

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Dental Hygiene Department
Academic Year of Report: 2014/15
Date Submitted: 10-26-2015
Report author: Stephanie Bossenberger

Contact Information:
Phone: 801-626-6451
Email: bossenberger@weber.edu

A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

Please update address; under Contact Information (the rest of the information is correct)

Stephanie Bossenberger
Weber State University
3891 Stadium Way
Ogden, UT 84408-3920

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below - an updated curriculum map for student advisement is included.

Curriculum Map

Core Courses in Department/Program	Knowledge for comprehensive dental hygiene practice	Technical skills: fundamental and advanced, to practice dental hygiene	Reasoning and judgment skills/problem-solving behavior	Research, communication skills	Have leadership and initiative to assume roles of responsibility in profession and society	Moral habitude, professional ethics for practice within society
DENT 2201 Concepts of Community Dental Health (1 cr)	1	1	1	1	1	1
DENT 2205 Head, Neck and Dental Anatomy (2 cr)	1	1	1	1	1	1
DENT 2206 Clinical Dental Hygiene I/Radiology (4 cr)	1	1	1	1	1	1
DENT 2207 Dental Hygiene I (3 cr)	1	1	1	1	1	1
DENT 2208 Radiology (2 cr)	1	1	1	1	1	1
DENT 2211 Oral Pathology (3 cr)	2	2	2	2	2	2
DENT 2215 Periodontology (2 cr)	2	2	2	2	2	2
Dent 2216 Clinical Dental Hygiene II (3 cr)	2	2	2	2	2	2
DENT 2217 Dental Hygiene II (3 cr)	2	2	2	2	2	2
DENT 2235 Dental Medicine I (2 cr)	2	2	2	2	2	2
DENT 2250 Professional Ethics (1 cr)	2	1	2	2	2	1
DENT 3301 Community Dental Health Service Learning (1 cr)	3	3	3	2	3	3
DENT 3305 Dental Medicine II (3 cr)	2	3	3	2	2	3
DENT 3336 Clinical Dental Hygiene III (4 cr)	3	3	3	3	3	3
DENT 3337 Dental Hygiene III (3 cr)	3	2	2	2	3	3
DENT 2219 Dental Materials (1 cr)	2	2	2	2	2	2
DENT 3346 Clinical Dental Hygiene IV (4 cr)	3	3	3	3	3	3
DENT 3347 Dental Hygiene IV (2 cr)	3	3	3	3	3	3
DENT 4530 Evidence-based Dental Hygiene Practice (2 cr)	3	3	3	3	3	3
DENT 4890 Advanced Clinical/Community-based Work Experience (2 cr)	3	3	3	3	3	3
DENT 4780 Baccalaureate Capstone - Thesis Project	3	3	3	3	3	3

Note ^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered

Additional Information (if needed)

Dental Hygiene- Graduation MAP



This is a **suggested** plan. Students are strongly encouraged to meet with a Health Professions academic advisor (801-626-6136 or visit <http://weber.edu/chpadvising>) as soon as possible to create a specific plan to best fit a student’s academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

Successful completion of all general education requirements or minimum prerequisite requirements does not guarantee admission to Dental Hygiene Program

Catalog Year 2015-16

NAME: _____

<input checked="" type="checkbox"/>	Course	Credit Hour	Semester Offered	Milestones & Notes
Freshman (Semester 1)				
	ENGL 1010 Introductory College Writing	3	Fall, Spring, Summer	<ul style="list-style-type: none"> • ZOOL 2100 may be substituted for HTHS LS1110. • Students may need to take developmental courses to take ENGL 1010 and MATH QL. • Meet with a College of Health Professions academic advisor.
	PSYC SS1010 Introduction to Psychology	3	Fall, Spring, Summer	
	HTHS LS1110 Integrated Human Anatomy and Physiology I	4	Fall, Spring, Summer	
	COMM HU1020 Principles of Public Speaking	3	Fall, Spring, Summer	
	Quantitative Literacy Requirement (QL) (credits range 3-5)	3	Fall, Spring, Summer	
	Total Semester Credits	16		
Freshman (Semester 2)				
	ENGL 2010 Intermediate College Writing	3	Fall, Spring, Summer	<ul style="list-style-type: none"> • ZOOL 2200 may be substituted for HTHS LS1111 • Meet with a College of Health Profession academic advisor.
	HTHS LS1111 Integrated Human Anatomy and Physiology II	4	Fall, Spring, Summer	
	SOC SS1010 Principles of Sociology	3	Fall, Spring, Summer	
	HLTH LS1020 Foundations of Nutrition	3	Fall, Spring, Summer	
	HTHS 2230 Introductory Pathophysiology	3	Fall, Spring, Summer	
	Total Semester Credits	16		
Sophomore (Semester 3)				
	Computer Information Literacy (A-D)	4	Fall, Spring, Summer	

