



THE CANADIAN DENTAL
HYGIENISTS ASSOCIATION
L'ASSOCIATION CANADIENNE
DES HYGIÉNISTES DENTAIRES

CANADIAN DENTAL HYGIENE EDUCATION

2017 CDHA Student Member Survey Report



CANADIAN DENTAL HYGIENE EDUCATION 2017 CDHA Student Member Survey Report



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Executive Summary

Introduction

Education is often described as the cornerstone of professions. It is, therefore, important to continually examine the educational preparation of dental hygienists so that graduates are well equipped to address the evolving needs of the public. CDHA conducted its first national student survey to gain knowledge about educational preparation for the dental hygiene profession and respondents' future educational aspirations and intentions. This report presents the results of the 2017 CDHA Student Member Survey.

Methods

An anonymous, voluntary questionnaire was developed to gather information from dental hygiene students in entry-level programs in Canada on their views about national educational directions and the scope of dental hygiene practice, as well as their learning preferences and their interest in baccalaureate dental hygiene education. Invitations to participate in this online survey were sent directly to CDHA's student members. A message was emailed to program directors/coordinators of accredited dental hygiene programs in Canada to inform them of this survey. The survey was available between March 7 and 31, 2017.

Key Findings

Of the 1,738 CDHA student members invited to participate, 401 (23%) expressed interest in the survey, and 366 entry-level dental hygiene students were eligible to participate. Three hundred and ten of these participants completed the survey in full.

Student and Program Profile

- 91% of respondents are enrolled in dental hygiene diploma programs.
- The majority of respondents are in Ontario (58%), followed by British Columbia (15%) and Alberta (10%).
- 77% of respondents had completed some postsecondary education prior to beginning their studies in dental hygiene. One quarter of respondents had earned either an undergraduate degree (22%) or a graduate degree (3%) as their highest level of education prior to entry into their dental hygiene program.

Views on Dental Hygiene Education

- The majority of respondents agree or strongly agree that baccalaureate dental hygiene education provides increased knowledge (86%), increased capacity to work with underserved groups (86%), different clinical and prescription-writing abilities (83%), and enhanced abilities in areas such as critical thinking and collaboration (85%).
- 85% of respondents agree or strongly agree that baccalaureate dental hygiene degree programs should be available in all provinces currently offering dental hygiene education, 84% of respondents feel that this educational opportunity should be available in all provinces in Canada, and 78% of respondents support the vision of all future dental hygienists in Canada having a baccalaureate degree.



- The majority of respondents (68%) agree or strongly agree that future graduates of baccalaureate dental hygiene programs should have an increased scope of practice compared to future graduates of diploma programs. Greater support was expressed from respondents from baccalaureate dental hygiene programs (79%).
- Almost three-quarters of respondents feel that the administration of local anesthesia (74.5%) and prescription of dental hygiene-related medications (71.7%) should be taught within existing entry-level diploma or baccalaureate programs.
- 80.5% of respondents are very interested or extremely interested in pursuing employment in private dental practices. Moderate interest is observed for independent dental hygiene practice, public health, and teaching.

Interest in and Intention to Pursue Baccalaureate Education

- 42% of respondents in diploma dental hygiene programs intend to complete baccalaureate education following graduation; 38% do not know if they will pursue such studies.
- Three-quarters (76%) of diploma students intending to complete degree education will enroll in a baccalaureate degree program specific to dental hygiene.
- Many factors influence students' intention to pursue baccalaureate dental hygiene education, including a desire to increase their knowledge base and heighten personal satisfaction (78%), to enjoy increased recognition through a degree (75%), and to take advantage of a broader range of employment opportunities (75%).

Learning Preferences

- Students pursuing or intending to pursue baccalaureate dental hygiene education consider face-to-face peer and instructor interactions to be important for their learning needs. Moderate needs are expressed for web-based interactions.
- The survey respondents pursuing or intending to pursue baccalaureate dental hygiene education are most likely to enroll in full-time and face-to-face studies at local educational institutions compared to other modes.

Conclusions

The support for baccalaureate dental hygiene education is evident in this survey. The results provide insight into Canadian dental hygiene education and offer a new understanding of students' views and their interest and learning needs related to baccalaureate dental hygiene education. This report would not have been possible without CDHA's student members who expressed interest in the survey and CDHA's Leadership Alliance and Education Advisory Committee. We thank you for taking the time to answer questions and share your insight.



Introduction

Education is often described as the cornerstone of professions. It is, therefore, important to continually examine the educational preparation of dental hygienists so that graduates are well equipped to address the evolving needs of the public. While the education underpinning the profession has been the focus of many national and international discussions over the years, national Canadian data exploring dental hygiene students' views are limited.

The Canadian Dental Hygienists Association (CDHA) endeavors to advance the profession by promoting quality education programs and supporting the needs of students, educators, researchers, and practising dental hygienists in Canada. To that end, CDHA, with guidance from the association's Leadership Alliance and the Education Advisory Committee, conducted its first national survey to obtain information on educational preparation for professional practice in Canada and respondents' future educational aspirations and intentions. CDHA hopes the results of this survey will stimulate discussion among administrators, government, and other decision makers on how best to support the 21st century learner and prepare graduates to meet the complex health needs of the public. This report presents the results of the 2017 CDHA Student Member Survey.



Methodology

An anonymous, voluntary questionnaire was developed to gather data from dental hygiene students in entry-level programs in Canada. This electronic survey collected information on students' views about national educational directions and the scope of dental hygiene practice, as well as their learning preferences and interest in baccalaureate dental hygiene education. The survey consisted of the following sections:

- Student and program profile
- Views on dental hygiene education
- Interest in and intention to pursue baccalaureate education
- Learning preferences

Demographic characteristics of the respondents were also obtained, providing information on age and gender. The survey instrument was developed using an iterative process between CDHA and members of the association's Leadership Alliance and Education Advisory Committee. The questionnaire comprised both open- and closed-ended questions, with opportunities given to students to elaborate on specific responses. Many questions used five-point Likert scales (i.e., strongly disagree [1] to strongly agree [5]), allowing for the compilation of descriptive statistics. Prior to survey distribution, the English and French versions were pretested with a small convenience sample to assess participants' experience in completing this web-based survey, their comprehension of questions, and timing. Necessary modifications to the survey were made based on those responses.

Invitations to participate in this online survey, estimated to take 20 minutes to complete, were sent directly to 1,738 CDHA student members using the email address on file. The invitation email and complete survey were translated for CDHA student members in dental hygiene programs where the primary language of instruction is French (n = 141). A message was emailed to program directors/coordinators of accredited dental hygiene programs in Canada to inform them of this survey.

SurveyMonkey™ was used to implement the study, which was available between March 7 and March 31, 2017. Two electronic reminder notices were sent to students; the first message approximately two weeks after the initial letter of invitation and the second one week later. Respondents who completed the survey had an opportunity to be entered in a draw for one of three Philips Sonicare FlexCare Platinum toothbrushes, with a value of approximately \$200 each.



