Basic Program Information

Department Name:

Dental Hygiene

Division Name:

Biology & 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.

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

Name	Department	Position
Phyllis Spragge	Dental Hygiene	Program Director
Patti Chan	Dental Hygiene	Clinic Coordinator
Judy Yamamoto	Dental Hygiene/Dental Assisting	Instructor/radiology coordinator

Total number of Full Time Faculty:	3.0 (Phyllis Spragge & Patti Chan each 100%, Judy Yamamoto 50%, K. Horowitz 40%)
Total number of Part Time Faculty:	11

Please list all existing Classified positions:
Dental Administrative Assistant : Truc Nguyen, Front Desk DH clinic and other duties (shared position with dental hygiene program) Support mandated by program accreditation.
Administrative Assistant: Kerry West, Allied Career Coordinator Shared among all allied health programs at the Foothill Campus

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		AS	

* 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	2011-2012	2012-2013	2013-2014	% Change
AS Degree, Dental Hygiene	19	21	**24**	**8.75%**

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	2011-2012	2012-2013	2013-2014	% Change
N/A				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

> Dental hygiene is an AS degree program only.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

> N/A

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment *	1,048	1,066	991	-7.0%
Productivity (College Goal 2013-14: 535)	244	278	281	0.9%
Success**	96%	96%	94%	
Full-time FTEF	2.6	3.0	2.6	-14.3%
Part-time FTEF	3.7 (58%)	2.6 (46%)	3.2 (44%)	23%

* Enrollment declined due to elimination of TBA/independent study courses.
** Includes prerequisite course, DH 200L, which has a higher withdrawal & failure rate that DH program courses.

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 discipline/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 State Chancellor's Office
	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 23 of 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. 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 2013-14 is down 7%, due to the discontinuance of "TBA" courses in the DH program (DH 290 series). 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/veteran student currently enrolled in the 2014-15 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 158 units, so that most likely accounts for the higher age & education level of DH students.

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 281 in 2013-14, a slight increase of .9%. 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 average 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 50A & AHS 50B to our required courses, but this is not calculated in our productivity numbers or WSCH. If these courses were included, we would be above 300 in productivity.

g. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

> All dental hygiene courses are required for the AS degree and offered once a year. Enrollment is stable. We do not cancel any courses in the program.

h. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

> The entire dental hygiene curriculum is current & complies with Title 5. All dental hygiene courses have SLO's, which have been assessed & reported on for the 2013-14 academic year. TracDat entries are up to date for all dental hygiene courses. This year we were required to change the unit value of clinical courses to 3 hours clinic = 1 unit. Past practice the calculation for clinic hours was 6 hours clinic – 1 unit. All the clinical courses have been corrected, however it means the AS degree in Dental Hygiene will be 137.5 units, just for the majors courses, not including general education or required prerequisite courses.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The dental hygiene program has several very exciting & innovative initiatives right now. The first is the DH program was selected by Dr. Thor to submit an application to the State Chancellor's office for the baccalaureate degree pilot program. The application is due December 19, 2014 and the selection of the 15 pilot programs should be made by the end of January 2015. We are excited about the possibility of offering a bachelor's degree in dental hygiene from Foothill College. If selected, the next steps will be to write the "Major Change" accreditation reports for ACCJC & Commission on Dental Accreditation (CODA), finalize any curriculum changes and participate in the state wide pilot program meetings.

Another innovation and collaboration is a project with the PSME, bioengineering class. The bioengineering class is designing a toothbrush for patients with special needs & disabilities. The dental hygiene department has given guest lectures to the bioengineering students on dental anatomy and the issues of special needs patients. At the end of fall quarter dental hygiene faculty and students will attend a presentation night and help select the best product designs. The bioengineering and dental hygiene departments have applied for the Foundation Grant.

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

The dental hygiene program also collaborates with the Biology department on a Medical-Dental brigades club. For the last three years students have raised funds to participate in a Global Brigades medical-dental care trip to Honduras in which we treat over 1,000 patients in the span of one week. Biology faculty serve as the club advisors and the dental hygiene director serves as the dental coordinator. This experience is a rich educational experience for biology students interested in pre-med and allied health students. They learn a lot about healthcare disparities, cultural issues and working as a team in the healthcare environment. August 2015 will be the fourth year the dental hygiene director and students will participate.

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.

