

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Department Name: Dental Hygiene

Program Mission(s): The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This education will include courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. This education will provide the students with a foundation to pursue life long learning.

Program goals:

Goal 1: to prepare dental hygiene graduates to provide comprehensive dental hygiene care in a variety of dental health care settings to individuals from diverse socioeconomic, educational and/or cultural backgrounds.

Goal 2: to prepare dental hygiene graduates to assume responsibility for oral health wellness and disease prevention in the realm of dental hygiene care for individuals and the community.

Goal 3: to develop a dental hygiene graduate who practices and promotes ethical and legal considerations in patient care and to actively pursue continuing and advanced education.

Program Review team members:

Name	Department	Position
Phyllis Spragge	Dental Hygiene	Director
Judy Yamamoto	Dental Assisting & Hygiene	Dental Radiology Instructor

Total number of Full Time Faculty:	2 (Spragge & Kornegay) 2 split (Yamamoto – 50% DA & 50% DH, Horowitz – 50% Health & 50% DH)
Total number of Part Time Faculty:	8

Existing Classified positions: Dental Clinic Administrative Assistant (T. Nguyen) – 50% DA & 50% DH
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Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Dental Hygiene	A.S.	152

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2009-2010	2010-2011	2011-2012	% Change
A.S Degree in dental hygiene	21	19	21	3%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2009-2010	2010-2011	2011-2012	% Change
Example: Career Certificate	N/A	N/A	N/A	N/A

1.2 Department Data – see attached program data sheet

Dimension	2009-2010	2010-2011	2011-2012	% Change
Enrollment		1,018	1,048	3%
Productivity (Goal: 546)		282	307	9%
Success		94%	96%	
Full-time FTEF		2.7	2.3	-17%
Part-time FTEF		2.6	2.7	5%

Department Course Data (See data provided by IR)

Course	2009-2010			2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
 - a. *The DH program accepts the maximum number of 24 students into the program each September. Minimal attrition occurs and may be due to students dropping for personal reasons or dismissal due to academic or clinical difficulty. The current second year class has 23 students, one resigned for personal family reasons. The first year class has all 24 students. The retention rate is above the average both nationally & state wide for dental hygiene programs. Enrollment in the program is capped at 24 students per year due to CODA (Commission on Dental Accreditation) standards.*

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b. *The program preview nights and applicants day are highly attended as they are offered each quarter.*

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

a. *The enrollment trend is steady. The program receives between 75-100 applications each year. Rigorous prerequisites help to ensure that a majority of the students are well prepared for the two-year program. The completion of degrees in 2012 rose due to increased retention of students. The retention rate of students enrolled in the dental hygiene program is among the highest of community college programs.*

b. *Associate of Science – Dental Hygiene degree awarded.*

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

a. *The DH program does not meet the productivity goal of 546 due to the fact that the program's accreditation by the Commission on Dental Accreditation mandates a strict faculty to student ratio during clinical and lab sessions. The accreditation required ratio is 5 students to 1 instructor in clinical settings. (CODA DH standard 3-6). This is to insure patient safety and adequate instruction on complex clinical skills. The required ratio drops the productivity of the program below the college's productivity goal. It should be noted that dental hygiene students contribute to the overall college productivity by taking 24 units of biology courses, 10 units of chemistry courses and additional units in required supporting social sciences and general education. The DH program productivity rose in 2011-12 due to high retention of students. The program WSCH also increased.*

b. *We have requested that IR calculate the DH program productivity including summer courses, because we offer a significant course load in summer quarter that is not included in the calculations. The productivity number should be closer to 350-360, if the calculations include summer courses & AHS 50 – a new, required course. The new course, AHS 50, Orientation to Allied Health, was approved in 2012 and was offered in fall quarter, 2012. This course is required for incoming dental hygiene students. The productivity for this course is reflected under AHS, not DH, although it is taught by DH faculty & taken by all incoming DH students.*

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

a. *Students are required to take all of the courses in the dental hygiene program; therefore; the number of students in the program determines enrollment. No courses in the required dental hygiene curriculum are cancelled due to low enrollment. The dental hygiene department offers each course once per year. There is a prerequisite course, DH 200L, which prospective applicants take. It is offered each quarter and maintains excellent enrollment.*

b. *The DH program offers several hybrid courses: DH 200L, DH 50, DH 56, DH 59, DH 64, DH 73 and AHS 50.*

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c. *AHS 50 (Orientation to Allied Health Sciences) is a new course required for in coming allied health students. It is required for the AS in Dental Hygiene.*

5. Curriculum and Student Learning Outcomes (SLOs)

- a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
 - i. *All COR's are currently in compliance with Title 5. All courses have SLO's, with assessment methods defined in the new Tracdat system. Outcomes and reflections are complete and have been posted for the 2011-12 academic year. Outcomes and reflections will be posted for the 2012-13 academic year as these courses are completed. The Tracdat report has been submitted with the program review.*
- b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
- c. *The dental field is constantly changing and incorporates new technologies on a regular basis. Recent changes include methods of caries detection; patient charting software, digital x-ray imaging, and caries risk assessments to mention a few. The program modifies existing curriculum within the courses as needed and does not foresee the addition of any new dental hygiene courses for the 2012-2013 academic year. A new course, AHS 50, Orientation to Allied Health, was approved in 2012 and was offered in fall quarter, 2012. This course is required for in coming dental hygiene students and covers issues such as patient privacy, learning styles & study skills, Academic Honor Code, time management, allied health programs policies and procedures. The AHS 50 was created by a collaboration of allied health program directors & is required for most allied health programs.*
- d. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.
 - i. *The college mission states: "A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members." The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This is directly related to the college mission of providing educational opportunities for career preparation. The curriculum includes courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. Every course has two SLO's that are evaluated annually and are integrated with the college ILO's. The AS degree in dental hygiene provides the students with a foundation to pursue life long learning.*
- e. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

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- i. The DH department has regular, weekly faculty meetings in which curriculum, SLO's, PLO's and other program issues are discussed. Integration of the curriculum is critical for the program outcomes. The program maintains a curriculum management plan as part of our CODA (Commission on Dental Accreditation) accreditation documents. Curriculum content is discussed at a pre—Fall staff meeting while viewing the previous year's outcome assessments and looking for trends compared to other prior years.*
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - i. Not applicable*
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - i. DH program graduates have transferred to Bachelor's completion program in Dental Hygiene at institutions such as: Northern Arizona University, Loma Linda University and others, as reported on our graduate and alumni surveys. Approximately 20-30% of our students have Bachelor's degrees already.*
 - ii. UCSF recently started a Master's degree program in Dental Hygiene. One of our graduates from the Class of 2013 has applied and been accepted to this program.*
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - i. The dental hygiene program has been in existence since 1964. In that long history students have achieved 100% pass rate on DH National Board exams. This is an extraordinary achievement for any allied health program. Our students consistently rank among the top percentile on all the fourteen subject matter areas on National Board examinations.*
 - ii. 100% of the graduates report they are satisfied with their decision to become a dental hygienist.*
 - iii. Dentists report that our graduates are very well prepared for their dental hygiene career and many dentists will hire only Foothill College dental hygiene graduates because of their professionalism and reputation.*
 - iv. According to the US Bureau of Labor Statistics Employment of dental hygienists is expected to grow 30 percent through 2016, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and the greater use of dental hygienists.*
 - v. Dental hygiene graduates are important components of the healthcare workforce and contribute to the health and wellness of the public. The national Health Care Reform laws, which take effect 2014 and will increase the need for skilled dental hygienists and other healthcare professionals.*
 - b. Please attach minutes from your advisory board meeting(s).

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i. *Attached. Our 2011-12 Advisory Board meeting was held October 26, 2011. Our next meeting is scheduled for January 30, 20123.*

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>

a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

i. *The dental hygiene program has a diverse student population. There is a rich distribution of ethical and racial background with representation from all major ethnicities. We generally have about 15-20% of our students are ESL. This is a benefit to the dental hygiene program and the public because many of our graduates are multi-lingual and culturally competent.*

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

The four-column report for Dental Hygiene PL-SLO is attached as a separate document.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

The four-column report for Dental Hygiene CL-SLO is attached as a separate document.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

The course-level SLOs are being met. Dental hygiene students continue to demonstrate competency through a number of assessments including: e-folios, licensing board exams, clinical practical exams, lab practical, case study projects, research papers and didactic exams.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

The DH students are highly successful and no curricular changes indicated in terms of SLOs, however, the DH program faculty are aware that many dental offices are using state-of-the-art technology in their dental practices. The program needs to continue to teach this technology in

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order to have graduates who will be competitive in the field. Digital radiography and digital impressions are two such examples.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

Student's consistently meet the CL-SLOs on an above average level.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Course-level student learning outcomes offer a narrow range of information. The program faculty have found an overall level of success for the course-level SLOs. However, the faculty rely more on comprehensive surveys given quarterly, upon graduation, and 6 months after graduation.

5. If your program has other outcomes assessments at the course level, comment on the findings.

Survey questionnaires are completed every quarter, upon graduation and 6 months after graduation. These outcome assessment surveys request feedback for individual courses and for the program. These surveys are very comprehensive and thorough. The assessments indicate a high degree of student satisfaction. In addition, the DH National Board exam & CA State RDH Board exam shows a very high level of learning outcomes and subject matter mastery.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

The PLO's indicated that the students would pass their national and state licensure exams. None of the students in the graduating class of 2012 failed licensing exams and performed above the national and state averages.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

In order to abide by a standard of excellence and maintain a highly respected reputation in the community, funding for materials, faculty development, multimedia, and technology must continue and increase with consideration of the cost of living and inflation.

3. If your program has other outcomes assessments at the program level, comment on the findings.

Survey questionnaires are completed every quarter, upon graduation and 6 months after graduation. These outcome assessment surveys request feedback for individual courses and for the program. These surveys are very comprehensive and thorough. The assessments indicate a high degree of student satisfaction.

Results of licensing exams show 100% pass rates.