Results

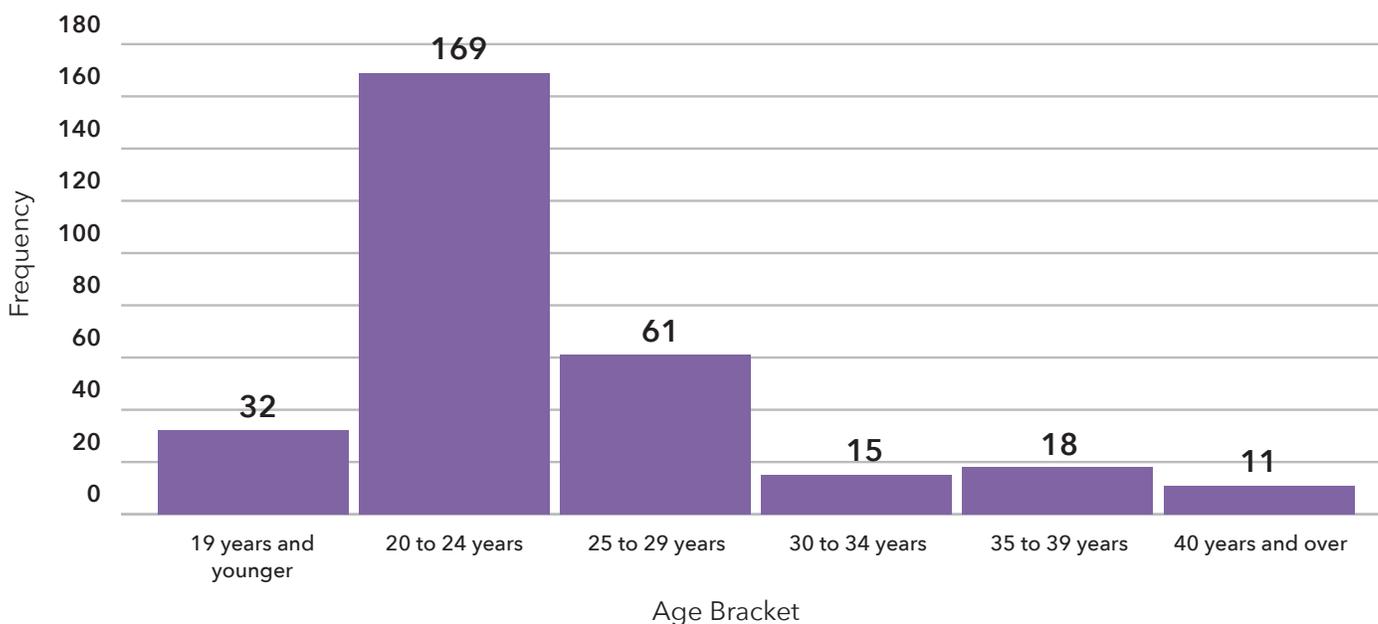
This report presents aggregate data and does not associate responses with individual names. Descriptive calculations include frequencies, proportions, and means, and the range of responses in each category is illustrated with frequency tables, bar graphs, histograms, and pie charts. Because percentages are rounded to the nearest decimal place, the total percentages in some cases may not add up to 100%. This report analyses each question based on all submitted responses; therefore, the total count for each question may differ due to skip logic functionality embedded in survey and nonresponse from survey participants. Open-ended responses are reviewed and common themes identified.

Of the 1,738 CDHA student members invited to participate, 401 (23%) expressed interest in the survey, and 366 entry-level dental hygiene students were eligible to participate. The majority of participants submitted responses to the English version (94.3%). Three hundred and ten (310) students completed the survey in full, resulting in an 84.7% completion rate.

Demographic Information

What is your age?

Three hundred and ten students responded to this question. More than half of survey respondents are within the 20-24 age bracket (54.5%), while one-fifth are in the 25-29 age category. Four students preferred not to indicate their age.



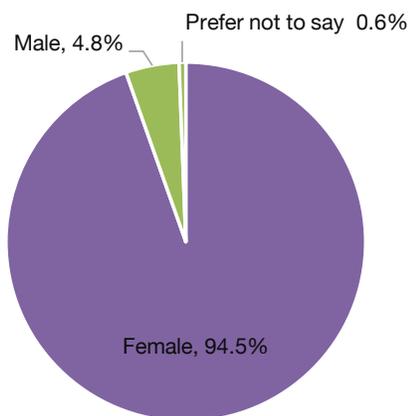
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What is your gender?

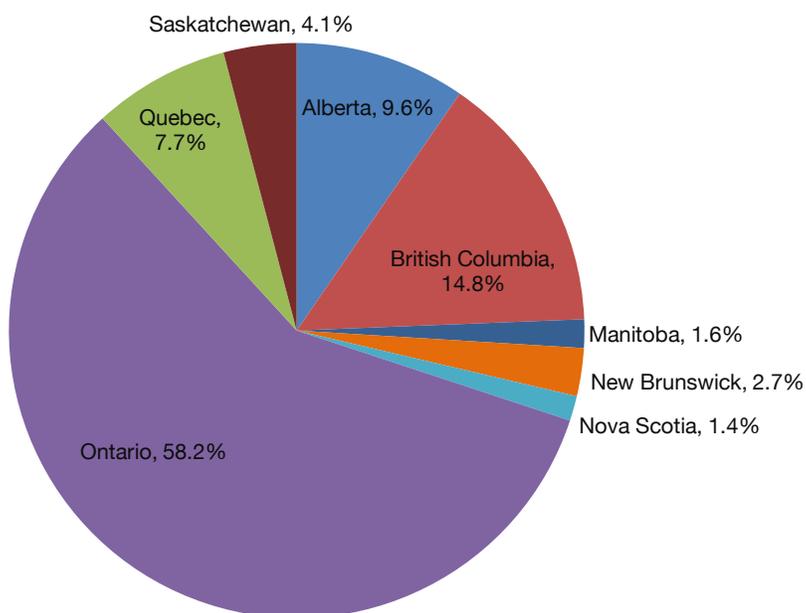
The vast majority of survey respondents (94.5%) are female. This finding is similar to the results of national surveys of practising dental hygienists in Canada. For example, 97% of respondents to CDHA's 2017 Job Market and Employment Survey were female.



Student and Program Profile

In which province is your program located?

Survey respondents are spread across eight provinces, reflecting the location of dental hygiene education programs in Canada. Students enrolled in programs in Ontario represent 58.2% of the respondents, followed by British Columbia (14.8%) and Alberta (9.6%). At the time of this survey, there were nine dental hygiene education programs in Québec, yet Québec students are underrepresented in this survey. Only 28 of the 366 respondents are from Québec. This low response rate is likely due to a low proportion of the overall Québec student population joining CDHA as student members.



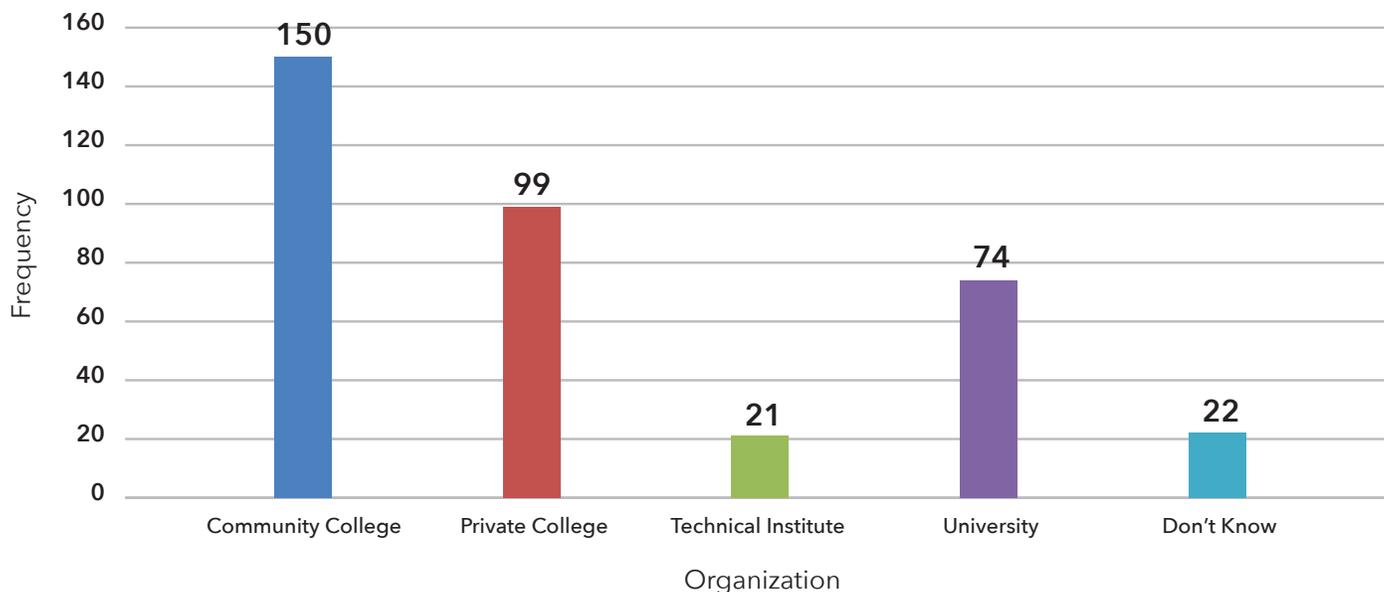
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In which type of postsecondary organization is your program located?