> The dental hygiene graduating class of 2014 had a 100% success rate, with all 24 students graduating in June 2014. The program review data provided by Institutional Research shows a 94% success rate, 3% non-success and 3% withdrew. This is due to the prerequisite course, DH 200L, a prerequisite course that prospective dental hygiene applicants must successfully complete before applying to the program. Our success rate far exceeds the institutional standards of 55%.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined 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 dental hygiene AS degrees has increased slightly over the past three years due to higher student retention.

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.

> N/A – the dental hygiene program only awards the AS degree.

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 2013-14 data sheet show that 45% of our DH students already hold a bachelor's degree and 19% 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. Two former DH graduates have completed the Master's degree in Dental Hygiene at UCSF.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (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

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

> The dental hygiene program is not a basic skills program, however our curriculum is strictly sequenced to ensure students have the knowledge and skills to safely treat patients in the clinical environment.

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

> N/A

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

> N/A

> N/A

d. **Please analyze and discuss Articulation data regarding this program.**

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

e. **Discuss how this program continues to meet a documented labor market demand?**

> The Employment Development Department (EDD), State of California, data shows a 23.4 percent growth rate state wide in Dental Hygiene employment, which is significantly higher than the state average for all occupations. The Labor Market Information Division of the EDD published data "2010-2020 Fastest Growing Occupations" for San Jose-Santa Clara-Sunnyvale, with the projected growth rate for Dental Hygienist (SOC Code 29-2021) at 29 percent growth, higher than the projected state wide growth for dental hygiene.

f. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

> There are no other community college dental hygiene programs in San Mateo, or Santa Clara counties.

g. **Discuss any job placement and/or salary data available for your students after graduation.**

> Foothill College Dental Hygiene program conducts annual graduate surveys, six months post graduation, to assess program outcomes and employment status of our graduates. Our survey data show that our graduates are successful in gaining employment in the dental hygiene field in the San Francisco Bay Area region. From 2005- 2014, Foothill College Dental Hygiene graduates have reported six months post graduation on the alumni survey that 100% have found employment in the dental field. Some graduates choose to work part-time, but the majority (77%) report working full-time (four days/week). The median annual wage nationally for dental hygienists, was $70,210 in May 2012. Source - Quick Facts: Dental Hygienists, BLS occupational employment statistics. Wages are higher in California & especially the Bay Area (see below).

h. **Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

> Salaries for Registered Dental Hygienists are higher in California than nationally & higher in San Mateo and Santa Clara counties than other areas of the state. The strong economy in Silicon Valley brings with it job growth in other sectors, including medical and dental health care. The most affluent area in California in terms of wages for dental hygienists is the San Francisco-San Mateo-Redwood City region. Here, a dental hygienist can earn, on average, $51.30 per hour or $106,700 each year. San Jose-Sunnyvale-Santa Clara earn on average, $46.85 per hour or $97,450 each year.

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

> The Commission on Dental Accreditation (CODA) accredits the dental hygiene program. The last CODA accreditation site visit for Foothill College Dental Hygiene Program was 2011; the status is "approval without reporting requirements". The next accreditation site visit will be 2018.

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

Dental hygiene students & faculty provide services to the public including dental hygiene care, pit and fissure sealants, x-rays and coronal polishing. We provide comprehensive dental hygiene care in our on-campus dental hygiene clinic to students and the public. We also rotate to low-cost and free clinics in San Mateo and Santa Clara County, treating hundreds of patients each year. Our program visits schools that have underserved populations of children providing dental screening exams and dental hygiene care. We work with many diverse groups such as: seniors in care homes, teens with developmental delays and immigrant populations. The average dental hygiene student has over 100 hours of community service upon graduation from the program. Our students and faculty contribute over 1,000 hours of community service each year.

In April the dental hygiene program holds our annual Oral Cancer Walk for Awareness. April 2014 was our third walk and over the three years we have raised over $25,000, which has been donated to the Oral Cancer Foundation.

As previously mentioned, dental hygiene participates in the Medical/Dental brigade trip to Honduras annually.

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

The dental hygiene program uses several outcomes assessments including graduate surveys, alumni surveys, quarterly student course surveys, employer/advisory board surveys, national board exams, RDH licensing board exams, California Law & Ethics exams for the RDH, patient satisfaction surveys, and continuing education course surveys. The results of these surveys are shared with dental hygiene faculty and are part of the Commission on Dental Accreditation outcomes assessment, reported on annually each October and every seven years for a comprehensive self-study and site visit.

l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

Minutes attached from Advisory Board meeting: January 2014. Next Advisory Board meeting: January 2015. Key issues: discussed student outcomes, board exam results, off-campus rotations to low-income clinics, community service activities.

