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TO: Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs, CCCS
FROM: Keith Peterson, Vice President of Instruction, CNCC
Meghan Davis, CTE Dean, CNCC
DATE: May 24, 2022

RE: CNCC – Supporting Documentation for Application to Offer Bachelor of Applied Science in Dental Hygiene (BASDH)

[Assessment to ensure program is cost-effective \(students, community college system, state\)](#)

CNCC is seeking approval to offer a Bachelor of Applied Science degree in Dental Hygiene (BASDH). The program would be 30 credits of 300-400 level courses currently in the Common Course Numbering System and would be delivered solely online for students.

There are currently 2 other BASDH offerings in Colorado through sister CCCS schools (PCC and CCD). Their programs each focus in a specific area, external to what our program is designed to do. The tuition set at the Systems, helps aid in ensuring education is affordable for students. Based on the tuition set, the projected cost per student is fair and reasonable for 30 credit hours.

CNCC's program is designed to offer a study abroad capstone for students to carry out community health practices with a philanthropic dental health organization. This is a different approach compared to our sister schools and provides a different view to oral care that many students have not or may not ever experience. Combination of this capstone, with instruction in business/management courses help prepare students for the types of situations, and experiences that they are most likely to see in the workforce. Students can also choose between 2 elective courses – one for clinical instruction (pedagogy) to prepare them to be an instructor in higher education, or communication in health care to prepare them for an advanced career in the field of dental care. Students are welcome to take both, but this aids students in aligning their career goals with options/electives in our degree to fit their needs. The ability for students to have electives help set CNCC's BAS apart from others, while still preparing them for advancements in oral health.

A CNCC offered BASDH would complement the AAS program. Currently, CNCC offers admission into the DH program through competitive entry, or a guaranteed admissions program. Like the guaranteed admissions program did for the college, we hope that with the addition of the BAS degree, CNCC will be able to recruit and retain more students whose intent is to complete their education at the Bachelor level. This will bring a different type of student to CNCC, knowing that the bachelor's degree is an option.



Workforce demand assessment

The American Dental Hygienists' Association has supported and advocated for an entry level baccalaureate degree into the dental hygiene profession to better prepare dental hygiene professionals with a changing health landscape and better position dental hygienists to address the access to care crisis¹. A BASDH program positions CNCC to provide expanded education for current dental hygienists and prepares for future licensure requirements when they change; proactive versus reactive.

In addition to potential licensure requirement changes in the future, Commission on Dental Accreditation (CODA) Standard 3-6 states "Full-time and part-time faculty of a dental hygiene program must possess a baccalaureate or higher degree"². Majority of dental hygiene programs, about 288, award an associate degree, which hinders the ability to hire future dental hygiene educators. CNCC has an opportunity to increase the number of dental hygienists who possess the appropriate educational requirements to be dental hygiene educators. ONet projects the dental hygiene field to grow by 11% in the next 10 years, and to meet this industry demand, education will need to increase graduates into the workforce³.

Traditionally, dental hygiene has been viewed as a singular path of clinical practice. Expanding education from an associate to baccalaureate degree, opens many career opportunities for dental hygienists outside of clinical practice⁴. This allows dental hygienists to serve in key leadership positions and also extends the longevity of their healthcare career. Career opportunities with a bachelorette degree include education, research, administration, public health, and corporate business. More specifically: pharmaceutical sales, dental supply sales, corporate educator, dental insurance officer, hospital/nursing home consultant, clinical or didactic college professor, researcher, local/state public health officer, community clinic administrator, legislation and policy, and oral health content writer. Economic modeling identified a total of 227 job postings from 2016 – 2021, with 90 of those being unique; resulting in a posting intensity of 3 to 1. This signifies that there is an average effort toward hiring dental hygienists in the field⁵. CNCC's direct service area has lower job openings in dental hygiene, however,