	American Institutions (AI)	3	Fall, Spring, Summer	<ul style="list-style-type: none"> • Confirm your eligibility to apply to the DH Program: 2 Science courses + 4 more prerequisite courses completed, with grades posted on official transcript • Meet with a College of Health Profession academic advisor.
	Humanities Course - General Education Requirement *	3	Fall, Spring, Summer	
	Life Science Class - General Education Requirement *	3	Fall, Spring, Summer	
	English Literature - General Education Requirement *	3	Fall, Spring, Summer	
	Total Semester Credits	16		
Sophomore (Semester 4)				
	General Education Requirement *	3	Fall, Spring, Summer	<ul style="list-style-type: none"> • Meet with a College of Health Profession academic advisor. • Determine with advisor if you meet the requirements for a AS degree. • Consider Upper division elective courses to fulfill BS degree requirements.
	General Education Requirement *	3	Fall, Spring, Summer	
	General Education Requirement *	3	Fall, Spring, Summer	
	General Education Requirement *	3	Fall, Spring, Summer	
	General Education Requirement *	3	Fall, Spring, Summer	
	Total Semester Credits	15		
	Total Credits	63		

*** WSU Gen Ed Breadth Requirements (do not duplicate departments)**

<input type="checkbox"/> HU	<input type="checkbox"/> CA	<input type="checkbox"/> HU or CA
<input type="checkbox"/> SS	<input type="checkbox"/> SS	
<input type="checkbox"/> PS	<input type="checkbox"/> LS	<input type="checkbox"/> PS or LS
<input type="checkbox"/> DV (Double dip with breadth course)		
Suggested General Education Courses: MICR LS1113, NUTR LS1020, SOC SS/DV 1010 OR SS/DV1020, PSY SS1010, COMM HU2110, CHEM PS1050 OR PS1110		

Notes: A grade of C or better in all Health Professions program application courses is required. Any passing grade is acceptable for courses that **only** meet general education requirements. Students are encouraged to select general education classes that also meet the Dental Hygiene Program prerequisites (double-dip).

<input checked="" type="checkbox"/>	Course	Credit Hours	Semester Offered	Milestones & Notes
Junior (Semester 5)				
	DENT 2201 Concepts of Community Dental Health	1	FALL	<ul style="list-style-type: none"> • You must have applied for and be accepted into the program • First semester of the Dental Hygiene Program • Academic advisement for your major takes place in the Dental Hygiene Department
	DENT 2205 Head/Neck & Dental Anatomy	2	FALL	
	DENT 2206 Clinical Dental Hygiene I/Radiology Clinic	4	FALL	
	DENT 2207 Dental Hygiene I	3	FALL	
	DENT 2208 Radiology / DENT 2206 Radiology Lab	2	FALL	
	DENT 2205 Professional Ethics	1	FALL	
	Total Semester Credits	13		

