Section 1: Overview of the Bachelor of Science Dental Hygiene degree Program

A. PROGRAM GOALS.

1) State the goals of the program.

The baccalaureate degree completion program's curriculum was approved in April 2008 and the first courses were offered fall of 2008.

The baccalaureate program in dental hygiene is designed for dental hygienists with an associate degree in dental hygiene who want to earn a Bachelor of Science degree in Dental Hygiene in an on-line student-centered learning environment. Students engage in self-directed learning activities, advance their knowledge in the areas of critical thinking, exhibit values for life-long learning, synthesize evidence based information and develop leadership skills. The curriculum prepares licensed dental hygienists for responsibilities in various career roles extending beyond traditional clinical dental hygiene practice.

Program goals:

1) The program will provide students with knowledge to develop skills in critical thinking and evidenced based research while fostering life-long learning.

2) The program will support the American Dental Hygienists' Association initiative of advancing the profession by providing leadership opportunities and advanced educational degrees.

3) The program will advance student knowledge toward varied career opportunities in dental hygiene through a diverse curriculum.

4) The program will prepare students to support research activities impacting oral and systemic health leading to the discovery of new knowledge of contemporary dental hygiene theory and practice.

5) The program will prepare students to address the challenges of advancing the dental hygiene profession and access to dental care.

2) Explain how and by whom the goals were established.

The dental hygiene faculty in communication with the dental hygiene and medical imaging department head worked together to establish the goals for the BS DHYG degree completion program. The dental hygiene faculty consulted publications from the American Dental Hygiene Association and the American Dental Educators Association in order to align the goals of the FSU BS DHYG degree completion with competencies and goals established by these two governing bodies of dental education.

3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

The baccalaureate program in dental hygiene is designed for dental hygienists with an associate degree in dental hygiene who want to earn a Bachelor of Science degree in Dental Hygiene in a student-centered learning environment. Students engage in self-directed learning activities, advance their knowledge in the areas of critical thinking, exhibit values for lifelong learning, synthesize evidence based information and develop leadership skills. Graduates from the program will be prepared with enhanced technological modalities of practice, research, communication, educational leadership, management and dental hygiene knowledge.

The degree will expand the knowledge of dental hygienists and prepare graduates for more extensive roles in the profession. This degree will guide students in developing the knowledge, skills, attitudes and values necessary for positions of responsibility in a variety of healthcare, educational, research and community settings. The curriculum will consist of general education courses, research courses and specialized career courses for entry into business, education, public health or advanced dental hygiene practice.

According to the American Dental Hygienists' Association (AHDA), the hygienist can work in a variety of settings which may include: health maintenance organization or long-term care facility, military base, school system, dental supply company, insurance company, university or research center, veterinary center, government agency or another country. There is a growing need for hygienists to fulfill the roles of educators, advocates, administrators, and behavioral scientists for the profession to continue to be successful. For dental hygienists, the baccalaureate degree is important for adapting and advancing professionally.

4) Have the goals changed since the last program review? If so, why and how? If not, why not?

This is the first program review for the BS in DHYG degree completion program, thus the goals have not changed.

5) Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans. Ferris State University' Mission Statement:

The on-line degree completion, Bachelor of Science in Dental Hygiene, maintains a commitment to the Ferris State University focus and mission of providing students with programs which are applied in nature. Currently, Ferris State University upholds the core values of learning, opportunity, ethical community, excellence and collaboration of which the Bachelor of Dental Hygiene curriculum emulates. Students will participate in coursework which provides advanced levels of experiential learning, student centered learning and evaluation by peers.

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Goals:

Goal 1: Become a demonstrable center of excellence in educational quality and student learning.
Goal 2: Develop a university community where all are valued, welcomed, and informed.
Goal 3: Enhance the financial position of the institution.
Goal 4: Provide a state-of-the-art, sustainable and safe learning, living and working environment.
Goal 5: Foster collaborative internal and external working relationships.
Goal 6: Foster innovation and improve processes to move the University forward.

FSU University Goal	*Related BS Dental Hygiene Program Goals/Outcome*
• To become a demonstrable center of excellence in educational quality and student learning • To provide a state-of-the-art, sustainable and safe learning, living and working environment	• The program will provide students with knowledge to develop skills in critical thinking and evidenced based research while fostering life-long learning. • The program will advance student knowledge toward varied career opportunities in dental hygiene through a diverse curriculum.
• Develop a university community where all are valued, welcomed, and informed. • Foster collaborative internal and external working relationships.	• The program will prepare students to support research activities impacting oral and systemic health leading to the discovery of new knowledge of contemporary dental hygiene theory and practice • The program will prepare students to address the challenges of advancing the dental hygiene profession and access to dental care.

College of Health Professions" Mission, Vision and Values Statement:

Building upon the mission, vision and values of Ferris State University, the College of Health Professions' mission is to prepare students for successful careers in the programs contained therein, to foster responsible citizenship and to promote lifelong learning.

The college will partner with healthcare providers and facilities to prepare students for rapidly changing careers.

The college's vision is to be a recognized leader in the provision of career-oriented programming in the allied health and nursing fields. It will become the preferred choice for students who pursue a career in one of the disciplines offered by the college through its alignment of programs with the evolving needs of the agencies which it serves.

To fulfill its vision, the College of Health Professions' embraces the core values of the university by fostering opportunities for collaboration, respect for diversity, and demand for excellence and opportunity for students to learn to practice in an ethical community.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

1) Describe any unique features or components of the program.

The University of Detroit-Mercy and the University of Michigan currently offer traditional on-campus dental hygiene bachelor degree completion programs. Both programs are available to students either full or part-time. The University of Detroit-Mercy averages 12 – 20 degree completion students annually and the University of Michigan averages 15-20.

The University of Michigan began an on-line degree completion program in fall 2007. Courses are available 100% on-line but students must attend a mandatory two-day on-campus orientation.

In 2007 the American Dental Hygienists' Association reported there are 48 Bachelor in Dental Hygiene *degree completion* programs available for graduates with an associate degree. These *degree completion* programs utilize a variety of delivery methods from traditional on-campus courses to satellite sites and internet delivery. *Only 10 Dental Hygiene Bachelor of Science degree completion programs are offered 100% on-line.*

The Ferris State University Program is the 10th program offered 100% on-line. There will be no formal on-campus orientation. This program has the potential to attract students nationwide.

Ferris also has the geographic advantage of attracting students from the north and west sides of Michigan and Canada since the two traditional degree completion programs are located in the southeast part of the state. As the largest associate degree program in Michigan, we produce the greatest number of hygienists in the state.

Building upon the Associate of Applied Science in Dental Hygiene, the Bachelor of Science in Dental Hygiene graduates will:

   1. analyze research on an advanced level for evidence based practice and

theory as applied to the Dental Hygiene profession.

2. demonstrate critical thinking and lifelong learning through collaborative partnerships which promote the advancement of the Dental Hygiene profession.
3. assist and participate in the coordination of oral health care services for diverse populations throughout all levels of the lifespan.
4. actively engage in leadership roles found in education, government, public health, management and the associations which support the advancement of the Dental Hygiene profession.
5. utilize evidence based practice and theory when determining appropriate modalities for patient care and services.

Through discipline specific and multidisciplinary courses, independent study, fieldwork and practical experience, students engage in challenges that prepare them to meet the demands of today's competitive workplace.

2) Describe and assess the program's ability to attract quality students.

Individuals interested in this degree will come from several populations. One such population will be students currently enrolled in the Ferris Associate of Science Dental Hygiene Program who elect to continue with their coursework at the completion of the associate degree. The second population will be students waiting to start the professional sequence of the associate degree. These students could enroll in the general education, college, and university requirements of a bachelor degree.

The third population will be candidates who previously graduated from an ADA accredited associate degree dental hygiene program and are registered dental hygienists in clinical practice. Whether it is for professional advancement or personal growth, this group is interested in receiving a bachelor degree in Dental Hygiene. This working professional is more likely to work toward the degree part-time and have greater interest in alternative deliveries of instruction.

3) Identify the institutions that are the main competitors for prospective students in this program.

University of Detroit Mercy (traditional on campus bachelor)
University of Michigan (traditional on campus bachelor and online degree completion)
Sienna Heights (online bachelor in allied health degree)

a) How are these programs similar and different from the FSU program?

University of Detroit Mercy offers a traditional on campus bachelor degree in dental hygiene and FSU offers an on-campus associate degree (as required by the Commission on Dental Accreditation for an entry-level hygienist) with a fully online bachelor degree completion program.

University of Michigan offers a traditional on campus bachelor degree in dental hygiene and online bachelor degree completion, but students must attend a mandatory two-day on-campus orientation.

b) What can be learned from them that would improve the program at Ferris?

FSU can learn ways in which competing schools market their programs and make them more desirable to students. In addition, course topics can be reviewed.

C. PROGRAM RELEVANCE.

1) Provide a labor market demand analysis:

There is a promising job outlook for those graduating with degrees in dental hygiene. According to the ***Occupational Outlook Handbook*** (2012), dental hygiene is a field that is growing "much faster than average" as compared to other occupations, with an expected 38% growth from 2010 – 2020 (U. S. Bureau of Labor Statistics [BLS]).

Both those with associate and bachelor degrees in dental hygiene have positive career outlooks. Advantages may be realized by those who secure a baccalaureate degree through the fully online ***Dental Hygiene Bachelor Completion Program*** at Ferris State University. This program gives those with their associate degree in dental hygiene an opportunity to grow both personally and professionally with the completion of the baccalaureate degree. Individuals with a baccalaureate degree in dental hygiene may experience a positive job-market impact, as advanced degrees have the potential to enhance career choices, and thus expand job opportunities (Rowe, D. J., Massoumi, N., Hyde, S., & Weintraub, J. A., 2008; Rowe, D. J., Weintraub, J. A., Shain, S., Yamamoto, J., & Walsh, M. M., 2004).

Currently, there is a shortage of dental hygiene faculty that is expected to increase as a result of program closures in dental school settings and numerous faculty leaders prepare for retirement. Dental hygiene scholars are needed to lead the development of theory and knowledge unique to the discipline of dental hygiene. Students who graduate from the Bachelor of Science in Dental Hygiene will be qualified to fulfill clinical educator positions within academic institutions. These bachelor graduates will have the opportunity to continue their education in a master level program and eventually qualify for faculty positions.

Additionally, ***O*Net***, a highly regarded occupational information website, has designated dental hygiene as a "Bright Outlook Occupation", which are careers that "are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations" (2010).

Along with great potential to secure a job, those with degrees in dental hygiene also command respectable salaries. National and state-level wage information is displayed below.

National Wage Information:

Median wages (2011)	$33.31 hourly, $69,280 annual
Employment (2010)	182,000 employees
Projected growth (2010-2020)	▪▪▪▪Much faster than average (29% or higher)
Projected job openings (2010-2020)	104,900

*The above information is copied directly from the webpage *Details Report for Dental Hygienists* (O*Net, 2010). URL: http://www.onetonline.org/link/details/29-2021.00#WagesEmployment

ADHA Dental Hygiene Education Facts: http://www.adha.org/resources-docs/72611_Dental_Hygiene_Education_Fact_Sheet.pdf

American Dental Hygienists' Association Educational Standards Position Paper 2011: http://www.adha.org/resources-docs/7113_Educational_Standards_Position_Paper.pdf

ADHA Policy Manual: http://www.adha.org/resources-docs/7614_Policy_Manual.pdf (specifically the section on education)

Boyleston ES, Collins MA. **Advancing our profession: are higher educational standards the answer?** J Dent Hyg. 2012 Summer;86(3):168-78. Epub 2012 Aug 27. PubMed PMID: 2294783: http://0-go.galegroup.com.libcat.ferris.edu/ps/i.do?id=GALE%7CA305249277&v=2.1&u=lom_ferrissu&it=r&p=ITOF&sw=w
**The above link will require you to logon with your MyFSU credentials

Okwuje I, Anderson E, Hanlon L. **A survey of dental hygiene program directors: summary findings and conclusions.** J Dent Educ. 2010 Jan;74(1):79-87. PubMed PMID: 20066792.
http://www.jdentaled.org/content/74/1/79.full.pdf+html

Rowe DJ, Massoumi N, Hyde S, Weintraub JA. Educational and career pathways of dental hygienists: comparing graduates of associate and baccalaureate degree programs. J Dent Educ. 2008 Apr;72(4):397-407. PubMed PMID: 18381846.
http://www.jdentaled.org/content/72/4/397.full.pdf+html

2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.

The Dental Hygiene program assesses emerging issues by using the following resources: communications from the American Dental Association and the American Dental Educators Association, American Dental Hygiene Association, graduate suggestions, advisory board consultations and student needs and suggestions. Program faculty assess national workforce issues by staying current and active within their professional organizations and communities.

3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

Most students enroll in the FSU BS DHYG online degree completion because the program is fully online. Students are able to work, yet still take classes to earn a bachelor degree in dental hygiene. Many students who go to FSU for their associate degree in dental hygiene continue their coursework toward the bachelor degree, which is a nice transition. Students who are in the FSU BS DHYG online program and who have graduated from other associate degree institutions also enroll in the program because it is fully online.

See testimonials responses from students who were enrolled in the final DHYG capstone course in the next question.

A) How well does the program meet student expectations?

Student Testimonials of how the program meets student expectations:

"I just wanted to say how much I enjoyed taking this class. I cannot remember the last time I enjoyed writing like this. Of course it is definitely nice to be able to write about something you do every day but it is also nice to write about things you are passionate about and something you genuinely care about. Although this class was fun and interesting, it was not a breeze either. There were many discussions and questions that I really had to turn on my thinker for. However, once I addressed those questions and really dove in head first, I found myself lost in the material and really getting into what I was doing. I think the fact that I was working with students who were just as interested in the material as I was, was really helpful. It was very rewarding to see that everyone was genuinely interested in what each individual had to say. In addition to that, I felt the instructor to be very helpful when needed and feedback was always great whether it be constructive criticism or just commenting on things I am doing well. I was also never lost this semester, if I had any questions I needed answered I could usually find them in the modules or class calendar, etc. This was a great class to be a part of and I am hoping that the rest of my classes are the same as well. I would also like to end on the fact that I am very excited that by taking this class I feel as though my professional career has continued to improve and I have been able to take many things from this class and put them to good use. Thank you Mrs. XXX for a great semester!!"

"I feel very proud of my accomplishments navigating through the world of technology. I feel that not only did this program broaden my perspective of expanded roles with a dental hygiene degree, but it also expanded the way I think and make my decisions. I think this program was a gateway to learning what can be accomplished with technology at our fingertips. It helped me transition from paper to paperless in the workplace. The instructors were very positive and supportive and encouraged me to better myself so that I can give more of myself to others."

"The dental hygiene degree completion program has allowed me to further investigate the career options that are available to dental hygienists. It has also helped me to become a better writer since the program included several writing projects. I am proud of myself that I was able to balance work and school together. One of the most meaningful experiences I had was completing the fieldwork experience. Being able to actually go to a college and work with students helped me to realize that I may consider going into the educational field should an opportunity arise."

"I just wanted to give you ladies a FYI of how much I appreciated your classes. I am starting my masters' program, (well yesterday I did). They have us doing a 1 week class on learning how to search on the internet. I am the only person that knows how to search the internet for pub med, etc. None of these ladies did any type of work we did in Ferris program. SO, Thank you! I feel so lucky that I'm going to be that much ahead of everyone else."

"I always knew I wanted to earn a Bachelor's degree in dental hygiene, but it wasn't offered at Ferris when I began the clinical program. I had originally planned to attend another university for my BSRDH. I think that just being a hygienist with a BS is an accomplishment, since many quit with an AAS. Before I went to hygiene school (but knew my career goals) I worked for an office where the head hygienist/DDS's wife is a Ferris dental hygiene alumni. She really pointed me in the right direction and urged me to finish my degree right away because of the constant evolution of our profession.
It's really difficult to pinpoint the most meaningful part of the program. I learned a ton in all of my classes: gerontology, informatics, education, capstone, etc... All of the courses have really given me a greater awareness of the non-clinical aspects of our profession. This opens my eyes to a ton of possibilities that I would not have ever dreamed of prior to this undertaking. Overall, I feel well-prepared for a number of non-clinical career pathways and am definitely a more mature person and professional for completing this academic program and earning my BSRDH!"

5-5-11

Theresa & Kathy:

Thanks so much for sharing these comments with me. I am so excited that the Dental Hygiene faculty are now getting the opportunity to see the benefits of their efforts in this still fairly new program. These comments support a theory that I have had for some time now, based on our experiences with nurses seeking a higher degree, and that is that the true phenomenon of "professional socialization" occurs with the first advanced degree that a person completes, whether that is a BS or MS or even a doc. Try as hard as we do, a true appreciation of the profession is very hard to instill in the course of the basic program, but the advanced degree almost always becomes a life-changing experience for those who pursue it. It is a great feeling to be able to play a part in that process.

Congratulations, DH faculty! Interim Dean, Julie Coon

Based upon these testimonials, those who have successfully graduated from the program find the BS in Dental Hygiene degree completion extremely beneficial.

B) How is student sentiment measured?

Student sentiment is measured by personal testimonials, IDEA results per instructor of the course, current student program survey and graduate of the program student survey.

D. PROGRAM VALUE.

1) Describe the benefit of the program, facilities, and personnel to the University.

The Bachelor of Science in dental hygiene online degree completion program promotes each of the core values of the university.

Collaboration-dental hygiene students collaborate with each other during course, they collaborate with the faculty teaching the courses and they collaborate with external agencies during their fieldwork practicum all the while promoting Ferris State University.

Diversity- FSU dental hygiene students work with diverse populations during various BS DHYG courses.

Ethical Community- FSU dental hygiene students exhibit ethical practices as evidenced by their mentor's evaluation of their fieldwork opportunities.

Excellence – FSU dental hygiene students represent FSU with high standards during their coursework.

Learning – As a fully online bachelor degree completion program, students can continue to work full-time while pursuing their bachelor degree. This degree is innovative, and promotes the online learning environment at FSU.

Opportunity- This BS online degree completion program offers many opportunities for the students to pursue advanced roles in the dental hygiene field, aligning with the mission and vision of the university.

The BS in Dental Hygiene online degree completion program benefits the university by offering a quality fully online program that produces successful graduates. These graduates practice throughout the state in various leadership positions. The growth of this program is a significant part of the growth in online enrollment in the COHP. Faculty of this program serve on multiple FSU committees as evidenced on individual CVs.

2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.

The BS in Dental Hygiene online degree completion program guides students in developing the knowledge, skills, attitudes and values necessary for positions of responsibility in a variety of healthcare, educational, research and community settings. The curriculum consists of general education courses, research courses and specialized career courses for entry into business, education, and public health. The BS dental hygiene on-line degree completion program meets the needs of the profession, follows the recommendation of the professional association and builds upon the foundational AAS degree that has been part of Ferris State University since 1967.

3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.

Students in the BS in dental hygiene online degree completion program must take and successfully pass DHYG 491, Fieldwork Practicum. The student identifies an area of interest, outside the private practice clinical role to engage in for 30 hours. They must identify a mentor who then guides them through this fieldwork activity and evaluates their performance at the end. In the five years of this program, all mentors (employers) have had favorable evaluations and glowing comments for the students. With this said, faculty of this program believe this program has strong value, for the employers, students and university.

4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).

The benefit of the bachelor of science of dental hygiene degree completion online program is abundant. Faculty serve as speakers and host 4-6 continuing education programs throughout the academic year for practicing licensed dental hygienists and dentists. **See Appendix A: CE Brochure**. Several faculty serve as manuscript consultants and reviewers, external peer reviewers for external tenure candidates, reviewer for Grand Valley State SoTL Conference round table presentations, examiner for North East Regional Board, participate in primary state-wide research and have written successful grants.

Dental Hygiene Faculty have also been chosen to speak at the Lilly North Conference, the Dental Hygiene Educators Annual Conference and the University of Texas' Health Sciences Center Dental Hygiene Educators Conference.

5)What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.

- Faculty and students participate in dental hygiene oral health presentations at local K-12 schools.
- Faculty and students participate in dental hygiene oral health presentations to WISE
- Faculty and students participate in a variety of oral health presentations and screenings to a variety of cognitively, physically and emotionally impaired children on a semester basis at the Mecosta Osceola Intermediate School District.
- Faculty and students participate in the Annual Children's Dental Health Fair held at the FSU dental hygiene campus clinic providing free dental screenings, sealants, fluoride varnish, x-rays, orthodontic screenings, table clinic presentations and networking with professional community.
- Students are treat patients at the Veterans Home, Baxter Clinic and Homeless Event in Grand Rapids and Mel Trotter clinic.
- Faculty and students give a presentation on the dental mission trip to Guyana each April.
- Faculty and students are a part of the Health Athlete Village giving oral exams and education during Summer Olympics
- Students work at veterinary clinic performing dental procedures on animals, work with mobile sealant programs, assist state / governmental workers on oral health initiatives,
- Students teach in a clinical setting at dental hygiene clinic, dental assisting program and even career tech centers focusing on health.
- Students shadow vendors of dental products, specialty offices, and worked with physician offices to promote oral health.

Section 2: Collection of Perceptions.

A. Graduate follow-up survey:

A limited number of BS DHYG online degree graduates provided responses to the online survey. Of those graduates who responded, 89% of the graduates responded to the questions with *"strongly agree."* Most other graduates responded to questions with *"somewhat agree."* Overall the mean score on the graduate survey was 4.15 out of 5 however some responses read as if the student was answering the questions based upon the associate degree in dental hygiene. Some questions may have to be reworded and clearly stated so the reader understands they pertain to the BS degree.

