

Academic unit: Dental Hygiene

College: Health Professions

Date of last review: 2017

Date of last accreditation report (if relevant) 2013, next visit 11/2021

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

Degree: Bachelor of Science in Dental Hygiene (Entry-Level)

CIP\* code: 51.0602

Degree: Bachelor of Science in Dental Hygiene (Degree Completion)

CIP\* code: 51.0602

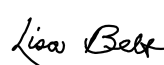
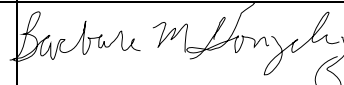



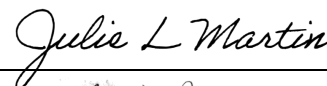


\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Certificate (s): N/A

Type text here

Faculty of the academic unit (add lines as necessary)

**(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)**

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
Lisa Belt, RDH, MS Chairperson & Program Director, Teaching Professor		Non-tenure
Barbara Gonzalez, RDH, MHS Asst. Program Director (entry-level), Clinical Professor		Non-tenure
Natalie Delacruz, RDH, PhD Candidate Asst. Program Director (BSDH-DC [degree completion]), Assistant Professor		Tenure
Kelly Anderson, RDH, MHS Associate Professor		Tenure
Brandi Carlson, RDH, MS Assistant Professor		Tenure
Julie Martin, RDH, MS Assistant Clinical Professor		Non-tenure
Shanin Peck, RDH, MA Assistant Clinical Professor		Non-tenure
Brandi Regier, RDH, BS Assistant Educator		Non-tenure

Submitted by: Lisa Belt, Department Chair and Program Director  
(Name and title)

Date: 04/28/2020  
(Date)

In yellow highlighted areas,  
data will be provided

# Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

*Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.*

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

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## **A. Program Purpose Statement - formerly Mission**

*Entry-level Program and Degree Completion Program(s): Bachelor of Science in Dental Hygiene*

The purpose of the dental hygiene program is defined by the following mission statement:

### **The Mission:**

The Mission of the Wichita State University Dental Hygiene Department is to prepare and inspire dental hygiene practitioners to provide oral health education and care in a variety of settings within the changing health care environment.

The mission of the Dental Hygiene Program is to be 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

### **The Vision is:**

Leading change in dental hygiene education.

### **Our Guiding Principles are to:**

- 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

## **B. The role of the Program(s) and relationship to the University mission:**

The dental hygiene mission statement aligns with the college mission statement “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 further focused on the preparation and continued growth of dental hygiene professionals as a means to improve the overall 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 the only Bachelor of Science in Dental Hygiene for students beginning their dental hygiene education and choosing a baccalaureate degree. The

degree completion program is available to associate degree dental hygiene graduates from associate level dental hygiene programs in the state and nation who desire a baccalaureate degree.

C. *Has the purpose of the Program(s) changed since last review?*  Yes  No

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

There is not a need to change the mission. The faculty complete a program review annually and feel the mission is still appropriate and in congruence with the university and college missions.

D. *How does the Program support the university strategic plan?*

Describe in 1-2 concise paragraphs.

The *entry-level* and degree *completion* programs guarantee an applied learning experience and have developed and participated in interprofessional educational (IPE) activities (University Goal 1&2). *Entry level* IPE educational experiences include: an introductory IPE module, TeamSTEPPS I & 2, Medical Missions at Home healthcare event, an interprofessional course with nursing, and an IPE event with Communication Science Disorders and Nursing. The *degree completion* program students complete online IPE educational activities and engage with the online Nursing program. A 47% increase in enrollment from spring 2017 to spring 2019 in the online degree completion program supports university strategic enrollment plan and entry-level program statistics reveal that (15.9%) of program students are under-represented minorities which is above the university and college level percentages for underrepresented minorities (University Goal 3&6). Program faculty provide recruitment services for entry-level and degree completion programs which include: a department Twitter account, Black and Yellow activity, judging or facilitating at the Distinguished Scholarship Invitational event, recruitment at the pre-professional recruitment dinner and at St. Gianna Health Academy, Department Information Sessions, tours for visiting high schoolers through Office of Admissions, recruitment at national conventions and at each Kansas Community College with associate degree programs for degree completion (University Goal 3). Efforts to improve retention include the use of a program academic warning system, the university Student Early Alert System, Provost Tips, and the development of individualized remediation plans for students. One faculty served as the colleges' Retention Fellow. The program participates in scholarly activity through professional development to discover, create and transfer new knowledge to students, community hygienists and colleagues. One tenured and two tenure-track FTE faculty each commit 15% of their time to productive research and scholarly activity. The program provides quality educational opportunities that reflect changing community and employment needs through collaboration with the Robert J. Dole VA Medical Center, Sedgwick County Health Department, GraceMed Health Clinic, Hunter Health Clinic, HealthCore Clinic, various local schools and special care groups, and the Wichita Dental Hygienists Association.