Junior (Semester 6)				
	DENT 2211 Oral Pathology	3	SPRING	•
	DENT 2215 Periodontology	2	SPRING	
	DENT 2216 Clinical Dental Hygiene II	3	SPRING	
	DENT 2217 Dental Hygiene II	3	SPRING	
	DENT 2235 Dental Medicine I	2	SPRING	
	Total Semester Credits	13		
Summer Term (optional)				
	Stat/Res. Course (3 cr, upper division)	3		• Upper division required coursework and upper division electives to total 40 cr hrs. toward the BS degree
	Electives * (upper division)	3		
	Electives *			
	Electives *			
	Total Semester Credits			
Senior (Semester 7)				
	DENT 3305 Dental Medicine II	3	FALL	• BS Course: DENT 4530 Evidence-based DH practice (2 cr) 11 credits + 2 cr = 13 cr for BS
	DENT 3336 Clinical Dental Hygiene III	4	FALL	
	DENT 3337 Dental Hygiene III	3	FALL	
	DENT 2219 Dental Materials	1	FALL	
	DENT 3305 Dental Medicine II	3	FALL	
	Total Semester Credits	11		
Senior (Semester 8)				
	DENT 3301 Community Dental Hygiene Service Learning Lab	1	SPRING	• BS Course: DENT 4780 Thesis (3 cr) • BS Course: DENT 4890 Advanced Community Work Experience (2 cr) 7 credits + 5 cr = 12 cr for BS
	DENT 3346 Clinical Dental Hygiene IV	4	SPRING	
	DENT 3347 Dental Hygiene IV	2	SPRING	
	Total Semester Credits	7		
	Total Bachelor Degree Credits	120		

Notes:

***Elective Options:** Any approved course numbered in 3000 or 4000 level. See menu of Suggested Elective courses on the Department website: weber.edu/DentalHygiene

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan: **(Changes in faculty teaching courses and having Evaluation documents)**

DENTAL HYGIENE PROGRAM COURSES AND EVALUATION DOCUMENTS*

Semester 1: First Year Fall Semester

DENT 2201	Didactic Concepts of Community Oral Health	Bossenberger
DENT 2205	Didactic Head/Neck/Dental Anatomy	Perry
DENT 2206	Clinic/Lab Clinical Dental Hygiene I/Rad	Costley/Caldwell
DENT 2207	Didactic Dental Hygiene I	Costley
DENT 2208	Didactic Radiology	Caldwell
DENT 2250	Didactic Professional Ethics	McConaughy

Semester 2: First Year Spring Semester

DENT 2211	Didactic Oral Pathology	Perry
DENT 2215	Didactic Periodontology	McConaughy
DENT 2216	Clinic Clinical Dental Hygiene II	Costley
DENT 2217	Didactic Dental Hygiene II	Costley
DENT 2235	Didactic Dental Medicine I	Naylor

Semester 3: Second Year Fall Semester

DENT 2219	Didactic/Lab	Dental Materials	Naylor/Costley
DENT 3305	Didactic/Lab	Dental Medicine II	Naylor/Perry
DENT 3336	Clinic	Clinical Dental Hygiene III	Alexander
DENT 3337	Didactic	Dental Hygiene III	Alexander
DENT 4530	Didactic	Evidence-based DH Practice	McConaughy

Semester 4: Second Year Spring Semester

DENT 3301	Didactic/Lab	Community Service Learning	Bossenberger
DENT 3346	Clinic	Clinical Dental Hygiene IV	Alexander
DENT 3347	Didactic	Dental Hygiene IV	Alexander
DENT 4780	Didactic	Baccalaureate Thesis	McConaughy
DENT 4890	Didactic/Lab	Advanced Comm/Clinic Wk Exp	Bossenberger

On file: Dr. Ezekiel R Dumke College of Health Professions Dental Hygiene Department Office

*Syllabi and modules containing learning objectives are available

*Artifacts that show a range of student's accomplishments are available

Assessment: Academic Standards

Students will be evaluated and receive academic grades in all clinical and non-clinical courses. General education and prerequisite courses that are required within the dental hygiene curriculum must have an academic grade assigned by the university and all grades must be posted on the student's transcript. Credit/non-credit course completion is accepted for DENT 2250 Professional Ethics and DENT 3301 Community Service Learning Lab only. All courses must be passed with a "C" grade or better, a "C-" is not acceptable. The student's percent earned in each course is accompanied by the following course/examination grade. This is the recognized standard within the program for all courses.