Student comments:

Beyond the clinical setting, we learned plenty. However, with any job I feel as if you learn more once you are hands-on doing it.
It was pretty difficult to handle the classes and work at the same time, but made me manage my time better
I do not remember creating lesson plans in the program.

All instructors answered any and all questions in a timely manner. Great Communication! 2. classes helped to think outside of the box
Dental hygiene education for patients with better ways to promote overall wellness. Geriatrics helps with situations I wasn't even aware of
N/A
Researching about dental related topics
Strengths were research skills, collaboration with others, and quality
The variety of subject and material was satisfactory. The capstone projects were meaningful and memorable to my education.
More on specialties of dentistry
N/A
NA
Resume building for non-clinical opportunities. More focus on professional organizations and evolving standards of care or trends in dentistry
Suggestions are more outside experience, school working with RDHs
Ability to adjust to different groups
All of the skills needed for my fieldwork experience were obtained through the program.
Insurance knowledge.
Use your fieldwork experience to your advantage

B. **Employer follow-up survey**:

As determined by the American Dental Association, the associate degree in dental hygiene is the initial degree required to practice dental hygiene as an entry level clinician. The bachelor degree is an advanced degree for the dental hygienist. Thus, the appropriate survey to use in order to evaluate a BS students work in field would be the mentor evaluations from the fieldwork practicum experience. Mentor evaluations on the following student experiences, such as; serving as veterinary assistants, working with community health departments, Xylitol research on patient's in private practice, acting as a language interpreter / dental hygienist for a Spanish speaking dentist and Spanish speaking patient population, providing oral health screenings on pregnant patients at a public health clinic offer a wealth of feedback on the student's abilities to perform advanced roles beyond clinical dental hygiene. Since, the first DHYG 491 class was taught, only favorable comments have been given to the students by their mentors.

C. **Graduating student exit survey**:

Overall, the graduating students are very satisfied with the various components of the program. 89% of graduating students said that they were either somewhat satisfied or very satisfied with the quality of instruction and 79% of graduating students said that they were either somewhat satisfied or very satisfied with the program overall.

D. Student program evaluation:

The current program survey evaluation revealed that students have come from various educational institutions: Kalamazoo Valley Community College, FSU, Delta College, Kellogg College, Parkland College. This is evidence that the BS DHYG degree pulls from different areas. A limited number of BS DHYG online degree current students provided responses to the online survey. Of those graduates who responded, 90% of the graduates responded to the questions with *"strongly agree."* Most other graduates responded to questions with *"somewhat agree."* Overall the mean score on the student survey was 4.7 out of 5 however some responses read as if the student was answering the questions based upon the associate degree in dental hygiene. Some questions may have to be reworded and clearly stated so the reader understands they pertain to the BS degree.

Student comments:

I believe a lot of the program is set up for clinical dental hygiene in a private practice setting. Due to the numerous dental hygienists seeking jobs in Michigan - this became a struggle when looking for employment. I was first hired by a corporate company who had a very different pace and ethics I was used too. I wish I knew what was realistically "out there" in my career before graduation. Maybe having involvement in other activities (in addition to head start/free prophy day) would be beneficial to allow future graduates a grasp on the differences that will come. Without taking the online classes I would have become more lost, therefore the Bachelor program has helped!
I do feel like the program has helped me become more knowledgeable about careers out there but as far as developing a lesson plan or planning a health project by myself without any direction, I feel I am not there yet.
I have not taken any classes yet to help me with the community health project and preparing a lesson in the educational setting.
I do not agree fully on "various healthcare settings" - yes very effective education in communicating in private practice settings
A lot of testing which requires us students to know our material. Clinical starts the first week of classes.
I love taking classes online at first I was nervous but it has been great experience. The instructors are wonderful and very helpful.
research methods and communication
Staff is wonderful and helpful! Responds to our questions well. I think all the hygienists enrolled have learned to rely on evidence based resources and have become more knowledgeable of the technology available. It is encourages us to become involved with the community, at least it has myself.
I really think having a "general" discussion tab in each class would be nice. Not for a grade, but just to be able to communicate with each other on any issues we have clinically, product information and/or suggestion, etc. It's nice to have a support system where the students and teachers can communicate.
Maybe have radiology be a two semester course and have local and nitrous on a Friday
I am still currently working on completing the program.
Not sure what is meant by this question

To grow as a dental hygienists by seeing all kinds of different people
I think the online portion of the program could use more continuity and better resources to aid in instruction (videos, skype,). Some classes feel like information is lacking and there isn't much actual instruction.
Some of these questions I am unable to answer because I am not through the program yet.

E. **Faculty perceptions**:

Five faculty responded to the survey. All agree or strongly agree that the program is functioning well and provides a well-rounded education for the students. Comments: the program was cohesively designed following curriculum mapping with all faculty, marketing of the program needs to be improved, need a full-time coordinator for the program, there is a competing BS degree in COHP.

F. **Advisory committee perceptions**:

The Dental Hygiene program has an active and engaged professional advisory committee comprised of program alumni, practicing registered dental hygienists, dentists and student representatives. The Committee is an active liaison to provide a mutual exchange of information for improving the program, recruiting qualified students, and meeting employment needs of the community. The advisory committee meets biannually for the purpose of providing disciplinary expertise and input in the development of curriculum for the program. Over the years this committee has been instrumental in providing support for the program including the addition of the BS degree completion.

Advisory board members rated the overall effectiveness of the program 4.47 out of 5.

Section 3:

A. PROFILE OF STUDENTS.
a) Gender, race/ethnicity, age (use annual institutional data).

BS DHYG Gender:			
Academic Year	*Male*	*Female*	*Total number enrolled*
2009	*1*	*44*	*45*
2010	*1*	*67*	*68*
2011	*1*	*53*	*54*
2012	*0*	*45*	*45*
Average past Five Years:	*3*	*209*	*212*

BS DHYG: Race/ethnicity								
Year	Black	Hispanic	Indian/ Alaskan	Asian/Pac Island	White	Foreign	Unknown	Total number enrolled
2009	0	1	0	0	44	1	1	45
2010	1	1	0	0	67	0	1	68
2011	1	1	0	0	53	0	1	54
2012	1	0	0	0	44	1	2	45
Average over past 4 years:	3	3	0	0	206	1	1	212

b) **In-state and out-of-state.**

DHYG BS Residency:			
Academic Year	Resident	Midwest Compact	Non-Resident
2009	46	0	2
2010	69	0	1
2011	55	0	0
2012	45	0	0
Average past Four Years:	169	0	3

c) **Full-time and part-time.**

DHYG BS: Full-time vs. Part-time			
Academic Year	Full-time	Part-time(less than 12 cr)	Total number enrolled
2009	8	40	48
2010	15	55	70
2011	8	47	55
2012	13	32	45
Average past Four Years:	44	174	218

d) **Class during day, in the evenings, and on weekends.**
Since this degree is fully online, students have the opportunity to be engaged in the courses during various times of the day.

e) **Enrolled in classes on- and off-campus.**
Since this degree is fully online, students take courses offered online. Data indicates that all students are taking classes online and does not differentiate if logging onto class on-campus or off-campus.

f) **Enrolled in 100% on-line and/or mixed delivery courses.**
Students are enrolled in courses that are 100% online.

g) Discuss how the information presented in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods in the program.

Since the courses in the fully online dental hygiene bachelor degree completion are offered online, there must be a sufficient number of students enrolled in the course in order for the course to run as identified on the course scheduler through MyFSU. The department head reviews with faculty the sequencing of the courses within the curriculum. Each course is usually offered two times throughout in the academic year, including the summer.

B) Quality of Students.

a) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.

The range of GPA for the **BS dental hygiene student** is 2.0 to 4.00 with an average GPA of 3.46. The range of ACT scores for the **BS dental hygiene student** is 15-32 with an average ACT score of 21.5.

Based on the averages and ranges listed above, the program is attracting and accepting a high quality student with the necessary academic foundation and skills to ensure progression in the professional sequence of the program.

b) What are the range and average GPA's of students graduating from the program? ACT? Comment on this data.

The range of GPA for the **dental hygiene BS graduate** is 3.2 to 3.92 with an average GPA of 3.57.

The range of ACT scores for the **dental BS hygiene graduate** is 16-32 with an average ACT score of 21.5.

Based on the averages and ranges listed above, the program maintains a qualified student throughout the professional sequence through graduation from the program.

c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

Students entering the program have already finished or are in their last semester of their professional sequence of the dental hygiene program and have their dental hygiene license or are waiting for it to come from the state. Thus, they have to be in good academic standing and successfully graduated from an accredited dental hygiene program within the higher educational system.

See Appendix B: Admission and Progression Policy

d) Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.

At this time, the program does not have specific scholarships or academic awards to report as earned by students. Students do have the opportunity to graduate with honors distinction as identified by GPA's.

e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.

Each student in the BS in Dental Hygiene degree completion program must engage in 30 hours of fieldwork activity aside their current employment or private practice in a dental office. These opportunities range from: working at veterinary clinic performing dental procedures on animals, working with mobile sealant programs, assisting state / governmental workers on oral health initiatives, teaching in a clinical setting at dental hygiene clinic, dental assisting program and even career tech centers focusing on health. Also, students have shadowed vendors of dental products, specialty offices, and worked with physician offices to promote oral health.

As a result of these fieldwork engagements, students then develop a scholarly activity in order to explain what they did, their contributions to the profession and how this activity made an impact on them and the organization they chose as their fieldwork.

Students create external relationships with these organizations promoting Ferris State University and sometimes find additional employment through these opportunities.

f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.

The students in the BS DHYG degree completion program summarize this question the best:

"I feel very proud of my accomplishments navigating through the world of technology. I feel more of myself to others.

The entire time I have been in the completion program I have been working full time. This made for many stressful times :). I feel most rewarded by my level of confidence. It can be intimidating to be a newbie hygienist. I feel that this program has helped me mature in my career as well as in my level of competence in dental related topics, not directly related to just dental hygiene. This experience has helped me step out of my comfort zone and explore more avenues of my career. I feel very appreciative towards the professors at Ferris State University for all their hard work with the dental hygiene program. I am very proud to be a dental hygiene bulldog graduate."

"I feel that the dental hygiene completion program has opened more avenues for me in the future. I think that there are a lot of accomplishments throughout the program. I think that the biggest accomplishment for me was just juggling working full time, school and family. There were a lot of sacrifices during these past few years but in the long run it was well worth it."

"I feel very proud accomplishing the next step in my career. It's hard to balance family, career, and your schooling to complete the program. Many of us in class are juggling different things but we are all juggling to come back and finish our program. What an honor it is to know I can do this and continue on if I want to go further. It was hard to understand the latest technology out there today but once I figured that out it seemed to go better for me. This program has helped me to look at different avenues in my job outlook. I started out not knowing what I was going to do with the completion of my program but have learned that there is so much out there for us today. I am very happy and proud that I have worked hard to get where I am today. Good luck to all you classmates we did a great job and learned how to balance many things."

"Wow I can't believe I am finishing my Bachelor's Degree already, I think this is big accomplishment in itself. Having graduated the hygiene program in 3 years, I was able to finish the Bachelors in one more, to finish school in 4 years with both my associates and bachelor's degree! It has been a very rough and hard working 4 years, loading up my schedule each term with at least 17 credits a semester, and filling up my summers with classes, but I think it is well worth it now. I think many of the bachelors classes were meaningful from program planning (I have an interest in public health) to fieldwork, and getting a chance to see how this degree can be used in the field, to even challenging myself and writing a real research paper!"

"Just finishing and having my Bachelor's is an accomplishment to me. I'm one of the first in my family on my mom's side to get a bachelor's and the fact they are all so proud of me and want to do something for me feels quite amazing. They all tell me it's a great accomplishment. I'm glad I'm finally done! It was getting a little rough for a while and I wasn't sure I wanted to keep taking classes after I had found a job. It was really hard working full time and being a student with online classes. That is another accomplishment for me. My boyfriend told me the other day that he gives me props and is very proud of me because he said he knows he can't work full time and do school. The most meaningful and useful experience is hard to put into just one thing. I think this degree has changed how I look at dental hygiene and the entire dental career. This only makes me a better hygienist by knowing all the different areas I can work and hope to work in the future. For this class alone, my project was about creating a relationship with medical professionals to better patients with diabetes, heart disease, cancer, and pregnancy. This class helped me understand the research needed and how I can relate to the medical staff to gain their attention. Overall, I'm happy to have my Bachelor's because it will help me grow as a hygienist as I can move on to other areas beyond clinical."

"I always knew I wanted to earn a Bachelor's degree in dental hygiene, but it wasn't offered at Ferris when I began the clinical program. I had originally planned to attend

another university for my BSRDH. I think that just being a hygienist with a BS is an accomplishment, since many quit with an AAS. Before I went to hygiene school (but knew my career goals) I worked for an office where the head hygienist/DDS's wife is a Ferris dental hygiene alumni. She really pointed me in the right direction and urged me to finish my degree right away because of the constant evolution of our profession.
It's really difficult to pinpoint the most meaningful part of the program. I learned a ton in all of my classes: gerontology, informatics, education, capstone, etc... All of the courses have really given me a greater awareness of the non-clinical aspects of our profession. This opens my eyes to a ton of possibilities that I would not have ever dreamed of prior to this undertaking. Overall, I feel well-prepared for a number of non-clinical career pathways and am definitely a more mature person and professional for completing this academic program and earning my BSRDH!"

3) Employability of students.

Most students in the BS DHYG degree completion program are already working. This degree gives the student a chance to advance their dental hygiene profession beyond clinical application in private practice. As a result of their required fieldwork activities, some students end up working in those unique environments; career tech centers, mobile sealant programs, working / interpreting with Spanish clientele who could not otherwise express their needs to English speaking dentist, etc. Again, this degree opens doors for students that otherwise may never present themselves as opportunities.

a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.

The American Dental Association and the Commission on Dental Accreditation identify the associates in dental hygiene as required for an entry level position as registered dental hygienist. The online bachelor degree completion program is considered an advanced degree and not required in order to be an entry level dental hygienist. This degree will expand the roles of the entry level dental hygienist, giving the student other opportunities to pursue beyond clinical dental hygiene. In addition, most students in this degree are currently working full or part-time.

b) What is the average starting salary of graduates who become employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends.

The online bachelor degree completion program is considered an advanced degree and not required to have in order to be an entry level dental hygienist. This degree will expand the roles of the entry level dental hygienist, giving the student other opportunities to pursue beyond clinical dental hygiene.

Michigan (entry level dental hygienist with Associates degree)

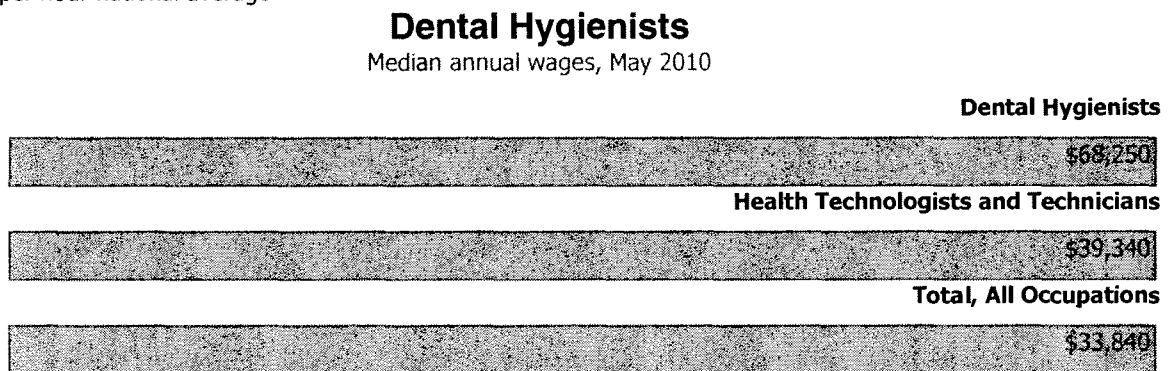2012 average hourly rate: $30.40

2011 average hourly rate: $30.34

Increase: $0.06

The highest hourly rate reported was $42; the lowest was $23.

15% earn $30 an hour, and 12% earn $28 an hour.
(source: Registered Dental Hygienist (RDH) Magazine salary survey 2012)

$32.81 per hour national average

Dental Hygienists
Median annual wages, May 2010

Dental Hygienists

$68,250

Health Technologists and Technicians

$39,340

Total, All Occupations

$33,840

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

c) Describe the career assistance available to the students. What is student perception of career assistance?

Career assistance for the BS DHYG degree completion students is very beneficial. Throughout the program, students take various courses which reflect the expanded roles of the clinical dental hygienist. Once it is time for them to engage in the fieldwork practicum, they decide, with approval, what particular area of dental hygiene they would like to further explore. The fieldwork practicum often leads to additional employment opportunities for the student.

In addition, as private practice offices solicit the program for dental hygienists or other work opportunities, those requests are posted to each of the online courses as announcements so those interested students may inquire about the job offering.

Students appreciate having hands on experiences to broaden their knowledge of the expanded roles of a dental hygienist.

d) How many graduates continue to be employed in the field? Comment on this data?

87% of the graduates continue to be employed in the field. Students maintain their registered dental hygienist license, but some are at home raising children and taking the online classes for the BS in DHYG degree completion.

e) Describe and comment on the geographic distribution of employed graduates.

The BS DHYG online degree completion program can be taken anywhere in the world that there is computer World Wide Web access. The geographical distribution of graduates range from the Midwest with states of Michigan and Illinois, to the south and west with states of Colorado, Arizona and Texas.

f) How many students and/or graduates go on for additional educational training? (Give annual average.) Comment on this data.

Only a small percentage of BS DHYG graduates go onto educational training for master's degrees. Those students, who know they would like to teach in an educational setting, will pursue their master's degree.

g) Where do most students and/or graduates obtain their additional educational training? Comment on this data.

Many BS DHYG graduates who plan to further their education will apply to an online dental hygiene master's program. Since, they have just completed their bachelor degree in a fully online format, most prefer to complete their additional training in the online format. There are *17 master's in dental hygiene programs in the country* but only **8** are fully online and do not require the student to attend at some point in the program.

B. ENROLLMENT.

1) What is the anticipated fall enrollment for the program?

Since, the beginning of the BS Dental Hygiene Online degree completion program, 218 students have been enrolled during the academic year in fully online courses. It is anticipated that 15-20 new students will enroll in the fall of 2013 with other enrolling in spring and summer.

2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.

This is the first academic program review for this program. The BS in Dental Hygiene Online Degree completion program began in the fall of 2008. The table below identifies

student credit hour production since the beginning of the program but includes all DHYG prefixes. SCH/FTE has changed for the Dental Hygiene program with the reduction of AAS degree cohort size. For Fall 2009, 40 professional sequence students were admitted instead of 60 students. However, as the BS degree continues to grow the numbers can be expected to rise.

Academic Year:	Fall SCH	Spring SCH	Summer SCH	Summer FTE	Spring FTE	Fall FTE
2008-2009	150	90	00.00	.00	.62	1.06
2009-2010	292	383	80.00	.50	1.02	1.23
2010- 2011	366	368	180.00	.90	2.28	.72
2011- 2012	261	241	114.00	.99	1.74	1.89

3) Since the last program review, how many students apply to the program annually?

This is the first academic program review for this program. Annually, throughout the academic year, 52 students apply to the BS Dental Hygiene Online degree completion program at Ferris State University.

4) Of those who apply, how many and what percentage are admitted?

Of the students who apply into the program, 97% are admitted.

5) Of those who are admitted, how many and what percentage enroll?

Of the students who are admitted to the program, 99 % enroll in the program.

6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.

Enrollment goals: to have at least 15-20 new students enroll each semester.

Strategies to increase enrollment: visits to associate degree dental hygiene programs, attend state dental hygiene meetings, word of mouth, inform current associate degree dental hygiene students at Ferris about BS program, utilize off-campus advisor to encourage degree, dental hygiene faculty mentoring.

C. PROGRAM CAPACITY

1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.

The appropriate enrollment of students in the program is dependent upon the online class size as determined by the university. Current online class size capacity is 20-22 students per class. In addition, faculty need to be available to teach the courses offered throughout the academic year. Current student enrollment, spring semester 2013, in DHYG 300, 320, 400, 415 and 499 is: 81. Most courses average between 15-22 students.

D. RETENTION AND GRADUATION

1) Give the annual attrition rate (number and percent of students) in the program.

Students are not admitted as cohorts and can enter the program each semester. Since Fall 2010(3 years) when enrollment was 70 students, the program had 8 students fail from the program and 4 students withdraw for a total program attrition rate of 17% or annual rate of 5.7%. The BS in Dental Hygiene online degree completion program has a very low attrition rate.

2) What are the program's current goals, strategy and efforts to retain students in the program?

Strategies and efforts to retain students: faculty who teach the courses have the most contact with the students. Faculty are encouraged to contact students in the online courses if they notice a student is not contributing or is falling behind. Rarely does a student in the BS DHYG program find themselves in academic trouble.

3) Describe and assess trends in number of degrees awarded in the program.

The number of degrees awarded has been stable.

Year of Graduation	Number of BS DHYG degree graduates
2010-11	22
2011-12	22

4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.

Uniqueness of an online degree completion program gives flexibility to the student as to the number of credits taken and how long it takes them to complete the degree. There is not a prescribed time in which a student must complete the program. Most students complete the BS in Dental Hygiene online degree completion within two and half years

of beginning the program. The average student takes two three credit classes while enrolled in the program.

5) On average, how long does it take a student to graduate from the program? Please comment.

