Basic Program Information

Department Name:

Dental Hygiene

Division Name:

Biological and Health Sciences

Program Mission(s):

The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This education 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. 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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Phyllis Spragge	Dental Hygiene	Program Director
Ken Horowitz	DH & Health	DH & Health Instructor
Judy Yamamoto	DA & DH	DA/DH Instructor
Catherine Kornegay	DA & DH	DA/DH Instructor

Total number of Full Time Faculty:	*2.75*
Total number of Part Time Faculty:	12

Please list all existing Classified positions:Dental Clinic Administrative Assistant (50% DA, 50% DH) Truc Nguyen, RDA

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Dental Hygiene Program		X	N/A

*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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
A.S Degree	19	19	21	**+ 9.5%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
N/A	N/A	N/A	N/A	N/A

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	1,018	1,048	1,073	+2.4%%
Productivity (College Goal 2013-14: 535)	282	244	280	+ 14.9%%
Success	1,004 (100%)	1,038 (100%)	1,071 (100%)	0%
Full-time FTEF	5.5	6.4* *DH program director served as dean 2011-12	5.7	-11.5%
Part-time FTEF	2.6 percentage PT 48%	3.7 percentage PT 58%	2.6 percentage PT 46%	- 29.2.%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department

X	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

N/A

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **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.

The enrollment is stable; due to Commission on Dental Accreditation and the size of the DH clinic, we are limited to 24 students admitted each year. In the current DH 1 and DH 2 class cohorts, we have retained all 24 students in both classes. The program receives more applications than there are spots, however we maintain a lottery for 20% of the qualified applicants and 80% of students are admitted have completed all required sciences for the major. Enrollment over the year may decline during the two-year program due to students dropping for personal problems or dismissed due to academic or clinical deficiencies. Attrition would increase if students were admitted who were not prepared by taking enough required support courses prior to starting the DH program, due to the higher number of units students carry each quarter.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The dental hygiene program enrollment data for 2012-13 is up 2.4% which is significantly higher than the college enrollment data of -5.8%. The data shows the DH student ethnicity demographics are similar with comparison to the college demographics, with the exception of the African American population. The American Dental Education Association shows similar results that African Americans are under-represented in dentistry. Primarily women populate the dental hygiene program with only 0-2 male students enrolling each year. There is one male student currently enrolled in the 2013-14 academic year. In addition, dental hygiene students tend to be older and have a higher level of education than the typical Foothill College student. The AS degree in dental hygiene is 152 units, so that most likely accounts for the higher age & education level of DH students. Continuing outreach activities to attract under-represented students to allied health programs should be an ongoing initiative at the college.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The dental hygiene program productivity was 280 in 2012-13. Program productivity has been fairly stable over the past several years due to very low attrition/high retention of DH students. The reason for a lower productivity number than the college averages then the college is that the dental hygiene program has

accreditation mandates for instructor-to-student ratios in lab and clinic, to ensure the health and safety during patient care. This requires a higher level of instructor staffing than traditional courses. The ratio of faculty-to-students in radiology and clinic must be 1:5 and the ratio for lab must be 1:12. The faculty-to-student ratios limit the productivity of the program. The dental hygiene clinic can accommodate 24 students. The dental hygiene program productivity was 280 in 2012-13. Program productivity has been fairly stable over the past several years due to very low attrition, high retention of DH students.

We have added AHS 50 to our required courses, but this is not calculated in our productivity numbers or WSCH. We also had to drop some tutoring or enrichment hours last year (DH 1290 series), that lead to a slight decline in productivity.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course success rates for the dental hygiene program are significantly higher than the college for target ethnic groups, age and gender. The high success rate could be attributed to several factors:
- Students are enrolled in a career program and may be more focused to complete a career, which will enable them to get a job immediately upon graduation.
- Accreditation standards limit classroom, clinic and lab faculty to student ratios, which can give students more individualized instruction.
- Students are closely monitored by program director and faculty. Referral to psychological services and other support resources on campus can assist students to have successful outcomes.

b. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of AS degrees awarded in dental hygiene does not vary much due to the limited enrollment in the program. Over the past two years the numbers of degrees has increased slightly due to increase student retention. Dental hygiene students must complete the AS degree in order to take licensing board examinations. Our graduates are diverse, multi-lingual and multi-cultural.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The dental hygiene program does not award a certificate of completion.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> The AS degree for dental hygiene is not necessarily a transfer degree program, however many DH graduates continue their education, if they don't already have a bachelor's degree. The 2012-13 data sheet show that 46% of our DH students already hold a bachelor's degree and 22% already hold a AA/AS degree. Currently, two DH graduates who are currently attending University of California, SF to pursue a master's degree in dental hygiene.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> The dental hygiene program is not a basic skills program

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

> Dental hygiene is not an entry-level program. During the DH program, students create a competency-based portfolio documenting their skills and abilities, including written assignments, research papers, public health projects, analysis of health related data and research, and preparing patient demographic data. DH students graduate with competency far beyond basic skills.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> The dental hygiene program is not classified as a transfer program.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

> The AS degree for dental hygiene is not necessarily a transfer degree program, however many DH graduates continue their education, if they don't already have a bachelor's degree. The 2012-13 data sheet show that 46% of

our DH students already hold a bachelor's degree and 22% already hold a AA/AS degree. Currently, two DH graduates who are currently attending University of California, SF to pursue a master's degree in dental hygiene.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Graduates of the dental hygiene program are prepared to enter the workforce immediately upon graduation.

End-of-year and alumni outcome assessment surveys indicate:
    i.   85% of graduates gain full-time employment
    ii. 10% of graduates gain part-time employment
    iii. 5% of graduates transfer to university and pursue a higher degree & work part-time.

College Core Mission: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

- **Diversity:** Dental hygiene program demographics demonstrate a diverse student population but in comparison to the college demographics has a slightly less number of African American students
- **Basic Skills:** While attending the program, the DH students expand their skills and abilities in math, writing and communication.
- **Transfer:** DH students do transfer to other colleges and universities. There are currently DH graduates attending four year institutions for bachelor and master's degrees.
- **Career Preparation:** The DH program has an excellent reputation among community dentists and students who choose to work either full-time or part-time are highly sought after.
- **Innovation:** Students and faculty are working on videos teaching patients oral hygiene techniques and translating them into multiple languages to better serve our patients and community.
- **Ongoing improvement:** DH students attending hybrid classes and workshops with other allied health students as an introduction to interprofessional education and practice in health care professions.
- **Serving our community:** DH graduates provide services to the public including dental hygiene care, pit and fissure sealants, x-rays and coronal polishing. The average dental hygiene student has over 100 hours of community service upon graduation from the program. Our students and faculty contribute over 2,000 hours of community service each year.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

N/A

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Dental Hygiene Program SLO's (TracDat report attached as separate document)

b. Attach 2012-2013 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.

Dental Hygiene Program PLO's (TracDat report attached as separate document)

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

    a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO 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.

