

Dental Assisting 1st Quarter Program Effectiveness Plan

The Dental Assistant's responsibilities are critical to the delivery of quality dental health care. Advanced technologies and the increasing demand for dental services have resulted in significant growth in the industry. Dental assistants are integral members of the health care profession dedicated to serving the public and providing comprehensive patient care. The mission of the Dental Assistant program is to provide quality career education and prepare students to assist in the organized delivery of dental services. Graduates of the Dental Assistant program will be prepared to seek a career as an entry-level Dental Assistant.

The purpose of this analysis is to review the effectiveness of the Campus's practices programmatically. Quarterly analysis allows the Program to make necessary adjustments in the hopes of reaching—and possibly exceeding—the various goals set by the Campus Effectiveness Committee for the fiscal year. Reaching these goals helps ensure that the Program is effectively educating its students.

This document will analyze the following elements:

- Student Retention Rates
- Graduate Placement Rates
- Student Learning Outcomes
- Student Satisfaction
- Graduate Satisfaction
- Employer Satisfaction
- Graduation Rates

Dental Assisting 1st Quarter Program Effectiveness Plan

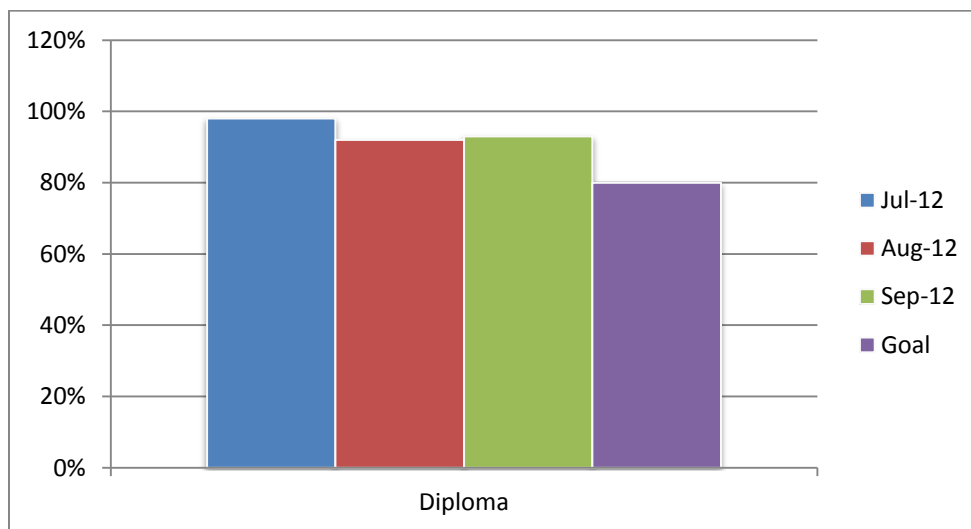
Student Retention

Student retention is an inherent concern of all faculty and staff members while carrying out the daily activities of the Program. It is the Program's goal to foster student success and facilitate student program completion.

Retention activities can be broadly defined as efforts or practical applications that are motivated by the desire to benefit students. As a result of that benefit, we ensure that students remain in their educational programs through graduation.

This outcome is monitored consistently by the Director of Education and the Program Head and is periodically presented to the faculty and staff during all-school meetings.

	July 2012	August 2012	September 2012
Diploma	98%	92%	93%



Findings:

Student retention for FY 2012 was 72.52%. The internal goal is 80% retention for each program. The Program fell below that retention threshold. During FY 2012, there was complete turnover in the Program, which in turn contributed to a higher drop rate. However, the students are pleased with the current DA instructor and many of the program's issues have been addressed. The Program's retention rate has remained fairly stable during this quarter. The Program continues to remain above the accreditation minimum threshold requirements and above the internal benchmark.

Actions:

The Program will continue to employ the following actions:

Dental Assisting 1st Quarter Program Effectiveness Plan

- Continue to build rapport with students to help identify early warning signs.
- Aggressively use the Student Progress Exception Reports (SPERs) and associated meetings to enable the Team Leader, Program Head, and instructors to identify warning signs and arrange for accommodations when necessary.
- Meet with students one-on-one to monitor student attendance and identify attendance problems and possible solutions.
- A member of the Program faculty meets with the students during their first classes to welcome them to the Program and to set expectations.
- Faculty members personally contact students who are absent and document that contact in Moodle.
- Consistently recognize student achievements to keep students motivated throughout their program.
- Continue to promote community-related events in order to establish/instill in the students a sense of community on campus.
- Place more of an emphasis on attending class before students are in violation of attendance policies and, when necessary, the importance of getting proper documentation in a timely fashion for a leave of absence.