A	95-100	B-	80-83
A-	90-94	C+	77-79
B+	87-89	C	75-76

B 84-86 74 and below; non-pass

Students who receive below 75% in any course may not be allowed to continue in the program and will either be; 1) required to repeat the course or 2) be dismissed from the Dental Hygiene Program for unsatisfactory academic performance. If the student is dismissed, the student will need to re-apply to the Dental Hygiene program for acceptance to begin the program again, if they so desire. The student will not be given special consideration for re-acceptance or re-admittance.

On-going Assessment Plan with Curriculum Review

On a three-year on-going schedule, courses will be presented by the individual teaching faculty to the department curriculum committee. The course goals, objectives, competencies and assessments will be reviewed.

	2015-2016	2016-2017	2017-2018	2018-2019
DENT 2201 Concepts of Community Oral Health (Didactic)		review		
DENT 2205 Head/Neck/Dental Anatomy (Didactic)		review		
DENT 2206 Clinical Dental Hygiene I/Rad (Clinic/Lab)	review			
DENT 2207 Dental Hygiene I (Didactic)	review			
DENT 2208 Radiology (Didactic)	review			
DENT 2250 Professional Ethics (Didactic)			review	
DENT 2211 Oral Pathology (Didactic)			review	
DENT 2215 Periodontology (Didactic)	review			
DENT 2216 Clinical Dental Hygiene II (Clinic)		review		
DENT 2217 Dental Hygiene II (Didactic)		review		
DENT 2235 Dental Medicine I (Didactic)	review			
DENT 2219 Dental Materials (Didactic/Lab)	review			

	2015-2016	2016-2017	2017-2018	2018-2019
DENT 3305 Dental Medicine II (Didactic/Lab)		review		
DENT 3336 Clinical Dental Hygiene III (Clinic)			review	
DENT 3337 Dental Hygiene III (Didactic)			review	
DENT 4530 Evidence-based DH Practice (Didactic)			review	
DENT 3301 Community Service Learning (Didactic/Lab)			review	
DENT 3346 Clinical Dental Hygiene IV (Clinic)		review		
DENT 3347 Dental Hygiene IV (Didactic)		review		
DENT 4780 Baccalaureate Thesis (Didactic)			review	
DENT 4890 Advanced Community/Clinic Work Experience (Didactic/Lab)	review			
21 courses	7	7	7	

F. Report of assessment results for the most previous academic year: (This section is the same as previous)

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

NEW THIS YEAR

High Impact Learning Aspects of Curriculum:

Dental Hygiene is primarily a knowledge and technical skill discipline. Through the interdisciplinary nature of the Dumke College of Health Professions, the Dental Hygiene Program offers students opportunities to (a)

- a. Receive upper division elective credit for Study Abroad experiences that explore diversity, culture, health care and/or language. To date, Dental Hygiene student experiences have included: Guatemala S.A., Costa Rica, Ghana Africa, China (Study of Healthcare and Culture in China (2007-2015)); participants totaled approximately 25 students which have been influential in generating SCH and increased number of Baccalaureate degrees with the Dental Hygiene Major.
- b. DENT 4780 Baccalaureate Thesis/Capstone. This course offers students the opportunities either to participate directly in applied clinical research, or participate in an exhaustive search of the literature that will culminate in an analysis of evidence toward a research hypothesis. Students work as a research team or an interdisciplinary student group incorporating research to include other students at WSU (for example, laboratory science methodologies).
- c. The American Dental Hygienists' Association national, regional and local meetings and on-campus Undergraduate Research Symposia provide students with opportunities to present their research through formal presentations and share findings with the department, campus and community.

Community Involvement and Service Learning:

DENT 3301 CEL Community Service Learning Lab (1 cr) and DENT 3336, DENT 3337 CEL Dental Hygiene III are courses that have obtained the CEL designation.

Outreach activities include:

Title 1 school dental health program; dental screenings and sealant clinics for 1 and 2 graders, Head Start Fluoride varnish program, Women's Health Connection dental screenings and oral health education, Youth Impact dental education programs, Community health fairs in Weber and Davis counties, outreach to local High Schools through AHEC partnerships and others.

The number of courses/sections and the number of students who have participated in each of the following –specific data on community engaged learning activity.

