

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Dental Hygiene

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The philosophy of the Wayne Community College Dental Hygiene Program is to provide a strong academic and practical education in dental hygiene that will foster a desire to continue personal growth and maintain professional competence through life-long learning.

Provide narrative for the analysis of the mission/purpose statement. *Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

No revisions are planned.

Describe how the program’s mission aligns with the College’s vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

Goal 1: Increase Student Access

The dental hygiene program is a limited admissions program with an objective points system to rank students based on specific criteria. The dental hygiene faculty utilizes a variety of strategies and resources to assist current students be successful. Some of these strategies include but are not limited to guided tutoring and peer tutoring.

Goal 2: Ensure Program Excellence

The dental department utilizes a curriculum management meeting yearly to improve course content. We work to prevent overlap and to ensure that each topic is taught effectively and in the appropriate sequence . Some course content must be taught ahead of other content to assist the flow of the entire curriculum.

Goal 3: Improve Student Success

The dental department strives to increase the readiness of students for employment. The dental department uses a Professional Ethics and Responsibilities policy for students to encourage professionalism. Additionally, the department implements a variety of retention and success strategies to encourage student success.

Goal 4: Ensure Institutional Quality

Surveys are completed at the end of each course for course content and student evaluation of instructors. The department chair reviews these with each faculty member annually to ensure a quality course and instruction.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

| Program Type (Associate, Diploma, Certificate, or Pathway) | Program Title |
|---|-------------------------|
| Associate of Applied Science | Dental Hygiene (A45260) |

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

| Curriculum Changes | Date – Updated / Revised / Deleted |
|--------------------|------------------------------------|
| BIO 168 | September 28, 2020-Deleted |
| BIO 169 | September 28, 2020- Deleted |
| BIO 163 | September 28, 2020- Added |
| PSY 150 | September 28, 2020- Deleted |
| SOC 240 | September 28, 2020- Added |
| ENG 114 | September 28, 2020- Deleted |
| ENG 112 | September 28, 2020- Added |
| DEN 125 | September 28, 2020- Added |

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

The CODA accrediting body was not satisfied with the amount of sociology the program had included from a general education standpoint. Sociology 240- Social Psychology included both psychology and sociology to satisfy CODA standard 2-8a. English 112 was added for transferability to a university. Biology 168 and 169 was replaced with BIO 163 in order to minimize hours for the anticipated change in the law that allows hygienists to administer local anesthesia. The department also added DEN 125-Dental Office Emergencies to satisfy CODA standard 2-8d.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

| Year | Meeting Dates | Recommendations / Activities |
|-----------|---------------------------------------|---|
| 2019-2020 | October 17, 2019, and March 5, 2020 | The advisory board recommended the use of a check-off sheet for alginate impressions, Nomad x-ray units and more practice with the new digital Trios scanner. Students filled 40 boxes for Samaritans Purse and completed screenings for over 100 children for Wages Head Start Program. |
| 2020-2021 | November 19, 2020, and March 18, 2021 | Clinical recommendations were made for COVID19 protocol from the board concerning vaccines and preprocedural rinses. Discussed the College Central Network to help connect employers to students. Students are teaching community health to elementary aged children virtually. |
| 2021-2022 | October 14, 2021, and March 24, 2022 | Students assisted the NC Oral Health section with a calibration exercise for their providers. Students are filling boxes for Samaritans Purse and selling toothbrushes and toothpaste. |

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Demands for dental assistants and dental hygienists are high. Several items were purchased due to previous recommendations from the advisory committee and external clinical sites. Some of the items the department has purchased include: a digital panorex machine, two Scan-X digital imaging systems, a Trios digital scanner, intraoral cameras and guided tutoring chairs.

CODA, our accrediting body, completed a site visit in March 2020. The dental assisting and dental hygiene students all share space. Currently, the space being shared is in high demand due to recommendations received during that site visit. It has made scheduling the clinical space more difficult due to the number of students and courses that use the facilities. Faculty has also implemented dental materials check-off sheets for procedures based on CODA recommendations.

