WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

WITC

DENTAL ASSISTANT

Wisconsin Indianhead Technical College
31-508-1 Technical Diploma

2015
Program Review

and

Improvement Plan

CONTENTS

Dental Assistant

31-508-1 Technical Diploma

Financial Aid Eligible

Program Overview

The Dental Assistant program prepares graduates to work with dentists as they examine and treat patients. Dental assistants with documented skills also may carry out a variety of laboratory, clinical, and office duties. Some dental assistants manage the office and are responsible for patient scheduling and bookkeeping functions. Most dental assistants work in general or specialized dental offices, either for individual dentists or for groups of dentists. Some dental assistants may choose to work for insurance companies, dental laboratories, or dental supply companies. The dental assistant also may find employment with federal agencies such as the Veterans' Administration; United States Public Health Services; the Armed Forces; or a state, county, or city health facility.

The program in dental assisting is accredited by the Commission on Dental Accreditation [and has been granted the accreditation status of "approval without reporting requirements"]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's Web address is: http://www.ada.org/100.aspx

Campus:

Rice Lake

WITC — WISCONSIN INDIANHEAD TECHNICAL COLLEGE

Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Have earned a high school diploma or GED certificate; current high school seniors must provide documentation upon graduation
- Review and sign Caregiver Background Check and/or Criminal History Record Check Statement of Understanding
- Review and sign Functional Abilities Statement of Understanding
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Program-Specific Requirements

Students in this program must:

- Submit Background Check fee
- Have an acceptable Wisconsin Caregiver Background Check, National Criminal Background Check, Minnesota Caregiver Background Check (if applicable), and other states, if applicable
- Pass a physical exam, have current immunizations, and demonstrate negative status for tuberculosis (Tb)
- Possess current certification of *CPR for Healthcare Providers* or equivalent
- Review and sign Allied Health Division Confidentiality Statement
- Attend a mandatory program orientation session

Student Profile

Dental Assistant students in the program should:

- Work well with others
- Adjust to diverse personalities and backgrounds
- Be flexible and empathetic
- Be able to work under stress
- Be able to communicate effectively
- Have good reasoning and organizational skills
- Be able to lift 50 pounds
- Tolerate exposure to latex products
- Perform tasks that require good manual dexterity

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Biology
- English
- Math
- Keyboarding/computer skills

Program Outcomes

Employers will expect graduates of this program to be able to:

- Perform a variety of advanced supportive dental procedures
- Manage infection and hazard control
- Produce diagnostic intraoral and extraoral radiographs on a variety of patients
- Perform advanced dental laboratory procedures
- Demonstrate professional behaviors, ethics, and appearance
- Perform dental office business procedures

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

Graduates of the program will be qualified for a variety of positions including:

- Dental Assistant
- Dental Receptionist
- Dental Office Manager
- Dental Practice Manager
- Dental Lab Technician
- Dental Laboratory Assistant
- Dental Insurance Claims Processor
- Dental Sales Representative
- Dental Treatment Coordinator
- Dental Specialty Assistant
- Maxillofacial Dental Assistant
- Endodontic Dental Assistant
- Prosthodontic Dental Assistant
- Orthodontic Dental Assistant
- Pediatric Dental Assistant
- Periodontic Dental Assistant

Curriculum

Number	Course Title	Credits
Occupational Specific Courses		
10508101	Dental Health Safety ▲	1
10508103	Dental Radiography ▲	2
10508113	Dental Materials ▲	2
10508120	Dental Office Management ▲	2
10508304	Dental and General Anatomy ▲	2
31508302	Dental Chairside ▲	5
31508306	Dental Assistant Clinical ▲	3
31508307	Dental Assistant Professionalism ▲	1
31508308	Dental Chairside Advanced ▲	5
31508309	Dental Laboratory Procedures ▲	4
31508310	Dental Radiography - Advanced ▲	1
31508311	Dental Assistant Clinical - Adv ▲	2
		30
Occupational Supportive/ General Studies Courses ▸		
10801196	Oral/Interpersonal Communication	3
		3
PROGRAM REQUIREMENTS		33

▲ Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.
▸ See pages 41-43 for course descriptions.
Students must earn a grade point of 2.0 or better in all required courses.

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Course Descriptions
(See pages 41-43 for General Studies course descriptions)

10508101
Dental Health Safety - Credits: 1
Prepares dental auxiliary students to respond proactively to dental emergencies, control infection, prevent disease, adhere to OSHA Standards, and safely manage hazardous materials. Students also take patient vital signs and collect patient medical/dental histories. CPR certification is a prerequisite; students will be required to show proof of certification before beginning the course. This course is a WTCS aligned course required in both the Dental Hygienist and Dental Assistant programs. PREREQUISITE: Current certification in CPR for Healthcare Providers.

10508103
Dental Radiography - Credits: 3
Prepares dental auxiliary students to operate x-ray units and expose bitewing, periapical, extra oral, and occlusal radiographs. Emphasis is placed on protection against x-ray hazards. Students also process, mount, and evaluate radiographs for diagnostic value. In this course students demonstrate competency on a manikin. In addition, students expose bitewing radiographs on a peer, role-play patient. Students gain further experience in exposing radiographs on patients in the clinical portion of their program. This course also provides the background in radiographic theory required for students to make informed decisions and adjustments. COREQUISITES: 10508101 Dental Health Safety and 10508304 Dental and General Anatomy.