Action plan: continue community service activities in collaboration with dentist & dental organizations.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 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.

b. **Attach 2013-2014 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.
Both reports are attached.

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-portfolios, licensing board exams, clinical practical exams, lab practical exams, case study projects, research papers and didactic exams. The DH students are highly successful and no curricular changes indicated in terms of SLOs, however, the DH program faculty are aware that many dental offices are using state-of-the-art technology in their dental practices. The program needs to continue to teach this technology in order to have graduates who will be competitive in the field including digital radiography, intra-oral photography, electronic patient records and lasers. These skills must be taught with up-to-date equipment; as such, our resource requests address these needs.

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

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. In this program, results from graduates of 2013 are reported below.

PLO #1. Students will demonstrate the necessary knowledge, skills, and values for the practice of dental hygiene.
Outcomes assessment for graduates 2013:
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

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?**

Our outcomes are at 100%, so it's not possible to improve on that. Our goal is to maintain program excellence & we review our curriculum management plan, PLO's and SLO's regularly to make decisions about program changes.

We have decided to increase the community dental health research courses from two quarters to three quarters so that project can be implemented and evaluated in the community setting.

Another possible change may be going to the baccalaureate degree, if we are selected for the pilot program.

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.

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 dental hygiene faculty meet weekly on Tuesdays at lunch, quarterly and we have an annual faculty calibration meeting. We discuss student outcomes, curriculum surveys, any program changes, both didactic and clinical. Minutes are taken & emailed to all faculty members. Any courses that receive a high percentage of "needs improvement" on the student quarterly course surveys are asked to complete a reflection and curriculum management form detailing their plans for changes to the course. This is an important step in our curriculum management plan.

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

The trends noted are:
1. Students want multi-media resources for skills and procedures. This is being addressed by creating short movies of dental hygiene instrumentation and other skills or procedures.
2. The DH program has many important skills to teach that require current equipment and technology. We have a schedule for replacing & acquiring needed equipment and technology.
3. Research and evidence-based practice in dentistry is of critical importance. We need continued support from the Library for research projects. They have been very supportive training students on how to use research databases and citation of references.
4. Many DH program students need assistance with writing college level papers. Often students are not well prepared in writing skills, even though all our students have taken at least English 1A, or the equivalent. We have referred students to the Teaching & Learning Center. This is a valuable and needed service.

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

The Foothill College Dental Hygiene was started in 1964, with the first graduating class in 1966 and has a long history of excellence. During the years dental hygiene programs were ranked based on Dental Hygiene National Board Examination scores, Foothill College ranked among the top 10 schools in the United States consistently, and was often anywhere from top 1 to 5 scoring institutions in the US, and frequently out scored four year bachelor's degree programs. Foothill College Dental Hygiene program has a 100% pass rate on Dental Hygiene National Board Examination for the history of the program. This is a remarkable achievement, particularly in light of the average failure rates on the Dental Hygiene National Board Examination ranges from 2 – 6%, depending on the year cited. In 2008 the Joint Commission on National Dental Examinations (JCNDE) discontinued program ranks based on Dental Hygiene National Board Examination results. However, the JCNDE continues to report data on Dental Hygiene National Board Examination results and dental hygiene programs receive data on their students' performance in each of the fourteen subject matter areas compared to the national average. Foothill College has consistently scored above the national average in every one of the subject matter areas on the Dental Hygiene National Board Examination. We are meeting and exceeding our Program Learning Outcomes.

 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Apply for baccalaureate pilot program	This would relate more to a PLO – preparing students for employment in DH field	workforce	It would allow DH graduates to work in settings that require a bachelor's degree

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/Outcomes are not resource requests.

