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ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025

Program(s) in the review: Dental Hygiene BS

Specialized Accrediting Agency (if applicable): Commission on Dental Accreditation of the American Dental Association (CODA)

Campuses where the program is delivered: ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

Year of last review: AY2019-2020

Final decision from last review: Continuation

PROGRAM SECTION (Due on March 1)

Program Review Committee:

Carri Shamburger, Associate Professor, Dental Hygiene, *Chair*

Laura Stoddard, Assistant Professor, Dental Assisting, *Member*

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: The program could be enhanced, in partnership with other universities, to offer educational opportunities throughout the state of Alaska. The program could also be enhanced to provide additional continuing education courses. This will become particularly important if the scope of practice for dental hygienists is expanded. For now, the program should be continued, but the program should develop specific plans for enhancement.

How do you know the recommendation has been successfully achieved? (2500 characters or less)

The Dental Hygiene Program recognizes the value of partnerships and expanded educational opportunities across Alaska. Collaborating with other universities within the University of Alaska (UA) system will not only increase access to dental hygiene education but also contribute to the growth of the profession. In alignment with this vision, the College of Health (COH) administration has initiated discussions with the University of Alaska Fairbanks (UAF) to explore the possibility of establishing a distance campus.

The program actively offers continuing education (CE) courses tailored to the needs of practicing dental hygienists and dental assistants, ensuring all students have the opportunity to advance their education. Examples of CE courses include Local Anesthesia, Nitrous Oxide Sedation, Restorative Functions, and Coronal Polishing. These expanded course offerings support professional development and skill enhancement.

The Dental Hygiene Program has also fostered collaborative partnerships with other University of Alaska Anchorage (UAA) programs, such as the Family Nurse Practitioner (FNP) and Medical Assisting programs. These partnerships have enhanced interdisciplinary learning experiences and promote collaborative initiatives.

The program remains committed to implementing strategic enhancements that increase its impact and relevance within the community, ensuring the continued growth and success of the dental hygiene profession in Alaska.

Actions taken to date (2500 characters or less)

In alignment with the recommendation, the program developed a strategic plan for expansion. Following approval from the Commission on Dental Accreditation (CODA), the program welcomed its first cohort of 20 students in the spring of 2025.

The Dental Hygiene Program remains committed to serving the community by prioritizing the oral health needs of local children through the UAA Cares for Kids Day event. For the past three years, this program has provided dental care to underserved children, addressing oral health needs while fostering compassion and community engagement among our students. By participating, students gain valuable hands-on experience and social responsibility. UAA Cares for Kids Day demonstrates our ongoing dedication to the well-being of children in our community, ensuring they have access to optimal oral health.

Evidence of success to date (2500 characters or less)

The Dental Hygiene Program has demonstrated success in areas, demonstrating effectiveness of its curriculum. Notable achievements include:

Program Expansion: The successful development and implementation of a strategic plan for program expansion resulted in the enrollment of the first cohort of 20 students in Spring 2025, increasing educational access and supporting workforce development in Alaska.

Exam Success Rates: The program achieved outstanding success rates for the past 5 years, including: 100% pass rate on the National Board of Dental Hygiene Examinations, demonstrating the program's academic standards and comprehensive curriculum. An 100% pass rate on the CDCA/WREB/CITA (CWC) Clinical Dental Hygiene Examination, demonstrating the high level of clinical competence among graduates. An 100% pass rate on the Local Anesthesia Clinical Examination, highlighting the effectiveness of the program's training in advanced clinical skills and a 78% pass rate on the Restorative Clinical Examination, with ongoing development aimed at further enhancing student success in this area.

Employment Outcomes: All graduates of the program have gained employment in their field of study, highlighting the program's effectiveness in fulfilling the demand for skilled dental hygienists and supporting growth of the local workforce.

These outcomes provide evidence of the Dental Hygiene Program's success in delivering high-quality education, fostering student achievement, and supporting career readiness within the dental profession.

Recommendation 2: Work with partners at other MAUs and community campuses and with industry partners to develop plans for enhancement.**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

In alignment with this vision, the College of Health (COH) administration has had discussions with the University of Alaska Fairbanks (UAF) to explore the possibility of establishing a distance campus. This initiative aimed to expand access to dental hygiene education in Alaska, particularly in underserved parts of Alaska.

