

Program Review Self-Study Template

Academic unit: Dental Hygiene

College: Health Profession

Date of last review 2011

Date of last accreditation report (if relevant) 2014

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

Degree: Bachelor 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?v=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
<u>Denise Maseman, RDH, MS (Asst. Professor & Dept. Chairperson)</u>	<u>On file</u>
<u>Barbara Gonzalez, RDH, MHS (UP who teaches > 50% & Asst. Program Dir.)</u>	<u>On file</u>
<u>Kelly Anderson, RDH, MHS (Associate Professor)</u>	<u>On file</u>
<u>Lisa Belt, RDH, MS (UP who teaches > 50%)</u>	<u>On file</u>
<u>Natalie Delacruz, MAE (UP who teaches >50%)</u>	<u>On file</u>
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Submitted by: Denise Maseman, Department Chairperson
(name and title)

Date 4-1-14

In yellow highlighted areas,
data will be provided

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:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

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

Mission

Prepare and inspire dental hygiene practitioners to provide oral health education and care in a variety of settings within the changing health care environment.

Vision

Leading change in dental hygiene education

Guiding principles

- Promote preventive oral health care for the community
- Foster patient centered collaborative care
- Utilize critical thinking and problem solving in the provision of evidence based practice
- Model continuous improvement as an educator, practitioner, and partner in health care
- Value honesty, integrity, trust, fairness, respect and responsibility

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

The dental hygiene mission statement aligns with the college mission statement of “to improve the health of the community by engaging students, faculty, staff, and the larger community in the preparation of healthcare leaders, scholars, and professionals”. The program mission statement is more focused on the preparation of dental hygiene professionals as a means to improving the health of the community. The program mission also aligns with the WSU mission of being an essential educational, cultural, and economic driver for Kansas. The WSU Dental Hygiene Program offers the only baccalaureate degree program in Kansas with tracks for entry level students and associate degree graduates. The entry level program is the largest dental hygiene program in Kansas and offers a Bachelor of Science in Dental Hygiene for students beginning their dental hygiene education and chose a pursue a baccalaureate degree. The degree completion program is available to associate degree dental hygiene graduates from the other dental hygiene programs in the state and nation desire a baccalaureate degree.

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?

Yes, the mission was updated in February 2014 to be in congruence with the college and university mission statements. The changes in the program mission statement reflect the shifts within the college,

university and profession. The statement regarding “variety of settings” reflects the increase in the community education focus in the entry level program. The changing health care environment applies to the entry level and degree completion program. The program is working to provide students in both programs more education and experience in alternative practice settings to adapt to the changing environment.

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

Yes No

If yes, describe the changes in a concise manner.

The Dental Hygiene Program offers two undergraduate degrees for dental hygiene majors. The entry level BSDH is for students entering the profession and is a residential program with a lock-step curriculum with a cap of 36 students per class. The degree completion program is for associate degree, licensed dental hygienists who are interested in obtaining a bachelor’s degree and is an on-line program with no enrollment caps. The program operates a 24 chair dental hygiene clinic as the primary education site for the entry level students. (See Appendix for Assessment Plan, Competencies Document, Curriculum Management Plan)

Goals of the Dental Hygiene Department

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 completion degree bachelor of science in dental hygiene for associate degree dental hygiene graduates.
4. Provide educational experiences which will enhance students’ capability to practice in alternative 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. Student 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 have an acceptable level of satisfaction with the program as self-assessed just prior to graduation.