Currently, we need new computers in the radiology area. Our computers are approximately five years old. The USB ports are beginning to malfunction which prevents our direct digital sensors from being about to be used.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 57 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 59 #**Target:** 60 #**Program Enrollment**

| Program Enrollment (unduplicated) | |
|--------------------------------------|------------|
| Academic Year (Fall, Spring, Summer) | Enrollment |
| 2018-2019 | 59 |
| 2019-2020 | 57 |
| 2020-2021 | 54 |

Enrollment by Ethnicity, Gender, and Age

| Ethnicity & Gender | 2018-2019 | | 2019-2020 | | 2020-2021 | |
|---|-----------|---------------|-----------|---------------|-----------|---------------|
| | N | % | N | % | N | % |
| African American, Female | 0 | 0.0% | 1 | 1.8% | 2 | 3.7% |
| American Indian/Alaskan Native, Female | 1 | 1.7% | 0 | 0.0% | 0 | 0.0% |
| Asian, Female | 2 | 3.4% | 0 | 0.0% | 1 | 1.9% |
| Caucasian, Female | 50 | 84.7% | 49 | 86.0% | 39 | 72.2% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 1 | 1.8% | 1 | 1.9% |
| Hispanic/Latino, Female | 5 | 8.5% | 3 | 5.3% | 5 | 9.3% |
| Two or More Races, Female | 1 | 1.7% | 1 | 1.8% | 3 | 5.6% |
| Unknown, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Female Total | 59 | 100.0% | 55 | 96.5% | 51 | 94.4% |
| African American, Male | 0 | 0.0% | 0 | 0.0% | 1 | 1.9% |
| American Indian/Alaskan Native, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Male | 0 | 0.0% | 2 | 3.5% | 2 | 3.7% |
| Hawaiian/Other Pacific Islander, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Male Total | 0 | 0.0% | 2 | 3.5% | 3 | 5.6% |
| Total | 59 | 100.0% | 57 | 100.0% | 54 | 100.0% |

| Ethnicity & Age Range | 2018-2019 | | 2019-2020 | | 2020-2021 | |
|--|-----------|---------------|-----------|---------------|-----------|---------------|
| | N | % | N | % | N | % |
| African American, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Under the age of 18 Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| African American, 18-24 | 0 | 0.0% | 1 | 1.8% | 1 | 1.9% |
| American Indian/Alaskan Native, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 18-24 | 2 | 3.4% | 0 | 0.0% | 31 | 57.4% |
| Caucasian, 18-24 | 38 | 64.4% | 33 | 57.9% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 4 | 6.8% | 1 | 1.8% | 3 | 5.6% |
| Two or More Races, 18-24 | 1 | 1.7% | 1 | 1.8% | 2 | 3.7% |
| Unknown, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 18-24 Total | 45 | 76.3% | 36 | 63.2% | 37 | 68.5% |
| African American, 25-44 | 0 | 0.0% | 0 | 0.0% | 2 | 3.7% |
| American Indian/Alaskan Native, 25-44 | 1 | 1.7% | 0 | 0.0% | 0 | 0.0% |
| Asian, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 1.9% |
| Caucasian, 25-44 | 12 | 20.3% | 18 | 31.6% | 10 | 18.5% |
| Hawaiian/Other Pacific Islander, 25-44 | 0 | 0.0% | 1 | 1.8% | 1 | 1.9% |
| Hispanic/Latino, 25-44 | 1 | 1.7% | 2 | 3.5% | 2 | 3.7% |
| Two or More Races, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 1.9% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 14 | 23.7% | 21 | 36.8% | 17 | 31.5% |
| African American, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 45-64 Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| African American, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 65+ Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 59 | 100.0% | 57 | 100.0% | 54 | 100.0% |

Provide narrative for analysis of program enrollment. (*Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.*)

Dental hygiene is a twenty-one-month limited admissions program. Each cohort enrolls 30 students initially. Numbers decrease based on unsuccessful students who do not progress through the curriculum. Students can re-enter based on space availability, into the lock-step curriculum where they left off if they still want to pursue a dental hygiene education. This prevents students from joining an existing cohort unless they were in a previous cohort.

