WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: Dental Hygiene

College: Health Professions

Date of last review 2007

Date of last accreditation report (if relevant) 2006

List all degrees described in this report (add lines as necessary)

Degree Bachelor of Science in Dental Hygiene CIP* code 51.0602

Degree Associate of Science in Dental Hygiene CIP code 51.0602

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name	Signature
Denise Maseman, RDH, MS (Asst. Professor & Dept. Chairperson)	on file
Barbara Gonzalez, RDH, MHS (UP who teaches >50% & Asst. Program Dir.)	on file
Kelly Anderson, RDH, MHS (Asst. Professor)	on file
Dawn McGlasson, RDH, MPH (UP who teaches >50%)	on file
Lisa Belt, RDH, BS (UP who teaches > 50%)	on file
Kathryn Trilli, RDH, BS (Half time UP who teaches >50%)	on file

Submitted by: _____

Denise Maseman, Department Chairperson Date

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The Wichita State University Dental Hygiene Department is a Learning Community dedicated to excellence and innovation in:

- Educating and mentoring dental hygiene students and professionals
- Community involvement and partnerships
- Professional development and scholarship

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The program mission statement was developed to be in congruence with the college and university mission statements. The dental hygiene mission statement is very similar to the college mission of "Excellence and innovation in education to promote a healthy society". The primary difference is the focus of the mission to the dental hygiene discipline. The WSU mission statement discusses commitment to providing comprehensive educational opportunities in an urban setting. The Dental Hygiene Program provides the dental hygiene educational opportunities for south central Kansas. The Dental Hygiene Program aligns with the college and university mission through teaching, service, and scholarship. The program offers two tracks of baccalaureate dental hygiene education. The entry level Bachelor of Science in Dental Hygiene degree is for students just beginning their dental hygiene education and chose to pursue a baccalaureate degree. The degree completion program is for graduates of associate degree programs who desire a baccalaureate degree. WSU offers the only entry level baccalaureate degree program. Faculty provide service to the university, college, department, community and the profession. Faculty serve on department, college and university committees; provide continuing education for a variety of groups; provide volunteer dental hygiene services and service on professional and community organizations.

d. Has the mission of the Program (s) changed since last review? ☒ Yes ☐ No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission has changed only in that the entry level program is now at the baccalaureate degree program and no longer an associate degree program.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

☒ Yes ☐ No

e. If yes, describe the changes in a concise manner.

The goals and objectives were adjusted to reflect the movement from an entry level associate of science degree to an entry level baccalaureate program. The change in the goals and objectives was to add a goal and two objectives for the degree completion degree. The new goal is number three and the objectives are under student objectives numbers six and seven.

Goals of the Dental Hygiene Program

1. Provide an entry-level Bachelor of Science degree in Dental Hygiene in this geographic area which will attempt to meet societal needs.
2. Provide educational experiences which will enable program graduates to achieve licensure as a dental hygienist in any state.
3. Provide a bachelor of science in dental hygiene completion degree program for associate degree dental hygiene graduates.
4. Provide educational experiences which will enhance students' ability to work in alternative practice settings.

Program Objectives

1. Maintain a quality accredited curriculum consistent with the Program mission, vision, and values. (BSDH)
2. Review and monitor board performance with results expected to be at or above the regional or national average. (BSDH)
3. Document regular assessment and modification of the curriculum and program. (BSDH, BSDH-completion)
4. Maintain student, faculty, and Program policies as required by CODA and WSU, as applicable. (BSDH, BSDH-completion)
5. Maintain student, faculty, and clinic records as required by CODA and WSU, as applicable. (BSDH, BSDH-completion)