Most students complete the BS in Dental Hygiene online degree completion within two and half years of beginning the program. The average student takes two three credit courses while enrolled in the program. Students can graduate at different times in the academic year, so students have the option of going part-time in the program or full-time in the program, depending upon their lifestyle.

E. ACCESS

1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.

The BS DHYG online degree completion program is offered fully online with multiple entry points. Courses in the program are offered fall, spring and summer. If several students inquire about a course offering, the department head is consulted to see if a particular course could be offered based upon student need, such as DHYG 300, DHYG 491 and 499. Several courses from the program are offered each semester of the academic year.

2) Discuss what effects the actions described in (1) have had on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.

Currently, the full time faculty of the associate degree dental hygiene program teach the courses in the BS DHYG program. The full time faculty developed the courses for the bachelor degree and enjoy teaching bachelor level students. Most of the bachelor courses are taught as overload for the faculty. As the program grows, an additional faculty member may be needed to teach the BS DHYG courses.

3) How do the actions described in (1) advance or hinder program goals and priorities?

Currently, the full time faculty of the associate degree program have managed well in teaching the courses in the BS DHYG program. At this time, there are no hindrances to program goals or priorities.

F. CURRICULUM. The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.

Appendix C: Sample Syllabi
Appendix D: BS DHYG degree check sheet

1) Program requirements. Describe and assess the program-related courses required for graduation.

Students in the program must take 9 DHYG prefix courses and 2 other interdisciplinary courses as part of the "program –related" courses. Each course that has the DHYG prefix is very specific to advanced roles in the dental hygiene field. The DHYG 300 course introduces the student to the program and gives an overview of advanced roles in the dental hygiene field. DHYG 310, 315, 320, 330, 400 and 415 are specific tracts of advanced roles which a student might find in the field beyond clinical dental hygiene. Such tracts include; research, community oral health, dental hygiene informatics, education, and gerontology. DHYG 491 is the fieldwork practicum course in which the student will spend 30 hours of assignment under a mentor in a role outside private practice clinical dental hygiene. Lastly, the DHYG 499 Capstone course is a summative.

Three additional courses, offer students experience in CAHS 315 Epidemiology and Stats, CAHS 317 Public Health Administration and MKTG 321 Principles of Marketing which weave nicely into the DHYG prefix courses.

a) As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.

As part of the BS DHYG program general education requirements, students must take an upper level English such as English 321 or 325. Students have many advanced writing assignments in the BS DHYG program and the English classes prepare them to perform well on their assignments.

Students are also required to take Math 115 or Math 117. These math courses provide students with additional critical thinking skills used during coursework in the BS DHYG program.

A social awareness course at the 200 level is also required of BS DHYG students. Students have various options of this course which broaden their perspectives of the social and psychological aspects human behavior. Students in the BS DHYG program will work with various populations on different social, psychological and socioeconomic levels.

Lastly, students must take another cultural enrichment course at the 200 level. Students are encouraged to take Philosophy 320, Biomedical Ethics, which is offered fully online. This course gives students an overview of health and medical ethics related to research and social occurrences.

Program Related Courses in the DHYG BS Program	Rationale for courses
ENGL 321 or 325 *general education requirement for bachelor degree	Communication Competence Requirement
SOCY 200 level * general education requirement for bachelor degree	Social Awareness requirement
Cultural Enrichment Elective 200 level * program does not prescribe which cultural enrichment class to be taken, but recommends Phil 320, Biomedical Ethics	Cultural Enrichment Requirement
CCHS 101 Orientation to Healthcare	CAHS Core Requirement
CCHS 102 Safety Issues in Healthcare *prerequisite to enter the DHYG professional sequence	CAHS Core Requirement
Math 115 or Math 117 * students must take the course or have a MATH ACT score of 24 or higher	Quantitative Skills Requirement

b) Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes).

Students must have completed their associate degree in dental hygiene as a pre-requisite for the BS DHYG program. Unique to FSU, students must take, CCHS 101 Orientation to Health Care, and CCHS 102 Safety Issues in Health Care. Sometimes, students find it difficult to find equivalencies to these courses elsewhere. In some instances, the department head can waive these course requirements.

2) Has the program been significantly revised since the last review, and if so, how?

This is the first academic program review for the BS DHYG online degree completion program. No significant changes have occurred.

3) Are there any curricular or program changes currently in the review process? If so, what are they?

None at this time.

4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?

There have been discussions among faculty and the department head to change an admission requirement to the program. The admission requirement of "active registered dental hygiene license" is a stumbling block for recent graduates of the associate degree

programs in dental hygiene, as their licenses are not awarded until late June or July of the summer they graduate. Most summer classes begin the second or third week of May and this delays their admission, unless it is waived for the summer term.

G. QUALITY OF INSTRUCTION

1) Discuss student and alumni perceptions of the quality of instruction.

Based on survey results, students and alumni rated the overall quality of instruction and their preparation a 3.6 out of 5 and rated all other aspects of the program a 4.7.

2) Discuss advisory committee and employer perceptions of the quality of instruction.

Based on survey results, advisory board members rated the overall quality of instruction 4.5 out of 5 and employers were positive and favorable with glowing comments regarding the quality of our students and instruction.

3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?

The BS DHYG online degree completion program does not use undergraduate or graduate assistants. On occasion, a bachelor degree student will engage in their fieldwork practicum under the mentor assignment of faculty who teach in the associate degree program.

4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.) .

Faculty / staff have attended many FCTL workshops including:

- Curriculum Content Mapping: Kathleen Harlan, Susan Wancour, Kimberly Beistle, Sandra Burns, Catherine Archer,
- Teaching Adult Learners – Dental Hygiene Clinical Faculty and Staff
- Topics in Teaching- Sandra Burns, Kimberly Beistle
- Blackboard 9.1 Development - Sandra Burns, Kathleen Harlan, Susan Wancour, Kimberly Beistle, Linda St. Clair, Catherine Archer
- Quality Matters Online Course Development- Kim Beistle, CatherineArcher, Susan Wancour, Kathleen Harlan
- Teaching with Cases: Kathleen Harlan, Nancy Baar
- Naked Presenter: Susan Wancour, Catherine Archer
- Inquiries to Teaching and Learning: Kathleen Harlan, Nancy Baar

Dental Hygiene faculty / staff have attended the following professional meetings:

- Michigan Dental Hygiene Program Directors Conference, October, 2011 – Kimberly Beistle
- SADHA Day, October, 2011- Annette Jackson, Susan Wancour, Denise Byrnes, Catherine Archer
- "Clinical Educators Conference", San Antonio, TX, May 2012, Nancy Baar, Kathleen Harlan,
- North East Regional Board Conference, June 2010, 2011, 2012, Washington D.C., Susan Wancour, Denise Byrnes
- MDHA Legislative Luncheon, May 2012, Lansing, Michigan, Cathy Archer, Annette Jackson, Linda St. Clair.
- Quality Course Showcase, March 2012, Cathy Archer.
- Best Practice Day, CAHS, FSU, April 2012, Cathy Archer, Kim Beistle, Nancy Baar, Denise Byrnes, Linda St. Clair, Susan Wancour, Sandra Burns, Annette Jackson.

Dental Hygiene faculty / staff have attended the following program in-service meetings:

Spring 2010
- PA 161: A Collaborative Practice Model, Bonnie Nothoff, RDH

Fall 2010
- Meeting Your Life, Your Vision and Your Future, Ann Battrell, MSDH, ADHA Executive Director.
- Providing Feedback to Enhance Your Clinical Teaching, Chad Hershock, PhD.
- New Oral Care Products, Johnson and Johnson
- Philips Sonicare Webinar, Janette Delinger, RDH, BSDH

Spring 2011
- Clinic Connect, Wendy Swanson, RDH
- Update on Oral Mouth Rinses, Johnson & Johnson

Fall 2011
- Nitrous Calibration & Training, Matrix
- Update on Clinical Instrumentation, Hu-Friedy.
- Treatment of Dental Hypersensitivity: Sensodyne & ProNamel

Spring 2012
- Clinic Connect, Wendy Swanson, RDH
- OSHA Safety Training, Mary Govoni, CDA, RDA, RDH, MBA

5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.

- Faculty have asked FSU BS DHYG students to participate in the Annual Children's Dental Health Fair held at the FSU dental hygiene campus

- clinic providing free dental screenings, sealants, x-rays, orthodontic screenings, table clinic presentations and networking with professional community.
- Several students have utilized the FSU dental hygiene clinic as their venue for their fieldwork practicum. Faculty who teach in the associate degree program provide mentoring for the students experience.
- Students in the BS DHYG online program are made aware of continuing education programs offered by the dental hygiene faculty in order for the licensed practitioner to earn continuing education credit.
- Students utilize faculty who teach the BS DHYG courses as references for potential jobs.
- Dental Hygiene faculty are able to send announcements via the online class for current dental hygiene job postings.
- Several students have taken part in study-abroad programs offered by FSU and dental hygiene faculty member Sandra Burns. Students engage in community oral health projects and can use experience for fieldwork practicum.

6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.

The program promotes a learner- centered environment, peer to peer learning, and peer assessment. The classes have been restructured to include case based and problem based learning as well as critical thinking activities. In addition, four faculty have completed the Quality Matters course offered by the Faculty Center for Teaching and Learning which focuses on building a quality online courses.

7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?

Each online course in the BS DHYG program has the same unique banner represented on the homepage. As the student enters the course, he or she sees familiarity and it offers a sense of comfort when navigating class. This feature promotes community in the online classroom. Designing an online course following the Quality Matters framework promotes active student learning and course instructor learning.

H. COMPOSITION AND QUALITY OF FACULTY. Describe and assess the composition of the faculty teaching courses in the program.

1) List the names of all tenured and tenure-track faculty by rank.

a) Identify their rank and qualifications.

Sandra Burns, RDH, RN, MS	Associate Professor	Tenured
Kimberly Beistle, RDH, PhD	Associate Professor	Tenured
	Program Coordinator	

Kathleen Harlan RDH, MS	Assistant Professor	Tenured
Susan Wancour, RDH, MPH	Assistant Professor	Tenured
Catherine Archer RDH, MS	Assistant Professor	Tenure Track

b) Indicate the number of promotions or merit awards received by program faculty since the last program review.

Kimberly Beistle	Promotion 2010
Kathleen Harlan	Merit 2009
Susan Wancour	Merit 2009

c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).

Faculty / staff have attended many FCTL workshops including:

- Curriculum Content Mapping: Kathleen Harlan, Susan Wancour, Kimberly Beistle, Sandra Burns, Catherine Archer,
- Teaching Adult Learners – Dental Hygiene Clinical Faculty and Staff
- Topics in Teaching- Sandra Burns, Kimberly Beistle
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- Quality Course Showcase, March 2012, Cathy Archer.
- Best Practice Day, CAHS, FSU, April 2012, Cathy Archer, Kim Beistle, Nancy Baar, Denise Byrnes, Linda St. Clair, Susan Wancour, Sandra Burns, Annette

2) Workload

a)What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a "normal" load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?

There are no full time tenure track faculty in the BS DHYG online degree completion program. Tenure track faculty in the associate degree dental hygiene program have developed and taught all BS DHYG online program courses. All five faculty have requested overload.

b) List the activities for which faculty receive release time.

Kimberly Beistle receives .12 RT as BS degree Program Coordinator

3) Recruitment
a) What is the normal recruiting process for new faculty?

Advertisements are placed in professional journals, on professional websites and in the Grand Rapids Press. Requests for application letters are sent out nationally to all Dental Hygiene Programs.

b) What qualifications (academic and experiential) are typically required for new faculty?

New tenure track faculty must have a Master of Science degree and an active dental hygiene license in order to comply with standards to teach didactic courses for the bachelor degree program.

c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?

The Dental Hygiene program strives to be diverse in the population of the program as well as the faculty and staff who represent the program. The program does not have a goal for gender or mix of ethnic backgrounds. The best qualified applicant who meets the hiring standard will be employed.

d) Describe and assess the efforts being made to attain goals in (c).

The Dental Hygiene program is currently fully staffed and not seeking a faculty member at this time. The best qualified applicants will be sought out regardless of gender or ethnic background.

4) Orientation. Describe and assess the orientation process for new faculty.

New faculty attend the New Faculty Orientation program hosted by the Faculty Center for Teaching and Learning. This is intensive program introduces new faculty to the University as well as teaching and education. It also includes such topics as diverse populations of students and diverse culture of faculty. Mentoring support for the tenure track faculty comes from tenured faculty. In addition, new faculty are required to attend new faculty orientation session conducted by COHP.

5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money.

a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.

The College of Health Professions maintains a Promotion / Merit and Tenure policy outlining the advancement procedures within the college for tenure track faculty. All faculty within the dental hygiene program work toward accomplishing requirements in the areas of teaching, scholarship and service.

1. In addition to salary, the faculty are rewarded with departmental and college funds to offset travel to professional meetings. Faculty are encouraged to apply through the Dean's Office for COHP funding for a Faculty Enrichment Grant. Maximum amount of <u>one time </u>funding is $800 per faculty member for the COHP fiscal year for areas that support excellence criterion or $400 for areas that support competence criterion for promotion, merit and tenure. Special consideration may be made by the department head and dean for high cost travel that may involve presentations or critical representation by a faculty member of this College.

   Faculty members are also encouraged to apply for Timme Grant funding. Departmental incentive funds have been available on a limited basis to offset the cost of travel for professional development. Faculty may also earn PDI funds by attending programs offered through the Faculty Center for Teaching and Learning.

b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

Yes. The existing salary structure may hinder the attraction of well qualified faculty to the program. Upon investigation from annual salary reports of other Health program faculty as well as faculty from the College of Technology, these programs consistently report higher salaries than dental hygiene faculty even though the programs are all technical in nature.

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?

The College of Health Professions maintains a Promotion / Merit and Tenure policy outlining the advancement procedures within the college for tenure track faculty. All faculty within the dental hygiene program work toward accomplishing requirements in the areas of teaching, scholarship and service.

d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.

The dental hygiene faculty are encouraged to participate in campus wide diversity projects as well as political engagement projects but enhancing diversity is not part of the reward structure.

6) Graduate Instruction (if applicable)

a) List all faculty teaching graduate courses.

Faculty do not teach graduate courses.

b) What percentage of graduate courses is taught by non-tenure-track faculty? Please comment.

N/A

c) What are the program's (or department's) criteria for graduate faculty?

N/A

d) Have all graduate faculty (including non-tenure-track faculty) met the criteria? Please comment.
N/A

7) Non-Tenure-Track and Adjunct Faculty.

a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.

At this time, the BS DHYG online degree completion program does not utilize full-time non-tenure track or adjunct faculty to teach courses.

b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.

N/A

c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?

N/A

d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?

If an adjunct or non-tenure tack faculty member had the appropriate credentials and experience to teach a course in the BS DHYG online degree completion program and was needed, the candidate would be considered.

e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?

The BS DHYG online degree completion program does not require specialized accreditation.

I. ASSESSMENT AND EVALUATION. *Describe and evaluate the program's assessment mechanisms.*

Each program review must be accompanied with a TracDat report that is designed for Program Review that provides information about the results of assessment implementation at the program level. The TracDat system has the APR Report available to all within the university, and this report must be included. Program Review panels may also elect to produce additional TracDat reports that demonstrate the effectiveness of the program.

1) List and describe student learning outcomes at the course level.

DHYG 300 Course Assessment Plan

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will demonstrate knowledge of examination of the changing role of the dental hygienist in a contemporary society	Using RUBRICS; Completion of weekly discussion postings	90% of students will earn a score of 80% or higher on the weekly discussion postings
(Communication?)	Completion of research papers	90% of students will earn a score of 80% or higher on semester research papers

		90% of students will earn a score of 80% or better on semester journal
	Submission of written journal, consisting of weekly reflection entries	
2. The student will demonstrate knowledge of evaluation of selected theories as the basis for dental hygiene research & practice	Using RUBRICS; Completion of weekly discussion postings	90% of students will earn a score of 80% or higher on the weekly discussion postings
	Completion of research papers	90% of students will earn a score of 80% or higher on semester research papers
	Submission of written journal, consisting of weekly reflection entries	90% of students will earn a score of 80% or better on semester journal
3. The student will demonstrate knowledge of analysis of the Advanced Dental Hygiene Practitioner	Using RUBRICS; Completion of weekly discussion postings	90% of students will earn a score of 80% or higher on the weekly discussion postings
	Completion of research papers	90% of students will earn a score of 80% or higher on semester research papers
	Submission of written journal, consisting of weekly reflection entries	90% of students will earn a score of 80% or better on semester journal
4. The student will demonstrate knowledge of synthesis of the dental hygiene process of care using critical thinking & decision making	Using RUBRICS; Completion of weekly discussion postings	90% of students will earn a score of 80% or higher on the weekly discussion postings
	Completion of research papers	90% of students will earn a score of 80% or higher on semester research papers
	Submission of written journal, consisting of weekly reflection entries	90% of students will earn a score of 80% or better on semester journal
5. The student will demonstrate knowledge of examining dental hygiene leadership roles through professional opportunities & mentor relationships	Using RUBRICS; Completion of weekly discussion postings	90% of students will earn a score of 80% or higher on the weekly discussion postings
	Completion of research papers	90% of students will earn a score of 80% or higher on semester research papers
	Submission of written	90% of students will earn a score of 80% or better on

	journal, consisting of weekly reflection entries	semester journal
1. The student will demonstrate knowledge of examination of the changing role of the dental hygienist in a contemporary society	Using RUBRICS; Completion of weekly discussion postings	90% of students will earn a score of 80% or higher on the weekly discussion postings
	Completion of research papers	90% of students will earn a score of 80% or higher on semester research papers
	Submission of written journal, consisting of weekly reflection entries	90% of students will earn a score of 80% or better on semester journal

DHYG 310 Course Assessment Plan

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will research the National Dental Hygiene Research Agenda as a guide to research in the Dental Hygiene profession Professional Competency	Case application of the NDHRA to current topics of interest in the dental hygiene field utilizing a grading rubric	90% of students will: earn a score of 80% or higher on graded rubrics
2. The student will critically evaluate evidence based research as it applies to the dental hygiene profession Critical Thinking	Completion of internet-based research assignments utilizing a grading rubric Completion of team-based research activities utilizing a grading rubric	90% of students will: earn a score of 80% or higher on all graded rubrics
3. The student will identify define and apply, multiple research methodologies Knowledge	Quizzes and Written Exams: 40-60 questions related to this topic. Application of research methodologies in selected research studies	90% of students will: earn a score of 80% or higher on the written exams & quizzes
4. The student will access and apply electronic dental related research literature Critical Thinking	Successful independent retrieval and application of electronic dental related research literature to selected research topics utilizing a grading rubric.	90% of students will: earn a score of 80% or higher on graded rubrics related to the successful retrieval and application of electronic dental related research literature
5 Identify ethics in research Professional Behaviors/Ethics	Quizzes and Written Exam: 10-20 questions related to this topic	90% of students will: earn a score of 80% or higher on the written exams & quizzes

DHYG 315 Course Assessment Plan

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will be able to create a personal wellness plan. (Critical Thinking)	Completion of personal health plan . (rubric)	90% of students will earn a score of 75% or higher on the personal health plan project using the rubric provided.
2. The student will be able to define health promotion and disease risk reduction meithods. (Knowledge & Professional competency)	Completion of written exams with five designated questions.	90% of students will earn a score of 75% or higher on the designated test questions.
3. The student will create a professional presentation on current topics in health. (Knowledge & Professional Competency)	Completion of a written paper or presentation (rubric) reflecting insight or understanding gained from the experience.	90% of students will earn a grade of 75% or higher on a written paper.

DHYG 320 Dental Informatics

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1.Define concepts and terminology in dental informatics, explore virtual dental office, interview a professional, participate in evidence –based discussions	Definitions and illustrations assignment utilizing a prescribed rubric, rubric for professional interview, criteria for discussion postings	utilizing a prescribed rubrics, 90% of students will earn average number of points on these assignments
2. Examine evidence based research which includes Biomedical and Dental informatics and identify current standards for dental informatics through the American Dental Association Standards Committee technical reports.	Planning, preparing and presenting final team research paper and power point presentation utilizing prescribed rubrics.	Utilizing a prescribed rubric, 90% of students will earn a minimum average of 90% on the final team research paper and 90% on the final power point presentation.

DHYG 330 Instructional Role of the Dental Hygienist

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1) Provide an overview of the concept of education including learning theories, educational objectives, and teaching methodologies.	Complete written assignments on an educational theorist, a current education article, and learning/teaching styles with grading rubric.	90% of students will earn a 75% or higher on educational theorist, current education article, and learning/teaching styles written assignments.
2) Differentiate between pedagogy and andragogy, and how the concept of the adult learner affects teaching methods.	Complete written assignments "Adult Learners" and "Cooperative Learning" with grading rubric.	90% of students will earn a 75% or higher on "Adult Learners" and "Cooperative Learning" written assignments.
3) Discuss competency-based instruction as required by the American Dental Association (ADA) accreditation standards and examine the accreditation process.	Complete 5 essay questions on competency-based instruction and 5 essay questions on accreditation with grading rubric.	90% of students will earn a 75% or higher on 5 essay questions on competency-based instruction and 5 essay questions on accreditation.
4) Differentiates dental hygiene skills and clinical education from didactic education.	Complete written assignment on "Clinical Teaching" with grading rubric.	90% of students will earn an 75% or higher on "Clinical Teaching" written assignment.
5) Create a course plan for a dental hygiene-related course.	Students will work in teams to create a course plan for a dental hygiene-related course with peer evaluation and a grading rubric.	90% of the students will earn an 75% or higher on the team course plan assignment.