The majority of respondents are enrolled in a dental hygiene program in a college setting, either community college (41%) or private college (27%), while one-fifth are enrolled in a dental hygiene program in a university.



Which of the following best describes the program in which you are currently enrolled?

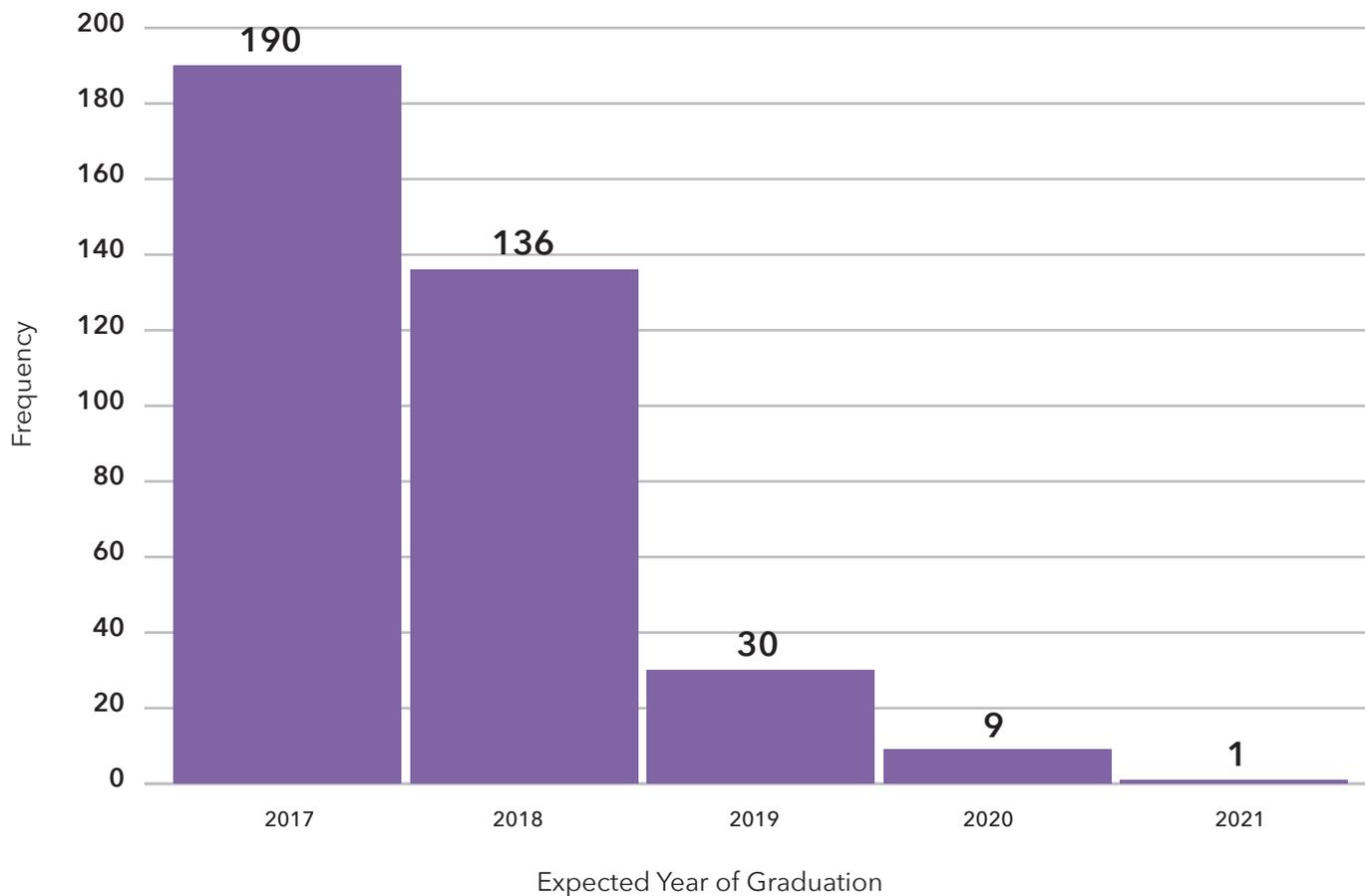
The vast majority of survey respondents are in entry-level dental hygiene diploma programs (91%). This result is to be expected, as there are far more diploma programs than baccalaureate degree programs in Canada.

Diploma in dental hygiene	2-year program	38.8%	
	3-year program, requiring 1 preprofessional year upon entry	19.9%	
	3-year and/or 6 semester advanced diploma program	32.2%	
	3-year CEGEP program	9.1%	
	Diploma student total: 286		91.1%
Baccalaureate degree related to dental hygiene	1 preprofessional year + 3 years specific to dental hygiene	32.1%	
	4-year direct entry-to-practice	67.9%	
	Baccalaureate student total: 28		8.9%
Overall Total		314	100.0%



In which year do you expect to graduate from your current dental hygiene program?

More than half of respondents are in their final year of the dental hygiene program (51.9%) while thirty seven percent (37.2%) are expecting to graduate in 2018.



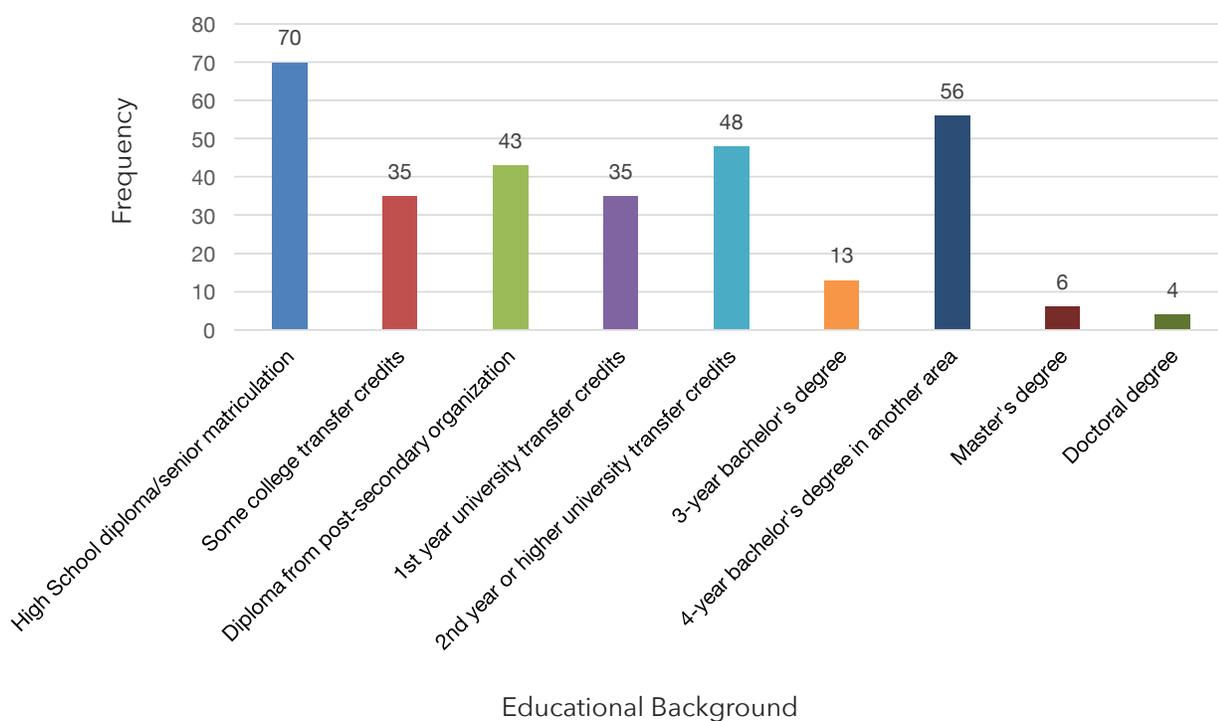
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Which of the following best describes your highest educational background when you entered your dental hygiene program?