Student Objectives for Assessment

1. Students will obtain the academic and clinical foundation required to practice as dental team member that develops and implements comprehensive dental hygiene care. (BSDH)
2. Students will successfully complete the National Board Examination. (BSDH)
3. Students will successfully complete a Clinical Board Examination. (BSDH)
4. Students will have an appropriate level of knowledge of dental hygiene practice as assessed by their employer. (BSDH)
5. Students will have an appropriate level of knowledge of dental hygiene practice as self- assessed as a graduate. (BSDH)
6. Students will develop appropriate clinical teaching skills as assessed by faculty mentors. (BSDH-completion)
7. Students will be able to assess, plan, implement and evaluate community-based oral health programs. (BSDH, BSDH-completion)

2.Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Bachelor

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	4 (Fl 2007)	4 (Fl 2007)	4.0	0.0	4.0	2,888 (08)	106 (07)	48 (08)
Year 2→	3 (Fl 2008)	3 (Fl 2008)	3.0	0.0	4.2	1,918 (09)	110 (08)	49 (09)
Year 3→	2 (Fl 2009)	2 (Fl 2009)	2.0	0.0	3.5	2,132 (10)	161 (09)	48 (10)
					Total Number Instructional (FTE) – TTF+GTA+O	SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1→					8.0	361	13.3	6.0
Year 2→					7.2	266	15.3	6.8
Year 3→					5.5	355	26.8	8.7

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY08	2		1													2	26,917
Year 2→CY09	1		3													2	14,950
Year 3→CY10	1		1													2	3,940

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

a. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

During this review period the program moved the entry level program from an associate of science degree to a bachelor of science degree. The shift occurred in the Fall, 2009. The faculty provide curriculum for the two degrees in the department. As evidenced by the data the department has shifted from a primarily tenure track faculty positions to a split between tenure track and UP appointments who teach > 50%. The shift has allowed the program to maintain the faculty-student teaching loads required by accreditation in the entry level degree program. The review of scholarly productivity by faculty is appropriate given the split between tenure track and UP faculty appointments. The program annually graduates 30-36 students in the entry level program and the remainder comes from the degree completion program. Each degree is meeting the KBOR minima for majors and degrees.

The drop in credit hours is due to a shift in a UP faculty who was moved from Dental Hygiene to Public Health Sciences in Fall, 2008. The faculty member teaches nutrition and those credit hours are now reflected in the other department. The FY 09 and 10 credit hours reflect the dental hygiene course offerings and increased hours due to the shift in degree level from associate to baccalaureate degree program.

3.Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1→	106 (07)	20.9	22.7
Year 2→	110 (08)	20.9	22.9
Year 3→	161 (09)	21.5	23.0

KBOR data minima for UG programs: ACT ≤20 will trigger program

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Majors - From fall semester	Average Entering GPA of Majors – Fall Semester	
		Majors	GPA of University Graduate Students
Year 1→	N/A		
Year 2→	N/A		
Year 3→	N/A		

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Students will obtain the academic and clinical foundation required to practice as dental team member that develops and implements comprehensive dental hygiene care.	Successful completion of licensure examinations (national and clinical).	See boxes below.
Students will have an appropriate level of knowledge of dental hygiene practice as assessed by their employer.	Employer surveys are conducted every three years. Six responses or 2% were received for 2010.	The survey displayed positive results.
Students will have an appropriate level of knowledge of dental hygiene practice as self- assessed as a graduate.	Annual graduate surveys are conducted. The response rate was 25/35 or 71% in 2008, 16/36 or 44% in 2009 and 15/30 or 50% in 2010.	The surveys displayed positive results.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program	Learner Outcomes (e.g., capstone, licensing/certification

satisfaction).* If available, report by year, for the last 3 years			exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1		Not available*	1	35	NBDHE+ Clinical Board Exam#	100% 96.8%	96.9% 88.4%
2		Not available*	2	36	NBDHE+ Clinical Board Exam#	100% 100%	95.9% 86.2%
3		3.9 on a scale of 1-4, where 4 highest. 14/15 strongly agreed 1/15 agreed	3	30	NBDHE+ Clinical Board Exam#	100% 96.77%	97% 86.9%

*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

*The program conducts annual surveys of its graduates, however, the specific question "How satisfied were you with your dental hygiene education was not added until 2010. The question was asked "Would you encourage someone to attend the WSU Dental Hygiene program?" and the data was 100% yes in 2009 (14 responses) and 91.6% yes in 2008 (22 responses).