The DH students are highly successful and no curricular changes are 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 order to have graduates who will be competitive in the field. Digital radiography is one such example.

    The program has other outcome assessments such as:
- Quarterly surveys for each DH class
- Yearly alumni surveys
- Graduate surveys

Upon comparison of the SLO's data to the program surveys, the faculty think the information in the program surveys are more robust. Therefore, the SLO's and the program's other outcome assessments are considered together when implementing changes to the curriculum. The program faculty meet every year at the beginning of the Fall quarter to review the SLO's and other outcome assessments as part of the curriculum management plan.   Below are some of the recent changes:

Teaching digital x-rays
Digital x-rays are quite common in the dental field. Digital imaging is also becoming more and more common. We are incorporating digital x-rays into the existing curriculum and scaling back every year on traditional processing techniques.

Electronic Patient Records
We have implemented electronic patient records in the clinic. This is beneficial for students entering the dental workforce and has increased student competency in tracking patient data.

Technology
In the summer of 2013, a second projector and screen were added to the DH classroom that allows simultaneous viewing of a PowerPoint lecture on one screen and using the visualizer for dental equipment and items. This has vastly improved the student instruction in that classroom.

The DA and DH program also purchased electronic devices to detect dental decay that has been incorporated into the curriculum.

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. Our program mission 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, with course level objectives and outcomes in support of student learning and career preparation.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

We are implementing inter-professional education (IPE) by creating three courses: AHS 50A, 50B and 50C that all allied health students at Foothill College can take. Accreditation standards for allied health programs are requiring inclusion of IPE and patient competencies as part of the curriculum for degrees and certificates.

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

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. At this time we have no major curriculum changes planned, other than implementing inter-professional courses as needed (AHS 50A, 50B, 50C).
Outcomes for graduates are reported one year after graduation. The data below is from the graduating all of 2012 .

PLO #1. Students will demonstrate the necessary knowledge, skills, and values for the practice of dental hygiene.

Outcomes assessment for graduates 2012:
1. National Board exam scores – 100 % pass
2. RDH licensing exams – 100% pass
3. E-portfolio capstone project – 100% pass

PLO #2. Students will demonstrate the necessary knowledge and values in legal regulations and ethical issues for the practice of dental hygiene.

Outcomes assessment:
1. National Board exam scores: Professional Responsibility and Liability section -100% pass
2. State of California Law & Ethics for the RDH exam scores – 100% pass
3. E-portfolio law & ethics project – 100% pass

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. For the most part, the assessments indicate a high degree of student satisfaction.   Areas of weakness are highlighted by the program director and discussion for curriculum management ensues.
At the Fall 2013 faculty meeting, the faculty discussed the graduate and alumni survey and recommended that the surveys be revised to better reflect the accreditation standards.   Here are the findings:

- 100% of the DH graduates report they are satisfied with their decision to become a dental hygienist.
- 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.
- Results of licensing exams show 100% pass rates.
- The dental hygiene program is fully accredited by Commission on Dental Accreditation without reporting requirements.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The program director discusses SLO's and the outcomes with the faculty at the end of each quarter and at a mandatory pre-fall meeting. The program director assist faculty, when needed, with SLO's and monitor progress and reflection in TracDat.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>**Educational & Strategic Master Plan (ESMP)**</u>, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1 Continue to implement digital radiographs	No Purchase digital panoramic machine within 1 year	Yes Will be purchased in 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 Perkins funding for purchase of radiology equipment to either upgrade equipment or replace current equipment. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on an annual basis.
2. Maintain DH program accreditation approval status	Ongoing – long term goal	CODA approved without reporting requirements. Next site visit 2018.	Review CODA accreditation standards every year with faculty. Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers. The DH program has a ongoing relationship with

			dentists serving on our advisory board.
3. Faculty development	Ongoing – long term goal	Yes Faculty training to keep current in field. Also keeps program competitive with other community or private programs. Also an accreditation requirement.	Program will continue to request Perkins funding for faculty development. Program addresses Core Mission Workgroup Initiative by maintaining a active and current list of members who meet on a annual basis.

4.Need consistent counseling experiences and maintain program's coordinator for allied's
   a. Maintain Health Career Coordinator position
   b. Dedicated evaluations specialist needed
	Ongoing	Degree Works presented at AHS 50 pre-Fall student meeting which is easy and fast for students to determine status for degree completion.
		
		A dedicated health career coordinator and a evaluations specialist is directly related to student success from program application to program completion.
			Need to keep Division's Health Career Coordinator. Kerry West is essential.
			
			Counseling and Evaluations office give priority to load student transcript information in Degree Works. However, there is a need for a dedicated evaluations specialist for allied health students.
			
			Addresses Core Mission Workgroup Objectives for 2011-12 for advising students to register for the appropriate course.

5.Continue to graduate students of high caliber who can choose to work or pursue advanced education	Ongoing	Students will be able to perform all duties stated in the Dental Practice Act and pass licensing exams.	Review SLOs and PLOs frequently. Continue to administer assessment surveys above and beyond SLOs and PLOs
6. Replace full-time faculty upon retirement or upon leaving program	Retirement 12/2013, hiring for replacement is underway.	Maintain consistency with student learning.	Request FTE upon notice of retirement

7. Replace or purchase small equipment and purchase materials
   a. Autoclave
   b. X-ray processors
   c. Printer in room 5206
   d. Scanner
	Sent	Autoclave was purchased. Completed Need to replace an x-ray processor this year	Measure C for computers and technology Perkins funds requests for small equipment requests

8. Reassigned time 50% for DH program director	Request for permanent change to 50%	Adequately compensate program director for realistic amount of time for coordinating the program, faculty, staff,	Request in program review

		and students.	

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. To graduate DH students who are employable or seek further education	Longterm, ongoing	Student success	Evaluation of DH program PLO's
2. To graduate dental hygiene students who are successful on licensure exams	Longterm, ongoing	Student success	Evaluation of DH program PLO's
3. To graduate competent and qualified dental hygienists	Longterm, ongoing	Student success	Evaluation of DH program PLO's
4 Continue to implement digital radiographs	No Purchase digital panoramic machine within 1 year	Yes Will be purchased in 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 Perkins funding for purchase of radiology equipment to either upgrade equipment or replace current equipment. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on an annual basis.
5. Maintain program accreditation approval status	Ongoing – long term goal	CODA approved programs maintain the highest regard for DA educational programs in the private sector	Review CODA accreditation standards every year with faculty. Addresses Core Mission Workgroup Objective #3 to improve contacts with potential employers.
6. Remodel lab room – electrical and additional ceiling projector	No Measure C?	No Improve student success by shortening delays caused by set-up for labs or use of classroom by	Request for funding to dean

