

Wayne Community College Program Review – 2024-2025

Name of Program: Dental Assisting

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The philosophy of the Wayne Community College Dental Assisting Program is to provide a strong academic and practical education in dental assisting that will foster a desire to continue personal growth and maintain professional competence through life-long learning.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change).*

No revisions are planned.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
 - a. The dental assisting program is a limited admissions program with an objective point system to rank students based on criteria developed for the program that will lead to student success. The process utilized aligns with college admissions policies. The dental assisting faculty utilizes a variety of strategies and resources to assist current students in being successful once admitted to the program. Strategies include guided tutoring and peer tutoring in addition to intrusive advising and counseling. Recruitment activities to area high schools and Allied Health Classes are conducted to educate students on the admissions policies and procedures as well as the profession to ensure students understand the program to which they are applying. Reaching students at a younger age increases their ability to make informed decisions when choosing a profession.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
 - a. The dental department utilizes a curriculum management meeting annually to improve course content in alignment with the dental industry needs. Feedback is gained from the dental advisory committee and content incorporated into the curriculum. Redundant material is removed as needed, and new topics included to meet industry standards.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
 - a. The dental department strives to increase the readiness of students for employment. The Professional Ethics and Responsibilities course serves as a guideline for students to learn professional behavior expected in the workplace. In addition, all levels of clinic within the program grade students on professional behaviors in the on-campus clinic, preparing them for private practice in the future. The most up-to-date topics are included within the curriculum to ensure students have a current knowledge base for the dental industry.

- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.
- Surveys are completed at the end of each course for content updates and student evaluation of instructors. The department chair reviews the surveys with faculty to ensure course updates occur and enhance the quality of the course presented to students. Annual surveys are completed for the accrediting body, the Commission on Dental Accreditation (CODA), and adjustments to the program made as needed. Retention rates, admissions data, curriculum design, faculty data, etc. are tracked and updates made, keeping the college goals in mind.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Diploma	Dental Assisting

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
None during this time span	

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

Not applicable

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	October 20, 2022 and March 23, 2023	Clinical board exam is transitioning to CDCA-WREB-CITA using the ADEX exam. Students are helping out in the community – Wayne CC Food Pantry, dental health presentations to grade schools. Advisory Committee suggested Wayne Pregnancy Center and Wages screenings, nursing homes, CNA training and working with the patients of Skilled Creations, Wayne Opportunity Center and Renew Life. Two new dental chairs were received for the dental assisting clinic. Two EzRay handheld x-ray machines are planned. Itero and Cerac scanners were suggested for purchase. Two chairs for guided tutoring are being placed for skill remediation

2023-2024	February 29, 2024	The College was in the top 25 for the Aspen Award, the Department is recruiting potential students from area middle and high schools, a new Applied Technology building is underway, the floors in the dental clinic will be replaced, the dental assisting clinic has 4 new chairs, the program purchased hand-held x-ray equipment. Local Anesthesia will be taught to the students in the summer term by Dr. Radford and Dr. Bundy. Students are educating children in preschool and elementary schools as well as Neuse Enterprises in Kinston. Seminar Day is April 26, 2024. Ordered a Dentsply Prime scanner. The advisory committee recommended teaching nitrous oxide monitoring to the students – 7 hr course.
2024-2025	February 27, 2025	Students provided Christmas gifts for the foster children of Wayne County, participated in the Read Across America book drive, and sold toothbrushes. First year students made good progress in clinic and second year worked well as a team in the Community Dentistry Course, visiting Tommy's Road to educate kindergarten and second grade students. Dental Assisting students are dedicated and received excellent feedback from community partners. It was noted that Seminar Day April 4, 2025, will have a speaker on opioids and the mental health of the dental care provider. The department purchased 2 Cavitron 300's, Woodpecker Piezo, and PrimeScan unit. New DXTTR manikins are being requested, new flooring installed in the clinic and chairs are being turned to the pre-COVID position. Suggestions from the board for new equipment include Hu-Friedy Air Flow (program has 3 currently).

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Demands for dental assistants and dental hygienists continue to be high. Several items were purchased for the clinic and labs based on previous recommendations from advisory committee members and external clinical sites attended by Dental Assisting. Examples are new dental chairs, handheld EzRay x-ray devices, Dentsply Prime Scanner, and magnetorestrictive and piezoelectric ultrasonic scalers. An iTero scanner, CEREC scanner, 3D CBCT machine, Statim instrument sterilizer, handpiece maintenance system (Assistina), and more piezo scalers are on a wish list of items that would help teach students trends in the industry. DXTTR x-ray manikins also need replacement or to go to summer camp to be refurbished as well.