10508113
Dental Materials - Credits: 2
Prepares dental auxiliary students to handle and prepare dental materials such as liners, bases, cements, amalgam, resin restorative materials, gypsum products, and impression materials. They also learn to take alginate impressions on manikins and clean removable appliances. This course is aligned to serve students in the Dental Hygienist and Dental Assistant programs. COREQUISITES: 10508101 Dental Health Safety and 10508304 Dental and General Anatomy.

10508120
Dental Office Management - Credits: 2
Prepares dental auxiliary students to manage telephones, appointments, recall systems, and inventory. Students also develop the skills needed to process accounts receivable and payable, collections, and third party reimbursements. Students use dental software programs. PREREQUISITE: Acceptance into the Dental Assistant program.

10508304
Dental and General Anatomy - Credits: 2
Prepares dental assistant students to apply fundamentals of general and dental anatomy to informed decision-making and to professional communication with colleagues and patients. PREREQUISITE: Acceptance into the Dental Assistant program.

31508302
Dental Chairside - Credits: 5
Prepares dental assistant students to chart oral cavity structures, dental pathology, and restorations and to assist a dentist with basic dental procedures including examinations, pain control, amalgam restoration, and cosmetic restoration. Students will also develop the ability to educate patients about preventive dentistry, brushing and flossing techniques, and dental procedures, using lay terminology. Throughout the course, students will apply decoding strategies to the correct use and interpretation of dental terminology. COREQUISITES: 10508101 Dental Health Safety, 10508304 Dental and General Anatomy and 10508113 Dental Materials.

31508306
Dental Assistant Clinical - Credits: 3
Students apply skills developed in Dental and General Anatomy, Dental Health Safety, Dental Chairside, Dental Materials, Dental Radiography, and Professionalism in a clinical setting with patients. Emphasizes integration of core abilities and basic occupational skills. COREQUISITES: 10508101 Dental Health Safety, 10504304 Dental and General Anatomy, 31508302 Dental Chairside, 10508113 Dental Materials, 10508103 Dental Radiography and 31508307 Dental Assistant Professional.

31508307
Dental Assistant Professionalism - Credits: 1
Prepares dental assistant students for professional success in a dental practice or another dental health care environment. Students develop professional appearance and image. More importantly, they learn to work within ethical guidelines and legal frameworks. In preparation for entering the work force, dental assistants customize or develop their portfolios and lay out an on-going professional development plan. PREREQUISITE: Acceptance into the Dental Assistant program.

31508308
Dental Chairside Advanced - Credits: 5
Prepares dental assistant students to adapt chairside skills to assisting with dental specialties as they are performed in general practice. Focuses on pediatric dentistry, orthodontics, oral and maxillofacial surgery, endodontics, periodontics, and prosthodontics. Students will also develop the ability to assist with sealants, perform coronal polishing, and apply topical fluoride and topical anesthetics. PREREQUISITE: 31508302 Dental Chairside and COREQUISITE: 31508309 Dental Laboratory Procedures.

31508309
Dental Laboratory Procedures - Credits: 4
Prepares Dental Assistant students to produce alginate impressions and fabricate diagnostic models, oral appliances, temporary restorations, and custom trays. Students also polish oral appliances. PREREQUISITE: 10508113 Dental Materials and COREQUISITES: 10508304 Dental and General Anatomy and 31508308 Dental Chairside Advanced.

31508310
Dental Radiography - Advanced - Credits: 1
Builds on principles and skills developed in Dental Radiography. Dental Assisting students expose full mouth series, extra-oral and specialized radiographs on adult and child patients. Emphasis is placed on protection against x-ray hazards. Students will also process, mount, and evaluate radiographs for diagnostic value. In addition, they will use radiographs to explain dental health and treatment plans to patients. PREREQUISITE: 10508103 Dental Radiography.

31508311
Dental Assistant Clinical - Adv - Credits: 2
Dental Assisting students apply skills developed in Dental Chairside - Advanced, Dental Lab Procedures, Dental Radiography - Advanced, and Dental Office Procedures in a clinical setting with patients. Emphasizes integration of core abilities and basic and advanced occupational skills. PREREQUISITE: 31508306 Dental Assistant Clinical and COREQUISITES: 31508308 Dental Chairside Advanced, 31508309 Dental Laboratory Procedures, 31508310 Dental Radiography – Advanced, and 10508120 Dental Office Management.

Gainful employment information is available at this link: **http://www.witc.edu/pgmpages/dentalasst/career.htm**. This information is provided as a federal requirement in an effort to help students make informed decisions related to the costs and potential employment in a chosen field.

Graduate Employment Information
(WTCS Graduate Survey Responses 2012-2013; for most recent data, go to **witc.edu**)

career vision

Number of graduates	11	Number employed	9	% employed in WITC district	63%
Number of responses	9	Percent employed	100%	Range of yearly salary	$23,710-$28,078
Number available for employment	9	Employed in related field	7	Average yearly salary	$25,771

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TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name		
Dental Assistant 31-508-1		
Program Academic Dean	**Title/Location**	**Phone and e-mail**
Kate Siegler	Divisional Dean, Allied Health Ashland	Ext. 3130 Kate.siegler@witc.edu
Team Lead(s)	**Title/Location**	**Phone and e-mail**
Megen Elliott	Dental Assistant Faculty Rice Lake	Ext. 5483 Megen.elliott@witc.edu
Team Members	**Title/Location**	**Phone and e-mail**
Jennifer Heutmaker-Holden	Dental Assistant Program Director/Rice Lake	Ext. 5146 Jennifer.holden@witc.edu
Lisa Hall	Allied Health Technician Shell Lake	Ext. 2221 Lisa.hall@witc.edu
Dave Stanley	General Studies Rice Lake	Ext. 5178 David.stanley@witc.edu
Dr. Jonathon Delf	Dentist, Dental Assistant Program Advisory Committee Rice Lake	715-736-3500 Drdelf@arrowheadfamilydental.net
Dr. Kyle Carlton	Dentist, Dental Assistant Program Advisory Committee Rice Lake	715-736-3500 Dr.carlton@arrowheadfamilydental.net