		other programs. Also improved scheduling of classes.	
7. Faculty development	Ongoing – long term goal	Yes Faculty training to keep current in field. Also keeps program competitive with other community or private programs.	Program will continue to request Perkins funding for faculty development.
8.Need consistent counseling experiences and maintain program's coordinator for allied's a. maintain Health Career Coordinator position b. dedicated evaluations specialist needed	Ongoing	Degree Works presented at AHS 50 pre-Fall student meeting which is easy and fast for students to determine status for degree completion. A dedicated health career coordinator and a evaluations specialist is directly related to student success from program application to program completion.	Need to keep Division's Health Career Coordinator. Kerry West is essential. Counseling and Evaluations office give priority to load student transcript information in Degree Works. However, there is a need for a dedicated evaluations specialist for allied health students. Addresses Core Mission Workgroup Objectives for 2011-12 for advising students to register for the appropriate course. Although a basic skill initiative, the DA program is entry level and assists students to become better students.
9.Continue to graduate students of high caliber who can choose to work or pursue advanced education	Ongoing	Students will be able to perform all duties stated in the Dental Practice Act	Review SLOs and PLOs frequently. Continue to administer assessment surveys above and beyond SLOs and PLOs
10. Replace full-time faculty upon retirement or upon leaving program	When occurs	Maintain consistency with student learning.	Request FTE upon notice of retirement
11 Replace or purchase small equipment and technology	Sent	No Have materials and equipment to support lab and clinic sessions.	Measure C for computers and technology Request in program review
12 Reassigned time 50% for DH program director	Request for permanent change to 50%	Adequately compensate program director for realistic amount of time for coordinating the program, faculty, staff, and students.	Request in program review

| 13 Develop linkages with feeder high school to increase visability and awareness of health careers | Three years | No | Articulation agreements with local high schools; development of capstone courses or bridge programs |

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
DH Program Director	$20,000 (est) release time increase from 33% to 50%	Goal #8– Will allow program director to do her job within reasonable time restraints. Also, can provide time for the director to implement creative projects or changes within the curriculum or program that might otherwise not happen due to time constraints with the current administrative and teaching responsibilities.	No
FT DH faculty position		Goal #6 – we have a high number of PT faculty and we would like to hire one more FT faculty member for the DH program specifically. This is important for accreditation standards and consistency in the education process.	Yes, we had a FT faculty retirement on 12/13 & we have been given the position replacement. That will just maintain what we had, not increase.
Faculty Development	$6,000/year	Goal #2 & 3- the director must attend meetings & workshops to maintain DH program accreditation.	We apply to Perkins Fund annually to fund this request.

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

Has the program received college funding for reassign time in the last three years? (y/n)- NO	Director receives 33% - budgeted release time
Has the program used division or department B-budget to fund reassign time? (y/n)	No

Indicate duties covered by requested reassign time:

Responsibility	Estimated	Related Goal from Table	Est	%

	$	in section 6 and how this resource request supports this goal.	hours per month	Time
These are my duties in addition to my teaching assignments & committee work: Maintain accreditation documents and reports, monitor student records & progress, scheduling of courses & faculty assignments, budgeting – including the clinic, overseeing the DH clinic operations, faculty meetings (weekly), DH curriculum, TracDat, annual curriculum sheet, attend director's meetings, assist the dean with DH faculty evaluations, monitor hazmat compliance in the DH clinic, counsel DH students and other duties as needed. **SB1070 Grant:** **New projects that I could be involved in if provided additional release time include (1) building relationships with feeder high schools and high school faculty to generate interest in our Health CTE programs and (2) develop curriculum and pathways into health programs at Foothill college. Deliverables from these endeavors include articulation agreements, sequencing of courses in pathway which may include Bridge programs or Capstone courses.** **SB850 legislation** **Work in pilot program to establish Baccalaureate degree in Dental Hygiene at Foothill College**	$20,000 (estimate)	Goal 1,2,3,5,9. Provides time for reflection, planning and implementation of new goals and innovate programs	17% additional release time for a total of 50% release time	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None requested			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request	Previously funded in last 3 years? (y/n)

		supports this goal.	
supplies	2000	9	Thru perkins
Instructional Salaries	6,600	9	Thru perkins

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Replace x-ray tubeheads (1 per year 2013-2019	20,000 ($5,000/ea)	Goal #4 Equipment replacement schedule to support digital and traditional x-rays	No
Replace automatic processors total of 2 (one per year 2014-2016)	16,000	Goal #4 Equipment replacement schedule to support digital and traditional x-rays	No
Replace Air Techniques digital scanner	20,000	Goal #4 Equipment replacement schedule to support digital and traditional x-rays	No

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. The DA and DH program share equipment and space. There is a need for digital panoramic X-ray machine as indicated in the budget. This is required to keep the program current and train students on state of the art equipment.	The panoramic machine will be purchased this year with Measure C funding.
FT faculty position – retirement replacement	Catherine Kornegay retired December 13, 2013. We were granted the position & plan to hire in time for spring quarter.

After reviewing the data, what would you like to highlight about your program?

- The faculty and staff are extremely dedicated and work very hard to make sure that the students in the program receive a quality education. The faculty members are also involved in local, state and national organizations and take an active role in presenting

- and serving on their Board of Directors.
- The students recognize the efforts of the faculty and staff. Also, comment on outcome assessments their appreciation for the quality of education they receive.
- Employers recognize and express their appreciation for the quality of students hired by their dental offices.
- The dental hygiene enrolls a very diverse student body.
- The DA and DH program work together to share a clinic, a classroom and a lab room in order to have schedules which don't conflict with each other.
- The dental hygiene program provides thousands of hours in community service each year. Some highlights are the annual Walk for Oral Cancer Awareness, Medical/Dental Brigade to Honduras, and health outreach activities in our community.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

The Dental Hygiene program has an exceptional track record for high student success rates (>94%). This has been a consistent trend thru the last 3 years and is realized in targeted and non-targeted students. Thus, with regard to student equity, there is no disparity in student outcomes. Indeed, all students succeed and all students pass their national exams irrespective of their ethnicity. As noted above, with the exception of the lower proportion of African American students, this is realized with students of comparable demographics to the unsegregated college population whose success rates hover around 80% for the last 3 years.

The program director brings incredible energy and vision for the DH program and to the Division as a whole. She has encouraged the other AH Program Directors to participate in Interprofessional Education (IPE) and has written 3 new AHS classes which will be taught to the DA, DH, RT, RSPT, Paramedic, PCA, Pharm Tech and DMS students. Instruction will be given to our Allied Health students *en masse* in an effort to enhance the understanding of how each profession functions in a health care setting and as a health care team. Students will be involved in small working groups organized such that each group contains one member from each AH program. Our first class is Jan 10, 2014.

Furthermore, the Program Director coordinates continuing education for previous DH graduates which are very popular and widely attended. The DH program sponsored their second annual Oral Health Walk this year and raised over $10,000 for the Oral Cancer Foundation. Furthermore, the students and faculty participate in numerous community wide efforts providing dental care to seniors, the developmentally disabled and economically depressed populations whom otherwise would have limited access to dental care.

