



Commission on Dental Accreditation

February 21, 2018

Dr. Stephen Greiner
President
West Liberty University President's Office
208 University Dr.
Shaw Hall CUB 142
West Liberty, WV 26074

RE: West Liberty University, West Liberty, West Virginia
Dental Hygiene Program
Status: Approval without Reporting Requirements

Dear Dr. Greiner,

At its February 1, 2018 meeting, the Commission on Dental Accreditation (CODA) granted the dental hygiene program the accreditation status of “approval without reporting requirements.” The definitions of accreditation classifications are enclosed. Below is a summary of actions and additional information.

Dental Hygiene Site Visit

The Commission considered the site visit report on the dental hygiene program. On the basis of this review, the Commission adopted a resolution to grant the program the accreditation status of “approval without reporting requirements.”

No additional information is requested from the program at this time. The next site visit for the program is scheduled for **2024**.

Dr. Stephen Greiner

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General Information

The findings of the Commission on Dental Accreditation are noted in the enclosed Commission approved site visit report. Oral comments made by site visit team members during the course of the site visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized. Further, publication of site visit team members' names and/or contact information is prohibited.

One copy of this report and the related enclosures have also been sent to the chief administrative officer and program director copied on this letter. The Commission requests that a copy of this report and the related enclosures be forwarded to the chairpersons and appropriate faculty.

The Commission expects institutions to keep the Commission informed as soon as possible of anticipated changes in any approved educational program offered, particularly in the areas of administration, enrollment, faculty, facilities and curriculum. The Commission's policy and guidelines for reporting program changes are enclosed. Guidelines for specific program changes, including reporting enrollment changes, adding sites where educational activity occurs, and developing a teach-out report are found on the Commission's website.

Institutions/Programs are expected to follow Commission policy and procedure on privacy and data security related to compliance with the Health Insurance Portability and Accountability Act (HIPAA). The Commission's statement on HIPAA, as well as the Privacy and Data Security Summary for Institutions/Programs (PDF), are found in the Policies/Guidelines section of the Commission's website at <http://www.ada.org/en/coda/policies-and-guidelines/hipaa/>. Programs that fail to comply with CODA's policy will be assessed a penalty fee of \$4000.

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental hygiene is accredited by the Commission on Dental Accreditation [*and has been granted the accreditation status of "approval without reporting requirements"*]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda>.

The Commission wishes to thank you and the faculty and staff for their cooperation during the site visit. If this office can be of any assistance to you, please contact me by telephone, at 1-800-621-8099, extension 4660 or by e-mail, at smithmi@ada.org.

Dr. Stephen Greiner
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Sincerely,

A handwritten signature in cursive script that reads "Michelle Smith".

Michelle Smith, RDH, MS
Manager, Allied Dental Education
Commission on Dental Accreditation

MS/ds

Enclosures: CODA Accreditation Status Definitions
Formal Report of the Site Visit
Guidelines for Reporting Program Changes in Accredited Programs
Electronic Submission Guidelines for General Correspondence

cc: Mr. Robert Kreisberg, dean, College of Sciences, West Liberty University
Ms. Stephanie Meredith, program director, Dental Hygiene Program
Mr. Herman Bounds, Jr., director, Accreditation Division, U.S. Department of
Education (via CODA website)
State Boards of Dentistry (via CODA website)
Institutional Accreditors (via CODA website)
Dr. William G. Leffler, chair, CODA
Dr. Sherin Tooks, director, CODA

Degree Program:	Associate in Science in Dental Hygiene Bachelor of Science in Dental Hygiene
Accrediting Agency:	Commission on Dental Accreditation
Accreditation Website:	<u>CODA</u>

1. Provide a synopsis of significant findings from the most recent accreditation visit/review and include:

- A. Strengths:** The Dental Hygiene Program at West Liberty University has a long and successful history of providing an exceptional educational experience to the students enrolled. Successful accreditation has been earned since 1953. Administrative support of the program has been excellent. The Dental Hygiene Program is committed to creating an educational environment that fosters the development of competent oral health professionals who are capable of thinking critically, solving problems and making responsible decisions in the delivery of dental hygiene care. The Program's approach to the educational process is to promote excellence, relevance and purpose through the provision of formal education and clinical experiences to prepare professionals who will meet the oral health education, preventive and dental hygiene care needs of the public they serve. Students are encouraged to be self-directed in their learning and establish high standards of professionalism and personal excellence. The faculty role is to provide guidance, feedback, information and evaluation to enhance the educational process. The dedication of the faculty and staff is evident in the high passing rates of the board examinations.
- B. Challenges:** State budgetary constraints provide the only potential challenges to the program.
- C. Recommendations:** At its February 1, 2018 meeting the Commission on Dental Accreditation awarded the status of "approval without reporting requirements" for the West Liberty University Dental Hygiene Program. This is the highest level of accreditation status that can be awarded by the Commission.
- D. Letter of accreditation status:** Included at the completion of this report.