DHYG 400 Community Program Assessment and Planning

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will be to conduct a community assessment of needs. (Ethical, Professional)	Completion of community needs assessment project. (rubric)	90% of students will earn a score of 75% or higher on the assessment of community needs project using the rubric provided.
2. The student will be able to create a community health program plan based on an assessment of needs and community profile. (Knowledge & Professional competency)	Completion of written plan using the designated rubric.	90% of students will earn a score of 75% or higher on the designated rubric.
3. The student will locate and complete a grant proposal.	Completion of a written paper or	90% of students will earn a grade of 75%

(Knowledge & Professional Competency)	presentation (rubric) reflecting insight or understanding gained from the experience of completing a grant proposal.	or higher on a written paper.

DHYG 415 Gerontology in Dental Hygiene

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1) Define the basic concepts and terms used with gerontology.	40 questions on assessments.	90% of students will earn a 80% or higher on assessments.
2) Explain how societal and cultural factors affect aging individuals; identify current issues in aging.	Completion of four written assignments graded with a rubric.	90% of students will complete four written assignments with a score of 80% or higher.
3) Identify age-related changes in the body and analyze how they may affect overall health and oral health.	25 questions on assessments. Completion of a professional written meta-analysis research paper graded with a rubric.	90% of students will earn a 80% or higher on the assessments. 90% of students will earn 80% or higher on the written research paper.
4) Summarize oral health care implications for the aging individual through social policy and practice.	Completion of two written assignments graded with a rubric.	90% of students will earn 80% or higher on the written assignments.
5) Critically evaluate community programs available to support the aging individual.	Completion of a written assignment graded with a rubric.	90% of students will earn 80% or higher on written assignment.

DHYG 491 Fieldwork Practicum Course Assessment Plan

Course Learning Outcomes	Measure of Learning	Criteria for Success
1.The student will analyze selected health care issues and trends that influence the role and function of the professional dental hygienist. *knowledge*	Completion of fieldwork practicum proposal.	100% of students will receive a score of 100% on fieldwork practicum proposal
2. The student will demonstrate culturally competent dental hygiene care while exploring multiple role dimensions required within various health care organizations including a globalized world.	30 hours of fieldwork activity	95% of students will receive a satisfactory performance evaluation on grading rubric from preceptor

Professional Comptency		
3. The student will apply analytical reasoning and critical thinking abilities through the use of intellectual and rational inquiry, and creativity in problem solving issues related to dental hygiene care and the profession. **Knowledge, critical thinking**	30 hours of fieldwork activity 5 reflective journal entries	95% of students will receive a satisfactory performance evaluation on grading rubric from preceptor 95% of students will receive a score of 100% on journal entries by using a grading rubric
4. Participates effectively as a member of a multi-disciplinary group utilizing effective communication skills to promote collaboration and critical thinking to examine and improve dental hygiene care and the profession **Ethics / Critical thinking**	30 hours of fieldwork activity	95% of students will receive a satisfactory performance evaluation on grading rubric from preceptor
5. Increase knowledge and understanding of the multifaceted roles in the profession of dental hygiene. **Knowledge**	Submission of a professional paper	95% of students will receive a score of 90% or higher on project submissions using the Final Paper grading rubric

DHYG 499 Dental Hygiene Capstone

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will identify and define a problem, question or area of need within the professional dental hygiene role. Professional Competency	Completion of reporting forms	95% of students will receive a score of 100% on report form submission
2. The student will analyze the topics of study within a critical thinking framework Critical Thinking	Completion of reporting form documenting topic outline and timeline	95% of students will receive a score of 100% on report form submission
3. The student will investigate potential solutions, answers or avenues to meet the needs of the identified	Completion of research activities on topic selected as documented on reporting form	95% of students will receive a score of 100% on report form submission

target Critical Thinking		
4. The student will present a professional paper reporting their scholarly project Knowledge	Submission of a professional paper	95% of students will receive a score of 90% or higher on project submissions using the Final Paper grading rubric
5. The student will present a professional presentation to peers reporting the scholarly project Professional Competency	Submission of class presentation	100% of the students will present scholarly project to peers for review
6. The student demonstrate peer and self evaluation and constructive feedback of scholarly presentations Professional Behaviors/Ethics	Completion of peer review grading rubric	99% of students will receive a score of 90% or higher on the peer review grading rubric

2) List and describe student learning outcomes at the program level.

Building upon the dental hygiene competencies of ethics / values / skills, health promotion, community, patient / client care and professional growth and development, students who complete the Bachelor of Science degree in dental hygiene will be able to:

1) Analyze research for evidence based practice and theory as applied to the Dental Hygiene profession.

2) Demonstrate critical thinking and lifelong learning through collaborative partnerships which promote the advancement of the Dental Hygiene profession.

3) Assist and participate in the coordination of oral health care services for diverse populations throughout all levels of the lifespan.

4) Actively engage in leadership roles.

5) Utilize evidence based practice and theory when engaged in activities toward the advancement of the Dental Hygiene Profession.

Direct Measures of Student Learning for the Bachelor of Science in Dental Hygiene

The Bachelor of Science in dental hygiene maintains a commitment to the Ferris State University focus and mission of providing students with programs which are applied in nature. Currently, Ferris State University upholds the core values of learning, opportunity, ethical community, excellence and collaboration of which the following measures of student learning emulate.

Students Performance Measures Demonstrated by Courses:

1) <u>Research:</u> Students will demonstrate advanced knowledge in research and evidence based decision making. Students will actively engage in directed and independent research. Students will apply critical thinking and evidence based decision making processes when creating analysis papers and evaluating community based programs. As a requirement of the capstone course, students will choose a topic and develop a scholarly project. This measure is related to outcomes 1, 2, and 5. Assessment demonstrated through the use of exams, quizzes, research activities, and concept mapping with a 75% or higher in the following courses: DHYG 310, DHYG 315, DHYG 320, DHYG 400, DHYG 491 and DHYG 499.

2) <u>Fieldwork:</u> Students will demonstrate knowledge of advanced roles of the dental hygienist through fieldwork. Each student will engage in fieldwork supporting an advanced role of the dental hygienist. Students will observe, interview and provide and analysis on leadership roles, advanced specialty roles and educational roles. Students will present information to peers and instructor. This measure is related to outcomes 2 and 4. Assessment demonstrated through the use of exams, quizzes, directed discussion, peer evaluation, self-assessment, case studies, analysis paper and research activities with a 75% or higher in the following courses: DHYG 300, DHYG 330, DHYG 400, DHYG 415, DHYG 491 and DHYG 499.

3) <u>Community Program Assessment</u>: Students will demonstrate their understanding of advanced role of community leadership through community assessment, planning, implementation and evaluation. Students will compare and contrast community oral health programs through interview and observation with reporting. Students will report to peers and instructor. This measure is related to outcomes 3 and 5. Assessment demonstrated through the use of exams, quizzes, directed discussion, peer evaluation, self -assessment, concept mapping and research activities with a 75% or higher in the following courses: DHYG 315, DHYG 400, DHYG 415.

4) <u>Concept Mapping</u>: Students will demonstrate their understanding of collaborative partnerships and recommend strategies for improving oral health care to diverse populations. In addition, students will design a concept map of dental informatics operating within the dental field through definitions,

interviews, virtual evaluation and discussions. This measure is related to outcomes 1, 2, 3, 4, and 5. Assessment demonstrated through the use of exams, quizzes, directed discussion, peer evaluation, self- assessment and concept mapping with a 75% or higher in the following courses: DHYG 315 and DHYG 320.

5) Service Learning: Students will actively engage in service learning. Students will write an analysis paper regarding their experience and the support services available for select populations regarding oral health. This measure is related to outcomes 1 and 3. Assessment demonstrated through the use of exams, quizzes, directed discussion, peer evaluation, self-assessment, concept mapping and research activities with a 75% or higher in the following courses: DHYG 400 and 415.

3) Submit a curriculum map and an explanation of how program outcomes are achieved through course curriculum.

See Appendix E: BS DHYG Curriculum Map and Assessment Plan (Program Outcomes achieved through course outcomes)

4) Identify how learning outcomes at the course level are measured. Include analysis regarding how well students are meeting course level outcomes.

Learning outcomes are measured in each dental hygiene course by specific measures of learning and meeting specific criterions for success as driven by the program outcomes. Please refer to question #1 in this section which identifies each course, the course outcomes, the measure of learning to achieve the outcome and the expected criterion of success. **See Appendix F: Course Assessment Results** beginning in 2010. According to the TracDat Course assessment results, students are meeting and fulfilling the outcomes as required for the courses.

5) Identify how learning outcomes at the program level are measured. Include analysis regarding how well students are meeting program level outcomes.

Measures of Student Learning for the Bachelor in Dental Hygiene at the program level:

1. Student Satisfaction Surveys: The Dental Hygiene program surveys all enrolled dental hygiene students each spring semester to determine student perceptions regarding the quality of the program, including their learning experiences.

2. <u>Graduate Surveys</u>: Graduate surveys report job placement rates as well as graduate satisfaction with the program upon completion.

3. <u>External Relationships</u>: Preceptors of fieldwork activities provide feedback on the overall work performance of the student which reflects on the curricular framework of the program.

6) Describe how assessment results at the course and program levels have assisted in making decisions about pedagogy, learning outcomes, and other course and/or program level actions.

Assessment results offer faculty and the program the data necessary to evaluate course content, increase course requirements, revise grading criteria, and change curriculum sequencing. For example, the DHYG 300 Role Transition course presented itself as very assignment driven. This course is designed to be the introductory course to the program giving students an overall view of the program. Content in the course has been changed to reflect premise of an introductory course.

7) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).

To assure program success, the FSU Dental Hygiene Program has adopted policies governing program admission that have been found to be very predictive of a student's ability to be successful in the program. However, once the student has been admitted into the program, it is equally critical to have policies in place that govern progression within the curriculum sequence.

Any grade earned that is less than a "C" in a DHYG course is considered an unsatisfactory attempt or a "fail".

Course Assessment Results, summarizes the course outcomes, means of assessment including criteria for success and the results of student performance for each outcome in the Dental Hygiene professional sequence courses. Since this computerized assessment database was implemented in 2009, assessment data results are easier to track and evaluate on an on-going basis. It is obvious that the rate of unsuccessful attempts in a DHYG BS course is extremely low and students meet or exceed the expected criterion of success in the courses.

Program assessment outcomes related to graduation rates are accessed from data received from Institutional Research and Testing. Anecdotal data secured from interviewing students who leave the program suggests that the attrition is typically a change in career choice, rather than academic failure in the program. The course pass rates support this conclusion as well.

Preceptor evaluations are very good variables used to evaluate the outcomes for the program. The fieldwork course is building external relationships for Ferris each time a

new student finds a new fieldwork opportunity. Preceptor evaluations of student in the fieldwork class are always very favorable and they enjoy working with FSU students.

8) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.

Bachelor degree completion programs do not maintain specialized accreditation therefore there are no professional benchmarks to meet and compare. Course assessment data shows that overall the assessment criteria are being met in each course. There are no trends showing consistent failure to meet the required criteria in any course. This indicates that course outcomes are consistently being met.

9) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.

Activity	How trend is used
Graduation rate (ability to learn and use material)	Rigor and Breadth- If graduation rates fall; the program will update the curriculum to meet the student's needs. Currency – What worth is the DHYG BS program to the community and employers?
Survey graduates (are graduates successful)	Rigor and breadth – Did we provide correct skill level and curriculum needed for graduates to be successful? If graduates are not successful, the program will change the curriculum to meet the graduate's needs. Currency – Are graduates demonstrating programmatic outcomes? Are graduates entry level Dental Hygienists?
Fieldwork preceptors (are graduates employable)	Rigor and breadth – Did we provide correct skill level and curriculum needed for graduates to be successful? If we are not meeting the preceptors / employers need, the program will change the curriculum to be more relevant for the community. Currency – Are students / graduates demonstrating programmatic outcomes?

10) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.

Since, the program is still new, and not all courses are offered each semester, data is continually gathered to assess the extent of which program goals are being met.

Student satisfaction surveys are evaluated for constructive content on how to improve the program by the courses offered, content of courses and how course is delivered.

Graduate surveys are used to gather data on employability of students with an advanced degree in dental hygiene. In addition, these surveys offer data on what various employment settings the graduates have experienced.

The preceptor evaluations of the student in their field experience are very important to use in assessing how program goals are being met. In this field experience, students have the following course outcomes to meet:

1.The student will analyze selected health care issues and trends that influence the role and function of the professional dental hygienist. **_knowledge_**
2. The student will demonstrate culturally competent dental hygiene care while exploring multiple role dimensions required within various health care organizations including a globalized world. **_Professional Competency_**
3. The student will apply analytical reasoning and critical thinking abilities through the use of intellectual and rational inquiry, and creativity in problem solving issues related to dental hygiene care and the profession. **_Knowledge, critical thinking_**
4. Participates effectively as a member of a multi-disciplinary group utilizing effective communication skills to promote collaboration and critical thinking to examine and improve dental hygiene care and the profession **_Ethics / Critical thinking_**
5. Increase knowledge and understanding of the multifaceted roles in the profession of dental hygiene. **_Knowledge_**

These course outcomes mirror the program goals and meeting these outcomes is a good indicator of how well the program is preparing students for their final two classes in the program.

J. SERVICE TO NON-MAJORS. _Describe and assess the impact that delivery of service courses offered by the program or the department has on the program._

a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.

The BS DHYG program does not provide general education service courses.

b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.

The BS DHYG program requires students to take CAHS 315 Epidemiology and Statistics, CAHS 317 Public Health Administration and CAHS 321 Principles of Marketing. The departments of these courses are willing to deliver them fully online for the BS DHYG degree.

c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.

The BS DHYG program believes the CAHS 315 Epidemiology and Statistics course prepares students to interpret research statistical information that they will encounter when engaging in research for the DHYG courses.

The BS DHYG program believes the CAHS 317 Public Health Administration gives the DHYG student applicable content of office manager duties and how to interact with broader administrative departments of various healthcare entities.

The BS DHYG program believes the CAHS Principles of Marketing offers DHYG students exploration into the development and sales of dental products and equipment.

d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.

At this time, the BS DHYG program plans to keep the level of service courses which are outlined in current curriculum sequence. These courses provide a well-rounded approach to the various advanced roles of a clinical dental hygienist.

K) DEGREE PROGRAM COST AND PRODUCTIVITY DATA.

Cost per credit hour at FSU is $357 with an additional online course management fee. A three credit class in the BS DHYG program would be $1071 without the addition of the online course management fee. Most students in the BS DHYG program take 6 credit hours per semester. The program does not have a lock-step sequence of courses per semester , except for DHYG 491, and DHYG 499 which cannot be taken until the other DHYG prefix courses are taken.

Student Credit Hours (SCH), Full Time Equated Faculty:

Student Credit Hours:				
Year	Summer	Fall	Spring	F +Spr(a)
2008-09	00.00	1,540.00	1,449.00	2,989.00
2009-10	80.00	1,587.00	1,477.00	3,064.00
2010-11	180.00	1,405.00	1,250.00	2,655.00
2011-12	114.00	1,332.00	1,174.00	2,506.00

Full Time Equated Faculty:				
Year	Summer	Fall	Spring	Average F+Spr(b)
2008-09	0	5.00	6.46	5.73
2009-10	0.5	6.19	7.38	6.79
2010-11	0.9	7.03	6.30	6.66
2011-12	0.99	6.70	6.28	6.49

SCH/FTEF:				
Year	Summer	Fall	Spring	Average F+Spr(a/b)
2008-09	0.0	308	224.30	521.64
2009-10	159.71	256.38	200.14	451.58
2010-11	200.00	199.86	198.41	398.35
2011-12	115.15	198.89	186.94	386.21

Response: SCH/FTEF has changed for the Dental Hygiene program with the reduction of AAS degree cohort size. For Fall 2009, 40 professional sequence students were admitted instead of 60 students. However as the BS degree continues to grow the numbers can be expected to rise.

None the less, as a whole the Dental Hygiene program(AAS and BS) has only slightly less FTEF(386.21) for the fall / spring of 2011-2012 than the College of Health Professions average of 491.43

L. ADMINISTRATION EFFECTIVENESS

BS DHYG Online Degree Completion Program

Department Head

Off Campus Student Support Person

Online off campus Student Advisor

Online Students

Faculty who teach online classes
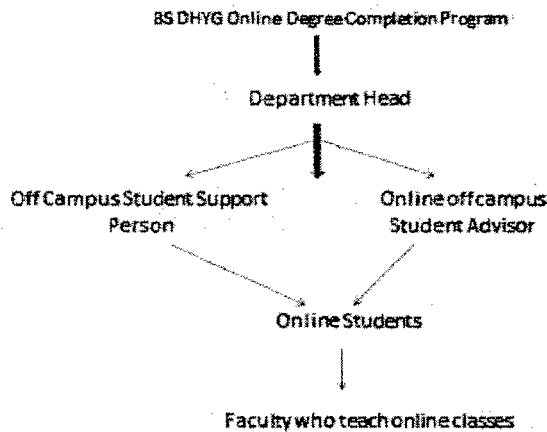
1) Discuss the adequacy of administrative and clerical support for the program.

The BS DHYG online degree completion program is housed in the Dental Hygiene and Medical Imaging Department. The department head is the main contact for the program. An off campus student support person, in the College of Health Professions registers students, processes program changes and maintains student enrollment in the program. An online off campus student advisor, based out of Flint, Michigan, advises students with course sequencing and consults with the Department Head of the program and the program coordinator with questions that are "dental hygiene profession specific" or "course specific." The program coordinator collects course assessment results for TracDat.

2) Are the program and/or department run in an efficient manner? Please explain.

The BS DHYG program courses run very efficiently. Faculty who teach the courses consult with each other about particular coursework or students who may be not submitting assignments on a timely basis or participating regularly. Faculty have very little communication with the off campus support person or the online off campus student advisor.

3) Are class and teaching schedules effectively and efficiently prepared? Please comment.

Class schedules are effectively and efficiently prepared.

FALL	SPRING	SUMMER
DHYG 300	DHYG 315	DHYG 300
DHYG 310	DHYG 320	DHYG 310
DHYG 315	DHYG 400	DHYG 320
DHYG 330	DHYG 415	DHYG 330
DHYG 415	DHYG 499**	DHYG 400
DHYG 491**	CAHS 317	DHYG 491**
CCHS 315	ENGL 321	DHYG 499**
CE Elective (200+ level or higher)	SA Elective (200+ level or higher)	MTKG 321

Adjustments may be made if there are sufficient numbers of students who want a particular course.

4) Are students able to take the courses they need in a timely manner? Please comment.

Students are able to take their courses in a timely manner as dictated by the DHYG program.

Section 4: Facilities and equipment

A. INSTRUCTIONAL ENVIRONMENT

a) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.

The BS DHYG program is fully online and does not utilize classroom space.

b) How does the condition of current facilities impact program delivery? Explain.

The BS DHYG program is fully online and does not utilize classroom space or facilities.

c) Describe the program's projected needs with respect to instructional facilities.

The BS DHYG program is fully online and does not utilize classroom space or facilities.

d) Describe current plans for facilities improvements and indicate their status.

The BS DHYG program is fully online and does not utilize classroom space or facilities.

e) Describe how proposed changes or improvements to facilities would enhance program delivery.

The BS DHYG program is fully online and does not utilize classroom space or facilities.

B. COMPUTER ACCESS AND AVAILABILITY

1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.

N/A

2) Discuss how these resources are used.

N/A

3) Discuss the adequacy of these resources and identify needed additional resources.

N/A

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?

N/A

5) Discuss the efficacy of online services (including WebCT) available to the program.

Online services, Blackboard 9.1, is adequate for teaching fully online classes.

6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.

FSU has embraced online teaching and learning. Many support committees, events, lunch and learn programs, and individual online instruction is available through the Faculty Center for Teaching and learning.

C. OTHER INSTRUCTIONAL TECHNOLOGY

1) Identify other types of instructional technology resources that are allocated or available to the program.

N/A

2) Discuss how these resources are used.

N/A

3) Discuss the adequacy of these resources and identify needed additional resources.

N/A

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?

N/A

5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.

N/A

D. LIBRARY RESOURCES
1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.

> The Ferris Library for Information, Technology, and Education (FLITE) is situated on the main campus, in Big Rapids, Michigan and acts as a physical and virtual gateway to vast information resources. This state-of-the-art facility is equipped with nearly 200 publicly available computers and offers wireless connectivity throughout the building. Students on campus can access the library's online resources from any point on campus, including the dormitories, through the use of IP address recognition. Off-campus students

also have access to the library's multitude of online resources through a proxy server authentication system that allows Ferris affiliates to sign in with their university login information.

The library has extensive holdings, including approximately 175,000 print volumes and access to over 100,000 journals, with the vast majority of the journals being available online. The number of online books (e-books) currently exceeds 125,000. The library has focused on collecting titles recommended by core lists in the health sciences, including Doody's Core Titles, the now defunct Brandon Hill Lists, as well as focusing on National Board Dental Hygiene reference texts for inclusion in the collection. Additionally, input from members of the Ferris State University Dental Hygiene Program is sought annually to aid with collecting materials that are useful to the program.

2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.

The FLITE staff includes 14 librarians who have earned master's degrees in library science. The Health Sciences Librarian acts as the library's health sciences subject specialist and the library's liaison to the College of Health Promotions and the program of Dental Hygiene. In this capacity, the Health Sciences Librarian, in an on-going basis, evaluates library services and collections pertaining to Dental Hygiene, solicits recommendations for library purchases from the faculty, and collaborates with the teaching faculty in conducting library instruction relevant to the dental hygiene discipline. Also, virtual reference services are offered through multiple routes, and may include phone consultations, e-mail, chat, and services embedded within the online course management system. The health science librarians are also willing to host instructional research based webinars to assist students in their research assignments.