By using the strengths and resources of both institutions, this partnership would seek to deliver a high-quality, flexible learning experience through innovative distance education. This would allow students to complete their didactic coursework remotely while gaining hands-on clinical training through intense hands-on lab sessions on the UAA campus or in their local communities, and supporting strategic goals for increasing the number of qualified healthcare professionals to meet Alaska's growing demand.

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The program would be committed to ensuring that the distance campus maintains the same high standards of excellence as the main campus, ensuring that all students receive a comprehensive education that prepares them for successful careers in dental hygiene.

Actions taken to date (2500 characters or less)

The College of Health (COH) administration has had discussions with the University of Alaska Fairbanks (UAF) to explore the possibility of establishing a distance campus. This is aimed to expand access to dental hygiene education in Alaska, particularly in underserved parts of Alaska.

Evidence of success to date (2500 characters or less)

Ongoing dialogue and feasibility assessments continue as the COH explores the logistics and potential impact of collaborative effort.

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)

The Dental Hygiene Program is central to the mission, needs, and purpose of the College of Health (COH) by directly contributing to the advancement of healthcare education and meeting the workforce demands of Alaska. As the only dental hygiene program within the University of Alaska (UA) system, it plays a vital role in preparing competent, compassionate, and culturally sensitive oral health professionals equipped to serve all communities across the state, including underserved and rural populations.

Integration of Core Competencies: The program is committed to developing students' proficiency in the University's four core competencies essential for professional success:

1. Effective Communication: The curriculum emphasizes both written and oral communication skills through evidence-based research projects, case presentations, and interprofessional collaborations. Students are trained to communicate effectively with patients, peers, and healthcare professionals, to provide clear, empathetic, and culturally appropriate communication.
2. Creative and Critical Thinking: Students engage in clinical decision-making and problem-solving activities that require the application of critical thinking and evidence-based practice. Through case studies, patient care, and reflective practice, students learn to analyze complex clinical situations and develop solutions to provide the best oral health care.
3. Intercultural Fluency: The program integrates cultural awareness training, preparing students to work effectively with Alaska and beyond with all populations. By promoting cultural awareness and sensitivity, students develop the ability to deliver patient-centered care that respects cultural values and practices.
4. Personal and Professional Responsibility: The program fosters a strong sense of ethical responsibility and professional integrity. Students participate in community outreach programs, leadership development activities, and continuing education opportunities, promoting lifelong learning and professional growth.

Strategic Partnerships and Interprofessional Education: In support of these core competencies, the program participates in the COH's IPE events and partners with other UAA programs, including Family Nurse Practitioner and Medical Assisting programs. These interdisciplinary initiatives enhance educational experiences and provide students with opportunities to engage in team-based healthcare delivery.

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The program is actively developing a partnership with Project Access, an organization dedicated to connecting low-income and uninsured individuals with health care service. This collaboration aims to bridge the gap between oral health needs and available resources by providing comprehensive dental care to those who might otherwise go without. By using strengths of both the Dental Hygiene Program and Project Access, this partnership seeks to enhance community health outcomes and provide invaluable hands-on learning experiences for students.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. BS Dental Hygiene

- *1) Provide and document dental hygiene care in a legal and ethical manner; 2) Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers; 3) Critically evaluate scientific literature and research relevant to dental hygiene; 4) Collect, analyze, and record data on the general and oral health status of patients; 5) Use critical decision-making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed; 6) Formulate a dental hygiene care plan, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers; 7) Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices; 8) Evaluate the effectiveness of the implemented services, and modify as needed; 9) Promote the profession of dental hygiene through service and affiliations with professional organizations; 10) Assess, plan, implement, and evaluate complex community oral health projects to [REDACTED] populations.*

Describe your key findings for these outcomes. (3500 characters or less)

The Dental Hygiene Program at the University of Alaska Anchorage demonstrates exceptional success in preparing graduates who are competent, ethical, and professional practitioners. The program's rigorous curriculum and comprehensive clinical training have resulted in the following key outcomes:

1. Graduates consistently provide and document dental hygiene care in a legal and ethical manner, ensuring compliance with state and national standards. Documentation is audited twice a semester.
2. Students are expected to demonstrate professional behavior by effectively managing their time, minimizing risks, and interacting respectfully with patients, peers, and faculty. This commitment to professionalism fosters a positive and collaborative learning environment. To ensure these standards are consistently met, students are evaluated on their professionalism in all dental hygiene courses.
3. Graduates demonstrate proficiency in critically evaluating scientific literature and research relevant to dental hygiene, enabling them to incorporate evidence-based practices into patient care. This skill is developed through coursework that requires analysis and evaluation of scientific literature.
4. Students effectively collect, analyze, and accurately document data on patients' general and oral health status, ensuring comprehensive and personalized care planning. This competency is assessed daily in the clinical setting.
5. Graduates utilize critical decision-making skills to develop dental hygiene diagnoses, guiding appropriate treatment plans and referrals to other health professionals when necessary.

6. Students formulate individualized dental hygiene care plans, incorporating educational, preventive, and therapeutic services in partnership with patients and other healthcare providers, ensuring a holistic approach to oral health care.
7. Graduates deliver high-quality preventive and therapeutic care, adhering to established infection control protocols, pain management techniques, and ergonomic practices to maintain both patient and provider safety.
8. The program emphasizes continuous improvement through the evaluation of the effectiveness of implemented services, with graduates demonstrating the ability to modify care plans as needed for optimal patient outcomes.
9. Graduates actively promote the profession of dental hygiene through community service, oral health presentations, and involvement in professional organizations.
10. Students are well-prepared to assess, plan, implement, and evaluate community oral health projects, effectively serving Alaska populations and addressing public health needs.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

The Dental Hygiene Program at the University of Alaska Anchorage is committed to continuous improvement in student learning and achievement of program outcomes. To support student success and maintain high academic and clinical standards, the program has implemented the following strategic actions:

1. Curriculum Enhancements and Course Redesign: The program updates its curriculum to reflect emerging trends in dental hygiene, including advancements in digital dentistry and evidence-based practice. Courses have been designed to incorporate active learning strategies, such as case-based learning, clinical simulations, and collaborative group activities, which enhance student engagement and critical thinking. Course sequencing has been strategically planned to ensure a logical progression of content, enabling students to build foundational knowledge before advancing to more complex clinical competencies.
2. Targeted Remediation and Customized Timelines: Recognizing the cohort nature of the program, where students must pass each course to progress, the program provides targeted remediation and customized clinical timelines for students requiring additional support. Individualized learning plans are developed for students needing extra time to grasp course content, allowing them to continue their educational journey without compromising academic standards.
3. Early Intervention and Academic Support: The program utilizes early alert systems to identify students who may be struggling academically. This approach enables timely interventions, including additional lab or clinic time, peer tutoring, and supplemental instruction. Personalized academic advising is provided to support students' progression through the curriculum, ensuring they receive the guidance needed to successfully navigate the program's rigorous requirements.
4. High-Impact Teaching Practices and Faculty Development: The program integrates high-impact educational practices, such as service-learning opportunities, interprofessional education, and clinical simulations, and patient care to provide real-world learning contexts that reinforce theoretical knowledge. Faculty participate in ongoing professional development to stay current with evidence-based teaching methodologies, including culturally responsive teaching and the use of educational technology to enhance student engagement.

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5. Cultural Competency and Comprehensive Teaching: To address achievement gaps identified through disaggregated data analysis, the program has implemented culturally responsive teaching strategies that support all student groups.

6. Community Engagement and Experiential Learning: The program enhances student learning through community outreach programs and service-learning projects that provide experiential learning opportunities and cultural awareness.

Continuous Monitoring and Improvement: The program regularly monitors student performance data, and courses success rates to evaluate the effectiveness of these initiatives. Feedback from students, alumni, and advisory boards is also utilized to inform ongoing curriculum enhancements and instructional goals.