List Previous Program Goals/Outcomes 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. Maintain state-of-the-art equipment & transition to all digital radiology	N – Long term	Y- in progress Purchased panoramic x-ray machine in 2014 & one tube head. Still need to replace aging dental radiology equipment. 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	N- 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. Annual Advisory Board meeting.
3. Faculty development	N- Ongoing – long term goal	Yes Faculty training to keep current in field. Also required by the Dental Practice Act for teaching faculty. Faculty not always fully funded for educational meetings for required methodology	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 academic counselor for allied health and maintain program's coordinator for allied's a. Maintain Health Career Coordinator position b. Dedicated evaluations specialist needed	N- Ongoing	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. 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 for advising students
5. Prepare students for employment as Dental	Long term	Yes Students need access to	100% pass rates on National board exam

Hygienists		clinical tutoring to develop their instrumentation skills and be successful in the program	
6. Replace full-time faculty upon retirement or upon leaving program	Yes - for clinic coordinator No- supervising dentist position	CODA mandate for adequate faculty staffing	Clinic coordinator retired Winter 2014, new hire Spring 2014
7. Replace or purchase small equipment and purchase materials	Yes- however ongoing need to replace obsolete or broken small equipment	Yes	Purchased in 2014: autoclave. Still needed: another replacement autoclave for clinic sterilization
8. Reassigned time 50% for program director	Yes, partially- release time increased to 40% for 14-15 due to additional work on baccalaureate application	Yes Adequately compensate program director for realistic amount of time for coordinating the program, faculty, staff, and students.	Request for permanent change to 50%

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. Return to full instructional staffing in the DH program by hiring a supervising dentist	By 2015-16	A full time supervising dentist increases consistency in the clinic and reduces potential liability inherent to the medical/dental fields.	Full time faculty position given for the supervising dentist position & successful hiring process.
2. Offer a bachelor's degree in Dental Hygiene under pilot program	If selected approval will be 1/2015, curriculum & accreditation approval 2015, admit first class fall 2016	Opens additional job opportunities for dental hygiene graduates. Acknowledges the level of education & number of units required for dental hygiene.	Selection for the pilot program, approval of curriculum locally and at state level, approval of the major change accreditation reports by CODA and ACCJC.
3. Update classroom facilities in room 5302	By fall 2015	Students need appropriate tables and desks to work in small groups on case studies and cooperative learning exercises. Corresponds to Student Success.	Purchase of new tables, chairs & storage cabinets for room 5302. Faculty and students report satisfaction with learning environment.

Section 7: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-time dental hygiene instructor: supervising dentist position	$100,000 (est)	Related to Goal 1 (New Goals): Part-time faculty dentists have staffed the supervising dentist for the last several years. The full-time faculty who was hired in that position, no longer is assigned to that position due to State of CA licensing requirements.	No – this is a high priority because the DH program runs a clinic on campus with patients. A full time supervising dentist increases consistency in the clinic and reduces potential liability inherent to the medical/dental fields. It should be noted that the program review data by IR showed a 14.3% decline in FTEF for the DH department.
DH Program Director Release time - budgeted	$15,000 (est) for additional release time - increase from 33% to 50%, if the DH program is selected for baccalaureate pilot program	Related to Goal 2 (New Goals): if selected for the pilot program it will mean a significant increase in work for the program director for the following: approval of curriculum locally and at state level, approval of the major change accreditation reports by CODA and ACCJC.	No, however there was an increase in release time from 33% to 40% this year (2014-15), due to extra projects for the program director.

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	If yes, indicate percent of 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 in section 6 and how this resource request supports	Est hours per	% Time

		this goal.	month	
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.	$15,000	Related to Goal 2 (New Goals): if selected for the pilot program it will mean a significant increase in work for the program director for the following: approval of curriculum locally and at state level, approval of the major change accreditation reports by CODA and ACCJC.	50% release time requested	

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 supports this goal.	Previously funded in last 3 years? (y/n)
None requested			

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 small student desks with tables & chairs in room 5302, purchase 3 locking storage cabinets	$30,000 Not sure, need 30 chairs & 15 tables that will seat 2 persons at each table	Goal #3 (New Goals) - Students need appropriate tables and desks to work in small groups on case studies and cooperative learning exercises. Corresponds to Student Success.	No
Replace x-ray tubeheads (1 per year 2014-2019, current tubeheads are over 12 years old & obsolete.	$25.000 total, 20K for digital image scanner & $5K for one	Goal # 1: Previous Goals Equipment replacement schedule to support digital and traditional x-rays	Yes – last year we replaced one x-ray tubehead. We need to replace 1 per year for the next four years.