7. Students will develop appropriate clinical teaching skills as assessed by faculty mentors. (BSDH-completion)
8. 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/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

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	3		3	1	-	-								-	-	4	\$23,450
Year 2	-	2	1	-	-	-								-	-	4	\$6,000
Year 3	2	1	3	1	-	-								-	-	4	\$26,825

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. 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:

The Dental Hygiene Program offers two undergraduate tracks for dental hygiene majors. The entry level BSDH is for students entering the profession and is a residential program with a lock-step curriculum with a cap of 36 students per class. The degree completion program is for licensed dental hygienists who are interested in obtaining a bachelor's degree and is an on-line program with no enrollment caps. The program has five full-time faculty positions, one half-time faculty position and 5-12 part-time faculty each semester. The full and half-time faculty members provide didactic, laboratory and clinical instruction in both degrees. The additional part-time faculty provide primarily laboratory and clinical instruction in the entry level program to maintain accreditation teaching ratios. Of the full and full-time faculty members two are tenured and three are clinical educators (unclassified professionals who teach > 50%). The shift to clinical educators occurred as a result of budget reductions and the need to maintain faculty teaching loads and faculty to student teaching ratios in clinic.

The quality of faculty is strong with all full-time faculty holding the terminal degree in the field. The scholarly productivity is appropriate for a program with two tenured faculty. Credit hour production dropped in the degree completion program when the department converted to a baccalaureate entry level program in Fall, 2009. The degree completion program is targeted by the university for

enhancement of the on-line degree completion program with an expected increase in enrollment. The program also collaborated with Nursing to offer one interprofessional course for our entry level students which also appears as an artificial drop in credit hours during this period as the course was listed in nursing. The distribution of credit hours taught between tenured and non-tenured faculty is reflective of the appointments in the program. The number of degrees granted annually meet KBOR requirements and is expected to increase after enhancement of the degree completion program. The drop in degrees granted is specific to the degree completion program.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated 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.

The Dental Hygiene ACT data includes pre-professional and admitted students to the program. The 5 year rolling average from 2008-2012 is 21.3. Only 65% of dental hygiene students report an ACT. Dental hygiene students reporting ACT scores are above KBOR required score of 20. The university 2008-2012 rolling average for all students is 22.7 which is a -1.4 score difference for dental hygiene students. The department uses other criteria for admission to entry level track which includes college GPA.

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

Not applicable.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Entry Level Bachelor of Science in Dental Hygiene

(See Appendix for Learning Outcomes Template, Graduate Survey, Employer Survey, Exit Survey, Case Analysis Rubric, and Patient Satisfaction Survey)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Knowledge required to enter the dental hygiene profession.	National Dental Hygiene Board Examination.	100% at or above the national passing rate.	FY 11-13 All students have passed this exam within 6 months of graduation with the exception of one FY 13 student who has chosen not to take the exam yet.	The program has very strong performance on this licensing examination. First time pass rates meet or exceed the national rates. See Learner Outcomes table for detailed information.
Clinical skills necessary to practice dental hygiene.	Regional clinical examination.	100% at or above the regional passing rate.	FY 11-13 All students have passed this exam within 6 months of graduation with the exception of one FY 13 student who has chosen not to take the exam yet.	The program has very strong performance on this licensing examination. First time pass rate meet or exceed the regional rates. See Learner Outcomes table for detailed information.
Infection and hazard control procedures to prevent transmission of disease and provide a safe environment.	Competency checks in preclinic. Competency evaluations in clinical courses. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome. (Program policies require competency in these skills and successful course completion to progress in program)	FY 11 - 94.4% completed. One student withdrew for personal reasons and one passed away after a car accident. FY 12 - 91.6% completed. Three students were academically dismissed. All were offered opportunities to repeat and only one student did. FY 13 - 94.4% completed. One student withdrew for personal reasons and another for medical reasons.	Student retention is strong in the program. Students who struggle academically or with personal issues are typically offered opportunities to repeat courses.
Assessment of the child, adolescent, adult, geriatric, and special needs patient.	Competency checks in preclinic, Competency evaluations in clinical courses. Case analysis on Periodontal Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome.	Same as above.	Same as above.
Treatment planning and case presentation for the child, adolescent, adult, geriatric, and special needs patient.	Competency checks in preclinic, Competency evaluations in clinical courses. Case analysis on Periodontal Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome.	Same as above.	Same as above.
Health education strategies for disease prevention and health promotion.	Competency evaluations in clinical courses. Case analysis on Periodontal Patients, Special Needs Patient. Health Education Teaching Units. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome.	Same as above. Licensure exam results are found in 3d.	Same as above.
Provision of preventive and therapeutic dental hygiene care for the child, adolescent, adult, geriatric, and special needs patient.	Competency evaluations in clinical courses. Case analysis on Periodontal Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome.	Same as above. Licensure exam results are found in 3d.	Same as above.
Supportive procedures such as	Successful completion of Pain	100% of students meet the	Same as above. Licensure	Same as above.

