**Part II. Analysis of the Program**

**I. PROGRAM'S STRENGTH**

**a. Response to Program Quantitative Indicators**

**1. Demand Indicators**

**a.** There are job opportunities in the local dental hygiene profession (#2), and the DH degree program fulfills this request by training an adequate number of majors (#3) contributing to healthy ratios: #degrees/#majors and #degrees/#county positions.

All graduates are currently employed. (Employer and Graduate surveys available for review)

The UHMC DH is a cohort program supported by at least one year of prerequisite courses in general education and biomedical science.  The dental hygiene curriculum is two additional years (5 semesters).  The first year of instruction provides fundamental didactic courses on anatomy, nutrition as it relates to oral health, oral radiology and basic instrumentation including a number of patient assessment procedures.

The final two semesters focus on treatment planning and advanced instrumentation techniques as well as community service learning experiences in area schools and nursing homes. The courses in the program are sequential so students can neither exit early nor proceed at an individual pace.   At the completion of the prerequisite courses and two years in the program, students exit with an Associate in Science in Dental Hygiene.

Only students who gain admission to the DH program are permitted to register for DH courses, therefore they are majors.

**II. PROGRAM'S WEAKNESSES**

**a. Response to Demand Indicators**

There were two Native Hawaiian's as Majors in 2016, in 2017 there are five Native Hawaiian majors.

**2. Efficiency Indicators**

**b.** Program Fill Rate is @100%.

**c.** FTE BOR faculty teaching at the level anticipated.

**d.** The DH program began in 2008, a cohort of 10-11 students was the maximum number of students admitted due to the Standards set by the American Dental Association Commission on Dental Accreditation. (Clinical ratio of students to faculty 5:1)

**3. Effectiveness Indicators**

To date, all data support student success in the dental hygiene program.

**III. RESPONSE TO PERKINS INDICATORS**

**Note: Data is reported for 2015-2016**

Regarding line 30; 2P1 Completion is inaccurate.  All dental hygiene students are required to maintain a 2.0 in didactic course work & 3.0 in clinical skills GPA.  All eleven dental hygiene students have completed the curriculum and graduated in May 2017 earning an AS in DH which is the terminal degree.  Data collection process should be amended to reflect that the goals have been met.

Regarding line 33; 5P1 There were no men (non trad) in the program reported in AY 16-17. In f2017 the DH program admitted two men.

Regarding line 34; 5P2 No non trad students in AY 16-17. There will be two non trad graduates in AY19-20.

**Part III. Action Plan**

1. Action Plan
   1. **CASLO Assessment-Standard 6- Creativity**

On October 25, 2017, faculty member Leanne Higa discussed this year’s College-wide Academic Student Learning Outcomes (CASLO) assessment of creativity, with Dental Hygiene Advisory Committee. DH 265 Law & Ethics has been selected to assess Standard 6, creativity. Ms. Higa discussed two samples of student work (one deemed “exemplary” and one “minimal”) that was used to evaluate the core competencies of creativity.

Ms. Higa asked the Committee for recommendations on how to engage the students at a deeper level.

The recommendations from Members of the Committee include:

• Varying the subjects of the discussion assignments

• Have learner centered discussions

• Students can come up with the topics and instructor will facilitate

• Consider having a combination of online and face to face instruction

• Introducing ethics earlier in the curriculum so students become aware of how it affects them

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| --- | --- |
| CASLO assessment findings | Action plan to address findings |
| In DH 265 Law and Ethics, the students express their ideas through a variety of forms. Throughout the course, most of their work was done on Laulima in the online class discussions. During the course there were 20 topics for online classroom discussion. The total number of posts between all students and the instructor were 396.  Their ideas for class discussions were mainly textbook scenarios, however the most student engagement occurred during one online Laulima discussion that involved them reporting on a situation that they encountered during clinic where they were forced to make a decision between conflicting actions.  They were also asked to determine which core values and ethical principles were involved in the situation.  Students were having difficulty with engagement in the textbook scenarios covered in the course material during the online portion of the hybrid online and face-to-face course. The students did the minimal amount of responses to each other with very similar responses and they did not have much more to add to the textbook discussions once the first few students posted their responses. | Require students to report on their creative thinking process when solving real-world problems. Consult the CASLO creativity Rubric as a guide in designing an assignment that requires students to demonstrate creative thinking components.  Implemented use of reflection questions, allows the student to describe the thinking process in various scenarios of clinical practice. In addition, using a rubric for evaluating ethical dilemmas, allows students to develop a sense of the right standards of care in regards to ethical practice. It may simplify discussions of findings with colleagues.  Increase perceptions about the course, the course material, and the instructor by increasing instructor immediacy in the classroom. This will be accomplished by, varying the delivery of information using multimedia sources, providing regular timely feedback, engaging students in creating learning experiences, and using exit tickets such as observations and class discussion evaluations. |
| Practice desired skills. Over time students obtain the strategies/foundation to continue Creative thinking skills when they start their careers. | Display and model Creative thinking for students. Walk them through the thought process involved in solving a problem. Instead of telling a student what to do, model Creative thinking in action. |

* 1. **Program improvement**

**Part IV. Resource Implications**

List of top three resource requests (IV):

|  |  |  |  |
| --- | --- | --- | --- |
| Budget request | Amount | In 100 words or less describe how does this request relate to the strategic plan | If outside of the Strategic Plan provide rational for the request (in 100 words or less). |
| **1 FT/9 mo faculty member** | **$60,000.00** | Help with workload of the one current FT faculty.  Strong linkage to ADA CODA accreditation standards. | The second FT faculty will expand student access thereby increasing student success and the quality of learning of each individual student. |