+ National Board Dental Hygiene Examination; 1st time pass rates. All students have passed within 4 months of graduation.

The clinical exams are regional and our primary agency is the Central Regional Dental Testing Service which provides exams in numerous states in the country. All students have passed within 4 months of graduation.

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
The department has developed a plan to assess general education in the future but has no data as this is a new requirement.		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The quality of the program is assessed by multiple measures which includes evaluation of courses by students, program evaluation by graduates and their employers, boards examination results, student graduation rates, and professional accreditation. The entry level program has demonstrated strong board examination results and positive graduate and employer survey responses. Faculty have regularly been nominated for college and university teaching awards. Faculty teaching evaluations by students are primarily in the high average with some in the average range.

The Dental Hygiene entry level program is accredited by the Commission on Dental Accreditation. The last Site Visit was in 2006. The program received two recommendations. The first recommendation addressed the requirements of treating more patients with moderate to severe periodontal disease. The program increased the requirements and added an additional half day of clinic in one semester to increase the hours of patient treatment and the more periodontally involved patients. The second recommendation involved the documentation of educational methodology training for every faculty member. The faculty developed and now administers regular in-services for all faculty. The recommendations have all been addressed and the Commission has granted the program "approval without reporting requirements". This status is the best that can be obtained. The next Site Visit is in 2013.

The baccalaureate degree program is open to graduates of accredited dental hygiene programs who hold a current license in dental hygiene. The degree was reactivated in 2003 and has increased enrollment gradually since it began. The student profile for this degree program is a working professional who is working part-time on the degree. The average student enrolls in six hours per semester. The department has recommended the degree become an on-line degree to foster increased enrollment throughout the region and nation. Previously enrollment has been comprised of over 90% WSU dental hygiene graduates. Now that the program has moved to a baccalaureate entry level, the program will shift to graduates of other institutions.

4.Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors (Indicate UG or Gr)	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**
Year 1→	117	36	36	0	51 (08)+	$64,910	NA	88%	100%	0	NA	Current year only ↓
Year 2→	122	36	35	.03%	45 (09)+	$66,570	NA	87.5%	100%	0	NA	
Year 3→	76	36	35	.03%	55 (10)+	$65,240	NA	87.5%	100%	0	NA	2.1%

Race/Ethnicity by Major***											Race/Ethnicity by Graduate***									
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	

	Year 1→		4		4	1		63				2		2			31			
	Year 2→		7		2	3		55				1		2			32			
	Year 3→		6		3	5		56				3		1			27			

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

+ These numbers reflect the entry level and degree completion program graduates. We only collect admission and retention data on the entry level program.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

As evidenced by the number of applications and the projected growth rate of the profession, Dental Hygiene is a career in high demand. While the annual growth rate is 2.1% the BLS projected growth rate to 2018 is 36%. Additional support for this comment is the continued growth in dental hygiene programs. In 2007 at the last Program Review there were two dental hygiene programs in Kansas. In 2011, there are five dental hygiene programs.

The primary employment setting for the entry level programs is the private dental office. Since the creation of the Extended Care Permit for dental hygienists in Kansas, a new career option of working in non-traditional settings such as schools and nursing homes has developed. The role requires over 1,000 hours of clinical practice so it is not for hygienists until at least the 2nd year of practice. While associate degree graduates have continued their education and received baccalaureate degrees they are not entering graduate school directly out of undergraduate school. The program anticipates that baccalaureate entry level graduates will continue this pattern of entering clinical practice for a period of time and then may enter later in their career. For that reason the program doesn't have data on graduates who enter graduate education.

The graduation numbers for the BSDH completion degree program has increased steadily since the reactivation of the program. In 2007 the program conducted the first survey of the BSDH completion degree graduates. The results were very positive towards the program. The graduates appreciated the flexibility of the on-line features of some courses and reiterated support for having the baccalaureate level as the entry level degree.