The Commission on Dental Accreditation (CODA), completed a site visit in March 2020 and is due to return in spring of 2027. The self-study that will be conducted throughout 2026 should help the programs develop a list of needs and a wish list for added clinical equipment. Locating qualified faculty and staff in the programs is difficult, especially with the high salaries being offered to assistants and hygienists in the community. Faculty:student ratios of no more than 1:5 in clinics and 1:10 or 12 in labs (depending on the program) can be challenging to provide the level of instruction faculty would like to provide. The clinic size limits the number of students that can be enrolled in each program, and a larger, renovated space could increase program size and efficiency.

Computers need to consistently be updated in the dental area to keep up with the ever-changing software demands in the dental environment.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 24 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 24 #

Target: 24 #

*Dental Assisting is a limited enrollment program that can only enroll 24 new students annually.

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	25
2022-2023	24
2023-2024	23

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	1	4.0%	1	4.2%	2	8.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	4.0%	0	0.0%	0	0.0%
Caucasian, Female	17	68.0%	19	79.2%	18	78.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	16.0%	2	8.3%	3	13.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	23	92.0%	22	91.7%	23	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	4.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	4.2%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.0%	1	4.2%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	8.0%	2	8.3%	0	0.0%
Total	25	100.0%	24	100.0%	23	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	4.2%	2	8.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	8.0%	0	0.0%	0	0.0%
Caucasian, 18-24	16	64.0%	16	66.7%	16	69.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	16.0%	3	12.5%	3	13.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	22	88.0%	20	83.3%	21	91.3%
African American, 25-44	1	4.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	4.0%	4	16.7%	2	8.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	3	12.0%	4	16.7%	2	8.7%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	25	100.0%	24	100.0%	23	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Dental Assisting is a twelve-month limited enrollment program. Each cohort enrolls 24 students annually in August. The total number of students decreases based on student attrition or dismissal from the program as they are unsuccessful in courses within the program. The program has been successful filling the class each year during admissions.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue attending recruitment sessions.	Monitor enrollment numbers each fall.
2		

Outcome #2: Retention**Baseline:** 81 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 82 %**Target:** 83 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	96.0%
Fall 2022 to Fall 2023	75.0%
Fall 2023 to Fall 2024	73.9%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Summer 2022		Fall 2022 to Summer 2023		Fall 2023 to Summer 2024	
	N	%	N	%	N	%
African American, Female	1	4.3%	1	5.6%	1	5.9%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	4.3%	0	0.0%	0	0.0%
Caucasian, Female	15	65.2%	15	83.3%	13	76.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	17.4%	1	5.6%	3	17.6%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	21	91.3%	17	94.4%	17	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	4.3%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.3%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	1	5.6%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	8.7%	1	5.6%	0	0.0%
Total	23	100.0%	18	100.0%	17	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Summer 2022		Fall 2022 to Summer 2023		Fall 2023 to Summer 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	5.6%	1	5.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	8.7%	0	0.0%	0	0.0%
Caucasian, 18-24	15	65.2%	11	61.1%	13	76.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	17.4%	2	11.1%	3	17.6%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	21	91.3%	14	77.8%	17	100.0%
African American, 25-44	1	4.3%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	4	22.2%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.3%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	8.7%	4	22.2%	0	0.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	23	100.0%	18	100.0%	17	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention).*

Students have been lost from the program for a variety of reasons to include personal reasons, academically unsuccessful, and dissatisfaction with the profession. Students were academically unsuccessful in a variety of didactic and clinical courses. Faculty members routinely meet with students, documenting meetings on the Counseling Form and making necessary referrals. The department utilizes peer tutoring and guided tutoring by faculty to increase retention. Referrals are made to Disability Support Services as needed.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase referrals to improve academic skills, peer tutoring and guided tutoring.	Document referrals on the Counseling Form and keep logs of student’s referrals.
2		

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 20 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 21 #**Target:** 22 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	24
2023-2024	18
2024-2025	17

