

Purpose of Administrative Program Review

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

I. Program Assessment/Assessment of Student Learning

a) What are the program's learning outcomes?

The American Dental Association (ADA) Competencies for Dental Hygiene Programs are the basis for the FSU program development and assessment. They include the following outcomes:

1. The DH graduate can systematically collect, analyze and document data on the general, oral and psychosocial health status of a variety of clients using methods consistent with medicolegal principles.
2. The DH graduate will use critical decision making skills to reach conclusions about the client's comprehensive dental hygiene needs based on all available assessment data.
3. The DH graduate will collaborate with the client and / or other health professionals to formulate a mutual dental hygiene treatment plan.
4. The DH graduate will be able to provide specialized treatment that includes preventative and therapeutic services designed to achieve and maintain oral health.
5. The DH graduate will evaluate the effectiveness of the implemented clinical, preventive and educational services.
6. The DH graduate will participate in ongoing professional development.
7. The DH graduate will provide dental hygiene care to promote client health and wellness using critical thinking and problem solving using an evidence-based approach.
8. The DH graduate must be able to provide planned educational services using interpersonal communication skills and educational strategies to promote optimal health.
9. The DH graduate must be able to formulate a treatment plan, which involves steps in a preventative program. Prevention services are achieved and re-evaluation performed to assess further corrective action.
10. The DH graduate must be able to initiate and assume responsibility for community involvement of diverse populations.

b) What assessment measures are used, both direct and indirect?

Direct: Classroom cognitive measurements as measured by course pass rates:

- **Written exams**
- **Case study analysis**

Direct Clinical performance measurements (psychomotor, affective & cognitive) as measured by course pass rates:

- Client Performance Evaluation Forms
- ADPIE (Assessment, Diagnosis, Plan, Implementation & Evaluation) form,
- Competency Performance rating forms

Direct National Norm measurements:

- Pass Rates on the National Board Licensure Exam
- Pass Rates on the North East Regional Board Licensure (NERB) Exam

Indirect Measurements:

- Program Retention / Attrition Rates
- Employment placement rates after graduation
- Graduate and employer perceptions regarding preparation for clinical practice setting
- Program Advisory Committee perceptions about the program
- Patient Satisfaction Surveys

c) What is the assessment cycle for the program?

Most assessment criteria are measured annually, specifically all direct measurements, employment rates and program retention / attrition rates.

Surveys are conducted for program evaluation purposes related to Academic Program Review (every 5 years) and Program Accreditation (every 7 years).

d) What assessment data were collected in the past year?

Course pass rates for 2003-04:

- 100% pass rate in first level DHYG courses
- 97% pass rate in second level DHYG courses

National Board Results for 2004 Graduates:

- 95.7 % Pass rate

NERB Results for 2004 Graduates:

- 79.6% Pass rate for clinical component
- 77.6% Pass rate for computerized component

Job Placement rate: 100% for 2004 graduates

Program Retention / Attrition Rate for 2004 graduates:

- 54 students admitted F02, 53 completed program by W04 = 2% attrition rate
- 60 students admitted F03, 60 scheduled to complete W05 = 0% attrition rate (projected)

e) How have assessment data been used for programmatic or curricular change?

The low attrition rates would suggest that students are academically prepared for the professional sequence and so have suggested that no change in admission criteria is necessary at this time. The licensure exam scores are also at or above national averages for the past three years, suggesting program strength and integrity. This is always monitored to assure quality program outcomes.

II. Course Outcomes Assessment

- a) Do all multi-sectioned courses have common outcomes?

YES – A faculty coordinator oversees each clinical course so that there is consistency in the evaluation process for all students. Dental Hygiene practice requires regular calibration of all instructional clinic staff and this is an integral part of the instructional methodology. Classroom assessments are in a continuous state of refinement and student areas of weakness are identified so that course modifications can be made. The faculty meet on a regular basis to review the curriculum and redistribute content, modify approaches of evaluation of student performance, etc. This is an ongoing process.

- b) If not, how do you plan to address discrepancies?
- c) How do individual course outcomes meet programmatic goals?