Identify Enrollment Action Items

| Item | Action Items (<i>What actions can be taken to increase enrollment in your program?</i>) | Assessment of Action Items (<i>How will you assess the results of action items?</i>) |
|------|---|--|
| 1 | Continue to attend recruitment sessions and allied health information sessions | Continue to monitor enrollment numbers each fall |

Outcome #2: Retention**Baseline:** 86.2 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 88 %**Target:** 90 %

| Year | Program Retention Rate |
|-----------|------------------------|
| 2018-2019 | 89.5% |
| 2019-2020 | 86.0% |
| 2020-2021 | 83.0% |

Retention by Ethnicity, Gender, and Age

| Ethnicity & Gender | Fall 2018 to Fall 2019 | | Fall 2019 to Fall 2020 | | Fall 2020 to Fall 2021 | |
|---|------------------------|---------------|------------------------|---------------|------------------------|---------------|
| | N | % | N | % | N | % |
| African American, Female | 0 | 0.0% | 1 | 2.0% | 2 | 4.5% |
| American Indian/Alaskan Native, Female | 1 | 2.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Female | 0 | 0.0% | 0 | 0.0% | 1 | 2.3% |
| Caucasian, Female | 45 | 88.2% | 43 | 87.8% | 33 | 75.0% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 1 | 2.0% | 1 | 2.3% |
| Hispanic/Latino, Female | 4 | 7.8% | 1 | 2.0% | 3 | 6.8% |
| Two or More Races, Female | 1 | 2.0% | 1 | 2.0% | 2 | 4.5% |
| Unknown, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Female Total | 51 | 100.0% | 47 | 95.9% | 42 | 95.5% |
| African American, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Male | 0 | 0.0% | 2 | 4.1% | 2 | 4.5% |
| Hawaiian/Other Pacific Islander, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Male Total | 0 | 0.0% | 2 | 4.1% | 2 | 4.5% |
| Total | 51 | 100.0% | 49 | 100.0% | 44 | 100.0% |

| Ethnicity & Age Range | Fall 2018 to Fall 2019 | | Fall 2019 to Fall 2020 | | Fall 2020 to Fall 2021 | |
|--|------------------------|---------------|------------------------|---------------|------------------------|---------------|
| | N | % | N | % | N | % |
| African American, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Under the age of 18 Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| African American, 18-24 | 0 | 0.0% | 1 | 2.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 18-24 | 34 | 66.7% | 28 | 57.1% | 26 | 59.1% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 3 | 5.9% | 0 | 0.0% | 1 | 2.3% |
| Two or More Races, 18-24 | 1 | 2.0% | 1 | 2.0% | 1 | 2.3% |
| Unknown, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 18-24 Total | 38 | 74.5% | 30 | 61.2% | 28 | 63.6% |
| African American, 25-44 | 0 | 0.0% | 0 | 0.0% | 2 | 4.5% |
| American Indian/Alaskan Native, 25-44 | 1 | 2.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 2.3% |
| Caucasian, 25-44 | 11 | 21.6% | 17 | 34.7% | 9 | 20.5% |
| Hawaiian/Other Pacific Islander, 25-44 | 0 | 0.0% | 1 | 2.0% | 1 | 2.3% |
| Hispanic/Latino, 25-44 | 1 | 2.0% | 1 | 2.0% | 2 | 4.5% |
| Two or More Races, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 2.3% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 13 | 25.5% | 19 | 38.8% | 16 | 36.4% |
| African American, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 45-64 Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| African American, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 65+ Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 51 | 100.0% | 49 | 100.0% | 44 | 100.0% |

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Students have been lost for a variety of reasons to include personal reasons, academically unsuccessful, and dissatisfaction with the profession. Students were academically unsuccessful in BIO 169, DEN 110, DEN 140, DEN 120 and DEN 112. The department utilizes peer tutoring and guided tutoring to assist in retention. All but one of these courses are didactic. The department will track peer tutoring and academic skills referrals.