Also, the program director was a faculty mentor and accompanied the Medical/Dental Brigades to Honduras this year and provided dental care to hundreds of children and families in remote villages. She also wrote a new course designed to give special training to students with limited medical background who volunteer on these types of humanitarian trips designed to provide dental/medical care.

Finally, the DH clinic on site at the college is so impressive to view. When students are with their patients, and the faculty and dentists are overseeing the students, it is a wonderful whir of activity, positive energy and excitement. It is a perfect learning environment which works on so many levels.

b. **Areas of concern, if any:**

As with all the Allied Health programs, I am concerned with burn out and fatigue/frustration of the faculty due to the high stress and activity level involved in coordinating and maintaining programs at this high success level.

c. **Recommendations for improvement:**

Develop strategies to enhance or identify qualified African American applicants to the DH program.

d. Recommended next steps:
___ XProceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Mission Statement: 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Hygiene (D H) - D H 200L - INTRODUCTION TO DENTAL HYGIENE - SLO #1 - The student will correctly demonstrate the intra-oral exam procedure of inspection and palpation of the oral cavity including: digital, bidigital, manual and bimanual palpation techniques using gauze and a mouth mirror. (Created By Department - Dental Hygiene (D H)) **Assessment Cycles:** End of Quarter **Start Date:** 07/01/2013 **End Date:** 08/08/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Lab Final on the intra-oral exam technique. **Assessment Method Type:** Observation/Critique **Target for Success:** 75% of students will receive an 75% or higher on the lab final	10/06/2013 - 93% of students received an 75% or higher on the lab final. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		07/01/2013 - 91% of students received a 75% or higher on the lab final **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/01/2013 - 86% of students received a 75% or higher on the lab final **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/07/2013 - 80% of students received a 75% or higher on the lab final. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Dental Hygiene (D H) - D H 200L - INTRODUCTION TO DENTAL HYGIENE - SLO #2 - Students can research a dental hygiene product and present it to the class. (Created By Department - Dental Hygiene (D H))	**Assessment Method:** 5-7 minute power point presentation researching a dental hygiene product. **Assessment Method Type:** Presentation/Performance **Target for Success:**	10/06/2013 - 90% of the students received an 75% or higher on their presentation project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Start Date:** 07/01/2013 **End Date:** 08/08/2013 **Course-Level SLO Status:** Active	80% of the students will receive an 75% or higher on their presentation project.	07/01/2013 - 100% of students received a 75% or higher on their presentation project **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/01/2013 - 86% of the students received a 75% or higher on their presentation project **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/07/2013 - 100% of students received a 75% or higher on their presentation project **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Dental Hygiene (D H) - D H 290 - 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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.		
Department - Dental Hygiene (D H) - D H 290 - DIRECTED STUDY - Log of hours -	**Assessment Method:** Student will submit an electronic record of		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is grading with a rubric. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students submit the required log, with the required elements.		
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.	01/30/2013 - 100% of students submitted a reflection paper detailed their off-campus clinical enrichment rotations in their e-portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing funding for the coordination of off-campus clinical enrichment rotations **GE/IL-SLO Reflection:** ILO met	01/30/2013 - No changes planned. Program very successful for meeting community oral health needs & an important educational experience for DH students.
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)) **Start Date:**	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students submit the required log, with the required elements.	01/30/2013 - 100% of students submitted a log of hours & activities that detailed their off-campus clinical enrichment rotations in their e-portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing funding for the coordination of off-campus clinical enrichment rotations	01/30/2013 - 100% of students submitted a log of hours & activities that detailed their off-campus clinical enrichment rotations in their e-portfolio.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active		**GE/IL-SLO Reflection:** ILO met.	
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. (Created By Department - Dental Hygiene (D H)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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 gradied with a rubric. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.		
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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 gradied with a rubric. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students submit the required log, with the required elements.		
Department - Dental Hygiene (D H) - D H			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.	01/30/2013 - 100% of students submitted a reflection paper detailed their off-campus clinical enrichment rotations in their e-portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing funding for the coordination of off-campus clinical enrichment rotations **GE/IL-SLO Reflection:** Meets GE/ILO.	01/30/2013 - No changes planned. Program very successful for meeting community oral health needs & an important educational experience for DH students.
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students submit the required log, with the required elements.	01/30/2013 - 100% of students submitted a log of hours & activities that detailed their off-campus clinical enrichment rotations in their e-portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing funding for the coordination of off-campus clinical enrichment rotations **GE/IL-SLO Reflection:** Meets GE/ILO.	01/30/2013 - No changes planned. Program very successful for meeting community oral health needs & an important educational experience for DH students.
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% of students will pass the instrumentation evaluation with a score of 75% or higher.	10/04/2013 - 97% of students passed the instrumentation evaluation with a scores of 75%, one student scored 70%. The scores ranged from 98-70%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning. **GE/IL-SLO Reflection:** This summer course is an excellent way to	10/04/2013 - No changes planned.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		identify Dental Hygiene students who will need extra tutoring to be successful in the DH program and safe to treat patients.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated by a written exam with a passing score of 75% or higher. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 95% of students will pass exam with a score of 75% or higher.	10/04/2013 - 100% of students passed the explorer quiz with a score of 75% or higher. The scores ranged from 110-75%, with an average of 88% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning. **GE/IL-SLO Reflection:** Students are learning & performing well in DH 50.	10/04/2013 - No changes planned.
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)) **Start Date:** 09/26/2011 **End Date:** 12/12/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Quiz Lab Exercise **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student shall pass the quiz/lab exercise on the bones with 70% or better	01/25/2013 - All students met target for success **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None	01/25/2013 - Better skulls need in lab 01/25/2013 - No changes planned 01/20/2012 - All students met target. No changes planned
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)) **Course-Level SLO Status:**	**Assessment Method:** Quizzes Lab Exercises **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:**	01/25/2013 - On the quiz directly related to this SLO, all 24 students scored a 70% or better **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	01/25/2013 - More human teeth needed for students to learn dental anatomy

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Student will score a 70% or better on quizzes and lab exercises on the different teeth in the human dentition	**Resource Request:** More extracted teeth needed for students to study	11/01/2011 - I plan no changes **Follow-Up:** 01/20/2012 - Target met on the final examination
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will state the different periods of human embryology on a quiz **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on this quiz	04/15/2013 - Students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None	04/15/2013 - No changes planned 07/02/2012 - No changes anticipated
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz on the differences between enamel and dentin **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on the quiz	04/15/2013 - All students scored a 75% or better **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None	04/15/2013 - No changes planned 07/02/2012 - None
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. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will submit an e-portfolio with a passing score of 75% or higher.	01/25/2013 - 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%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continued college support of the e-portfolios in two regards; (1) paying for the student e-	01/25/2013 - Continue e-portfolio assessment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		portfolios, and (2) funding a support person for the college to train and assist both faculty and students. **GE/IL-SLO Reflection:** The portfolio projects demonstrate student competency in the IL-SLO	
		01/25/2013 - 100% of the students submitted their e-portfolio and infection control project. The grades ranged from 99%-75%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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. **GE/IL-SLO Reflection:** The portfolio projects demonstrate student competency in the IL-SLO	01/25/2013 - Continue e-portfolio assessment. ――――――――――――― 12/16/2011 - The e-portfolios are an important artifact of student learning and competency. ―――――――――――――
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated by a written exam with a passing score of 75% or higher. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of students will pass the exam with a score of 75% or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning. **GE/IL-SLO Reflection:** Meets IL-SLO	01/25/2013 - No changes planned ―――――――――――――