Describe evidence that these actions are working. (3500 characters or less)

The Dental Hygiene Program's success is demonstrated through its exceptional outcomes, including a 100% pass rate on the National Board of Dental Hygiene Exam and high employment rates for graduates within their field of study. By expanding educational access and developing future leaders in dental hygiene, the program is central to the COH's vision of promoting health and improving the well-being of Alaskans.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

The Dental Hygiene Program at the University of Alaska Anchorage is committed to maintaining the highest standards of quality and continuous improvement through specialized accreditation, community engagement, curriculum innovation, and high-impact teaching practices. The program is fully accredited by the Commission on Dental Accreditation (CODA), ensuring compliance with rigorous national standards. To maintain excellence, the program conducts regular self-assessments, site visits, and continuous evaluations. The Dental Hygiene Advisory Board, comprising industry professionals and alumni, provides strategic guidance and feedback to keep the curriculum relevant to industry trends and community needs. By meeting twice a year with local dental professionals and employers, the program ensures that graduates are equipped with the knowledge and skills necessary for successful careers in Alaska.

To reflect emerging trends and technological advancements in dental hygiene, the program continuously updates its curriculum, including recent enhancements in digital dentistry and interprofessional education. The curriculum is aligned with CODA competencies and emphasizes critical thinking and ethical decision-making. In Spring 2025, the program welcomed its first cohort of 20 students, demonstrating its commitment to increasing educational access and meeting workforce demands. High-impact educational practices, such as clinical simulations, case-based learning, and service-learning opportunities, are intentionally integrated to enhance student engagement and problem-solving skills. Additionally, interprofessional education initiatives in collaboration with UAA's Nurse Practitioner and Medical Assisting programs prepare students for team-based healthcare delivery, fostering collaboration and communication skills essential for today's healthcare environment.

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4. Demonstrate student success and the closing of achievement gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)**

The Dental Hygiene Program at the University of Alaska Anchorage is a full-time, academic program with clearly defined sophomore, junior, and senior cohorts. Students must successfully pass all courses to progress through the curriculum, as each course builds foundational knowledge essential for advancing to the next level. Failure to pass any course could disqualify a student from continuing in the program. However, the program is committed to supporting student success by providing customized timelines for those who require additional time to meet academic requirements. This individualized approach ensures that students receive the support they need to achieve their educational goals, which can result in fluctuations in graduation rates from year to year. Despite these variations, all students who successfully complete the rigorous academic and clinical requirements graduate with a Bachelor of Science in Dental Hygiene (BSDH).

- b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)**

The Dental Hygiene Program at the University of Alaska Anchorage is dedicated to fostering student success and ensuring seamless progression through its cohorted, full-time curriculum. Students must pass each course to advance within the program, as each course builds essential foundational knowledge for more complex clinical competencies. This rigorous progression policy upholds CODA standards and guarantees the highest levels of academic and clinical excellence.

Course success rates are consistently high, with lower division courses achieving success rates between 84% and 98% and upper division courses maintaining rates between 87% and 98%. These success rates are crucial indicators of student success due to the program's strict requirement that all courses must be passed to continue in the program. Failure to pass any course would disqualify a student from advancing; however, the program demonstrates a strong commitment to student success by providing customized timelines and targeted remediation for those needing additional time.

The program's consistent 100% graduation rate among students who complete the curriculum demonstrates its supportive learning environment and effective teaching methods. While graduation rates may vary due to factors such as non-academic attrition, individualized timelines, and fluctuating cohort sizes, this flexible approach ensures that every student receives the necessary resources to achieve their educational goals. By regularly reviewing graduation and course success rates, the program proactively

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seeks opportunities to improve student outcomes while upholding the highest standards of academic excellence.

- c. **Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)**

The program consistently achieves outstanding outcomes, including a 100% pass rate on the National Board of Dental Hygiene Exam, CDCA/WREB/CITA (CWC) Clinical Examination, and Local Anesthesia Clinical Exam. This reflects the academic curriculum and high-quality clinical training.

5. Demonstrate demand for the program.

- a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)**

The Dental Hygiene Program at the University of Alaska Anchorage (UAA) demonstrates strong and consistent demand, as evidenced by the program's enrollment trends, graduation rates, and employment outcomes.