The dental hygiene program is fully accredited by Commission on Dental Accreditation without reporting requirements.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 – Tutoring for DH clinic labs	2011-2012	Hired TA with grant funding	Continue, this has helped with student retention
2 - Funding for faculty development	2011-2012	Perkins funding & college faculty development funding	Goal accomplished, continue as an ongoing accreditation requirement
3 – Funding e-portfolios	2011-2012	Funded with grant	Goal accomplished, continue as an ongoing capstone project and a SLO & PLO assessment tool

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 – Full time faculty to replace a retiring RDH	2013-2014		Compliance with CODA standards for adequate full-time faculty (Standard 5-5)
2 – Maintain program CODA accreditation	2013-2014 on-going	CODA accreditation is required for all dental hygiene programs.	Review CODA accreditation standards every year with faculty.
3 - Funding for facilities & equipment; statim sterilizer, digital panoramic x-ray machine, repairs and upgrades to DH classroom 5302.	2013-2014	Student will be prepared and competitive for jobs with dental offices or clinics that have state-of-the-art technology.	Program will continue to request Measure C &/or Perkins funding for equipment, and technology. Program addresses Core Mission Workgroup Initiative by maintaining a active and current list of members who meet on a annual basis.
4 – Funding e-portfolios•	2013-2014 on-going	Capstone project – student learning	Ongoing

**The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide technical support for faculty and students.*

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Full time faculty	57,000-90,000 depending on placement	Goals 1 & 2 – accreditation: need adequate faculty. Catherine Kornegay is retiring. She serves as clinic coordinator. This will leave just 1 full time faculty member who serves as program director & instructor already & can not take on clinic coordinator in addition. We have one full time faculty member shared between dental assisting & dental hygiene (Radiology instructor). We also have one faculty member shared between health & dental hygiene lecture. Neither of these faculty can take over clinic coordinator due to load &/or qualifications. We anticipate the faculty member split between health & dental hygiene to retire within a year or two. Compliance with CODA standards for adequate full-time faculty (Standard 3-5)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Director reassigned time	33% of FT load on-going	Goal 2 – CODA accreditation mandate (Standard 3-2) This is currently budgeted & not a new request.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

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none		
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Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
none		

Facilities and Equipment and other requests that don't fit the above budget categories

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Digital Panoramic X-ray unit	\$32,000	Goal 3- The current panoramic x-ray machine is 14 years old & at the end of its life span. Students need to be trained on current technology for workforce jobs. Shared between DA & DH programs. (Improvement of instruction/workforce) Fund with Measure C
Ceiling projector – room 5302 classroom	\$3,000	Goal 3- Second in this room so that we can do multimedia demonstrations & lectures (Improvement of instruction/workforce)
Fix lighting in classroom 5302	TBD	Goal 3 – the lighting in this room is defective & does not allow for partial lighting during multimedia presentations. (Health & Safety, Improvement of instruction/workforce)
High quality document camera for instrumentation demonstrations- room 5302 classroom	\$2,500	Goal 3- Replace old document camera which does not have adequate focus & lighting for instrumentation demonstrations (Improvement of instruction/workforce)
Computer for faculty clinic office 5314	\$2,000	Goal 3- Second computer in faculty clinic office so that this one can be connected to the internet. The first computer is on a closed system because it has patient records. We need a computer to go out to the internet so that we can do research on medications & diseases in clinic. (Health & Safety)
Autoclave	\$6,000	Goal 3- Replace an autoclave that is 6 years old & is chronically breaking. Shared between DA & DH programs. (Health & Safety)
Statim sterilizer	\$7,000	Goal 3- this is a very fast sterilizer (10 minutes or less) for dental instruments. (Health & Safety)
E-portfolio funding	\$600/year	Goal 4 – grant funding no longer available, but we strongly feel this capstone project must continue.

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		(Instruction/workforce)
Faculty Development & program director specific meetings	\$3,000 for DH DA is requested \$3,000 in their program review. The two programs share the Perkins top code.	Goal 2- (accreditation) Faculty training to keep current in field. Program will continue to request Perkins funding for faculty development. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on a annual basis.
1 – Tutoring for DH clinic labs	\$6,000 instructional salary & \$600 benefits	Goal 2- (accreditation) Tutoring for student retention. Accreditation requirement & a health/safety issue due to working on live human patients. Program will continue to request Perkins funding for DH student tutoring. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on a annual basis.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. *The 2011-12 program review recommendations were: (1) the needs to upgrade panoramic x-ray machine in the dental radiology lab so that it means current standards for digital radiography. We did not receive funding for this equipment last year, and have requested it again this year. The need is becoming critical due to the age of the machine (14 years old). We are requesting Measure C funds for the capital purchase.*

(2) Need continued funding for tutoring for DH tutors in fall and winter quarters for the first year DH students in clinical skills development. This has been funded under Perkins for many years and is an ongoing request.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The only present concern raised by DH program faculty regards the number of full-time faculty and compliance with CODA standards for adequate full-time faculty (Standard 3-5). Our clinic coordinator, Catherine Kornegay, is retiring in 2013. This will leave just 1 full time faculty member who serves as program director & the first year DH instructor/clinic coordinator already & can not take on clinic coordinator in addition. We have one full time faculty member shared 50/50 between dental assisting & dental hygiene (Radiology instructor). We also have one faculty member shared between health & dental hygiene lecture. Neither of these faculty can take over clinic coordinator due to load &/or qualifications. We anticipate the faculty member split between health & dental hygiene to retire within a year or two.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

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The dental hygiene clinic operation (supplies, repairs) is self-supporting. We collect over \$30,000 each year for services performed in the DH clinic on patients from the Foothill College student body & the community. The fees for services are used to purchase clinic supplies & pay for clinic repairs. We have a tiny B-budget, but the DH program is able to thrive because we provide valuable oral health care services. To run the DH clinic requires all our revenue each year, but does not put this cost burden on the college.

As mentioned previously, the dental hygiene program has been in existence since 1964. In that long history students have achieved 100% pass rate on DH National Board exams. This is an extraordinary achievement for any allied health program. Our students consistently rank among the top percentile on all the fourteen subject matter areas on National Board examinations.

Our faculty our contributing authors for the major dental hygiene textbook, "Dental Hygiene Theory & Practice". Phyllis Spragge & Cathy Draper have authored a chapter on portfolios, Judy Yamamoto has authored a chapter on dental sealants and Cara Miyasaki has authored a chapter on vitals signs.

Our advisory board strongly supports the dental hygiene program and is pleased with the quality of our dental hygiene graduates. Our graduates are highly regarded in the dental community and hired by local dentists.

The dental hygiene program participates in hundreds of hours of community service each year. We serve in low-cost and free clinics on Fridays, funded by a grant from the Foothill Commission, treating hundreds of patients who would not otherwise receive care. We have also participated in community outreach programs educating special needs teenagers, geriatric patients, and non-English speaking children from low-income families on oral health issues. We held an Oral Cancer Awareness Walk in 2012, raising over \$5,000 for the Oral Cancer Foundation. Our second annual Oral Cancer Awareness Walk will be held in April 2013.

We maintain a continuing education license in the State of California and present continuing education courses for dental professionals twice a year. This fall we had an Oral Cancer Symposium course with guest speakers who are surgeons from Stanford University and Kaiser, Santa Clara and an oral cancer survivor. In March 2013 our continuing education course will be on Infection Control, Law and Ethics – all required for re-licensure of all dental professionals. Our continuing education programs keep us well connected with the dental community and provide a small amount of additional funding for program needs.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Dental Hygiene program is a high visibility, self-sustaining, highly effective and long standing program at Foothill. The best evidence of the quality of the program is the fact that 100% of students have passed the Dental Hygiene Board exams since the inception of the

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program in 1964 routinely scoring within the top percentiles in 14 distinct subject matters. Consistent with this level of achievement and likely contributing significantly to the success of the students, several DH faculty are contributing authors for the major dental hygiene textbook, "Dental Hygiene Theory & Practice". In addition to training of FH DH students, the program provides continuing education for local professionals and hosted an Oral Cancer Symposium in 2012 with guest speakers from Stanford Hospital and Kaiser Hospital, Santa Clara.

This program provides valuable community service by running the Foothill Dental Hygiene Clinic (which generates sufficient income to self sustain the clinical portion of the program) and participates in low cost/free clinics within the larger community. These efforts provide valuable training for the DH students while also providing dental services to individuals at reduced costs who otherwise would not receive care. Specific populations served during this review year include special needs teenagers, geriatric patients and children from non-English speaking children from low income families.

6.2 Areas of concern, if any:

Replacement of the full time faculty member/clinical coordinator, Catherine Kornegay, is the major area of concern for this department. Due to CODA standards stipulating full time faculty coverage/student ratios, there is a need to hire a new FT faculty member who can replace Catherine Kornegay AND is qualified to take over the clinic coordination.

A repeat budget request for a digital panoramic X-ray machine is included here. This request was present in the last review but was not granted. The new machine is necessary to facilitate training of students on state of the art technology. The current panoramic X-ray is 14 years old and outdated.