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Hygiene (D H) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Clinical examination using a rubric. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% will pass this assessment with a score of 75% or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning. **GE/IL-SLO Reflection:** IL-SLO met.	01/25/2013 - No changes planned.
Department - Dental Hygiene (D H) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 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 (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** Clinical examination using a rubric. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% will pass this assessment with a score of 75% or higher.	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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning. **GE/IL-SLO Reflection:** IL-SLO met	01/25/2013 - No changes planned.
Department - Dental Hygiene (D H) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 2 - Knowledge - Describe the blood disorders (Created By Department - Dental Hygiene (D H))	**Assessment Method:** Students will complete an exam on the blood disorders **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** Students will score a 75% or better on the exam		
Department - Dental Hygiene (D H) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 1 - Knowledge - Describe the diseases of metabolism (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete an exam on the diseases of metabolism **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on the exam	06/27/2013 - All students scored a 75% or better on this test **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None	07/25/2012 - No changes planned 07/23/2012 - No changes planned 07/02/2012 - No changes anticipated
		06/27/2013 - All students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More library resources	07/23/2012 - No changes planned 07/02/2012 - No changes anticipated
		06/27/2013 - All students scored a 75% or better on an exam on the diseases of metabolism **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More library resources for students	10/05/2013 - no changes planned 10/05/2013 - no changes planned 10/05/2013 - no changes planned
Department - Dental Hygiene (D H) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 1 - Application of knowledge - Describe oral lesions using appropriate terminology (Created By Department -	**Assessment Method:** Quiz which students describe oral lesions using appropriate terminology **Assessment Method Type:** Departmental Questions	01/25/2013 - All students met target **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	01/25/2013 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Dental Hygiene (D H)) **Start Date:** 09/28/2011 **End Date:** 12/14/2011 **Course-Level SLO Status:** Active	**Target for Success:** Students score a 75% or better on the quiz	**Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	01/20/2012 - No changes planned
Department - Dental Hygiene (D H) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 2 - Application of knowledge - Describe the differential diagnoses of oral lesions (Created By Department - Dental Hygiene (D H)) **Start Date:** 09/28/2011 **End Date:** 12/14/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete an exam on the differential diagnosis of oral lesions **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score an 80% or better on the exam	01/25/2013 - All students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Reference books for the library	01/25/2013 - No changes planned 01/20/2012 - Students met target
Department - Dental Hygiene (D H) - D H 56 - 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)) **Start Date:** 04/08/2013 **End Date:** 06/21/2013 **Course-Level SLO Status:** Active	**Assessment Method:** A 1-page paper summarizing the indications for the use of a commonly prescribed drug. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will receive a score of 8 or higher on a 25-point rubric.	06/28/2013 - 100% of students scored 16 points or better on a 20 point assignment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** internet access, drug handbooks **GE/IL-SLO Reflection:** IL-SLO met	06/28/2013 - Continue to incorporate into the course opportunities for the students to apply information learned about commonly prescribed drugs with their indications for use.
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	**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 for Success:** 85% of students will answer the question	06/28/2013 - 21 out of 23 students chose the correct answer on the exam regarding implications for commonly prescribed drugs (91%). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	06/28/2013 - Continue to incorporate into course work opportunities for the students to apply the information regarding commonly prescribed drugs to the implications for dental hygiene care.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	correctly.	**Resource Request:** internet access, drug handbooks **GE/IL-SLO Reflection:** IL-SLO met	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz which asks to students to describe the clinical and histologic features of the periodontium **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on the quiz	06/27/2013 - All students met target **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	10/05/2013 - no changes planned 07/02/2012 - No changes planned
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz which students describe the characteristics of periodontal health **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students score a 75% or better on the quiz	06/27/2013 - All students scored a 75% or better on a quiz which tested the students on the characteristics of periodonal health **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More library reference textbooks especially color photos **GE/IL-SLO Reflection:** None	10/05/2013 - no changes planned
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 2 - Knowledge - Describe the classifications of periodontitis (Created By Department - Dental Hygiene (D H)) **Start Date:** 09/24/2012 **End Date:** 12/15/2012	**Assessment Method:** Quiz on chapters 16 and 17 in textbook to determine if students were able to describe the classifications of periodontitis **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on the quiz	01/25/2013 - All Students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Reference books for the library	01/25/2013 - No changes planned 01/20/2012 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 1 - Knowledge - Describe the classifications of gingivitis (Created By Department - Dental Hygiene (D H)) **Start Date:** 09/27/2011 **End Date:** 12/13/2011	**Assessment Method:** Quiz on chapter 14 in textbook on the different classifications of gingivitis **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on this quiz	01/25/2013 - All students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Reference books for the library	01/25/2013 - No changes planned 01/20/2012 - No changes planned
Course-Level SLO Status: Active			
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)) **Start Date:** 04/08/2013 **End Date:** 06/21/2013 **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 for Success:** Students will score a 85% or better on the exam	06/28/2013 - 100% of the students were able to answer questions regarding periodontal surgical techniques correctly, including goals, advantages and disadvantages. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** New surgical techniques in DVD format for students to view to gain an appreciation for the surgical techniques and the patient's role. **GE/IL-SLO Reflection:** IL-SLO met	06/28/2013 - Continue to incorporate actual video footage of surgeries into the course and include more current research into discussions.
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	**Assessment Method:** Students will complete a portfolio project on a periodontally involved patient **Assessment Method Type:** Portfolio Review **Target for Success:** Students will complete this project with a grade of 75% or better	06/28/2013 - 100% of students chose an appropriate patient and completed the initial phase of treatment. 18 or 22 students (81%) completed all phases of treatment including the re-evaluation. 4 students were unable to complete the re-evaluation for various reasons (18%). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	06/28/2013 - Continue to incorporate video of surgical techniques and current research into class discussions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Hygiene (D H)) **Start Date:** 04/08/2013 **End Date:** 06/21/2013 **Course-Level SLO Status:** Active		**Resource Request:** new videos of surgical techniques for students to view as part of class. **GE/IL-SLO Reflection:** IL-SLO met	
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 for Success:** 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 **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continued funding for library databases at the college; continued association with UCSF School of Dentistry. **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	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. 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		more in-depth experience for the students and introduce them to the various resources available in the area.	
Department - Dental Hygiene (D H) - D H 59 - SURVEY OF DENTISTRY - SLO 2 - 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)) **Course-Level SLO Status:** Active	**Assessment Method:** A multiple choice question on a general supervision duty of the dental hygienist on a course quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer the question correctly on the quiz.	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%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continued funding for library databases; Continued association with UCSF School of Dentistry **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.	12/17/2012 - Continue to incorporate more information in the course regarding the allowable duties of dental hygienists within the California Dental Practice Act. 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 a dental hygienist.
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	**Assessment Method:** This outcome will be assessed by a multiple-choice question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:**	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. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	90% of students will choose the correct answer	Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** This outcome will be assessed by using a short answer question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of the students will be able to list the steps in their correct order to produce photons from electrons.	01/31/2013 - 100% of the students were able to answer this question successfully. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** This outcome will be assessed by a multiple-choice question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will be able to answer the question correctly	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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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	03/28/2013 - Need a new processor
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))	**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	03/28/2013 - The range of 80%-97% was reached this quarter for proper film placement technique. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	03/28/2013 - Purchase new training mannequin(s) and maintain old mannequins. Some are >20 years old.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	deduction of 1 point. **Assessment Method Type:** Observation/Critique **Target for Success:** 75% of the students are expected to successfully pass the film placement procedure on a mannequin.		
Department - Dental Hygiene (D H) - D H 60C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - Correctly mount a full mouth survey of dental radiographs. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of the students will be able to succeed in this outcome	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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will correctly identify bone loss	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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	01/31/2013 - New forms were created to add more detail of they extent of bone loss. It is a successful solution. 06/12/2012 - Greater detail on the evaluation form will be helpful for the student to focus their search for bone loss **Follow-Up:** 06/12/2012 - Discuss with instructors prior to implementation

