



# **Program Review 2010**

## **Dental Hygiene Career Ladder**

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## ANNUAL PROGRAM REVIEW

University of Hawaii Maui College

### Dental Hygiene Program

2009-2010

#### Introduction:

The program in dental hygiene is accredited by the Commission on Dental Accreditation, and has been granted the accreditation status of "initial accreditation" in 2009. The second site visit is scheduled for April 26<sup>th</sup> and 27<sup>th</sup> of 2011. The goal is to obtain approval without reporting requirements. The Commission is a specialized accrediting body recognized by the United States Department of Education. The dental hygiene program is a two-year Associate of Science Degree program. Since the program has completed the first year of this two-year program, only some of the courses in the curriculum will be assessed for this annual review.

#### I. Assessment of Student Learning

##### a. Program Learning Outcomes

Upon graduation the dental hygiene students will be able to:

1. Demonstrate their cumulative knowledge and skill by successfully passing both written and clinical dental hygiene board examinations.
2. Provide comprehensive dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.
3. Provide accurate, consistent, and complete documentation for assessment, and evaluation of dental hygiene services.

##### b. Map of program learning outcomes by course

PLO	1	2	3
DH 150	3	2	2
DH 153	3	3	2
DH 155	3	2	3
DH 156	3	3	3
DH 173	3	2	2
DH 254	3	3	2
DH 255	3	2	3
DH 256	3	2	2
DH 257	3	2	2
DH 258	3	3	2
DH 260	3	3	3
DH 261	3	3	3
DH 262	3	3	3
DH 263	3	3	3
DH 264	3	3	2
DH 265	3	3	1
DH 266	3	3	3
DH 267	3	3	2
DH 268	3	3	2
DH 269	3	3	2

Key: 3 Major Emphasis: The student actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class.

1 Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome.

0 No Emphasis: The student does not address this learner outcome.

### c. Assessment Plan

#### UH Maui College Dental Hygiene Program

#### Assessment Plan Timetable of Program Learning Outcome Program Review Cycle

PLO	SP 2009	SP 2010	F 2010	SP 2011	F 2011
1				DH 263	
2	DH153				DH 155
3		DH 260	DH 262		

#### Program Assessment:

Evidence was collected in DH 153 in the Spring 2009 to assess PLO 2. Evidence was collected in DH 260 during the Spring 2010 to assess PLO 3.

#### 2. Evidence and Results of Student Learning

The evidence and methods used to assess the program learning outcomes will be described separately for each course that was assessed during this review period.

##### a. Assessment tools or methods used to analyze outcomes

#### DH 153 Assessment Procedures in Dental Hygiene

The student learning outcomes for DH 153 include recognize and describe common signs of oral disease and deviations from normal as well as identify resources to obtain current drug information and indications for drug use. Program learning outcome #2 of the dental hygiene learning outcomes was assessed in this course by having the students complete various projects and writing. In addition to the dental hygiene program outcome, the student was assessed on his or her knowledge of the following general education standards: written and oral communication, information retrieval, and critical thinking and quantitative reasoning.

Only dental hygiene majors were enrolled in this course. Evidence was reported on the fourteen students who completed the course. For PLO 2, 29% (4 of the 14 students) showed exemplary understanding, and 71% (10 of the 14 students) showed they met expectations.

In DH 153 five quizzes, two exams, one final exam and class participation were used to assess PLO#2. All of the exams and quizzes including class participation assessed their understanding of this introductory course of dental hygiene. Proficiency in oral communication was assessed utilizing an oral communication rubric. All of the students were proficient in these general education standards at a level necessary for their intended role.

### **DH 260 Clinical Dental Hygiene**

The student learning outcomes for DH 260 include, document treatment rendered and findings in the client's record using precise descriptive terms, in accordance with the clinical guidelines as well as systemically collect, analyze, and record information from a client's personal, dental, and health history according to clinic guidelines and determine conditions which require special appointment planning, antibiotic premedication, medical consultation, and/or physician referral. Program learning outcome #3 of the dental hygiene learning outcomes was assessed in this course by having the students complete various projects and writing. In addition to the dental hygiene program outcome, the student was assessed on his or her knowledge of the following general education standards: written and oral communication, information retrieval, and critical thinking and quantitative reasoning.

Only dental hygiene majors were enrolled in this course. Evidence was reported on the nine students who completed the course. One registered student did not complete the course due to personal issues and work over load. Four were wait list students that did not continue in the program. The waitlisted students were included in this course in an attempt to measure which of the students would endure the rigors of the dental hygiene curriculum.

For PLO 3, 100% (9 of the 9 students) showed they needed improvement with completing documentation. In DH 260 a Chart Review checklist was utilized to assess PLO#3.

The overall purpose of the checklist is to aid the student to master the skill of proper documentation and the necessity of recording all services accurately.

Proficiency in written communication was assessed utilizing the Chart Review Checklist. All of the students were proficient in these general education standards at a level necessary for their intended role.

b. Summative evidence.

	Exceeds	Meets	Needs Improvement	Insufficient Progress	N/A
<b>DH 153 Assessment Procedures in DH</b> PLO 2 - Provide comprehensive dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.	4	10			
<b>Average PLO Score for the course</b>	4	10			
<b>General Education Standards</b>					
<b>Critical Thinking</b>					
<b>Oral Communication</b>	100%				
<b>Written Communication</b>					
<b>Information Retrieval</b>					
<b>Quantitative Reasoning</b>					
<b>Creativity</b>					
<b>DH 260 Clinical DH</b> PLO 3- Provide accurate, consistent, and complete documentation for assessment, and evaluation of dental hygiene services.			9		
<b>Average PLO Score for the course</b>			9		
<b>General Education Standards</b>					
<b>Critical Thinking</b>					
<b>Oral Communication</b>					
<b>Written Communication</b>	100%				
<b>Information Retrieval</b>					
<b>Quantitative Reasoning</b>					
<b>Creativity</b>					

### **3. Results of student learning.**

- a. One hundred percent of the dental hygiene students were proficient in PLO's 2, as well as meeting the general education requirements in oral and written communication.
- b. In PLO 3 students need improvement. Students need repetition to master many motor and cognitive skills. In addition, when introducing a new skill like charting which requires set protocol of a legal document, additional time and examples are necessary. A systemic approach to charting, in my experience, has been successful.

### **4. Planned Changes**

- a. Provide detailed information on proper charting protocol.
- b. The third program learning outcome states that the program will provide accurate, consistent, and complete documentation for assessment, and evaluation of dental hygiene services. Therefore more classroom time will be spent on charting.
- c. There are no additional cost require implementing this change.

## **II. Appendices**

### **Institutional Data**

The two-year dental hygiene program has not graduated any students at this point. The first graduating class will commence Spring 2011. The demand indicators state that only 2 new or replacement positions will open in dental hygiene in 09-10; however, the dentists on Maui have requested this program to fulfill their urgent needs.

Attached is a press release from the American Dental Hygiene Association confirming, "The dental hygiene profession has been identified by the U.S. Bureau of Labor Statistics (BLS) as one of the fastest growing professions in the country. The population of dental hygienists is projected to increase by 30 percent from 2006-2016."

Also attached is a fact sheet that all of Maui has a shortage of Dental Professionals.

### **Perkins**

The data that is presented in the 2008-2009 Report is not accurate because the program has not graduated any students.