The Program fully understands that there are cases when the drop cannot be avoided (i.e. medical reasons), but faculty and staff will continue to offer students alternative solutions to halting their education (i.e. creating action plans, assisting with finding resources, etc.).

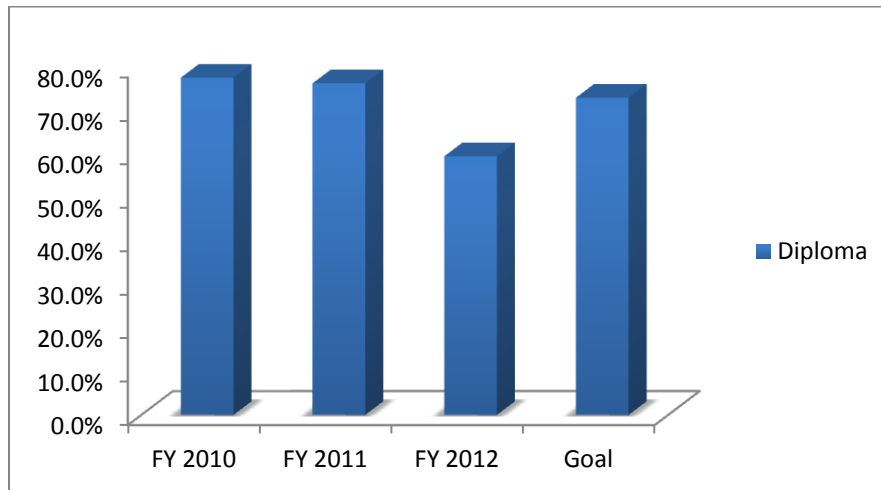
Graduate Placement Rates

Career planning and placement is an on-going process beginning with the admissions process and continuing through graduation and the employment of the graduate. Everyone in the school is invested in the ultimate goal of placing the graduates in jobs in their respective fields of study.

The Program Head and the Career Center monitor this outcome and periodically present it to the faculty and staff during an all-school meeting.

	FY 2010	FY 2011	FY 2012	Goal
Diploma	77.6%	76.3%	59.5%	73%

Dental Assisting 1st Quarter Program Effectiveness Plan



Findings:

At the time of this report's completion, of the 38 graduates this year, 23 had a verified placement in their field of study. Of the 14 unemployed graduates, 2 graduates are not available, one with a waiver. DA placement is below the rate of FY 2011; however, the Career Center continues to work aggressively to place students and improve these outcomes. In addition, the Program Head will become more involved in this process to encourage better placement outcomes. For FY 2013, 50% of the Program's graduates have been successfully placed, indicating a positive trend in placement outcomes moving towards FY 2013.

Actions:

In order to ensure placement of its graduates in the upcoming year the Program will continue to employ the following actions:

- Encourage students to begin applying for positions earlier (within the third week of their externship).
- Encourage students (via phone, email, and certified mail) who have not been diligent to come in and work with the Career Center so that they can be placed.
- The Career Center, Program Head, and Director of Education will do more dental assisting-based networking in an effort to increase placement relationships. This increase in networking will also help to increase name recognition for the College, which could assist in getting students placed in the future.
- The Program Head will increase efforts to gain more externship sites. The more externship sites are available for students, the more opportunity there is for students to be hired directly at the site.
- The Program Head and/or Career Center will personally touch base with each unemployed graduate to follow up on the progress of their job search, offering assistance when needed.

Dental Assisting 1st Quarter Program Effectiveness Plan

In addition to the aforementioned actions, the Program will focus on developing relationships with more externship sites, preferably those that are in the process of hiring, to increase the site to placement conversion rates.

Student Learning Outcomes

A. Credentialing Examination Rates

The exam participation rate will always be 100%, as every student is required to attempt the RDA exam before graduation from the program. We will continue to stress the importance of preparing for the examination even before the student begins his or her externship. While not required, most offices would prefer that students take and pass the RDA prior to beginning their externship.

B. Program Assessment/Comprehensive Exams

Through weekly testing and daily check-offs, the student progress through the program can be measured and monitored. Daily lab activities also aid in assessing the students' skill level. Daily drills with the core competencies include x-rays, suctioning, charting, temporaries, and impressions. Students also complete a comprehensive assessment of all of their skills during their "senior check-offs." If the student is able to complete the multi-level task successfully, then he or she is approved to begin externship.