E. *Provide an overall description of your program(s) including any changes made since the last review?*

The *entry level* program is for students entering the profession. It is a residential program with a lock-step curriculum and cap of 36 students per class. The entry level program operates a 24-chair dental hygiene clinic as the primary education site for the entry level students. The *degree completion* program (BSDH-DC) is for associate degree, licensed dental hygienists across the nation interested in obtaining a bachelor's degree. The degree completion program is 100% on-line with enrollment caps of 25.

As the Kansas Board of Regents modified policy to state that a bachelor’s degree should be no more than 120 hours, the entry-level program reduced hours to 120. Changes to the curriculum included: 1) elimination of a three-credit prerequisite course – Introduction to Computers and Applications, 2) elimination of a two-credit course DH 451- Issues in Dental Hygiene and 3) adding one credit hour DH 432-Concepts in Dental Hygiene III.  
*Degree Completion:*

The degree completion program changes allowed 3 more credit hours of retroactive credit to total 28 allowable credit hours of retro-active credit. One elective course in the degree completion program was deleted due to low enrollment.

One tenured track faculty completed phased retirement and one half-time clinical educator retired. These positions have been filled and two clinical educators moved to tenure track.

## Part 2: Faculty Quality and Productivity as a Factor of Program Quality

*The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)*

**Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).**

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				
2016-2017	2	0	0	2	2	-	-	-	-	-	-	-	-	-	-	4 submitted 4 awarded	6,700
2017-2018	1	0	1	1	1	-	-	-	-	-	-	-	-	-	-	5 submitted 2 awarded	1,000
2018-2019	1	0	1	2	1	-	-	-	-	-	-	-	-	-	-	5 submitted 3 awarded	9,200
2019-2020	N A	NA	NA	NA	NA	NA	N A	N A	NA	NA	N A	NA	NA	NA	NA	NA	NA

\*Winning by competitive audition, \*\*Professional attainment, \*\*\*Principal role performance. \*\*\*\*Commissioned or included in a collection.

**A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.**

Candidates for tenure will demonstrate a potential for continuing growth in the areas of teaching, scholarship, and service, to assure future contributions to the college and university. Scholarly activity with dissemination in the form of submitting manuscripts for publication, presentations, grant submissions are expected standards for tenure track faculty. Tenure track faculty may also complete activity within the Uniscope model. Non-tenure track faculty have similar expectations related to teaching, service and may also complete activity within the Uniscope model; however, do not have scholarship expectations. The full-time faculty consist of one tenured, two probationary tenure track and four non-tenure track faculty. One half-time faculty is non-tenure

track. The balance of tenure and non-tenure track faculty allows the program to maintain faculty teaching loads and faculty to student accreditation mandated teaching ratios in clinical and laboratory portions of the entry level program. Credit hour production, enrollment, and degree production continued to increase due to growth in the degree completion program. Increases may stabilize as more enrolled students graduate and the ceiling for degree completion applications is unknown; however, estimates for fall 2020 remain stable.

***B. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.***

Candidates for tenure will demonstrate a potential for continuing growth in the areas of teaching, scholarship, and service, to assure future contributions to the college and university. Scholarly activity with dissemination in the form of submitting manuscripts for publication, presentations, grant submissions are expected standards for tenure track faculty. Tenure track faculty may also complete activity within the Uniscope model. Non-tenure track faculty have similar expectations related to teaching, service and may also complete activity within the Uniscope model; however, do not have scholarship expectation. The full-time faculty consist of one tenured, two probationary tenure track and four non-tenure track faculty. One half-time faculty is non-tenure track. The balance of tenure and non-tenure track faculty allows the program to maintain faculty teaching loads and faculty to student accreditation mandated teaching ratios in clinical and laboratory portions of the entry level program. Typical distribution of load for non-tenure is 80% teaching and 20% service and tenure load is typically 70% teaching, 15% research, and 15% service.