The disciplinary content areas are clearly delineated by the ADA accreditation standards so that the collective courses all contribute to the attainment of the program goals. All required areas of content are included in the program.

III. Program Features

1. Advisory Board

- a) Does the program have a board/committee? **YES** When did it last meet? **October 2004; meeting scheduled for April 15, 2005.** When were new members last appointed? **New members are in the process of being appointed this year, as some members have resigned.** What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)
Currently there are Alumni: 5 RDH; Workplace Representatives: 3 DDS; 1 RDA + Alumni above, Academic: 2 RDH & RDA. This composition may change with new membership.
- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
- c) Has feedback from the Advisory Board affected programmatic or curricular change?

The Dental Hygiene Program at Ferris State University seeks the advice of the leaders in dental hygiene and dentistry through the Dental Hygiene Program Advisory Committee. The purpose of the Committee is to provide communication between the University and dental community to assure that programs are kept abreast of developments in dentistry. The Committee becomes an active liaison to provide a mutual exchange of information for improving the program, recruiting qualified students, and meeting employment needs of the community. For instance, the recent addition of local anesthesia to the curriculum was a subject of extensive discussion at the fall 04 advisory meeting.

2. Internships/Cooperative or Experiential Learning

- a) Is an internship required or recommended?

Required: all students in 1st and 2nd year of the professional sequence of the program must complete a minimum number of clinic hours every week in the on-site clinic where students treat patients under the direct supervision of Registered Dental Hygienists and a Dentist. 1st year students are in clinic 6 hr /wk fall and 8 hr/wk winter; 2nd year students are in clinic 12 hours per week both semesters.

- b) If the internship is only recommended, what percentage of majors elect the internship option?
- c) What challenges does the program face in regard to internships? What is being done to address these concerns?

An ongoing challenge is always providing enough patients with challenging periodontal needs so that students become proficient in the detection and removal of calculi, as well as the identification and treatment of periodontal disease. However, with the ability to bill Medicaid in the last two years, the patient population in these areas has increased significantly.

- d) Do you seek feedback from internship supervisors ?

Not applicable, since the internship is an on-site clinic experience. However, the feedback from part time clinic instructors is always welcomed for the purpose of program improvement.

If so, does that feedback affect pedagogical or curricular change?

3. On-Line Courses

- a) Please list the web-based courses, both partial internet and fully online, offered last year.

All DHYG courses have a WebCT presence for the functions of gradebook, general communications, etc. However, no courses have been offered in partial or fully online format until this year.

The new Local Anesthesia course (DHYG 219) is a partial internet course, and the Pharmacology course, DHYG 218 is in development for mixed delivery starting Fall 2005.

- b) What challenges and/or opportunities has web-based instruction created?
None at this time.
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?

Faculty have all had basic webct training and increased use of this medium is being discussed for other DHYG courses in the curriculum.

- d) How has student feed-back been used to enhance course delivery?
- e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)

No. The required clinic component of the curriculum would make an online program difficult to deliver. However, faculty are exploring how they could offer certain components of the program online to address the needs of non traditional and commuting students in the program.

4. Accreditation

- a) Is the program accredited or certified? **YES**
- b) By whom? **American Dental Association (ADA) Commission on Dental Accreditation.**
- c) When is the next review? **December 1-2, 2005**
- d) When is the self-study due? **Fall 2005 – prior to the visit.**
- e) How has the most recent accreditation review affected the program?
Recommendations of the last site visit must have been addressed prior to the December 2005 site visit.

5. Student/Faculty Recognition

- a) Have students within the program received any special recognition or achievement?

Students in the program each year prepare table presentations that are displayed in a variety of community settings. In 2002 the state Student Association of Dental Hygiene (SADAH) day was hosted by FSU students and faculty.

Seven second year students and two Dentists who work with them in the clinic traveled to Guyana on a one week mission trip where they provided dental health care to the patients. The students and Dentists who participated are:

- **Megan Brooks**
- **Megan Goodhue**
- **Melanie Greskowiak**
- **D'Ann Hunt**
- **Mary Etherton**
- **Carrie Lockwood**
- **Dr. Margaret Gingrich**
- **Dr. Donald French**

- b) Have faculty within the program received any special recognition or achievement?