1. The Dental Hygiene Program consistently maintains strong enrollment numbers and reliable graduation rates, demonstrating sustained student interest and a steady stream of qualified applicants. The Bachelor's program has a graduation rate of 100% of full-time students. Over the past five years, the program has awarded an average of 12 degrees annually, with a peak of 17 degrees in 2021, reflecting its capacity to meet educational demand. To support student success, the program provides continuous guidance throughout the academic journey and offers additional time and resources to help students achieve their educational goals.

2. High Course Success Rates: The program consistently achieves high success rates in both lower and upper division courses, with overall success rates ranging from 84% to 98% for lower division and 87% to 98% for upper division courses. These high success rates indicate that students are successfully progressing through the program, reflecting the quality of instruction and student engagement.

3. Employment Outcomes and Workforce Demand: All program graduates have successfully secured employment within their field of study, demonstrating the high demand for dental hygienists in Alaska. This aligns with the growing need for oral health professionals, particularly in underserved and rural communities across the state. The UAA Dental Hygiene Program is the only program in Alaska that trains dental hygienists, making it a critical educational resource for meeting the state's oral health workforce needs.

4. Strategic Expansion and Access Initiatives: In response to high demand, the program developed and implemented a strategic plan for expansion. Following approval from the Commission on Dental Accreditation, the first cohort of 20 students was welcomed in Spring 2025.

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Additionally, the College of Health (COH) administration is actively exploring a partnership with other MAUs to establish a distance campuses, increasing access to dental hygiene education for students in remote and underserved areas.

5. Continued Education and Professional Growth: The program also supports continued professional growth by offering Continuing Education (CE) courses, including Local Anesthesia, Nitrous Oxide Sedation, Restorative Functions, and Coronal Polishing. These courses are designed to meet the ongoing educational needs of practicing dental hygienists and dental assistants, further demonstrating the program's responsiveness to industry demand.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)

The Dental Hygiene Program at the University of Alaska Anchorage demonstrates strong productivity and efficiency, as reflected in key performance metrics, including the Five-Year Degree Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF), and Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF).

1. Over the past five years, the Dental Hygiene Program has maintained strong degree completion rates, averaging 12 graduates per year. In 2021, the program reached a peak of 17 graduates, showcasing its commitment to student success through flexible timelines and supportive pathways to graduation. Although there was a slight dip to 10 graduates in 2023, the program demonstrated its resilience by returning to 12 graduates in 2024, reflecting its ongoing effectiveness in guiding students to successful degree completion.

The slight variation in degree awards is primarily due to differences in cohort sizes and the program's commitment to providing students with additional time and support to achieve academic success. To sustain and enhance graduation rates, the program offers improvement strategies such as targeted remediation for labs and clinics, and flexible options to support student success and retention.

2. Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF): The program maintains a consistent SCH/FTEF ratio, ranging from 268.9 to 310.2 over the past five years. The most recent data for 2024 shows an SCH/FTEF of 287.6, indicating a stable instructional workload and the effective utilization of faculty. This metric reflects the program's balanced approach to course delivery, ensuring that faculty teaching loads are optimized to maintain high educational standards without overextension. The program continuously monitors the efficient use of faculty resources through scheduling and curriculum enhancements to optimize student credit hours.

3. Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF): The FTES/FTEF ratio has remained steady over the past five years, ranging from 9.0 to 10.3, with the most recent data showing 9.6 in 2024. This indicates that the program maintains a favorable student-to-faculty ratio and fostering a supportive learning environment. The program's consistent FTES/FTEF ratio reflects its commitment to maintaining small cohort sizes, which enhances personalized instruction, hands-on clinical training, and individualized student support. To maintain optimal student-to-faculty ratios, the program manages cohort enrollment.

4. Initiatives for Continued Productivity and Efficiency: Program expansion in response to growing demand. The program implemented an expansion plan, welcoming its first cohort of 20 students in Spring 2025. This

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expansion aligns with the College of Health's mission to increase educational access, particularly in underserved and remote communities.