Identify Retention Action Items

| Item | Action Items <i>(What actions can be taken to increase program retention?)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i> |
|------|--|--|
| 1 | Utilize academic skills and peer tutoring | Monitor academic skills and peer tutoring and follow-up with the student |

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 23 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 24 #**Target:** 26 #

| Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring | |
|---|-------------------------|
| Graduation Year | Total Completers |
| 2019-2020 | 26 |
| 2020-2021 | 22 |
| 2021-2022 | 21 |

Completers by Ethnicity, Gender, and Age

| Ethnicity & Gender | 2019-2020 | | 2020-2021 | | 2021-2022 | |
|---|-----------|---------------|-----------|---------------|-----------|---------------|
| | N | % | N | % | N | % |
| African American, Female | 0 | 0.0% | 1 | 4.5% | 1 | 4.8% |
| American Indian/Alaskan Native, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Female | 0 | 0.0% | 0 | 0.0% | 1 | 4.8% |
| Caucasian, Female | 25 | 96.2% | 18 | 81.8% | 13 | 61.9% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 1 | 4.5% | 0 | 0.0% |
| Hispanic/Latino, Female | 1 | 3.8% | 0 | 0.0% | 4 | 19.0% |
| Two or More Races, Female | 0 | 0.0% | 0 | 0.0% | 2 | 9.5% |
| Unknown, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Female Total | 26 | 100.0% | 20 | 90.9% | 21 | 100.0% |
| African American, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Male | 0 | 0.0% | 2 | 9.1% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Male Total | 0 | 0.0% | 2 | 9.1% | 0 | 0.0% |
| Total | 26 | 100.0% | 22 | 100.0% | 21 | 100.0% |

| Ethnicity & Age Range Table | 2019-2020 | | 2020-2021 | | 2021-2022 | |
|--|-----------|---------------|-----------|---------------|-----------|---------------|
| | N | % | N | % | N | % |
| African American, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, Under the age of 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Under the age of 18 Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| African American, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 18-24 | 9 | 34.6% | 13 | 59.1% | 8 | 38.1% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 0 | 0.0% | 0 | 0.0% | 1 | 4.8% |
| Two or More Races, 18-24 | 0 | 0.0% | 0 | 0.0% | 1 | 4.8% |
| Unknown, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 18-24 Total | 9 | 34.6% | 13 | 59.1% | 10 | 47.6% |
| African American, 25-44 | 0 | 0.0% | 1 | 4.5% | 1 | 4.8% |
| American Indian/Alaskan Native, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 4.8% |
| Caucasian, 25-44 | 16 | 61.5% | 7 | 31.8% | 5 | 23.8% |
| Hawaiian/Other Pacific Islander, 25-44 | 0 | 0.0% | 1 | 4.5% | 0 | 0.0% |
| Hispanic/Latino, 25-44 | 1 | 3.8% | 0 | 0.0% | 3 | 14.3% |
| Two or More Races, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 4.8% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 17 | 65.4% | 9 | 40.9% | 11 | 52.4% |
| African American, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 45-64 Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| African American, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 65+ Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 26 | 100.0% | 22 | 100.0% | 21 | 100.0% |

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Based on the data provided my analysis concludes that the number of program completers was impacted by COVID-19 over the last 3 years. Students were faced with a rapid change to online learning which has proven to hinder success for dental hygiene students. Once students were able to return to campus for hybrid courses, they were still faced with learning very important fundamental course content online and then perform clinical based on that information.

The department will continue to utilize academic skills and peer tutoring to help increase our completer rates.

Identify Completer Action Items

| Item | Action Items <i>(What actions can be taken to increase student completion in your program?)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i> |
|-------------|--|---|
| 1 | Utilize academic skills and peer tutoring | Monitor academic skills and peer tutoring and follow-up with the student |
| 2 | Utilize guided tutoring | Require guided tutoring for any student who is unsuccessful clinically |

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

- CODA Accreditation
- National Board Scores
- Regional clinical Licensure exam results (CITA)
- Student Resource Assessment Survey (SRAS)
- Program Learning Objectives (PLOs) Student Survey
- Clinical Evaluations
- PLO Assessments
- Graduate Surveys
- Employer Surveys
- Advisory Committee Feedback

