

Student Learning Outcomes Assessment Summary

Dental Hygiene, Associates in Applied Science

University of Alaska Fairbanks/Community and Technical College

2011-2012

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Date: October 30, 2013

1. Assessment information collected

The UAF-CTC Dental Hygiene program did not have any graduates at the close of the 2012 academic year (we have graduates only every other year), so no assessment information was collected for student performance on NBDHE, WREB Process of Care, Anesthesia, and clinical Dental Hygiene examinations.

Students enrolled in the program for the 2011-2012 academic year successfully completed all didactic and clinical coursework with a grade of C or better. No remedial instruction was required by any students.

I have been in contact with all 6 UAF-CTC Dental Hygiene students who graduated in 2011. All graduates are employed, and practicing clinical Dental Hygiene in the community of their choosing. All graduates state that they feel well-trained to practice Dental Hygiene based upon program preparation. Full-time employment for Dental Hygiene is 4 days per week. One graduate is underemployed, working 2 days per week, and is looking to gain one more day of clinical contact time.

2. Conclusions drawn from the information summarized above

Based upon this information, students are satisfactorily trained by the UAF-CTC Dental Hygiene program to pass licensure examinations and practice clinical Dental Hygiene. However the employment goals of one graduate are currently unmet.

The best way to develop professional relationships with other dentists and hygienists in the community is to be an active member of the local component of a national organization. The Midnight Sun Dental Hygiene Association and North Central District Dental Society are two such local components in the Fairbanks North star Borough. The UAF-CTC Dental Hygiene program has always encouraged students to become active members of both organizations. To date, however, active membership in these organizations has been voluntary and participation historically has been low.

3. Curricular changes resulting from conclusions drawn above

Developing community network relationships for the purpose of future employment does not require major curriculum change. The following activities could easily be class requirements, and would facilitate transitioning from student to working professional.

- a) Require attendance and participation in community professional organizations and meetings
- b) Require students to write a resume, statement of professional goals, and to distribute them to a minimum of three practices before graduation
- c) Conduct mock, or practice interviews, where students are interviewed by prospective employers who work in the Fairbanks North Star Borough. Although the interviews may not lead to employment, they will provide invaluable experience preparing for an opportunity that eventually may
- d) Invite one graduate to work as a program assistant in the techniques and clinical practicum courses following graduation

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

Myself, Jenifer Filotei, and Cathleen Winfree