Program Information:		
Capacity (new students admitted/year):		12
Number of Faculty:	FT: 2	PT: 0
Statewide Curriculum:	Yes? X	No?
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	Classroom:	7
	Online:	1
	ITV/IP:	0
	In Person/Web Blended:	4

Program Accredited by:	Commission on Dental Accreditation (CODA)
Date of Last Accreditation	2014
Date of Next Accreditation	2020
Is a visit required? If so, when is the next visit?	Next visit will be in 2020
Program Licensed by:	NA
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	NA

Note: *The accreditation, licensing, and membership information listed above will be listed in the annual* WITC Fact Book*.*

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: **Dental Assistant**	Team Chair: **Megen Lube**
Academic Dean:	Divisional Dean: **Kate Siegler**
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	**In person, email**
Number of meetings	**1 F2F meeting, continuous email communication**
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	**The summaries were drafted based on collaboration from the F2F meeting. Document was revised as needed before submission.**
Additional comments:	**N/A**
Summary of Findings	
As you completed this self-study section of the program review, what areas "stand out" in your program? Please explain.	**Recent positive accreditation site visit and granting of initial accreditation.** **Program director and faculty are dedicated, hardworking, and committed to continuous improvement of the program.** **Active advisory committees, model of Best Practices.** **High graduate satisfaction and employer satisfaction.** **High pass rate on CDA exam.** **High graduate employment.**
What has surprised you? Please explain.	**Declining enrollment at Rice Lake, low program completion rates in both the DA program and low enrollment throughout all programs at WITC.**
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	**Increasing initial program enrollment.** **Decreasing attrition rate.** **Students need help with critical thinking.**
When/where in your program will you implement these improvements?	**We will begin work on these immediately. These items will be addressed at DA faculty meetings continuing throughout the next school year.**
What methods (direct or indirect) will you use to assess the success of this implementation?	**Direct assessment through enrollment/graduation statistics and critical thinking assessments.**

What new outcomes or benchmarks do you hope to achieve through these recommended changes?	**At least 75% of DA students will graduate in one year, and program will begin with 100% enrollment.** **Program exams and competency assessments will have a critical thinking assessment added.**
Additional comments:	

SELF-STUDY CATEGORY RESULTS

<table>
<tr><td colspan="2" align="center">Program and Category</td></tr>
<tr><td colspan="2">Program: Dental Assistant
Category: Review of Most Recent Improvement Plan</td></tr>
<tr><td align="center">PLUSES (Strengths)</td><td align="center">DELTAS (Opportunities)</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
</table>

Select one PLUS item and explain the root cause:	N/A
Select one DELTA item and explain the root cause:	N/A
What items in this category MUST be addressed on our improvement plan?	N/A
What items in this category MIGHT be addressed on the improvement plan?	N/A
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	N/A

<table>
<tr><td colspan="4" align="center">Team Rating
Please indicate by an (X) the team rating of your program on this category.</td></tr>
<tr>
<td align="center">All areas need improvement</td>
<td align="center">Some areas meet expectations, but most areas need improvement</td>
<td align="center">All areas meet expectations —few areas need improvement</td>
<td align="center"><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</td>
</tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Additional Comments: (optional)</td></tr>
<tr><td colspan="4"></td></tr>
</table>

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: **Dental Assistant** **Category: Program Statistics**	
PLUSES (Strengths)	**DELTAS** (Opportunities)
Graduate employment remains high. **Graduate satisfaction is extremely high.** **Employer satisfaction is extremely high.** **The percentage of graduates who take and pass the certification exam is high.**	**Enrollment has decreased in Rice Lake from 12 students to 9 in 2014.** **Retention has been irregular, 2014-2015 school year decreased from 9 to 5 students continuing into 2nd semester.**
Select one PLUS item and explain the root cause:	**Employer satisfaction is extremely high. Program maintains high standards for learning. CODA accreditation and state-wide curriculum allow for consistent instruction. Instructors are experienced and well educated in the required topics.**

Select one DELTA item and explain the root cause:	**Retention has decreased. Possible causes may be:**
	
	    -Students enter less academically prepared, in particular, they lack critical thinking skills necessary for the field.
	
	    -Students lack study skills and time management skills.
	
	    -Students have less time to spend on studying due to work, family, and financial responsibilities.
	
	    -Students' expectations have changed: less expectation of hard work on their part and an expectation that faculty will help them get through the program.