While the highest academic credential obtained by students prior to entry into their dental hygiene program varies, the majority of respondents (77.45%) had completed some postsecondary education prior to beginning their studies in dental hygiene. Twenty-two percent (22%) report having earned an undergraduate degree, while three percent (3%) have graduate degrees.



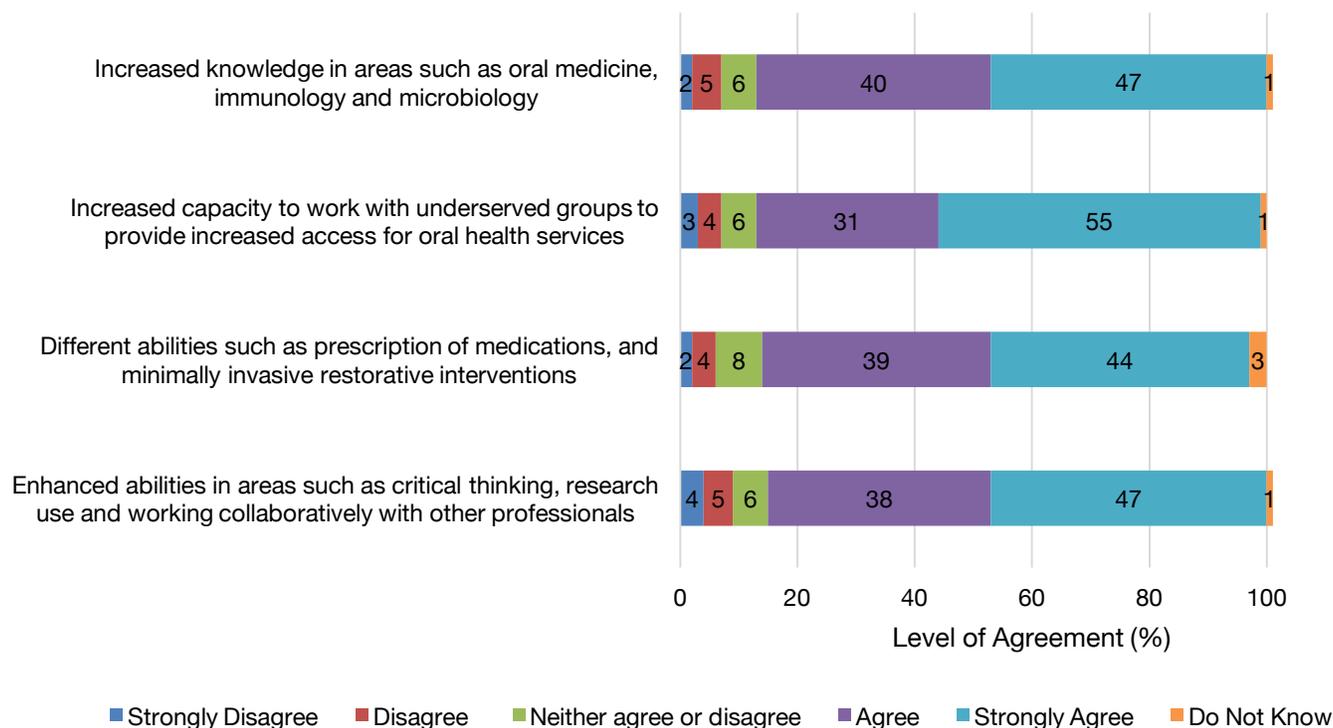


Views on Dental Hygiene Education

Throughout the history of the dental hygiene profession, there have been local, provincial, national, and international discussions about the nature and scope of dental hygiene education. In Canada, there are various models for entry-level dental hygiene education, including diploma and baccalaureate degree programs. The questions in this section focus on students' views about dental hygiene education in Canada and national educational directions.

To what extent do you agree or disagree with the following statements?

Three hundred and forty-seven (347) respondents answered this section. Students were asked to specify the extent to which they agree or disagree with statements pertaining to the abilities and knowledge acquired during baccalaureate dental hygiene education. Overall, the majority of students agree or strongly agree that baccalaureate dental hygiene education provides increased knowledge (86.2%), increased capacity to work with underserved groups (86.2%), different clinical and prescription-writing abilities (83%), and enhanced abilities in areas such as critical thinking and collaboration (84.5%).



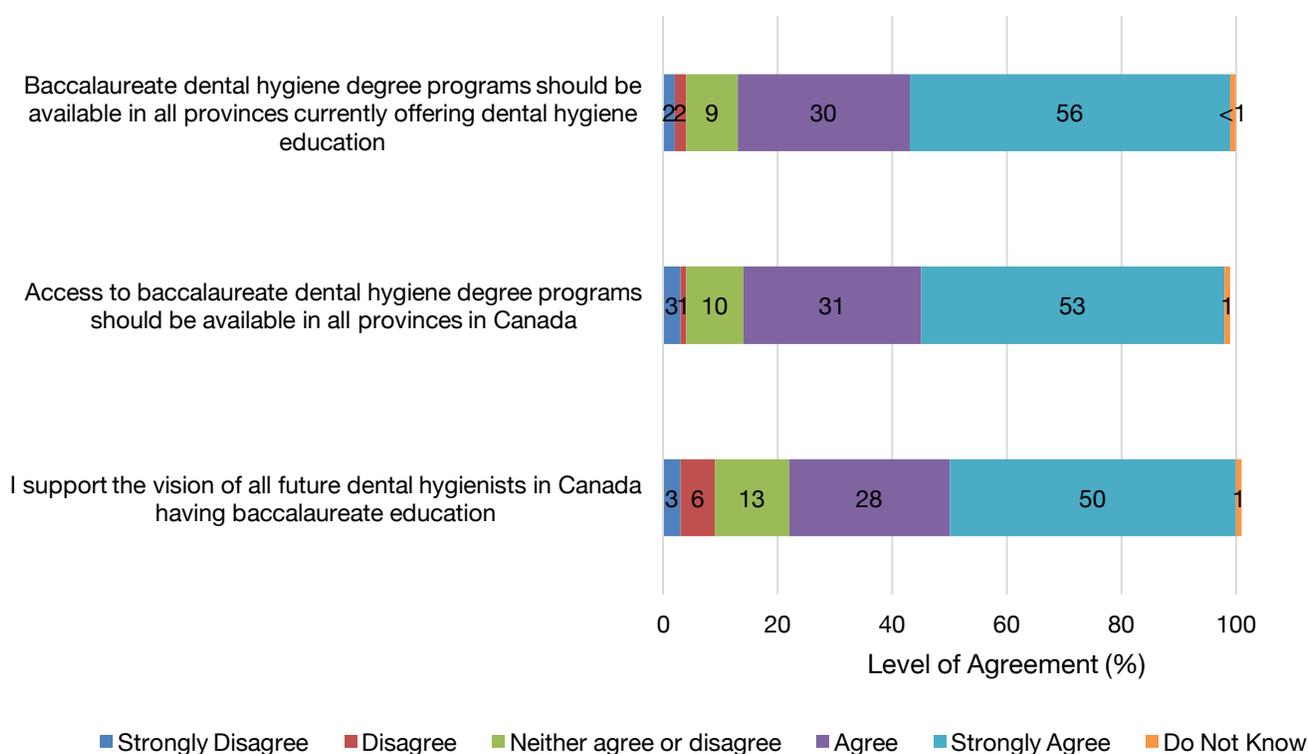
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To what extent do you agree or disagree with the following statements?