6.3 Recommendations for improvement:

None

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 290 - DIRECTED STUDY - Reflection paper</p> <p>- Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is grading with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: Reflection is important & an excellent learning tool.</p>	<p>09/17/2012 - No changes planned.</p>
<p>Department - Dental Hygiene (D H) - D H 290 - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is grading with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students submit the required log, with the required elements.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: funding for off campus rotations</p> <p>GE/IL-SLO Reflection: Off campus rotations, community service & professional meeting important for DH students & an excellent learning tools.</p>	<p>09/17/2012 - No changes planned.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
<p>Department - Dental Hygiene (D H) - D H 290X - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is grading with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing funding for the coordination of off-campus clinical enrichment rotations</p> <p>GE/IL-SLO Reflection: ILO met</p> <p>01/30/2013 - 100% of students submitted a reflection paper detailed their off-campus clinical enrichment rotations in their e-portfolio.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: Reflection is important & an excellent learning tool.</p> <p>09/17/2012 - 100% of students have completed the reflection papers at a passing level.</p>	<p>01/30/2013 - No changes planned. Program very successful for meeting community oral health needs & an important educational experience for DH students.</p> <p>09/17/2012 - No changes planned.</p>
<p>Department - Dental Hygiene (D H) - D H 290X - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students submit the required log, with the required elements.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing funding for the coordination of off-campus clinical enrichment rotations</p> <p>01/30/2013 - 100% of students submitted a log of hours & activities that detailed their off-campus clinical enrichment rotations in their e-portfolio.</p>	<p>01/30/2013 - 100% of students submitted a log of hours & activities that detailed their off-campus clinical enrichment rotations in their e-portfolio.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>		<p>GE/IL-SLO Reflection: ILO met.</p> <p>01/20/2012 - 100% of the students completed the required log and entered it into their e-portfolio.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Ongoing resource support for the e-portfolio project.</p> <p>GE/IL-SLO Reflection: Enrichment activities including community service and professional meetings provide the students excellent opportunities to interact and network with dental hygiene professionals and help bridge the connection between the classroom and the "real world". Using the e-portfolio and the electronic log displays their experiences in a journal format and chronicles their growth in this area. This year's class had the opportunity to have a presentation on how to work with the technology to create the e-portfolio. Ongoing technical support definitely makes this process understandable for the students.</p>	<p>09/17/2012 - No changes planned.</p> <p>09/17/2012 - No changes planned.</p> <p>05/24/2012 - No changes planned.</p> <p>05/24/2012 - No changes planned.</p> <p>05/18/2012 - Continue to support the enrichment activities and reflection via the electronic portfolio. Student orientation to the e-portfolio along with the American Dental Hygienists' Association Student Chapter activities have contributed to student success.</p>
<p>Department - Dental Hygiene (D H) - D H 290Y - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings.</p> <p>(Created By Department - Dental Hygiene (D H))</p> <p>Start Date:</p>	<p>Assessment Method: Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students will submit a reflection</p>	<p>09/17/2012 - 100% of students have completed the reflection papers at a passing level.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p>	<p>09/17/2012 - No changes planned.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active</p> <p>Department - Dental Hygiene (D H) - D H 290Y - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active</p>	<p>paper detailed their enrichment experiences in their e-portfolio.</p> <p>Assessment Method: Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students submit the required log, with the required elements.</p>	<p>GE/IL-SLO Reflection: Reflection is important & an excellent learning tool.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: funding for off campus rotations</p> <p>GE/IL-SLO Reflection: Off campus rotations, community service & professional meeting important for DH students & an excellent learning tools.</p>	<p>09/17/2012 - 100% of students have completed the enrichment activity logs at a passing level.</p> <p>09/17/2012 - No changes planned.</p>
<p>Department - Dental Hygiene (D H) - D H 290Z - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.</p>	<p>01/30/2013 - 100% of students submitted a reflection paper detailed their off-campus clinical enrichment rotations in their e-portfolio.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing funding for the coordination of off -campus clinical enrichment rotations</p> <p>GE/IL-SLO Reflection: Meets GE/ILO.</p>	<p>01/30/2013 - No changes planned. Program very successful for meeting community oral health needs & an important educational experience for DH students.</p>
		<p>12/20/2011 - 100% of students submitted a reflection paper detailing their experiences as well as types of patients seen and services provided.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>05/24/2012 - No changes are planned.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Continued funding for the coordinator of this enrichment experience to continue.</p> <p>GE/IL-SLO Reflection: This experience has given students an opportunity they would not have had in our school clinic. The end of quarter survey substantiated the fact that it is a valuable experience and 100% of the students met the expectation.</p>	
<p>Department - Dental Hygiene (D H) - D H 290Z - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students submit the required log, with the required elements.</p>	<p>01/30/2013 - 100% of students submitted a log of hours & activities that detailed their off-campus clinical enrichment rotations in their e-portfolio.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing funding for the coordination of off-campus clinical enrichment rotations</p> <p>GE/IL-SLO Reflection: Meets GE/ILO.</p>	<p>01/30/2013 - No changes planned. Program very successful for meeting community oral health needs & an important educational experience for DH students.</p>
		<p>12/20/2011 - 100% of students submitted the required log, with the required elements.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued funding for the coordinator of the enrichment experience.</p> <p>GE/IL-SLO Reflection: These documented experiences are invaluable for the education of our dental hygiene students. It assists them in being better prepared for private practice and allows them to see the inequities in our health care system.</p>	<p>05/24/2012 - No changes planned.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 50 - ORIENTATION TO DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated by a dental hygiene instructor using an instrumentation rubric for the 11/12 explorer. A passing score is 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 95% of students will pass the instrumentation evaluation with a score of 75% or higher.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: I would like three to four paid teaching assistants to help with instrumentation instruction.</p>	<p>09/17/2012 - The SLO is an important step in beginning mastery of exploring techniques. 90% of students were successful.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 50 - ORIENTATION TO DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 95% of students will pass exam with a score of 75% or higher.</p>	<p>09/15/2011 - 100% of students enrolled in this course were about to successfully demonstrate this student learning outcome.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: I use Etudes as a web enhanced tool for this course. I would like faculty resources (time, assistance) to create more movie clips & images to help students with this learning process.</p>	<p>09/17/2012 - Students were able to demonstrate competency in beginning exploring instrumentation, no changes planned.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 52A - ORAL BIOLOGY I - SLO 1 - Anatomy - chart the bones of the skull (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/12/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz</p> <p>Lab Exercise</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student shall pass the quiz/lab exercise on the bones with 70% or better</p>	<p>01/25/2013 - All students met target for success</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: None</p>	<p>01/25/2013 - Better skulls need in lab</p> <hr/> <p>01/25/2013 - No changes planned</p> <hr/> <p>01/20/2012 - All students met target. No changes planned</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 52A - ORAL BIOLOGY I - SLO 2 - Structure and function - Identify the different teeth in the human dentition (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quizzes Lab Exercises</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student will score a 70% or better on quizzes and lab exercises on the different teeth in the human dentition</p>	<p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: More extracted teeth needed for students to study</p>	<p>01/25/2013 - On the quiz directly related to this SLO, all 24 students scored a 70% or better</p> <p>01/25/2013 - More human teeth needed for students to learn dental anatomy</p> <p>11/01/2011 - I plan no changes</p> <p>Follow-Up: 01/20/2012 - Target met on the final examination</p>
<p>Department - Dental Hygiene (D H) - D H 52B - ORAL BIOLOGY II - SLO 1 - Anatomy - state the different periods of human embryology (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will state the different periods of human embryology on a quiz</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will score a 75% or better on this quiz</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: None</p>	<p>07/02/2012 - Students scored a 75% or better on this quiz</p> <p>07/23/2012 - No changes planned</p> <p>07/02/2012 - No changes anticipated</p>
<p>Department - Dental Hygiene (D H) - D H 52B - ORAL BIOLOGY II - SLO 2 - Application of Knowledge - describe the differences between enamel and dentin (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz on the differences between enamel and dentin</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will score a 75% or better on the quiz</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: None</p>	<p>07/02/2012 - All students scored a 75% or better</p> <p>07/23/2012 - No changes planned</p> <p>07/02/2012 - None</p>
<p>Department - Dental Hygiene (D H) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 1 - Infection control - The student will create their e-portfolio and submit a project on infection control as documentation of their competency in infection control procedures.</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on infection control procedures will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type:</p>	<p>Result: 100% of the DH students created their e-portfolio and submitted a project on infection control as documentation of their competency in infection control procedures, with scores ranging from 76-98%.</p>	<p>01/25/2013 - Continue e-portfolio assessment.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Dental Hygiene (DH))</p> <p>Course-Level SLO Status: Active</p>	<p>Portfolio Review</p> <p>Target: 100% of students will submit an e-portfolio with a passing score of 75% or higher.</p>	<p>Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: The portfolio projects demonstrate student competency in the IL-SLO</p>	<p>01/25/2013 - 100% of the students submitted their e-portfolio and infection control project. The grades ranged from 99%-75%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: The portfolio projects demonstrate student competency in the IL-SLO</p>
		<p>01/25/2013 - Continue e-portfolio assessment.</p>	<p>12/16/2011 - The e-portfolios are an important artifact of student learning and competency.</p>
		<p>01/20/2012 - 100% of the students received a grade of 75% or higher on the infection control project.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Ongoing resource support for the e-portfolio project.</p> <p>GE/IL-SLO Reflection: All of the students presented group projects in the competency area of infection control.</p>	<p>05/18/2012 - No changes are needed at this time with this project. Students gain knowledge in the application of basic infection control principles and are able to demonstrate competency via their written project and class presentation. The EBSCO database available via the library provides ongoing support of the research portion of this project.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The projects were then uploaded to their E-portfolio along with a reflection statement on their personal growth in this area along with the key learning points from their projects. The E-Portfolio and reflection statements are excellent measures of how the student is able to apply what they have learned in theory to clinical situations.</p>	
<p>Department - Dental Hygiene (D H) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 2 - Ethics - The student will explain the ethical obligations to maintain the standards of dental care adhering to infection control protocols that are consistent with current federal, state, and local laws and guidelines. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 100% of students will pass the exam with a score of 75% or higher.</p>	<p>01/25/2013 - 100% of the students passed the examination with a score of 75% or higher.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Ongoing resource support for the e-portfolio project.</p> <p>GE/IL-SLO Reflection: All the students demonstrated a mastery of the ethical obligations of adhering to infection control principles by passing the exam. The student reflections on infection control principles in their E-Portfolios further demonstrated that they understood the ethical dilemmas the clinician is faced on a daily basis in the area of infection control.</p> <p>01/25/2013 - 100% of the DH students in this course were able to explain the legal and ethical obligations of the dental hygienist with regard to infection and hazard control. Assess was based on written exams, clinical performance, and researching a topic and doing a class presentation.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing tutoring funds to support student</p>	<p>01/25/2013 - No changes planned</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>learning.</p> <p>GE/IL-SLO Reflection: Meets IL-SLO</p> <p>12/17/2010 - 100% of the DH students in this course were able to explain the legal and ethical obligations of the dental hygienist with regard to infection and hazard control. Assess was based on written exams, clinical performance, and researching a topic and doing a class presentation.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Continued funding for running the dental hygiene clinic and library resources for dental hygiene.</p>	<p>12/16/2011 - No plans for changes, goals met.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 54</p> <p>- PRE-CLINICAL DENTAL HYGIENE - SLO</p> <p>1 - Dental Techniques - The student will correctly demonstrate dental hygiene assessment procedure skills on a student partner including: review of health, dental history vital signs, extraoral/ intraoral examination, periodontal examination, caries examination, classify occlusion. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Clinical examination using a rubric.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 95% will pass this assessment with a score of 75% or higher.</p>	<p>01/25/2013 - 100% of the students correctly demonstrated dental hygiene assessment procedure skills on a student partner including: review of health, dental history vital signs, extraoral/ intraoral examination, periodontal examination, caries examination, classify occlusion.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing tutoring funds to support student learning.</p> <p>GE/IL-SLO Reflection: IL-SLO met.</p>	<p>01/25/2013 - No changes planned.</p> <hr/>