	x-ray tube head		
Purchase Statim flash sterilizer autoclave	$15,000	Goal #7 (Previous Goals) Need to replace obsolete or broken small equipment	Yes – last year we replaced one broken autoclave, still need one more for health & safety reasons in the DH clinic
DH program tutoring funds	$8,000	Goal #5 (Previous Goals) To retain students, we need funding to hire a RDH to help students who need additional help with instrumentation skills.	Yes – we have received Perkins funding for DH tutoring for several years & it has helped greatly to maintain a high retention rate.
DH faculty professional development funds	$9,000	Goal #3 (Previous Goals) – to meet accreditation requirements and CA Dental Practice Act regulations regarding currency of dental hygiene instructors and program directors. This funding would cover the program director and clinical coordinator meetings (full time faculty). The amount also includes the Dental Assisting Program director because we receive Perkins funding under the same object code.	Yes, -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.

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Last year we were given the full-time replacement position for a dental hygiene instructor/clinic coordinator. The new full-time faculty member has made a number of important updates and positive changes in the clinical portion of the dental hygiene program. This directly benefits students by being well prepared for clinical board exams and the practice of dental hygiene after graduation.

We were also given Perkins funding for the program director to attend important American Dental Education Association meetings and program director meetings that would not be covered by staff development funds. This is very important to comply with Dental Practice Act regulations & CODA accreditation regulations.

We have also received Perkins funding to pay a Registered Dental Hygienist to tutor students who needed additional help with clinical skills. This has been very successful and contributed to our high student success and retention rate.

The Dental Assisting & Dental Hygiene Programs share the clinic and equipment. The programs have received funding to replace obsolete x-ray equipment and an autoclave for the clinic sterilization. These are important for health and safety, as we do treat life, human patients in our clinic. In addition, DA & DH students graduate knowing how to properly use equipment in the dental field, increasing their employability.

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. Develop strategies to enhance or identify qualified African American applicants to the DH program.	We are an institutional member of the American Dental Education Association and attend meetings to learn about and implement strategies to attract and retain under-represented students to dental hygiene.

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

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

Results of licensing exams show 100% pass rates.

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 at meetings and serving on the Board of Directors of various organizations. The full-time dental hygiene faculty members have published in recognized, peer-reviewed dental hygiene publications.

The students recognize the efforts of the faculty and staff. Also, comment on outcome assessments their appreciation for the quality of education they receive.

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.

The dental hygiene enrolls a very diverse student body in terms of age, ethnicity, cultural backgrounds, and experience in college.

The DA and DH program work together cooperatively to share the clinic, equipment, classrooms and lab rooms.

The DH clinic is self-supporting, we collect small fees for dental hygiene services, which are used to purchase supplies for the clinic. This amounts to about $30,000 per year of revenue that the DH program generates for clinic operations.

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 continues to be one of the strongest programs in the Division. The incredibly high completion rates, success rates and pass rates on licensure exams are exemplary. All students succeed irrespective of ethnicity and graduates exit the program well prepared for excellent jobs that pay living wages.

b. Areas of concern, if any:

To maintain programs at this level of excellence takes incredible focus, drive and commitment by the program director, clinical coordinator, full and part time faculty and staff.   The stress and workload for the program director can be overwhelming. Compounding this, the additional workload that will be required to prepare for the baccalaureate degree if awarded will need to be carefully monitored and adequate support and release time will need to be given to the program director to ensure a successful outcome.

c. Recommendations for improvement:

Continued evaluation and implementation of strategies to increase applications from our targeted student populations is warranted.

This section is for the Vice President/President to provide feedback.

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

The program faculty are to be commended for their dedication and innovation, as well as their service to the community. The student success rate is exemplary, and the emphasis on student equity is a strength of the program. The application to provide a baccalaureate degree in DH was a tremendous effort, and was very well done.

e. Areas of concern, if any:

The program should continue to explore ways of increasing enrollment for underrepresented students.

f. Recommendations for improvement:

Foothill College, like the rest of the CA Community Colleges, struggles with insufficient resources. In addition to college funding, the program is encouraged to explore alternate funding sources.

g. Recommended Next steps:
___ Proceed 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.