In addition to access to online databases, journals, e-books, and selected online government documents, the library offers interlibrary loan services when resources are not readily available in physical format or online through the library's subscriptions or holdings. Information about interlibrary loan can be obtained through the following link:
http://www.ferris.edu/library/interlib/homepage.html

Additionally, FLITE participates in the Michigan eLibrary (MeL) consortium that allows library users from across the state to "borrow books and other library materials for free from participating Michigan libraries" (http://www.mel.org/, 2012). This allows books from the Ferris library to be sent directly to participating public libraries, so that books can be checked out and returned at locales convenient to library users. Onefile and General Onefile, which all Michigan residents can use by entering their state

identification information. More information about MeL can be found at:
http://www.mel.org/index.php?P=MeL--AboutMeL

Interlibrary loan extends beyond the holdings of MeL, and enables the library
to secure items from libraries outside of the state when necessary.   Between
the library's online holdings, MeL, and interlibrary loan services, desired
items can typically be acquired for patrons in an expedient manner, and are
secured without costs to the patrons

3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.

Collection development, or updating and expanding the library holdings, is
done on a continual basis by the Health Sciences Librarian, Alison Konieczny,
and faculty recommendations and suggestions are actively sought to aid with
selecting materials that will best support the Dental Hygiene program. An
annual book budget is specifically allotted to the Dental Hygiene program. E-
books or print books may be purchased, depending on format availability and
preferences of those requesting particular titles.

Section 5: Conclusions based on data analysis derived from Sections 2-4 and on the
collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP
should summarize the relationship of the program to each of following specific
categories and any other categories it deems appropriate:

A. RELATIONSHIP TO FSU MISSION

The on-line, degree completion, Bachelor of Science in Dental Hygiene maintains a
commitment to the Ferris State University focus and mission of providing students with
programs which are applied in nature. Currently, Ferris State University upholds the
core values of learning, opportunity, ethical community, excellence and collaboration of
which the Bachelor of Dental Hygiene curriculum emulates. Students will participate in
coursework which provides advanced levels of experiential learning, student centered
learning and evaluation by peers.

*Ferris State University prepares students for successful careers, responsible
citizenship, and lifelong learning. Through its many partnerships and its career-
oriented, broad-based education, Ferris serves our rapidly changing global economy
and society.*

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The on-line, degree completion, Bachelor of Science in Dental Hygiene has a unique
niche in dental academic world. The Ferris State University Program is the 10th
program offered 100% on-line. There is no formal on-campus orientation or
requirement to come to campus. This program has the potential to attract students
nationwide.

C. PROGRAM VALUE

Since, the BS DHYG online degree completion program is fully online, the program does not compete for classroom space on campus. Students can complete the degree as long as they have access to high speed internet, desire to learn and determination to complete the degree.

There is a promising job outlook for those graduating with degrees in dental hygiene. According to the *Occupational Outlook Handbook* (2012), dental hygiene is a field that is growing "much faster than average" as compared to other occupations, with an expected 38% growth from 2010 – 2020 (U. S. Bureau of Labor Statistics [BLS]).

Both those with associate's and bachelor's degrees in dental hygiene have positive career outlooks. Advantages may be realized by those who secure a baccalaureate degree through the fully online *Dental Hygiene Bachelor Completion Program* at Ferris State University. This program gives those with their associate degree in dental hygiene an opportunity to grow both personally and professionally with the completion of the baccalaureate degree. Individuals with a baccalaureate degree in dental hygiene may experience a positive job-market impact, as advanced degrees have the potential to enhance career choices, and thus expand job opportunities (Rowe, D. J., Massoumi, N., Hyde, S., & Weintraub, J. A., 2008; Rowe, D. J., Weintraub, J. A., Shain, S., Yamamoto, J., & Walsh, M. M., 2004).

D. ENROLLMENT

The BS DHYG online completion degree program has been able to run most courses that were scheduled in the semester. Enrollment goals are to have at least 15-20 new students enroll each semester.

Currently, there is no separate budget set aside for the BS DHYG online degree completion program. The program has the potential to grow with additional resources to promote and market the program. The program is funded within the AAS degree budget.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

All students who are in the BS DHYG online degree completion program already have their associate in applied science of dental hygiene. Thus, they are licensed dental hygienists who have a profession / career in which they can obtain employment. Students who are in the BS DHYG program are advancing and expanding their role as a dental hygienist beyond the clinical aspect, making themselves even more employable and marketable in the dental field.

F. QUALITY OF CURRICULUM AND INSTRUCTION

The program continuously assesses the course outcomes and curriculum and makes the necessary changes based on various program measurements.

In addition, the faculty convenes monthly to continually assess the program's strengths and weaknesses. Upon discovery, the department head, faculty and staff will make recommendations and changes to the curriculum, policies and procedures.

G. COMPOSITION AND QUALITY OF THE FACULTY

The Ferris State University BS Dental Hygiene online degree completion program utilizes five tenure track faculty from the associate degree in dental hygiene. The faculty have dedicated the majority of their professional life to teaching dental hygiene students. In addition to their teaching experience, they bring a wide variety of clinical dental hygiene experience to the program and students. The faculty members are determined to make the dental hygiene program a continued leader in dental hygiene education. Each faculty member has advanced degrees and is appropriately credentialed to hold faculty positions.

Appendix A: Continuing Education Brochure

South Africa

advantageous therapeutically, as well as being ergonomically superior to hand scaling and rubber cup polishing. After a didactic review of the concepts and current theory of ultrasonic instrumentation (including both magnetostrictive and piezoelectric technology) and air polishing, hands-on practice will take place (CaviJet Plus® magnetostrictive ultrasonic/air polishing units and Symmetry IQ® piezoelectric units will be used). All participants must present a current dental hygiene license and CPR certification. Please dress comfortably and bring a lab coat and safety glasses.

Instructors: Jessica Morgan, MSPT, Evergreen Physical Therapy
Susan Wancour, RDH, MS, Assistant Professor, Clinic Coordinator

*If you are pregnant, you must register for this course after delivery due to possible risk to the fetus.

** Participants must also have access to a computer with CD-ROM drive and at least the Windows 2000 operating system with Microsoft Power Point.

Digital Radiography for Dental Professionals
January 18, 2013, 9am-3pm
Successful completion earns 6 CEUs

Many dental offices are converting to digital radiography and while the purpose of dental radiographs has remained unchanged, using a digital system requires dental personnel to learn some new skills. Knowing the basics of digital radiography hardware and software will allow dental personnel to use these systems to their potential, including image enhancement functions that can assist with diagnosis. The advantages and disadvantages of digital radiography systems will also be discussed. (A lab component will accompany this course.)

Objectives:

* Participants will be able to identify and understand the basics of digital radiography hardware and software

* Participants will be able to identify and understand what tools can be used with digital radiography to improve diagnosis.

* Participants will be able to discuss the advantages and disadvantages of digital radiography

All participants must present a current dental hygiene license and CPR certification.

Instructors: FSU Dental Hygiene Faculty

Medical History Update and Pain Management for the Dental Professional
March 15, 2013, 9am-noon
Successful completion earns 3 CEUs

The health care profession is ever-changing, and pharmaceuticals are certainly no exception. New drugs are continuously being put on the market, and it is the responsibility of the dental professional to be aware of what medications our patients are taking, for what reason, and the effect of these medications on the oral cavity, and the body in general.

This course reviews the most commonly prescribed drugs in the United States, new drugs on the market, and drugs frequently used in dentistry, in the context of generic and brand names, drug type, uses, and oral and general side effects. This course is presented in a case-based format. Course meets the one hour pain management requirement for re-licensure.

Instructor: Sandra Burns, RN, RDH, MS

The Ferris State University Dental Hygiene program is excited to announce a truly unique continuing education opportunity. In partnership with the Ferris State University Study Abroad program, dental professionals are invited to participate in a once in a lifetime trip to Cape Town and Johannesburg, South Africa. This two week program is being planned for August 2013 during the 19th International Symposium on Dental Hygiene (August 14-17) sponsored by the International Federation of Dental Hygienists.

Dental professionals will have the opportunity to earn 12 Continuing Education Units. Participants will perform community service work and visit a dental education program. The trip will also include a safari along with many other cultural and educational activities. This program will be led by Sandra Burns, RDH, RN, BS, MS, Associate Professor of Dental Hygiene. Cost is contingent on a number of factors including the number of participants and airfare at time of purchase.

If interested, please email Alicia Freye at freye@ferris.edu. Please include your name, contact phone number(s), and preferred email address. When final details have been confirmed, interested participants will be contacted. Questions can be directed to Alicia Freye at 231-591-5820.

DENTAL HYGIENE WORKSHOPS
Continuing Education Workshops for Dental Professionals

Fall 2012 ■ Winter/Spring 2013

Dental Professionals
www.ferris.edu/CPS
Register Online Today!

FERRIS STATE UNIVERSITY
Imagine More

FSU DHYG Continuing Education Courses Fall 2012-13

Administration of Nitrous Oxide for the Dental Practitioner
Friday, September 14, 2012
8:00am – 5:00pm
Successful completion earns 8 CEUs

This course will introduce the knowledge and skills required to administer nitrous oxide/oxygen sedation in a clinical setting, and fulfills the 8-hour requirement for dental hygienists to become certified in nitrous oxide administration in the State of Michigan. Participants must additionally pass a computerized state exam for certification.

The lecture content will include: chemistry/ pharmacology of nitrous oxide, physiology: stages of nitrous oxide anesthesia, patient assessment, indications and contraindications, signs & symptoms of nitrous oxide sedation, and potential complications.

The hands-on lab portion* will include: nitrous oxide/oxygen delivery systems and techniques of administration and monitoring. All participants must present a current dental hygiene license and CPR certification.

Instructors: FSU Dental Hygiene Faculty

Textbook: *Handbook of Nitrous Oxide and Oxygen Sedation*, by Clark and Brunick, third edition, Mosby, 2008, ISBN #978-0-323-04827-9 (cost of textbook is not included in the course fee). The textbook can be ordered through www.amazon.com

Administration of Local Anesthesia
Lecture: Saturday, September 15, 2012
9:00am – 12:00pm
Lab: Friday, September 28, 2012
8:00am – 5:00pm
Saturday, September 29th, 2012
8:00am – 3:00pm
Successful completion earns 29 CEUs – must attend all three dates

This course will introduce the dental hygienist to the basic skills and knowledge required to administer local anesthesia and fulfills the 29-hour requirement for dental hygienists to become certified in local anesthesia administration in the State of Michigan. Participants must additionally pass a computerized state exam for certification.

Participants will be directed in self-study using a CD-ROM** between the lecture and laboratory sessions. A comprehensive review of pain management, head and neck anatomy, physiology, pharmacology, client assessment, and medical emergencies will be included. This interactive course is comprised of lecture, demonstration, and hands-on laboratory experience. In the lab, participants will work in pairs and practice local anesthesia injections on each other.* All participants must present a current dental hygiene license and CPR certification. Please dress comfortably and bring a lab coat and safety glasses.

Instructor: Susan Wancour, RDH, MS, Assistant Professor, Clinic Coordinator. Additional dental hygiene faculty will be assisting in lab.

Textbook: *Local Anesthesia for the Dental Hygienist*, Demetra Logothetis, RDH, first edition, Elsevier, 2011, ISBN #9780323073714 (cost of textbook is not included in the course fee). The textbook can be ordered through www.amazon.com.

Clinical Local Anesthesia "Refresher" Course
Friday, September 28, 2012
9:00 am-1:00 pm
Successful completion earns 4 CEUs

Wish you had more "hands-on" time practicing those inferior alveolar and posterior superior alveolar injections? Created to refresh and review clinical application of local anesthesia, this course will give the participant clinical time practicing injections on a partner.* A brief anatomical overview will precede clinical practice. Participants have the opportunity to practice injections such as the ASA, MSA, PSA, GP, NP, IA, BNB, M/I, GG, PDL, and infiltration during this workshop. All participants must present a current dental hygiene license, CPR certification, and previous completion of the 29-hour local anesthesia course for certification.

Instructor: Catherine Archer, RDH, BS, MS/CTE, Assistant Professor

Recommended textbook for review: *Handbook of Local Anesthesia*, Stanley Malamed, DDS, 5th edition, Mosby 2004, ISBN #0323024491. (Cost of textbook is not included in the course fee) The textbook can be ordered through www.amazon.com.

Bisphosphonate Induced ONJ:
A Road Map for Treatment Decisions That Will Keep You Out of Trouble and Pharmacology of the Treatment of Acute Dental Pain: Safe and Effective Patient Management
Friday October 12, 2012
9:30 am – 12:30 pm
Successful completion earns 3 CEUs

Oral bisphosphonate have become very popular for the treatment of osteoporosis in both men and women. The more potent parenteral form of this same drug is used in oncology to prevent bone metastases. A growing controversy and uncertainty exists surrounding the relationship between their long term use and negative treatment outcomes involving invasive dental procedures such as extractions, implant placement and apicoectomies. This discussion seeks to arm the participant with facts to make sound decisions and minimize negative treatment outcomes. Topics will include: review of available bisphosphonates, indications for use, dose and mechanism of toxicity.

In management of the common tooth-ache, one of the most important skills required of any astute practitioner is the ability to provide a patient with effective short term pain relief until a dentist can be seen. This presentation is intended for non-dentists and is a discussion of safe and effective use of non-prescription analgesic agents. Drug interactions with local anesthetic/adrenergic combinations will be included along with use and abuse of Nitrous Oxide.

About the Speaker:
Dr. William Maher is an ABE certified Endodontist and a Registered Pharmacist. He has practiced pharmacy for over sixteen years and dentistry for twenty three.

He taught endodontics full time at the University of Detroit Mercy for nine years with a special interest in the relationship between pharmacology and dental care. He is a member of the American Dental Association, the American Pharmacists Association, and a consultant member of the North East Regional Board of Dental Examiners.

Ergonomics/Advanced Instrument Techniques for the Dental Hygienist
Friday, November 9, 2012
9:00 am – 3:00 pm
Successful completion earns 6 CEUs

As dental hygienists continue to work in clinical practice, they often forget about or ignore proper ergonomics to prevent job-related pain and injuries. An ergonomic review will take place in the clinic setting to utilize the dental unit for ideal operator/ patient positioning, as well as other suggestions to reduce bodily stress for a healthier, longer career.

The second part of this course will aid the dental hygiene practitioner to change paradigms and incorporate ultrasonic instrumentation and air polishing into clinical practice. Historical ideologies often make it difficult to change practice patterns, even though evidence-based research has shown ultrasonic instrumentation and air polishing to be

October 12-13 is Ferris State University Homecoming Weekend. Check out all the existing events planned at www.ferris.edu/alumni/Homecoming and make plans to spend the weekend in Big Rapids and join us for continuing education.

Visit www.ferris.edu/CPS often to view additional workshops that may be added throughout the year.

Use this form to mail your registration and payment OR REGISTER ONLINE AT www.ferris.edu/CPS

Workshop Selection(s)

☐ Administration of Nitrous Oxide		$379
☐ Administration of Local Anesthesia		$689
☐ Clinical Local Anesthesia "Refresher" Course		$279
☐ Bisphosphonate Induced ONJ		$149
☐ Ergonomics/Advanced Instrument Techniques		$149
☐ Digital Radiography for Dental Professionals		$130
☐ Medical History Update & Pain Management		$119

Registration deadline is 2 weeks prior to each workshop start date.

Make check payable to: Ferris State University.

Mail to: Dental Hygiene Workshop, FSU Conference & Professional Services, 410 Oak St., ALU 113, Big Rapids, MI 49307.

If paying by credit card, you must register online.

Cancellation/Refund Policy: Refunds, minus a 10% administrative fee, will be granted when written requests for cancellation are received and refunds are received no later than one week prior to your scheduled workshop. Cancellations received less than one week prior will not be refunded. Ferris State University reserves the right to cancel programs due to insufficient enrollment with full refund.

Name: _____

Address: _____

City, ST, Zip: _____

Daytime Phone: _____ Home Phone: _____

E-mail: *(Please print clearly)* _____

Name of Employer: _____

Overnight Accommodations (not included in fees):
Country Inn & Suites – (231) 527-9000 Holiday Inn – (231) 796-4400
Quality Inn & Suites – (231) 592-5150 Super 8 – (231) 796-1588

Ferris State Univeristy
College of Health Professions
Bachelor of Science degree in Dental Hygiene

Admission Policy:
To be eligible for the RDH to BS DH degree completion program you must be a registered/licensed dental hygienist and graduated with a minumum of a 2.5 cumulative GPA from an accredited associate/certificate dental hygiene program.
A completed application, copy of RDH license and official transcripts from other educational institutions are all that is required for the application process.

Progression Policy:

Student progression in the baccalaureate dental hygiene program is determined academically by maintaining an overall grade point average (GPA) of 2.5 and by achieving a minimum grade of "C" in all courses on the DHYG check sheet. Students must enroll fall and spring continuously to be considered an active student in the program. A practicum field work experience must be completed in DHYG 491 and an approved scholarly project must be completed during DHYG 499. Progression includes graduation. A dental hygiene student may not graduate if he/she receives less than a "C" grade in the specified courses or less than a 2.5 cumulative grade point average.

Appendix C: Sample Syllabi
FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES

DHYG 300 – Dental Hygiene Role Transition – 3 credits - Web Delivery
Fall 2012 Syllabus

COURSE DESCRIPTION: This course is an overview of the transition from associate degree program to the Bachelor of Science degree in Dental Hygiene (BSDH). The course will focus on dental hygiene theory development, critical thinking skills and decision making, alternative career opportunities and professionalism through leadership opportunities.

DHYG 300 is taught by online communication with homework assignments, FerrisConnect (FC) internet and self study research assignments. Students are expected to have completed reading assignments prior to the scheduled lecture topic. A weekly discussion posting is intended to help the student correlate weekly topics with practical/clinical application. Three (3) credit hours (3 + 0) Prerequisites: Licensed Dental Hygienists with an Associate's Degree in Dental Hygiene (ASDH) and admission to the BSDH program.

INSTRUCTOR: Catherine WJ Archer, RDH, BS/AHED, MS/CTE
Office: VFS 315
Office Phone: 231-591-2282
E-mail: arch4@ferris.edu

Please use the FC email system 1st
*Use the following contact information ONLY as a backup to Ferris Connect
Mailing address
VFS, 200 Ferris Drive
Ferris State University
Big Rapids, MI   49307
Fax (if needed) – 231-591-2325
***Ferris Connect will be checked daily (weekdays) during the semester.
Expect a response within 48 hours or two business days.

REQUIRED COURSE TEXT: A Writer's Reference, seventh edition, 2010. Diana Hacker, Nancy Sommers. ISBN – 10 0-312-60146-8
http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx

ADDITIONAL MATERIALS:
Internet resources, Wilkins, and Darby/ Walsh textbooks & the use of FLITE library is encouraged & recommended.

EVALUATION CRITERIA: See My Grades under My Tools in Ferris Connect (FC)

The course grade will be determined by performance on three (3) papers, weekly postings and the journal. The value of each is listed below:

3 Independent papers @ 75 pts. Ea.	225 points
Starter/wrapper	50 points
Participation posts	100 points
Semester Synopsis	50 points
Total	425 points

Students are responsible for all assigned readings, course materials, internet assignments, weekly postings and course papers.

Grading Scale:

A	100 – 94	B-	83 – 80
A-	93 – 90	C+	79 – 78
B+	89 – 87	C	75 – 77
B	86 – 84	F	74 and below

***A minimum of a "C" grade is mandatory in order to pass the course and meet the CAHS Core Curriculum requirement for graduation.**

COURSE OUTCOMES/OBJECTIVES:

To provide students with knowledge to be able to:

1. Examine the changing role of the dental hygienist in a contemporary society.
2. Evaluate selected theories as the basis for dental hygiene research and practice.
3. Analyze proposal of the Advanced Dental Hygiene Practitioner.
4. Synthesize how the complex dental hygiene process of care involves critical thinking and decision making.
5. Examine Leadership roles through professional opportunities and mentor relationships.

Important things to remember about this Web Delivery Course:

? **Announcements** are my means of communicating information to the class. ALWAYS CHECK FOR NEW ANNOUNCEMENTS WHENEVER YOU LOG INTO THE COURSE.

? **You will be actively posting to a Discussion Board every week, plus any additional assignments as identified each week.**

? **Discussion Board Postings Unless otherwise stated, will not be considered for evaluation if posted later than midnight Sunday evening, Eastern Standard Time or**

Eastern Daylight Time Midnight Sunday evening. Eastern Standard Time or Eastern Daylight Time, is the default due date for all assignments and discussion board contributions. **Please note that there are to be @ least TWO separate posts @ 200 words, per post, in order to acquire full point value.**

? On time means just that, work must be submitted by the time it is due. ! ? Late work is unprofessional and undesirable.

? Absolutely – you may hand in assignments EARLY!

? Individual Assignments will be accepted if submitted within 7 calendar days of the original due date. A 20% penalty will apply.

? Word processing format: 11-12 font size, double spaced, maximum 1" margins

? Grammar and spelling are critical for credit. See the Rubrics included with each assignment for more info. regarding grading expectations.

Missed Assignments, Quizzes, and Tests:
Documented excused absences will be the only reason for allowing a make-up of an assignment, quiz, or test. It is the student's responsibility to obtain notes and assignments. The assignments must be made up within 24 hours of returning. It is the student's responsibility to contact the instructor to arrange for the make-up of missed assignments. The only reasons that may be accepted as excused absences are: Personal illness (or your child's illness) that requires a physician's attention; a death in the immediate family or significant other; subpoena requiring you to be in court for testimony. (Written documentation must be presented to the instructor to verify validity of excused absence.)