		<p>01/20/2012 - 100% of the students passed the clinical examination with scores of 75% or higher.</p> <p>Result: Target Met</p> <p>Reporting Year:</p>	<p>05/18/2012 - Continued support for the clinical teaching assistant and one-on-one remediation tutoring contributed positively to the student success rate in this course.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p>Resource Request: Funding for additional clinical faculty in lab sessions to meet the CODA standards for accreditation.</p> <p>GE/IL-SLO Reflection: All of the first year dental hygiene students passed the clinical final with scores in the passing range. 25% of the students had received ongoing clinical tutoring outside of class hours for remediation prior to the examination. Clinical tutoring along with our additional clinical faculty member for the lab sessions supported the student's success in this class.</p>	
<p>Department - Dental Hygiene (D H) - D H 54</p> <p>- PRE-CLINICAL DENTAL HYGIENE - SLO</p> <p>2 - Dental Techniques - The student will identify a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes</p> <p>(Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Clinical examination using a rubric.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 95% will pass this assessment with a score of 75% or higher.</p>	<p>01/25/2013 - 100% of the DH students identified a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continuing tutoring funds to support student learning.</p> <p>GE/IL-SLO Reflection: IL-SLO met</p>	<p>01/25/2013 - No changes planned.</p>
		<p>01/20/2012 - 100% of the students passed this examination with a score of 75% or higher.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Funding for additional clinical faculty in lab sessions to meet the CODA standards for</p>	<p>05/18/2012 - Continued support via one-on-one remediation tutoring and the use of a clinical teaching assistant contributed to the student success in this course.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>accreditation.</p> <p>GE/IL-SLO Reflection:</p> <p>All of the first year dental hygiene students passed the clinical examination. 25% of the students were given clinical tutoring for remediation outside of class. Our additional faculty member in the lab sessions made a significant difference in providing additional one on one clinical instruction time.</p>	
<p>Department - Dental Hygiene (D H) - D H</p> <p>55A - FUNDAMENTALS OF PATHOLOGY I</p> <p>- SLO 2 - Knowledge - Describe the blood disorders (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Students will complete an exam on the blood disorders</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p> <p>Target:</p> <p>Students will score a 75% or better on the exam</p>		
<p>Department - Dental Hygiene (D H) - D H</p> <p>55A - FUNDAMENTALS OF PATHOLOGY I</p> <p>- SLO 1 - Knowledge - Describe the diseases of metabolism (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Students will complete an exam on the diseases of metabolism</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p> <p>Target:</p> <p>Students will score a 75% or better on the exam</p>	<p>09/21/2012 - All students scored a 75% or better on an exam on the diseases of metabolism</p> <p>Result:</p> <p>Target Met</p> <p>Reporting Year:</p> <p>2011-2012</p> <p>Resource Request:</p> <p>More library resources for students</p>	<p>07/25/2012 - No changes planned</p>
		<p>07/02/2012 - All students scored a 75% or better on this test</p> <p>Result:</p> <p>Target Met</p> <p>Reporting Year:</p> <p>2011-2012</p> <p>Resource Request:</p> <p>None</p>	<p>07/23/2012 - No changes planned</p>
		<p>07/02/2012 - All students scored a 75% or better on this quiz</p>	<p>07/02/2012 - No changes anticipated</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: More library resources</p>	07/23/2012 - No changes planned
			07/02/2012 - No changes anticipated
<p>Department - Dental Hygiene (D H) - D H 55B - FUNDAMENTALS OF PATHOLOGY II</p> <p>- SLO 1 - Application of knowledge -</p> <p>Describe oral lesions using appropriate terminology (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/28/2011</p> <p>End Date: 12/14/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz which students describe oral lesions using appropriate terminology</p> <p>Assessment Method Type: Departmental Questions</p> <p>Target: Students score a 75% or better on the quiz</p>	<p>01/25/2013 - All students met target</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	01/25/2013 - No changes planned
			01/20/2012 - No changes planned
<p>Department - Dental Hygiene (D H) - D H 55B - FUNDAMENTALS OF PATHOLOGY II</p> <p>- SLO 2 - Application of knowledge -</p> <p>Describe the differential diagnoses of oral lesions (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/28/2011</p> <p>End Date: 12/14/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will complete an exam on the differential diagnosis of oral lesions</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will score an 80% or better on the exam</p>	<p>01/25/2013 - All students scored a 75% or better on this quiz</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Reference books for the library</p>	01/25/2013 - No changes planned
			01/20/2012 - Students met target
<p>Department - Dental Hygiene (D H) - D H 56</p> <p>- APPLIED PHARMACOLOGY IN DENTISTRY - SLO 2 - Research - By the end of spring quarter, the dental hygiene student will be able to research and report on the indications for the use of a commonly prescribed drug. (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: A 1-page paper summarizing the indications for the use of a commonly prescribed drug.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 85% of students will receive a score of 8 or higher on a 25-point rubric.</p>	<p>06/29/2012 - 19 out of 23 students (83%) scored 85% or higher on a 25-point rubric. The target was not met.</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request:</p>	06/29/2012 - I would like to revise the assignment to focus more on the properties of commonly prescribed drugs that will affect dental hygiene treatment. This will directly impact them as they treat patients.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>		<p>Online resources for drug information. GE/IL-SLO Reflection: This SLO relates to the following GE/IL-SLOs: Communication The students demonstrated analytical reading and writing skills including evaluation, synthesis, and research. Computation This assignment requires the students to synthesize and analyze information and summarize the most relevant and important information. It also requires the use of computer technology.</p>	
<p>Department - Dental Hygiene (D H) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 1 - Application of Knowledge - By the end of spring quarter, the dental hygiene student will be able to demonstrate a working knowledge of the implications for dental hygiene care for a commonly prescribed drug. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question on the implications for a commonly prescribed drug on the midterm exam. Assessment Method Type: Exam - Course Test/Quiz Target: 85% of students will answer the question correctly.</p>	<p>06/28/2012 - 17 out of 23 students (74%) correctly answered the imbedded question about dental implications on the midterm exam. The target was not met. Result: Target Not Met Reporting Year: 2011-2012 Resource Request: online resource for drug information. GE/IL-SLO Reflection: This SLO relates to the GE/IL-SLO: Communication The students must demonstrate analytical reading and writing skills including evaluation, synthesis, and research. This SLO also relates to the following GE/IL-SLO of Computation which requires the students to use the knowledge that they learn in class and apply it to the clinical experience treating patients.</p>	<p>06/29/2012 - I will include some additional experiences for the students to apply the didactic information about medications to the evaluation of patients and how they may need to modify treatment for their patients. This will require the inclusion of patient case study assignments.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 57A - PERIODONTICS - SLO 1 - Knowledge - Describe the clinical and histologic features of the periodontium (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz which asks to students to describe the clinical and histologic features of the periodontium</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will score a 75% or better on the quiz</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	<p>07/02/2012 - All students met target</p> <p>07/02/2012 - No changes planned</p>
<p>Department - Dental Hygiene (D H) - D H 57A - PERIODONTICS - SLO 2 - Knowledge - Describe the characteristics of periodontal health (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz which students describe the characteristics of periodontal health</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students score a 75% or better on the quiz</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: More library reference textbooks especially color photos</p> <p>GE/IL-SLO Reflection: None</p>	<p>09/21/2012 - All students scored a 75% or better on a quiz which tested the students on the characteristics of periodontal health</p>
<p>Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 2 - Knowledge - Describe the classifications of periodontitis (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/15/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz on chapters 16 and 17 in textbook to determine if students were able to describe the classifications of periodontitis</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will score a 75% or better on the quiz</p>	<p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Reference books for the library</p>	<p>01/25/2013 - All Students scored a 75% or better on this quiz</p> <p>01/25/2013 - No changes planned</p>
<p>Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 1 - Knowledge - Describe the classifications of gingivitis (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: Quiz on chapter 14 in textbook on the different classifications of gingivitis</p> <p>Assessment Method Type:</p>	<p>Result: Target Met</p>	<p>01/25/2013 - All students scored a 75% or better on this quiz</p> <p>01/25/2013 - No changes planned</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
H)) Start Date: 09/27/2011 End Date: 12/13/2011 Course-Level SLO Status: Active	Target: Exam - Course Test/Quiz Target: Students will score a 75% or better on this quiz	Reporting Year: 2012-2013 Resource Request: Reference books for the library	01/20/2012 - No changes planned
Department - Dental Hygiene (D H) - D H 57C - PERIODONTICS - SLO 2 - Application of knowledge - The student will describe the rationale for various types of periodontal surgery including goals, advantages, and disadvantages. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: Students will complete an exam on the various types of periodontal surgery Assessment Method Type: Exam - Course Test/Quiz Target: Students will score a 85% or better on the exam		
Department - Dental Hygiene (D H) - D H 57C - PERIODONTICS - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the periodontally involved patient with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: Students will complete a portfolio project on a periodontally involved patient Assessment Method Type: Portfolio Review Target: Students will complete this project with a grade of 75% or better	07/02/2012 - All students completed this project with 90% or better Result: Target Met Reporting Year: 2011-2012 Resource Request: More library Resources	07/02/2012 - No changes needed
Department - Dental Hygiene (D H) - D H 59 - SURVEY OF DENTISTRY - SLO 1 - Responsibilities - The student will evaluate the role of the dental hygienist in one of the nine recognized dental specialties. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: 2-3 page report written after observing a dental hygienist working in a dental specialty office. Assessment Method Type: Research Paper Target: 85% of students will receive a score of 17 or higher on a 20 point rubric.	12/16/2012 - 24 out of 24 students received a score of 17 or higher on a 20 point rubric that evaluated their observations in a dental specialty office. This is 100% of the students and exceeds our target of 85%. Furthermore, 12 out of the 24 students received a score of 20 out of 20 on the assignment and only 1 student received a score of 17. Result: Target Met Reporting Year:	12/17/2012 - I will continue to work on establishing a rotation between our program and the specialty dental clinics at UCSF School of Dentistry. This would include the students being able to observe in several areas: oral medicine, oral maxillofacial surgery and possibly post-graduate periodontics.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2012-2013</p> <p>Resource Request: Continued funding for library databases at the college; continued association with UCSF School of Dentistry.</p> <p>GE/IL-SLO Reflection: The students gained experience by observing in dental specialty offices and seeing first hand, how dental auxiliaries and dentists/specialists work together providing dental care for patients in a "real world" setting. Due to restructuring within the school of Dentistry at UCSF, I was not able to establish a rotation for the students to observe in the different specialty clinics at the dental school. By fall of 2013, I hope to have a rotation in place between our program and the school of dentistry at UCSF. Students would be able to observe in the various specialty clinics (for example: oral medicine/ oral & maxillofacial surgery, etc) in a more controlled academic environment. I feel that this would provide a more in-depth experience for the students and introduce them to the various resources available in the area.</p>	<p>05/07/2012 - No changes are needed at this time but I would like to restructure this assignment to allow the student to experience more than one specialty office.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 59</p> <p>- SURVEY OF DENTISTRY - SLO 2 -</p> <p>Responsibilities - The dental hygiene student will distinguish between the allowable duties of the dental hygienist in the State of California under direct supervision & general supervision. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question on a general supervision duty of the dental hygienist on a course quiz.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 85% of students will answer the question correctly on the quiz.</p>	<p>12/16/2012 - 22 out of 24 students chose the correct answer identifying a general supervision duty of the dental hygienist in a dental specialty. This is 91% of the students which exceeds the target of 85%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continued funding for library databases; Continued association with UCSF School of Dentistry</p>	<p>12/17/2012 - Continue to incorporate more information in the course regarding the allowable duties of dental hygienists within the California Dental Practice Act.</p> <hr/> <p>05/07/2012 - I want to incorporate more information about the dental practice act into the course. I would like students to have a clear idea about what their legal duties are as</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: I will continue to incorporate more information regarding the general and direct supervision duties of the dental auxiliary including the dental hygienist and dental assistant in the course material. It is important for the students to be aware of the duties that they can legally and ethically provide for their patients. I did meet the target this time, so it appears that by increasing the students' exposure to the allowable duties of the dental auxiliary in the Dental Practice Act of California did help the students to understand their roles as dental hygienists.</p>	<p>a dental hygienist.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 2 - Safety - Describe radiation protective factors provided to the patient to reduce radiation absorption and exposure. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This outcome will be assessed by a multiple-choice question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 90% of students will choose the correct answer</p>	<p>01/31/2013 - 90% of the students correctly answered this question. Consider asking the question by listing the protective factors rather than describing the protective factors. Remove it from a multiple choice format.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>05/16/2012 - 100% of the students answered this question correctly. Continue to expand upon the ramifications if protective factors are not in place.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: none at this time</p>	<p>05/17/2012 - Patient safety factors are important to perform in the radiology lab when seeing patients, however, I find it just as important for the student to verbalize its significance to the patient.</p> <p>Follow-Up: 05/17/2012 - This safety knowledge (cognitive) must translate into the clinical setting (psychomotor)</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>12/16/2011 - 90% of the students chose the correct answer.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>12/16/2011 - Continue to write on the board the protection factors to the patient. On the following lecture include the protection factors to the operator. Separating the information and allowing time to pass will not confuse the students as to which is which.</p>