pain control strategies and devices to assist with dental hygiene care.	Management course. Competency evaluations in clinical courses. Case analysis on Periodontal Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.	learning outcome.	exam results are found in 3d.	
Management procedures such as emergency management, communication, time management, uphold ethical values, protect patient's privacy, and evaluate scientific literature.	Competency evaluations in clinical courses. Case analysis on Periodontal Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome.	Same as above. Licensure exam results are found in 3d.	Same as above.
Community oral health strategies.	Community oral health activities projects completed. Completion of courses where this content is included with a "C" or 2.0 or better.	100% of students meet the learning outcome.	Same results as Infection Control.	Same as above.

Degree Completion Program

(See Appendix for Learning Outcome Measures Template, Health Promotion, Critical Thinking and Communication Rubrics, and Life Long Learning Survey)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Communication – the graduate is able to effectively impart and exchange information in written and electronic formats.	Rubric	Graduates will perform at the 85% or B level.	85.7% performed at the level required.	This analysis is based on one semester and 7 evaluations. The data is too limited to draw any conclusions at this time.
Critical Thinking – the graduate uses a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action.	Rubric	Graduates will perform at the 85% or B level.	No data available yet.	The program is still working on implementing these measures.
Health Promotion – the graduate supports strategies that promote the oral and overall health of the individual, family, and/or community.	Rubric	Graduates will perform at the 85% or B level.	No data available yet.	The program is still working on implementing these measures.
Lifelong learning: the graduate fosters lifelong professional development in self and others.	Self-assessment survey	85% of graduates will report being prepared to pursue advanced professional roles or endeavors such as graduate education, teaching or alternate practice.	No data available yet.	The program is still working on implementing these measures.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c).

(See Appendix for Program Assessment Reports)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1	34	National Boards Clinical Boards ² Satisfaction Questionnaire ³	97% (33/34) 1 st time pass rate 94.1% (33/34) 1 st time pass rate 99.9% satisfied or very satisfied	94.8% 88.51% Not available
2	33	National Boards Clinical Boards ² Satisfaction Questionnaire	96.9% (32/33) 1 st time pass rate 96.9% (32/33) 1 st time pass rate 88.1% satisfied or very satisfied	96.8% 90.4% 79.5% (WSU)
3	34	National Boards Clinical Boards ² Satisfaction Questionnaire ³	93.9%(31/33) 1 st time pass rate ¹ 93.9% (31/33) 1 st time pas rate ¹ 94.6% satisfied or very satisfied	Not yet available 90.7% 82.9% (WSU)

1 – One student has not taken this exam

2 – Clinical Examinations are regional only; WSU students primarily utilize the Central Regional Dental Testing Service

3 – Includes entry level and degree completion students

- 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).