***C. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.2)***

Quality of faculty is strong with all full-time faculty holding a terminal degree in the field. There are a total of seven full time faculty and one half time faculty. The scholarly/research productivity is appropriate for a program with one tenured and two probationary tenure track faculty whose workload allows 15% release time for research activity. Faculty research projects support the program, college and university. Research related projects and grants have resulted in: paperless transition of patient charts in the program's dental hygiene clinic including training of clinical faculty and dentists, a self-efficacy measurement tool for interprofessional activity at the college level, interprofessional, technology and online learning research, and procurement of oral hygiene related products for student community projects. It is anticipated that scholarly activity will increase as nine "in progress" research projects culminate. Faculty are strong in service to the department, college and university as well. At the department level, service has included accreditation assignments, admissions, curriculum improvement, marketing, entry-level and degree completion recruitment, clinical boards and WSU student screenings, and educating dental hygiene professionals at the local and state levels. College level service has included participation in advising activity for high school tours, Black and Yellow days, DSI events, help desk, Medical Missions at Home, Retention Workforce Group, and multiple college level committees. University service includes participation in interviews for the associate vice president of strategic

enrollment, participation with the Consortium for Autistic Related Disorders, University Research and Creative Activity Forum, Curriculum Sustainability Workgroup and Faculty Senate.

Recruitment of faculty is ongoing through the hiring of adjunct faculty who provide support to maintain accreditation student to faculty clinical and lab ratios. Additional teaching faculty may be needed in the future congruent with growth in the degree completion program and/or adjustment to clinic scheduling related to possible social distancing.

### Part 3: Academic Program(s) and Emphases

*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).*

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#### A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)?  Yes  No Above (21.6)  
If yes, please explain the average ACT scores for your students.

#### B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average?  Yes  No **X N/A: Neither Program is a Graduate Program**  
If yes, please explain the average GPA of your graduate students.

#### C. Accreditation status: If accreditation is previously noted, please add:

Entry-Level Accrediting Body: Commission on Dental Accreditation (CODA)

Next Review Date: November 11<sup>th</sup>-12<sup>th</sup>, 2021 (Suspended to 11/2021 due to COVID-19)

Commendations and concerns from the last review:

One recommendation was cited from the CODA 2013 site visit as follows: It is recommended that graduates be competent in providing dental hygiene care for the adolescent patient. (DH Standard 2-16)

A post visit response was submitted in February 2015, the Commission determined that the recommendation cited had been met and changed the program's status to "approval without reporting requirements". Faculty have maintained the post-visit plan which included modification of clinic requirements and the patient tracking system to document the competency of students in providing care for the adolescent patient. Revised clinic course outlines reflecting the new requirements and the tracking system to identify adolescent patient requirements separate from pediatric requirements have been maintained. The next site visit is tentatively set for November 11<sup>th</sup> and 12<sup>th</sup>, 2021.

*Degree Completion* is not accredited by the Commission of Dental Accreditation.

#### D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes.

## Entry Level Bachelor of Science in Dental Hygiene

(See Appendix for Competency Document and Entry-Level Learning Outcomes Template, Entry-Level Program Assessment)

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
Knowledge required to enter the dental hygiene profession.	National Dental Hygiene Board Examination.	Exam Score	100% at or above the national passing rate.	<p><u>FY 17-33/33; 100%</u> One student withdrew from program to change career path and one withdrew to go to dental school. One other student completed the program; however, was accepted into dental school and chose not to take the exam.</p> <p><u>FY 18- 35/35; 100%</u> One student would have been dismissed due to academics; however, withdrew from the program to change career paths at WSU.</p> <p><u>FY 19-33/35; 94.2%</u> Cohort started with 37 as one student from 2018 cohort re-started. Two withdrew to change career paths.</p>	<p>The program has very strong performance on this licensing examination. First time pass rates meet or exceed the national rates. *See Student Learner Outcomes Comparison table for detailed information (p.16).</p> <p>FY 19 cohort passed 100% pass rate within 4 months.</p>
Clinical skills necessary to practice dental hygiene.	Regional clinical examination.	Exam Score	100% at or above the regional passing rate.	<p><u>FY 17- 33/33; 100%</u> One student withdrew from the program to change career path and</p>	The program has very strong performance on this