<p>Department - Dental Hygiene (D H) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 1 - Knowledge - List the steps that take place in the tubehead to produce radiation. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This outcome will be assessed by using a short answer question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 85% of the students will be able to list the steps in their correct order to produce photons from electrons.</p>	<p>01/31/2013 - 100% of the students were able to answer this question successfully.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>04/04/2012 - This SLO target was set at 85%. The students successfully met this SLO at the level of 90%</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>
		<p>12/16/2011 - 92% of the students were able to correctly list the steps in their correct order to produce radiation.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>04/10/2012 - To increase the target of 85% consider fill in the blank format rather than short answer.</p> <p>Follow-Up: 05/17/2012 - consider all methods of assessing and retaining knowledge for this SLO because it will have to be remembered for answering how radiation is produced on the national board exams.</p> <p>12/16/2011 - A better way to assess this knowledge is not to have the students list the steps, but to have a list prepared and the students place them according to what happens first then next and finally last. Chronological order is easier to assess their knowledge.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 60B - DENTAL RADIOGRAPHY II - SLO 2 - Dental Techniques - List the name and functions of the processing solutions. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This outcome will be assessed by a multiple-choice question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will be able to answer the question correctly</p>	<p>03/28/2013 - Assessment goal met. Continue to assess this outcome because we will process film using automatic processors. In addition, it was discovered at the Advisory Board meeting (1/30/13) that 50% of the DDS in the south bay area have not converted to digital radiography. Moreover, this question is addressed on their National Boards</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Pursue funding for replacing automatic processors. Ours have exceeded their life expectancy (>20 years old) and failure of a processor will impact their learning skills</p> <p>04/04/2012 - The students were able to successfully pass at a rate at 80%. However, this assessment question will be changed next year as we proceed to advance digitally within the 2nd quarter of their first year.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Digital plates will need to be purchased for the students</p>	<p>03/28/2013 - Need a new processor</p> <p>04/10/2012 - I will consider to move this SLO to 60A where we learn about processing. It is more appropriate to have an SLO that is more lab related than lecture related. A good SLO for 60B in 2013 is: Identify the value in obtaining correct horizontal angulations for bite wing radiographs.</p>
<p>Department - Dental Hygiene (D H) - D H 60B - DENTAL RADIOGRAPHY II - SLO 1 - Dental Techniques - Demonstrate proper film placement techniques on a mannequin for intraoral films. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it as correct or incorrect. A film placement error has a point deduction of 1 point.</p>	<p>03/28/2013 - The range of 80%-97% was reached this quarter for proper film placement technique.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	<p>03/28/2013 - Purchase new training mannequin(s) and maintain old mannequins. Some are >20 years old.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Assessment Method Type: Observation/Critique</p> <p>Target: 75% of the students are expected to successfully pass the film placement procedure on a mannequin.</p>	<p>04/04/2012 - all students demonstrated the correct film placement for FMS/BWS on a mannequin at a level >75%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: continue to purchase mounts and continue film processing in the darkroom. National Board questions had zero questions on digital radiography and many on film processing errors, processing solutions, mismounting and processing errors.</p>	<p>04/10/2012 - This is a good SLO for 60B where the student concentrates primarily on film placement techniques. Proper knowledge of anterior delineations will aid the student in mounting, mis-mounting and preparation for National Board questions such as: "which of the films in this FMS has been mis-mounted."</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 60C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - Correctly mount a full mouth survey of dental radiographs.</p> <p>(Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be able to perform this task by using the indicator dot as a means to identify the labial/lingual placement of the film; identify the landmarks appropriate for maxillary and mandibular placement; and the positioning of vertical and horizontal films for the anterior/posterior positions.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 90% of the students will be able to succeed in this outcome</p>	<p>01/31/2013 - 100% of the students performed this assessment successfully when using traditional film. At this time we have transitioned to digital imaging. The assessment is still significant for mounting on the computer format. The indicator dot has been replaced by the letter 'a' as it is imaged onto the plate</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>12/16/2011 - 100% of the students were able to correctly mount a full mouth survey of radiographs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Purchase another scanner for digital radiographs. With the increase in usage, a single scanner does not solve the back-up of students and patients waiting for results</p>	<p>05/17/2012 - Continue to emphasize the indicator dot, landmarks and film positioning for correct mounting. Most students seem to have difficulty mounting cuspid teeth, #6,11,22,27 which may be due to them not seeing the hint of a sinus in the upper corners of the film.</p> <p>Follow-Up: 06/12/2012 - use a mismounted FMS for OSCE</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>05/17/2012 - Students must still learn how to mount films. Mounting radiographs pertains to films. Placing images and rotating the image will pertain to digital radiographs. Both are valuable skills a dental hygienist must have.</p> <hr/> <p>12/16/2011 - 10% of the radiographs taken in DH60C were traditional films. 90% were digital. This assessment will be changed for next year, because of the frequency of using plates and the absence of the indicator dot for digital x-rays. However, of the 10% taken, 100% mounted correctly.</p> <hr/>
Department - Dental Hygiene (D H) - D H 60C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - Recognize periodontal bone loss on a dental radiograph. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 80% of the students will correctly identify bone loss</p>	<p>06/12/2012 - additional criteria is necessary to distinguish from slight, moderate, or severe bone loss and whether it is generalized or localized. Create check off boxes on the forms for greater distinction between levels and type of bone loss</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>01/31/2013 - New forms were created to add more detail of the extent of bone loss. It is a successful solution.</p> <hr/> <p>06/12/2012 - Greater detail on the evaluation form will be helpful for the student to focus their search for bone loss</p> <hr/> <p>Follow-Up: 06/12/2012 - Discuss with instructors prior to implementation</p>
		<p>05/17/2012 - Greater than 80% of the students are able to interpret bone loss according to the form used in lab.</p>	<p>05/17/2012 - Students continue to over-estimate the amount of bone loss. Consider categorizing the</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: continue the purchase of XCP instruments to maintain parallelism for adequate reading of bone loss</p>	<p>amount of horizontal loss into slight, moderate, advanced.</p> <p>Follow-Up: 05/17/2012 - continue to assess if the implementation of categories indicates less over-estimation of bone loss</p> <p>05/17/2012 - Students continue to over-estimate the amount of bone loss. Consider categorizing the amount of horizontal loss into slight, moderate, advanced.</p>
		<p>12/16/2011 - 95% of the students were able to correctly identify periodontal bone loss on a radiograph</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>05/17/2012 - Most students do not interpret a full mouth series of radiographs to be periodontally healthy. Primarily because they feel all patients in the clinic are diseased, and that is why they are seeking care.</p>
			<p>01/20/2012 - My opinion is that most students over estimate the amount of bone loss. Discuss radiology factors that may influence this possibility. Use the superimposition of the CEJ's to show parallelism. Offset CEJ's influence unequal bone levels from facial to lingual</p>
			<p>12/16/2011 - Continue with the radiographic interpretation form to use as a indicator of success.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 1 - Dental Techniques - List the advantages of using the buccal object rule in dentistry. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students will understand the buccal object rule by taking a parallel radiograph to overlap an artifact then take a mesial radiograph of the same area and compare the movement of the artifact</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 75% of the students will understand the buccal object rule by correct performance in a lab setting</p>	<p>03/28/2013 - All students were able to perform the buccal object rule on a mannequin in the lab setting. A successful translation will be the application of this concept from mannequin to human when a instrument tip breaks in the mouth</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: continue to keep mannequins in good working order.</p>	<p>04/04/2012 - 100% of the students were able to correctly perform the buccal object rule in dental radiography and understand the purpose of this procedure.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: maintain DXTTR training mannequins in working condition for DH60C. Keep circle and triangle objects in working order and proper placement in the mouth to accomplish this difficult SLO</p>
<p>Department - Dental Hygiene (D H) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 2 - Dental Techniques - Produce a diagnostic panoramic radiograph. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be able to correctly place the patient in the midsagittal, Frankfort and cuspid focal troughs. These three focal points are necessary to use for a diagnostic panoramic radiograph.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 90% of the students will be able to successfully complete this SLO</p>	<p>03/28/2013 - All students were able to identify the three focal points, and a diagnostic panoramic radiograph was accomplished. A review of the working parts of the imaging machine will be necessary to prevent an retake exposure on a human patient.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Maintain the panoramic machine with good</p>	<p>04/10/2012 - Keep this SLO since this question was on the DH National Boards. It is appropriate to emphasize the buccal object rule in dental radiography in 60C.</p> <hr/> <p>03/28/2013 - Check midline bulb for burnout and the wires for the prevention of flickers.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>working order. The machine is outdated and a current imaging machine is needed.</p> <p>Result: Target Met Reporting Year: 2011-2012 Resource Request: maintain panoramic x-ray machine because it is vital to this course content</p>	<p>04/10/2012 - An appropriate placement of this SLO within this particular course. Timely emphasis for the student's Sacramento Board Prep Course.</p>
		<p>04/04/2012 - All students were required to take one panoramic radiograph this quarter. Students were graded between 93-100% on their radiographs. This SLO was successfully attained to the level of the target set at 90%.</p> <p>Result: Target Met Reporting Year: 2011-2012 Resource Request: The pano machine is aging, and must be considered for replacement before the filament burns out before its end-life.</p>	<p>04/10/2012 - Keep this SLO in 60C. Panoramic radiography was heavily emphasized on the National Boards. Questions relating to radiopaque and radiolucent landmarks were shown on panoramic radiographs.</p>
<p>Department - Dental Hygiene (D H) - D H 60E - DENTAL RADIOGRAPHY V - SLO 1 - Application of Knowledge - Understanding the parameters of the California State Board Exam requirements for a FMS, the student will be able to evaluate the need to retake a dental radiograph (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 04/08/2013</p> <p>End Date: 06/18/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Given a FMS, the student will be able to determine the need to retake a dental radiograph using the parameters of insufficient or excessive horizontal/vertical angulation, the presence of a cone cut and or a developing error.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: 80% of the students will be able to independently determine and instructor concur the need of a radiographic retake</p>	<p>06/12/2012 - Students preferred to take film radiographs rather than digital images for purposes of transport to UCSF. No changes were necessary for this SLO and the parameters will remain the same.</p> <p>Result: Target Met Reporting Year: 2011-2012 Resource Request: continue the purchase of film, solution and mounts</p>	<p>06/12/2012 - Continue to stay informed about the changes to the State Board Exam criteria for radiographs</p>
		<p>10/13/2011 - A finding that 95% of the students were able to determine the need of a radiographic retake using the correct parameters.</p> <p>Result:</p>	<p>04/10/2012 - Consider to keep the parameters consistent with the evaluation form of HA, VA, CC, DE</p>