Findings:

Based on the results above, the students continue to have a mastery of their field of study. These results also show that the instructors are effective in the classroom. Students continue to struggle with suctioning; to address this, the instructors will spend more time on suctioning techniques and practice to increase student comfort level.

Actions:

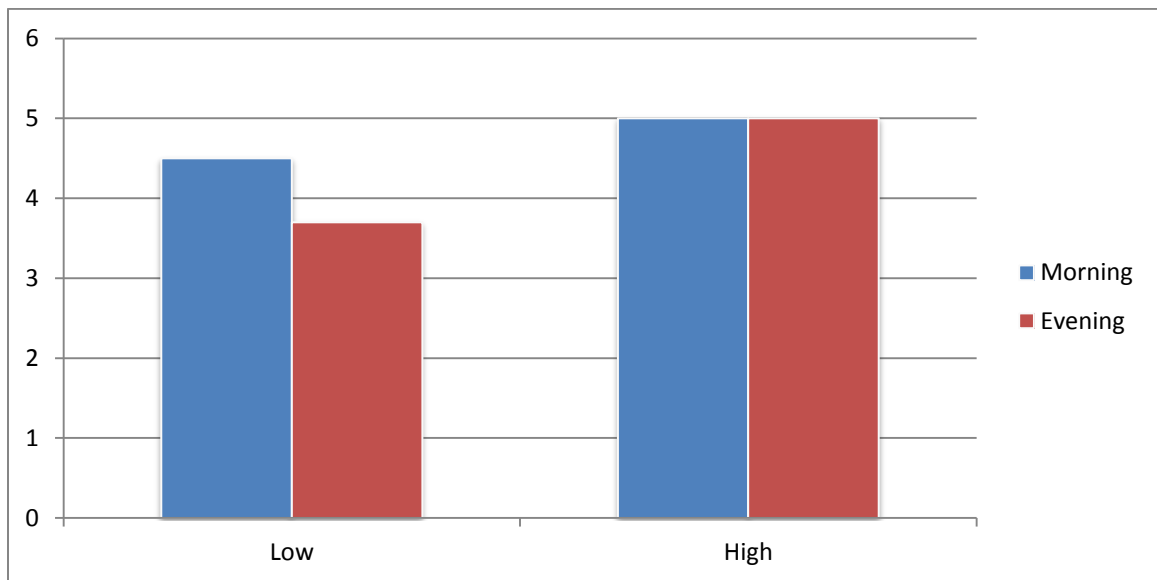
- As the program is on a 4-day curriculum, emphasis is being placed on using the fifth day (Friday) as a test prep/skill building day.
- Continue to encourage students to seek and utilize available tutoring opportunities to assist in not only preparing for their certification exam.
- Continue to encourage students to create peer study groups.

Student Satisfaction

Student satisfaction surveys are performed monthly. The students are asked to evaluate the instructor. The instructor is rated on a scale of 1 to 5, with 5 being excellent and 1 being poor. There is also a section for comments. The students are asked to be honest, and it is not necessary to report their names. The instructor is rated on the course, instruction, and student relations through the following questions:

Dental Assisting 1st Quarter Program Effectiveness Plan

- The course syllabus was distributed to student and explained clearly.
- Exams or quizzes were relevant to the subject matter.
- The instructor was prepared and well-organized.
- The instructor made good use of classroom time.
- The instructor demonstrated knowledge of the subject matter.
- The instructor explained complex topics in understandable terms.
- The instructor used examples to get his/her point across.
- The instructor created an interactive and engaging classroom experience.
- The instructor demonstrated control of the classroom discussions and activities.
- The instructor used relevant, real world examples to connect the subject matter to the career field.
- The instructor was responsive to student questions.
- The instructor provided regular feedback o students on how to improve.
- The instructor returned graded work in a timely manner.
- The instructor encouraged students to ask questions and express ideas.
- The instructor displayed self-confidence in the classroom.
- The instructor showed respect for the students.
- The instructor was fair and impartial in dealing with me.
- The instructor demonstrated interest in me as a student.
- The instructor stimulated my desire to learn.



Findings:

Students are very pleased with William McClain as their instructor. Students commented that he was very good in lecture and they enjoyed his teaching style. He is also detailed in his instruction and willing to work one-on-one with students as needed. Students were concerned that the class size would be too large.

Dental Assisting 1st Quarter Program Effectiveness Plan

Actions:

In order to continue to improve student satisfaction, the Program will continue to emphasize the importance of professional development for its instructors and will continue to use Class Climate and instructor observations as training tools for instructional staff.