Table 2 Learning Outcome Assessment

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
				<p>one withdrew to go to dental school. One other student completed the program; however, was accepted into dental school and chose not to take the exam. <u>FY 18- 35/35; 100%</u> One student withdrew from the program to change career paths &amp; would have been dismissed academically. <u>FY 19- 35/35; 100%</u> Cohort started with 37 as one student from 2018 cohort re-started. Two withdrew to change career paths; however, would have been dismissed academically.</p>	<p>licensing examination. First time pass rates exceed the national rates.</p>
<p>Infection and hazard control procedures to prevent transmission of disease and provide a safe environment.</p>	<p>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.</p>	<p>Course Grade</p>	<p>100% of students meet the learning outcome. (Program policies require competency in these skills &amp; successful course completion to progress in program)</p>	<p><u>FY 17- 97.2% Completed</u> One student who would have been dismissed academically, withdrew from the program and chose another career path. <u>FY 18- 94.4% Completed</u> Two students who would have been</p>	<p>Student retention is strong in the program. Students who struggle academically are typically offered opportunities to repeat courses when they chose to</p>



Table 2 Learning Outcome Assessment

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
				academically dismissed, chose to withdraw from the program and both chose another career path. <u>FY 19-94.4% Completed.</u> Two students were dismissed due to academics. One of the two changed career paths at WSU. One was provided the opportunity to repeat the next fall.	remain in the profession.
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	Competency checks in preclinic, Competency		100% of students meet the learning outcome.	Same as above.	Same as above.

**Table 2 Learning Outcome Assessment**

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
for the child, adolescent, adult, geriatric, and special needs patient.	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.				
Health education strategies for disease prevention and health promotion.	Competency evaluations in clinical courses. Periodontal Case Analysis, 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.	Competency evaluations in clinical courses. Periodontal Case Analysis, 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.	Same as above.
Provision of preventive and therapeutic dental hygiene care for the	Competency evaluations in clinical courses. Case analysis on	Competency evaluations in clinical courses. Case analysis on Periodontal	100% of students meet the learning outcome.	Same as above.	Same as above.

**Table 2 Learning Outcome Assessment**

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
child, adolescent, adult, geriatric, and special needs patient.	Periodontal Patients, Special Needs Patient. Licensure examinations. Completion of courses	Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a "C" or 2.0 or better.			
Supportive procedures such as pain control strategies and devices to assist with dental hygiene care.		Successful completion of Pain 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.	100% of students meet the learning outcome.	Same as above.	Same as above.
Management procedures such as emergency management, communication, time management, uphold ethical values, protect patient's privacy, and evaluate		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	100% of students meet the learning outcome.	Same as above.	Same as above.

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
scientific literature.		"C" or 2.0 or better.			
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 as above.	Same as above.

### Degree Completion Bachelor of Science in Dental Hygiene

(See Appendix for Degree Completion Learning Outcomes, Assessment Rubrics and Self-Assessment Survey)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g. portfolio, exam)	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.	Paper	Rubric	Graduates will perform at the 85% or B level.	FY 17-(4/4); 100% FY 18-(13/15); 87% FY 19-(14/16); 87.5%	Met. Stable.
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,	Project	Rubric	Graduates will perform at the 85% or B level.	FY 17-(4/4); 100% FY 18-(15/15); 100% FY 19-(15/16); 93.8%	Met. Performing well.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g. portfolio, exam)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
experience, reflection, reasoning or communication as a guide to belief and action.					
Health Promotion – the graduate supports strategies that promote the oral and overall health of the individual, family, and/or community.	Project	Rubric	Graduates will perform at the 85% or B level.	FY17-(2/4); 50% FY 18-(15/15) 100% FY 19-(12/16); 75%	Not met. Performance not stable. Consider clarifying the task in the Rubric.
Professional Development/Lifelong Learning: the graduate fosters professional development in self and others.	Survey	Self-assessment survey question.	85% of graduates will report change/increase in... Understanding: Awareness: Confidence: Continual update of skills:	FY 17-100% FY 18-96.6% FY 19-85.93%	Met. Monitor survey as percent agreement decreased for FY 19.