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	1	4.2%	1	5.6%	1	5.9%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	4.2%	0	0.0%	0	0.0%
Caucasian, Female	16	66.7%	15	83.3%	13	76.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	16.7%	1	5.6%	3	17.6%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	22	91.7%	17	94.4%	17	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	4.2%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.2%	1	5.6%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	8.3%	1	5.6%	0	0.0%
Total	24	100.0%	18	100.0%	17	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	5.6%	1	5.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	4.2%	0	0.0%	0	0.0%
Caucasian, 18-24	15	62.5%	11	61.1%	11	64.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	16.7%	2	11.1%	2	11.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	20	83.3%	14	77.8%	14	82.4%
African American, 25-44	1	4.2%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	4.2%	0	0.0%	0	0.0%
Caucasian, 25-44	1	4.2%	4	22.2%	2	11.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.2%	0	0.0%	1	5.9%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	16.7%	4	22.2%	3	17.6%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	24	100.0%	18	100.0%	17	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Students are counseled during the admissions process about what the program entails. Referrals are made to financial aid for those that may be struggling to focus on their studies while having to work. Guided and Peer Tutoring will continue to be used as well as referrals for academic skill development and disability support services as needed.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Utilize academic skills and peer tutoring	Meet with students and document discussion on the counseling forms.
2	Utilize guided tutoring	Refer all students that are unsuccessful clinically to guided tutoring and review log sheets to track the number of referrals. Review Tal Eval entries after guided tutoring to determine areas in common that need extra assistance to review areas for curriculum improvement.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 38 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 40 #
Target: 41 #

Budget FTE Year	Budget FTE
2022-2023	40.406
2023-2024	36.188
2024-2025	37.625

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

Since the program is a limited enrollment program, increasing FTE is not possible but we can work to maintain FTE. Once 24 students are accepted, we use regular counseling, guided tutoring and peer tutoring to retain students to thereby maintain FTE. As students exit the program, FTE are also lost with no way to regain students during the academic year.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Make needed referrals to guided and peer tutoring to retain students.	Review tutoring logs and ensure students are being referred as needed to improve retention.
2		

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC’s Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC’s Quality Enhancement Plan, addresses career development in Goal 3: “The college will implement integrated career development within their academic programs.”; Action Item #3: “All CTE programs will implement a career development related Program Outcome.”

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. *(Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)*

WBL-110 is not utilized in the Dental Programs, but students do take DEN 105 Practice Management to learn more about the career as they are ready to graduate and transition into the workforce. This course helps students understand the profession they are entering. In addition, all clinical courses in the curriculum (DEN 106 and DEN 107) teach professionalism and ethics and are evaluated during the clinical courses. DEN 106 Clinical Practice I and DEN 107 Clinical Practice II are clinical courses that occur in the workplace as well, with students rotating into dental offices to learn and work in a clinical setting. Students are also encouraged to join DASA (Dental Assisting Student Association), the professional club for the program, that encourages them to join the American Dental Assistants’ Association post-graduation. ADAA is the national organization that represents dental assistants across the country. Students are encouraged to attend local component meetings while they are students to learn more about their professional organization. Students are also encouraged to be involved in community activities throughout the program as well.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	All students will be encouraged to become DASA members and financial aid is sought for students that can’t afford membership fees.	Rosters will be reviewed to determine membership.
2		

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

- Commission on Dental Accreditation – annual surveys; site visits (7-year cycle)
- Certified Dental Assistant Scores
 - The dental assisting program does not require third party credentials to be eligible for employment. Being a Certified Dental Assistant is optional. Most students choose to become a CDA and pass rates on the Dental Assisting National Board (DANB) are tracked.
- Student Resource Assessment Survey (SRAS)
- Program Learning Objectives (PLOs) Student Survey
- Clinical Evaluations
- PLO Assessments
- Graduate Surveys
- Employer Surveys
- Advisory Committee Feedback

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	1. Two ADEC dental chairs w/assistant instrumentation, LED lights, Light Post Monitor Arm, doctor stools, and assistant stools (DA) 2. Two Vatech EzRay Air Plus Portable X-ray Machine (DH) 3. Twenty-eight ePadLink Electronic signature capture devices (DH) 4. Eight DentiMax Dream Sensors (DA)	1. Dental units were received and have been utilized by both departments. These units were utilized in DEN 101, DEN 121, DEN 106, DEN 131, DEN 141, DEN 221, DEN 231. 2023 Student Resource Assessment survey was completed with 100% of students responding "Strongly Agree or Agree" of the amount of laboratory equipment sufficient" 2. EZ- Ray handheld devices were received and have been utilized in DEN 112, DEN 121, DEN 131, DEN 141, DEN 221, DEN 231. The 2023 Student Resource Survey was completed with 100% of students responding "Agree or Strongly Agree" to "the amount of laboratory equipment is sufficient." 3. Not approved. 4. Not approved.
2024-25	1. 5 (546002 DXTTR® III – Natural) Rinn DXTTR Dental X-Ray Trainers (546002 DXTTR® III – Natural) (DA)	1. This was not funded. This remains a funding priority and will be resubmitted for the next budget year.