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	<p>Assessment Method: The parameters for the California State Board Exam is different from the Foothill College assessment form.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: 85% of the students would be able to correctly answer additional questions in the check-box format</p>	<p>Target Met Reporting Year: 2010-2011</p>	<p>and FP for consideration of retakes.</p>
<p>Department - Dental Hygiene (D H) - D H 60E - DENTAL RADIOGRAPHY V - SLO 2 - Application of knowledge - Identify calculus on a full mouth set of radiographs. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A radiographic assessment form will be used for this SLO.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: 80% of the students will be able to identify calculus on a full set of dental radiographs.</p>	<p>06/12/2012 - 100% of the students were able to correctly identify calculus on their FMS of radiographs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>06/12/2012 - continue to identify calculus on film and digital radiographs.</p>
		<p>10/13/2011 - 95% of the students were able to identify calculus on a full set of dental radiographs</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>04/10/2012 - Students are comfortable and confident in identifying calculus on a full set of dental radiographs. No changes are necessary for this SLO.</p>
<p>Department - Dental Hygiene (D H) - D H 61A - CLINICAL TECHNIQUE - SLO 1 - Dental Techniques - The student will demonstrate proper use of the universal curet, gracey curets, and sickle scalers including: proper grasp, angulation, and adaptation to the tooth and/or root surface. (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: A dental hygiene instructor using a clinical assessment exam rubric on assessment procedures will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 95% of students will attain beginning level competency with clinical dental hygiene</p>	<p>05/18/2012 - 100% of the students attained beginning level competency with dental hygiene instrumentation. Class grades ranged from 83% to 95%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request:</p>	<p>05/18/2012 - Although 100% of the students attained minimal clinical competency, additional teaching support via access to instrumentation videos would enable all students to reinforce their instrumentation skills outside of the classroom. Student success this quarter was also directly supported</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	instrumentation.	<p>Support for instrumentation videos for self-paced, individualized instruction. Ongoing support for clinical teaching assistant.</p> <p>GE/IL-SLO Reflection: Although the target was met for this course, there is a need for more individualized instruction and review of the techniques demonstrated in class. Access to videos of the various techniques would help meet this need. The teaching assistant during the clinical lab sessions definitely contributed to the student successes this quarter.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continuing tutoring funds to support student learning.</p>	<p>by the clinical teaching assistant.</p> <hr/> <p>04/16/2012 - Continue to develop video clips for home study of instrumentation.</p> <hr/>
Department - Dental Hygiene (D H) - D H 61A - CLINICAL TECHNIQUE - SLO 2 - Research - The student will explain the rationale for selecting and implementing dental hygiene procedures using evidence based research for the following: application of fluorides, coronal polishing of teeth, instrumentation techniques and sharpening techniques. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: 100% of students will submit a patient competency analysis paper that is scored as passing (75% or higher).</p>	<p>05/18/2012 - Students are able to explain the rationale for evidence based research related to dental hygiene care methodologies. They demonstrated this on a patient competency paper with both a clinic and research component. Scores on patient competency papers ranged from 80% to 98%</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: The FC library maintains subscription to the</p>	<p>04/16/2012 - Add an assignment on finding peer reviewed journal articles to support their research.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>EBSCO database.</p> <p>GE/IL-SLO Reflection:</p> <p>Student performance on their competency projects/research demonstrated above average ability to access and apply evidence based research to clinical cases.</p> <p>The expanded access to research via the EBSCO database supports this outcome.</p>	
<p>Department - Dental Hygiene (D H) - D H 61B - INTRODUCTION TO CLINIC - SLO 1 - Application of Knowledge - The student will choose an appropriate patient to complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence based decision making, with a score of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>The evaluation of the SLO uses two rubrics, a clinic rubric for the clinical requirements for the patient competency, and a research paper rubric for evaluating the research paper component. The scores are combined for the final grade. Passing is 75% or higher.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 100% of students will submit a passing patient competency paper & clinical project.</p>	<p>07/06/2012 - All the students in this course completed a patient competency project on either a pediatric or an adolescent patient. The scores ranged from 82% to 97%, with a class average of 90%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Library resources on the pediatric and adolescent patients, particularly in the field of dentistry and dental hygiene.</p>	<p>09/17/2012 - None. This assignment fits well with requirements for our program accreditation.</p> <p>07/06/2012 - All students were able to complete this project above the minimal competency level.</p> <p>Continued library resources, subscriptions to evidence based dental journals, is key to student success in this learning outcome.</p>
<p>Department - Dental Hygiene (D H) - D H 61B - INTRODUCTION TO CLINIC - SLO 2 - Application of knowledge - The student will choose an appropriate patient for periodontal probing evaluation and complete the evaluation with a score of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>The evaluation of periodontal probing uses the Periodontal Probing form, which is the same, used in the California Dental Hygiene State Board licensing exam. The student readings in the selected quadrant are compared with the instructor readings. Any readings that vary more than 2mm are considered an error, minus 5 points.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100% of students will pass the periodontal probing evaluation.</p>	<p>07/06/2012 - All students in this course completed a successful periodontal probing evaluation using the guidelines of the State Board exam. The scores ranged from 85% to 100%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Maintain the accreditation mandated ratio of 1 instructor to 5 students so that students receive adequate clinical instruction and patients are safe.</p>	<p>09/17/2012 - No changes.</p> <p>07/06/2012 - Continued support of the 1 to 5 faculty/student ratio is key to student success. Students require individualized instruction in developing the fine motor skill required for success in this learning outcome.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 2 - Application of knowledge - The student will select an appropriate quadrant and complete a periodontal probing evaluation with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing used the Periodontal Probing form similar to the form used for the state licensing examination. The student reading are compared to the instructor readings. Reading with a 2mm or more discrepancy are considered errors or minus 5 points each. The student must achieve a passing score of 75% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100% of students will pass the periodontal probing evaluation.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>07/10/2012 - 100% of the students passed the periodontal probing evaluation</p>	<p>08/30/2012 - The success of the students with this project leads well to graduation from the program. This project will continue to be used as an assessment method.</p>
<p>Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the child or adolescent with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 100% of the students will submit a passing patient competency project.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>07/10/2012 - 100% of the students passed the patient competency project with 75% or higher grade.</p>	<p>08/30/2012 - The success of the students with this project leads well to graduation from the program. This project will continue to be used as an assessment method.</p>
<p>Department - Dental Hygiene (D H) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a</p>	<p>Assessment Method: The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient</p>	<p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>02/18/2013 - 100% of the students passed the Geriatric Competency Project with a 75% or better</p>	<p>02/18/2013 - No changes needed at this time.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
research paper documenting the competency and evidence-based decision making, on the geriatric medically complex with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))	<p>competency project.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 100% of the students will submit a passing patient competency project.</p>	<p>GE/IL-SLO Reflection: The success of the students with this project leads well to graduation from the program. This project will continue to be used as an assessment method.</p> <p>Result: 05/12/2012 - 100% of the students passed the patient competency project.</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: No changes at this time.</p>	<p>Result: 08/30/2012 - The success of the students with this project leads well to graduation from the program. This project will continue to be used as an assessment method.</p>
Course-Level SLO Status: Active			<p>Result: 05/12/2012 - No changes at this time.</p>
		<p>Result: 01/20/2012 - 100% of the students submitted a passing patient competency.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for instructional faculty, equipment maintenance and printing funds.</p>	<p>Result: 01/20/2012 - No changes planned.</p>
Department - Dental Hygiene (D H) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 2 - Application of knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will choose an appropriate patient for the mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 4 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target:</p>	<p>Result: 02/18/2013 - 100% of the students passed the exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: The success of the students with this project leads well to graduation from the program. This project will continue to be used as an assessment method.</p> <p>Result: 01/20/2012 - 100% of the studented passed the</p>	<p>Result: 02/18/2013 - No changes needed at this time.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	100% of the students will pass the exam.	<p>exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for instructional faculty, equipment maintenance and printing funds.</p> <p>GE/IL-SLO Reflection: No changes planned.</p>	01/20/2012 - No changes planned.
		<p>01/20/2012 - 100% of the students passed the exam.</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for instructional faculty, equipment maintenance and printing funds.</p>	
<p>Department - Dental Hygiene (D H) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student must choose an appropriate patient for care for the mock board examination. The student must receive a grade of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 100% of the students will receive a grade of 75% or higher on the mock board clinical examination.</p>	<p>04/02/2013 - 100% of the students passed the mock board examination with a 75% or higher</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This assessment continues to be appropriate for this course at this time.</p>	<p>04/02/2013 - 100% of the students received a grade of 75% or higher</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request:</p>