What items in this category MUST be addressed on our improvement plan?	**Increasing initial enrollment.** **Decreasing attrition rate.**
What items in this category MIGHT be addressed on the improvement plan?	**N/A**
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**Employer satisfaction is extremely high.**

Team Rating			
Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
	X		

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Dental Assistant **Category: Curriculum**

PLUSES (Strengths)	**DELTAS** (Opportunities)
The DA curriculum is a statewide curriculum. **DA curriculum requirements are regulated by CODA.** **1 year program opportunity (option for immediate CDA exam eligibility vs. other colleges).** **Faculty members meet regularly to review and revise learning objectives and learning activities.** **The catalog page and curriculum checklist are accurate and up-to-date.** **All course outcome summaries and learning objectives updated due to recent accreditation.** **Math and writing college wide outcomes were submitted.**	**The DA program could move DHS course closer to beginning of the semester to ensure maximum enrollment. The course will not be integrated into the entire Fall semester due to past experience and student/instructor feedback.** **DA Program Director and other state program directors feel curriculum changes are needed but state-called meeting for all DA programs is required to make changes.** **Program not marketed, and not marketed as accredited along with benefits of accredited program.**
Select one PLUS item and explain the root cause:	**Statewide curriculum and CODA regulation. The DA program is regulated by outside entities. This allows for collaboration between colleges. This would allow an articulation agreement between 1 semester programs into our 1 year program ensuring 2nd semester would always have the ability to be at maximum enrollment.**
Select one DELTA item and explain the root cause:	**DHS offered as a summer term course creates decreased enrollment. Upon speaking with other college departments, the DA program has determined moving the DHS course (program prerequisite) would allow last minute enrollees to enter the program and not be behind during course work. By moving the course to open online early August the students who enroll near the end of the summer will still have an opportunity to take part in the program.**
What items in this category MUST be addressed on our improvement plan?	**Move DHS to August start date.**
What items in this category MIGHT be addressed on the improvement plan?	**Re-attempt to call for statewide meeting (PD)** **Improve marketing plan to market accreditation.**
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**N/A**

Team Rating			
Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: **Dental Assistant**   **Category: Assessment of Student Learning**

PLUSES (Strengths)	DELTAS (Opportunities)
The DA program continuously reviews data from enrollment statistics, graduate placement records, CDA exam reports, graduate surveys, employer surveys of graduates, student evaluations of DA clinicals, clinical site evaluations. **Collegewide outcome work products are submitted annually.** **Formative and summative assessments have been standardized for use on all courses.**	**Lacking assessment for critical thinking in course assessments.**

Select one PLUS item and explain the root cause:	**The DA program continuously reviews data from enrollment statistics, graduate placement records, CDA exam reports, graduate surveys, employer surveys of graduates, student evaluations of DA clinicals, clinical site evaluations. This data is collected by the college and the clinical site coordinator. Results are used to plan changes whenever needed.**
Select one DELTA item and explain the root cause:	**Lacking assessment for critical thinking in course assessments. DA program curriculum does not lend itself to assessing critical thinking and soft skills. This is needed based on the observation and evaluation of students throughout the program. The student's ability to think critically is often times lacking and cannot be properly assessed. We will need to create a way to add these assessments to the student assessment both in lab and didactic courses.**
What items in this category MUST be addressed on our improvement plan?	**Create assessments of critical thinking.**
What items in this category MIGHT be addressed on the improvement plan?	**N/A**
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**N/A**

Team Rating			
Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: **Dental Assistant** **Category: Advisory Committees**

PLUSES (Strengths)	DELTAS (Opportunities)
The DA Advisory Committee has representation from a wide variety of groups (graduates, employers, and students). **There is a consistent standing chairperson.** **Attendance is good and a quorum is consistently present.** **Committee members give valuable input to the DA faculty and dean.** **Meeting minutes are accurately kept and include all required agenda items.** **Meeting minutes are on file at the district office per policy.** **Feedback from the industry is also elicited through visits to practicum sites.**	**Meetings are held once a year. The meetings consistently have a quorum and members do not feel more frequent meetings are necessary.**
Select one PLUS item and explain the root cause:	**Representation from a wide variety of dental offices and professionals. We have been able to recruit employers, current students, and graduates to serve on the Advisory Committees. Members take an active interest in the quality of the WITC DA program and therefore attendance is consistently high. The meetings have a collegial atmosphere with open dialogue. Feedback on the program is welcomed. Members know that their input is appreciated and changes are made based on their feedback**.
Select one DELTA item and explain the root cause:	**Meetings once per year. The committee does not feel there is need for more than one meeting per academic year. The committee is willing to meet more frequently if need arises.**
What items in this category MUST be addressed on our improvement plan?	N/A
What items in this category MIGHT be addressed on the improvement plan?	**No members from corporate dentistry present, adding these members would allow for a corporate perspective.**
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**DA Advisory Committee is a "model" for college. Dean and other faculty express DA Advisory Committee is very successful.**

Team Rating			
Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
			X
Additional Comments: (optional)			
Dean feels DA Advisory Committee is exemplary.			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Dental Assistant **Category: Equipment and Facilities**

PLUSES (Strengths)	**DELTAS** (Opportunities)
Equipment is maintained by performing routine and preventative maintenance. **All DA faculty have input in the formation of the equipment budget each year.** **Standardized training agreements are used for all clinical sites.** **Dental simulation man will be purchased and utilized in 2015-2016 school year.** **iPads will be introduced to DA faculty spring 2015.**	**Faculty have experience in the industry and are aware of the equipment that is needed for the program, however, input of advisory committee is not formally solicited.** **iPads introduced into DA classroom and one per student could be purchased, implementation by instructors will occur first and iPads will be purchased for instructors.** **The DA classroom could be improved by the addition of outlets on lab tables.**

Select one PLUS item and explain the root cause:	**Dental SIM man will be utilized in coming academic year. This will allow for real-life scenario especially during the 1st semester of the program prior to patient contact and clinical involvement.**
Select one DELTA item and explain the root cause:	**Outlet in tables of DA classroom. Currently outlets are around the perimeter or the room and cords must be stretched. Also, use of equipment is limited based on space and outlets.**
What items in this category MUST be addressed on our improvement plan?	**Outlets in tables of DA classroom.**
What items in this category MIGHT be addressed on the improvement plan?	**iPads for each student in DA program. Would be utilized during anatomy, radiography, chairside, professionalism, and office management courses.**
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**Use of dental SIM man in 2015-2016.**

