



Western Michigan University

Self-Study Template

Revised 11

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Asst. Program Director (BSDHDC [degree completion]), Assistant Professor		Tenure
Kelly Anderson, RDH, MHS Associate Professor		Tenue
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		

and title)

(Date)

In yellow highlighted areas,
data will be provided

Please list the program purpose statement. Explain in 2-3 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.*

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 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:

teaching and scholarship

The Vision is:

Leading change in dental hygiene education.

Our Guiding Principles are to:

promote critical thinking and problem solving in the provision of evidence based practice
be a collaborative partner in health care

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

community by engaging students, faculty, staff, and the larger community in the preparation of healthcare leaders, s 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 vision 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 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 applied learning experience and have developed and participated in interprofessional education (IPE) activities (University Goal 1&2). Entry level IPE educational experiences include an introductory IPE module, Team STEPPS 2& Medical Missions at Home healthcare event, an interprofessional course with nursing, and an IPE event with Communication Science Disorder. Td [(,)1.34F30.7s Td [(rs)4.556 0Comma40e9 (d)Tsi

track. The balance of tenure and nontenure track faculty allows the program to maintain faculty teaching loads and faculty to stu

enrollment, participation wit

Entry Level Bachelor 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)
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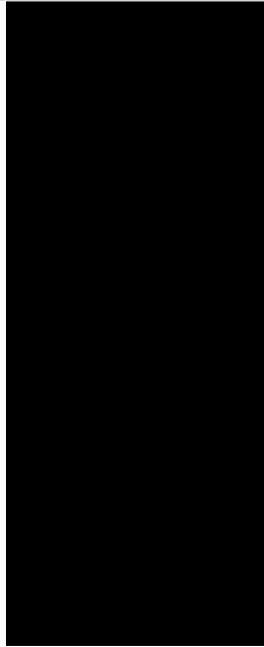


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for the child, adolescent, adult, geriatric, and special needs patient.

evaluations in clinical courses. Case analysis on Periodontal Patients, Special Need: Patient. License examinations. Completion of courses where this content is included with

or better.

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>child, adolescent, adult, geriatric, and special needs patient.</p> <p>Supportive procedures such as pain control strategies and devices to assist with dental hygiene care.</p>	<p>Periodontal Patients, Special Need Patient. Licensure examinations. Completion of courses</p>	<p>Patients, Special Needs Patient. Licensure examinations. Completion of courses where this content is included with a better. Successful completion of Pain Management course. Competency evaluations in clinical courses. Case analysis of Periodontal</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
scientific literature. Community oral health strategies.		better. Community oral health activities projects completed. Completionn B1			

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/
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.

*d value Please note that a value is a standardized value of DOXH UHSUHVHQWLQJ WKH GLVWDQFH EHWZHHQ \RXU SURJUDP standard deviation units. A positive 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 value of 0 would indicate that your SURJUDP V DYHUDJH IDOOV GLUHFWO\ RQ WKH QDWLRQDO DYHUDJH

*Entry level and Degree completion statistics are not extrapolated from WSU exit survey.

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 t

If yes, provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular 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 (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 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 communication progressing in a positive direction; however, numerical literacy may be improved 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.

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

applications remain strong with close to a 100% 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's not available for hygienists until at least the 2nd year of practice.

From 2016-2018, department applications, admissions and enrollment have increased. As the entry-level program is capped, the enrollment on census may increase of 19% 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 example, 75% of degree completion graduates enter graduate school within 2 years of graduation.

The graduation numbers for the BSDH degree completion program have decreased since the department converted to the entry level baccalaureate program. The degree completion program 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 master's degree in dental hygiene. Students are employed within 3 months of graduation.

Program data reveals that the rolling 5-year average of program enrollment 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 2014-2018; (10.1%)

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.

		Program Learner Outcomes(EL&DC) Student course and instructor evals.		
	2.Participate in the fundraising and development of an addition to the AEGD building to move dental hygiene to the Metroplex campus.	Participation in dean Infrastructure Initiative Implemented 258.41 635		

Completesuccessful accreditation with without Reporting	Approval without Reporting Requirements	Yes- Accreditation Response	Yes	Yes	11/2021
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