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

| Planning Year (Fiscal Year – July 1-June 30) | Objective(s) Submitted | Use of Results |
|--|--|--|
| 2019-20 | 1) Dental Hygiene - Thirteen (13) Calculus Calibrators-Six (6) Student A,B,C Versions, Three (3) Examiner/Faculty A,B,C,D Versions, Four (4) Detection PRO's | 1) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u> : Calculus calibrators were received and utilized prior to the class of 2020 graduating. <u>2020-21 Use of Results / Assessment</u> : 96% of students responded Strongly agree or Agree to Clinical equipment is sufficient in quality and quantity to enable students to meet clinical requirements. |
| 2020-21 | Dental Hygiene - Two (2) Air Techniques ScanX Classic is a four track system | Scan-X was installed in January 2021. Students have been able to use Scan-X in Radiology and Clinical courses (DEN 112-DH01AB, DEN 131-DT01, and DEN 231-DT01). 85.71% of students reports on the Student Resource Assessment (SRAS) that they Strongly Agreed or Agreed that clinical equipment is sufficient in quality and quantity to enable students to meet clinical requirements. Scan-x will continue to be used in all clinical courses. |

| | | |
|---------|--|---|
| 2021-22 | <ol style="list-style-type: none"> 1) Dental Hygiene - Two-Beauty Full Electrical 4 Motor Podiatry-Massage-Aesthetic-Dental Reclining Chairs . Two-Brightech Lightview Pro 6 Wheel Rolling Base Magnifying Floor Lamps 2) Dental Hygiene - 1-Biosonic UC300- The quietest ultrasonic cleaner on the market 3) Dental Hygiene - 30-conduction anesthesia models, urethane jawbone & GS-F (pink) gums, 30-(401064) darwin head without any bench mount adapter whatsoever, 30-darwin mount (solid)used to attach darwin head to bench mounts, 30-with 4IN-rods - compact bench/chair mount with universal ball joints & two swivel joints | <ol style="list-style-type: none"> 1) Received in Spring 2022-85% of student agreed that that the "Instructional Resources: Laboratory is accessible to students outside of regularly scheduled class times". Planned use of the guided tutoring is for all clinical courses to enhance student performance. 2) The Student Resource Assessment Survey showed 85% of students agreed or strongly agreed to "clinical equipment is sufficient". This equipment will be used to support all clinical instruction. 3) Approved for 15 manikins, not the 30 requested, for a total of \$26,665.00. Submitted for purchase by Purchasing Director. Student Resource Assessment Survey (SRAS) showed 100% of the dental students will "Generally or Strongly Agree" to Instructional Resources: Amount of equipment is sufficient for student performance. These models will assist in the necessary training of students to administer local anesthesia. Training will begin in the summer of 2023 if curriculum change occurs at the state level by this date. |
|---------|--|---|

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

The dental hygiene department will need to replace several ultrasonic scalers. A few of the dental chairs have required several visits for repairs. We may need to systemically start replacing dental chairs as some of our equipment is aging.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

Currently, we have one position vacancy for a full-time dentist.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

Facilities are shared between the dental assisting and dental hygiene programs. If both departments retain all incoming students the facilities could prohibit class schedules due to clinical space. The dental hygiene department must use the dental assisting clinic and guided tutoring area to provide all students with a unit for preclinical skills. If more than 26 students are retained it is necessary to utilize the dental assisting clinic for all clinical courses to provide all students with equal opportunity to treat patients. It is possible to utilize external rotations for the dental assisting students if this occurs.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

The dental department utilizes all student services. During orientation the dental department invites all academic and student support services to provide information about their services. The dental faculty encourages the use through counseling as needs arise with students.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

The dental hygiene program has had several new faculty changes over the last year. This has created a weakness as the new faculty members have to learn the systems and methods of the department.

Review prepared and submitted by: (Please list name(s) and titles)

Susan Smith Dental Department Chair

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: Dorothy Moore 11/17/2022

Dean, Director, or AVP / Date: Janeil Marak 11/18/2022

Administrator Approval / Date: Dr. Brandon M. Jenkins 11/22/2022