Team Rating Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: **Dental Assistant**   **Category: Staff Development and Program Innovation**

PLUSES (Strengths)	DELTAS (Opportunities)
DA faculty stay current through a variety of mechanisms: conferences, active advisory committees, practicum site visits, individual reading. **Program Director attends ADEA Program Director national meeting each year.** **Faculty member participates in state and national dental (hygiene and assisting) meetings even using personal funds.** **Continued networking in dental community through volunteer leadership involvement.** **All full-time faculty members have annual performance reviews completed and submitted to HR.** **All instructors are evaluated by students using the online instructor evaluation process.** **All full-time faculty maintain certification in their field which requires ongoing continuing education.** **Faculty are highly encouraged to continue their formal education.**	**Faculty could attend tradeshows together to ensure faculty is current and up-to-date on changing industry standards and new products.**

Select one PLUS item and explain the root cause:	**The faculty are involved and engaged in continued learning in many aspects. Program Director and faculty members attend continuing education meetings and pursue advanced degrees.**
Select one DELTA item and explain the root cause:	**Attend tradeshows for up-to-date information. This would allow faculty to see the same information and talk to the same vendors regarding industry changes and advancements.**
What items in this category MUST be addressed on our improvement plan?	**N/A**
What items in this category MIGHT be addressed on the improvement plan?	**Increase knowledge of industry changes through attendance of tradeshows such as MN Star of the North, Chicago Mid-Winter, etc.**

What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**The DA faculty set mutual goals yearly.**		
Team Rating Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category

Program: Dental Assistant Category: Collaboration Across the College

PLUSES (Strengths)	DELTAS (Opportunities)
General Studies and Student Services representatives attend DA Advisory Committee meetings. DA faculty volunteer for recruitment events such as open houses, career days, etc. The Dean for Allied Health reviews enrollment reports frequently and collaborates with admissions, marketing, and career specialists to boost enrollment when needed. The DA program director met with admissions and counseling staff to increase their understanding of the DA program and skills needed for success, necessary adjustments to the program were made. Counselors, an accommodation specialist, a dean of students, and the Vice President for Student Affairs, have spoken at DA faculty meetings to make DA faculty more aware of student service resources. DA students are involved in college events such as foundations events and the health fair.	Communication between Continuing Education and DA faculty has been a challenge, especially regarding creation of dental related courses. The DA faculty do not collaborate on new student orientations. The DA Program Director plans the meeting with support staff but faculty is not included presenting information on the program emphasizing the rigor of the program.

Select one PLUS item and explain the root cause:	DA students are involved in college events. DA faculty works to involve the students from the program into the college as much as possible. Students are made aware of events and encouraged to participate. Many find the experiences valuable and share positive feedback.
Select one DELTA item and explain the root cause:	No dental continuing education offered at the college. With more and more past graduates becoming CDAs more require CE courses for recertification. Offering these courses not only to the past grads but to practicing dental professionals in the area would allow for more visibility and increase revenue for the college.
What items in this category MUST be addressed on our improvement plan?	Dental continuing education course offerings.
What items in this category MIGHT be	N/A

addressed on the improvement plan?	
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	**N/A**

Team Rating			
Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
		X	
Additional Comments: (optional)			

WITC QRP AND PERKIN DATA REVIEW

QRP SCORECARD

31-508-1 – Dental Assistant

WTCS State Indicator	2014				
	Total In Cohort	Total Achieved	Actual	WITC Threshold	WITC Target
C200 Course Completion	13	9	69.2%	52.8%	100%
C400 Special Populations Course Completion	9	8	88.8%	38.5%	100%
C600 Minority Course Completion	0	0	0%	NA	100%
F200 Second Year Retention	16	11	68.7%	27.9%	96.4%
F251 Fall to Spring Retention	11	8	72.7%	34.2%	100%
F651 One Year Graduation	13	7	53.8%	NA	100%
F851 Second Year Graduation	16	11	68.7%	29.4%	93.9%
I300 Job Placement - All Employment	9	9	100%	62.9%	100%
I600 Job Placement - Related Employment	9	7	77.7%	13.0%	100%
J500 Non-Traditional Gender	13	0	0%	NA	43.8%
J650 NTO Graduation	7	0	0%	NA	38.9%

WTCS State Indicator	2013			2012		
	Total in Cohort	Total Achieved	Actual	Total in Cohort	Total Achieved	Actual
C200 Course Completion	14	12	85.7%	9	9	100%
C400 Special Populations Course Completion	10	9	90%	7	7	100%
C600 Minority Course Completion	0	0	0%	1	1	100%
F200 Second Year Retention	9	9	100%	0	0	0%
F251 Fall to Spring Retention	13	12	92.3%	9	9	100%
F651 One Year Graduation	16	11	68.7%	9	9	100%
F851 Second Year Graduation	9	9	100%	0	0	0%
I300 Job Placement - All Employment	8	7	87.5%	0	0	0%
I600 Job Placement - Related Employment	8	7	87.5%	0	0	0%
J500 Non-Traditional Gender	14	0	0%	9	0	0%
J650 NTO Graduation	11	0	0%	9	0	0%