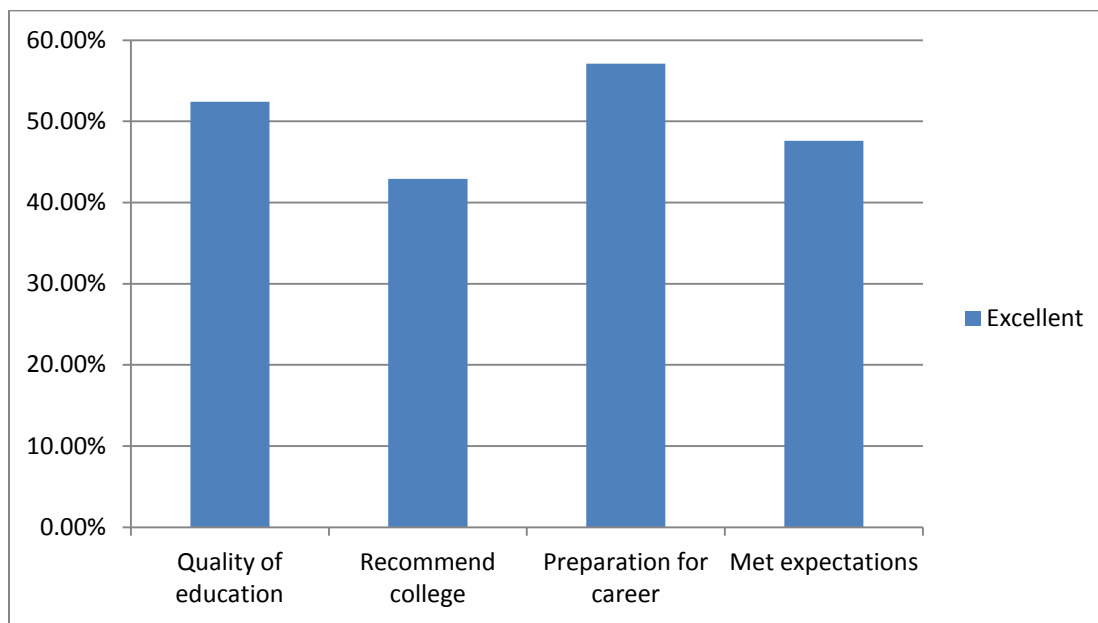
Graduate Satisfaction

A student's satisfaction and sense of accomplishment upon earning their degree or diploma is the product of all of the Program's efforts. Graduates complete the Graduate Satisfaction Survey after finishing their program of study. These surveys are used as a means of identifying the graduate's satisfaction. The content of the survey covers whether the student is satisfied with their education, as well as their satisfaction level with the various departments of the school.

The first portion of the survey evaluates satisfaction level with the program/school through the following questions:

- I was satisfied with the quality of education from this college.
- I would recommend this college to my friends and family.
- The college has helped me to prepare for my future career.
- The college has met my expectations.

The second portion of the survey rates the front/reception area, admissions, financial aid, business office, educational administration, faculty/teachers, career services, library, facilities/classrooms, and equipment.



Survey Participation Rate:

Dental Assisting 1st Quarter Program Effectiveness Plan

The Program had 1 graduate participate in the survey during the first quarter.

Findings:

Overall, the College's graduates are satisfied with their program. The majority of graduates found their educational experience to be excellent. In addition, most graduates rated the school departments overall as either excellent or very good. There were no comments left by the student who completed the survey.

Actions:

In order to continue to evaluate graduate feedback that will allow us to assess the satisfaction level of the graduate, the school will:

- The Program Chair or Extern Coordinator will go back to the extern site when an extern is hired on site 60 days later and get a graduate survey completed by the graduate.
- Increase in-school opportunities to practice occupational skills whenever possible, to ensure that students are comfortable with the techniques and information taught.
- Increase in-school opportunities to practice job-seeking skills, including use of the 30-hour externship course to focus on job-seeking and interviewing skills in preparation for the workforce.