5. The program offers advanced CE courses, including Local Anesthesia, Nitrous Oxide Sedation, Restorative Functions, and Coronal Polishing, to meet the educational needs of dental hygienists and assistants. This enhances program productivity by attracting non-degree-seeking students and supporting professional growth.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)

The Dental Hygiene Program at the University of Alaska Anchorage utilizes additional funding to enhance educational opportunities, support student success, and maintain high standards in clinical training and development.

Extramural funding is essential for reducing financial barriers and enhancing access to oral health care by providing financial assistance to patients in need. The program's goal is to partner with local organizations, community health agencies, and philanthropic foundations to secure funding that supports underserved populations, ensuring that every patient has access to essential dental services regardless of their financial circumstances.

Funding from external grants and donations has been instrumental in acquiring state-of-the-art dental equipment and clinical resources, ensuring students receive hands-on training using the latest technology. Financial support also facilitates the maintenance and upgrade of clinical facilities, ensuring a safe and modern educational environment for students and patients. Recent funding has supported the purchase of digital radiography units, and new dental operator chairs. Additional funding would enable faculty to stay current with emerging trends and evidence-based practices in dental hygiene education to enhance curriculum quality and instructional effectiveness.

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)

The University of Alaska Anchorage (UAA) is only Dental Hygiene Program in the entire state of Alaska, serving as the educational resource for communities across the state. The dental hygiene program plays a critical role in meeting the oral health needs of Alaskans, particularly in underserved and rural communities where access to oral healthcare is limited.

This position emphasizes the program's alignment to the mission and purpose of the College of Health (COH). By preparing skilled and culturally competent dental hygienists, UAA directly contributes to the well-being of Alaska's varied populations. The program's commitment to expanding educational access, such as exploring distance campuses in collaboration with the University of Alaska Anchorage, reinforces its role as an resource for dental hygiene education throughout the state.

Through the program's statewide reach, rigorous academic standards, and dedication to community impact, the UAA Dental Hygiene Program remains an essential in promoting oral health and improving the quality of life for Alaskans.

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8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)

The Dental Hygiene Program at the University of Alaska Anchorage is recognized for its commitment to academic excellence, clinical proficiency, and community impact. As the only dental hygiene program in Alaska, it plays a major role in meeting the state's oral health needs and preparing competent, ethical, and culturally sensitive practitioners.

Program Strengths:

1. The program consistently achieves outstanding outcomes, including a 100% pass rate on the National Board of Dental Hygiene Exam, CDCA/WREB/CITA (CWC) Clinical Examination, and Local Anesthesia Clinical Exam. This reflects the academic curriculum and high-quality clinical training.
2. The curriculum emphasizes critical decision-making, evidence-based practice, and professional responsibility. Graduates demonstrate proficiency in data collection, diagnosis, care planning, and delivery of preventive and therapeutic services.
3. The program actively contributes to community health through outreach projects and promotes the profession by encouraging student involvement in professional organizations.
4. In alignment with the College of Health's mission, the program continues to develop plans for expansion, including the exploration of a distance campus in partnership with MAU. The aim is to increase access to education in communities across Alaska.
5. Collaborative partnerships with other UAA programs, such as Nurse Practitioner and Medical Assisting, enhance interdisciplinary learning experiences and prepare students for integrated healthcare delivery.

Areas for Improvement and Proposed Action Steps:

1. Enhancing Student Success in Restorative Clinical Exam: While the program maintains high pass rates across most examinations, the 78% pass rate on the Restorative Clinical Exam indicates an opportunity for improvement.
 - o Action Step: Implement targeted remediation strategies, including additional hands-on practice sessions, simulation labs, and focused instructional support to enhance student competency in restorative functions. Faculty will also review and refine teaching methodologies to align with examination requirements.
2. Expanding Access and Reducing Barriers to Education: To better serve Alaska's varied communities, particularly in rural and remote areas, the program recognizes the need to expand educational access and reduce geographical barriers.
 - o Action Step: Continue strategic discussions with MAUs to establish distance campuses. This initiative will utilize distance education technologies to provide flexible learning opportunities, allowing students to complete didactic coursework remotely while gaining lab and clinical experience within their local communities.