Students were asked about their views on access to baccalaureate dental hygiene programs in Canada and future directions. Of the 347 dental hygiene students who responded to these questions, 85% agree or strongly agree that baccalaureate dental hygiene degree programs should be available in all provinces currently offering dental hygiene education. Eighty-four percent (84%) feel that this education should be available in all provinces in Canada, and 78% support the vision of all future dental hygienists in Canada having a baccalaureate degree.



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When responses are stratified by province, results vary considerably. Support for the vision of baccalaureate education for all future dental hygienists ranges from 55.6% in New Brunswick to 91.2% in Alberta.

	Province	Respondents' Level of Agreement (%)			Total responses received
		Disagree or strongly disagree	Neither agree nor disagree	Agree or strongly agree	
I support the vision of all future dental hygienists in Canada having baccalaureate education	British Columbia	13.5	9.6	76.9	52
	Alberta	0	8.8	91.2	34
	Saskatchewan	6.7	33.3	60.0	15
	Manitoba	0	33.3	66.7	6
	Ontario	8.5	10.5	80.5	200* <small>*One respondent selected "Do Not Know"</small>
	Québec	7.7	30.8	61.5	26
	New Brunswick	33.3	11.1	55.6	9
	Nova Scotia	0	20.0	80.0	5
	Overall percentage	9	13	78	347

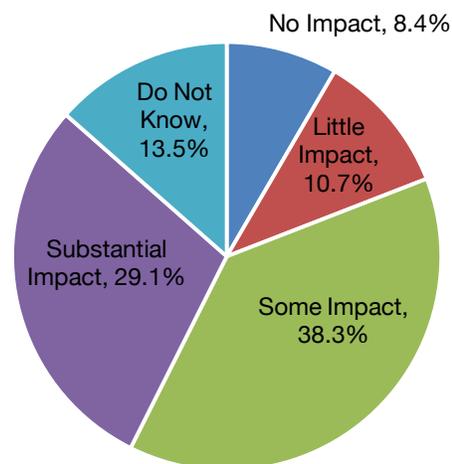
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If the educational requirement for the practice of dental hygiene were to change to a baccalaureate degree in the future, what impact, if any, would this have on your career?

Three hundred and forty-seven (347) respondents completed this question. Sixty-seven percent (67%) feel that changes to the educational requirement for the practice of dental hygiene would have some or substantial impact on their career, while 14% do not know.



	No impact (1)	Little impact (2)	Some impact (3)	Substantial impact (4)	Do not know	Total
Frequency	29	37	133	101	47	347

When responses are stratified by program type (i.e., diploma vs. degree), students in diploma programs have a much higher mean than students in degree programs, indicating they perceive there to be a greater impact for them should the educational requirement for the profession change to a baccalaureate degree.

Program Type	Mean
Diploma in dental hygiene	3.1
Baccalaureate degree related to dental hygiene	2.2
Overall Mean	3.0



Is there anything else that would be helpful to understand your views about dental hygiene education in Canada?

Survey participants were given the opportunity to elaborate on their views about dental hygiene education in Canada through this open-ended question. Common responses are grouped into the categories below:

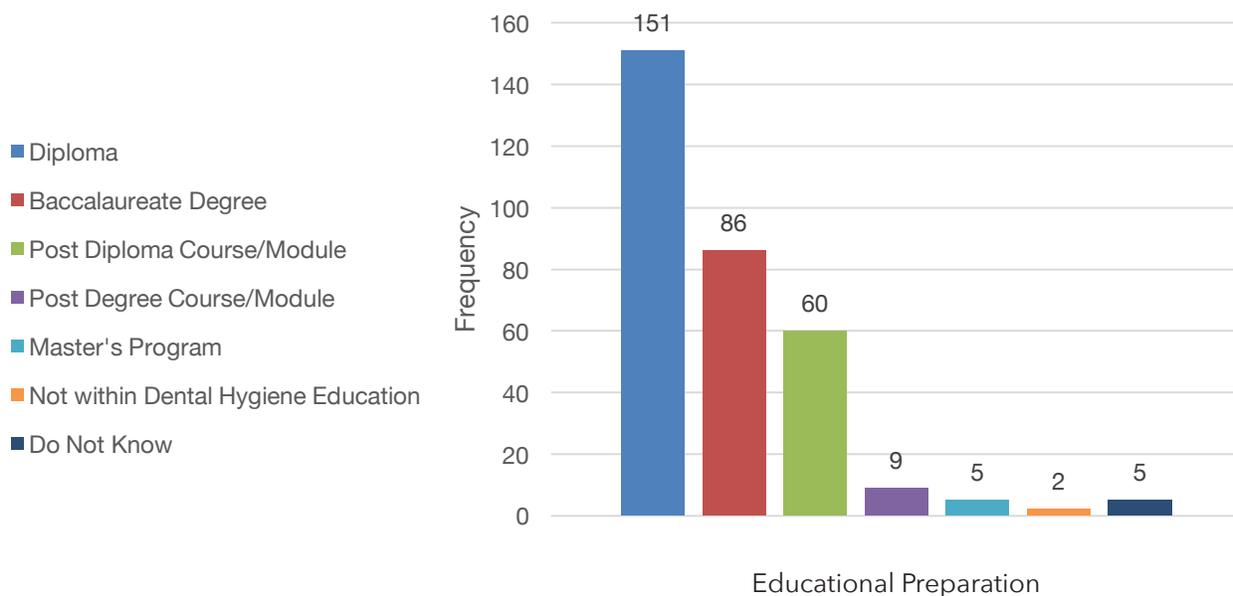
- **Pan-Canadian consistency**
 - Respondents express the need for greater consistency across Canada with respect to curriculum, awarded credentials, and scope of practice.
- **Existing education upon entry into program**
 - Many respondents obtained degrees in fields other than dental hygiene prior to entry into the dental hygiene program. There were concerns expressed by some respondents about whether or not their degree would be recognized should the requirement to practise dental hygiene change to a degree.
 - Similarly, changes to education requirements for the profession may influence one's decision to apply to a dental hygiene program.
- **Access to education**
 - Although there is interest in baccalaureate dental hygiene education, many students do not have access to such programs due to geographic location, financial considerations, and lack of knowledge/awareness.
 - Many factors, such as offering a variety of educational pathways for higher education, must be considered should a degree be required to practice.
- **Depth and breadth of curriculum**
 - While some students feel the current curriculum for diploma programs is well rounded and complete, others feel it is rushed, that greater time is needed to perfect skills, and that increased exposure to various practice settings and population groups, such as underserved populations, is needed.
- **Public and professional recognition**
 - Higher educational requirements would result in greater public recognition and advance the profession.



In your opinion, at what dental hygiene educational level should the following abilities be delivered?

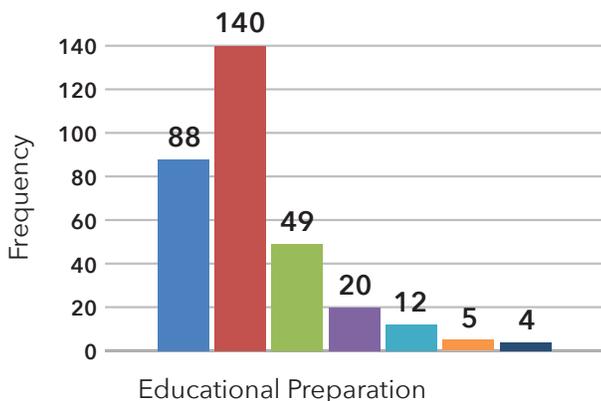
The survey participants were asked a series of questions about the scope of practice for dental hygienists and the educational preparation need to support such scope. Three hundred and eighteen students responded to these questions, with responses ranging from a diploma level credential to master’s level education to abilities that should not be included within dental hygiene education at all. The majority of respondents feel that the administration of local anesthesia (74.5%) and prescription of dental hygiene-related medications (71.7%) should be taught in existing entry-level diploma or baccalaureate programs. There is moderate support for the placement of restorations (48.1%), cutting of cavity preparations (45%), and extractions of primary teeth (39%) within the existing entry-level education. However, approximately one-fifth of respondents believe that these abilities, as well as preparation and placement of preformed crowns and pulpal therapies, should be offered as a post-diploma or degree course/module, and one-quarter of respondents feel that extractions and pulpal therapies should not be part of dental hygiene education.