¹ American Dental Hygienists' Association. (2015). Transforming dental hygiene education and the profession for the 21st century. Retrieved from https://www.adha.org/resources-docs/Transforming_Dental_Hygiene_Education.pdf

² Commission on Dental Accreditation. (2021). Accreditation Standards for Dental Hygiene Education Programs. Retrieved from https://coda.ada.org/~media/CODA/Files/2022_dental_hygiene_standards.pdf?la=en

³ ONet Online. Dental Hygienists (29-1292.00). <https://www.onetonline.org/link/summary/29-1292.00>

⁴ American Dental Education Association. (2022). Career options. Retrieved from https://www.adea.org/GoDental/Future_Dental_Hygienists/Career_options.aspx.

⁵ Economic Modeling. Lightcast data set 2016-2021 – Dental Hygienist. PDF from CCCS, M. Macklin. 2022.



when compared to statewide demographics, there is a higher need for this field in more populated areas. Due to the nature that the BASDH is geared toward broadening an individual's job opportunities and 'opening more doors', data in this report doesn't identify specifically a need for the bachelor's level of education in this field. Further statistical evidence would need to look specifically at the education sector as well as the areas previously mentioned to determine the number of employment opportunities for BASDH individuals in higher education. Lack of data does not indicate a lesser need, and/or a latent impact to these fields.

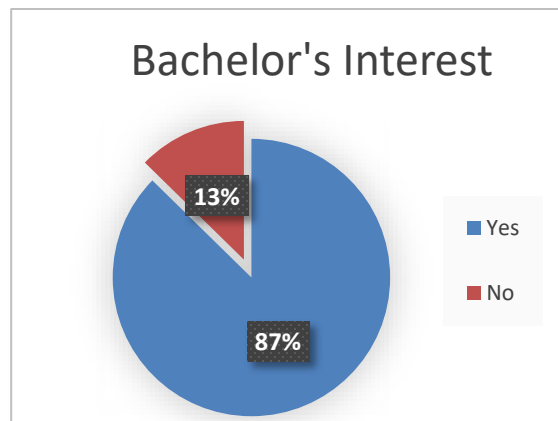
Colorado Dental Hygienists' Association and Colorado Dental Association have worked collaboratively over the past decades to enhance the Dental Practice Act so that dental hygienists are able to play a key role in reducing access to healthcare barriers. As the CO Dental Practice Act evolves and dental hygienists in various career settings are seeking higher education that allows them to practice to the full extent of their license, CNCC should be there to capitalize on those opportunities and support dental hygienists. A BASDH program focused on leadership, education, administration, research, critical thinking, and access to care does not require or need expensive dental clinic facilities; greatly reducing program costs and increasing sustainability.

Student demand assessment

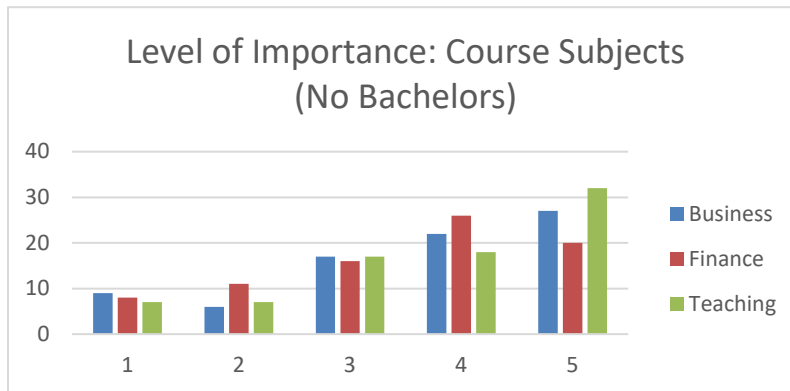
Spring 2022, a survey was sent out to all current, and previous students. CNCC had a total of 91 responses, and specific question responses varied – depending on the responses, data was sorted based on current student or graduate, and with or without bachelor's degree. Below is a summary of the data.