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1

***Entry-level***

Results of learner outcomes for the entry-level program provide supportive evidence that the program faculty are of high quality and are educating and mentoring dental hygiene students to licensure by providing the knowledge and clinical skills to pass both clinical and written boards. Patient privacy and safety in provision of therapeutic and preventive care are assured through the education to graduate hygienists into the private and community oral healthcare workforce. No proposed actions.

***Degree Completion***

Results of the learner outcomes for the degree completion program provide supportive evidence that program graduates meet target criteria for written communication, critical thinking, and professional development. Graduates did not meet the 85% or above on the Health Promotion target. We propose to further clarify in the course project what is expected in one row of the rubric with common deductions. Although the target was met for the professional development learning outcome, we propose to improve

clarification of one of the four questions related to abilities as a hygienist and professional development. These learning outcomes align with the purpose of program related to providing critical thinking in provisions of evidenced based care, health promotion to individuals and community, and continuous improvement through professional development.

### E. Assessment of Student Satisfaction

*Table 2 Student Learning Outcomes Comparison*

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
2017	34*	National Boards Clinical Boards Satisfaction Survey	100% (33/33) 1 <sup>st</sup> time pass rate 100% (33/33) 1 <sup>st</sup> time pass rate 100% satisfied or very satisfied	93.9% 1 <sup>st</sup> time pass rate 92.77% 1 <sup>st</sup> time pass rate 82.3% WSU Undergraduate
2018	35	National Boards Clinical Boards Satisfaction Survey	100% 35/35 1 <sup>st</sup> time passing rate 100% 35/35 1 <sup>st</sup> time passing rate 96% satisfied or very satisfied	94.3% 1 <sup>st</sup> time passing rate 93.61% 1 <sup>st</sup> time passing rate 80.0% WSU Undergraduate
2019	35	National Boards Clinical Boards Satisfaction Survey	94.3% 33/35 1 <sup>st</sup> time pass rate 100% 35/35 1 <sup>st</sup> time pass rate 98.1% satisfied or very satisfied	92.2% 1 <sup>st</sup> time pass rate 93.76% 1 <sup>st</sup> time passing rate 81.7% WSU Undergraduate
2020	NA	NA	NA	NA

\*One student chose not to take the National or Clinical board test (accepted into dental school)

- Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' exit surveys from the Office of Planning and Analysis), 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

Dental hygiene students consistently score at or above national first time pass rates leading successful licensure and safe treatment and health education for diverse individuals and communities with varying needs. Student satisfaction with the program is above WSU undergraduate overall report and is evidenced by a strong percentage reporting to being satisfied or very satisfied with the program (96-100%). Employer Surveys are completed every 3 years with the most recent completed in 2019 with a 53% response rate out of the 15 employer names provided. All employers rated graduates overall performance as above average or outstanding. Two items were rated as average or below.

### F. General Education

- Does your program support the university General Education program?  Yes  No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 3 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			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
<b>Entry-Level</b>						
N/A	FY 17-0.63 FY 18-0.68 FY 19-0.35  FY 17-97.6% FY 18 -100% FY 19-96.2%	Case-based component of National Boards *d-value  WSU Exit Survey % Students assess themselves at competent or very competent in critical thinking.		X		
DH 470	FY 17-97% FY 18-83% FY 19-80%  FY17-76.2% FY 18-80% FY 19-84.9%	Pre & post assessment quizzes-Ability to complete mathematical equations: dosage, measurements, angulation, and infections control. % that met the 85% score or higher on the post assessment quiz WSU Exit Survey % Students assess themselves as competent or very competent in numerical literacy.				X
Clinic Courses	FY 17-19 (3.9) out of 4 point scale  FY17-92.5% FY18-80% FY19-98.1%	Patient Survey Satisfactorily communicate with patients regarding their oral health status. (Measured by items #6-8 on Patient Surveys are completed in clinic twice each year.) WSU Exit Survey % students assess themselves as competent or very competent oral/written communication			X (Speak)	
	FY17-79% FY 18-86%	Written Communications Rubric			X	

	FY 19-92%	% students who score 85% on Periodontal Patient Rubrics WSU Exit Survey See % X (Speak) row above.			(Write)	
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\*d value- Please note that a d-value is a standardized value representing the distance between your program's average and the national average in standard deviation units. A positive d-value of **1.0** indicates that your program average is **one standard deviation above** the national average. A d-value of **-1.0** indicates that your program average is **one standard deviation below** the national average. A d-value of **0** would indicate that your program's average falls directly on the national average.