Administration of Local Anesthesia

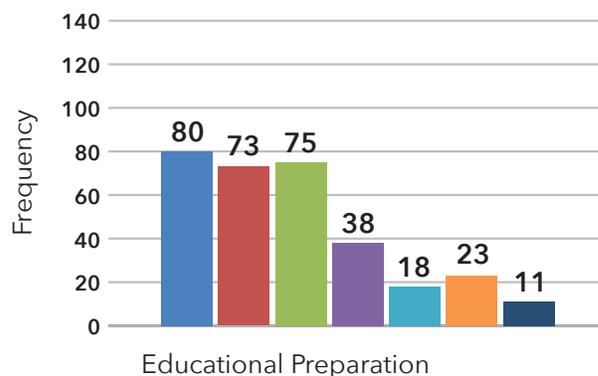




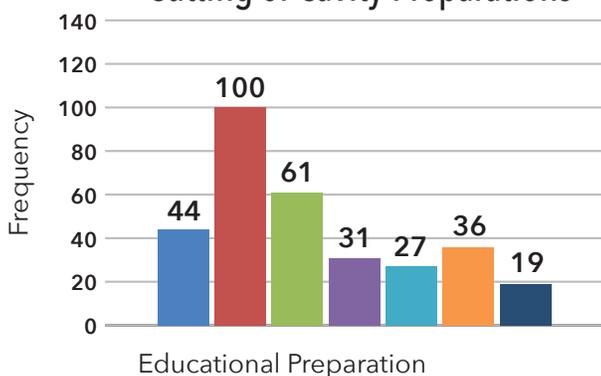
Prescription of Dental Hygiene-Related Medications



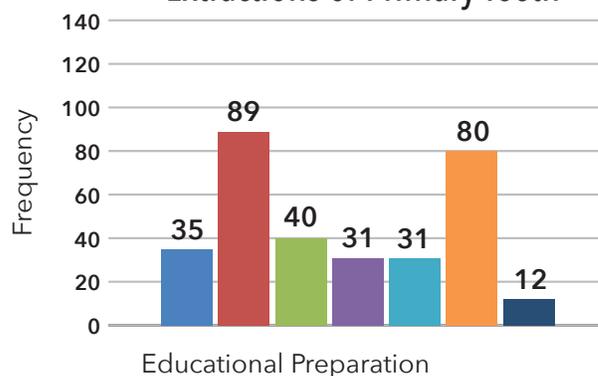
Placement of Restorations such as Amalgam, Composite, and Preventive Resins



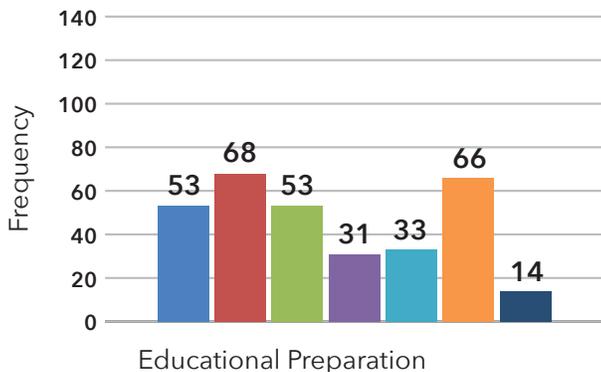
Cutting of Cavity Preparations



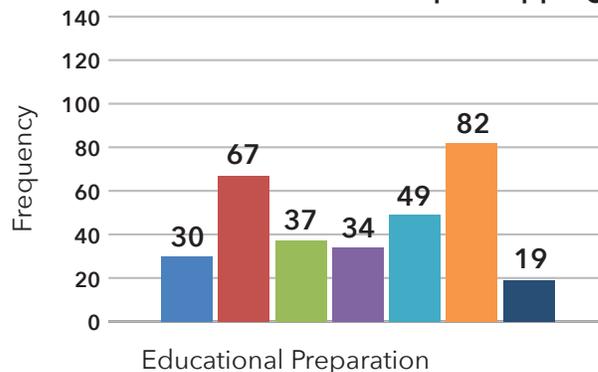
Extractions of Primary Teeth



Preparation and Placement of Preformed Crowns



Pulpal Therapy such as Pulpotomies, Indirect and Direct Pulpal Capping



Educational Preparation

- Diploma
- Baccalaureate Degree
- Post Diploma Course/Module
- Post Degree Course/Module
- Master's Program
- Not within Dental Hygiene Education
- Do Not Know



Are there other dental hygiene practice abilities that you feel should be considered for the scope of practice for dental hygienists?

Respondents were given the opportunity to identify additional abilities they feel should be within the scope of dental hygiene practice. The majority of responses included abilities that are permitted in some jurisdictions but not others, such as local anesthesia, prescription of radiographs, taking impressions, caries diagnosis, prescribing authority, and the removal of supervision requirements and other practice restrictions. Some respondents stated that the dental hygiene profession should focus on periodontal therapy and disease prevention rather than basic restorative and emergency care.

To what extent do you agree or disagree that future graduates of baccalaureate dental hygiene programs should have an increased scope of practice compared to future graduates of diploma programs?

Respondents were asked about their views on differences in scopes of practice based on educational attainment. Of the 318 respondents who answered this question, the majority (68.2%) agree or strongly agree that baccalaureate graduates should have an increased scope of practice compared to their diploma counterparts.

Level of Respondents' Agreement (%)						Total	Mean
Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)	Do not know		
5.7	7.9	14.5	39.3	28.9	3.8	318	3.8



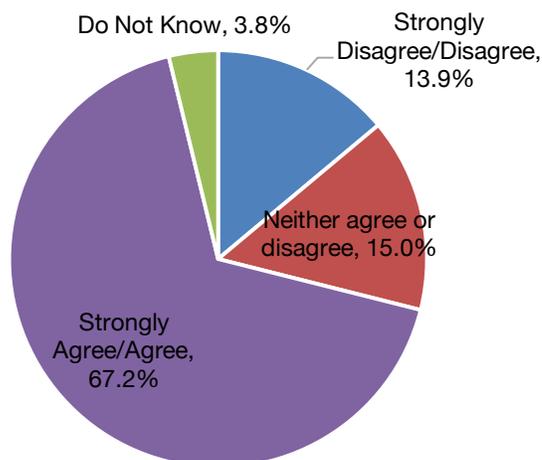
When responses are stratified by program type, greater support for differing scopes of practice is expressed by respondents in baccalaureate dental hygiene degree program (79%, mean score of 4.1) compared to respondents in diploma programs (67%, mean score of 3.8).

Survey participants were given the opportunity to explain their response in a free-text box provided. Baccalaureate education is perceived by some respondents to increase depth of learning, knowledge, confidence, and abilities, while others see the two curricula to be very similar, with degree programs being spread across more academic terms and offering a broader range of courses outside of practical dental hygiene studies. It was suggested that the additional content in baccalaureate curricula should be specific to the advanced scope procedures if graduates are able to practice with an expanded scope.