Note: Community Engaged Learning is defined as: an activity that involves a collaborative, reciprocal relationship with the community that prepares our students to be engaged citizens and strengthen democratic values and civic responsibility by addressing critical community issues.

Summer 2014 through Spring 2015:

Educational Offering	Course Name(s) and Number(s)	Number of student participants
Capstone Courses	DENT 4780 Baccalaureate Thesis	30

Clinical/Practicum Experiences	DENT 3336 Clinical Dental Hygiene III	30
	DENT 3346 Clinical Dental Hygiene IV	30
	DENT 4890 Advanced clinical/community work experience	30
	DENT 4830 Independent Study-Summer session clinical experience	5
Internships		0
Undergraduate Research	-as part of the DENT 4780 course	30
CEL designated courses	DENT 3301 Community Service Learning Lab	30
	DENT 3347 Dental Hygiene IV	30
Other (please indicate)		

Student project/experience focused on service and engaged learning that exemplifies this type of activity

DENT 3347 (Spring 2015) faculty: Prof Susan Alexander Students: all senior students participated in a wide-variety of projects.

Project Title: Education and Encouragement, Community Partner: O & A (Observation & Assessment-Juvenile Facility, Weber County)

PLAN: We want to give a presentation that focuses on nutrition/diet, etiology of caries and periodontal disease, effects of smoking and alcohol consumption and proper brushing and flossing

OBJECTIVES/GOALS: We want to educate the kids that are in the facility to help them improve their oral health and overall health. The ages range from 12-18 and there are both boys and girls in the facility. They are under strict supervision and their progress is monitored. They are in the facility for a maximum of 90 days and most of them do not go to the dentist on a regular basis if they have ever even been. We want to help them understand the importance of caring for their mouths because we may be the only ones that ever teach them how to properly take care of their oral health. SUPPLIES: Toothbrushes, dental model, disclosing agent and flip charts.

DENT 4890 reflective paper "comments", re: off-campus clinical rotation:

I also had many opportunities to gain experience with children. We were able to see a lot of children at Midtown because of the Children's Health Clinic "Dental Days". This is great because we get many opportunities to practice charting baby teeth and permanent teeth. We also get experience with areas that may get more buildup on children rather than adults.

There were some children who were either afraid of being at the dentist or just really didn't want to be there in general. Others were so squirmy it was hard to just get a look in their mouth. Each of these experiences taught me know what to do, and what not to do, in situations where my patient is unhappy or scared. When I come upon these situations in the future I will know how to handle them and be alright!

There are so many rewarding things about working at Midtown. The most rewarding, however, is just the overall learning experience that it is. One of the first days at Midtown I shared many of my learning experiences in my journal entry: Today was a great day at Midtown!

The only hard part of Midtown was the fact that most of our patients were Spanish-speaking. It made things hard when we would try to explain what was going on in their mouth, or that they have cavities or just giving simple directions such as opening their mouth or turning their head. The assistants over on the Dental side were great to help us translate.

I noticed that the assistants on the dental side were such hard workers. They were always at work, never goofing off. They were so professional in all that they did. We shared the sterilization room with them and they kept everything so clean. I was very impressed and I hope to remember what I have learned from them and carry it with me throughout my career.

Overall, I would definitely say being a student at Midtown this semester was a success. It was one of the best experiences I have had in the dental hygiene program so far. It seemed like I was out in the real world, making my own decisions, taking care of my patients with a little less questioning from instructors. I feel like I have learned so much this semester and I can't wait to see where I am at the end of this program.

The most rewarding thing about midtown to me was working with such humble and teachable patients. Most of the patients I saw there were from lower income households and hadn't had as much access to dental care as most people. They were so grateful to be able to come in and get their teeth cleaned. For many of them, it had been years since they had been able to have their teeth cleaned because of money, schedules, lack of insurance, etc. They listened to what I had to teach them about their oral health and thanked me for the time I spent with them. I love working with patients who are so kind and appreciative. I had one patient who was in her low 60s and hadn't had insurance for a few years so she wasn't able to see a dentist or hygienist. It was one of those days when I just wasn't feeling like being there. I cleaned her teeth and did a thorough OHI, teaching her about her current conditions, how to brush, how to floss, and simple changes she could make at home, along with the importance of coming in for regular cleanings. She listened, asked questions, and then thanked me for teaching her. She said that she didn't know how to properly brush or floss and was so grateful for everything that I taught her. This changed my attitude so much. I was so happy to have been able to treat someone who really cared, especially on a day when I was not thrilled about being there.