2. Address accomplishments or challenges cited in previous review, and discuss steps taken to further progress and/or implement revisions or recommendations.

The long standing successful history of the WLU Dental Hygiene Program can be measured through board passing rates and employer surveys relating to the graduates. No challenges were cited in the previous review.

3. Five-year data on graduates and majors enrolled:

Dental Hygiene				HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
Academic Year	Major Cds 804,806,821 *Enrollment	**Awards				
		CIP 51.0602 Bachelor	CIP 51.0602 Associate	Degree Level	Awards	Enrollment
2018-19	156	39	37	Average of Five Most Recent Years		
2017-18	153	30	33	Baccalaureate	5	12.5
2016-17	168	29	26	Masters	3	4.5
2015-16	144	33	23			
2014-15	139	22	34			
5-YR AVG	▶ 151	▶ 28.5	▶ 29			
*IPEDS Fall Enrollment						
** IPEDS Graduation data (July 1 - June 30)						

4. **What is the process for assessment of student learning? Include timelines of assessment implementation, and describe how data is collected and used for program improvement.** Multiple assessment methods are utilized within the dental hygiene program. Each year, the Assessment Plan Matrix summarizes data collection, which provides an analysis and recommendations for program improvement. Any changes and/or modifications are incorporated into the curriculum and reexamined by the faculty to determine effectiveness through the ongoing assessment process. The Assessment Plan Matrix template is provided by the ADA Commission on Dental Accreditation. This matrix addresses each of the Program Goals and lists expected results, when and who conducts the assessment, assessment findings, and recommendations for program improvement. Both direct and indirect measures are utilized to assess student learning. Direct measures include national and regional board examinations, course examinations and grades, and pass fail statistics. Indirect measures of survey data are compiled through patient surveys, course and faculty evaluations, a senior student exit survey, and a 6-month post graduate and employer survey. The Assessment Plan Matrix is extensive and has been included for review.
5. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees. (Please do not use student names)**

Graduating Year	No Grads	# of surveys returned "official" correspondence	General Practice	Dental Specialty	Educational Institution	Public/Community Health	Enrolled in higher Ed.	"Unofficial" correspondence of employment (word of mouth)
2019	37	20	18	1		4	2	(15)
2018	34	9	8	1				(23)
2017	36	19	17	1		1	1	(16)