Entry Level Program

(See Appendix for Assessment Reports)

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> ○ Have acquired knowledge in the arts, humanities, and natural and social sciences ○ Think critically and independently ○ Write and speak effectively ○ Employ analytical reasoning and problem solving techniques 		
Critical thinking/case management. (Measured by performance on case-based component of National Boards).	FY 11 was reported as average scores. National averages were 99.7 and WSU averages were 108. FY 12 the exam moved to d value reporting for this item. WSU d values were -0.51 in FY 12 and -0.19 in FY 13.	NA
Ability to complete mathematical equations; dosage, measurements, angulation, and infection control. (Measured by pre and post assessment quizzes. Data collection began in Fall of 2011. First post quizzes were completed in Spring 2013.	FY 13 results - 17 of 34 or 50% of students met the 85% target. WSU Exit Survey data reports 78.3% of students assessed themselves as competent or very competent in numerical literacy.	NA
Satisfactorily communicate with patients regarding their oral health status. (Measured by items #6-8 on Patient Surveys in clinic completed twice each year.)	FY 11-13 Patient scores ranged from 3.8 to 3.9 on a 1-4 scale with 4 being high. WSU Exit Survey data reports 91.5% of students assessed themselves as	NA

	competent or very competent in oral/written communication.	
Produce effective written communication on designated assignments. (Measured by rubric used on selected writing products across the curriculum.) Data collection began in Fall of 2011. First complete set of data available in Spring of 2013.	FY 13 results - 100% of students met the 80% or higher target. 2013 WSU Exit Survey data reports 91.5% of students assessed themselves as competent or very competent in oral/written communication.	NA

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/>

Degree Completion Program

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> ○ Have acquired knowledge in the arts, humanities, and natural and social sciences ○ Think critically and independently ○ Write and speak effectively ○ Employ analytical reasoning and problem solving techniques 		
Communication – the graduate is able to effectively impart and exchange information in written and electronic formats.	85.7% performed at the level required. WSU Exit Survey data reports 91.5% of students assessed themselves as competent or very competent in oral/written communication.	NA
Critical Thinking – the graduate uses a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action.	No data available yet.	NA

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide information here:

Not applicable.

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here: The entry level Bachelor of Science is accredited by the Commission on Dental Accreditation. The program had a Site Visit in November, 2013 and received one recommendation. The recommendation was for tracking students' completion of adolescent patients. The program has made the adjustment needed and will submit a response by the June 1, 2014 deadline. The Commission meets in July, 2014 and reviews all Site Visit Reports and responses from the school. The program anticipates receiving the "Approval without Reporting Requirements" status at this meeting.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
Provide information here: All course syllabi were reviewed during preparation for the accreditation Site Visit in 2013. All courses have in the syllabus the appropriate statement of assignment of credit hours based on whether it is a didactic, laboratory or clinical course.
- i. Provide a brief assessment of the overall quality of the academic program using the data from 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).
Provide assessment here:

Entry Level Program

The entry level program has a strong record of quality students and faculty which has high retention and very strong licensure examination performance. 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 first class of baccalaureate students graduated in 2011 after the conversion from an associate degree to the BSDH. The applicant pool for the program has seen continued increases with an average of 3:1 applications to positions in the program. In recent years we have added the general education assessments which are showing positive results. The numerical literacy assessment process needs some attention but the other measures of critical thinking, written communication and communication with patients are positive. The program is moving to an on-line version of the graduate and employer survey in Fall, 2013.

Degree Completion Program

The degree completion program is a work in progress. When the program converted the entry level degree to a BSDH, enrollment dropped significantly in the program as most of the prior students were from WSU. At the same time the university was experiencing budget reductions which impacted the program as well. The program chose to continue offering the degree but was absorbing the teaching load by existing faculty. The department has developed learning outcomes for this program. They include the WSU Exit Survey that measures satisfaction, rubrics to evaluate such skills as health promotion, critical thinking, and written communication and a survey to measure Life-long learning. The rubrics were implemented and finalized in Fall 2013. Very limited data is available to analyze. The Life-Long learning survey will be implemented in Spring 2014 for the first time.

The program has been targeted for development into a fully-online program which will provide critical resources beginning in Summer 2014. A half-time director will be hired who will have responsibility for assessment as a part of their role. The director will have the responsibility of program assessment. Higher student enrollment and complete data from the increased enrollment will allow the ability to accurately analyze the program.