Consideration of a bachelor's degree (N=79)

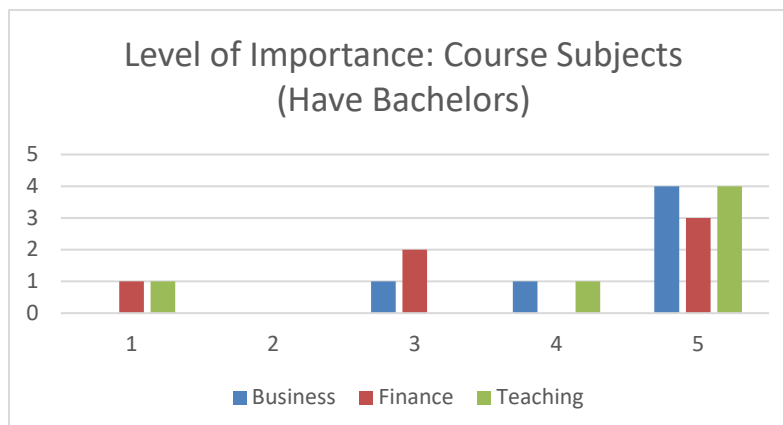
- 87.3% (N=69) of individuals who do not have a bachelor's degree are interested in pursuing one.



- Topics covered (N=81: No bachelor, and N=6: bachelor) surveyed the level of importance on 3 main categories of course topics (business, finance, teaching) to help the committee narrow down course offerings outside of dental hygiene specific courses.
 - For respondents who have not taken a bachelors program:



- All 3 topics were considered 'very important' for a bachelor's program: Teaching 39.5%; Business 33.3%; and Finance 24.6% of respondents.
 - Of responses for somewhat important, and very important, Teaching represented 61.7%, Business represented 60.4%, and Finance represented 59.7% from respondents when asked about each category.
 - For respondents who have taken a bachelors program:
 - All 3 topics were considered 'most important' for a bachelor's program: Teaching 66.6%; Business 66.6%; Finance 50%.
 - Of responses for somewhat important, and very important, Teaching represented 83.3%, Business represented 83.3%, and Finance represented 59.7% from respondents when asked about each category.



Overall, all surveys indicated a positive response towards CNCC offering an online BAS completion program. Our graduates would be our priority, followed by additional individuals. As students' progress through our AAS program, they will be educated on the different pathways that an individual in the profession can take, and the education required – thus recruiting internally for the BAS program, and helping our students be better prepared for the area they want to go into.

Assessment of accreditation and licensing requirements

- There are no additional licensing requirements from the State for this program – the DH license is only license, and is obtained after completion of an AAS. BASDH does not require licensure.
- There are no additional CODA accreditation requirements – please see email from CODA indicating no accreditation requirements for a Bachelor level completion program. CNCC maintains CODA accreditation for our Dental Hygiene AAS.
- HLC will require a substantive change form after CCCS and SBCCOE approval – majority of required information will be from this document.

Programs projected budget

3-year (incremental enrollment step-up) budget - projected revenue/expenses:

YEAR 1 (N = 10)

<u>Revenue</u>		<u>Expenses</u>	
Tuition	\$122,835.00	Adjunct	\$19,520.10
Capstone	\$35,000.00	Capstone	\$35,000.00
TOTAL	\$157,835.00	IT equipment	\$5,000.00
		TOTAL	\$59,520.10
		Net Profit	\$98,314.90

YEAR 2 (N = 15)

<u>Revenue</u>		<u>Expenses</u>	
Tuition	\$184,252.50	Adjunct	\$19,520.10
Capstone	\$52,500.00	Capstone	\$52,500.00
TOTAL	\$236,752.50	IT equipment	\$0.00
		TOTAL	\$72,020.10
		Net Profit	\$164,732.40



YEAR 3 (N = 20)

<u>Revenue</u>		<u>Expenses</u>	
Tuition	\$245,670.00	Adjunct	\$19,520.10
Capstone	\$70,000.00	Capstone	\$70,000.00
TOTAL	\$315,670.00	IT equipment	\$0.00
		TOTAL	\$89,520.10
		Net Profit	\$226,149.90

- Tuition (30 credits @ \$409.45/credit) = \$12,283.50/student
- Capstone – revenue in and out for capstone travel with students (ie. Pass through fee).