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		<p>None at this time</p> <p>GE/IL-SLO Reflection: This assessment continues to be appropriate for this course at this time.</p>	
		<p>10/09/2012 - All students successfully completed the project with a grade of 75% or higher</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: All students successfully completed the project. This course will continue to utilize this project as an assessment tool.</p>	
		<p>05/12/2012 - 100% of the students passed the exam. No changes at this time</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Dental Hygiene (D H) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 85% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 85% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100% of students will pass the periodontal probing evaluation.</p>	<p>04/02/2013 - 100% of the students passed the periodontal probing evaluation</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This assessment continues to be appropriate for this course at this time.</p> <p>05/12/2012 - 100% of the students passed the periodontal probing evaluation. No changes at this time.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	

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<p>Department - Dental Hygiene (D H) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 5 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or better.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 100% of the students will pass the exam.</p>	<p>07/10/2012 - 100% of the students passed the examination.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Dental Hygiene (D H) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 90% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 90% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100% of students will pass the periodontal probing evaluation.</p>	<p>07/10/2012 - 100% of the students passed the periodontal probing evaluation</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Dental Hygiene (D H) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 1 - Application of Knowledge - By the end of fall quarter, the dental hygiene student will be able to differentiate between measures of central tendency. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question about measures of central tendency on the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 85% of students will answer this question on the final exam correctly.</p>	<p>12/16/2012 - 15 students out of 23 students differentiated between measures of central tendency on a multiple choice question on an exam. This is 65% of the students in the course. The target for success was 85% which was not exceeded.</p> <p>Result: Target Not Met</p> <p>Reporting Year: 05/07/2012 - No changes are needed a this time.</p>	<p>12/17/2012 - The only change needed would be to spend more time reviewing the basic concepts after the main lecture on statistics.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2012-2013</p> <p>Resource Request: funding for materials to make visual aids, informational pamphlets, a laptop computer and LCD projector to use for presenting oral hygiene information at community outreach events. Funding for supplies such as toothbrushes, toothpaste, etc.</p> <p>GE/IL-SLO Reflection: Only 65% of the students were able to correctly identify the three different measures of central tendency. I was disappointed that more of the students did not answer the question correctly. I will continue to have a guest lecturer who teaches statistics in the math dept at Foothill College come to the class. He does a great job teaching the students the basic concepts of statistics and then I am able to follow up with the students. I may not have spent enough time in class reviewing some of the basic statistical concepts. This next year I will spend more time reviewing the main concepts with the students earlier in the quarter to ensure that every student understands the basic concepts by the end of the quarter.</p>	
<p>Department - Dental Hygiene (D H) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 2 - Application of knowledge - By the end of fall quarter, the dental hygiene student will be able to identify dental health disparities. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question about dental health disparities is included on the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 85% of students will answer the question on the final exam correctly.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Continued funding for library databases at</p>	<p>12/16/2012 - 21 out of 22 students correctly identified examples of dental health disparities in a multiple choice question on the final exam. This is 95% of the students in the class. The target for this objective is 85 %, so I did exceed the target for success.</p> <p>12/17/2012 - I will continue to incorporate discussions and viewing the DVD "Is Inequality making us sick?" The information is very valuable to the understanding of this topic.</p> <p>05/07/2012 - no changes are needed at this time</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the college library; funding for resources to make visual aids and informational pamphlets for community outreach events; funding for a computer laptop and LCD projector/oral health supplies (toothbrushes)</p> <p>GE/IL-SLO Reflection: I was happy to see that most of the students understood the concept of oral health disparities, since we spent time in class discussing this issue at length. I will continue to incorporate more discussions on this topic into each class session, especially following viewing the stories on the DVD, "Inequality-Is It Making Us Sick?"</p>	
<p>Department - Dental Hygiene (D H) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 1 - Application of Knowledge - By the end of winter quarter, the dental hygiene student will be able to develop a community dental health program goal. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 3-4 page community dental health program proposal.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 85% of students will receive a score of 22 or higher on a 25 point rubric.</p>	<p>03/25/2013 - Students were required to develop a proposal for a community dental health program that addresses a public health problem in the community. I found that 22 out of 22 students (100%) were able to develop program goals to help guide them in the development of the program proposal and the evaluation of the program. A rubric was used to assess this outcome. I found that 22 out of 22 students received the maximum amount of points: 25 out of 25 points (100%). This exceeds the target goal of 85% of students will receive a score of 22 or higher.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Funds to purchase oral health supplies (toothbrushes, toothpaste, floss, etc), materials to develop oral health visual aids, portable LCD projector to use in out community outreach activities.</p> <p>GE/IL-SLO Reflection:</p>	<p>03/25/2013 - I feel that incorporating more "hands-on" activities related to developing community dental health goals has helped the students this year. I want to continue to have students work in groups in these projects and spend time with each group discussing and brainstorming proposal ideas. I want to discuss the process of goal evaluation more next time.</p> <p>04/02/2012 - I would like to continue to incorporate more "hands-on" exercises in class for the practice in creating goals. I would also like to have the students share more about their research and proposals with the rest of the class. This will allow for more collaborative interaction between the students.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		The development of goals for a community health program gives the student an opportunity to develop his/her critical thinking skills and the ability to apply what is learned in the classroom to the clinical and community setting.	
Department - Dental Hygiene (D H) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 2 - Application of knowledge - By the end of winter quarter, the dental hygiene student will be able to identify the components of a community dental health program objective. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: A multiple choice question on components of a program objective on the midterm exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 85% of students will correctly answer the question on the midterm exam.</p>	<p>03/25/2013 - The students were required to identify the parts of a community dental health objective. An embedded multiple choice question was used to evaluate this outcomes. I found that 100% of the students (22 out of a total of 22 students) correctly identified one of the key components of an objective when answering the question. This outcome exceeds the target for success which was set at 85%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: Funds for oral health supplies (toothbrushes, toothpaste, floss), materials to develop oral health visual aids, portable LCD projector.</p> <p>GE/IL-SLO Reflection: The exercise of developing and identifying parts of a community health objective is critical for the success of community health programs. Objectives are used to evaluate the outcomes of the program and determine if the program is meeting the needs or specific target groups within the community. This experience develops a student's ability to critically think and solve problems within the community.</p>	<p>03/25/2013 - Even though the students were able to identify components of a community dental health objective, I will continue to incorporate more class discussions regarding objectives and the process of writing complete objectives that are measurable. Meeting with individual groups regarding their objectives has been beneficial to the students and I will continue this process.</p>
Course-Level SLO Status: Active			<p>04/02/2012 - Even though I more than met the target goal of this SLO, I want to incorporate more collaborative exercises for the students in developing these objectives for their program proposals. I will allow more time for the students to share the objectives from their programs with the class to garner constructive feedback and facilitate discussions on the topics.</p>
Department - Dental Hygiene (D H) - D H 64 - ETHICS, LAW & DENTAL OFFICE PRACTICES - SLO 1 - Application of	<p>Assessment Method: The paper will be evaluated using a grading rubric. A passing score is 75% or higher.</p>	07/09/2012 - Students were successful in researching & writing the ethical/legal dilemma paper. Grades ranged from 77%-98%.	07/09/2012 - No changes planned.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Knowledge - Given a legal/ethical dilemma the student will apply the Six-Step Decision Making Model and analyze the evidence, legal facts, ethical principles involved and details of the dilemma to reach an appropriate decision.</p> <p>(Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Case Study/Analysis</p> <p>Target: 100% of students will submit a paper with a passing score.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Library databases for dental & medical research.</p> <p>GE/IL-SLO Reflection: This assignment demonstrates competency in the four ILOs.</p>	<p>09/16/2011 - All students received a passing score on their paper. The papers were evaluated using a rubric. Scores ranged from 78% to 98%, with an average of 87%. The ethical/legal scenarios were well researched by the students & will apply to their career as a dental hygienist.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Peer reviewed journals on ethics & law in dentistry or medical fields available online through the Foothill College Library.</p> <p>09/17/2012 - Next year I will require two - three peer reviewed journal articles related to their topic as references to strengthen the evidence based research.</p>
<p>Department - Dental Hygiene (D H) - D H 64 - ETHICS, LAW & DENTAL OFFICE PRACTICES - SLO 2 - Application of knowledge Capstone - As a capstone project for graduation from the dental hygiene program the student will create a final e-portfolio which demonstrates their competency in the four dental hygiene competencies: Dental Hygiene Process of Care, Health Education Strategies, Infection & Hazard Controls, Legal & Ethical Principles. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three dental hygiene faculty members using a rubric will evaluate the e-portfolio. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students will complete their e-portfolio capstone project with a passing score.</p>	<p>07/09/2012 - All graduating DH students completed their capstone project, e-folio with grades ranging from 76% - 98%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: The project spans the two year program & is</p>	<p>07/09/2012 - This assignment demonstrates competency in the four ILOs & the DH program competencies.</p> <p>07/09/2012 - No changes planned.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>an excellent demonstration of competency.</p> <p>09/16/2011 - All dental hygiene students completed their e-portfolio as their capstone project for the DH program. The e-portfolios were reviewed by 3 faculty members, then a composite score was assigned based on all three reviews. The scores ranged from 84% to 97%, with an average of 90%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: College support for the e-portfolio project. This year it was a pilot project funded by Foothill Global Access & we received technical assistance from Judy Baker & Una Daly.</p>	<p>09/17/2012 - We will continue to use 3 evaluators for the final e-portfolio review & use the same grading rubric.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 2 - Knowledge - Describe the different nerves anesthetized in dental hygiene (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 07/27/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final Exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student will score a 75% or better on a final exam testing this assessment</p>	<p>09/21/2012 - all students scored a 85% or better</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: None needed</p>	<p>09/21/2012 - None planned for 2013</p> <hr/> <p>07/23/2012 - No changes planned</p> <hr/> <p>11/12/2011 - Goal met..no changes needed</p> <hr/>
		<p>07/25/2012 - All students scored a 75% or better</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	<p>07/25/2012 - No changes planned</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>07/25/2012 - All students met target</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	<p>07/25/2012 - No changes planned</p> <hr/>
		<p>11/29/2011 - 100% of the students scored 75% or better. Grades ranged from 98% to 82%</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: All students met target</p>	
		<p>11/12/2011 - All students scored a 75% or better on the final exam</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: None needed</p>	<p>07/23/2012 - No changes planned</p> <hr/> <p>11/12/2011 - Goals met no changes needed</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 1 - Dental Techniques - Describe the classes of anesthetic drugs used in dental hygiene (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student will score a 85% or better on this knowledge assessment</p>	<p>09/21/2012 - All students scored a 85% or better on this exam. Grades ranged from 98% to 87%</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: Goal met</p>	<p>07/25/2012 - No changes planned</p> <hr/> <p>07/25/2012 - All students scored a 85% or better</p> <p>Result:</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	09/21/2012 - None planned for 2013
			09/21/2012 - None planned for 2013
			07/23/2012 - No changes planned
Department - Dental Hygiene (D H) - D H 66 - SOFT TISSUE CURETTAGE - SLO 1 - Dental Techniques - The student will perform soft tissue curettage on a dental typodont following procedural guidelines. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will perform soft tissue curettage on a dental typodont following procedural guidelines in a lab practical examination using a performance evaluation form achieving a score of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 100% of the students will pass the exam.</p>	<p>02/18/2013 - 100% of the students passed the exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: The exam continues to be a good measure of performance.</p> <p>01/20/2012 - 100% of the students passed the examination.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for instructional faculty, equipment maintenance and printing funds.</p>	02/18/2013 - No changes planned at this time