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).

- j. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

The data in the tables below is the department data compiled and submitted in annual reports to the accrediting agency for the **entry level** program. It is focused on students who applied, were admitted, enrolled and graduated. The department data is submitted as it is very different from the table from the Office of Planning Analysis. It is not possible to identify this data for degree completion students at this time.

Entry level DH Students	Applicants	Admitted Students	Enrollment (have 2 classes enrolled at a time)
FY '11	84	36	66
FY '12	86	36	66
FY '13	106	36	70

Entry Level DH Students	FY11 Grads	FY 11 Enrolled	FY 12 Grads	FY 12 Enrolled	FY 13 Grads	FY 13 Enrolled
Hispanic or Latino	2	2	1	3	3	3
White (not Hispanic or Latino)	27	56	28	58	28	59
Black or African-American	2	0	0	0	0	0
Asian	2	6	3	5	2	6
2 or more races	0	2	1	0	1	2

While the program has some diversity, it is limited to two different ethnicities or those from multiple ethnicities. There is discussion in the college about developing a plan to increase the diversity of students in health professions and the necessary support structures needed to accomplish it. A request for a program fee was forwarded to the Regent's in Spring 2014. Twenty percent of that fee would go to students disadvantaged by the additional fee. It is anticipated this will support diverse students.

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

Employment of Majors*							
	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** Current year only.
Year 1	Not available	64% (Dept. data)					↓
Year 2	\$45,000 ¹	15% (WSU data) 73% (Dept. data)	69%	100%		7%	
Year 3	\$54,500	50% (WSU data) 94% (Dept. data)	50%	100%		5%	
							33%

1- 2012 BLS annual median salary is \$70,210

* 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)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

As evidenced by the number of applications and the projected growth rate of the profession, Dental Hygiene is a career in high demand with a strong earnings potential. The BLS projected growth rate to 2022 is 33%. Even though Kansas has seen an increase in number of entry level programs offered in the state, WSU applications remain strong. Students in the program comment on coming to WSU for the baccalaureate degree.

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. Neither the entry level or degree completion graduates enter graduate school immediately after completion of their programs. The program anticipates that graduates of both tracks will continue a pattern of entering clinical practice for a period of time and then may enter graduate school 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 have decreased since the department converted to the entry level baccalaureate in 2009. The program has not actively recruited for this degree due to staffing and budget constraints. The department has been targeted by the university to make the degree completion program 100% on-line and aggressively market the program. There is a market for this degree given staffing and budget. Nationally, 90% of dental hygiene programs are associate degree granting programs. The university has approved a budget for a half-time director of the program, advisor and funds to complete conversion of courses. FY 15 is a developmental year to complete the conversion to fully on-line. The fully on-line degree completion will be launched in Spring '15 to associate degree graduates in Kansas and other states where WSU is authorized to offer on-line education.

- 5. Analyze the 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).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the 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 2008-2012 average scheduled credit hours is 999. The credit hour production has dropped slightly since 2010 when the decline in the degree completion program began. Previously, half of the WSU dental hygiene associate degree graduates pursued the degree completion program.

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 began a collaboration with nursing in an interprofessional course with nursing called "Evidence Based Practice" where DH and Nursing students learn together. That collaboration continues today. Faculty have also guest lecture in CSD and HP courses.

Faculty are involved in a wide variety of service to the college, university and the profession. Faculty serve on college committees, serve as in Faculty Senate, 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 Dental Camp. Faculty are active in their professional organizations and work as committee chairs and officers at the local and state level. Two faculty serve as clinical examiners for a regional testing agency.

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).