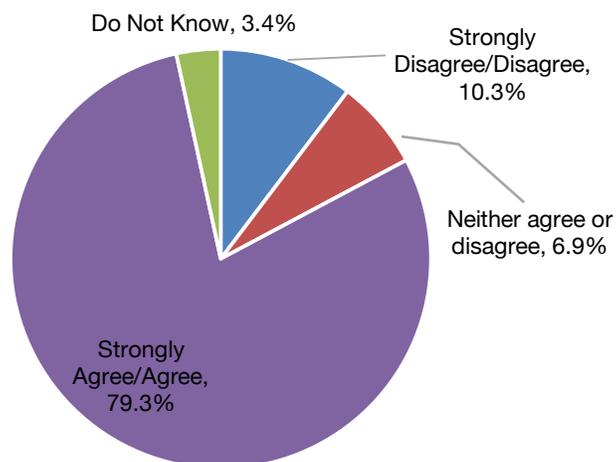
The opportunity to expand one's scope of practice based on higher education is viewed by some respondents as a way to recognize and "reward" graduates of such programs and give them a "competitive edge" when seeking employment. Other respondents, however, view this as a way of "penalizing" diploma graduates.

There is a need for greater evidence demonstrating differences between curricula and graduate outcomes, and for additional educational pathways for diploma students to continue their studies. In addition, all graduates have abilities that can be better utilized to reach the underserved.

Students in Diploma Programs



Students in Baccalaureate Degree Programs





How interested are you in practising in the following settings within five (5) years upon graduation from your current program?

Three hundred and eighteen (318) students responded to this question. A strong majority (81%) is either very interested or extremely interested in pursuing employment in private dental practices. Moderate interest is observed for independent dental hygiene practice, public health, and teaching. Less interest is expressed for research and/or pursuing graduate education.

	Level of Respondents' Interest (%)						Mean	Total
	Not at all interested (1)	Slightly interested (2)	Moderately interested (3)	Very interested (4)	Extremely interested (5)	Do not know		
Private dental practice	1.6	3.8	13.2	42.8	37.7	0.9	4.1	318
Independent dental hygiene practice	9.7	18.6	24.2	25.8	18.2	3.5	3.3	318
Public health/community health practice	6.9	15.4	24.2	25.8	26.7	0.9	3.5	318
Teaching in postsecondary education	19.8	19.5	21.1	19.2	18.2	2.2	3.0	318
Research and/or enrolling in graduate studies	27.0	23.0	20.4	15.1	11.6	2.8	2.6	318

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When responses are stratified by program type, differences begin to emerge for each practice setting, with the exception of the private dental practice category.

	Mean score for diploma students	Mean score for degree students	Mean difference
Private dental practice	4.1	4.1	0.0
Independent dental hygiene practice	3.2	3.8	0.6
Public health/community health practice	3.5	3.9	0.4
Teaching in postsecondary education	2.9	3.4	0.5
Research and/or enrolling in graduate studies	2.6	2.8	0.2

Are there other practice settings you would like to pursue upon graduation from your current program?

Students were given the opportunity to indicate additional practice settings they would like to pursue upon graduation. Responses include:

- Hospitals and cancer agencies
- Residential/long-term care settings
- International experiences, either through mission trips or working abroad
- Working with underserved groups, such as northern communities, Indigenous peoples, and homeless individuals
- Sales and consulting
- Canadian military
- Administrative roles, such as working with professional associations and opening schools
- Enrolling in additional courses to enhance scope of practice and knowledge base (e.g., local anesthesia, prerequisites for dental school)



Interest in and Intention to Pursue Baccalaureate Education

The questions in this section focus on respondents' interest in and intention to pursue baccalaureate dental hygiene education.

As a diploma student, if you were to pursue a bachelor's degree in dental hygiene, describe the best option that would be available to you?

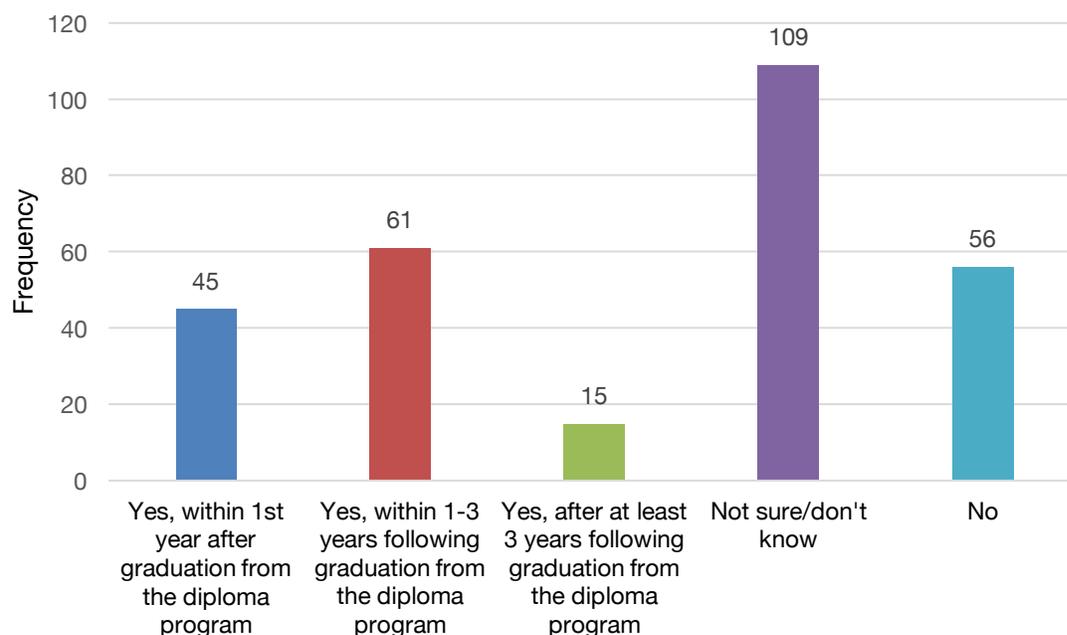
When diploma students were asked about options available to them for pursuing a degree in dental hygiene, 143 of the 286 respondents stated that they cannot pursue dental hygiene degree-completion education within the same educational institution, and 16.8% are not sure which option is available to them.

	Frequency	Percent (%)
I could continue to 4th year of the dental hygiene program at the same educational organization	95	33.2
I could access a dental hygiene degree-completion program in another organization within my province	84	29.4
I could access a dental hygiene degree-completion program in another province	59	20.6
Do not know	48	16.8
Total	286	100.0%



Following graduation from your current diploma program, do you intend to complete a baccalaureate degree?

Survey participants enrolled in diploma programs were invited to respond to additional questions about their intentions and interest in baccalaureate education. Two hundred and eighty-six (286) responded to this question. One hundred and twenty-one (121) or 42% intend to complete baccalaureate education following graduation from the diploma program, while 20% do not intend to pursue such education, and 38% do not know.



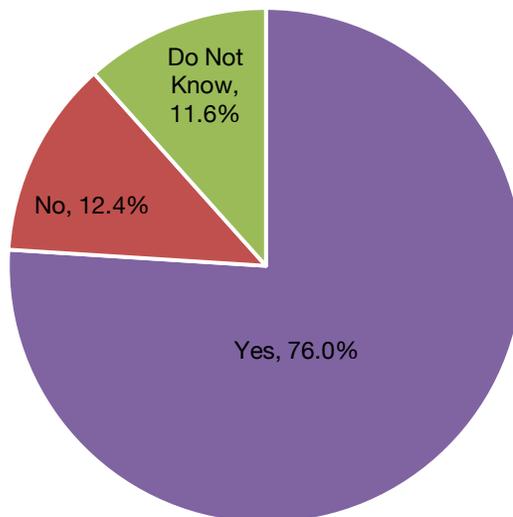
If you are not intending to earn a baccalaureate degree could you explain why?

Survey participants who reported that they were not intending to earn a baccalaureate degree were invited to explain their answer. The most common response was that the student had already earned a degree in another area prior to entry into the dental hygiene program. Other respondents lack interest in degree education, have a desire to start working/family, note cost and accessibility constraints, are unaware of programs and advantages to earning a degree, and prefer to pursue other forms of education and professional development that will directly result in expanded scope of practice.