The biggest difficulty/challenge for me in this setting was probably the language barrier. Majority of the patients we saw were Spanish-speaking and I definitely don't speak Spanish. I know a few words and phrases from the 3 years of Spanish class I took in junior high, but not much at all. And I almost feel silly saying the ones I do know because I most likely say them wrong. Whitney's husband, Seth, helped us out a lot though. He went on a Spanish-speaking mission, so he came in on Thursday mornings and translated for us. It was awesome! When he wasn't there, we were constantly having to ask Rita or the assistants to translate for us. I always felt bad because they were so busy and they had to come help us with our jobs. It definitely would have been beneficial to know Spanish when working in this setting, but I am very grateful for all the help I got from Seth, Rita, and the assistants who were all always so willing to help us out despite their busy schedules.

This experience was very valuable to me as a hygienist. I was able to see a lot more patients in a day and a ton more periodontally involved patients than I had seen in the past. My skills improved so much throughout the semester and I feel like it helped prepare me to work in private practice. I am so grateful for the opportunity that I had to work at midtown clinic with the wonderful staff, our fun and skilled group, and all the great patients I saw.

c. Evidence of Learning: General Education Courses – **The department does not offer Gen. Ed. Courses**

G. Summary of Artifact Collection Procedure

*Each course instructor selects artifacts from the evaluation processes to demonstrate learning.

Core Courses in Department/Program	Summary of Artifact Collection
DENT 2201 Concepts of Community Dental Health (1 cr)	Quizzes (electronic archive), written group assignment (grading rubric)
DENT 2205 Head, Neck and Dental Anatomy (2 cr)	quizzes (electronic copies), Six examinations throughout the semester (Chitester), photographs of skull labeling project (electronic copy)
DENT 2206 Clinical Dental Hygiene I/Radiology (4 cr)	Process Evaluations (electronic storage) for DENT 2206, Patient chart review assignment, Taleval system of student evaluation in a clinical setting.
DENT 2207 Dental Hygiene I (3 cr)	Weekly quizzes, faculty observation and evaluation; using Process Evaluations and use of the Taleval® system of student evaluation in a clinical setting, Case Study assignment (electronic and printed versions)
DENT 2208 Radiology (2 cr)	Topic-based examinations (Chi-tester), Process Evaluations, adherence to standards in Student Handbook, National Board Examination results (printed reports)
DENT 2211 Oral Pathology (3 cr)	Adherence to the standards of the Dental Hygiene Program Student Handbook, National Board Examination scores, Western Regional Examination for Dental Hygiene, Process evaluations for techniques & clinical evaluation competencies, Topic-based examinations through the semester (formative and summative)
DENT 2215 Periodontology (2 cr)	Three major examinations on Chi-tester were required to demonstrate competency, Formal presentation of assignment (written assignment criteria & rubric are used in the evaluation), National Board Examination scores, WREB process of care examination, WREB dental hygiene examination.
DENT 2216 Clinical Dental Hygiene II (3 cr)	Direct observation of skills, direct observation of student/patient interactions (evaluation based on Taleval® criteria), completed patient chart, direct observation of skills pertaining to oral hygiene instruction and prevention of oral disease, Demonstration of Process Evaluations relative to patient treatment (electronic copies),
DENT 2217 Dental Hygiene II (3 cr)	Table clinic presentation, individual student reports: Taleval® clinical evaluation system, weekly quizzes, case study