- **Kimberly Beistle and Kathleen Harlan have secured grant funding from three sources to support professional development for faculty and staff in the area of clinical calibration.**
- **Kimberly Beistle and Kathleen Harlan will present on June 15, 2005 to over 400 older adults at Senior Enrichment Day. The Topic is "Oral Health for the Older Adult, sponsored by the Mecosta County council on Aging.**
- **Sandra Burns is active in community health promotion initiatives and currently represents the program on the Community Health Assessment Project**

- **Linda Meewenberg** is a highly sought after speaker at State, National and International professional events which have included: New Zealand Dental Hygiene Association, Muskegon Community College, University of Texas Health Sciences, Springfield Technical College, MDHA Scientific Session, SADHA Day here at FSU; In addition she sits on several advisory boards within the community of Big Rapids and in the State. She was featured as the Profile Hygienist in the "From the Podium" column in the RDH magazine in 2004. In 2003 she was selected as the first Profile RDH to be featured on the RDH website.
- **Kathy Harlan**, as a program staff member received a FSU Exceptional Merit grant for \$3000 for AY 01-02 to develop a web-based radiology review course; this grant included the purchase of a computer and digital camera
- Faculty and instructional staff for this program routinely dedicate a significant amount of their summers and academic breaks to the goal of maintaining the currency of their clinical skills through private practice in various community settings. This is a commendable act of professionalism, which is certainly key to program success in terms of clinical currency.
- This faculty is very dedicated to professional development as an ongoing process. They routinely attend discipline specific workshops to maintain clinical currency and knowledge, but have also attended workshops as a group to foster team building and cohesiveness as they work toward curriculum improvement.
- This program offers several continuing education programs in dental hygiene throughout the year, generating considerable revenue for the University, CAHS and program. This year the first Local Anesthesia CE workshop will be held in April and May.

6. Student Engagement

a) Is volunteerism and student engagement a structured part of the program?

Yes, the students participate in multiple community based activities and projects in an effort to provide dental care to populations at risk, such as children, the disabled and the elderly. These projects are coordinated by Sandy Burns.

b) Does the program utilize service learning in the curriculum?

The Community Dentistry courses (DHYG 217 and 227) provide students with opportunities to become engaged in the community for the purpose of delivering dental health care to the underserved populations surrounding Big Rapids.

c) Does the program participate in the American Democracy Project?

Not formally, but the projects undertaken within the program would qualify.

Areas of Strength:

- **State of the art Dental Hygiene Clinical Facility on site**
- **Qualified, dedicated faculty and instructional staff**
- **Consistently high enrollment**
- **High program demand**

- High employment rate for graduates
- Excellent relationship with alumni
- Very dedicated and supportive advisory committee
- Excellent State and National reputation; with faculty and graduates who are active in leadership roles within the profession.
- Largest program in the State
- Active Student Organization
- Fully Accredited by the Commission on Dental Accreditation
- Integrated Local Anesthesia into Curriculum Winter 2005 in response to new legislated scope of practice for Dental Hygiene
- Successfully recruited quality faculty to fill three vacated positions for AY 04-05
- Two successful grants for technology & faculty development in clinical calibration; one still pending.
- Continued high demand for program; fully enrolled for F04, wait list extends into F07 at this point.
- Continued low attrition rates in program
- Pass rates on NERB exam continue to meet or exceed regional averages
- Implementation of a new model to increase clinic revenue, with early indications of some success.