PARTICIPATION:
The intent of participation is to engage you in the thought processes that are fundamental to effective performance in the health care arena.
Each week during the semester, you will participate in an Online Discussion: for the most part, each week = 2 separate posts @ minimum 200 words each.

· Partial credit will be earned by any reasonable discussion.
· Full credit will be earned by a thoughtfully crafted response. Cite your support when pertinent, and provide URL's to relevant sites. Remember that we are evidence based practitioners.
· "I agree" or "I disagree" type responses are not worthy of you & thus, earn no credit.
· Repeating an earlier comment is also considered a 'non-response'.
· You will respond to the identified topic, and to another classmate's discussion. Your expressions within the discussion board should be complete and should follow the basic Rules of Netiquette.

·　Experience indicates that you have greater flexibility if you are an early participant in the discussions. Discussions are more informative when all other postings are read and taken into account in "Response　Postings".

Consider critical thinking principles as you craft your responses:
·　**Clarity** – how have you illustrated your point?
·　**Accuracy** – could someone verify your facts?
·　**Precision** – have you provided details? Are you specific?
·　**Relevance** – does your response relate to the question or topic? How does it help expand our thinking?
·　**Depth** – what complexities did you consider? Are there factors that make this difficult?
·　**Breadth** – did you suggest looking at the issue from a different perspective or point of view?
·　**Logic** – does your response make sense? Does your conclusion follow from the facts or evidence?
·　**Significance** – what is the most important issue to consider? What is the central concept?
·　**Fairness** – have you examined your thinking for prejudice? Do you have a vested interest in a particular position? Are you considering how others might perceive this issue?

***Responses must be posted by midnight Sunday, Eastern Time zone, to be considered.**

CALENDAR: See calendar Icon on HOMEPAGE & Assignment calendar in Left Tool Bar
Technical standards:
Prior to the start of this class, it is extremely important to have access to broad band/ high speed internet. Any personal computer that is newer than three years with Windows XP should be OK. Internet explorer 6 is recommended but 7 will work with default settings. If you are using a Macintosh Safari, web browser will work but do not use the latest version. Windows Vista works but may have some issues. Trying to take online courses over regular dialup can be extremely frustrating and many times, a failure. Videos and PDF files load very slowly if at all. Submitting large assignments can crash your system and losing your connection (when one of your kids picks up the phone while you are online) will be a major disappointment. All public libraries have access while most all University libraries allow students from other Universities computer privileges. If you know you are traveling during the time of this course, make it a priority to locate access. It is understood that there may be some technical issues but keep in mind that you need to resolve low level technical problems you may have.
I will work with you to re-open assignments if you truly have need (death of immediate family member, see syllabus.) Time management is critical and you will need to be quite structured in order to fulfill your requirements for this course. It is

the expectations of the program that you already know how to use FerrisConnect. For the few of you who do not, please note that I am not a technical advisor. You can access help via technical support at FSU by calling 231-591-4822, contacting TAC@ferris.edu or www.ferris.edu/ferrisconnect. Take the orientation segment of FerrisConnect, check the FAQ's, ask other students via discussions, contact TAC or FerrisConnect support prior to asking me.

DHYG 330 INSTRUCTIONAL ROLE OF THE DENTAL HYGIENIST

COURSE DESCRIPTION: This course will introduce students to the methodologies of teaching, both clinical and didactic. Instructional strategies used in the classroom, lab, and clinic will be discussed. Students will also examine the ADA accreditation process. **3 credit hours.**

PREREQUISITES: Associates Degree in Dental Hygiene, valid RDH or LDH license.

TIME: Fully online.

INSTRUCTOR: Susan Wancour, RDH, BS, MS, Assistant Professor, 2nd Year Clinic Coordinator

CONTACT INFORMATION
Office: VFS 312, Office phone: 231-591-2398 (I am not usually in my office during the summer).
Email: wancours@ferris.edu   *I prefer you contact me through the FerrisConnect course e-mail.*
I will check the course on a daily basis and I will make every attempt to answer your e-mails within 24-48 hours.

REQUIRED TEXTBOOKS: None ☺

COURSE GOALS/OUTCOMES:
At the conclusion of the course the student will be able to:
- Provide an overview of the concept of education and related learning theories.
- Define the concept of the adult learner and differentiate between pedagogy and andragogy.
- Discuss competency-based instruction as required by the American Dental Association (ADA) accreditation standards, the accreditation process, and how it affects clinical education.
- Create a course plan for a dental hygiene-related course.

GRADED COURSE COMPONENTS (Be sure to check the course calendar for due dates):

Educational Theorist – Assignment 1	25
Learning/Teaching Styles – Assignment 2	25
Current Education Article - Assignment 3	25
Discussion Board 1	20
Discussion Board 2	20
Discussion Board 3	20
Discussion Board 4	20
Student Introduction (Discussion Board)	5
Midterm Evaluation of Student Progress	5
Module 2-14 Worksheets (13@10pts)	130
Team Course Plan - Final	50
TOTAL	**345**

PROGRAM GRADING SCALE: (in percentage)

94 -- 100 = A		75 --	77 = C		
90 -- 93 = A-		70 --	74 = C-		
87 -- 89 = B+	67 -- 69 = D+				
84 -- 86 = B	65 -- 66 = D				
80 -- 83 = B-	63 -- 64 = D-				
78 -- 79 = C+	62 and below = F				

COURSE ASSIGNMENTS:

The Weekly Course Content contains the description and directions for each of the four assignments and thirteen Module Worksheet assignments. The last assignment serves as the course final – it entails creating a team course plan including all of the elements listed in Module 8. Each team will have a Team Discussion Board and a Team Chat Room with which to communicate with other team members.

The Worksheet assignments for Modules 2 through 13 consist of 5 questions each and are worth 10 points each. It is recommended that the Worksheet is completed while reading the Module.

All assignments and worksheets will be graded on spelling, punctuation, grammar, and quality of content. BE SURE TO LOOK CLOSELY AT GRADING RUBRICS. Check the calendar for assignment due dates. E-mail the instructor through FerrisConnect with any assignment questions.

LATE AND MISSED ASSIGNMENTS:

Each assignment has a due date, after which it will be marked as "late." There will be a week grace period, after which time the assignment board will be closed to submittals, will be marked as "missed," and a grade of "0" will be given.

DISCUSSION BOARDS:

Each student will be required to submit a brief introduction or autobiography the first day of class that is worth 5 points. This enables the instructor and other students to get to know one another.

There are also 4 discussion boards, each with a different topic. Go to the Discussion Board page to read the description, directions, and questions for each Discussion Board topic. Each student is then responsible to also submit a response to at least one other student's initial submittal. Discussion Boards are worth 20 points, must be written with correct spelling, punctuation and grammar (this is an *education* class!), and will not be accepted after the "closed" date – *there is no point submitting a late post since it will not be included in the class discussion.* See the calendar for Discussion Board posting and closure dates. ***Please remember to use good manners or "netiquette" when responding to others. Differences of opinion are to be respected.***

MIDTERM EVALUATION OF STUDENT PROGRESS:

Each student will fill out a private self-evaluation of their course progress at midterm. The instructor will also give the student feedback at that time. This self-evaluation, being related to teaching and learning, is worth 5 points for filling it out entirely and on time.

COURSE OUTLINE:

1. Introduction to Education
   a) Defining education
   b) Brief History of Education
   c) Systems of Formal Education
   d) Process of Education
   e) Education Theory

2. Learning Theories
   a. Maslow's Hierarchy of Human Needs Theory
   b. Humanist Theory
   c. Experiential Learning Theory
   d. Behaviorist Theory
   e. Social Learning Theory
   f. Cognitive Learning Theory
   g. Constructivist Learning Theory

3. Educational Objectives
   a. Bloom's Taxonomy of Educational Objectives
      - Affective domain
      - Psychomotor domain
      - Cognitive domain
   b. Key Concepts Used In Medical/Dental education

4. Characteristics of Adult Learners
   a. Adult Student Characteristics
   b. Differentiating Adult Learning from Child/Adolescent Learning
   c. Basic Levels of Learning
   d. Adult Student Learning Styles

5. Teaching Methodologies & Instructional Strategies
   a. Teaching Techniques and Instructional Aids
   b. Lecture Techniques
   c. The Use of Humor in the Classroom
   d. Learning Modalities
   e. Cooperative Learning
   f. Problem-Based Learning
   g. Student-Centered Learning
   h. Critical Thinking
   i. Comparing Methods of Learning

6. The Role of the Educator
   a. Pedagogy
   b. Andragogy
   c. Teaching Styles
   d. Successful Teaching Behaviors

7. Creating a Course Plan
   a. Course Goals
   b. Course Content/Outline
   c. Course Objectives and Learning Outcomes

d. Course Syllabus
    e. Course Assessment/Evaluation
    f. Example of a Pharmacy Technician course outline, objectives & outcomes, etc.

8. Course Assessment
    a. What Is Educational Assessment?
        • Formative/Summative
        • Objective/Subjective
        • Criterion referenced/Norm referenced
        • Formal/Informal
    b. Rubrics
    c. Tests
    d. Other Types of Assessment
    e. Assigning Grades

9. Competency-Based Instruction
    a. Characteristics of Competencies
    b. Implications of Competency-Based Approaches to Education and Evaluation
    c. Implementing Competency Evaluations
    d. Competencies for Entry into the Profession of Dental Hygiene
    e. Creating Dental Hygiene Clinical Competencies for Student Assessment

10. The Accreditation Process
    a. What Is Accreditation?
    b. The Commission on Dental Accreditation (CODA)
    c. The Use of Accreditation Standards
    d. The Accreditation Process

11. Skills Required of a Dental Hygienist
    a. Fine Motor Skills
    b. Specific Technical Standards for Dental Hygiene Students
    c. Professionalism
    d. Performance-Based Assessment of Professionalism

12. Teaching in the Clinical Setting
    a. Philosophy
    b. Clinical Education
    c. Designing a Clinical Curriculum
    d. Faculty Roles in Clinical Evaluation
    e. Developing and Calibrating Clinic Faculty
    f. The Dental Hygiene Clinic Manual
    g. The Clinic Coordinator
    h. The Clinical Experience Off-Campus
    i. Conflict Management

13. Distance Learning
    a. What Is Distance Learning?
    b. The Educator as the Moderator
    c. Student Online Learning
    d. Technologies Used in Delivery

- Synchronous
- Asynchronous

e. Types of Distance Education Courses
f. Distance Education Testing and Evaluation

DISCLAIMER: *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.*

DHYG 415 - GERONTOLOGY IN DENTAL HYGIENE

COURSE DESCRIPTION: This course is intended to provide the dental hygienist with the knowledge and skills to address the issues of the aging population. Students will examine the sociopsychological, environmental, and physiologic aspects of aging and how aging impacts oral health care. **3 credit hours.**

PREREQUISITES: Associates Degree in Dental Hygiene, valid RDH or LDH license.

TIME: Fully online.

INSTRUCTOR: Susan Wancour, RDH, BS, MS, Assistant Professor, 2nd Year Clinic Coordinator.
Email: wancours@ferris.edu *I prefer you contact me through the FerrisConnect course e-mail.*
I will check the course on a daily basis and I will make every attempt to answer your e-mails within 48 hours.

REQUIRED TEXTBOOKS: *Gerontology for the Health Care Professional*, 2nd edition, by Robnett & Chop, Jones & Bartlett Publishers, Copyright 2010, ISBN #978-0-7637-5605-5. This book is not on sale at the FSU bookstore since most students are out of town/state. You can purchase it on the Internet. You can use the Modules as supplements if you do not receive your book in a timely manner.

COURSE GOALS/OUTCOMES:
At the conclusion of the course the student will be able to:
- Define and understand the basic concepts and terms used with gerontology.
- Explain how societal and cultural factors impact aging individuals.
- Identify current issues in aging.
- Identify age-related changes in the body and analyze how they may affect overall health and oral health.
- Summarize oral health care implications for the aging individual through social policy and practice.
- Critically evaluate community programs available to support the aging individual.

GRADED COURSE COMPONENTS (Be sure to check the course calendar for due dates):

Assignment 1	25
Assignment 2	25

Assignment 3	30
Discussion Board 1	20
Discussion Board 2	20
Discussion Board 3	20
Mod/Ch 1-3 Assessment	25
Mod/Ch 4-6 Assessment	25
Mod/Ch 7-10 Assessment	25
Mod/Ch 11-13 Assessment	25
Final Assignment	50
TOTAL	**290**

PROGRAM GRADING SCALE: (in percentage)

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94 -- 100 = A          75 --   77 = C
90 --    93 = A-        70 --   74 = C-
87 -- 89 = B+     67 -- 69 = D+
84 -- 86 = B      65 -- 66 = D
80 -- 83 = B-     63 -- 64 = D-
78 -- 79 = C+ 62 and below = F
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COURSE ASSIGNMENTS:
Go to the "Assignments" page to read the description and directions for each of the four assignments. The last assignment serves as the course final.

The student is responsible for reviewing all of the Modules and the corresponding course text book reading assignments and the questions at the end of each chapter. The Assessments are based on the Modules and reading assignments.

All assignments will be graded on spelling, punctuation, grammar, and quality of content. Check the calendar for assignment due dates. E-mail the instructor through FerrisConnect with any assignment questions.

LATE ASSIGNMENTS:
Each assignment has a due date, after which it will be marked as "late." There will be a week grace period, after which time the assignment board will be closed to submittals, will be marked as "missed," and a grade of "0" will be given.

DISCUSSION BOARDS:
There are 3 discussion boards, each with a different topic. Go to the Discussion Board page to read the description, directions, and questions for each Discussion Board topic. Each student is then responsible to also submit *at least a one brief paragraph response* to another student's initial submittal. Discussion Boards are worth 20 points, will be graded on spelling, punctuation, and grammar, and will not be accepted after the "closed" date – *there is no point submitting a late post since it will not be included in the class discussion.* Check the calendar

for Discussion Board posting and closure dates. ***Please remember to use good manners or "netiquette" when responding to others. Differences of opinion are to be respected.***

SPECIFIC COURSE OBJECTIVES:

1. Explain the demographic trends of the aging society in the United States utilizing correct terminology used in gerontology.
2. Analyze one's own and other's attitudes, expectations, and values on aging; relate these attitudes to social influences on aging including stereotypes, myths, income, work and retirement, health promotion and disease prevention, and health care finances.
3. Examine the physiology and pathology of aging as well as the biological theories of aging.
4. Be able to recognize the complex interaction of acute and chronic conditions common to older adults.
5. Identify the cognitive and psychological changes associated with aging including memory, dementia, Alzheimer's disease, depression, suicide, death and bereavement, and quality of life.
6. Summarize functional performance in the older adult including basic sensory, perceptual, and physical changes.
7. Discuss geriatric pharmacotherapy while contrasting pharmacokinetic and pharmacodynamic changes in geriatrics.
8. Describe and identify polypharmacy, medication-related issues, drug abuse, medication management, and medication effects on the oral cavity.
9. Analyze the physiological impact of aging on nutrition, evaluate the nutritional needs of older adults, and how special nutritional considerations in the elderly can affect the oral cavity.
10. Design oral health plans for older adults based on their living options and the continuum of care.
11. Discuss the complex legal and financial issues that can affect geriatric health care.
12. Apply evidenced-based standards of care to screen and promote good oral health and healthy activities for older adults.
13. Explain how the dental hygienist is an integral part of the team of health care providers working with older adults.
14. Summarize future concerns and issues in an aging society.
15. Modify communication techniques to be simple, effective, respectful, and compassionate with older adults and their families.

COURSE OUTLINE:

14. Demographic Trends of An Aging Society (Chapter 1)
   a) America: An Aging Society
   b) Global Aging
   c) Gender and Age
   d) Race and Aging
   e) Geographic Distribution: Where US Older Adults Live
   f) Marital Status
   g) Economic Status
   h) Health Care
   i) Long-Term Care

15. Social Gerontology (Chapter 2)
   a) Gerontology defined
   b) Historical Perspectives on Aging
   c) Ageism
   d) Social Roles in Later Life
   e) Social Influences on Aging

f) Advocacy for Older Adults

g) Health, Wellness, and Health Care

16. The Physiology and Pathology of Aging (Chapter 3)
f) Theories of Biological Aging
g) Age-Related Changes of the Organ Systems

17. The Cognitive and Psychological Changes Associated with Aging (Chapter 4)
h. Cognition
i. Dementia
j. Depression in Older Adults
k. Suicide in Older Adults
l. Death and Bereavement
m. Personality Development
n. Quality of Life

18. Functional Performance in Later Life: Basic Sensory, Perceptual, and Physical Changes Associated with Aging (Chapter 5)
c. Sensation and Perception
d. Physical Changes and Performance
e. Sleep and Aging

19. Geriatric Pharmacotherapy (Chapter 6)
e. Pharmacokinetic Changes
f. Pharmacodynamic Changes
g. Polypharmacy
h. Medication-Related Problems
i. Drug Abuse
j. Medication Management

20. Nutrition and Aging (Chapter 7)
j. Screening and Intervention
k. Physiologic Impact of Aging on Nutrition
l. Nutrition Needs and Guidelines
m. Special Considerations

21. Geriatric Dentistry (Module only)
a. Barriers to Oral Health
b. The Status of Oral Health in the Elderly
c. Oral Health Services
d. Federal Regulations
e. Liabilities
f. Periodontitis and Disease Conditions
g. Systemic Conditions and Oral Health
h. Root Caries
i. Xerostomia
j. Fungal Infections
k. Denture-Related Problems
l. Oral Care for Long-Term Care Facilities Residents
m. Oral Physiotherapy Aids for Older Adults and Caretakers
n. Potential Solutions

22. Living Options and the Continuum of Care (Chapter 9)
    g. The Housing and Health Connection
    h. Independent Living
    i. Living Options for Older People
    j. Long-Term Care
    k. Options for Services and Care

23. Legal and Financial Issues Related to Health Care for Older People (Chapter 10)
    a. Health Care Decision Making
    b. The Need for Sound Legal Decision-Making Authority
    c. Voluntary Approaches to Decision Making
    d. Being a Witness to a Legal Document or Will
    e. Health Care Decisions
    f. Maintaining Care For The Individual's Well-Being
    g. Limits of Medicare for Long-Term Care Services
    h. Funding Long-Term Care
    i. Basic Medicaid Eligibility
    j. Funding Care Without Medicaid

24. Health Care Providers Working With Older Adults (Chapter 11)
    f. The Purpose of Health Care
    g. Health Care Teams
    h. Health Care Professionals

25. Future Concerns in an Aging Society (Chapter 12)
    a. Significant Demographic Shifts
    b. Older Adults Today
    c. Future Older Adults
    d. Work Life
    e. Lifelong Education
    f. Volunteerism
    g. The Question of Generational Equity
    h. Providing for Older Adults

26. The Last Word: Health Literacy and Clear Health Communication – Teaching and Writing So Older Adults Understand (Chapter 13)
    a. A Patient's Experience of Health Communication
    b. Patient/Consumer Communication: The Gap Between High Levels of Information and the Limited Literacy Skills of American Adults
    c. Expanding Understanding: The Context of Health Literacy
    d. Literacy and Health Literacy Skills: Major Keys to Good Health
    e. The Role of Health Literacy in Patient Safety and Patient –Centered Care
    f. Clear Health Communication: An Often Overlooked Necessity
    g. What is Plain Language? How Will I Know It If I *Hear* It?
    h. What is Plain Language? How Will I Know It If I *See* It?
    i. Plain Language Communications

DISCLAIMER: *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.*

FERRIS STATE UNIVERISTY
COLLEGE OF HEALTH PROMOTIONS
DENTAL HYGIENE
BACCALAUREATE OF SCIENCE IN DENTAL HYGIENE

DHYG 491 FIELDWORK PRACTICUM COURSE

COURSE INSTRUCTOR: Kimberly S. Beistle, PhD, CDA, RDH
 Office: VFS 302
 (231) 591-2224
 beistlk@ferris.edu
OFFICE HOURS: On campus in Big Rapids on daily. I check Ferris Connect every other day, M-F and will respond to a question or comment within 48 hours.

REQUIRED TEXTS AND TECHNOLOGY:
American Psychological Association, (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Technical requirements: Students need reliable Internet access and a PC computer with Internet Explorer or a Macintosh computer with Netscape Navigator. Students must also be registered for the course through Ferris in order to gain access to the online course site and have a valid Ferris State ID access and password. Ferris State University uses Ferris Connect to provide our online course infrastructure. This requires that students enrolled in this course are a familiar with advanced computing skills and review the online tutorial for navigating Ferris Connect prior to beginning their coursework. This will help you complete your online course requirements with greater ease and confidence.

Course Description: The fieldwork course is designed to provide the baccalaureate dental hygiene student with hands-on fieldwork practicum experience. The fieldwork practicum will be designed in collaboration with the faculty member teaching the course to address the professional goals of the individual student. Upon successful completion of the fieldwork practicum course and based upon their fieldwork experience, students will plan and develop a scholarly project for the DHYG 499 Capstone course, which depicts the student's accomplishments, contributions and future research potential in the field of dental hygiene.

Credit Hours: The course is 3 credits (45 hours). This is comprised of **9 hours** of fieldwork research and proposal development, **30 hours of fieldwork** implementation, and **6 hours of fieldwork evaluation** and follow-up. The course is designed to be self-paced as you will be engaged in your fieldwork setting, you have required journal entries sharing your experiences with the instructor of the course and a final paper.