Facility & equipment costs (licensing, maintenance)

- No facility costs – program delivered online/hybrid/virtual.
- No licensing cost.
- Equipment – ensuring adjuncts have proper equipment for online or hybrid course deliveries. See budget above for projected equipment costs (IT).

Effect of proposed program on existing programs in terms of finance, enrollment, staffing

There is no direct impact/effect of the proposed BAS on CNCC’s current AAS. This will be CNCC’s first BAS. We believe that there may be an increase in guaranteed admissions and/or competitive entry applicants at the AAS level by now offering a BAS, however, we have not done enough market research to support this claim.

Overall enrollment would increase due to a new program being offered; however, it doesn’t compete directly with our current AAS. We would like to utilize some of our full-time faculty to assist with teaching this program, however, do not want to assume that. The projected budget is based on finding adjuncts and/or paying our current faculty adjunct rates.

CNCC’s financial standing would increase. This program is a completion program and does not require a lot of equipment/supplies to teach. Additionally, the online nature of this program helps to eliminate any indirect costs (ie. Buildings, utilities etc.).

Faculty & Staffing need analysis

CNCC would need to employ 10 adjuncts for instruction of the proposed courses. Some of our full-time faculty could teach these classes but would still be paid an overload/adjunct contract depending on the term (if interested). If CNCC finds it challenging to find adjuncts with proper credentials, then we would need to look at hiring a full-time faculty member to manage the program and teach the courses.



Although this is not built into the budget, based on the projected gross revenue, salary and fringe expenses would still result in a positive net profit (bottom line).

[Analysis of student support services \(library resources\)](#)

CNCC's library resources are available to all students. Students have access to the following online research/journal platforms: EBSCOhost, News Bank Access World News, Ovid Journals, Unbound Medicine, and Wilson Omnifiles. Students can access resources from any location with a username and password provided to them. Additionally, students can access interlibrary loans as needed. There are also over 15,000 E-books available to students.

It is possible that CNCC library resources may need to expand journal offerings, but this will not be determined until we identify/develop the curriculum for the BASDH program.

[Other](#)

CNCC has approved the offering of the BASDH internally through Academic Council on 4/15/2022. Unapproved meeting minutes have been provided as evidence for review.



ACADEMIC COUNCIL MEETING

Friday, April 15th, 2022, at 2:00 p.m.

Venue, Webex, and AB room 210

Minutes

Attendees: Kelly Scott, Merrie Byers, Katie Notson-Hunter, Nicholas Cocozzella, Andrew Goff, Grace Stewart, Sasha Nelson, Meghan Davis, Liz Johnson, Keith Peterson, Tiffany Douglas, and Jesse LaRose

- I. Minutes of March 11th, 2022
Table approval of the minutes (to conserve time)
<S:\Academic Council\Minutes\2.4.2022 AC Minutes.docx>
- II. Informational Items/ Progress reports (e.g. things that needed to go to a CCCS committee after Academic Council Approval)
 1. SFCC update (Notes Provided)
<S:\Academic Council\Current discussion items\April 2022 Discussion items\SFCC Apr 8-2022.docx>
 2. VPI meeting updates (Keith Peterson)
Keith not present at the moment to present.
- III. Old Business
 1. Academic Calendar 2022-2023 and 2023-2024- Change all summer classes to start one week after Spring semester for Rangely campus (time will allow Jen to clean Dorms) (Lisa K)
 - Change DH to May 16-July 8 2022
 - Change DH to May 15-July 7, 2023**Meghan moves to approve the change in dates as presented, Sasha seconds, Motion carries.**
The Calendar will be updated as soon as possible on the website
- IV. New Business
 1. Catalog Addition/Change: concurrent policy change (Nick Cocozzella)
 - Admission for High School Students section: Proposal “Concurrent enrollment students will be initially placed into an Associate of Arts degree program. They can change their major as appropriate after initial enrollment.”

