



Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlc.commission.org/upload. Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

The University of Oklahoma College of Dentistry collaborates with three technology centers in the State of Oklahoma to offer a dental hygiene program on the Oklahoma Health Sciences Center campus in Oklahoma City, and by distance education via 2-way synchronous video-conferencing at the three distance sites:

Tri County Technology Center (Tri County Tech)
6101 Nowata Road
Bartlesville, OK 74006
Academic Program Offered: Dental Hygiene
Website: <https://tricountytech.edu/services/dental-hygiene/>

Southern Oklahoma Technology Center (Southern Tech) [*visit location*]
2610 Sam Noble Parkway
Ardmore, OK 73401
Academic Program Offered: Dental Hygiene
Website: (<https://www.sotech.edu/full-time-programs/dental-hygiene/>)

Western Technology Center (WTC)
2605 E. Main Street
Weatherford, OK 73096
Academic Program Offered: Dental Hygiene
Website: <http://www.westtech.edu/full-time/weatherford/dental-hygienist/>

The University of Oklahoma (OU) dental hygiene distance sites are housed and financially supported by the Oklahoma Career Technology education system.

A formalized written contract clearly defines roles and responsibilities of both institutions; the University of Oklahoma maintains control of program administration, curriculum management, and faculty assignment of the dental hygiene education program. The University of Oklahoma (OU) Health Sciences Center (HSC) has overall responsibility for complying with Commission on Dental Accreditation (CODA) Standards, including but not limited to academic, patient care, research, and administrative standards of the dental hygiene clinical program and clinical faculty members.

Clinical operation, facility construction and maintenance, and salaries of faculty and staff are the responsibility of the individual career technology centers. Each Career Technology center staffs the dental hygiene distance site with a Site Coordinator and additional clinical faculty required to meet accreditation guidelines. Distance faculty members hold a joint appointment with the OU College of Dentistry and are responsible to the Dental Hygiene department Program Director.

The University of Oklahoma awards a baccalaureate degree to Dental Hygiene students following successful completion of the program, according to OU and Oklahoma State Regents for Higher Education policies.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

At this time, the workforce need for dental hygienists in Oklahoma is being met and there is no plan for including additional locations. Ongoing analysis of dental hygiene prospective and enrolled student data is continuous. Annually, the dean, the program director, and the advisory committee monitor outcomes data and workforce trends (Bureau of Labor Statistics) and discuss the need for any changes and/or future expansion.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

OU dental hygiene distance sites were newly built or remodeled to meet accreditation standards in 2002, 2004, and 2005. All sites are equipped with state-of-the-art laboratories, clinics, classrooms, and facilities. Digital radiography units and Electronic Health Records have been implemented at all sites. The provision of the highest quality facilities for promoting and fulfilling excellent learning experiences remains paramount on the priority list and is revisited annually to maintain consistency at all sites. The site coordinator from each distance site attends annual strategic planning meetings and submits requests to the technology center administration for updated technology or new equipment.

The effectiveness of the program support services at all sites is premier and accommodating to meet the educational needs and goals of the program. The College of Dentistry (COD) and distance technology centers work collaboratively to ascribe to the highest standards to provide an exemplary educational environment with appropriately maintained facilities.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Funding for the program, which is considered annually, is the responsibility of each Career Technology Center. The distance site budget includes salaries for the site coordinator, clinical instructors, supervising dentists, and a program assistant. The COD is responsible for the payment of distance site course directors. Purchase of additional equipment or other needs are recommended by the site coordinator to the superintendent and considered for purchase as deemed necessary for success of the program. Major equipment purchases or building modifications require authorization of the superintendent and/or the State Board of Career and Technology Education.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

As previously stated, OU dental hygiene distance sites were newly built or remodeled to meet accreditation standards in 2002, 2004, 2005. All sites are equipped with state-of-the-art laboratories, clinics, classrooms, and facilities. Digital radiography units and Electronic Health Records have been implemented at all sites. The provision of the highest quality facilities for promoting and fulfilling excellent learning experiences remains high on the priority list and is revisited annually to maintain consistency at all sites. The site coordinator from each distance site attends annual strategic planning meetings and submits requests to the technology center administration for updated technology or new equipment. The sites have continued to exceed accreditation standards through the CODA 2015 site visit.

The effectiveness of the program support services at all sites is premier and accommodating to meet the educational needs and goals of the program, and as required standards of the Commission on Dental Accreditation. The COD and distance technology centers work collaboratively to ascribe to the highest standards to provide an exemplary educational environment with appropriately maintained facilities.

The senior students at all sites are required to complete exit interviews prior to graduating from the program. This interview process includes a survey with open-ended questions which allows for suggestions regarding perceived necessary changes.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

All program information, application procedures and links are available on the COD website (<http://dentistry.ouhsc.edu>). Annually, the program director of the Dental Hygiene program gives a presentation at the HSC Advisors' Symposium, which allows student academic advisors from state and surrounding colleges and universities to obtain information about imminent and proposed program changes. In 2020, nineteen in-state institutions, as well as two out-of-state institutions, were represented at the symposium.

2. How does the institution effectively oversee instruction at an additional location?

Faculty and students at all sites function as one program. Contractually, distance site coordinators are responsible to the COD to ensure departmental academic and patient care standards are met. The program director directly oversees the program at all sites. Coordination of instruction occurs formally through distance-connected bi-weekly main campus clinical coordinator/distance site coordinator meetings and monthly faculty calibration meetings. Bi-annual faculty calibration and retreats are held at one location with faculty from all sites attending. Regular communication occurs between distance site faculty and COD faculty.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

DH distance faculty members must meet the same accreditation standards as main campus dental hygiene faculty as well as the licensing requirements of the Oklahoma State Board of Dentistry. All site coordinators have completed Master's degree programs. In addition, of the five clinical faculty members among the distance sites, two have completed a Master's degree.

Distance faculty members rotate to the main campus early on in their appointment to calibrate with main campus faculty. In addition, they are provided a link to the HSC Faculty Handbook, Dental Hygiene Reference Documents, and the COD Student Handbook.

Distance dental hygiene faculty members are evaluated using the COD faculty evaluation tool and a career technology evaluation form to establish annual performance goals, objectives and performance standards. This system requires routine meetings with the faculty member, ongoing coaching and evaluation of action steps taken to meet the goals. Additional faculty evaluation occurs in the form of course evaluations and student exit interviews.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

New faculty members attend didactic courses and access all lecture material by way of the learning management system (Desire2Learn), and observe experienced faculty in clinic. Junior and/or senior clinical coordinators at the parent site serve as mentors to calibrate and clarify concepts.

Opportunity for clarification and discussion of program goals, competencies, curricular content, instructional methods and evaluation occur frequently. Those opportunities include all-sites bi-weekly faculty calibration meetings, bi-monthly Clinical Coordinators/Site Coordinators/Distance faculty meetings, faculty retreats, and individual meetings with clinical coordinators and/or the program director.

Distance site coordinators and clinical faculty spend time with faculty and administrators at the parent program to become knowledgeable about program philosophies and procedures. This is accomplished through multiple regularly scheduled meetings and bi-annual faculty retreats.

Faculty members from the parent program travel to each site to ensure consistent clinical instruction and calibration. Distance site clinical faculty routinely consult with the clinical coordinators and other faculty via email, distance technology, and/or telephone. Clinical faculty members at all sites are required to participate in faculty calibration and in-service education.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

The Office of Student Affairs generally manages Student Services. Services are available either locally at each site or online to all sites, dependent on the service. Academic resources including Admissions and Records, Bird Library, Desire2Learn, course catalog, schedules, grades, transcripts, IT service desk, and Writing Center are available online for students at all sites. Student counseling, security services, campus events, fitness facilities, eateries, and health services vary by site. Distance students are assessed fees for services applicable to distance sites. Quality assurance is managed by the Office of Student Affairs at the HSC Campus and by technology center administration at distance sites.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Information is provided to students via the OUHSC and COD websites. Also, information is provided in written form by the Student Program Coordinator upon acceptance into the program. The parent site and the distance sites host student orientations each year in the summer and fall to provide information pertaining to access to student services, both verbally and in writing, by the designated representatives of the institution.

Distance students can connect with admissions, registration, business office, student records and financial aid via email, website or phone. Services are available to distance students via phone during normal business hours Monday through Friday. Email and online information are available at any time.

3. What evidence demonstrates that student concerns are addressed?

Dependent on the issue, distance students can report concerns or problems to course directors, assigned faculty mentors, site coordinators, program director, site superintendent, COD Dean of

Academics and Student Affairs, COD Dean, or student counseling services. Student concerns are addressed promptly. Student concerns that have not been addressed in a timely matter can be reported to the Vice Provost for Academic Affairs.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

The dental hygiene program at all sites is considered one program. All students attend the same classes via distance technology and have the same clinical and didactic requirements. Program competencies are provided in written form and discussed with students at orientation prior to beginning the academic program and are included in the Dental Hygiene Reference Documents and the COD Handbook. In addition, competencies addressed in each course are included in the course syllabus. Course directors, with the assistance of on-site distance faculty, ensure program competencies are met.

At the end of each semester, the COD Periodic Assessment Committee reviews progress of each student and makes advancement recommendations to the dean. Students are prepared to pass written and clinical board licensure exams upon completion of the program and have had no lower than a 93% pass rate at all sites.

Students at all sites must meet the same didactic course and clinical program requirements. In conjunction with the dental hygiene and COD Curriculum Committees, and with approval from the HSC Academic Program Council, course directors establish didactic course requirements and clinical competencies that must be met before completion of the program..

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

Program competencies guide student learning at all sites. Didactic and clinical requirements are the same at all sites. Variance of off-site clinical rotation sites are due to rotation availability and patient experiences required. Students at the distance sites rotate through the COD for rotations which may not be replicated at distant site locations.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

The Commission on Dental Accreditation, which conducts an intensely focused visit of the primary site and each distance site on a seven-year cycle, requires that all dental hygiene faculty have current knowledge of the specific subjects they are teaching and background in appropriate educational methodology to ensure faculty have the capability to improve teaching skills and student learning.

Course directors are responsible for student learning at all sites. The program director and course

directors provide feedback to site coordinators concerning academic difficulty regarding students at their sites. The program director, course directors, and site coordinators consult and meet with the Periodic Assessment Committee to determine the individual student's needs. Additional assistance may be offered in the form of academic counseling, remediation, recorded lectures, and/or tutoring.

Course grades and satisfactory achievement of course requirements provide immediate feedback of student progress, while course evaluations and exit interviews provide follow-up insight into areas that require improvement to ensure alignment with the mission and goals of the institution as a whole.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

Program information for all sites is contained on the College of Dentistry website (<http://dentistry.ouhsc.edu/ProspectiveStudents/ProgramsOffered/DentalHygieneProgram.aspx>) and is reviewed and updated annually by the program director in conjunction with the college IT department. Technology center websites also provide a link to OU dental hygiene program information (<https://www.sotech.edu/full-time-programs/dental-hygiene/>).



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Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

The University of Oklahoma (OU) Fran and Earl Ziegler College of Nursing (CON) collaborates with Cameron University at 2800 W. Gore Boulevard, Lawton, OK 73505 to offer the traditional Baccalaureate of Science in Nursing (BSN), Accelerated BSN (ABSN), and LPN and RN degree completion tracks of the BSN program. The OU CON site at Cameron University is housed on the 2nd and 4th floors of the South Shepler Tower. The Oklahoma Board of Nursing approved the extension of the nursing program to Cameron University, Lawton, OK on May 12, 1997, following a letter of intent filed with the Oklahoma State Regents for Higher Education on February 10, 1995, for this action.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

OU CON is crafting a 36-month enrollment management plan. Currently, the OUCON is working to increase undergraduate enrollment while also looking to create opportunities in the undergraduate curriculum for a Master’s entry track that would align with MSN and/or DNP program offerings. OU CON anticipates initial growth at the undergraduate level to meet state legislative demand/need, while hiring and building the faculty to support the expansion of the graduate programs in years two and three.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

OU CON seeks to ensure that each location has equivalent facilities and equipment so that students receive a consistent educational experience. All three sites have similar facilities, lab and simulation equipment. As we look to expand enrollment, we are also looking at the expansion of facilities and equipment. We currently have a Simulation Lab build that is underway in OKC on the second floor, we will be doubling our classroom space in Lawton and opening up current space to be flexible to support classroom or skill lab instruction. We added skills lab space at the Cameron University site prior to fall 2020, and there are four new hospital beds waiting to be installed in the skills/simulation lab as well.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

The budget planning process provides for annual review of fiscal and physical resources. The OU CON budget is derived from state allocations with additional income from sponsored grants and contracts as well as private donations. CON strategic initiatives as well as program goals and objectives are prioritized to ensure funds are utilized in the most fiscally responsible manner to meet program needs and achieve targeted outcomes. At present, the fiscal and physical resources of the OU CON are sufficient to achieve the mission; for programs to meet their goals, and for students and faculty to achieve expected outcomes. Similarly, the nursing program's budget for the Cameron University site is derived from the complement of the faculty/staff salary and fringe costs which comprise approximately 90% of the total budget at the Cameron University site. OU CON executive leaders work with the Cameron University site coordinator to identify instructional needs (i.e. simulation supplies, lab supplies, etc.) and technology needs (i.e. laptops, monitors, etc.). Non-typical operating needs are brought forward as special requests at the time when the annual budget for the next fiscal year is under development.

Staffing

The current number of OU CON full-time faculty (seven), five adjunct clinical faculty and one Site Coordinator at Cameron University site is sufficient to support didactic, clinical, and online instruction, advisement and mentoring needs of students. Each student is assigned a faculty advisor and/or faculty mentor to support professional identity formation and student success. OU CON IT personnel are available to assist OU CON students and faculty with technology-related issues. Administrative support is provided by one full-time administrative assistant. Student Affairs is supported by a team approach including six student affairs staff and one administrative supervisor. The Student Affairs team oversees all student affairs initiatives at all three sites with a dedicated staff member to provide support for the Cameron University site students.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

Adequacy of fiscal and physical resources is reviewed on an annual basis or more frequently as needed. An extensive review of simulation needs will be conducted in 2021, with the addition of new simulation lab in OKC. Additionally, discussions are underway regarding the need for additional classroom space to expand the number of students at the Cameron University site to accommodate growth to support workforce demands. We recently added additional skills/practice lab space and have four newly donated hospital beds at the Cameron University site.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

OU CON Recruitment, Marketing, Admission and IT are handled centrally and focus on strategic goals and operational needs of each site to ensure enrollment alignment.

2. How does the institution effectively oversee instruction at an additional location?

The OU CON accreditation through the Commission on Collegiate Nursing Education (CCNE) is for all three sites where OU CON programs are offered. This includes the OUHSC OKC site, the Cameron University site and on the OU-Shusterman campus in Tulsa. Our organizational structure has a Site Coordinator at the Cameron University site who reports to the Associate Dean for Academic Affairs. The Cameron University Site Coordinator is a member of the OU CON leadership team which is responsible for curriculum, course content, program administration, faculty, student selection, graduation requirements, financial terms, and technology standards. Members of the leadership team travel to the Cameron University site for face-to-face meetings with the Site Coordinator, staff, faculty, students, prospective students, and Cameron University leaders throughout the year. All OU CON committee meetings involving faculty, staff and/or students leverage technology to support virtual attendance whenever necessary.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

All OU CON faculty regardless of where they teach are required to meet the same accreditation standards. Including the Site Coordinator, there are eight full-time faculty at the Cameron University site. Of these, 50% hold a terminal degree and 50% hold a master's degree in nursing. All are academically and experientially prepared to teach in the BSN program. The OU CON workload policy identifies the expected teaching, scholarship and service commitments for all full-time faculty. There are 1.5 FTE that provide administrative, academic, and student affairs support at the Cameron University site. Additional support is provided both virtually and via site visits from IT and the OU CON executive leadership team. The CON Systematic Evaluation Plan includes course evaluation data and exit surveys that provide data related to the quality and quantity of faculty. These data indicate there are a sufficient number of faculty and staff at the Cameron University site.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

Upon hiring, each faculty member is credentialed for the courses they will teach according to Higher Learning Commission criteria. All faculty receive an orientation to the OU CON before they begin teaching students. Additionally, all new faculty are assigned a peer mentor for a minimum

of six months to facilitate the transition to the academic setting. The Faculty Chairs and the site coordinators review the New Faculty Orientation plan annually and document completion of orientation. The evaluation of faculty performance is a continuous process and all OU CON faculty regardless of where they teach, are evaluated each calendar year through the Faculty Annual Review (FAR) process. Upon hire, faculty are oriented to the FAR process. The FAR process for evaluating teaching begins with the academic program director based on a faculty's primary teaching assignments. The teaching review is shared with Department Chair/Site Director who uses this information to complete the FAR which assesses service, and scholarship in addition to teaching.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

OU CON student success factors and retention rates are similar across all sites. All OU CON faculty regardless of where they teach receive end of term course evaluations using the same format and data acquisition processes.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

OU CON Student Affairs saw an increase in the number of contacts during the last year when services pivoted to online. Online platforms provided students with access to staff for essential services as well as student support services including counseling services. OU CON Student Affairs had great success with Zoom check ins (group calls) and individual Zoom appointments. OU CON Student Affairs also flexed hours to provide early morning and evening support. Student Affairs also implemented recorded 2-minute videos to help with application and admission questions.

3. What evidence demonstrates that student concerns are addressed?

Student concerns are addressed in a timely manner and are addressed fully the first time. We have not had any students in the last year who have expressed concerns and returned to voice the same issue a second time. OU CON works closely with student organizations to provide input and access to leaders within the college and to provide a platform for the organizations to provide input. The Cameron University Site Coordinator and CON Dean meet regularly with student organizations to get their input and to touch base on important topics and ideas. Additionally, students receive a resource survey annually asking them to rate multiple resources such as counseling, advising, simulation equipment, classroom space and other instructional resources on a 4-point Likert scale. Students at the Cameron University site ranked all resources as adequate except for conference room space and simulation resources which they identified as slightly inadequate; both issues are being addressed in 2021.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

The assessment for student learning is in place for the Cameron University site at the course, program, and college level. These assessments adhere to the same standards used on the main campus at OUHSC. The BSN course committees and BSN program committee review the teaching-learning practices and student performance data consistently for all OU CON sites. Grading criteria are identified within each course and are communicated to students via the course syllabus. The course syllabus and course content are available to the student throughout the course using the Desire to Learn (D2L) Learning Management System (LMS). Evidence of student achievement is linked to expected student outcomes at a program level (NCLEX pass rates). The curriculum and teaching-learning processes are evaluated in an ongoing manner to inform decisions that drive achievement of student learning outcomes. Early recognition of course challenges to students may involve mid-semester adjustments, or collection of student input that will affect the course for future iterations. Course faculty and course committees address teaching-learning practices at the end of each semester and reflect changes in the course reports.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The Cameron University site adheres to the same mission, values, and standards used on the main campus. In addition, specialized nursing professional standards for each appropriate program are incorporated in each program. Assessment of student learning is in place for all OU CON programs at the course, program, and college level. All course syllabi contain course objectives, required and recommended textbooks, assignments and learning activities, grading system, and university/college policies and procedures. Faculty use qualitative and quantitative measures to assess student accomplishment of course content. In addition, program outcomes and student satisfaction are assessed in the evaluation and quality of student education and services.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

The BSN program conducts regular assessment of student learning and program review as directed by policies and procedures and accreditation standards. Within these documents a continual process for improvement is defined.

The program uses an ongoing systematic evaluation process to obtain relevant data to determine program effectiveness that is developed, analyzed and revised as appropriate with ongoing input from faculty, student, community of interest and administration. The process is written, ongoing, and determines the achievement of program outcomes. The process is comprehensive; identifies quantitative and/or qualitative data to assess achievement of the program outcomes; includes timelines for data collection, reviews expected and actual outcomes. Outcomes are reviewed with the community of interest, faculty, and students and an ongoing cycle of actions are once again developed to further improve programs.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

OU CON annually reviews information that pertains to our academic programs and admissions. Marketing materials and collateral are reviewed by multiple parties within OU CON including Marketing (External Affairs), Associate Dean of Academic Affairs, Program Director and Student Affairs. Our website and other materials are monitored and updated as needed based on program changes and updates communicated by Academic Affairs.