Foothill College
Department - Dental Hygiene (D H)

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	08/07/2014 - 83% received a 75% or higher on the lab final **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		06/27/2014 - 78% of students received a 75% or higher on the lab final. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		03/28/2014 - 86% of the students received a 75% or higher on the lab final. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/15/2013 - 80% of students received a 75% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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:**	08/08/2014 - 94% of the students received a 75% or higher on their presentation project. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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.	06/27/2014 - 87% of the class received a 75% or higher on their presentation. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		03/28/2014 - 83% of the students received a 75% or higher on their presentation project **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/15/2013 - 92% scored a 7% or higher on their presentation project **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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 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.	09/29/2014 - 95% of students passed the instrumentation evaluation with a scores of 75%, one student scored 70%. The scores ranged from 98-65% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continuing funding for clinical tutoring **GE/IL-SLO Reflection:** IL-SLO met	09/29/2014 - No changes planned.
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.	09/29/2014 - 98% of students passed the explorer quiz with a score of 75% or higher. The scores ranged from 100-75%, with an average of 88% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library resources for research **GE/IL-SLO Reflection:** IL-SLO met	09/29/2014 - DH faculty will consider expanding DH 50 to 2 units & adding to the content in the course so that students are prepared with knowledge in infection control procedures prior to taking DH 54.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	01/07/2014 - All students met target for success **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None	01/07/2014 - More library and lab materials 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:** Active	**Assessment Method:** Quizzes Lab Exercises **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student will score a 70% or better on quizzes and lab exercises on the different teeth in the human dentition	01/07/2014 - On the quiz directly related to this SLO, all 24 students scored a 70% or better **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** More extracted teeth needed for students to study	01/07/2014 - More library and lab materials 01/25/2013 - More human teeth needed for students to learn dental anatomy 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 -	**Assessment Method:** Students will state the different periods of human embryology on a quiz	09/26/2014 - Students scored a 75% or better on this quiz **Result:**	09/26/2014 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on this quiz	Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None	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	09/26/2014 - All students scored a 75% or better **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None	09/26/2014 - 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.	02/03/2014 - 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 84-98%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 denta lhygiene students.	02/03/2014 - 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 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.	02/03/2014 - 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:** 2013-2014 **Resource Request:** Continued funding for allied health programs education, tutoring & support services. **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.	02/03/2014 - No changes planned.
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.	02/03/2014 - 100% of the dental hygiene students scored 75% or higher on the assessment procedures skills exam. The scores ranged from 96% to 76%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continuing tutoring funds to support student learning. **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.	02/03/2014 - 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 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.	02/03/2014 - 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, with scores ranging from 96% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continuing tutoring funds to support student learning. **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.	02/03/2014 - No changes planned.
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	09/26/2014 - All students scored a 75% or better on this test **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None	09/26/2014 - No changes planned 09/26/2014 - No changes planned 07/02/2012 - No changes anticipated
		09/26/2014 - All students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** More library resources	09/26/2014 - No changes anticipated 09/26/2014 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/26/2014 - All students scored a 75% or better on an exam on the diseases of metabolism **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** More library resources for students	09/26/2014 - no changes planned 09/26/2014 - 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 - Dental Hygiene (D H)) **Start Date:** 09/28/2011 **End Date:** 12/14/2011 **Course-Level SLO Status:** Inactive	**Assessment Method:** Quiz which students describe oral lesions using appropriate terminology **Assessment Method Type:** Departmental Questions **Target for Success:** Students score a 75% or better on the quiz	01/07/2014 - All students met target **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	01/07/2014 - More visual materials for students 01/25/2013 - 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:** Inactive	**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	01/07/2014 - All students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Reference books for the library	01/07/2014 - More library reference textbooks 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	**Assessment Method:** Answering questions based on a case study summarizing the indications for the use of commonly prescribed drugs for a patient	06/22/2014 - 100% of students received a score of 17 or higher on the assignment. Approximately 20% of the students received a score of 20 out of 20 on the case study.	06/22/2014 - To include more exercises on using the potential drug interaction feature of the