31-508-1 Dental Assistant																						
	1P1			1P2			2P1			3P1			2P1+3P1	4P1			5P1			5P2		
	#of PS	#of S/N	82.22%	#of PS	#of S/N	83.71%	#of PS	#of S/N	55.00%	#of PS	#of S/N	11.28%	66.28%	#of PS	#of S/N	90.41%	#of PS	#of S/N	8.91%	#of PS	#of S/N	7.44%
2015	10	10	100.00%	7	6	85.71%	10	10	100.00%	10	0	0.00%	100.00%	6	6	100.00%	7	0	0.00%	6	0	0.00%
2014	6	6	100.00%	3	3	100.00%	6	6	100.00%	6	0	0.00%	100.00%	0	0	0.00%	13	0	0.00%	7	0	0.00%
2013	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0.00%	0	0	0.00%	16	0	0.00%	11	0	0.00%
2012	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0.00%	0	0	0.00%	9	0	0.00%	9	0	0.00%
2011	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
5 Year Average			25.00%			25.00%			25.00%			0.00%	25.00%			0.00%			0.00%			0.00%

Terminology	Definition
FAUPL or **NPL** or **PL**	Percentage benchmark the program must meet or exceed.
Total N	The number of students in the cohort of the specified year listed.
# of PS	# of participants served (base # of students in the cohort)
# of S/N	# of students in the cohort that completed (# of students out of the base # in the cohort that successfully completed the program)
1P1	Program technical course completion percentage.
1P2	Program general studies course completion percentage.
2P1	Program degree attainment percentage.
3P1	Program retention/transfer percentage.
2P1 + 3P1	Degree attainment + retention percentage.
4P1	Job placement percentage reported at six-month graduate survey.

WTCS QRP SCORECARD ANALYSIS WORKSHEET

Program:	Dental Assistant 31-508-1			
Target Analysis				
Indicator	**Actual**	**Target**	**Threshold**	**Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator.**
I300 Job Placement All Employment	100%	100%	62.9%	Possible reasons for a high job placement rate: - The Dental Assistant Clinical course experience prepares students for the workplace. - Relationships with a clinical facility are made during clinical site rotations and other networking opportunities, and many students are offered jobs at their clinical site. - Faculty have good rapport with area clinics. Clinics make faculty aware when they have job openings. They call faculty for references to make sure they hire someone who will be a good match for their facility. - WITC's DA program has an excellent reputation. Clinics know that our graduates are well prepared for the workforce. - Faculty advise students on how to seek employment and prepare for the job search - How to search for jobs, websites to search - Students write resumes and cover letters in the program. (DA Professional) - Students participate in mock interviews during DA Professional course and Chairside Advanced.
C400 Special Population Course Completion	88.8%	100%	38.5%	Possible reasons for a high course completion rate: - Qualified faculty who have worked as Dental Assistants and have knowledge of the field. - Faculty are dedicated and spend extra time with students who need help. - Early identification of students who are having trouble in a course with referral to counseling and/or advising within the program. - Faculty are aware of the resources on campus and can steer students towards resources that may be helpful and accommodations as needed.

Indicator	Actual	Target	Threshold	Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator.
I600 Job Placement Related Employment	77.7%	100%	13.0%	Possible reasons for a high job placement rate are the same as I300.
<td colspan="5" align="center">**Threshold Analysis**</td>				
Indicator	Actual	Target	Threshold	Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work.
C200 Course Completion	69.2%	100%	52.8%	How course completion could be improved: • Emphasize the importance of time management, financial management, family support and personal motivation. • Support students during stressful personal situations which may keep them from continuing their education. • Encourage students, create support systems and provide motivation at school. • Recognize the possible need for student accommodations and refer to the Accommodations Specialist when needed. • Emphasize the importance of each course and its connection to success in the overall program.

Indicator	Actual	Target	Threshold	Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work.

F651 One Year Graduation	53.8%	100%	NA	How the one year graduation rate could be improved:
				• Mandatory orientation moved closer to Fall semester with inclusion of counselors and college staff.
				    o Discussion of the rigor of the program; recent graduates describe their experience and how much work is expected.
				    o Discussion of financial management; students can't work long hours and be successful in the program.
				    o Discussion of time management.
				• Recruit motivated students that will be successful in the profession.
				• Better communication between counselors and faculty.
				    o Make faculty aware of students needing more support when entering the program so that resources can be identified at the start of the program.
				• Early identification and support of students who need help with reading comprehension and math skills.
				• Continued early identification and support of student who have family, financial, or health problems that are barriers to success in the program.

F251 Fall to Spring Retention	72.7%	100%	34.2%	How retention from Fall to Spring could be improved: • Emphasize the importance of time management, financial management, family support and personal motivation. • Continue to support students during personal situations which may keep them from continuing their education. • Encourage students, create support systems and provide motivation at school. • Create Dental Assistant Club for feeling of comradery and connectedness. • Consider mentoring program with past graduates, local DAs, and current students.