	2. 6 (411) ADEC dental chairs, 6 (332) Traditional Radius Delivery System, 6 (351) Assistant Instrumentation, 6 (572L Radius-Style LED Light, 6 (521) Doctors stool (DH)	2. This remains a priority, but we are unsure if we'll resubmit in the next plan/budget cycle or the following.
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What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

1. DXTTR manikins – 2-4 need to go to summer camp for repair
2. Statim instrument sterilizer – need to sterilize instruments more quickly as items are dropped, for example, and need to be used right away. With all day, back-to-back clinics, items from the morning clinic are sometimes needed for the afternoon clinic as well.
3. Handpiece maintenance system (like an Assistina) - lengthens the life of the handpiece and ensures they are oiled properly to improve efficacy.
4. Instrument Washer – Hydrim – leads to a better cleaning of dirty instruments (reduces the microbial load on the instruments better than an ultrasonic) and less handling of dirty instruments to improve safety and infection control in the clinic.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

Currently there are no full-time faculty openings, but if anyone leaves, they will need to be replaced to maintain faculty:student ratios required by our accrediting body. If a dentist retires, a new dentist will be needed to maintain accreditation standards as well. The program does need additional adjunct faculty that are available to work when others need a day off to maintain ratios.

The department administrative assistant is planning to retire at the end of January 2026, and a replacement is needed. A part-time temporary assistant is being sought to train with her before her retirement date, but at this time none has been located that meets the needed qualifications for the position.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

Facilities are shared between the dental assisting and dental hygiene programs. If both departments retain all admitted students (24 dental assisting, 30 dental hygiene), the facilities could hinder class schedules due to clinical space. The dental hygiene department (24 chairs in clinic) must use the dental assisting clinic (4 chairs) and guided tutoring area (2 chairs without plumbing and air) to provide all students with a unit for preclinical skills. Per accreditation standards, all students must be afforded workspace of their own, so standards are met when using the dental hygiene clinic, dental assisting clinic, and guided tutoring space. If any unit breaks down and isn't able to be used, standards cannot be met. If more than 26 students are retained as students progress into clinical patient care, it is necessary to utilize the dental assisting clinic for all clinical courses to provide all students with equal opportunity to treat patients. It is possible to utilize external rotations for the dental assisting students if this occurs. A larger clinic with 30-32 chairs would be ideal to accommodate all students within the program in the same clinical space.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

The dental department utilizes all student services. During orientation the dental department invites all academic

and student support services to provide information about their services. The dental faculty encourages the use through counseling as needs arise with students.

Provide narrative for analysis of the program’s / discipline’s strengths, weaknesses, and opportunities.

Strengths: The program has had a rich history of success since its inception. The pass rates on both national and clinical board exams are 100% by the first or second attempt. The reputation in the community is excellent. It is staffed by a core of well-qualified faculty and staff to include a veteran department chair and dean. The dental hygiene clinic has a strong patient base for students to meet their clinical requirements. The advisory committee is invested in the program.

Weaknesses: While there is a core of well-qualified faculty, the dental programs have had several new faculty changes over the last year to include a new department chair. This has created a weakness as the new faculty members must learn the policies and procedures of the department and of the College. In addition, the curriculum needs further review to ensure redundancy between courses is limited and that all topics needed are included for the students to learn the most up-to-date information. Finally, without a strong administrative assistant to replace the current person, critical support for the program is lacking. The current administrative assistant is working one day per week until her retirement at the end of January, leaving faculty without full support.

Opportunities: As policies and procedures are reviewed with new faculty, there should be additional opportunities for growth noted. The Commission on Dental Accreditation will conduct a site visit of the program in spring 2027, and as the Self-Study is conducted, additional opportunities will most likely arise.

Review prepared and submitted by: (Please list name(s) and titles)

Brenda P. Maddox, MS, RDH, CDA
Dental Department Chair

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date: Dorothy Moore 11/20/2025

Dean, Director, or AVP / Date: Janeil Marak 11/24/2025

Administrator Approval / Date: Dr. Ernie White 11/24/2025