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

Goal #1 Demonstrate entry level professional competency in the discipline of dental hygiene.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will apply the dental hygiene process of care in the clinical setting.	C:1 C:2 C:3 C:4 C:5 C:6 C:7	DH 185 DH 186 DH 237 DH 285 DH 380 DH 381 DH 385 DH 386	*Clinic II & III Treatment of clinic patients 80% of clinic time available. Clinic IV: TX of Pts 100% of clinic time. *Didactic instruction relative to DH process of care.	Faculty/staff participate in clinic rotations maintaining a minimum 1:5 faculty to student ratio.	*TalEval Clinic Grading Software *Didactic testing in DH 185, 285, 380, 385. *OSCE, Process Evaluations, Treatment Planning	Each clinic session. In didactic and clinic courses.	All faculty & staff Course Instructor	*Clinic II: 43% of students were deficient in clinic requirements. *Clinic III: 13% of students were deficient in clinic requirements. *Clinic IV 100% of students met clinic requirements. *It was noted in Clinic IV that many students had limited mixed dentition charting.	*Students were notified of their deficiencies and deficiencies were carried over to next semester. Clinic IV schedule was adjusted to increase patient treatment opportunities. *Add a mixed dentition requirement to clinic III & IV. *Investigate opportunity for primary school children to visit the clinic.	Maximize clinic time available to enable ample opportunity to treat more patients to improve skills. Increase Clinic III patient care requirements to 100 % of clinic time available. Students will have increased opportunity to identify mixed dentition and improve skills.
2. Students will evaluate the effectiveness of implemented clinical, preventive, and educational services.	C:6	DH 185 DH 186 DH 285 DH 286 DH 380 DH 381 DH 385 DH 386	*Students maintain a family of patients. *Providing Treatment at appropriate recare intervals. *Formulation of individualized treatment plan.	*TalEval *Treatment Plan Sheet *Family of patients Sheet	Comparative analysis of OHI, Plaque Record, Assessment data at recare appointments	Evaluation is completed at each recare appointment.	Students Students Faculty Staff	*Emphasis was placed on the periodontal assessment. *Clinic IV students were required to identify plaque without the use of disclosing solution and a calculated plaque record.	Improvements were noted in periodontal assessment and documentation, students continued to lack in their ability to detect plaque without disclosing solution.	Continue emphasis on periodontal assessment and continue plaque record into clinic IV.
3. Students will demonstrate self assessment skills while providing clinical patient care.	C:7	DH 186 DH 238 DH 286 DH 381 DH 386	*Radiography Critique Sheet *Completion of Self Assessment before process evaluations. *Completion of Treatment Error Survey Form after each clinic session (II,III,IV)	Radiography Quota Required Process evaluations for each clinic I- IV	*Radiography Critique Sheet *Process Evaluation Sheets *Treatment Error Survey Sheet	*Clinic II - IV *During Clinic I Instrument Evaluations *During each clinic appointment Clinic II - IV	Students Faculty Staff	*All students completed self-assessment requirements for DH 186,238, 286, 380 & 386. *Clinic III: 26% of students required remediation. *Clinic IV 13% of students required remediation.	Remediation plans were completed for students identified as having deficiencies.	None at this time
4. Students will demonstrate critical thinking skills to provide and promote dental hygiene care.	C:2	DH 185 DH 186 DH 285 DH 286 DH 325 DH 331 DH 350 DH 380 DH 381 DH 385 DH 386 DH 390 DH 440 DH 460	*Didactic Courses *DH Treatment Plans *Case studies in all DH classes.	Class/clinic attendance, requirements and participation.	*TalEval *Rubrics *Group Observation *Review of Peer Collaboration material *Class Presentations *Reinforcement Worksheets	Throughout the semester	Faculty Staff	All students must pass didactic courses with a 75% or above DH 185-2 <75 DH 381-1 <75	Identify students at midterm who have <75% and recommend tutoring. Two degree completion students participated in tutoring.	Seek out second year and or degree completion students who may be willing to provide tutoring services for Clinic Classes.
5. Students will complete an analysis of evidence based research that supports the body of knowledge current for the practice of dental	C:2	DH 285 DH 380 DH 440	*DH 285 Table Clinic *DH 380 Clinic III Research Paper *DH 440 Review of the literature	Timeline is distributed in writing, presented, and monitored. Individual meetings for assistance.	Rubrics	During individual courses.	Six Huffman Zang	A 75% is required for a passing result. 100% of students enrolled in these classes successfully completed action steps	None required	Continue to investigate other areas in the program for students to evaluate research