Teaching Methods: Selected journal articles or literature as related to student's fieldwork focus to be used in the Fieldwork Issue's Paper. Independent research on

student selected topics. Student participation in a self-designed, instructor approved, directed fieldwork practicum. Journal entry feedback.

Fieldwork Practicum Course Objectives:

1. Analyzes selected health care issues and trends that influence the role and function of the professional dental hygienist.
2. Demonstrates culturally competent dental hygiene care while exploring multiple role dimensions required within various health care organizations including a globalized world.
3. Applies analytical reasoning and critical thinking abilities through the use of intellectual and rational inquiry, and creativity in problem solving issues related to dental hygiene care and the profession.
4. Participates effectively as a member of a multi-disciplinary group utilizing effective communication skills to promote collaboration and critical thinking to examine and improve dental hygiene care and the profession.
5. Increase knowledge and understanding of the multifaceted roles in the profession of dental hygiene.

Fieldwork Course Requirements:

✓ **Completion of a proposed and approve fieldwork practicum** as assigned according to proper procedure and proposal format found in this syllabus. The completed and approved fieldwork practicum proposal must be submitted and approved prior to beginning the fieldwork program. All contact information for the proposed site and agency, preceptor, and dates of attendance, and proposed activities must be submitted as part of the fieldwork practicum.

✓ **Successful completion of a minimum of 30 hours of fieldwork** related to accepted individualized fieldwork practicum's in the student's area of career interest. The student for final grading and evaluation will provide proper evidence and documentation of successful completion of the requirements and stated objectives. These hours include contact and communication with fieldwork mentor. *Mentor fieldwork evaluation form required for validation of work.*

✓ **Completion of 5 online reflective journal entries** , utilizing a designed rubric, during the course of the fieldwork practicum. The first one will be entered after the first day of the fieldwork experience, followed by 3 more entries during the fieldwork practicum and then a last entry after the final day of the fieldwork. These online ***reflective journal entries are confidential between instructor and student*** and are used to document an ongoing progress and evaluation status towards completion of the fieldwork.

✓ **One fieldwork issue paper,** analyzing specific issues encountered during the fieldwork experience and locating further research related to the issue. Rubric for evaluation provided. 5-7pages, which may be used towards DHYG 499 Dental Hygiene Capstone Course. APA format required with citations and references.

<u>Course Schedule</u>:

The format for this course is designed to meet the needs and time schedule of the individual student, preceptor and individual facilities. The student is asked to provide a schedule of their planned practicum experience to be submitted to Ferris State University as a matter of record. The instructor for this course will be available for assistance within 48 hours of designated precepted course hours in case of emergency by online communication or by phone message. Fieldwork dates are flexible, but need to be completed in a timely manner in accordance with expected due dates.

<u>Attendance and Participation</u>:

Students are expected to attend and participate appropriately in all online class requirements as indicated by the course calendar and course syllabus.

<u>Grading and evaluation</u>:

Fieldwork Issue Paper	20%
Fieldwork Reflective Journal entries	20%
Fieldwork Proposal	25%
Fieldwork Practicum Experience	35%
Fieldwork Evaluations by mentor	S/U

Assignments are due on or before the due date. Late assignments may be refused or receive a reduced grade at the discretion of the instructor.

<u>Grading Scale</u>:

A	100 – 94	B-	83 – 80	D+	71-below
A-	93 – 90	C+	79 – 78		
B+	89 – 87	C	75 – 77		
B	86 – 84	C-	74 -72		

<u>Writing Requirements</u>:
Students are required to submit all papers using the APA format as described in the *Publication manual of the American Psychological Association, 6th edition*. Written work in this course is expected to be on time and of the professional quality required of the senior level professional dental hygiene student. Papers that are found to have significant deficiencies in their writing may have their papers returned to be rewritten, and / or receive a lesser grade. Students who have known difficulty with writing requirements are encouraged to seek the assistance of the University Writing Center. Specific grading rubrics for the clinical incident paper are provided.

<u>Ferris Connect Journal Entries:</u>
Ferris Connect Journal entries are meant to be more informational although they should represent professional standards of communication, including appropriate spelling, grammar and language. The instructor reserves the right to remove or delete any posting that is deemed unprofessional in nature.

<u>Fieldwork Proposal:</u>
The purpose of the proposal is to provide framework for the individualized student practicum that positions the student to successfully complete the course requirements within the scope of the dental hygiene environment. Prior to starting the senior dental hygiene practicum, each student must write a formal proposal outlining the purpose, planned activities and objectives of the practicum, agency preceptor (including contact information and credentials), and name of organization or facility where the practicum will take place, the proposed schedule and evaluative criteria. The proposal will contain the planned readings and other methods necessary to prepare for the practicum experience.

The professor may have some input on the scope of the practicum and recommend some items for the reading list. The proposal is to be typed and in APA format. The assignment is 25% and must be accepted and approved by the course professor prior to beginning the fieldwork experience. A checklist and rubric are provided for this assignment.

<u>Fieldwork Reflective Journal entries:</u>
Each student will keep a log of activities of their fieldwork practicum. <u>5</u> journal entries will be required for this course. A rubric is provided for analyzing the activities during the fieldwork experience. The first journal entry is due the second day of the fieldwork experience. This first journal entry is meant to reflect upon the experiences during the first day of the fieldwork experience. The next 3 journal entries are due during the middle of the fieldwork experience. The last journal entry is due the day after the last day of the fieldwork experience. Each journal entry must consist of student name, preceptor, dates and total time spent at the fieldwork practicum at the time of the journal entry. Journals are limited to one page single spaced (APA style) or 2 page double spaced (APA style).

<u>Fieldwork Issue Paper:</u>
Each student will analyze specific issues encountered during the fieldwork experience, utilizing elements of reasoning and locating further research related to the issue. A rubric for evaluation provided. 5-7 pages are required, of which may be used towards DHYG 499 Dental Hygiene Capstone Course. APA format required with citations and references.

<u>General Policies:</u>
ADA, HARRASSMENT, RELIGIOUS HOLIDAYS, DISRUPTIVE STUDENT, PLAGARISM AND OTHER COLLEGE / UNIVERSITY STANDARDIZED POLICIES WILL BE APPLIED AND ADHERED TO THROUGHOUT THE COURSE.

<u>Assignment policies</u>:
- You must complete all assignments to pass the class.
- Make sure to attach the Grading Rubrics (if any) with each assignment.
- All assignments are due on the date indicated on the schedule of the syllabus or with individual contract made by the instructor to the student. Assignments will be refused and not accepted if submitted late.
- Due dates may be renegotiated on an individual basis if necessary and if there is sound convincing excuse. Assignment due dates will only be **negotiated before the due date, not on or after it.** Renegotiated due dates may result in reduced grades or a grade of an incomplete.

DISCLAIMERThe instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and / or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.

Ferris State University
College of Health Professions
Department of Dental Hygiene and Medical Imaging

DHYG 499 Capstone in Dental Hygiene
Course Description: This course provides the opportunity for students to analyze, synthesize and develop solutions to oral health care issues. Students will choose a current topic in dental hygiene and use an interdisciplinary approach in finding solutions to the issue presented.
Semester Hours: 3 Credit hours
Instructor Information: Kathleen M. Harlan MS, RDH
e-mail: harlank@ferris.edu
Office location   College of Allied Health Sciences
                        200 Ferris Drive, VFS 313
                        Big Rapids, MI 49307
Office Phone: 231-591-2287
Communication: Communication in the course will be through FerrisConnect and e-mail. Please check for periodic updates and announcements. You will be expected to communicate with your course instructor and classmates on a regular basis through the use of the discussion tool. Assignments will be posted with discussion requirements. Ferris Connect will be checked daily (weekdays) during the semester. Please allow your instructor 48 hours or two business days to respond to questions and/or e-mails.
Co/Prerequisites: DHYG 490, Must be the last course in the DHYG BS Degree Completion program
Classroom: Ferris Connect only, fully on-line
Required Text: None
Recommended Text: Research Techniques for the Health Sciences, Nuetens & Rubinson, 4th ed.

Supplemental Reading/Resources: All textbooks used in previous DHYG BS courses
                        Course handouts
                        Internet sources
Technical Requirements: Computer access for Ferris Connect and the Internet*
                    *provided by the student, high-speed internet access
            recommended
Recommended:
ADHA/SADHA membership: http://www.adha.org
Dental Hygienists at any level who are taking classes toward a degree qualify for Student Membership status at a greatly reduced fee of $65.00. It is strongly recommended that you enroll in membership for full access to the ADHA and research support materials available through membership.

FAQ on membership: http://www.adha.org/aboutadha/membership_faq.htm

2. Student Members: Any student in an accredited dental hygiene program or a graduate of an accredited dental hygiene program who is pursuing a baccalaureate or graduate degree complementary to a career in dental hygiene, shall be eligible for student membership upon application to the executive director, following recommendation by the director or a duly-appointed representative*of the institution. (*your course instructor)

Course Outcomes:

1. Identify and appraise a problem, question or area of need within one of the professional dental hygiene roles:
   a. Appraise the purpose of the study/investigation
   b. Development of a problem statement
2. Analyze the topics of study within a critical thinking framework:
   a. Conduct a review of the literature
   b. Create a statement of Hypothesis or Question to be answered
3. Investigate potential solutions, answers or avenues to meet the needs of the identified target:
   a. Establish research methodology
   b. Describe fieldwork experience
      -Subject selection
      -Instrumentation
      -Procedures employed
      -Data collection and recording
   c. Conduct review of the literature and assimilate findings
4. Presentation of scholarly project:
   a. Presentation of research findings
   b. Summarize major findings
   c. Analyze data
   d. Discuss field application
   e. Present theoretical interpretation of findings
   f. Suggest recommendations for future study
5. Demonstrate peer and self evaluation and constructive feedback of scholarly presentations:
   a. Participate in peer evaluation
   b. Reflection and summarization of current topics in dental hygiene presentation and
      applications for the future

The Capstone Project: Research, Presentation, and Publication

The focus of this course is to research an area with the disciple of dental hygiene and is meant to be a continuation and culmination of the DHYG 491 Practicum Project. In this capstone project the student will:

* Present a question or problem they have identified with a related field

- Conduct research (which can include the fieldwork experience, literature review, interviews, questionnaires, etc.) to support the research question or problem identified.
- Analyze the information collected drawing appropriate conclusions supported by evidence.
- Diagrammatically represent appropriate statistical application and analysis (utilizing charts, tables, graphs etc.) as appropriate
- Synthesize information collected and document appropriate application of the evidence to practice
- Create a presentation to effectively disseminate and communicate information and conclusions to peers
- Provide correct documentation of the process with properly cited references (APA Format)
- Identify the potential future of this capstone project; areas for further research, application to practice, etc.
- Present a final Capstone Project paper appropriate for publication at the students discretion

Graded Course Criteria
Assignments: All assignments must be completed to fulfill the requirements of this course.
Students will be required to submit weekly assignments on final project progress as specified. Forms will be available through the **Assignments** tab

Discussion Board Postings: Students will be expected to participate in **Discussion Board** postings on specified topics. Each topic will be posted as required.
- ➢ Credit will be earned by any reasonable discussion, thoughtfully craft your response.
- ➢ Cite your support when pertinent, and provide URL's to relevant sites. Remember that we are **evidence based** practitioners.
- ➢ "I agree" or "I disagree" type responses are not worthy of you & thus, earn no credit.
- ➢ Repeating an earlier comment is also considered a 'non-response'.
- ➢ You will respond to the identified topic, and to another classmate's discussion, sometimes two.
- ➢ Experience indicates that you have greater flexibility if you are an early participant in
   the discussions. Discussions are more informative when all other postings are read and
   taken into account in the response postings
- ➢ Points will be **deducted** from your final grade if you do not meet the discussion criteria adequately
- ➢ Your expressions within the discussion board should be complete and should follow basic **online
   courtesy policy.**

Online Courtesy Policy:

Extreme consideration for the feelings of others is expected. People can't see you smile and won't know

that you are joking. Do not tell people they are stupid or wrong. Do explain why you believe

differently. If someone has the facts wrong, direct them to the source of accurate information or

politely offer your alternative "facts." Use of profanity or direct insults which defame a person's

character, race, ethnicity, religion, etc. are inappropriate and will not be tolerated. Such abuses will

result in expulsion from the course after one warning.

See rules of netiquette; http://www.studygs.net/netiquette.htm

Consider critical thinking principles as you craft your responses:
- **Clarity** – how have you illustrated your point?
- **Accuracy** – could someone verify your facts?
- **Precision** – have you provided details? Are you specific?
- **Relevance** – does your response relate to the question or topic? How does it help expand our thinking?
- **Depth** – what complexities did you consider? Are there factors that make this difficult?
- **Breadth** – did you suggest looking at the issue from a different perspective or point of view?
- **Logic** – does your response make sense? Does your conclusion follow from the facts or evidence?
- **Significance** –what is the most important issue to consider? What is the central concept?
- **Fairness** – have you examined your thinking for prejudice? Do you have a vested interest in a particular position? Are you considering how others might perceive this issue?

For additional information regarding Critical Thinking Principles visit
http://www.criticalthinking.org

Response Forms: Periodically throughout the semester students will be required to complete progress forms documenting their progress in the Capstone Project.

- Forms must be submitted on or before their due date and time
- The forms must be submitted via FerrisConnect under the Assignments tab.
- All forms must be word processed
- Each response form is worth 10 points, forms submitted beyond the due date/time will receive 0 points

Class Presentation of Capstone Project: Students will create a presentation to share with the class in the Discussion Board. Presentations may take the form of a powerpoint presentation, an Instructional DVD, or other formats which receive instructor approval. Prior to posting, the presentation will be submitted to and reviewed by the course instructor at the date specified as an Assignments Submission. The instructor will inform students of any areas of question in their proposed presentation which must be addressed prior to posting for the class in the Discussion Board.

Peer Review: Students will peer review all of the presentations posted based on the following grading rubric for peer review. Students will submit a score for each presentation out of 50 possible points. The peer reviews will be averaged for each individual presentation with the averaged grade representing the peer review component of the student grade.

Grading Rubric for Presentations: 50 points possible

Topic	Relevant to target audience. 5 Points	Somewhat relevant to target audience. 4 Points	Not relevant to target audience. 3 Points	No clear topic. 0 Points	10% (5 points/ 50 points)
Visual Presentation	Presentation is visually pleasing; words are limited; pictures, diagrams, etc are well utilized. 15 Points	Presentation is average in use of color, etc; too many or too few words; over use or under use of graphics. 12 Points	Presentation is not visually pleasing; words and graphics are not utilized well. 9 Points	Presentation is missing visual components; many errors in words and graphics. 0 Points	30% (15 points/ 50 points
Organization	Presentation is very well organized, follows a logical sequence and is easy to follow	Presentation is somewhat organized, sequence of information is not completely logical	Presentation organization does not follow an easy to understand sequence in presentation of information	Presentation is no organized, is difficult to follow, has no logical sequence	20% (10 points/ 50 points)

	10 Points				
Information regarding Capstone Project	Information is all inclusive and pertinent 20 points	Information is only partially presented	Information is lacking or is not presented in a thorough manner	Information is missing, is presented in an illogical manner or is incorrect 0 points	20% (20 points/ 50 points)

Capstone Research Paper
Writing Requirements:

Students are required to submit all papers using the APA format as described in the *Publication manual of the American Psychological Association, 6th ed.* Written work in this course is expected to be on time and of the professional quality expected of the senior level professional dental hygiene student. Papers that are found to have significant deficiencies in their writing may have their papers returned to be rewritten and/or receive a lesser grade. Students who have known difficulty with writing requirements are encouraged to seek the assistance of the University Writing Center. A specific grading rubric for the Capstone Research paper is provided.

Students will refer to the ***Guidelines for writing your research report*** included in a separate document within the course materials. Additionally students may refer to their Research Techniques for the Health Sciences text for guidelines for conducting and writing their report.

Paper:
- Paper must be submitted by its due date and time
- Papers submitted up to 24 hours post due date and time will receive a 25% deduction. Papers received more than 24 hours post due date and time will receive zero points. No exceptions
- Paper must be word processed, 11 font, with reasonable margins
- Minimum 8-10 pages in length not including cover page and reference page. Maximum 15 pages not including over page and reference page. Diagrams, charts, tables, etc. will only count for three of the total pages required. Any diagrams, etc. beyond three pages are not penalized but will not count toward the minimum number of pages. The student should however, include all relevant statistical information
- Pages must be numbered
- Submit electronically via Ferris Connect under Assignments
- The paper will graded using the following rubric

Grading Rubric for Capstone Research Paper: 175 points possible

Points/175					Total pts earned
Question 20/175	Posed a thoughtful, creative question that engaged the student in challenging and evidence-based research.	Posed a focused question that involved the student in challenging research.	Constructed a question that lends itself to readily available answers.	Relied on instructor-generated question or developed a question that required little research.	
Information 30/175	Gathered information from 5 – 10 sources, which were relevant, balanced and included critical readings related to the problem statement.	Gathered information from 5 – 7 relevant sources.	Gathered information from 3 – 5 sources. Displayed minimal effort in selecting quality resources.	Gathered information from 1 – 3 sources. Information lacked relevance, depth and balance.	
Analysis 40/175	Student carefully analyzed the information collected and drew appropriate conclusions supported by evidence. Appropriate statistical application and analysis. Charts, tables, etc were used correctly if appropriate.	Good effort was made in analyzing the evidence collected. Charts, diagrams, images, etc were used minimally but appropriately.	Conclusions could be supported by stronger evidence. Level of analysis could be deeper. Charts, diagrams, images, etc were used incorrectly or did not reflect the data collected.	Conclusions simply involved restating the information. Conclusions were not supported by evidence. Charts, diagrams, images, etc were absent or incorrect.	
Synthesis 40/175	Information was logically and creatively organized with smooth transitions.	Logically organized the material and made good connections between ideas.	Could have put greater effort into organizing the research.	Work was not logically or effectively structured.	
Documentation 25/175	All sources were documented and properly cited. Error-free.	All sources were documented and cited. Few errors noted.	Needed to use greater care in documenting sources. Poorly constructed or absent.	Material was clearly not documented and/or plagiarized.	
Process 20/175	Effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques.	Effectively communicated the results of the research.	Needed to work on communicating more effectively.	Little evidence of thoughtful research. Paper does not effectively communicate research findings.	
Total: 175 points				Total Points	

Grading:

Assignments:
Class Presentation Peer Feedback Forms   **50 points**
Discussion Board Postings: 5 directed responses   **25 points**
     Negative points received for limited/inadequate class discussion

Research Project/Paper:
    Response Forms   **50 points**
    Capstone Paper   **175 points**

Total Points Possible: **300**

Appendix D: BS Dental Hygiene Checksheet

Ferris State University
Associate in Applied Science to a BS DHYG Completion Program Curriculum Guide

REQUIRED	Course title – prerequisites in ( )	credits	grade	Req. met
	Dental Hygiene Major: 74 credits			
	Associates in Dental Hygiene credits	40		
DHYG 300	Dental Hygiene Role Transition	3		
DHYG 310	Dental Hygiene Research Methods	3		
DHYG 315	Community Program Assessment / Planning	3		
DHYG 320	Dental Hygiene Informatics	4		
DHYG 330	Instructional Role of the Dental Hygienist	3		
DHYG 400	Oral Health Promotion and Disease Risk Reduction	4		
DHYG 415	Gerontology in Dental Hygiene	3		
DHYG 430	Advanced Topics in Dental Hygiene	3		
DHYG 499	Dental Hygiene Capstone(admit by permit)	3		
EHSM 317	Public Health Administration	2		
MKTG 321	Principles of Marketing	3		
	Communication Competence 12 credits required			
COMM	Select from COMM 105, 121, 200, 201, 221, or 251	3		
ENGL 150	English 1 (none)	3		
ENGL 250	English 2 (ENGL 150)	3		
ENGL 321	Advanced English Composition (ENGL 250)	3		
	Scientific Understanding 7 credits required			
Elective		3		
Elective	Includes lab	4		
	Quantitative Skills 3 credits or proficiency required			
MATH 115	Intermediate Algebra (MATH 110) or	3		
MATH 117	Contemporary Math (MATH 110) or Math ACT 24 or higher			
	*Social Awareness – 9 credits required			
Elective	Social Awareness foundation course	3		
Elective	Social Awareness Elective	3		
Elective	Social Awareness Elective (200 level or higher)	3		
	*Cultural Enrichment – 9 credits required			
Elective	Cultural Enrichment	3		
Elective	Cultural Enrichment	3		
Elective	Cultural Enrichment (200 level or higher)	3		
	CAHS Core Curriculum Requirements or proficiency			
CCHS 101	Orientation to Health Care	3		
CCHS 102	Safety Issues in Health Care	1		
CCHS 103	Clinical Skills or DHYG license	1		
EHSM 315	Epidemiology and Statistics	3		

Appendix E: Curriculum Map and Assessment Plan

Program - Dental Hygiene (B.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	CAHS 315	CAHS 317	DHYG 104	DHYG 105	DHYG 300	DHYG 310	DHYG 315	DHYG 320	DHYG 330	DHYG 400	DHYG 415	DHYG 491	DHYG 499	MKTG 321
Graduates will analyze research on an advanced level for evidence based practice and theory .		I, R			I	I, R	I, R	I, R	I, R	I, R	I, R	M	M	
Graduates will demonstrate critical thinking and lifelong learning through collaborative partnerships.		I			I	I, R	I, R	I, R	I, R	I, R	I, R	M	M	
Graduates will assist and participate in the coordination of oral health care services for diverse populations.					I	I	I, R	I, R	I, R	I, R	I, R	M	M	
Graduates will engage in leadership roles in educ, government, public health, management or professional assoc.					I	I	I, R	I, R	I, R	I, R	I, R	M	M	
Graduates utilize evidence based practice and theory when engaged in activities toward advancing the profession.					I	I	I, R	I	I, R	R	R	M	M	

Next FSU Academic 2014-2015
Program Review:

Mission Statement: Building upon the mission, vision and values of the college of Allied Health Sciences, the Dental Hygiene program will be a leader in providing opportunities for innovative teaching and learning in career-oreinted technologies of the professional education of entry-level dental hygienists.