Core Courses in Department/Program	Summary of Artifact Collection
DENT 2235 Dental Medicine I (2 cr)	Taleval® clinical evaluation system individual student reports, 2 computer-based written exams, case history reports to recognize disease, the associated medications, and the current medical treatment options, external examinations
DENT 2250 Professional Ethics (1 cr)	writing assignment, student authored ethical dilemma using a decision making model & presentation to peers, external examinations: National Board exam and WREB board exam
DENT 3301 Community Dental Health Service Learning (1 cr) CEL	participation in community program for elementary school students; assessment, diagnosis, planning, implementation, evaluation and identify of strategies for improvements, data from cooperative learning programs, external examination scores, post-graduation survey focus on community involvement and volunteerism.
DENT 3305 Dental Medicine II (3 cr)	Process Evaluations for Local Anesthesia (clinical techniques), individual student reports from TalEval® clinical grading system, Chitester computerized examinations, quizzes
DENT 3336 Clinical Dental Hygiene III (4 cr) CEL	individual student reports in Taleval® clinical evaluation system, examples of patient charts, quality assurance; patient chart reviews, logs of student organization WSU SADHA activities (hours), periodontal patient case study report presentation
DENT 3337 Dental Hygiene III (3 cr) CEL	Artifacts: WSU SADHA report of activities and service hours, readiness assessments (quizzes, writes), Midterm, Final Exams (Chitester), Case Study reports
DENT 2219 Dental Materials (1 cr)	Three written, computer-based examinations, two laboratory experiences/exercises, external examinations: National Board Examination and WREB examination
DENT 3346 Clinical Dental Hygiene IV (4 cr)	individual student reports in Taleval® clinical evaluation system, examples of patient charts, quality assurance; patient chart reviews, logs of student organization WSU SADHA activities (hours)
DENT 3347 Dental Hygiene IV (2 cr)	examples of resumes, cover letters, employment contracts, periodontal patient case study report presentations and community engaged learning reflective written works

Core Courses in Department/Program	Summary of Artifact Collection	
DENT 4530 Evidence-based Dental Hygiene Practice (2 cr)	Initial draft of thesis paper; up to and including the methodology section. IRB approval has been received and data collection, management and evaluation is planned for the following semester (DENT 4780 Thesis/Capstone)	
DENT 4890 Advanced Clinical/Community-based Work Experience (2 cr)	Log of experiences/week, Reflective journaling, Final paper summarizing experience (rubric)	
DENT 4780 Baccalaureate Capstone – Thesis Project	Drafts of papers (evaluation rubric), Final Thesis paper (evaluation rubric), Poster presentation of research findings at a variety of venues	
Post-Graduation Outcomes Assessment Procedures	Artifacts: Post Graduation from the Dental Hygiene Department	
<p>10 months post-graduation: survey sent to graduates; graduates are asked to provide employers' contact information for employers' survey)</p> <p>Graduate Employer's Survey: survey sent to graduate's employer's to assess their satisfaction with the graduate, as an employee</p> <p>Multi-year graduate survey: Annual survey distributed to graduates in 5 year intervals; querying education, employment and career satisfaction, along with their level of professional and community involvement</p>	Survey data collected Annually in Feb- March, data analysis and reports completed in June.	On file at the Dental Hygiene Department, electronic and paper copies.

Appendix A (revised this year)

Report of Recommendations and Progress on External Accreditation: American Dental Association Joint Commission on Dental Education Programs: recommendations' from **previous program review spring 2010, next Accreditation Review, Self-study for Accreditation 2015-2016, Site visit and WSU Program Review in 2017:**

Date of Program Review: Feb 9 & 10, 2010	Recommendation	Progress Description
Recommendation 1	It is recommended that graduates be competent in providing dental hygiene care for the adolescent and geriatric patient and in assessing the treatment needs of patients with special needs. (DH Standard 2-16)	<p>Describe the progress made in implementing this recommendation since the site visit. Compare the current situation with that existing at the time of the Site visit.</p> <p>Since the site visit (February 2010) specific patient age ranges have been defined and tallied for each student. Their patient experiences are evaluated through the Clinical Evaluation System, outlined in the WSU Dental Hygiene Clinic Manual. Supportive documentation provides evidence of patient treatment experiences (Exhibit 1). The definition of Special Needs has been determined and student experiences with treatment planning, implementing care and evaluation of its outcomes is also included (Exhibit 2). Previous to the site visit, the patient experiences for each student was tracked through a definition of periodontal conditions, dental hygiene services provided and a broader definition of age range that lent itself to a less definitive tallying system.</p> <p>Further, it was known that a wide variety of patients with special needs were being treated in the dental hygiene clinic. The definition of special needs was further defined and tallied for each student's experiences. These procedures were in place from February 10 through April 23, 2010, as the academic year ended. It is planned that continued measures of student experiences through specific logging of patient age and special needs features continue (fall semester). With this monitoring, every student will be assured of having an equal opportunity for experience and dental hygiene skill building with a variety of patients and a variety of patients with special needs.</p>