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 2 Prepare graduates for employment as dental hygienists and/or to pursue additional education.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will demonstrate didactic proficiency by completing the National Board Dental Hygiene Exam with a 75% or above.	C:2	All	*Mock didactic board exam. DH 385 *All students are required to take a Standardized Didactic Test for licensure. *Offered DH 478 Board Prep Spring 2012	Mock National Board National Board Dental Hygiene Exam Review questions & practice board exams.	Rubric National board reported scores Review questions and practice board exams	Fall Annual Spring Semester Spring Semester	Huffman Program Director shares Collected data with faculty/staff Six	50% of Clinic III students passed the mock board. 97% of 2012 graduates passed the national board on the first attempt. DH 478 course evaluations were positive and all students enrolled in board prep passed. National Board Pass rates were improved.	Student required to repeat the exam until passed. First grade is recorded. Consider offering DH 478 on -line as a result of course evaluations.	Increase case based questions in all DH courses. Encourage external participation in a board review course.
2. Students will demonstrate clinical proficiency in clinic courses by completing one of the regional clinical examinations required for licensure.	C:4 C:5	DH 186 DH 286 DH 381 DH 386	* Learn instrumentation skills in DH 186. *Treat patients in the Dental Hygiene Clinic DH 286, 381, 386 *Regional Clinical Exam	Pre-clinic exercises TalEval Regional Board Exams	Instrument Process Evaluations TalEval Rubric Regional Board Exams Reported	Throughout the fall semester. Throughout the semester. Annual fall semester during Clinic III Annual Spring Semester	Six Huffman Blaskovich Program Director shares regional board exam results with faculty/staf	100% of students successfully completed DH 186. 1 student earned < 75 in DH 381 and was dismissed from the program. 58 % of 2012 graduates passed one of the regional clinical board exams on the first attempt.	Evaluated clinic procedures and evaluation methods.	Implement a graded clinical case patient in lieu of the mock board on a manikin Implement a screening appointment to better manage and distribute difficult deposit cases. Implement a patient selection module into DH 380. Secure a consultant to evaluate clinic procedures.
3. Students will identify and discuss career opportunities available beyond the entry level Associates degree in Dental Hygiene	C:8	DH 185 DH 385	*Participation in a Mock Interview *Advising Meetings *BS Degree completion Statistics	Mock Interview WINS Dental Hygiene Degree Statistic Sheet	Interview Rubric Advising sheets for track options Graduation stats	Annual Spring Semester During Pre-registration each semester Annual/May & December	Huffman Zang All faculty Program Director	100% of 2012 graduates successfully passed the mock interview. Students demonstrated skills to respond appropriately to social network communication 71 % of 2012 AS Degree recipients complete a BS degree	The faculty "hires" the most qualified candidate.	Recruit the assistance of area dentist to participate in the mock interviewing process.

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 3 Be prepared to utilize current dental technology in the clinical setting.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will utilize the Dentrix software for the management of patient records.	C:1 C:2 C:3 C:5 C:6	DH 285 DH 286 DH 365 CH 380 DH 381 DH 385 DH 386 DH 390	Tx of clinic patients. Didactic instruction relative to Dentrix records in Clinic II Lab. Chart Audits	Faculty, clinical staff and dental; hygiene administrative office assistant.	*TalEval Clinic Grading Software Chart audit rubric	During each patient treatment clinic session. Randomly throughout the semesters.	Students, faculty, and clinic staff & admin office assistant.	It was noted that students periodically scheduled re-care patient as new patients. This resulted in duplicate charts.	Duplicate charts required extensive data management issues.	Emphasize during initial instruction the importance of not duplicating charts. Increase penalties for errors
2. Students will effectively utilize digital radiography while providing treatment to clinic patients.	C:1 C:2 C:3 C:5 C:6	DH 238 DH 286 DH 381 DH 386	Students are required to utilize digital radiography in DH 238 on manikins. Quota requirements for digital exposure during Clinic III & IV. Pre & post digital radiography exam. Clinic III digital manikin exam.	Radiography Lab Exercise TalEval Dentrix Radiography Exposure Log	Radiography Critique Sheet TalEval Critique Sheet	During Radiography Lab Exercise Each time a radiograph is take during patient care Each time a radiograph is taken during patient care. During the semester that exams are administered.	Students collect and self assess radiographs Supervising dentist and course instructor assesses completed radiographs. Sweeney	Radiography quotas are included in Clinic III & IV. This requirement is a percentage of the final grade. 97% of Clinic III digital requirements were met. 100 % of Clinic IV students completed digital radiography requirements.	Students are becoming more familiar with the digital radiography technology. Panoramic exposures increased to 100%	Increase the utilization of digital radiography.
3. Students will demonstrate the skills essential for intraoral photography.	C:1 C:2 C:3 C:5 C:6	DH 381 DH 386 DH 390	Students are required to include intraoral photos as part of their Case History in Applied Concepts. Students are required to take intraoral photos of anomalies during clinic III & IV.	Dentrix	Rubric utilized for Case History in Applied Concepts.	During patient care experiences in which intraoral photos are taken.	Students collect the photos Supervising Dentist Faculty and Clinical Staff	All students met intraoral photography requirements.	Intraoral photos of poor quality are retaken	None required

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 4 Incorporate evidence based decision making and critical thinking skills in the delivery of patient care.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will formulate an individualized patient treatment plan.	C:1 C:2 C:3 C:5 C:6 C:7	DH 285 DH 286 DH 325 DH 380 DH 381 DH 385 DH 386 DH 390 DH 440 DH 460	Tx of clinic patients. Didactic instruction in DH courses listed.	Faculty, clinical staff, supervising dentist review treatment plans.	*Dentrix *Treatment Plan Sheet *TalEval Clinic Grading Software *Didactic course objective testing	During each patient treatment clinic session. During didactic courses.	Students, faculty, and clinic staff	Students demonstrated skills necessary for treatment planning. Minimal errors were noted in treatment planning. TalEval sub competency # 48-50	Continue to monitor treatment planning skills.	Implement a screening appointment for new patients to improve customized treatment planning and distribution of patients.
2. Students will effectively analyze current dental literature to support evidence based patient care.	C:1 C:2 C:3 C:4 C:5 C:6 C:8	DH 185 DH 285 DH 380 DH 440	*Product Report *Table Clinic *Research *Paper *Literature Review Critiques	Faculty review of action steps. Activity time and Guidelines	Rubrics	As assigned during didactic courses.	Students collect & assess data and course instructors are responsible for evaluation.	100% of first and second year students successfully completed each action step.	None required	Continue to investigate areas in the DH curriculum where analysis of dental literature can take place.
3. Students will construct a patient case history for presentation.	C:1 C:2 C:3 C:5 C:6 C:7	DH 238 DH 268 DH 286 DH 381 DH 386 DH 390	Collect assessment data Study Models Radiographs Intraoral Photographs	Faculty review of action steps.	*Process Evaluations *Didactic testing *rubric for the case evaluation	As assigned during didactic courses.	Students' complete assignments and self assess. Peer assessment Course faculty evaluate	All students presented a patient case history demonstrating competency.	Continue Case Histories as currently assigned.	None at this time

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 5 Demonstrate and model ethical professional behavior as established by the American Dental Hygienists' Association.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will comply with state and federal laws governing the practice of dental hygiene.	C:1	DH 186 DH 286 DH 350 DH 381 DH 365 DH 386	Adherence to scope of practice and rules & regulations while providing patient care	Process Evaluation through Clinic II-IV	TalEval Didactic exam	Daily on Clinic Patients Clinics II- IV During didactic	Faculty Staff	All graduates demonstrate compliance with state and federal laws. No grade deductions in # 108 of TalEval.	None required	None at this time
2. Students will identify services within the scope of practice for dental hygienists.	C:1	DH 185 DH 186 DH 285 DH 286 DH 350 DH 380 DH 381 DH 365 DH 385 DH 386 DH 460	Scope of practice content included in all DH courses.	TalEval	Didactic Testing TalEval # 108 West Virginia Law Test	During all didactic courses. Daily clinic evaluation. Spring	Clinic faculty staff WV Board Member	All 2012 graduates passed DH course with a 75% or above 100% of graduates testing passed	None required	None at this time
3. Students will demonstrate the ability to clinically treat a diverse population of patients adhering to the ADHA	C:1	DH 186 DH 286 DH 360 DH 370 DH 381 DH 386	Providing treatment for clinic patients to include Special Needs and all age categories	*TalEval Report *Clinic Tally Sheet	Quota requirements	Midterm and finals week	Clinic Supervisor & Clinical Faculty	Class of 2012 met their quota requirements	None required	None at this time

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 6 Pursue lifelong learning and professional growth through participation in Continuing Education and professional organizations.

Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will demonstrate professional development through student membership in the ADHA.	C:8	DH 186 DH 286 DH 360 DH 381 DH 385 DH 386	*Payment of membership dues annually. *Legislative Process introduced *Conversion of student membership to RDH Membership	SADHA Membership roster	SADHA community service hours	Fall & Spring	SADHA Advisor Course Instructor	100% participation in SADHA 2011-2012	Continue to encourage SADHA membership and participation in community service. Continue to support conversion of student membership to ADHA.	Revise the post graduate student survey to assess conversion of student membership to ADHA.
2. Students will practice lifelong learning through attending continuing education.	C:8	DH 380 DH 385	*Attending University sponsored CEU *Attending Board Review Courses *Attending corporate sponsored lunch and	Attendance Sheet Applications	Attendance Sheet Completed Application	Spring and/or Fall annually Spring Semester of Second Year	Clinic III & IV Instructor Huffman Clinic IV Instructor	100% of students participated when invited.	Continue to promote lifelong learning through CE for students.	Investigate a requirement for one on line CE course completion in the final semester of the program. DH 386 or DH 390
3. Students will advance their personal and professional growth and development through community service activities.	C:8	DH 286 DH 360 DH 370 DH 381 DH 386	SADHA Membership & Activities Requirements DH 360 and DH 370	Attendance & Sign off sheets for community service activities. Participation in School Programs and Extended Care facilities Community Service Hours DH 360: 15	Tally Sheet of community service hours. Rubrics Survey Results Tally Sheet	Annually fall & spring Fall & Spring Fall & Spring Fall & Spring	SADHA Advisor uffman School Teachers Huffman	*2012 graduates completed a minimum of 16 hours of community service *2012 graduates successfully completed 25 hours of community service. *3 schools were visited with 27 classroom lessons *100% of School Teacher surveys completed were favorable. *Educated grades 6-12 school level students through oral screenings	Action steps were completed. Competency was demonstrated by each student through oral health lesson delivery in two classrooms grade pre-K through 8. The addition of oral screenings in the 6-12 grade levels enhanced students' communication skills and professional competence while providing community service.	Investigate additional community service activities. Consider campus oral cancer screening. DH 331

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, the DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL #7 Respond to the changing health needs of the community by assuming leadership roles in service activities and volunteer efforts.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will assess, plan, implement and evaluate the oral health needs of the community.	C:3 C:4	DH 360 DH 370	DH 360 Students are assigned to a target population in conducted by developing a survey. A lesson plan is developed based on assessment responses DH 370 Students present lesson plan to peers. Feedback from course instructor and peers is used to modify areas of weakness. Students implement lesson plans into classroom setting. The teacher evaluates the program. Oral cancer screenings in geriatric facilities, middle	Required class attendance. Surveys are discussed and reviewed in class before sent to schools. Lesson plans are aligned with outline provided. Mock lessons are implemented with peers. Peer Evaluation Evaluation forms are reviewed and	Assessment Survey Outline for Lesson Plan Rubric for peer presentation Evaluation Form Oral cancer screening form	DH 360 Fall semester DH 360 Fall semester DH 370 spring Semester DH 370 Spring semester Fall & spring	Course instructor & DH student Course instructor & DH student Huffman School teacher Course instructor Huffman Nancy LaBrosse Dr. Zang	100% of DH students must assess target population through mailed survey All lesson plans must pass with 75% or greater to be implemented into schools. 100% of students implement prepared lessons into schools. 100% of students return evaluation forms. 100 middle school students, 200 high school and 400 geriatric patients were screened for oral cancer.	In DH 360, lessons are planned for implementation in DH 370. Peer evaluation is completed with all lesson plans. Instructor rubric is utilized for formal grading.	None at this time.
2. Students will identify individuals and populations through risk assessment to develop strategies for improved health and disease prevention.	C:3 C:4	DH 285 DH 286 DH 380 DH 381 DH 385 DH 386	Risk Assessment and Treatment Planning of clinic patients Clinic II – IV Community outreach efforts through SADHA	Treatment Planning Clinic II- IV Risk Assessments DH Process of Care Assessment Phase Attendance Sheet	Treatment Planning Sheet TP TalEval # 48-50 Risk Assessment clinic sheets TalEval # 13-15	Clinic II –IV	Clinic instructors and Clinic Supervisor	Minimal errors were noted in the risk assessment and treatment planning phase. Students gained experience through interaction with diverse populations.	Continue current practice and monitor treatment error survey sheets. Continue to collaborate with SADHA on community service activities.	Continue to identify additional community service opportunities.
3. Students will identify available resources for oral education, prevention and therapeutic services.	C:3	DH 185 DH 285 DH 286 DH 380 DH 381 DH 386	Assignments in didactic courses listed with application of knowledge in clinical setting.	*Product Presentation *Risk Assessments	Rubric TalEval	Fall Spring Fall & Spring	Course Instructor Student collect all clinical instructors assess	All students successfully completed course assignments in didactic courses listed. Treatment planning and risk assessment is completed with each clinic patient.	Patients are provided with educational material pertinent to the identified risk.	Implement documentation of resources provided to patients as the result of identified risk. Update SLO # 3 To include the provision of resources and documentation.