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Class/Lab Project **Target for Success:** 75% of the students will understand the buccal object rule by correct performance in a lab setting	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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** continue to keep mannequins in good working order.	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of the students will be able to successfully complete this SLO	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Maintain the panoramic machine with good working order. The machine is outdated and a current imaging machine is needed.	03/28/2013 - Check midline bulb for burnout and the wires for the prevention of flickers.
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)) **Start Date:**	**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. **Assessment Method Type:** Case Study/Analysis	06/26/2013 - 90% of the students were able to correctly determine whether a radiograph was suitable for submission to the State Board DH Exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:**	07/08/2013 - Keep the percentage below 100% because not all students find their State Board patient by the end of the quarter, as was the case this year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
04/08/2013 **End Date:** 06/18/2013 **Course-Level SLO Status:** Active	**Target for Success:** 80% of the students will be able to independently determine and instructor concur the need of a radiographic retake	A satisfactory SLO with consistently good outcomes	
	Assessment Method: The parameters for the California State Board Exam is different from the Foothill College assessment form. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 85% of the students would be able to correctly answer additional questions in the check-box format		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** A radiographic assessment form will be used for this SLO. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 80% of the students will be able to identify calculus on a full set of dental radiographs.	06/26/2013 - 96% of the students were able to correctly identify calculus on a full set of radiographs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** With the ability to use the zoom feature on the computer; digital radiographs have enhanced the visual ability to see calculus	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Class/Lab Project **Target for Success:** 95% of students will attain beginning level competency with clinical dental hygiene instrumentation.	04/17/2013 - 100% of the students attained beginning level competency with dental hygiene instrumentation. Class grades ranged from 75% to 98%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning.	04/17/2013 - Continue to create short video clips of instrumentation procedures for students to study during their practice & homework time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: The course SLO & outcomes are related to ILO's and demonstrate a high level of student performance in first year dental hygiene students.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated by a written exam with a passing score of 75% or higher. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% of students will submit a patient competency analysis paper that is scored as passing (75% or higher).	04/17/2013 - Students were 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 76% to 98% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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. **GE/IL-SLO Reflection:** The course SLO & outcomes are related to ILO's and demonstrate a high level of student performance in first year dental hygiene students.	04/17/2013 - Continue patient competency project & paper.
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))	**Assessment Method:** 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. **Assessment Method Type:** Research Paper **Target for Success:**	10/04/2013 - All DH 61B students completed a patient competency project & research paper. The range of scores were 98-87%, with a class average of 92%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Library resources for dental research.	10/04/2013 - No changes plannned.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	100% of students will submit a passing patient competency paper & clinical project.	**GE/IL-SLO Reflection:** Students demonstrated competency with pediatric or adolescent patients.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of students will pass the periodontal probing evaluation.	10/04/2013 - 100% of students successfully passed a periodontal probing evaluation, with a range in scores from 100-80% and an average score of 97%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continuing tutoring funds to support student learning. **GE/IL-SLO Reflection:** This result demonstrates good progress in clinic assessments.	10/04/2013 - No changes planned.
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of students will pass the periodontal probing evaluation.	10/08/2013 - 100% of the students successfully completed the periodontal probing evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** The successful completion of this assessment indicates student progress through the program.	10/08/2013 - 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.
Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 1 - Application of Knowledge - The student	**Assessment Method:** The patient competency project is evaluated by a grading rubric for the clinical portion	10/08/2013 - 100% of the students successfully completed the patient competency project. **Result:**	10/08/2013 - The success of the students with this project leads well to graduation from the program.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	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. **Assessment Method Type:** Research Paper **Target for Success:** 100% of the students will submit a passing patient competency project.	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** The successful completion of this assessment indicates student progress through the program.	This project will continue to be used as an assessment method.
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 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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Research Paper **Target for Success:** 100% of the students will submit a passing patient competency project.	02/18/2013 - 100% of the students passed the Geriatric Competency Project with a 75% or better **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	02/18/2013 - No changes needed at this time.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will choose and 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 approprite area. The student must achieve a passing score of 75% or higher. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the exam.	02/18/2013 - 100% of the students passed the exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	02/18/2013 - No changes needed at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will receive a grade of 75%or higher on the mock board clinical examination.	04/02/2013 - 100% of the students passed the mock board examination with a 75% or higher **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This assessment continues to be appropriate for this course at this time.	
		04/02/2013 - 100% of the students received a grade of 75% or higher **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This assessment continues to be appropriate for this course at this time.	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of students will pass the periodontal probing evaluation.	04/02/2013 - 100% of the students passed the periodontal probing evaluation **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This assessment continues to be appropriate for this course at this time.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the exam.	10/08/2013 - 100% of the students successfully completed the mock board clinical examination. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** The successful completion of this assessment indicates student progress through the program.	10/08/2013 - 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.
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of students will pass the periodontal probing evaluation.	10/08/2013 - 100% of the students successfully completed the periodontal probing evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** The successful completion of this assessment indicates student progress through the program.	10/08/2013 - 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.
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)) **Course-Level SLO Status:**	**Assessment Method:** A multiple choice question about measures of central tendency on the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer this question on the final exam correctly.	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. **Result:** Target Not Met	12/17/2012 - The only change needed would be to spend more time reviewing the basic concepts after the main lecture on statistics.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		**Year This Assessment Occurred:** 2012-2013 **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. **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.	05/07/2012 - No changes are needed a this time.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** A multiple choice question about dental health disparities is included on the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer the question on the final exam correctly.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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.