Department - Dental Hygiene (D H) - D H 66 - SOFT TISSUE CURETTAGE - SLO 2 - Dental Techniques - The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 100% of the students will pass the exam.</p>	<p>02/18/2013 - 100% of the students passed the exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: This exam continues to be appropriate to</p>	02/18/2013 - No changes planned at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>meet the SLO. The exam will continue to be used.</p> <p>01/20/2012 - 100% of the students passed the examination.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for instructional faculty, equipment maintenance and printing funds.</p>	<p>01/20/2012 - No changes planned.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 1 - Knowledge - Describe the various techniques to achieve sedation in dental hygiene (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will pass the exam on sedation with a score of 75% OR higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 100% of the dental hygiene students will pass this assessment with a score of 75% or higher.</p>	<p>05/09/2012 - All DH students passed with an 85% score or higher.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Adequate funding for nitrous oxide equipment & supplies.</p> <p>GE/IL-SLO Reflection: Course meets some aspect of all college ILOs.</p>	<p>05/09/2012 - Consider restructuring the lecture & lab to better use resources.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 2 - Knowledge - Describe the parts of a fail-safe nitrous oxide/oxygen machine (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will describe & safely operate a fail-safe nitrous oxide/oxygen unit on a patient. A grading rubric will be used in the lab assessment.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100 % of the dental hygiene students will pass this lab assessment.</p>	<p>05/09/2012 - 100% of the DH students passed the lab practical exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Adequate funding for nitrous oxide equipment & supplies.</p> <p>GE/IL-SLO Reflection: Competence in this lab assessment correlates to all college ILOs.</p>	<p>05/09/2012 - Consider restructuring of the lecture & labs to better use time & resources for the course.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 1 - Knowledge - Recognize the radiographic anatomical features of the teeth and periodontium. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Using a dental radiograph, the student will be able to correctly identify enamel, dentin, pulp and alveolar bone.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 90% of the students will be able to correctly identify these anatomical features of the teeth and periodontium.</p>	<p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>10/13/2011 - 100% of the students were able to correctly identify these anatomical features.</p>	<p>06/30/2012 - Applying this assessment for the 2012 spring quarter, 100% of the students successfully met this goal of identifying enamel, dentin pulp and bone. An OSCE type of format was used for this question. Using an author's drawing combined with a matching radiograph from a dental journal to provide additional comparative information for the student. Additional identification was asked this year to include: lamina dura and PDL space. One student erred with lamina dura and identified it as cementum</p>
	<p>Assessment Method: Using a comparative drawing with a matching radiograph from a dental journal, the student will be able to identify the enamel, dentin, pulp, bone, lamina dura and PDL space</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will accomplish this goal</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: continue to have professional journals sent to the department and available to the faculty</p> <p>GE/IL-SLO Reflection: critical thinking skills were applied by 91% of the students to achieve this SLO</p> <p>07/02/2012 - 91% of the students were able to meet this CL-SLO</p>	<p>07/02/2012 - continue to use this updated assessment method, it is more comprehensive than the previous year's.</p>
<p>Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 2 - Application of knowledge - Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries. (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: The radiographic interpretation form will be used to determine whether a student is successful in the interpretation of the presence or absence of dental caries</p> <p>Assessment Method Type:</p>	<p>Result: Target Met</p> <p>Reporting Year:</p> <p>10/13/2011 - 75% and above of the students were able to interpret the presence or absence of dental caries on a bitewing radiograph</p>	<p>10/13/2011 - The assessment should be modified to say "using a diagnostic bitewing radiograph, the student will be able to interpret the presence of gross caries". This change will be a more useful</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Discussion/Participation Target: 75% of the students will be able to interpret the presence or absence of dental caries on a bitewing radiograph	2010-2011	statement since the students have this criteria as a limiting factor in patient selection for the State Board Examination.
Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION - new SLO#2:knowledge and comprehension - To test for comprehension, students were asked to match anatomical landmarks with a column of definitions (Created By Department - Dental Hygiene (D H)) Start Date: 04/09/2012 End Date: 07/01/2012 Course-Level SLO Status: Active	Assessment Method: Using a column of anatomical radiographic landmark names, the student will be able to match the definition and/or description with the name. Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will be able to meet this target goal	07/02/2012 - 91% of the students were able to achieve this target. Result: Target Met Reporting Year: 2011-2012 GE/IL-SLO Reflection: Identifying landmarks is critical in mounting radiographs.	07/02/2012 - Because radiographs are difficult to reproduce on paper, the old SLO #2 was replaced by this new SLO. Until there is a better method or media to reproduce radiographs, it is best not to ask to identify caries on an exam, and continue to show caries in the lecture setting
Department - Dental Hygiene (D H) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 1 - Application of Knowledge - Identify the medications in an emergency drug kit (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: Short answer question for spelling name of emergency kit items and function. Assessment Method Type: Exam - Course Test/Quiz Target: 96% can successfully name and identify the function of drugs in the emergency kit.	07/18/2012 - 98 % of students successfully named and identified the function of common drugs in a dental emergency kit. Result: Target Met Reporting Year: 2011-2012 Resource Request: None. GE/IL-SLO Reflection: It is important for DH students to know this information and be able to utilize the information when faced with a emergency procedure. Repetition and verbal questioning is necessary.	07/18/2012 - Continue to test students with written and case study questions about emergency drugs and their uses.
Department - Dental Hygiene (D H) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 2 - Application of knowledge - describe	Assessment Method: Students will be able to identify signs and symptoms of common medical emergencies	07/18/2012 - 98% of students were able to identify common signs and symptoms of syncope and hyperventilation on multiple choice and case study	07/18/2012 - End of quarter OSCE exam should emphasize these two emergencies.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>the signs and symptoms of common medical emergencies (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>in a multiple choice exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 96% of the students will be able to identify common signs and symptoms of syncope and hyperventilation.</p>	<p>questions.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: Since these are the most common emergencies in dental offices it is important that the DH students can identify signs and symptoms of syncope and hyperventilation</p>	
<p>Department - Dental Hygiene (D H) - D H 72 - DENTAL MATERIALS - SLO 1 - Dental Techniques - The student will evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Dental and restorative charting on student-partner.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: By the 3rd lab session the student will be able to correctly chart 95% of all existing conditions and dental restorations.</p>	<p>07/18/2012 - All of the students were able to identify and correction chart a minimum of 95% of all existing conditions and dental restorations.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: We transitioned to Eaglesoft Dental software which made this task much easier.</p>	<p>07/18/2012 - Work on more case studies to enter in lab.</p>
<p>Department - Dental Hygiene (D H) - D H 72 - DENTAL MATERIALS - SLO 2 - Application of knowledge - The student will assess and identify a patient's caries risk and propose a plan for to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Caries risk assessment Tdap test on student-partner</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100% completion for patient assessment assignment.</p>	<p>07/18/2012 - All students completed this assignment</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Tdap meter (already received)</p> <p>GE/IL-SLO Reflection: New technology (Tdap meter) was purchased at end of winter quarter. Students used older method with agar and incubator.</p>	<p>07/18/2012 - Valuable lesson, use Tdap meter next year.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 73 - DENTAL HEALTH EDUCATION - SLO 1 - Research - The student will research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: All students will submit an e-portfolio project on an oral health product with a score of 75% or higher.</p>	<p>04/18/2012 - All students submitted an e-portfolio project with a score of 75% or higher. The scores ranged from 100% to 75%, with an average of 92% for the class.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: The students are improving their writing skills in research papers and reflections. The portfolios were very well done. This project relates four college ILO's and shows the students are progressing toward a high level of competence.</p>	<p>04/18/2012 - Continue the e-portfolio project each quarter of the two year program.</p> <hr/>
		<p>04/11/2011 - All students were successful in submitting the required components for their e-portfolio. Some students need additional practice with college level writing skills. Grades for the e-portfolios ranged from 75% to 98%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Continued funding for the eportfolio sites for DH students.</p>	<p>04/12/2012 - Refer students with weak writing skills to FC writing center or other resources.</p> <p>Encourage students to use peer review before submitting writing assignments.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 73 - DENTAL HEALTH EDUCATION - SLO 2 - Research - The student will research an oral health product and write a research paper citing evidence based data on the product.</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p>	<p>04/18/2012 - All students completed the research project with a passing score of 75% or higher. Scores ranged from 100%-75% with a class average of 90%.</p> <p>Result:</p>	<p>04/18/2012 - The students are improving their writing skills in research papers and reflections. The research projects were very</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>The student will give an oral presentation on their research project to the class. Both parts of the project must be passed with a score of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Research Paper</p> <p>Target: All students complete the patient assessment paper with a minimum score of 75%.</p>	<p>Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continuing tutoring funds to support student learning.</p> <p>GE/IL-SLO Reflection: The research project and oral presentation relates to all four college ILO's. Students outcomes were very good.</p>	<p>well done. This project relates four college ILO's and shows the students are progressing toward a high level of competence.</p> <hr/>
		<p>04/04/2011 - Students all completed their patient assessment paper with a grade of 75% to higher. The range in scores were 100-75, with a class average of 88%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Time! An additional instructor in the Friday lab would also be helpful.</p>	<p>09/15/2011 - Continue to develop the directions for the clinical portion so that students have fewer questions. Calibration of clinical faculty each year. Edit syllabus directions for this project.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 1 - Dental Techniques - The student will demonstrate the proper technique for utilizing ultrasonic instrumentation for periodontal debridement and calculus removal. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated on ultrasonic instrumentation in a clinical practical examination utilizing a process evaluation form achieving a grade of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 100% of the students will pass the practical clinical examination.</p>	<p>02/18/2013 - 100% of the students passed the practical clinical examination</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: The clinical practical exam continues to be a good measurement for the SLO.</p>	<p>02/18/2013 - No changes needed at this time.</p> <hr/>
		<p>01/20/2012 - 100% of the students passed the practical clinical examination.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for</p>	<p>01/20/2012 - No changes planned.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		instructional faculty, equipment maintenance and printing funds.	
Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 2 - Dental Techniques - The student will identify the principles of ultrasonic instrumentation including pretreatment considerations, indications and contraindications. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will be evaluated on principles of ultrasonic instrumentation by a written exam achieving a grade of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 100% of the students will pass the examination.</p>	<p>Result: 02/18/2013 - 100% of the students passed the written exam.</p> <p>Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: This exam continues to be a good tool for measuring the SLO.</p>	<p>Result: 02/18/2013 - No changes needed at this time.</p>
Course-Level SLO Status: Active		<p>Result: 01/20/2012 - 100% of the students passed the examination.</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continued support is needed for instructional faculty, equipment maintenance and printing funds.</p>	<p>Result: 01/20/2012 - No changes planned.</p>
Department - Dental Hygiene (D H) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 1 - Dental Techniques - The student will select appropriate advanced instruments for periodontal debridement when given patient assessment information. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will be evaluated on selecting advanced instruments for periodontal debridement by written examination achieving a score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 100% of the students will pass the exam.</p>	<p>Result: 04/02/2013 - All students passed the exam.</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This continues to be an acceptable method of evaluation at this time.</p>	
Course-Level SLO Status: Active		<p>Result: 05/12/2012 - 100% of the students passed the exam.</p> <p>Reporting Year: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: No changes at this time.</p> <p>05/12/2012 - 100% of the students passed the exam. No changes at this time.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>05/12/2012 - No changes at this time.</p>
<p>Department - Dental Hygiene (D H) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 2 - Dental Techniques - The student will be able to assess anatomical features of dental anatomy and apply advanced techniques for effective root surface debridement. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated on root surface debridement utilizing a process evaluation form during lab exercises and student written feedback on their learning experience.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 100% of the students will complete the project.</p>	<p>04/02/2013 - 100% of the students completed this project</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This continues to be an appropriate assessment method at this time.</p> <p>05/12/2012 - 100% of the students complete the project. No changes at this time.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Dental Hygiene (D H) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 1 - Knowledge - The student will be able to state the criteria for selecting an appropriate patient for the dental hygiene California State Board Examination. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will apply the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of the students will have successfully applied the criteria for patient selection.</p>	<p>07/10/2012 - 100% of the students successfully applied the criteria for patient selection.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 2 - Application of knowledge - The student will assess patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will assess and accurately determine the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of the students will have accurately assessed patients for the dental hygiene licensure exam.</p>	<p>07/10/2012 - 100% of the students accurately assessed patients for the dental hygiene licensure exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	