The reasons for this additional statement is to clean data and to be able to close academic programs. This is a policy other system colleges have adopted. Most of the Concurrent student are actually pursuing an Associates of Arts. For the students that are in programs like nursing or auto or cosmo, we ask that they change their major after the initial enrollment. **Meghan moves to approve as it is presented, Jesse seconds.** Discussion: Grace wonders if we can leave the AS in place. We want to get students to Arts and Science program. Amendment to the motion: add “ into an Associate of Arts or an Associate of Science degree program. **Meghan moves the amended motion, Jesse seconds, motion carries**
 2. Program Change: AAS Automotive Technician (Liz Johnson)
<S:\Academic Council\Current discussion items\April 2022 Discussion items\AAS Auto Program Change 4.6.22.pdf>

Originally 85 credits for an AAS and decrease it to 67 credits. This makes it more attainable for students, aligns with industry standards. Some of these courses had not been being taught on a regular basis, due to Instructor load availability and low enrollment numbers. Helps with financial aid making sure the students have the degree declared so they don't have to change their declaration every year. We are leaving the Master Automotive Service Technician

Certificate, this is just a change to the AAS. This certificate will be a stand alone certificate. Sasha moves to approve the changes as presented, Meghan seconds, Motion carries.

3. Program Change: AAS DH- Change in Com requirement (Meghan Davis)

<S:\Academic Council\Current discussion items\April 2022 Discussion items\DEH - COM Requirement.pdf>

Currently students can only take COM 115 for the degree. Often, students are coming in with COM 125. When we looked into the minimum requirements for dental hygiene or our accrediting body, CODA does not have any preference on these courses. The change proposed is to add COM 125 as a OR statement. Many programs only have COM 125. **Sasha makes a motion as proposed, Liz seconds the motion, Motion carries.**

4. Catalog Addition: Para-Educator Occupational Certificate and Pathway (Jesse LaRose/Sasha Nelson)

- <S:\Academic Council\Current discussion items\April 2022 Discussion items>
- <S:\Academic Council\Current discussion items\April 2022 Discussion items\CNCC ParaEd Pathway April 2022 - DRAFT.pdf>

Pathways will feed into our ECE and Elementary Ed DWD. We need to change the description a little bit and we need to find what CIP to use for this program. There are questions whether this would be under CTE. We need that CIP code so Kelly can do the screening on the program. Do we want this to be a workforce certificate. Andrew asks if this goes along with the teacher recruitment education preparation program for Senate bill 2185? No, but we would like to look into this.

Tabled until we can get some more clarification.

5. New Program: BAS in DH (Meghan Davis)

<S:\Academic Council\Current discussion items\April 2022 Discussion items\BAS DH.pdf>

This would be our first Bachelors degree offering. We have the qualified staff to teach this. We will have to get State and HLC approval, however, CODA doesn't care how this degree. It will be an online format. It will be one additional year for our students, but we will also be able to offer this to former students. There will potentially be some travel aboard components, can be offered at a later date. There was a survey sent out to gage interest. The overall summary lists the courses. This is a completion program, so we only have to offer 30 additional credits.