\*Entry level and Degree completion statistics are not extrapolated for the WSU exit survey.

Course	Results	Assessment Type	General Education Outcomes			
			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
<b>Degree-Completion</b>						
DH 470	FY 17 -(4/4); 100% FY 18 -(13/15); 87% FY 19-(14/16); 87.5%	Written Communication Rubric			X	
DH 420	FY 17-(4/4); 100% FY 18-(15/15); 100% FY 19-(15/16); 93.75%	Critical Thinking Rubric		X		

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/>

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

**Entry-level:**

The general education outcome involving the ability to think critically and independently is assessed using the case-based component of National Boards \*d-value where students consistently score above national averages and nearly all students assess themselves as competent to very competent in critical thinking ability. Analytical reasoning and problem-solving techniques are also assessed, and the results show that scoring in this category has decreased; however, student confidence in the ability has increased. Oral communication is assessed via the patient satisfaction survey which is completed by clinic patients treated by the students. The results reveal very strong communication skills (3.9-4) on a scale of 1-4. Students assess themselves as competent to very competent as well. Students' written communication skill is assessed through the Periodontal Case Study paper and students have continued to improve in this category.

**Degree Completion:**

Both written communication and critical thinking general education learning outcomes are assessed. The majority of students consistently meet the established criteria of 85% or above.

**G. Concurrent Enrollment**

1. Does the program offer concurrent enrollment courses?  Yes  No



If yes, 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. If no, skip to next question.

## H. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18?  Yes  No If no, provide explanation.

## I. Overall Assessment

1. Define the overall quality of the academic program based on the above information 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).

*Entry level:* Academic and clinical curriculum and admissions process produce very strong first-time pass rates that meet or exceed national rates. Student retention is strong and those who struggle academically are typically offered an opportunity to repeat should they choose. If not, they are offered ideas about other career paths in health professions at WSU. Entry-level learner outcomes are strong with written communication progressing in a positive direction; however, numerical literacy may be improved by increasing experiences throughout the program.


*Degree Completion:* Learners meet target criteria for most program and general education outcome measures.

Students from both programs are satisfied or highly satisfied upon graduation.

## Part 4: Student Need and Employer Demand

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

Complete the table below.

Table 4 Employment of Majors							
	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS** 
2017 - 19	46,000 (WSU) 66,900 (KS/BLS)	81%*	98% (BLS)	100%	N/A	N/A	11% (much faster than average)

\* [https://ksdegreestats.org/program\\_search.jsp](https://ksdegreestats.org/program_search.jsp) and U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

**A. 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. Also address students enrollment, degree production and employment outcomes for diverse students.**

As evidenced by the number of applications and 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 2028 is 11%. WSU

applications remain strong with close to a 1 to 3 acceptance rate in the entry level program. Although there are currently four associate degree programs in the state, students in the entry-level program comment on coming to WSU for the baccalaureate degree. The primary employment setting for entry level programs is the private dental office. The Extended Care Permit for dental hygienists in Kansas is a career option of working in non-traditional settings such as schools and nursing homes. The role requires over 1,000 hours of clinical practice so it is not available for hygienists until at least the 2<sup>nd</sup> year of practice.

From 2016-2018, department applications, admissions, and enrollment have increased. As the entry-level program is capped, the enrollment on census day increase of 19% is due to growth in the online degree completion program which was launched as fully online in 2015.

Neither the entry level or degree completion graduates enter graduate school immediately after completion of their programs; although many communicate through the self-assessment lifelong learning survey that they feel prepared to and would consider it in the future. The program anticipates that graduates of both tracks 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 degree completion program have decreased since the department converted to the entry level baccalaureate in 2009. During FY's 14-16 the degree completion program conferred a minimal number of degrees (7) but the number of degrees conferred for Spring '17 is 7. As the number of enrolled students increases, the number of graduates is increasing as well. Nationally, 90% of dental hygiene programs are associate degree granting programs, providing a pool of graduates who may choose to expand career options by attaining a bachelor's degree in dental hygiene. Students are employed within 3 months of graduation.