(See Appendix for Department Goals)

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
Annual program goals are attached in the appendix. Listed in this table are the specific work related to accreditation, program review and new initiatives.	Develop and implement Learning Outcomes Measures (LOM) Tables for the Entry Level and Degree completion programs.	Worked with accreditation requirements and program review materials to develop and implement the use of learning outcome measures in the entry level and degree completion programs.	The LOM table in the entry level program was developed based on the competency based education requirements of our accreditation and the KBOR requirement to assess general education. KBOR Data collection began in Fall '11 and the first results from a graduating class was Spring '13. The LOM table for degree completion program was developed in Spring '12. The rubrics needed were finalized in Spring '13 and implemented in Fall '13. Very limited data collection has been completed due to small enrollments in these courses at this time.
	Complete Self Study and Site Visit for professional accreditation.	The program spent 18 months working on the completion of the Self-Study which was submitted in September '13. The Site Visit was held in November '13.	The program had a very successful Site Visit. The program received one recommendation (need for change) which was to track the completion of adolescent patients in clinic. The Response Report is due June 1, 2014.
	Conduct Strategic Planning.	The program contracted with the Center for Community Support and Research to facilitate a strategic planning session in Spring '11. The plan was reviewed and updated in Fall '14 to ensure alignment with the new WSU Strategic Plan.	Strategic Planning sessions were held in late Spring '11 and a plan developed for the program.

	Develop program for new mid-level dental provider.	Three faculty in the program were contracted by the Kansas Action for Children organization to design a dental mid-level program to accompany some current legislation. The dental mid-level program admits dental hygienists to a program that trains them in additional procedures to provide care for Kansas residents.	The program was designed based on the pending legislation and national competency based education standards in the profession. WSU has expressed interest in offering this program when the legislation passes.
	Develop Inter-professional education opportunities for DH students.	Faculty in the department participated in training, in-services, and conferences to prepare for making the college and inter-professional learning environment.	Education opportunities were developed for DH students that included multiple disciplines in the college. Some examples include patient simulations, an inter-professional course with undergraduate nursing students and classroom and lab experience with physician assistant students.
	Increase use of dental technology in the clinic.	Based on feedback in the graduate surveys, the program decided to pursue increased use of technology in the clinic. Specifically the program targeted the use of dental software for patient records and the use of digital x-rays. To accomplish this goal, the program needed laptops in every dental operatory and digital x-rays systems in each radiology operatory.	The program received funding in Spring '11 for purchasing laptops for 24 laptops in the clinic. In the Fall of '11 the program began to implement the utilization of the multiple components in the dental software. Full implementation was completed in Spring '13. The program received funding in Fall '13 for equipping each radiology operatory with digital radiography. Installation and implementation was completed in Spring '13.
	Develop collaborations with AEGD program.	Held discussion with Associate Dean, Director Woods and students regarding a rotation for senior students at AEGD.	Program is currently sending 1-2 senior students on a clinic rotation to AEGD.

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 strong department offering a Bachelor of Science degree with two tracks. The first entry level baccalaureate students graduated in Spring 2011. The program plans to

continue offering the completion degree with an emphasis on recruitment of other schools graduates. The university has targeted the completion as one of the university's four programs to be offered fully on-line. Funding has been established beginning FY 15. 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 the entry level program and dental hygiene professionals.
4. Quality entry level program as demonstrated by board examinations, exit, employer and graduate survey results.
5. On-line education training of three full time faculty members.

Weaknesses:

1. Enrollment in degree completion program has remained low since conversion of WSU entry level program to baccalaureate degree.
2. Assessment of degree completion program has begun but needs to be fully implemented and evaluated.

Goals for 2014-2017:

1. Continue the assessment of the entry level program with appropriate modifications as identified through the process.
2. Participate in the fund-raising and development of an addition to the AEGD building to move dental hygiene to the Metroplex campus.
3. Complete the conversion of the degree completion program to a 100% on-line degree.
4. Grow the enrollment of the degree completion program.
5. Complete implementation of the assessment plan for the degree completion program.
6. Continue development of collaborations with the Advanced General Education in Dentistry Program.
7. Recruit new clinical and on-line faculty to respond to the growth of the on-line program and the impact on the entry level program.