WTCS PERKINS SCORECARD ANALYSIS WORKSHEET

Program:	Dental Assistant 31-508-1			
Indicator	Actual	Benchmark	Not met (X)	What practices might be causing this performance and what potential actions could be taken to improve this score?
				NA

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Dental Assistant 31-508-1
Future Trends	
•	Dental Assistants are being hired for a wide variety of settings. They are expanding from clinic roles to other practice environments such as public health and Federally Qualified Health Centers (FQHCs).
•	Our aging population will have more dental needs and require more specialized care and present with more complications in the dental office. We will need to provide more emphasis on geriatrics and treating older adults in the dental office in the curriculum.
•	FQHCs continue to hire DAs to increase access to care.
•	Improved economy equates to more business for dental offices and higher employment rates and pay.
•	Electronic health records and charting practices continue to gain popularity and should be updated in curriculum accordingly.
•	Tech colleges are increasingly being seen as a good educational investment that leads to employment.
•	Employees need to have excellent time management skills and be highly productive and independent.
Employment Trends	
Local	There is an increasing demand for DA's both locally, statewide, and nationally.
•	Rural areas often lack dental offices requiring residents to travel for dental care. Satellite clinics could fill this need.
•	Corporate dentistry is gaining popularity and changing employment from private to a corporate practice model.
State	
•	FQHCs create more employment opportunities (full-time, benefits)
•	Increased drug testing and background checks by employers.
External Factors	
•	Increasing use of electronic health records.
•	Possible need for DA licensure in future.
•	Implementation of new dental professions around the country (Dental Therapist, Advanced Dental Therapist, Expanded Functions Dental Assistants).
•	Our students are entering the program less prepared in reading, writing, and math skills. They often need help with study skills.
•	Students, especially Millennial generation students, require more structured coaching and mentoring.

IMPROVEMENT PLAN

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Dental Assistant 31-508-1					
Defined Outcome: **There will be 12 students enrolled on the first day of classes.**		QRP Indicator #	Perkins Indicator #	**Responsibility**	**Timeline**	**Resources**
Action Plan/Action Items: • Attend career days on other campuses • Participate in student career days on Rice Lake Campus • Collaborate with the WITC Marketing Department to improve marketing opportunities to potential students • Market the program to students at 1-semester DA programs • Meet with counselors on all campuses to discuss DA program and profession to aid in finding potential students who are a good fit for the profession • Move DHS to August (later start date)				DA faculty	On going	WITC Marketing Department

Update: *(A mid-year and year-end update will be required each year during implementation.)*

June 2016:

To date there are 12 students enrolled for Fall 2016 and an increasing waiting list. The DA faculty attended most all offered career days on Rice Lake and other campuses. The DA Program also worked to increase visibility though spotlighting student events on the DA Facebook page. Dental Health and Safety has been moved to start at the end of August starting in Fall 2016.

January 2017:

12 program students and 1 alternate student began Dental Health and Safety in the Fall 2016. DA faculty continues to attend most career days when schedules permit. The Dental Health and Safety late start date seem to be effective, this will continue for the Fall of 2017 with even more modifications to foster successful student learning and retention.

June 2017:

15 students will be admitted to Dental Health and Safety for the Fall 2017 semester. This will help to ensure that 12 students will begin the semester even with the usual attrition. Continuous marketing has taken place through attendance at Career Day by both faculty and 2016-2017 students, program visibility on Facebook, and through increasing visibility of the program in the community through CE events held at WITC.

January 2018:

14 students have been retained from first to second semester. We will admit 15 for Fall 2018.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Dental Assistant 31-508-1					
Defined Outcome: **75% of enrolled students will graduate from the program.**		**QRP Indicator #**	**Perkins Indicator #**	**Responsibility**	**Timeline**	**Resources**
		C200 F251 F651				
Action Plan/Action Items: • Meet with counselors on all campuses to discuss DA program and profession to aid in finding potential students who are a good fit for the profession. • Move DHS to August (later start date) • Coach and mentor students in all courses and consider utilizing past graduates to mentor students. • Early referral to counselors • Early recognition of students who are having difficulty with reading and basic skills with referral to Student Success Center. • Collaboration with ABE to teach time management and study skills. • Blackboard training and lessons on first day of DHS • Develop a DA Club to create a more cohesive student group. • Emphasize the importance of time management, financial management, family support and personal motivation. • Continue to support students during personal situations which may keep them from continuing their education.				**DA faculty**	**On going**	**WITC counselors**

Update: (A mid-year and year-end update will be required each year during implementation.)
June 2016:

90% graduated- 9/10 of the 2015-2016 students graduated in May 2016. The counselors have been informed of concern related to "right fit" for future students. DHS has been moved to late August for Fall 2016. Spring 2016 graduates expressed interest in a mentoring program for future students, follow up will be performed on this matter. Early alerts were utilized throughout the 2015-2016 school year alerting both the counselors and ABE. The DA Program will continue to hold a face to face orientation for DHS and will include Blackboard training and again bring in an ABE representative when the school year begins. A DA Club has not been formed; Program Director, Jennifer Holden has stated she will contact the Campus Administrators regarding this matter in an attempt to form a club for 2016-2017. Jennifer also works with the students as their advisor and continues to emphasize the importance of support systems in addition to periodic updates with the students throughout the year to discuss concerns. Additionally, DA Faculty members are available to the students almost constantly via email and are willing to meet with students face to face as needed.

January 2017:

Instructors served as coaches and mentors for students in all courses this year. Current program students at times communicated with past graduates in the community or at their assigned clinical sites and connecting with others in the field helps to ensure the students maintain interest and see themselves as successful graduates. Additionally, past students are able to relate to current students and support them with assignments and program success when necessary. Program instructors utilized early referral to counselors and other academic support services to attempt to retain as many students as possible. Students were referred to the Student Success Center and to ABE to teach time management and study skills when they were having difficulty with reading and/or basic skills. Students who were referred, at minimum, met with the individuals in each department, their involvement and utilization of the services differed from student to student throughout the semester. Early orientation, Blackboard training, and lessons on the first day of DHS proved successful and will be continued in Fall 2017. Students continue to receive support during personal situations which may keep them from continuing their education and referred to counselors and other support staff as needed to aide with these concerns.