Program data reveals that the rolling 5-year average of program enrolled underrepresented minorities has increased slightly from 2011-2015; (15.9%) to 2013-2017; (16.6%). Rolling 5-year graduation averages have also increased from 2012-2016; (9.2%) to 2014-18; (11.9%).

**Part 5: Program Service**

*Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate. Data tables 1, 2, 3 and 5a, b and c 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) can be used to partially address this section. (Refer to instructions in the WSU Program Review document for more information on completing this section).*

	<i>100% By majors</i>	<i>0%By non-majors</i>
<i>Credit hours generated by department</i>	<i>Student Credit Hour Production (SCH)</i> FY-2017 SCH 2,359 FY-2018 SCH Production 2,430 (additional 71 SCH) Fall Census 2016 1,101 Fall Census 2017 SCH 1,150 (additional 49 SCH) <i>Program Instructional Faculty</i> FTE employed 2016 7.2	

	2017 7.5	
	2016 Tenure	157.5 (SCH Production)
	2017 Tenure	145.8 (SCH Production)
	2016 Non-tenure	153.6 (SCH Production)
	2017 Non-tenure	167.0 (SCH Production)
	2016 Lecturers*	72.1
	2017 Lecturers*	132.1
	<i>Degree Production</i>	
	2017-80	
	2018-97	
	*Lecturers teach in clinic to support accreditation ratios.	

***A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.***

As an undergraduate program, the main emphasis in the department is teaching. Both programs teach majors almost exclusively in terms of department course offerings; however, the degree completion has required courses in with Public Health Sciences which provides credit hour production in their department as well. Faculty provide interdisciplinary guest lecturer with (Human Resources Management program) and interprofessional presentations activity and/or research with the following programs: Physician Assistant, Communication Science Disorders, Medical Technology Sciences, and Nursing.

***B. Provide a brief assessment of the service the Program/certificate provides to other university programs.***

Faculty provide service to multiple university committees and activities including Pre-tenure Club, Distinguished Scholarship Invitational, Autism Interdisciplinary Diagnostic Team, Consortium for Autistic Related Disabilities, Sustainability Committee, WUCrew, Faculty Senate, Undergraduate Research and Creative Activity Forum, and the Learning Management Review. In addition, faculty have mentored an interdisciplinary student group, provided interdisciplinary guest lectures and served as Retention and Online Learning Faculty Fellows. Faculty support admission through participation in high school visit tours, information sessions, recruitment dinners, and Black and Yellow admissions events.

***C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.***

Community outreach activities have included Medical Missions at Home, Kansas Mission of Mercy, and City Life Medical events with goal to provide limited services to the underserved in the community and Kansas. Faculty have completed external manuscript reviews for journal publication, provided external Quality Matters reviews for courses at other universities, served as a clinical boards examiner, served on a Cleft Lip and Cleft Palate Interprofessional Team, provided education to local dental hygiene professionals and held leadership positions on component and state levels of the American Dental Hygienists Association.

## Part 6: Graduate Enrollment Management (GEM) N/A

*For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template. Briefly summarize the GEM plan, paying attention to the vision, actions, and GEM evaluation. N/A*

- A. Discuss how graduate assistantships are being used to advance the GEM goals. N/A*
- B. Provide an assessment of successes, challenges, and deficiencies with the GEM plan. N/A*
- C. Summarize how the GEM plan is being updated going forward based on the findings above. N/A*

## Part 7: Undergraduate Enrollment Management

*For each undergraduate program, summarize and reflect on the progress you have made toward your college's enrollment goals.*

- A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.*

Program faculty have provided the following recruitment services for entry-level and degree completion programs: provided Black and Yellow high school recruitment activity, facilitated recruitment at the Distinguished Scholarship Invitational event, attended professional recruitment dinners, recruited at the college high school honors event, and St. Gianna Health Academy, provided four Department Information Sessions, provided multiple individual Admissions Office tours for visiting high school students and recruited at the Kansas Dental Hygienists Association State meeting and at Kansas Community Colleges for degree completion (University Goal 3).

Program efforts to support student success and improve retention include sending enrollment e-mails to students who have not enrolled, communication of Provost's weekly tips, early identification of struggling students through the use of the program's academic warning system and Student Early Alert System which includes individual remediation plans which often lead to referrals to counseling, testing, and financial aid. One faculty served as Retention Fellow for the College of Health Professions with retention efforts focused on high D/F courses to include encouraging the use of student instruction sessions to improve course grades. In addition, one faculty led a retention and workforce development group for the college. The majority of the faculty are first generation and have supported multiple First Gen events. The CHP First Gen representative has shared that our department is (69.93%) First generation students (Spring 2019). Program statistics reveal that (15.9%) of program students are under-represented minorities which is above the university and college level percentages for underrepresented minorities (University Goal 3&6).

- B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.*

**Successes:** Strong engagement in retention and recruitment efforts. Entry-level 94% retention

**Challenges:** High percent of First Generation students, retaining all students in the lock-step entry-level program

**Deficiencies:** Do not have 100% retention in the program(s)

## Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

*Table 5 Changes made based on Previous Recommendations*

Recommendation	Activity	Outcome
Elaborate more on faculty scholarly/creative activity	See Part 2: Section A, B, & C	Improved description of outcomes related the scholarly activity. Two clinical educators moved to probationary tenure track.
Continue efforts to add an addition to the AEGD building to better integrate the two programs	Provided dean support for Infrastructure initiatives which included provisions for moving to AEGD. Recruited students to infrastructure meetings and held planning workgroup meetings.	Infrastructure initiative was voted down by the students by a close margin.
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Incorporated Uniscope model into assessment of Scholarship in 2017.	Improved representation of tenure and non-tenure activity to include creative works.
Align recruitment and retention efforts with the university's strategic enrollment plan.	See Part 1: Section D. Incorporated university recruitment and retention initiatives within the program's department goals. See department goals in Appendix.	Increase in degree completion enrollment Sustained retention.

## Part 9: Program Goals from Last Review

Report on the Program's/certificate'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*).

*Table 6 Results of Goals from Last Review*  
(See Appendix for department goals)

Last 4 FY	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
	1.Continue the assessment of the entry level and degree completion programs with appropriate modifications as identified through the process.	Curriculum Review: National & Clinical dental hygiene board exams (EL), General Education outcomes (EL&DC),	Criteria Met.	Continue to sustain quality program

		Program Learner Outcomes (EL&DC), Student course and instructor evals.		
	2.Participate in the fund-raising and development of an addition to the AEGD building to move dental hygiene to the Metroplex campus.	Participation in dean's Infrastructure Initiative, Implemented workforce group.	Referendum voted down by students.	Continue
	3.Grow the enrollment of the degree completion program through Blackboard and faculty marketing at schools and regional/national conventions.	OPA enrollment data Number recruitment visits completed Increased credit hours.	Enrollment increase Recruitment trips completed.	Continue
	4.Continue development of collaborations with the Advanced General Education in Dentistry Program.	New collaborations.	HRSA grant submission with AEGD and Bureau of Oral Health. Increased AEGD rotation. DH included AEGD in infrastructure workforce group	Continue.
	5.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.	Adjustments to assignments in the program. While credit hours have increased, additional sections have been used; occasionally, but not regularly. Enrollment fluctuates, so a new clinical and on-line person have not been hired.	Moved one faculty to a 12-month and made the assignment to assistant program director.	Continue as needed.

## Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

*Table 7 Forward Facing Goals for Program Review Period*

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound

Complete successful accreditation with “Approval without Reporting Requirements”.	Approval without Reporting Requirements	Yes- Accreditation Response	Yes	Yes	11/2021
Continue assessment of the entry level and degree completion programs with appropriate modifications as identified through the process.	Assessment of national and clinical board pass rate, curriculum review, graduate surveys	Yes	Yes	Yes	5/2021 5/2022 5/2023 5/2024
Increase enrollment in the degree completion program.	Degree Completion	5% annually	Yes	Yes	Fall 2024
Stabilize clinic RU reserves for clinic operations		Yes -Stable carry over from year to year	Yes	Yes	Fall 2021
Increase scholarly activity	2 journal articles per year At least one external grant submission per year	Yes	Yes	Yes	2020 2021 2022 2023 2024