With a BAS in DH, students can go in many avenues. We decided to offer more of an elective style. If students are interested in teaching, they would take a specific set of courses. Would like to offer in Fall 2023. We don't think the State approval will take very long. It must be voted at the CDHE academic council. **Liz moves as presented, Sasha seconds, Motion carries.**

6. Catalog Change: NPS Contact hour change (Meghan Davis)

<S:\Academic Council\Current discussion items\April 2022 Discussion items\NPS Contact hour.pdf>

7. Program Change: AAS Business (Sasha Nelson)

- Justification for change: Changes were recommend by Moffat County High School CTE coordinator and business instructor, they were endorsed by and approved by the Business BILT in order to elevate entrepreneurship and provide clear pathway for high school students taking MAN 1060 (currently they are not able to use those credits towards the BUS degree). The changes do not impact credit hours.
- <S:\Academic Council\Current discussion items\April 2022 Discussion items\BusAA.pdf>

- <S:\Academic Council\Current discussion items\April 2022 Discussion items\BusAA-MockUp.pdf>
8. Program Change: ECE elective change and Degree Specific Requirements (Meghan Davis)
- <S:\Academic Council\Current discussion items\April 2022 Discussion items\ECE.pdf>
 - <S:\Academic Council\Current discussion items\April 2022 Discussion items\ECE Academic Council Changes 4.15.22.docx>
 - <S:\Academic Council\Current discussion items\April 2022 Discussion items\ECE AAS Elective Change.pdf>
 - <S:\Academic Council\Current discussion items\April 2022 Discussion items\Fndations ECE Tchr Cert Closure.pdf>
9. first degree sheet changes in AA and AS general transfer (Jesse LaRose)
- <S:\Academic Council\Current discussion items\April 2022 Discussion items\AC Request April 2022.pdf>
 - <S:\Academic Council\Current discussion items\April 2022 Discussion items\Academic Council Request April 8th 2022.docx>
10. Academic Calendar 2024-2025 (Lisa Krueger)
- <S:\Academic Council\Current discussion items\April 2022 Discussion items\Academic Calendar 24-25.pdf>

V. Adjourn
Next meeting- Friday, September 9th @ 2:00 PM

From: [Douglas, Tiffany](#)
To: [Davis, Meghan](#)
Subject: FW: Need CODA approval?
Date: Wednesday, April 6, 2022 11:14:51 AM

Here you go!

From: Tooks, Sherin <tookss@ada.org>
Sent: Tuesday, December 14, 2021 2:30 PM
To: Douglas, Tiffany <Tiffany.Douglas@cnc.edu>
Cc: Asher Hernandez, Jamie <asherhernandezj@ada.org>; Sloyan, Daniel <sloyand@ada.org>
Subject: RE: Need CODA approval?

CAUTION: This email originated from outside of the Colorado Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe. Please contact your college IT Help Desk if you have any questions.

Ms. Douglas,

If the degree completion program is separate and distinct from the entry level program (2-year DH program accredited by CODA), CODA would not accredit this offering and no reporting is required by CODA. You will, however, indicate this offering at the time of your next annual survey.

If the degree is offered as part of the CODA-accredited entry-level curriculum as a degree track, for example, a report of program change is required.

<https://coda.ada.org/en/policies-and-guidelines/program-changes>
[Guidelines for Reporting a Program Change](#) (PDF)

Regards,

Sherin Tooks, Ed.D., M.S. tookss@ada.org
Director
Commission on Dental Accreditation (CODA)
312-440-2940 office

Commission on Dental Accreditation 211 E. Chicago Ave. Chicago, IL 60611 www.ada.org/coda

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From: Douglas, Tiffany [<mailto:Tiffany.Douglas@cnc.edu>]
Sent: Tuesday, December 14, 2021 3:07 PM
To: Asher Hernandez, Jamie; Tooks, Sherin; Sloyan, Daniel
Subject: Need CODA approval?

Good afternoon,

I tried to find the information on the website, and I was not able too, thank you in advance for taking time to answer my question.

Here at CNCC we are considering implementing a Bachelor's degree completion program. Does this require CODA approval?

The actual 2 year DH program will remain the same, and the pre-requisites required to enter the program will remain the same. It will simply be an additional program we offer at CNCC.

Again, I appreciate your help.

Tiffany Douglas, RDH MAED/AET
Program Director
970.675.3247