A DA Club will be started in January 2017 in the hope of forming a more cohesive student group. The Dean of Students recommended student involvement in formation of the club and student volunteers were solicited to aide in this process. At the start of the year and throughout the semester the importance of time management, financial management, family support and personal motivation is emphasized by all program instructors.

June 2017:

The DA club has decided to move forward in an informal format due to lack of student leadership. In the 2017-2018 school year, the idea of a club and club leadership will be presented to the new DA class. The DA program instructors continued to serve as mentors for students. The students who were retained from semester 1 to semester 2 were successful in completion of the program in May or continued to complete outstanding courses through accommodations and the addition of a Clinical Advanced session, which will lead to graduation. The Student Success Center and ABE continue to be a focus of orientations, and will be involved from the start of the Fall 2017 semester.

January 2018:

To date it is projected that 93% of the original admitted students will graduate. The DA Program instructors continue to have open communication with students and maintain a mentoring environment. The Dental Assistant Club has worked to actively engage student and to create a sense of community. The students participated in a variety of fundraising activities and attended the Chicago Midwinter Dental meeting in February 2018.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Dental Assistant 31-508-1					
Defined Outcome: **Program will include at least one critical thinking question or criteria on each competency and exam.**		QRP Indicator #	Perkins Indicator #	**Responsibility**	**Timeline**	**Resources**
Action Plan/Action Items: • Implement IPads for self-assessment and recording for critical analysis and self/peer reflections. • Add critical thinking line items on competency assessments and assign point values. • Implement mind mapping exercises to increase understanding of course topics. • Implement clinical journal entries for self-reflection and goal setting.				**DA Faculty** **WITC IT Department for purchase and support**	**On going**	**WITC IT resources**

Update: *(A mid-year and year-end update will be required each year during implementation.)*

June 2016:
DA Faculty will meet in the summer 2016 prior to Fall courses and will adjust curriculum to add critical thinking questions to exams that are lacking at least one critical thinking question.

January 2017:
DA Faculty met and implemented at least one critical thinking question into each course through exams and/or course competency skill assessments for Fall courses. Spring semester courses will include utilization of iPads to encourage deeper thinking and self-assessment as students build on basic skills.

June 2017:
Critical thinking questions were successfully added to the DA courses. IPads were utilized during in-class competency assessments and for the final exit interview for the program. This allowed students to see themselves from an outsider's perspective and think critically of ways they could improve their skills and processes.

January 2018:
The students continue to work through critical thinking questions on course assessments. IPads continue to be utilized for in-class competency assessments and will be utilized for the final exit interviews in the coming months.

> **Commented [SK1]:** I think that we need to make this more measurable. Maybe something like "Include at least one critical thinking question on each competency and exam."

> **Commented [LM2R1]:** I love the suggestion! Thank you

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Dental Assistant 31-508-1					
Defined Outcome: The outlets or power source will be available on DA Lab tables.		QRP Indicator #	Perkins Indicator #	**Responsibility**	**Timeline**	**Resources**
Action Plan/Action Items: • Contact "School Dudes" to install power source. • Discuss options for acquiring power source on DA Lab tables.				Jennifer Heutmaker-Holden, Program Director School Dudes	As soon as possible	

Update: *(A mid-year and year-end update will be required each year during implementation.)*

June 2016:
Per campus facilities crew, at this time there is no streamlined way to include outlets into the tables as the floor below is cement. Options can be discussed moving forward for dropping down outlets from the ceiling, but for now, power strips will be utilized as needed.

January 2017:
The process of adding outlets appears extensive and not feasible at this time, however, a WiFi device was added to the Dental Lab and now provides a stronger signal for portable devices to be used in the classroom.

June 2017:
The WiFi addition to the Dental Lab has proved to be successful in increasing connectivity for students, which allows them to better utilize the lab to complete activities and research.

January 2018:
Outlets are still not possible, the WiFi continues to be helpful.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Dental Assistant 31-508-1					
Defined Outcome: The DA program will offer at least one continuing education offering per year.		QRP Indicator #	Perkins Indicator #	**Responsibility**	**Timeline**	**Resources**
Action Plan/Action Items: • Create/plan/recruit speakers for CE courses • Determine format/schedule for courses • Collaborate with Con Ed to schedule and market courses. • Discuss with Advisory Committee to determine topics that are needed and potential speakers.				DA faculty WITC Continuing Education staff	On going, first to be implemented by 2016-2017 school year	

Update: *(A mid-year and year-end update will be required each year during implementation.)*

June 2016:

The DA Program offered their first CE course in April 2016. The topic was Medical History Update. Approximately 5-10 practitioners from the community (dental assistants and dental hygienists) were in attendance. 8 students also attended. We identified that marketing materials should be distributed earlier to ensure maximum attendance. We also had trouble with online registration so we will work with the Continuing Ed department to streamline that for future events. We will also utilize fundraising efforts, budget dollars, or future club funds to fund student attendance.

January 2017:

The DA Program planned to offer a CE course in December 2016, however, due to speaker costs and conflicts the course was moved to Spring 2017. Conversations with multiple speakers are occurring and a finalized plan, date and details will be discussed at the DA Faculty Meeting in January.

June 2017:

The DA Program will hold a CE event in October 2017, and is in the process of planning a spring event. Instructors have utilized networks of dental professionals to create a list for the CE department to contact and recruit for courses at WITC.

January 2018:

The DA Program will host a CE event in March 2018. This has been marketed on social media and through handouts.