Areas of Concern (and proposed actions to address them)

- Preparing for re-accreditation of program with American Dental Association; site visit scheduled for December 2005.
- Current technology in dental clinic is in need of update to reflect current dental clinic practice settings.
- Revenue generation that would provide incentive funds for areas such as faculty development has waned in last two years.
- High percentage of instructional staff are part-time, resulting in challenges related to instructional consistency and quality (such as with clinical calibration); includes both RDH and DDS instructors.
- Need for curriculum review to remain consistent with disciplinary changes, such as the inclusion of nitrous oxide administration.
- Program is taught in a very traditional manner that does not support the needs of “non traditional” students. There is a need to explore alternative strategies for scheduling, on-line coursework, transfer credit policies and part time attendance. Many DHYG courses have now been enhanced with Web-CT and there is increasing interest among faculty to pursue alternative methods of delivery of at least the didactic content.

Future Goals:

UAP for AY 2005-06

Goal 1: To provide a state of the art Dental Clinic as the learning environment for the program.

Objectives:

- Develop a proposal for dental clinic upgrade, including specific equipment, technology and cost.

- **Who:** Program Coordinator in collaboration with faculty
- **How / When:**
 - Visit other model clinics by end of winter 05
 - Determine total cost estimation for technology update for clinic by Dec 05
- **Develop and implement a focused capital campaign to fund the proposed clinic update.**
 - **Who:** Program Coordinator in collaboration with faculty
 - **How / When:**
 - Meet with University Marketing & Advancement to develop the plan during winter 2006
 - Implement by Fall 06
- **Increase clinic revenue base to support the cost of additional reception staffing.**
 - **Who:** Clinic Operations Supervisor / Department Head / Associate Dean
 - **How / When:**
 - Develop tracking system to allow continuous evaluation of clinic revenue changes (in progress).
 - Continue to monitor clinic revenues and expenditures; increase clinic fees as appropriate
 - Ongoing process from AY 04-05 and beyond.

Goal 2: To deliver a high quality program that is consistent with the current disciplinary guidelines for dental hygiene practice.

Objectives:

- **Develop a plan to address the issue of faculty calibration within the clinic.**
 - **Who:** Program Coordinator / First and Second Year Clinic Coordinators
 - **How / When:**
 - Selected faculty & instructional staff to attend Clinical calibration conference spring 05.
 - Calibration plan completed for F05 implementation at first and second levels
- **Develop a plan to systematically evaluate all part time clinic instructors to improve instruction and provide more consistency in the teaching environment.**
 - **Who:** Clinic Operations Supervisor with first and second year clinic coordinators
 - **How / When:**
 - Each semester – implement F05
- **Assess current staff mix to determine adequacy of full to part time instructional ratios for student numbers.**
 - **Who:** Program Coordinator / Clinic Operations Supervisor
 - **How / When:**
 - Measure the following staff variables over AY 2005-06:
 - Number of total hours of Part-time instructors for clinic instruction
 - Number of total hours of Full-time faculty or CDH for clinic instruction
 - Number of hours Clinic Operations supervisor or Program Coordinator cover for absent faculty, staff or part-time instructors
 - Quantify negative outcomes related to inadequate staff mix
 - Prepare report for Department Head with recommendations for changes of staff mix by end of AY 05-06.
- **Review and evaluate current curriculum for the purpose of preparing a curriculum revision proposal that would address current issues identified within the**

curriculum as well as to incorporate new disciplinary content areas, such as nitrous oxide administration.

- **Who:** Program Coordinator in collaboration with faculty.
- **How / When:**
 - Curriculum proposal submitted by September 05 for a Winter 06 implementation.
- **Attain re-accreditation status from ADA.**
 - **Who:** Program Coordinator w/ Faculty
 - **How / When:**
 - Site visit scheduled for December 2005.

Goal 3: To generate additional revenue for the use as incentive funding for faculty development or to support special projects and purchases for the program.

Objectives:

- **Offer a minimum of one CE program each year to the state dental community.**
 - **Who:** Program Coordinator to coordinate with faculty participation
 - **How / When:**
 - Work with UCEL for support of offering; Local Anesthesia workshop is in progress for April / May 2005
 - Evaluate success and need to repeat course at a later date, perhaps in F05.
- **Explore other sources of revenue generation for the program, such as income from table displays for technology day or alumni day.**
 - **Who:** Program Coordinator in collaboration with faculty
 - **How / When:** As these events occur each year.

Other Recommendations: