



Cycle: 2018-2021

Associates IN APPLIED SCIENCE WITH A MAJOR IN Dental Hygiene

Program Mission Statement:

To provide students with a comprehensive technical education that will prepare them to graduate with the knowledge, skills, and values needed to begin the practice of dental hygiene.

Division: Health & Human Services

AVP: Dan Averette

Department Chair: Dawn Nelson

Director: Alicia Johnston

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name: Commission on Dental Accreditation (CODA)

Certification Exam(s): Yes No

Agency Name: SC Board of Dentistry

Credential: Registered Dental Hygienist (RDH)

Program Student Learning Outcome	Monitoring Year
Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	2018-2019
Knowledge: Integrate acquired knowledge, facts and techniques for optimal evidence-based practice.	2019-2020
Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	2020-2021
Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental hygiene care providers.	2020-2021

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.</p>	DHG 115 Medical and Dental Emergencies	Artifacts used for this PSLO include both a didactic and clinical assessment. This module is on managing medical emergencies in the dental clinic. Student averages were used for the following assessment: Test 3	85% of the students will receive 76% or higher.	Spring 2019	<p>10 out of 15 (66.6%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 0% and the highest was 98.2%. The cohort average for this event was 75.89%</p>	Benchmark was not met for this course. To improve this, the next time this module is taught, we will spend more time on expanding the knowledge from the classroom to the clinic. Students will utilize an emergency check-list in the dental clinic, which will contain information covered in Test 3, which will allow them to apply the didactic knowledge into clinical practice.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Quality and safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.</p>	DHG 143 Pharmacology	Artifact used for this PSLO is the final examination, which is a cumulative examination on medication and their dental interactions related to patient care. Student averages were used for the following assessments: Final Examination	85% of the students will receive 76% or higher.	Summer 2019	<p>9 out of the 14 students (64.2%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 70% and the highest was 92%. The cohort average for this event was 85.8%.</p>	Benchmark was not met for this course. To improve this, the next time this module is taught, the course will spend more time on connecting information on how pharmacology relates to patient care. A day will be added in the syllabus to include a more comprehensive review of information prior to final exam administration.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Quality and safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.</p>	DHG 121 Dental Radiography	Artifacts used for this PSLO is an examination that covered anatomic structures, prescribing guidelines, and radiology history, Test 1.	85% of the students will receive 76% or higher.	Spring 2019	<p>14 out of 14 students (100%) received a 77% or higher on artifacts chosen for this assessment.</p> <p>The lowest score for this artifact was 86.2% and the highest was 102%. The cohort average for this event was 94.48%.</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Knowledge: Integrate acquired knowledge, facts and techniques for optimal evidence-based practice.</p>	DHG 154 PreClinical Dental Hygiene	Artifacts used for this PSLO involve one safety checkoff and two written exams. This module is on infection control and safety. Student averages were used for the following assessments: OHSA Video and Quiz, and Tests one and two.	85% of the students will receive 76% or higher.	Fall 2019	<p>13 out of 14 students (92.8%) received a 77% or higher on the OHSA video and quiz chosen for this assessment.</p> <p>For both Tests One and Two, 100% of students received a 77% or higher.</p> <p>The lowest score for this artifact was on the OSHA quiz, and was 74.2% and the highest was 98.2%. The cohort average for this event was 84.7%</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Knowledge: Integrate acquired knowledge, facts and techniques for optimal evidence-based practice.</p>	DHG 141 Periodontology	Artifacts used for this PSLO involve three written exams. Modules taught in this course involve clinical assessment of disease, microbiology of disease, and systemic and genetic factors. Student averages were used for the following assessments: Test 1, Test 2	85% of the students will receive 76% or higher.	Summer 2020	13 out of 14 students (92.8%) received a 77% or higher on Test 1 and Test 2. The lowest score for Test 1 75% and the highest was 97.6%. The lowest score for Test 2 was 74% and the highest was 93.2%.13 out of 14 students (92.8%) received a 77% or higher on Test 1 and Test 2.	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Knowledge: Integrate acquired knowledge, facts and techniques for optimal evidence-based practice.	DHG 125 Tooth Morphology and Histology	Artifact used for this PSLO is the didactic test on oral cavity landmarks, development, form and terms. Student averages on test one was used.	85% of the students will receive 76% or higher.	Fall 2019	13 out of 14 students (92.8%) received a 77% or higher on Test one. The lowest score for this artifact was 73.24% and the highest was 103%. The cohort average for this event was 90.48%	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Knowledge: Integrate acquired knowledge, facts and techniques for optimal evidence-based practice.	DHG 140 Oral Pathology	Artifacts used for this PSLO include both didactic and clinical assessments. Assessments include an oral presentation and clinical lesion identification.	85% of the students will receive 76% or higher	Fall 2019	14 out of 14 students (100%) received a 77% or higher on the artifacts chosen for these assessments The lowest score for this artifact was 85% and the highest was 100%	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Knowledge: Integrate acquired knowledge, facts and techniques for optimal evidence-based practice.</p>	AHS 113 Head and Neck Anatomy	Artifacts used for this PSLO is a didactic testing event. This module covered lymphatics, fasciae and spaces, and spread of dental infection. Student averages were used for the following assessment: Exam 5	85% of the students will receive 76% or higher.	Fall 2019	<p>11 out of the 14 students (78.5%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 64% and the highest was 93%. The cohort average for this event was 84.7%</p>	Benchmark was not met for this assessment. To improve this, the next time this module is taught, the course will implement a question and answer review session with students to ensure they are able to integrate the knowledge for optimal evidence-based practice.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2019-2020

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Critical thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.</p>	DHG 165 Clinical Dental Hygiene I	Artifacts used for this PSLO is a cumulative exam to assess the status of student learning from the beginning of the program until this class. Student averages were used for the following assessment: Freshman Competency Exam.	85% of the students will receive 76% or higher.	Spring 2020	<p>14 out of the 14 students (100%) received a 77% or higher on the artifact chosen for this assessment</p> <p>The lowest score for this artifact was 80% and the highest was 93%. The cohort average for this event was 86.2%.</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2019-2020

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Critical thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.</p>	DHG 230 Public Health Dentistry	Artifact used for this PSLOS involves a community program planning and implementation. Student averages were used for the following assessment: Community Project Final Presentation.	85% of the students will receive 76% or higher.	Spring 2020	<p>14 out of the 14 students (100%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 86% and the highest was 96%.</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Critical thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.</p>	DHG 242 Integrated Dental Hygiene II	Artifacts used for this PSLO is a case study, which is a comprehensive approach to patient care. This course is dedicated to National Board preparation and review. Student averages were used for the following assessment: Case Study 2	85% of the students will receive 76% or higher.	Spring 2020	14 out of the 14 students (100%) received a 77% or higher on the artifacts chosen for this assessment The lowest score for this artifact was 80% and the highest was 100%.	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

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<p>Critical thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.</p>	DHG 175 Clinical Dental Hygiene II	Artifact used for this PSLO is a clinical competency checkoff on Anterior Comp. This checkoff is approximately ¼ of the clinical board.	85% of the students will receive 76% or higher.	Summer 2020	<p>9 out of the 14 students (64.2%) received a 76% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 52% and the highest was 100%. Cohort average for this artifact was 79.7%</p>	Benchmark was not met for artifacts chosen for this assessment. To improve pass rates for next time this course is taught, the Anterior Competency will be scheduled towards the end of the semester, instead of allowing the students to take it when they choose to. This will allow the students more time to become proficient before they complete the comp.

STUDENT LEARNING OUTCOMES FOR DHG.AAS– 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental hygiene care providers.</p>	DHG 231 Dental Health Education	Artifacts used for this PSLO are health promotion presentations in two different settings. This course is dedicated to dental health education and how to communicate the information to patients of different backgrounds. Student averages were used for the following assessments: Head Start Presentation and Adult Health Promotion Presentation.	85% of the students will receive 76% or higher on both presentations.	Fall 2020	<p>14 out of the 14 students (100%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 80% and the highest was 100%.</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental hygiene care providers.</p>	DHG 243 Nutrition and Dental Health	Artifact used for this PSLO is a Diet Diary, which is used to help the students understand how to communicate nutritional needs with patients. Student averages were used for the following assessment: Diet Diary.	85% of the students will receive 76% or higher.	Fall 2020	<p>14 out of the 14 students (100%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 80% and the highest was 100%.</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS– 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental hygiene care providers.</p>	DHG 255 Clinical Dental Hygiene III	Artifact used for this PSLO is a presentation on special needs patients. Student averages were used for the following assessment: Special Needs Presentation	85% of the students will receive 76% or higher.	Fall 2020	<p>12 out of the 13 students (92.3%) received a 77% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 73% and the highest was 100%.</p>	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR DHG.AAS– 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental hygiene care providers.	DHG 265 Clinical Dental Hygiene IV	Artifact used for this PSLO is clinical professionalism assessment. Student averages were used for the following assessment: Professionalism Assessment	85% of the students will receive 76% or higher.	Spring 2021	14 out of the 14 students (100%) received a 77% or higher on the artifacts chosen for this assessment The lowest score for this artifact was 86% and the highest was 100%	Benchmark was met for all artifacts chosen for this assessment. Will continue to use performance metrics to evaluate results.

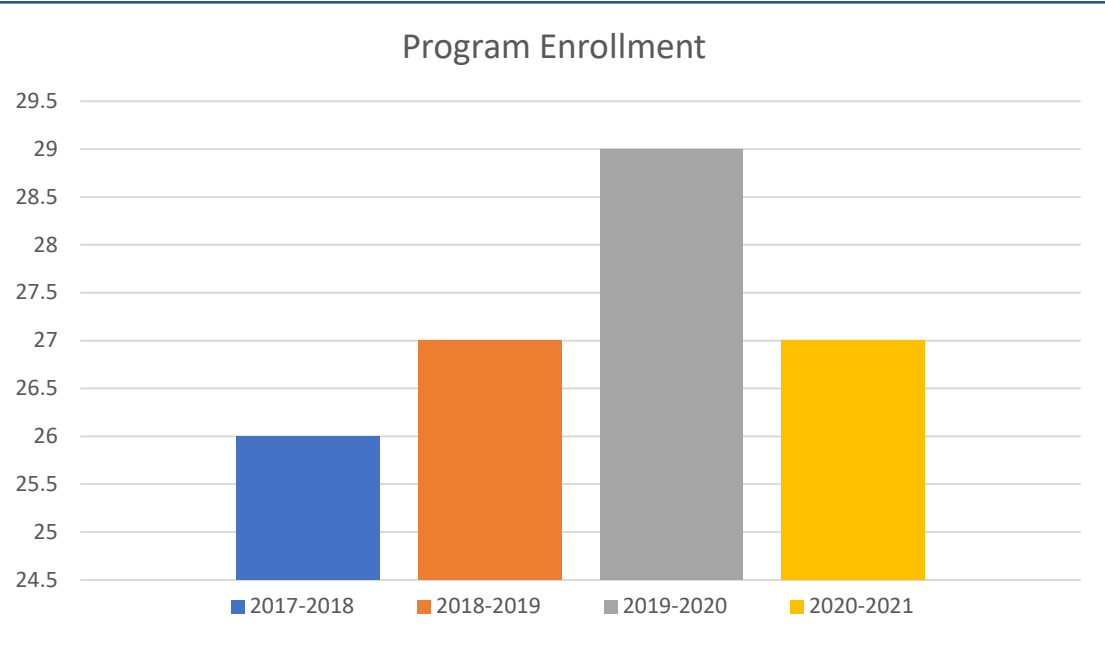
CONTINUOUS STUDENT IMPROVEMENT

This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

Discussions were had last cycle to streamline curriculum competencies. Unfortunately, no curriculum changes occurred from last cycle due to significant staffing retirements and resignations which began in 2017. In May 2019, the department lost three out of four staff, leaving the director temporarily by herself to run the program. The college was able to hire two full-time staff and some adjunct staff, but the department remained understaffed.

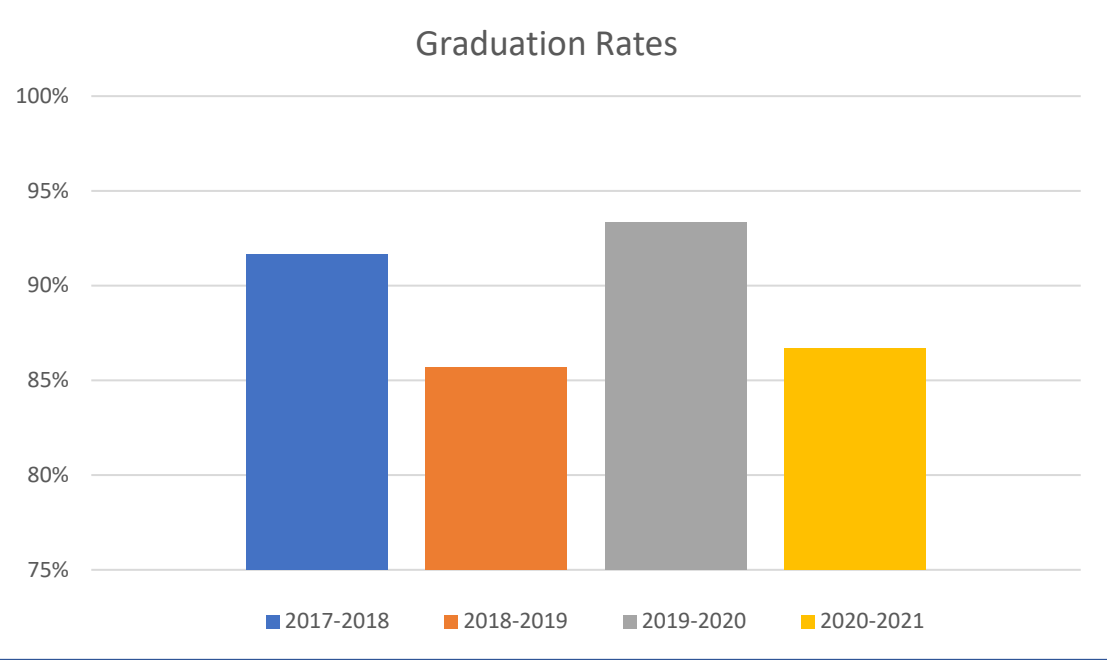
In the fall of 2020, the program director resigned and a new director was not located to start working until January 2021. In 2020, the dental department also experienced the same challenges that many others experienced, due to COVID. Courses that are designed to be taught through hands-on training were taught online and students were not able to obtain the same clinical experiences previous classes received. As of summer 2021, the program is working on getting through some of the COVID related delays and getting back up to fully staffed status. New staff have been hired, so Fall 2021 will be the first time this program has been fully staffed since May 2019.