<p>Recommendation 2</p>	<p>It is recommended that the laboratory sessions in the dental science courses not exceed one to ten to ensure the development of clinical competence and maximum protection of the patient, faculty and students. (DH Standard 3-6).</p>	<p>Describe the progress made in implementing this recommendation since the site visit. Compare the current situation with that existing at the time of the Site visit. Previous to the site evaluation, DENT 2219 Dental Materials laboratory portion of the course had supervision of one faculty member: Dr Carol Naylor for the laboratory exercises (semester 3 of the program). This presented a 1:15 ratio of faculty to students. An additional faculty member, Professor Kami Hanson has been assigned to this course for its laboratory sessions. This additional faculty member's supervision in lab will result in a ratio of 1:7.5 (Exhibit 4).</p>
<p>Recommendation 3</p>	<p>It is recommended that the program have a formal written patient care quality assurance plan that includes mechanisms to determine the cause of treatment deficiencies and patient review policies, procedures, outcomes and corrective measures. (DH Standard 6-2, c and d).</p>	<p>Describe the progress made in implementing this recommendation since the site visit. Compare the current situation with that existing at the time of the Site visit. The written patient care quality assurance plan that includes an audit of patient records and treatment deficiencies was in place for the site visit. However, it lacked the formality of a rigid, systematic written plan that assures consistent mechanisms to determine cause of treatment deficiencies and patient review policies, procedures, outcomes and corrective measures. The plan has been revised to include the necessary components to assess the quality of patient care and assure ongoing documentation of outcomes and corrective measures (Exhibit 5).</p>
<p>At the August 2010 meeting of the Joint Commission on Dental Accreditation, the commission stated that "the recommendations cited in the report have been met" and the WSU Dental Hygiene Program has been granted "accreditation, without reporting requirements". The next site visit for the program is scheduled for 2017.</p>		

Appendix B NEW

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (DDS, DMD)	2
Full-time Tenured	1
Full-time Non-Tenured (includes tenure-track)	0
Part-time	1
With Master's Degrees	7
Full-time Tenured	4
Full-time Non-Tenured	1
Part-time	2
With Bachelor's Degrees	10
Full-time Tenured	0
Full-time Non-tenured	0
Part-time (clinical faculty)	10
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	19
Full-time Tenured	5
Full-time Non-tenured	1
Part-time	13

Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?

The program's assessment findings have continued to be positive. However, with the changes in the dental hygienists' practice supervision and their role in the delivery of preventive dental hygiene services, the dental hygiene program will adjust curriculum topics and delivery to integrate additional technologies in the classroom and clinics. The traditional role of the hygienist is to be employed in a dental office and provide treatment in that setting. With additional access to care structures being implemented into the health care system, dental hygienists need to have the skills, knowledge and confidence to function in that workplace. The faculty have and are completing extensive curriculum review to assure that appropriate topics and information is included in each course and integrated throughout the program.

2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

A particularly effective assessment strategy has been the implementation of reflective writing within several of courses. As students experience dental hygiene patient interaction in a variety of setting, it has been interesting to review their comments through weekly journal writing. Further, as the semester closes, a structures reflection of their weekly writing culminates in a term paper; demonstrating their assessment of their own learning. Department faculty have been able to discuss the growth of a student's skills and maturation within dental hygiene. The students are so busy from week to week, they seem to forget how they've learned and how they've grown. Students demonstrate that they have experienced, learned and are more ready for graduation and independent critical thinking than they and the faculty could imagine.