Committee chair first name last name: Carri Shamburger PhD, RDH

Date: 2/28/2025

END OF PROGRAM SECTION

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DEAN SECTION (Due on April 1)

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2500 characters or less for each recommendation)*

Recommendation 1: The program could be enhanced, in partnership with other universities, to offer educational opportunities throughout the state of Alaska. The program could also be enhanced to provide additional continuing education courses. This will become particularly important if the scope of practice for dental hygienists is expanded. For now, the program should be continued, but the program should develop specific plans for enhancement. Recommendation has been met.

The BS in Dental Hygiene program has demonstrated a strong commitment to continuous improvement in designing and offering a relevant selection of continuing education courses and initiating conversations with the University of Alaska Fairbanks (UAF) to explore development of a satellite program. UAF has stated they are not interested in this option. The hybrid delivery model, if pursued, will bring unique challenges to a highly specialized clinical field like dental hygiene. Thus, since the DH program is still offered only in Anchorage, continued exploration of this option and other feasible options to develop a statewide program are recommended.

Recommendation 2: Work with partners at other MAUs and community campuses and with industry partners to develop plans for enhancement. Recommendation has been met.

The Dental Hygiene program has followed through on this recommendation in initiating conversations with UAF, who ultimately declined to partner. Of note, the program sought and received specialized accreditation approval to expand the Anchorage campus cohort size to meet the exceedingly high workforce demand. COH supports and encourages continued conversations about planned program expansion for this valuable degree offering. Thinking outside of the box is encouraged, such as arranging clinical experiences outside of the UAA Dental Hygiene Clinic, in partnership with local dentist offices.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program (2000 characters or less)

The Dental Hygiene program demonstrates commendable achievement and ongoing efforts to align with university and college level mission and needs. Personal, professional, and community responsibilities are emphasized through course assignments, leadership development, community outreach programs and continuing education opportunities. Effective communication strategies are emphasized throughout the program through oral and written presentations and coursework, case presentations, and interprofessional collaborations. Recognition of intercultural fluency is well integrated as students learn to interact with [REDACTED] patient populations in ways that respect cultural values and practices. Support for the UAA competency of creative and critical thinking is well integrated throughout the curriculum to ensure students are prepared to provide quality oral healthcare.

3. Program Quality and Improvement (2000 characters or less)

The Dental Hygiene program includes a comprehensive implementation of assessment plans for student learning outcomes and the annual assessment processes required for external accreditation. The program utilizes a combination of summative assessment measures, student pass rate data, advisory council input, and

graduate evaluations to guide the assessment process. Targeted remediation and early intervention with academic support ensures students are well supported for success in a demanding and cohort based curriculum. The program is commended for maintaining a rigorous national accreditation and offering a valuable degree option within the College.

4. Student Success and the Closing of Achievement Gaps (2000 characters or less)

The Dental Hygiene program is committed to student success with actionable efforts to offer an individualized degree completion plan for students who experience challenges with the rigorous curriculum. Course pass rates are consistently high for both upper division and lower division courses. The program consistently engages in review of graduation and course pass rates while upholding high standards of academic excellence. Students continue to demonstrate a 100% pass rate on the six required licensing exams, a testament to the academic preparation and high quality clinical training of the program.

5. Demand (2000 characters or less)

As the only dental hygiene program in the state, the program continues to experience a high workforce and employment demand. The program benefits from strong applicants and progression numbers with 100% of full time students obtaining the BS degree. The program responded to high enrollment demands by developing a strategic plan to consider program expansion to other campuses within the state and expansion of the Anchorage based cohort. Employment data suggests students are successfully employed and meet or exceed professional expectations of employers.

6. Productivity and Efficiency (2000 characters or less)

The program completed a thorough analysis of productivity and efficiency and provided sound rationale for any downward trends in the five year degree awards, student credit hours, full time faculty equivalency, and student to faculty equivalency. The program demonstrates strong completion rates ranging from 12 to 17 graduates and these are expected to rise with the increased cohort size. Faculty capacity is well utilized within the program as demonstrated by a stable metric of student contact hours to full time faculty equivalent. Full time faculty to student ratio is also stable over the last five years ranging from 9.0 to 10.3. The program's continued productivity is evidenced by the expanded cohort size, continuing education offerings, and continued conversations with delivery site expansion.