Employer Satisfaction Surveys

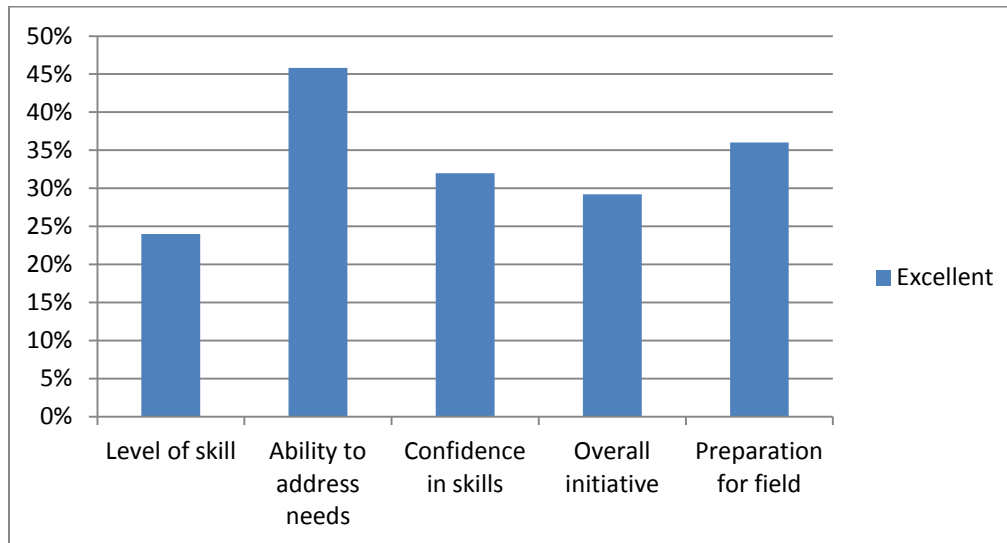
Employer satisfaction is a key component in measuring placement percentages. An Employer Survey is sent to all employers after a graduate has been on site for a period of a few weeks. The purpose of this survey is to discover how the facility feels the graduate has been prepared for the workforce. The goal for effectively training and positively empowering students toward successful career placement is one of the foundational benchmarks targeted by Anthem College. Each month an employer who has employed a graduate during that month will receive a follow-up phone call to ensure the graduate's skill and knowledge level is appropriate for the workplace.

The employer rates the graduate in the following areas:

- Level of skill demonstrated in areas related to academic preparation
- Ability to address customer/patient needs appropriately
- Confidence in job-related skills
- Overall initiative
- Preparation for an entry-level position in the field

Employer satisfaction is important in order to offer our students opportunities within the community on a continuous basis. Ongoing surveys and evaluation of employer can address issues.

Dental Assisting 1st Quarter Program Effectiveness Plan



Survey Participation Rates:

The Program has a goal of 100% survey participation. For the first quarter, five DA employers participated in the survey.

Findings:

Overall, the Program's employers are satisfied with their graduates. The majority of employers found that their graduates had suitable skill levels; however, there were more responses of "fair" students. DA employers commented overall that the graduates were excellent. One employer commented that the graduate was passive and may have had a language barrier. However, the same employer also noted that they would rather hire Anthem graduates over other schools.

Actions:

In order to continue to evaluate employer feedback that will allow us to assess the satisfaction level of the employers, the school will:

- To increase the number of employer surveys returned, the Extern Coordinator and Program Head will take surveys to sites during site visits.

Faculty Professional Growth and In-Service Activities

Each faculty member has a Faculty Development Plan that outlines development activities that are scheduled to be completed during the course of a year. The activities—which include in-services, continuing education activities and instructional development activities—promote continuous instructional growth and leadership development.

Dental Assisting 1st Quarter Program Effectiveness Plan

The development plans and evidence of completion of the activities listed on the plan can be found in each faculty member's faculty personnel file.

Graduation Rates¹

An Institution's graduation rate is one of the most important statistics that can be analyzed because it provides hard evidence of the effectiveness of the education provided and of the services that are offered to the students (i.e. counseling, tutoring, etc.). Also, monitoring the number of students who started school compared to the number of students who graduated from a program helps the institution evaluate its programs and uphold its mission.

	FY 2010	FY 2011	FY 2012	Q1 2013
DA Diploma	73.01%	63.37%	51.16%	10.53%

The goal of the Program is to increase the graduation rate by 3% during FY 2013. Decreasing student attrition will contribute to higher graduation rates. The Program will continue to focus on strong student learning outcomes and student engagement in the program to ensure that students remain motivated and successful throughout their education. Currently, the Program's graduation rate is low due to only one graduate from the Program during this quarter. Decreasing future drops from the Program should encourage improvement in the graduation rate.

¹ The rates are calculated by dividing total graduates of the program by the inactive members of the cohort. The cohort's inactive population is found by adding the beginning enrollment, new starts, and reentries, then subtracting the number of students still active in the program at the end of the reporting period.