Generated by TracDat a product of Nuventive.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Assessment Cycles:** End of Quarter **Start Date:** 04/07/2014 **End Date:** 06/20/2014 **Course-Level SLO Status:** Active	with Alzheimer's Disease. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 85% of students will receive a score of 17 or higher on the assignment.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued support for educational courses to increase knowledge base of instructor and access to the internet. **GE/IL-SLO Reflection:** The students demonstrated a good basic knowledge and understanding of the subject material of the case study. One area that seemed to be a weakness for 75% of the students was an understanding of the possible interactions between the medications included in the case study and what affect this would have on the patient. I will include more information regarding resources on how to identify possible drug interactions in next year's course.	website drugs.com. ────────────────
Department - Dental Hygiene (D H) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 1 - Application of Knowledge - By the end of spring quarter, the dental hygiene student will be able to demonstrate a working knowledge of the implications for dental hygiene care for a commonly prescribed drug. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Assessment Method:** A multiple choice question on the implications for a commonly prescribed drug on exam 2. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer the question correctly.	06/22/2014 - 91% of the students (21 out of 23) chose the correct answer regarding local anesthetics and the patient with asthma. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued access to the internet and other online resources. **GE/IL-SLO Reflection:** Almost all of the students demonstrated an understanding of the dental implications for choosing local anesthetics that will not exacerbate a patient's asthma. I feel that this was easily understood by the students. I would not make any changes in this material for next year.	06/22/2014 - None at this time regarding this topic. ────────────────