It is a goal of the department to move degree completion program to an entirely on-line program and market to in-state and out-of-state associate degree graduates.

5.Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2007	Year 2 - 2008	Year 3 - 2009
UG Majors	70.0	98.7	99.9
Gr Majors	0.0	0.0	0.0
Non-Majors	30.0	1.3	0.1

a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

As an undergraduate program, the main emphasis of the department has been teaching. The program teaches majors almost exclusively in terms of course offerings. The 30 non-majors in 2007 are from the faculty member who teaches nutrition and has moved to another department. The department's cost per credit hour in FY 10 was $203/SCH. The dental hygiene cost is in the middle of the costs of programs in the college where the range is $241/SCH to $78/SCH. Programs with extensive clinical education are more expensive than those with didactic work only. The department has worked to maintain the costs by shifting to more appointments as UP's who teach > 50% and the use of adjuncts along with full-time faculty to teach in the clinic. The program operates a 24 chair dental hygiene clinic as a part of its educational program and serves as the primary education setting for its students.

The program does provide teaching in other areas as guest lecturers in HP 101 and interdisciplinary teaching in the Physician Assistant Program DH faculty teach three modules of oral health education to the PA students. Additionally in FY 11 we are participating in an interprofessional course with nursing called "Evidence Based Practice" where DH and Nursing students learn together.

Faculty are involved in a wide variety of service to the college, university and the profession. Faculty serve on college councils, serve as judges at the DSI competition and volunteer in the community at service events such as Kansas Mission of Mercy, Give Kids a Smile, and our own Sealant Clinics. Faculty are active in their professional organizations and work as committee chairs and officers at the local and state level.

6.Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Submit entry-level BSDH curriculum proposal to College, university and Regent's.	Review of curriculum of other entry level programs. Accreditation standards for discipline. Graduate and student surveys.	Approval of entry level baccalaureate degree for Fall 2009
	Respond to Site Visit Report and obtain full approval status.	Review of clinical education requirements. Review of accreditation guidelines.	Acceptance of Site Visit Report and granting of status "Approval without reporting requirements"
	Develop Oral Health Curriculum for Physician Assistant students.	Review of PA curriculum	Development and implementation of Oral Health Education modules in PA curriculum.
	Pursue "interprofessional education opportunities" in CHP.	Met with Nursing and Public Health Science for discussion of possible interprofessional education offerings.	DH students enrolled in N 325, "Evidence Based Practice" in Spring 2011.
	Develop on-line course offerings for degree completion program.	Review of other on-line programs. Three faculty participated in "Re-boot Camp" to gain expertise in on-line education.	Two of the five required courses have been adapted into on-line offerings with a third in development.

7. Summary and Recommendations

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The Dental Hygiene Department is a stable department with two degree programs offered. In Fall 2009 the department implemented the entry level baccalaureate degree and continues the degree completion program. The first entry level baccalaureate students graduated in Spring 2011. The program plans continue offering the completion degree with an emphasis on recruitment of other schools graduates. Below is a list of strengths, weaknesses and goals for the next three years.

Strengths:

1. Faculty with a commitment to teaching, research and service as appropriate to their role.
2. Strong entry level assessment program.
3. High demand for dental hygiene professionals.
4. Quality entry level program as demonstrated by board examinations, employer and graduate survey results.
5. On-line education training of three full time faculty members.

Weaknesses:

1. Degree completion program needs to be converted to an on-line degree and regular assessment of the program needs to occur.
2. Applications have declined in entry level program since conversion to BSDH level.

Goals for 2011-2014:

1. Develop and implement a plan to evaluate the WSU General Education Program and KBOR 2020 Foundation Skills.
2. Convert the degree completion program to an on-line degree.
3. Revise the assessment plan of the degree completion program.
4. Implement an exit survey of entry level students.
5. Develop collaborations with the Advanced General Education in Dentistry Program.