Will the baccalaureate degree be specific to dental hygiene?

Three-quarters of diploma students intending to complete degree education will enroll in a baccalaureate degree program specific to dental hygiene. Twelve percent (12%) will choose a field other than dental hygiene and the remaining 12% do not know at this time.



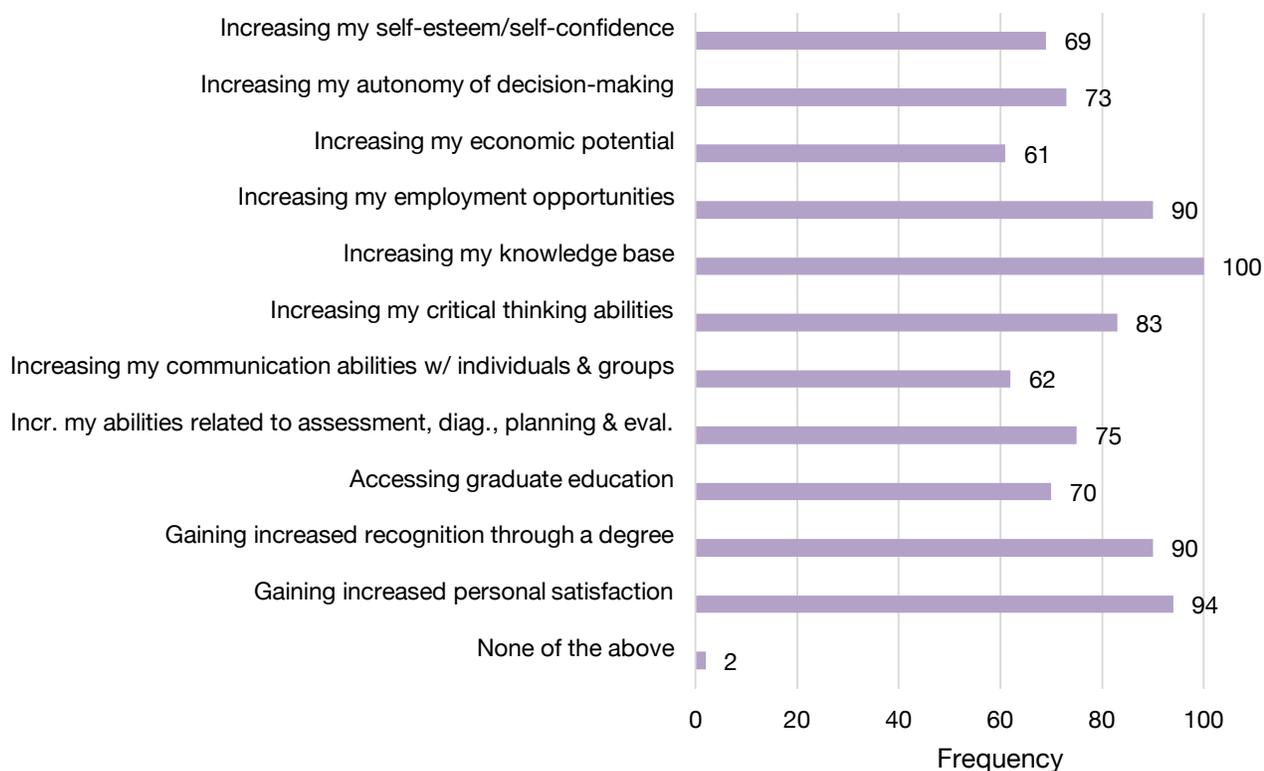
If you are not intending to earn a baccalaureate degree in dental hygiene could you explain why?

Respondents who indicated their intention to earn a degree in a field other than dental hygiene were asked why they are not seeking a degree in dental hygiene. Responses received describe a desire to broaden their knowledge and career opportunities in other fields, interest in enrolling in courses listed as prerequisites for other programs (e.g., dentistry), and limited access to and/or knowledge of baccalaureate dental hygiene programs.



Which of the following factors influenced your decision to pursue a baccalaureate degree in dental hygiene? (check all that apply)

The survey included a question designed to capture the factors influencing the students' decision to pursue a baccalaureate degree. One hundred and twenty (120) students, either currently enrolled in a baccalaureate dental hygiene program or with intentions to pursue a baccalaureate degree in dental hygiene, responded to this question. A total of 869 selections were made, indicating that multiple factors influence students' decision to pursue baccalaureate education. Eighty-three percent (83%) of students are/will be pursuing baccalaureate dental hygiene education because they are interested in increasing their knowledge base, heightening personal satisfaction (78%), enjoying greater recognition from a degree (75%), and taking advantage of a broader range of employment opportunities (75%). All response categories listed were selected by the majority of students (greater than 50%) with the exception of "none of the above."





Learning preferences

The questions in this section asked respondents either currently enrolled in a baccalaureate dental hygiene program or with intentions to pursue a baccalaureate degree in dental hygiene for their preferred educational approaches for completing a baccalaureate degree in dental hygiene.

How important are the following factors in regards to your learning needs?

Respondents were asked about the level of importance of interactions with peers and instructors with respect to their learning needs. One hundred and seventeen (117) respondents who are either enrolled in a baccalaureate degree or have intentions to pursue degree education responded to this question. Students consider face-to-face peer and instructor interactions to be important for their learning needs. Moderate needs are expressed for web-based interactions.

	Respondents' Level of Importance (%)						Mean	Total
	Unimportant (1)	Of little importance (2)	Moderately important (3)	Important (4)	Very important (5)	Not applicable/ do not know		
Face-to-face interactions with instructor	0	1.7	6.8	17.9	73.5	0	4.6	117
Web-based interactions with instructor	9.4	21.4	32.5	24.8	11.1	0.9	3.1	117
Face-to-face interactions with peers	1.7	6.0	9.4	35.9	47.0	0	4.2	117
Web-based interactions with peers	12.8	23.1	31.6	25.6	6.0	0.9	2.9	117



How likely or unlikely are you to take courses towards a baccalaureate degree in dental hygiene that involve the following delivery methods?

These respondents were also asked about the likelihood of enrolling in courses with various delivery formats. One hundred and seventeen (117) participants responded to this question. Respondents report that they are more likely to enroll in full-time studies and face-to-face classes at local educational institutions.

	Likelihood Level of Respondents (%)					Mean	Total
	Not likely (1)	Neither likely nor unlikely (2)	Likely (3)	Very Likely (4)	Not applicable/ do not know		
Full-time study	14.5	6.8	23.1	53.0	2.6	3.2	117
Part-time study	18.8	12.0	26.5	37.6	5.1	2.9	117
Face-to-face delivery at local community college/technical institute/university	11.1	9.4	24.8	49.6	5.1	3.2	117
Full online/web-based delivery	25.6	16.2	33.3	23.1	1.7	2.5	117
Blended delivery (a mix of online and face-to-face courses)	14.5	10.3	35.0	37.6	2.6	3.0	117

Are there other views that would be important to understand your learning preferences related to earning a baccalaureate degree in dental hygiene?

Respondents were given the opportunity to express their views about their learning preferences related to earning a degree. Students recognize that learners have different learning needs and family obligations. As such, various educational pathways should be provided to support the needs of students. In addition, there may be course content more suitable for one particular delivery method, in which case blended delivery or a combination of approaches may be warranted.



Conclusion

The support for baccalaureate dental hygiene education is evident in this survey. The results provide insight into Canadian dental hygiene education and offer a new understanding of students' views and their interest and learning needs related to baccalaureate dental hygiene education. The findings will allow CDHA to better support dental hygiene students, promote quality dental hygiene education in Canada, and identify trends over time. This report would not have been possible without CDHA's student members who expressed interest in the survey and CDHA's Leadership Alliance and Education Advisory Committee. We thank you for taking the time to answer questions and share your insight.

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