is increased.

After completing this section, the form should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Committee chair first name last name: Stephanie Olson

Date: 4/11/2023

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

6/27/2022

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):

While I agree with the dean that the program has worked hard to address the recommendations from the previous review, and I also agree that the program is to be commended for their successful efforts to renew specialized accreditation, I do not agree with the dean's overall recommendation. The Dental Assisting program has experienced declining enrollments for many years, to the point of becoming unsustainable. Part of the reason, also pointed out by the dean, is the wide availability of alternative programs leading to the dental assisting profession, including a variety of shorter-term and lower-cost options. Moving forward, UAA will focus on training and education in Dental Assisting as needed for community partners and will expand the closely-related program in Dental Hygiene, which responds to critical workforce shortages in the industry.

Given the above, I am changing the decision to suspension with intent to delete.

Provost's overall decision: After submitting a substantive change report to the specialized accreditor and receiving the accreditor's response, suspend the UC and AAS Dental Assisting with intent to delete. Admissions to the program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

Interim Progress Report year: N/A

Follow-up Program Review year: N/A

Next regular Program Review: N/A

Provost's signature:



Date: 5/12/2023