7. Duplication and Distinctiveness (2000 characters or less)

The Dental Hygiene program is uniquely suited to serve the educational needs of the state for dental hygiene education. As the only program in the state, there is no duplication within the UA system and the program remains dedicated to promoting the oral health of Alaskans.

8. Strengths and Ideas for Moving Forward (2000 characters or less)

The Dental Hygiene program is commended and recognized for its commitment to academic excellence, clinical proficiency and community impact. The maintenance of continued CODA accreditation and engagement in ongoing assessment informs the program review and improvement process. The recently approved increase in cohort capacity from 14 to 20 students per year will continue to contribute to the workforce need and assist with demand for the program. COH agrees with the program's aims to target and support prospective students into the degree by expanding access and removing barriers to education. Similarly, a close analysis of exam pass rates has informed a program emphasis on targeted remediation strategies for this particular clinical content.

5/8/2025

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 2000-character limit)*

1. Consistent and exemplary efforts to incorporate multiple data points and perspectives as drivers of curricular and programmatic change
2. Maintaining high professional standards with designated accrediting bodies
3. Clear emphasis and prioritization of student needs for curricular and programmatic changes
4. Maintaining highly qualified faculty to ensure educational offerings meet the workforce needs of Alaska

I recommend that the program: *(number and list the specific recommendations in the narrative box, 2000-character limit)*

1. Continued focus on increasing enrollment and working collaboratively with college and university wide efforts related to advising and the recruitment of students
2. Continued efforts to analyze barriers and expand access to this highly employable degree
3. Continue efforts to engage community partners with the unique opportunities of the dental clinical and the role this has for community health and clinical training of students.
4. Explore the option of student clinical experiences occurring at dentist's offices in the local area, in an effort to expand the program to meet state workforce needs.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2032

Dean first name last name: Debbie Craig, PhD

Date: 4/1/2025

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

No

Optional Response: *(10,000 characters or less)*

Carri Shamburger, 4.8.2025

5/8/2025

Committee chair first name last name: Enter name.**Date:** Select date.**END OF PROGRAM OPTIONAL RESPONSE SECTION****PROVOST SECTION (Due on August 1)****Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):**

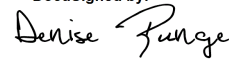
I concur with the dean's commendations, with a particular call out regarding the program's sustained work to meet current student needs.

I also concur with the dean's recommendations, with the note that the program has met all previous recommendations. For recommendation 1, I would add "working on a recruitment plan to ensure a consistent pipeline of students, including the pipeline from high school through different pathway programs." I would also add that the program might consider working with partners on an apprenticeship option. Finally, I would amend recommendation 4 to be, "Explore the option of student clinical experiences occurring at dentist's office in the local area, as well as other ways to provide cost-effective clinical experiences."

Finally, I am asking that over the next year or so faculty holistically review the overall design of their program(s) within the framework of UAA's dual mission and make changes accordingly. As per accreditation standards, degrees must demonstrate breadth, depth, and appropriate sequencing of coursework. UAA's core competencies provide a mechanism for breadth, as do the general education requirements for associate's and baccalaureate degrees. Whenever possible, students are able to complete UAA programs within the Board of Regents' minimum credit requirements, ensuring programs are affordable financially and in terms of a student's commitment of time. UAA programs provide clear and streamlined pathways into and through the credential, not requiring specific Tier 1 and Tier 2 GERs, ensuring no hidden prerequisites, requiring prerequisites only when clearly tied to success in the course, and, whenever possible, standardizing prerequisites across courses at a particular level within the credential. Credentials within the same discipline or related disciplines clearly stack one within the next, providing students flexible, streamlined opportunities to earn one credential and return to UAA at a later time to complete the next level. Finally, programs formally acknowledge appropriate alternative credit paths, allowing students to take advantage of prior learning and avoid unnecessary credit accumulation.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report: N/A**Follow-up Program Review:** N/A**Next regular Program Review:** AY2030**Provost's signature:**

DocuSigned by:

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Date: May 9, 2025