Advisory Board/Committee Twice per year
Meetings:

Accreditor Body: Not applicable

College: CAHS

Outcome: Graduates will analyze research on an advanced level for evidence based practice and theory .

CAHS Category: Research

Outcome Type: Learning

Outcome Status: Active

Related Courses

- CAHS 317 - Public Health Administration
- DHYG 300 - Dental Hygiene Role Transition
- DHYG 310 - Dental Hygiene Research Method
- DHYG 315 - Health Promotion and Wellness
- DHYG 320 - Dental Hygiene Informatics
- DHYG 330 - Inst Role of Dental Hygienist
- DHYG 400 - Comm Program Assessment/Plan
- DHYG 415 - Gerontology in Dental Hygiene
- DHYG 491 - Dental Hygiene Practicum
- DHYG 499 - Dental Hygiene Capstone

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Graduates will demonstrate critical thinking and lifelong learning through collaborative partnerships.

CAHS Category: Critical Thinking and Life-Long Learning

Outcome Type: Learning

Outcome Status: Active

Related Courses

- CAHS 317 - Public Health Administration
- DHYG 300 - Dental Hygiene Role Transition
- DHYG 310 - Dental Hygiene Research Method
- DHYG 315 - Health Promotion and Wellness
- DHYG 320 - Dental Hygiene Informatics
- DHYG 330 - Inst Role of Dental Hygienist
- DHYG 400 - Comm Program Assessment/Plan
- DHYG 415 - Gerontology in Dental Hygiene
- DHYG 491 - Dental Hygiene Practicum

- DHYG 499 - Dental Hygiene Capstone

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Graduates will assist and participate in the coordination of oral health care services for diverse populations.

CAHS Category: Professional Care

Outcome Type: Learning
Outcome Status: Active

Related Courses

- DHYG 300 - Dental Hygiene Role Transition
- DHYG 310 - Dental Hygiene Research Method
- DHYG 315 - Health Promotion and Wellness
- DHYG 320 - Dental Hygiene Informatics
- DHYG 330 - Inst Role of Dental Hygienist
- DHYG 400 - Comm Program Assessment/Plan
- DHYG 415 - Gerontology in Dental Hygiene
- DHYG 491 - Dental Hygiene Practicum
- DHYG 499 - Dental Hygiene Capstone

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Graduates will engage in leadership roles in educ, government, public health, management or professional assoc.

CAHS Category: Leadership

Outcome Type: Learning
Outcome Status: Active

Related Courses

- DHYG 300 - Dental Hygiene Role Transition
- DHYG 310 - Dental Hygiene Research Method
- DHYG 315 - Health Promotion and Wellness
- DHYG 320 - Dental Hygiene Informatics
- DHYG 330 - Inst Role of Dental Hygienist
- DHYG 400 - Comm Program Assessment/Plan
- DHYG 415 - Gerontology in Dental Hygiene
- DHYG 491 - Dental Hygiene Practicum
- DHYG 499 - Dental Hygiene Capstone

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Graduates utilize evidence based practice and theory when engaged in activities toward advancing the profession.

CAHS Category: Professional Care

Outcome Type: Learning

Outcome Status: Active

Related Courses

- DHYG 300 - Dental Hygiene Role Transition
- DHYG 310 - Dental Hygiene Research Method
- DHYG 315 - Health Promotion and Wellness
- DHYG 320 - Dental Hygiene Informatics
- DHYG 330 - Inst Role of Dental Hygienist
- DHYG 400 - Comm Program Assessment/Plan
- DHYG 415 - Gerontology in Dental Hygiene
- DHYG 491 - Dental Hygiene Practicum
- DHYG 499 - Dental Hygiene Capstone

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Appendix F: Course Assessment Results

Ferris State University
Z - DHYG Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Communication - The student will demonstrate knowledge of examination of the changing role of the dental hygienist in a contemporary society (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of weekly discussion postings **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Completion of research papers **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		09/16/2010 - 90% of students earn 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Submission of written semester synopsis, consisting of weekly reflection entries **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge & Professional Ethics 2 - The student will demonstrate knowledge of evaluation of selected theories as the basis for dental hygiene research & practice (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of weekly discussion postings **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Completion of research papers **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Submission of written semester synopsis, consisting of weekly reflection entries **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge 1 - The student will demonstrate knowledge of analysis of the Advanced Dental Hygiene Practitioner (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of weekly discussion postings **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Completion of research papers **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
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		08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Submission of written semester synopsis, consisting of weekly reflection entries **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge 2 - The student will demonstrate knowledge of synthesis of the dental hygiene process of care using critical thinking & decision making (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of weekly discussion postings **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on the weekly discussion postings **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Completion of research papers **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		08/08/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Submission of written semester synopsis, consisting of weekly reflection entries **Assessment Method Category:**	12/14/2012 - 94% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	**Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge & Professional Ethics 3 - The student will demonstrate knowledge of examining dental hygiene leadership roles through professional opportunities & mentor relationships (Created By Z - DHYG **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of weekly discussion postings **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Completion of research papers **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		09/16/2010 - 90% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Submission of written semester synopsis, consisting of weekly reflection entries **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 80% or higher	12/14/2012 - 94% of students earned a score of 80% or better on semester synopsis **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 90% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/30/2011 - 100% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Professional Competency - The student will research the National Dental Hygiene Research Agenda as a guide to research in the Dental Hygiene profession (Created By Z - DHYG Courses) **Start Date:** 12/17/2009 **Course Outcome Status:** Active	**Assessment Method:** Case application of the NDHRA to current topics of interest in the dental hygiene field utilizing a grading rubric **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 90% of students will earn a score of 80% or higher on all graded rubrics	12/17/2010 - 99% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Met **Action:** 1 - No Action Required	
		05/25/2010 - 99% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Met **Action:** 3 - Action Completed	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Critical Thinking 1 - The student will critically evaluate evidence based research as it applies to the dental hygiene profession (Created By Z - DHYG Courses) **Start Date:** 12/17/2009 **Course Outcome Status:** Active	**Assessment Method:** Completion of internet-based research asignments utilizing a grading rubric OR Completion of team-based research activities utilizing a grading rubric **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn a score of 80% or higher on all graded rubrics	12/17/2010 - 99% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Met **Action:** 1 - No Action Required	
		05/25/2010 - 99% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Met **Action:** 3 - Action Completed	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Knowledge -			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
student will define multiple research methodologies (Created By Z - DHYG Courses) **Start Date:** 12/17/2009 **Course Outcome Status:** Active	**Assessment Method:** 15 questions related to this topic OR Application of research methodologies in selected research studies **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 90% of students will earn a score of 80% or higher on all graded rubrics	12/17/2010 - 92% of students earned a score of 80% or higher on the written exams and quizzes **Classification:** Criterion Met **Action:** 1 - No Action Required 05/25/2010 - 82% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Critical Thinking 2 - The student will access and apply electronic dental related research literature (Created By Z - DHYG Courses) **Start Date:** 12/17/2009 **Course Outcome Status:** Active	**Assessment Method:** Successful independent retrieval and application of electronic dental related research literature to selected research topics utilizing a grading rubric **Assessment Method Category:** Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.) **Criterion for Success:** 90% of students will earn a score of 80% or higher on graded rubric	12/17/2010 - 99% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Met **Action:** 1 - No Action Required 05/25/2010 - 99% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Met **Action:** 3 - Action Completed	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Professional Behaviors/Ethics - Identify ethics in research (Created By Z - DHYG Courses) **Start Date:** 12/17/2009 **Course Outcome Status:** Active	**Assessment Method:** 15 quetions related to this topic **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 90% of students will earn a score of 80% or higher on the written exam	12/17/2010 - 92% of students earned a score of 80% or higher on the written exams and quizzes **Classification:** Criterion Met **Action:** 1 - No Action Required 05/25/2010 - 82% of students earned a score of 80% or greater on graded rubrics **Classification:** Criterion Not Met **Action:** 2 - Pending Action	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - DHYG Courses - DHYG 315 - Health Promotion and Wellness - Critical Thinking - The student will be able to create a personal wellness plan. (Created By Z - DHYG Courses) **Start Date:** 09/14/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of personal health plan **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** 90% of students will earn 75% or higher	09/14/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 315 - Health Promotion and Wellness - Knowledge & Professional Competency 1 - The student will be able to define health promotionand disease risk reduction methods. (Created By Z - DHYG Courses) **Start Date:** 09/14/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of written exams with five designated questions. **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 90% of students will earn 75% or higher	09/14/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 315 - Health Promotion and Wellness - Knowledge & Professional Competency 2 - The student will create a professional presentation on current topics in health. (Created By Z - DHYG Courses) **Start Date:** 09/14/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of a written paper or presentation reflecting insignt or understanding gained from the experience. **Assessment Method Category:** Presentation(Oral) **Criterion for Success:** 90% of the students will earn 75% or higher	09/14/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 320 - Dental Hygiene Informatics - Knowledge - Define concepts and terminology in dental informatics (Created By Z - DHYG Courses) **Start Date:** 05/25/2010 **Course Outcome Status:** Active	**Assessment Method:** Definitions and illustrations assignment utilizing a prescribed rubric **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 90% of students will earn a minimum average of 45 points on this assignment	05/25/2010 - 100% of students earned a minimum average of 45 points on this assignment **Classification:** Criterion Met **Action:** 3 - Action Completed	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - DHYG Courses - DHYG 320 - Dental Hygiene Informatics - Research - Examine evidence based research which includes Biomedical and Dental informatics and identify current standards for dental informatics throughthe American Dental Association Standards Committee technical reports (Created By Z - DHYG Courses) **Start Date:** 05/25/2010 **Course Outcome Status:** Active	**Assessment Method:** Planning, preparing and presenting final research paper and powerpoint presentation utilizing prescribed rubrics **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn a minimum average of 90% on the final research paper and 90% on the final powerpoint presentation	05/25/2010 - 100% of students earned a minimum average of 90% on the final research paper and 90% on the final powerpoint presentation **Classification:** Criterion Met **Action:** 3 - Action Completed	
Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Knowledge and Professional Compentency 1 - Provide an overview of the concept of education including learning theories, educationl objectives, and teaching methodologies. (Created By Z - DHYG Courses) **Start Date:** 12/14/2009 **Course Outcome Status:** Active	**Assessment Method:** Complete written assignments on an educational theorist, a current education article, and learning/teaching styles with grading rubric. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn a 75% or higher on educational theorist, current education article, and learning/teaching styles written assignments.	08/08/2012 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required 09/16/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Knowledge and Professional Competency 2 - Discuss competency-based instruction as required by the American Dental Association (ADA) accreditation standards and examine the accreditation process (Created By Z - DHYG Courses) **Start Date:** 12/14/2009 **Course Outcome Status:** Active	**Assessment Method:** Complete 5 essay questions on competency -based instruction and 5 essay questions on accreditation with grading rubric. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn a 75% or higher on 5 essay questions on comptency-based instruction and 5 essay questions on	08/08/2012 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required 09/16/2010 - 93% of students earned 75% or higher **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	accreditation.	1 - No Action Required	
Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Critical Thinking 1 - Differentiate between pedagogy and andragogy, and how the concept of the adult learner affects teaching methods. (Created By Z - DHYG Courses) **Start Date:** 12/14/2009 **Course Outcome Status:** Active	**Assessment Method:** Complete written assignments "Adult Learners" and "Cooperative Learning" with grading rubric. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn a 75% or higher on "Adult Learners" and "Cooperative Learning" written assignments.	08/08/2012 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required 09/16/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Critical Thinking 2 - Differentiates dental hygiene skills and clinical education from didactic education. (Created By Z - DHYG Courses) **Start Date:** 12/14/2009 **Course Outcome Status:** Active	**Assessment Method:** Complete written assignment on "Clinical Teaching" with grading rubric. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn an 75% or higher on "Clinical Teaching" written assignment.	08/08/2012 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required 09/16/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Professional Compentency - Create a course plan for a dental hygiene-related course (Created By Z - DHYG Courses) **Start Date:** 12/14/2009 **Course Outcome Status:** Active	**Assessment Method:** Students will work in teams to create a course plan for a dental hygiene-related course with peer evaluation and a greading rubric. **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 90% of the students will earn an 75% or	08/08/2012 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required 09/16/2010 - 100% of students earned 75% or higher	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	higher on the team course plan assignment.	**Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 400 - Comm Program Assessment/Plan - Professional & Ethical - The student will be able to conduct a community assessment of needs. (Created By Z - DHYG Courses) **Start Date:** 09/14/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of community needs assessment. **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** 90% of students will earn 75% or higher.	09/14/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 400 - Comm Program Assessment/Plan - Knowledge & Professional Competency 1 - The student will be able to create a community health programplan based on an assessment of needs and community profile. (Created By Z - DHYG Courses) **Start Date:** 09/14/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of written plan. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 75% or higher	09/14/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 400 - Comm Program Assessment/Plan - Knowledge & Professional Competency 2 - The student will locate and complete a grant proposal. (Created By Z - DHYG Courses) **Start Date:** 09/14/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of a written paper or presentation reflecting insignt or undertaning gained from the experience of completing a grant proposal. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 75% or higher	09/14/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge 1 - Define and understand the basic	**Assessment Method:** 40 questions on assessments **Assessment Method Category:**	05/04/2012 - 100% of students earned 75% or higher on assessments. **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
terms used with gerontology. (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 90% of students will earn 75% or higher	Criterion Met **Action:** 1 - No Action Required 09/16/2010 - 90% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge 2 - Explain how societal and cultural factors affect aging individuals; identify current issues in aging (Created By Z - DHYG **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of 4 written assignments **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 90% of students will earn 75% or higher	05/04/2012 - 87% of students earned 75% or higher on written assignments. **Classification:** Criterion Not Met **Action:** 1 - No Action Required 09/16/2010 - 95% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge 3 - Identify age-related changes in the body and analyze how they may affect overall health and oral health (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** 25 questions on assessments **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 90% of students will earn 75% or higher	05/04/2012 - 88% of students earned 75% or higher on assessment. **Classification:** Criterion Not Met **Action:** 1 - No Action Required 09/16/2010 - 90% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Completion of a professional written meta-analysis research paper	05/04/2012 - 100% of students earned 75% or higher on written research paper. **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 90% of students will earn 75% or higher	Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge & Professional Ethics - Summarize oral health care implications for the aging individual through social policy and practice (Created By Z - DHYG Courses) **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of 2 written assignments **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 90% of students will earn 75% or higher	05/04/2012 - 85% of students earned 75% or higher on the written assignment. **Classification:** Criterion Not Met **Action:** 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Communication & Knowledge - Critically evaluate community programs available to support the aging individual (Created By Z - **Start Date:** 09/16/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of a written assignment **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 90% of students will earn 75% or higher	05/04/2012 - 100% of students earned 75% or higher on the written assignment. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Knowledge 1 - The	**Assessment Method:** Completion of fieldwork practicum proposal	12/14/2012 - 100% of students received a score	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
student will analyze selected health care issues and trends that influence the role and function of the professional dental hygienist (Created By Z - DHYG Courses) **Start Date:** 09/10/2010 **Course Outcome Status:** Active	**Assessment Method Category:** Project/Model/Invention **Criterion for Success:** 100% of students will earn 100%	of 100% on fieldwork practicum proposal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 100% of students received a score of 100% on fieldwork practicum proposal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 100% of students received a score of 100% on fieldwork practicum proposal **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/10/2010 - 100% of students earned 100% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Professional Compentency - The student will demonstrate culturally competent dental hygiene care while exploring multiple role dimensions required within various health care organizations including a globalized world (Created By Z - DHYG Courses) **Start Date:** 09/10/2010 **Course Outcome Status:**	**Assessment Method:** 30 hours of fieldwork activity **Assessment Method Category:** Service Project/Service Learning **Criterion for Success:** 95% of students will receive a satisfactory performance evaluation	12/14/2012 - 100% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 100% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active		Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/10/2010 - 100% of students received a satisfactory performance evaluation **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Knowledge/Critical Thinking - The student will apply analytical reasoning and critical thinking abilities through the use of intellectual and rational inquiry, and creativity in problem solving issues related to dental hygiene care and the profession (Created By Z - DHYG Courses) **Start Date:** 09/10/2010 **Course Outcome Status:** Active	**Assessment Method:** 30 hours of fieldwork activity **Assessment Method Category:** Service Project/Service Learning **Criterion for Success:** 95% of students will receive a satisfactory performance evaluation	12/14/2012 - 100% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 100% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		09/10/2010 - 100% of students received a satisfactory performance evaluation **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: 5 reflective journal entries **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 95% of students will earn 100%	12/14/2012 - 95% of students received a score of 100% on journal entries by using a grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 95% of students received a score of 100% on journal entries by using a grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students received a score of 100% on journal entries by using a grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/10/2010 - 100% of students earned 100% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Ethics/Critical Thinking - Participates effectively as a member of a multidisciplinary group utilizing effective communication skills to promote collaboration and critical thinking to examine and improve dental hygiene care and the profession (Created By Z - DHYG	**Assessment Method:** 30 hours of field work activity **Assessment Method Category:** Service Project/Service Learning **Criterion for Success:** 95% of students will receive a satisfactory performance evaluation	12/14/2012 - 100% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Courses)		1 - No Action Required	
Start Date: 09/10/2010 **Course Outcome Status:** Active		08/08/2012 - 100% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 95% of students received a satisfactory performance evaluation on grading rubric from preceptor **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/10/2010 - 100% of students received a satisfactory performance evaluation **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Knowledge 2 - Increase knowledge and understanding of the multifaceted roles in the profession of dental hygiene (Created By Z - DHYG Courses) **Start Date:** 09/10/2010 **Course Outcome Status:** Active	**Assessment Method:** Submission of a professional paper **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 95% of students will earn 90% or higher	12/14/2012 - 98% of students received a score of 90% or higher on project submissions using the Final Paper grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		08/08/2012 - 97% of students received a score of 90% or higher on project submissions using the Final Paper grading rubric **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		12/17/2010 - 95% of students received a score of 90% or higher on project submissions using the Final Paper grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/10/2010 - 100% of students earned 90% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Knowledge 1 - The student will identify and define a problem, question or area of need within the professional dental hygien role (Created By Z - DHYG Courses) **Start Date:** 09/13/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of reporting forms **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 95% of students will earn 100%	05/18/2011 - 83%* of students earned a score of 100% on graded report forms *deductions resulting from late submissions **Classification:** Criterion Not Met **Action:** 1 - No Action Required	
		12/17/2010 - 100 % of students earned a score of 100% on graded report forms **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/13/2010 - 100% of students earned 100% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Knowledge 2 - The student will analyze the topics of study within a critical thinking framework (Created By Z - DHYG Courses) **Start Date:** 09/13/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of reporting form documenting topic outline and timeline **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 95% of students will earn 100%	05/18/2011 - 83%* of students earned a score of 100% on graded report forms *deductions resulting from late submissions **Classification:** Criterion Not Met **Action:** 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of 100% on graded report forms **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/13/2010 - 95% of students earned 100% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Professional/Ethical - The student will investigate potential solutions, answers or avenues to meet the needs of the identified target (Created By Z - DHYG Courses) **Start Date:** 09/13/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of research activities on topic selected as documented on reporting form **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 95% of students will earn 90% or higher	05/18/2011 - 83%* of students earned a score of 100% on graded report forms *deductions resulting from late submissions **Classification:** Criterion Not Met **Action:** 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of 100% on graded report forms **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/13/2010 - 95% of students earned 100% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Communication 1 - The student will present a professional paper reporting their scholarly project (Created By Z - DHYG Courses) **Start Date:** 09/13/2010 **Course Outcome Status:** Active	**Assessment Method:** Submission of a professional paper **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 95% of students will earn 90% or higher	05/18/2011 - 100% of students earned a score of 98% or higher final paper grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 77% of students earned a score of 90% or higher final paper grading rubric **Classification:** Criterion Not Met **Action:** 1 - No Action Required	
		09/13/2010 - 100% of students earned 90% or higher **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Communication 2 - The student will present a professional presetation to peers reporting the scholarly project (Created By Z - DHYG Courses) **Start Date:** 09/13/2010 **Course Outcome Status:** Active	**Assessment Method:** Submission of class presentation **Assessment Method Category:** Presentation(Oral) **Criterion for Success:** 100% of students will present scholarly project to peers for review	05/18/2011 - 100% of students earned a score of 98% or higher final paper grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 100% of students successfully presented a professional presentation to peers **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/13/2010 - 100% of students successfully presented **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Communication/Ethical - The student demonstrate peer and self-evaluation and constructive feedback of scholarly presentations (Created By Z - DHYG Courses) **Start Date:** 09/13/2010 **Course Outcome Status:** Active	**Assessment Method:** Completion of peer review grading rubric **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** 99% of students will earn 90% or higher	05/18/2011 - 100% of students earned a score of 98% or higher final paper grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of 90% or higher on peer-review grading rubric **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/13/2010 - 95% of students earned 90% or higher **Classification:** Criterion Not Met **Action:** 2 - Pending Action	