WICHITA STATE
UNIVERSITY

Program Review Self-Study Template

Academic unit: Dental Hygiene_____

College: Health Professions_____

Date of last review   2014 _____

Date of last accreditation report (if relevant)   2013 _____

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): __NA_____

Faculty of the academic unit (add lines as necessary)

Name   Signature

Denise Maseman, RDH, MS (Asst. Professor & Dept. Chairperson _____   On File___

Barbara Gonzalez, RDH, MHS (UP who teaches >50% & Asst. Program Dir.)_____   On File___

Kelly Anderson, RDH, MHS (Associate Professor)_____   On File___

Lisa Belt, RDH, MS (UP who teaches & Degree Completion Program Dir.) _____   On File___

Natalie Delacruz, RDH, MAE (UP who teaches >50%) _____   On File___

Kathyrn Trilli, RDH, MS (UP who teaches >50%)_____   On File___

Brandi Carlson, RDH, MS (UP who teaches >50%) _____   On File___

Submitted by: Denise Maseman, Department Chairperson_____   Date 4-3-17 _____
          (name and title)

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 who 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?

        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.

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 (BSDH-E) 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 (BSDH-DC) 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 entry level program operates a 24 chair dental hygiene clinic as the primary education site for the entry level students. The changes that occurred were to delineate the separate goals and objectives for the two separate programs as the degree completion program moved to fully on-line in Fall 2015.

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

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-E)

2. Students will successfully complete the National Board Examination. (BSDH-E)

3. Student will successfully complete a Clinical Board Examination. (BSDH-E)

4. Students will have an appropriate level of knowledge of dental hygiene practice as assessed by their employer. (BSDH-E)

5. Students will have an appropriate level of knowledge of dental hygiene practice as self- assessed as a graduate. (BSDH-E)

6. Students will have an acceptable level of satisfaction with the program as self-assessed just prior to graduation. (BSDH-E)

7. Students will be able to assess, plan, implement and evaluate community-based oral health programs. (BSDH-E)

8. Students will gain knowledge/experiences of alternative hygiene roles as self-assessed as a graduate. (BSDH-DC)

9. Students will assess, plan, implement, and evaluate an educational project/program. (BSDH-DC)

10. Students will be knowledgeable in utilizing and applying research to provide evidenced based practice. (BSDH-DC)

11. Students will be prepared to pursue advanced education or alternative practice as self-assessed

    as a graduate. (BSDH-DC)

12. Develop writing and critical thinking skills for professional advancement. (BSDH-DC)

13. Value research as it relates to the advancement of the dental hygiene profession and lifelong

    learning. (BSDH-DC)

2. Describe the quality of the program/certificate 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	-	-	1	2	-	-								-	-	2	$260000
Year 2	1	-	2	2	-	-								-	-	4	$1403
Year 3	-	-	1	-										-	-	4	$2660

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

- <mark>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.</mark>

<mark>Provide assessment here:</mark>

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 and 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 six 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 four 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 accreditation mandated teaching ratios in clinical portion of the entry level program. 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 has increased each year due to the degree completion program. Continued increases in credit hour production are anticipated in the degree completion program as it is an uncapped program and was just launched as fully on-line in Fall 2015. 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 as graduates of the new fully on-line program begin to occur in Spring 2017.

3. **Academic Program/Certificate: 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. (<mark>Evaluate table 8 [ACT data] from the Office of Planning and Analysis</mark>).

The Dental Hygiene ACT data includes pre-professional, entry level and degree completion students to the program. The 5 year rolling average from 2011-2015 is 21.5. Only 73% of dental hygiene students report an ACT. Dental hygiene students reporting ACT scores are above KBOR required score of 20. The university 2011-2015 rolling average for all students is 23 which is a -3.0 score difference for dental hygiene students. The department uses other criteria for admission to entry level and degree completion tracks 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, 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 14 all students passed the examination with 6 months of graduation. FY 15 all but one student passed the	The program has very strong performance on this licensing examination. First time pass rates meet or

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
			examination within 6 months of graduation. FY 16 all but two students passed the examination within 6 months of graduation.	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 14-16 All students have passed this exam within 6 months of graduation with the exception of two international students who choose not to take the exam upon graduation.	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 14 - 94.4% completed. One student withdrew for personal reasons and one passed in a car accident. FY 15 – 100% completed. FY 16 – 97.2% completed. One student was academically dismissed and allowed to return the next fall to repeat.	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	100% of students meet the learning outcome.	Same as above.	Same as above.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
	included with a "C" or 2.0 or better.			
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.	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.	Same as above.
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.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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.	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 as above.	Same as above.

Degree Completion Bachelor of Science in Dental Hygiene

(See Appendix for Rubrics and Self-Assessment 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.	FY14 1/4 (25%) FY15 2/2 (100%) FY16 15/17 (83%)	Analysis based on 4 semesters and 23 evaluations. New curriculum initiated in Fall 15, added a course with written communication emphasis. Results show an improvement in scores.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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.	FY-14 (100%) FY-15 (100%) FY-16 (100%)	Analysis based on 4 semesters and 19 evaluations. Students are performing on target in critical thinking.
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.	FY-14 (N/A) FY-15 (N/A) FY-16 (N/A) * DH 456 first offered: Fall 16 Preliminary results: 2/6 (66%)	Preliminary analysis based on 1 semester and 6 evaluations. The data is too limited to draw any conclusions at this time.
Professional Development: the graduate fosters professional development in self and others.	Self-assessment survey.	85% of graduates will report being prepared to pursue advanced professional roles/endeavors such as graduate education, teaching or alternate practice.	FY-14 N/A Developed Survey FY-15 1/1 (100%) FY-16 1/1 (100%) DH 465 not offered until spring 17.	FY-14- Implementation was delayed to FY 15 as development of survey was completed during FY 14. Data reports 100% of students report being prepared to pursue advanced professional roles; however, data is too limited to draw

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
				any conclusions at this time.

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). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

(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	33	National Boards[1]	90.9% (30/33) 1st time pass rate	95.2% 1st time pass rate
	33	Clinical Boards[1]	96.9% (32/33) 1st time pass rate	89.6% 1st time pass rate
	39	Satisfaction Survey[2]	92.3% satisfied or very satisfied	81.4% WSU
2	36	National Boards[1]	97.2% (35/36) 1st time pass rate	95.6% 1st time pass rate
	36	Clinical Boards[1]	97.2% (35/36) 1st time pass rate	87.7% 1st time pass rate
	38	Satisfaction Survey[2]	86.8% satisfied or very satisfied	80.9% WSU
3	35	National Boards[1]	94.2% (33/35) 1st time pass rate	Not yet available
	33	Clinical Boards[1]	93.9% (31/33) 1st time pass rate[3]	89.0% 1st time pass rate
	38	Satisfaction Survey[2]	81.6% satisfied or very satisfied	80.7% WSU

1 – Entry level students only
2 – Includes entry level and degree completion students
3 – Two international students choose not to take the clinical exam as it is not required in their country

    d.   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
o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o Employ analytical reasoning and problem solving techniques		
Critical thinking/case management. (Measured by performance on case-based component of National Boards).	FY 2014 d value was -0.14. FY 2015 d value was 0.58. 2016 d value was 0.34. WSU Exit Survey	NA

Outcomes:	Results	
- 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	Majors	Non-Majors
	data reports 94% (2014), 92% (2015) and 87% (2016).	
Ability to complete mathematical equations; dosage, measurements, angulation, and infection control. (Measured by pre and post assessment quizzes.)	FY 14 67% met the 85% target. FY 15 53% met the 85% target. FY 16 77% met the 85% target. WSU Exit Survey data reports 74% (2014), 71% (2015), and 74% (2016) 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 14-16 Patient scores ranged from 3.6 to 3.9 on a 1-4 scale with 4 being high. WSU FY 16 Exit Survey data reports 86.6% of students assessed themselves as competent or very competent in oral/written communication.	NA
Produce effective written communication on designated assignments. (Measured by rubric used on selected writing products across the curriculum.)	FY 14 results – 72.7% of students met the 85% or higher target. FY 15 results – 88.8% of students met	NA

Outcomes:	Results	
- 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	Majors	Non-Majors
	the 85% or higher target. FY 16 results – 94.4% of students met the 85% of higher target. 2016 WSU Exit Survey data reports 86.6% of students assessed themselves as competent or very competent in oral/written communication.	

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

(See Appendix for Rubrics)

Outcomes:	Results	
- 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	Majors	Non-Majors
Written Communication Rubric	FY14 1/4 (25%) FY15 2/2 (100%) FY16 15/17 (83%)	N/A
Critical Thinking Rubric	FY-14 (100%) FY-15 (100%) FY-16 (100%)	N/A

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/

e. 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.

f. 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 has received "Approval without Reporting Requirements" which is the highest level available. The next Site Visit will be in 2020. Professional accreditation is only available for the entry level program. All coursework in the degree completion program was revised and reviewed internally for Quality Matters qualification. The courses are now beginning the external Quality Matters review.

g. 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:
For the entry level program all course syllabi were reviewed during preparation for the accreditation Site Visit in 2013. For the degree completion program, all courses received approval as ready for initial delivery in 2014-15. All course syllabi have the appropriate statement of assignment of credit hours based on whether it is a didactic, laboratory or a clinical course.

h. 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 faculty, graduates and their employers, boards examination results, student graduation rates, and professional accreditation. The applicant pool for the program has remained stable with an average of 3:1 applications to positions in the program. The general education assessments are showing generally positive results. The numerical literacy assessment has fluctuated and could be higher. 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, 2015.   Students are annually inducted into the dental hygiene and allied health honor societies. The department has seen growth in endowed student scholarships as well.

Degree Completion Program
As the Office of On-line learning was created, the degree completion program was one of the initial fully online programs. The degree completion program underwent significant changes in 2014-15, as the curriculum was reviewed, major revisions completed and the program shifted to 100% on-line. A separate program director was appointed to lead the program and teach courses. Two department

faculty members are qualified and experienced to teach online and one of them taught at least 1 course per semester. Although very limited data is available to analyze, Learning Outcomes were created and measurement rubrics implemented and tracked beginning fall 2015. They include the WSU Exit Survey that measures satisfaction, rubrics to evaluate such skills as health promotion, critical thinking, and written communication and a self-assessment survey to measure life-long learning. The Life-Long learning self-assessment survey was implemented in spring 2015 for the first time. In fall 2015, the on-line program was launched, an advisor assigned to the program, and recruitment efforts initiated. The program has shown steady increases in enrollment and draws students nationwide.

4. 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).

a. 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 in the first two tables below is department data compiled and submitted in annual reports to the accrediting agency for the entry level program and from Reporting Services for the degree completion program. The Office of Planning and Analysis provided aggregate data which is found in the URM data table below.

Entry level Program – Department data

Entry level DH Students	Applicants	Admitted Students	Enrollment (2 classes are always enrolled)
FY 14	121	36	69
FY 15	128	36	71
FY16	108	36	71

Degree Completion Program – Department data

Degree Completion Students	Applicants	Admitted	Enrollment
FY 14	5	5	9
FY 15	6	6	9
FY 16	19	17	21

Entry Level and Degree Completion Program WSU Aggregate Data

Entry Level and Degree Completion DH Students	FY14 Grads	FY 14 Enrolled	FY 15 Grads	FY 15 Enrolled	FY 16 Grads	FY 16 Enrolled
Hispanic	2	18	2	27	5	Not included
White non-hispanic	27	86	34	86	26	Not included
Black non-hispanic	0	5	0	5	0	Not included
Asian, non-hispanic	3	9	4	8	3	Not included
American Indian/Alaskan native	0	2	0	1	0	Not included
foreign	0	2	0	4	0	Not included
unknown	4	0	0	0	0	Not included
Multiple race	0	0	0	1	0	Not included

Enrollment, retention and graduation in the entry level program is consistent and stable for the capped program. The data demonstrates growth in applications and enrollment in the degree completion program which launched as fully on-line in Fall 2015. The Office of On-line Learning has provided strategic recruitment resources which supported the launch of the program. The FY 16 data shows the increase in applications, admissions, and enrollment following the fall 2015 program launch.

The diversity in the graduates of the programs has increased from 5.6% in 2014 to 13.9% in 2016. The diversity of the program across ~ 4-5 ethnic groups.

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

Employment of Majors*							
	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional education	Projected growth from BLS** Current year only.
Year 1	$58,000 WSU data	100% WSU data	93% Dept. data	100%	NA	NA	
Year 2	$45,000 WSU data	100% WSU data	100% Dept. data	100%	NA	NA	
Year 3	$45,250 WSU data	75% WSU data	100% Dept. data	100%	NA	NA	19% (2014-24) much faster than average

* 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.

Provide assessment here:

As evidenced by the number of applications and the projected growth rate of the profession, Dental Hygiene is a career in high demand with a strong earnings potential. The BLS projected growth rate to 2024 is 19%. Even though Kansas has seen an increase in number of entry level programs offered in the state, WSU applications remain strong. Students in the entry-level 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; 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 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 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 bachelors in dental hygiene.

5. **Analyze the service the Program/certificate 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 2011-2015 average scheduled credit hours is 988. The program does provide teaching in other areas as guest lecturers in other college courses in the Physician Assistant and Public Health Science departments. 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 are involved in a wide variety of service to the college, university and the profession. Faculty serve on college committees, serve on Faculty Senate, as judges at the Distinguished Scholarship Invitational 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/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).

(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.	Continue the assessment of the entry level program with appropriate modifications as identified through the process.	The entry level program conducts an annual program review where outcomes assessment and learning outcomes are assessed. The program had a Site Visit in November, 2013.	As the completion of the program review, curriculum adjustments are made as needed. See the Annual Program Review Reports in the appendix for detailed information. The program received "Approval without Reporting Requirements" status in 2014.
	Participate in the fund-raising and development of an addition to the AEGD building to move dental hygiene to the Metroplex campus.	Discussions began in 2013 for plans to create an addition to the AEGD building and move Dental Hygiene to the Metroplex campus. Advantages included creating one roof for all dental programs; ease for patients in one location for all services and interprofessional collaboration and practice between dental hygiene and AEGD. Architectural drawings were developed in 2014 for the addition.	A fund-raising campaign is necessary to support the addition to the building. A timeline has not been identified for the campaign. Discussions with a potential lead donor have occurred.
	Complete the conversion of the degree completion program to a 100% on-line degree.	Curriculum review and revision occurred.	The fully on-line degree completion program was launched in Fall 2015.
	Grow the enrollment of the degree completion program.	Marketing was developed and faculty made recruitment trips in the region and nationally. Two articulation agreements completed with associate degree programs.	Enrollment has been steadily increasing. FY-14 (9) FY-15 (9) FY-16 (21)

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Complete implementation of the assessment plan for the degree completion program.	Faculty reviewed and revised the assessment plan for the degree completion program. Learning outcomes were established.	With the launch of the fully online program in Fall 2015, learning outcomes are being regularly collected and Annual Program Review was held in Spring 2016.
	Continue development of collaborations with the Advanced General Education in Dentistry Program.	Dental Hygiene worked with AEGD on the development and implementation of a Dental Hygiene Fellowship at AEGD.	AEGD launched the Dental Hygiene Fellowship in 2014 and the Dental Hygiene Department assists with the annual Dental Camp held at AEGD.
	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.	Based on enrollment trends and course offering schedule staffing needs were identified.	One full-time department faculty moved to ½ time entry-level and ½ time degree completion. In spring 16 a new teaching adjunct was recruited to teach in the degree completion program with teaching options in both programs in the future. Recruitment for clinical faculty is ongoing.

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 BSDH-E is highly competitive for admissions, has stable enrollment, strong retention and board performance. The BSDH-DC was successfully launched in Fall 2015 and has seen steady

enrollment growth. In addition to the Program Director, a half-time faculty and an adjunct were hired to handle the enrollment needs. Students are enrolled from across the country. Annual recruitment trips are on-going to continue to grow this uncapped program.

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 assessment programs for both degree tracks.
3. High demand for the entry level program and dental hygiene professionals.
4. Quality entry level program as demonstrated by board examinations, exit, and graduate survey results.
5. On-line education training of three full time faculty members; two faculty serve as Quality Matters external reviewers.
6. Enrollment is steadily increasing in the degree completion program with enrollment from students across the country.

Weaknesses:
1. Development and recruitment of master's prepared faculty to grow the BSDH-DC program and replace faculty moved from the BSDH-E to BSDH-DC positions.

2. Assessment of degree completion program has begun but limited data has been generated as the first group of students graduate in Spring 2017. Data will need to be analyzed as the graduate numbers increase.

Goals for 2017-2020:

1. Continue the assessment of the entry level and degree completion programs 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. Grow the enrollment of the degree completion program through Blackboard and faculty marketing at schools and regional/national conventions.
4. Continue development of collaborations with the Advanced General Education in Dentistry Program.
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.