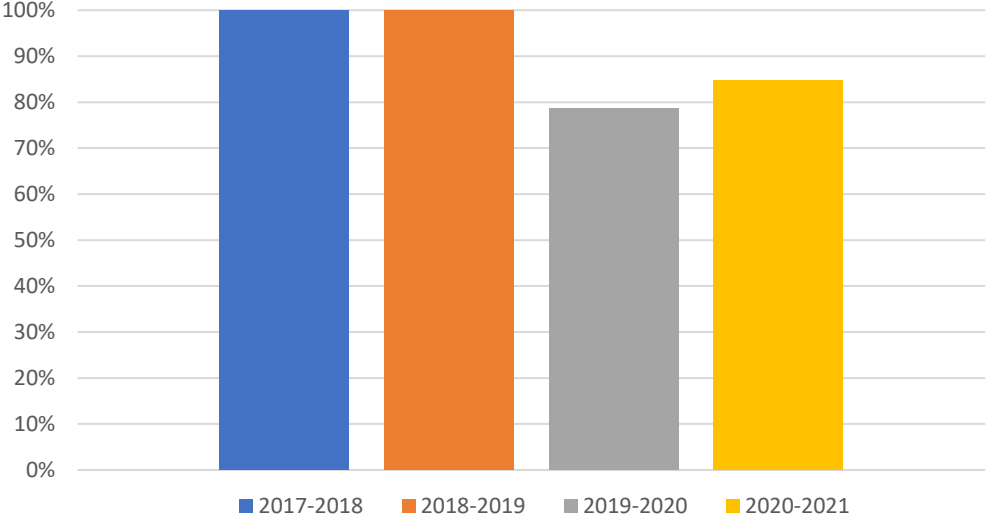
PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<p>Program Enrollment</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>26</td> </tr> <tr> <td>2018-2019</td> <td>27</td> </tr> <tr> <td>2019-2020</td> <td>29</td> </tr> <tr> <td>2020-2021</td> <td>27</td> </tr> </tbody> </table>	Year	Enrollment	2017-2018	26	2018-2019	27	2019-2020	29	2020-2021	27	<p>Program enrollment decreased from 29 in 2019-2020 to 27 in 2020-2021. This was due to one incoming student forfeiting their spot in the program one week before the program began, which did not leave us with enough time to find a replacement. We also lost one student for reasons outside of our control.</p>	<p>We changed our weighted entry standards for the 2021-2022 cohort cycle, to ensure proper screening occurred to ensure the best candidates are selected to maintain the maximum level of enrollment.</p>
Year	Enrollment											
2017-2018	26											
2018-2019	27											
2019-2020	29											
2020-2021	27											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Spring Persistence</p> <table border="1"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Academic Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>85%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>93%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table>	Academic Year	Persistence Rate	2017-2018	85%	2018-2019	100%	2019-2020	93%	2020-2021	100%	<p>Trends increased from 2017-2018 then demonstrated a small dip for 2019-2020, but then moved back up to a 100% persistence rate, as all students were retained from the fall to spring semester.</p>	<p>No action plan is needed, as we are at a 100% persistence rate.</p>
Academic Year	Persistence Rate											
2017-2018	85%											
2018-2019	100%											
2019-2020	93%											
2020-2021	100%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Fall Retention</p> <table border="1"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>91.50%</td> </tr> <tr> <td>2018-2019</td> <td>93.20%</td> </tr> <tr> <td>2019-2020</td> <td>93.20%</td> </tr> <tr> <td>2020-2021</td> <td>100.00%</td> </tr> </tbody> </table>	Year	Retention Rate	2017-2018	91.50%	2018-2019	93.20%	2019-2020	93.20%	2020-2021	100.00%	<p>Fall-to-fall retention rates have increased from 2017-2018 through 2020-2021. We now demonstrate a 100% retention rate from fall-to-fall.</p>	<p>No action plan is needed, as we are at a 100% retention rate.</p>
Year	Retention Rate											
2017-2018	91.50%											
2018-2019	93.20%											
2019-2020	93.20%											
2020-2021	100.00%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Graduation Rates</p>  <table border="1" data-bbox="113 147 1213 802"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>~91.5</td> </tr> <tr> <td>2018-2019</td> <td>~85.5</td> </tr> <tr> <td>2019-2020</td> <td>~93.5</td> </tr> <tr> <td>2020-2021</td> <td>~86.5</td> </tr> </tbody> </table>	Academic Year	Graduation Rate (%)	2017-2018	~91.5	2018-2019	~85.5	2019-2020	~93.5	2020-2021	~86.5	<p>Graduation rates decreased from 2019-2020 due to COVID related issues. Graduation rates fluctuated in connection to retention rates we have seen in each class.</p>	<p>Graduation rates decreased due to COVID related issues. Moving forward, the program has established a policy which will assist the program in continuing educational methods in the event of another lockdown or quarantine, which will allow our students to successfully graduate on time.</p>
Academic Year	Graduation Rate (%)											
2017-2018	~91.5											
2018-2019	~85.5											
2019-2020	~93.5											
2020-2021	~86.5											

Indicator	Trend Analysis	Action Plans
<p style="text-align: center;">Licensure Pass Rates</p>  <p>*First time pass rates</p>	<p>First time licensure pass rates have decreased for the years 2019-2020 and 2020-2021. For 2019-2020, second time pass rates increased the overall percentage of licenses issued. 2020-2021 data is still incomplete for second time pass rates, as some students have not yet taken their board for the second time.</p>	<p>For 2020-2021, we believe that licensure pass rates and decreased success rates were due to limited in-class experiences and instruction as a result of the COVID-19 pandemic. This cohort missed a significant amount of hands-on experience, which is necessary for successful licensure. For the future, we have designed a COVID-19 pandemic policy, which will aid us in continuing proper educational standards in the event of another lockdown or long-term quarantine.</p>