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Continued funding for library databases at the college library; funding for resources to make visual aids and informational pamplets for community outreach events; funding for a computer laptop and LCD projector/oral health supplies (toothbrushes) **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?"	05/07/2012 - no changes are needed at this time
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 3-4 page community dental health program proposal. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will receive a score of 22 or higher on a 25 point rubric.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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	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. 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		community outreach activities. **GE/IL-SLO Reflection:** 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.	between the students.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** A multiple choice question on components of a program objective on the midterm exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will correctly answer the question on the midterm exam.	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%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for oral health supplies (toothbrushes, toothpaste, floss), materials to develop oral health visual aids, portable LCD projector. **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.	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. 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Hygiene (D H) - D H 64 - ETHICS, LAW & DENTAL OFFICE PRACTICES - SLO 1 - Application of 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. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** The paper will be evaluated using a grading rubric. A passing score is 75% or higher. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% of students will submit a paper with a passing score.	10/04/2013 - 100% of students submitted a research paper on legal-ethical issues in dental hygiene, with a class average score of 93%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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. **GE/IL-SLO Reflection:** This SLO is excellent preparation for the graduating DH student.	10/04/2013 - No changes planned.
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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Three dental hygiene faculty members using a rubric will evaluate the e-portfolio. A passing score is 75% or higher. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students will complete their e-portfolio capstone project with a passing score.	10/04/2013 - 100% of the DH students completed their e-folio with a class average grade of 90%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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. **GE/IL-SLO Reflection:** This is an important capstone project for the DH program.	10/04/2013 - No changes planned.
Department - Dental Hygiene (D H) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 2 - Knowledge - Describe the different nerves anesthesized in dental hygiene (Created By Department - Dental Hygiene (D H))	**Assessment Method:** Final Exam **Assessment Method Type:** Exam - Course Test/Quiz	10/01/2013 - All students scored a 75% or better **Result:** Target Met **Year This Assessment Occurred:**	10/05/2013 - no changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 07/01/2013 **End Date:** 07/26/2013 **Course-Level SLO Status:** Active	**Target for Success:** Student will score a 75% or better on a final exam testing this assessment	2012-2013 **Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	07/25/2012 - No changes planned
		10/01/2013 - All students met target **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	10/05/2013 - no changes planned 07/25/2012 - No changes planned
		10/01/2013 - all students scored a 85% or better **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None needed	10/05/2013 - no changes planned 09/21/2012 - None planned for 2013 07/23/2012 - No changes planned 11/12/2011 - Goal me..no changes needed
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student will score a 85% or better on this knowledge assessment		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the exam.	02/18/2013 - 100% of the students passed the exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The exam continues to be a good measure of performance.	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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the exam.	02/18/2013 - 100% of the students passed the exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This exam continues to be appropriate to meet the SLO. The exam will continue to be used.	02/18/2013 - No changes planned at this time.
Department - Dental Hygiene (D H) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 1 - Knowledge - Describe the various techniques to acheive sedation in dental hygiene (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will pass the exam on sedation with a score of 75% OR higher. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the dental hygiene students will pass this assessment with a score of 75% or higher.	04/17/2013 - All students passed didactic and clinical exams with 84% or higher results. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for new nitrous machine to replace the one that is 10 years old. **GE/IL-SLO Reflection:** Students safely administered nitrous oxide/oxygen analgesia as used in the dental practice. 2. Students understood and safely used titration to induce the proper level of sedation, monitoring the patient during	04/17/2013 - No changes for course, however we do need to replace an old nitrous machine for health & safety reasons.

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		analgesia and oxygenating the patient at completion of sedation 3. Students demonstrated an understanding of the indications and contraindications for use of nitrous oxide/oxygen sedation. 4. Students were able to discuss the benefits and risks associated with nitrous sedation 5. Students demonstrated an understanding of the legal responsibilities of the dental hygienist regarding the administration of nitrous sedation	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will describe & safely operate a fail-safe nitrous oxide/oxygen unit on a patient. A grading rubric will used in the lab assessment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100 % of the dental hygiene students will pass this lab assessment.	04/17/2013 - 1. Students safely administered nitrous oxide/oxygen analgesia as used in the dental practice. 2. Students understood and safely used titration to induce the proper level of sedation, monitoring the patient during analgesia and oxygenating the patient at completion of sedation 3. Students demonstrated an understanding of the indications and contraindications for use of nitrous oxide/oxygen sedation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for new nitrous machine to replace the one that is 10 years old. **GE/IL-SLO Reflection:** Students were able to discuss the benefits and risks associated with nitrous sedation and demonstrated an understanding of the legal responsibilities of the dental hygienist regarding the administration of nitrous sedation to patients.	04/17/2013 - No changes in course planned, however we do need to replace an old nitrous machine before the class is taught next year.

Department - Dental Hygiene (D H) - D H

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
68A - RADIOGRAPHIC INTERPRETATION - SLO 1 - Knowledge - Recognize the radiographic anatomical features of the teeth and periodontium. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** Using a dental radiograph, the student will be able to correctly identify enamel, dentin, pulp and alveolar bone. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will be able to correctly identify these anatomical features of the teeth and periodontium.		
	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 **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will accomplish this goal	06/26/2013 - All students (100%) were able to accomplish this goal. With the comparative drawings and a matching radiograph identification of dental/periodontal structures was distinct compared to using a radiograph alone. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** I was pleased that the students recalled this information on the final exam. The presentation of this information was in the first two weeks of the quarter.	
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)) **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of the students will be able to interpret the presence or absence of dental caries on a bitewing radiograph	06/26/2013 - This SLO was replaced with a new one because caries on a radiograph (unless gross) may be difficult to see without the right equipment (viewbox, computer screen) in the classroom setting **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** See above notes	
Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION	**Assessment Method:** Using a column of anatomical radiographic	06/26/2013 - 80% of the students were able to meet this goal. Not all students were able to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 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	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 for Success:** 80% of the students will be able to meet this target goal	identify what the meaning of the word 'fossa' or 'ridge' **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** The use of human skull models is necessary to give students the hands-on tactical feel of a fossa or ridge. It is not clear by a definition alone. **GE/IL-SLO Reflection:** Continue to pursue funding for the purchase of modeled human skulls.	
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 for Success:** 96% can successfully name and identify the function of drugs in the emergency kit.	10/04/2013 - 100% of the students were able to identify the emergency kit items and function. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **Resource Request:** None **GE/IL-SLO Reflection:** Although the students scored a passing grade, I think the emergency kit lecture is too early in the course. Each drug or item can be introduced with the individual emergencies and then the kit summarized toward the end of the course. **GE/IL-SLO Reflection:** Although the students scored a passing grade, I think the emergency kit lecture is too early in the course. Each drug or item can be introduced with the individual emergencies and then the kit summarized toward the end of the course.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dental Hygiene (D H) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 2 - Application of knowledge - describe the signs and symptoms of common medical emergencies (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be able to identify signs and symptoms of common medical emergencies in a multiple choice exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 96% of the students will be able to identify common signs and symptoms of syncope and hyperventilation.	10/04/2013 - 100% of the students were able to identify the signs and symptoms of common medical emergencies and obtain a passing grade on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** Course evaluations shows a high level of satisfaction from students - personal stories were commented as valuable lessons.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Caries risk assessment Tdap test on student -partner **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% completion for patient assessment assignment.	10/04/2013 - 100% of the students completed this patient assessment successfully. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Caries risk assessment equipment **GE/IL-SLO Reflection:** Readings for meter varied and gave conflicting information which was difficult for students to understand. Other risk assessment tests should be considered.	
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))	**Assessment Method:** Dental and restorative charting on student-partner. **Assessment Method Type:** Class/Lab Project **Target for Success:** By the 3rd lab session the student will be able to correctly chart 95% of all existing	10/04/2013 - Less than 95% were able to correctly chart existing conditions and dental restorations. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	conditions and dental restorations.	**GE/IL-SLO Reflection:** Student surveys stated it was difficult to identify restorations - charting was easier but the guest speaker was helpful. I have scheduled another guest speaker earlier in the quarter to discuss dental restorations from a dentist's perspective	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** All students will submit an e-portfolio project on an oral health product with a score of 75% or higher.	04/17/2013 - All students submitted an e-porfolio research project on an oral health project with a score of 75% or higher. The scores ranged from 100% to 75%, with an average of 90% for the class. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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. **GE/IL-SLO Reflection:** The course SLO & outcomes are related to ILO's and demonstrate a high level of student performance in first year dental hygiene students.	04/17/2013 - No changes planned for the project.
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. 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))	**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. **Assessment Method Type:** Research Paper **Target for Success:** All students complete the patient assessment paper with a minimum score of	04/17/2013 - All students completed the e-portfolio requirements with a passing score of 75% or higher. Scores ranged from 98%-77% with a class average of 88%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continued college support of the e-portfolios	04/17/2013 - No changes planned in the e-portfolio project.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	75%.	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. **GE/IL-SLO Reflection:** The course SLO & outcomes are related to ILO's and demonstrate a high level of student performance in first year dental hygiene students.	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the practical clinical examination.	02/18/2013 - 100% of the students passed the practical clinical examination **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The clinical practical exam continues to be a good measurement for the SLO.	02/18/2013 - No changes needed at this time.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated on principles of ultrasonic instrumentation by a written exam achieving a grade of 75% or higher. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the examination.	02/18/2013 - 100% of the students passed the written exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This exam continues to be a good tool for measuring the SLO.	02/18/2013 - No changes needed at this time.
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))	**Assessment Method:** The student will be evaluated on selecting advanced instruments for periodontal debridement by written examination achieving a score of 75% or higher. **Assessment Method Type:** Exam - Course Test/Quiz	04/02/2013 - All students passed the exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 100% of the students will pass the exam.	**GE/IL-SLO Reflection:** This continues to be an acceptable method of evaluation at this time.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be evaluated on root surface debridement utilizing a process evaluation form during lab excercises and student written feedback on their learning experience. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of the students will complete the project.	04/02/2013 - 100% of the students completed this project **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This continues to be an appropriate assessment method at this time.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will apply the criteria for selecting a patient for the dental hygiene California State Boartd Examination during clinic. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of the students will have successfully applied the criteria for patient selection.	10/08/2013 - 100% of the students successfully applied the criteria for patient selection. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** The successful completion of this assessment indicates student progress through the program.	10/08/2013 - 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.
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))	**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. **Assessment Method Type:** Presentation/Performance **Target for Success:**	10/08/2013 - 100% of the students accurately assessed patients for the dental hygiene licensure exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time.	10/08/2013 - 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	80% of the students will have accurately assessed patients for the dental hygiene licensure exam.	**GE/IL-SLO Reflection:** The successful completion of this assessment indicates student progress through the program.	

Unit Assessment Report - Four Column

Foothill College
Program (BHS-DH) - Dental Hygiene AS

Mission Statement: 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.

Primary Core Mission: Workforce
Secondary Core Mission: Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-DH) - Dental Hygiene AS - 2 - Students will demonstrate the necessary knowledge and values in legal regulations and ethical issues for the practice of dental hygiene. **SLO Status:** Active	**Assessment Method:** Dental Hygiene National Board exam scores in the Professional Responsibility and Liability section. **Assessment Method Type:** Exam - Standardized **Target:** 100% of the DH students will receive a passing score on this section of the DHNB exam.	12/18/2013 - 100% of the DH students received a passing score on this section of the DHNB exam in 2013. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: State of California Law & Ethics exam scores for RDH licensure. **Assessment Method Type:** Exam - Standardized **Target:** 100% will pass the Law & Ethics exam.	12/18/2013 - 100% passed the State of California RDH Law & Ethics exam in 2013. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Library resources for dental research.	
	Assessment Method: Electronic portfolio submission on Legal & Ethical section to include a research paper on a scenario. **Assessment Method Type:** Portfolio Review **Target:** 100% of students will submit a college level research paper in their e-folio with a score of 75% or higher.	12/18/2013 - 100% of students submited a college level research paper in their e-folio with a score of 75% or higher as their DH program capstone project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-DH) - Dental Hygiene AS - 1 - Students will demonstrate the necessary knowledge, skills, and values for the practice of dental hygiene. **SLO Status:** Active	**Assessment Method:** Dental Hygiene National Board exam scores **Assessment Method Type:** Exam - Standardized **Target:** 100% pass	12/18/2013 - 100% passed Dental Hygiene National Board exam **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: RDH licensing examination **Assessment Method Type:** Exam - Standardized **Target:** 100% will pass the licensing exam for the practice of dental hygiene.	12/18/2013 - 100% passed the licensing exam for the practice of dental hygiene. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Electronic portfolio, capstone project for the dental hygiene program. **Assessment Method Type:** Portfolio Review **Target:** 100% of dental hygiene graduates will submit a comprehensive e-folio demonstrating competency in the four domains: DH Process of Care, Health Education, Infection & Hazard Control and Ethical/Legal practices.	12/18/2013 - 100% of dental hygiene graduates submitted a comprehensive e-folio demonstrating competency in the four domains: DH Process of Care, Health Education, Infection & Hazard Control and Ethical/Legal practices. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	