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	09/26/2014 - All students met target **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	09/26/2014 - 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	09/26/2014 - 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:** 2013-2014 **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 **Course-Level SLO Status:** Inactive	**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	01/07/2014 - All Students scored a 75% or better on this quiz **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Reference books for the library	01/07/2014 - More library materials 01/25/2013 - No changes planned 01/20/2012 - No changes planned
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 1 - Knowledge - Describe the classifications of gingivitis	**Assessment Method:** Quiz on chapter 14 in textbook on the	01/07/2014 - All students scored a 75% or better on this quiz	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Dental Hygiene (D H)) **Start Date:** 09/27/2011 **End Date:** 12/13/2011 **Course-Level SLO Status:** Inactive	different classifications of gingivitis **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a 75% or better on this quiz	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Reference books for the library	01/25/2013 - No changes planned ——————————————— 01/20/2012 - No changes planned ———————————————
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 1- Local risk factors - periodontal disease - Students will be able to identify the 3 mechanisms in which local factors can increase the risk of periodontal disease. (Created By Department - Dental Hygiene (D H)) **Assessment Cycles:** End of Quarter **Start Date:** 09/22/2014 **End Date:** 12/12/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Case studies **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer correctly		
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 2- Systemic risk factors - Students will be able to list 4 out of 6 systemic risk factors that influence the progression of periodontal disease. (Created By Department - Dental Hygiene (D H)) **Assessment Cycles:** End of Quarter **Start Date:** 09/22/2014 **End Date:** 12/12/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Case studies **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer correctly		
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 3- Phases of	**Assessment Method:** Case studies		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
management - periodontal disease - Students will be able to distinguish the phases involoved in the management of patients with periodontitis. (Created By Department - Dental Hygiene (D H))	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer correctly		
Assessment Cycles: End of Quarter			
Start Date: 09/22/2014 **End Date:** 12/12/2014 **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	09/26/2014 - 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:** 2013-2014 **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	09/26/2014 - 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 Hygiene (D H))	**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	09/26/2014 - All students completed this project with 90% or better **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** More library Resources	09/26/2014 - No changes needed
		09/26/2014 - 100% of students chose an appropriate patient and completed the initial phase	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 04/08/2013 **End Date:** 06/21/2013 **Course-Level SLO Status:** Active		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:** 2013-2014 **Resource Request:** new videos of surgical techniques for students to view as part of class. **GE/IL-SLO Reflection:** IL-SLO met	09/26/2014 - Continue to incorporate video of surgical techniques and current research into class discussions.
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.		
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.		
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	**Assessment Method:** This outcome will be assessed by a multiple-choice question **Assessment Method Type:** Exam - Course Test/Quiz	12/13/2014 - 100% of the students answered 'thyroid collar and lead apron' correctly on a multiple choice test for the question of identifying patient protection to radiation exposure. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
absorption and exposure. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	**Target for Success:** 90% of students will choose the correct answer	Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
		01/07/2014 - Many students were able to identify the lead apron and thyroid collar as tangible evidence of patient safety. However, the expanded knowledge of a reduction of mA and time (in seconds) were not. Because this course excludes a lab portion the comprehensive knowledge of total radiation reduction is not met. In the lab, it is important to visualize the control panel and physically change the exposure and dosage settings. This will be accomplished next quarter when the DH1's are in lab, however the learning moment was not captured in DH60A. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
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.	12/13/2014 - 94% of the students met this SLO. Six percent of the students incorrectly identified insulation oil as the responsible factor to dissipate heat in the tubehead. The correct answer was copper. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
		01/07/2014 - This SLO was successful, and the target was met. However, there is still some barrier to their learning about the difference between a cathode to an anode. I believe it is the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		unfamiliarity of these new scientific/electronic terms and their definitions. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
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	03/31/2014 - 100% of the students answered this question correctly on their final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	03/31/2014 - The emphasis of film chemistry been changed since the reduction of film and developing has occurred. Encouraged is correct mounting of a FMS
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)) **Course-Level SLO Status:** Active	**Assessment Method:** A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it as correct or incorrect. A film placement error has a point deduction of 1 point. **Assessment Method Type:** Observation/Critique **Target for Success:** 75% of the students are expected to successfully pass the film placement procedure on a mannequin.	03/31/2014 - 100% of the students passed this SLO. The range of scores for the 8 groups of 3 students each were 90%-97%. This is a good SLO for this beginning laboratory course on dental radiology. Students were motivated to learn and practice taking x-rays. Some were particularly curious as to the the correlation between radiation strength (kVp, mA) and contrast. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continue to purchase film for practice in developing, mounting and learning. Conducive to learning is the viewing at the viewbox rather than the computer monitor. Maintain viewboxes in lab.	
Department - Dental Hygiene (D H) - D H 60C - DENTAL RADIOGRAPHY III - SLO 1 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	12/13/2014 - 98% of the students were able to meet this SLO. One student was not able to correctly mount the UL canine and LR canine. With maxillary landmarks missing on this patient one can simply confuse the two vertical #1 films. It is known in radiology as being the most mis-mounted area of the mouth. If the landmark is missing, the student must realize the maxillary image may have been elongated and therefore missing landmarks. Students must also realize that the cuspids must be double checked for accuracy since this is the most common mounting error. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		01/07/2014 - All students met the expectation of mounting a FMS of radiographs. However, the mounting was performed electronically. The indicator dot has been replaced with the letter 'a' to show correct labial/lingual film placement. Mounting is an essential performance criteria that will be kept for this course's SLO **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none	
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	12/13/2014 - 100% of the students met this SLO. All students were able to identify bone loss on radiographs. However, many students assume all patients have disease and bone loss is present on every clinical patient. It is common for student to over estimate the loss of periodontal bone. Factors other than loss greater than 1.5 mm from CEJ should be considered. ie. presence of sharp crestal peaks with lamina dura and presence of 90	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	bone loss	degree angulation of lamina dura. Emphasize the words 'general and localized' for bone loss findings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		01/07/2014 - This target was met and exceeded the 80% level of competence on radiographic bone loss. When a periodontally healthy patient shows no bone loss, it seems difficult for a student to say 'no bone loss' since most of their learning concentrates on diseases. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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	03/31/2014 - 100% of the students understood the buccal object rule when quizzed by the instructor 1:1 with their resultant comparison films. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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:**	03/31/2014 - 40% of the students completed this SLO not due to anything else but the time it took for installation, calibration and technical support for the new panoramic machine. This SLO will be continued into the Spring 2014 quarter since the pano machine is now working. **Result:** Target Not Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	90% of the students will be able to successfully complete this SLO	**Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continue to have Patterson Technical Assistance with calibration of the pano machine in the focal trough.	
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:** 04/08/2013 **End Date:** 06/18/2013 **Course-Level SLO Status:** Active	**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 **Target for Success:** 80% of the students will be able to independently determine and instructor concur the need of a radiographic retake	06/24/2014 - 100% of the students were able to independently determine image acceptability for a FMS submission to the California State and Western Regional Examination Boards. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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.	06/24/2014 - 100% of the students were able to identify calculus on a full set of dental radiographs **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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))	**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	09/26/2014 - 100% of the students attained beginning level competency with dental hygiene instrumentation. Class grades ranged from 75% to 99%, with a class average of 86%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	09/26/2014 - 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	competency with clinical dental hygiene instrumentation.	continuing funding for clinical tutoring **GE/IL-SLO Reflection:** Program & college IL/SLO met.	
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).	09/26/2014 - 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 77% to 100%, with a class average of 95% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library resources for research **GE/IL-SLO Reflection:** College & program IL/SLO met.	09/26/2014 - No changes planned
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)) **Course-Level SLO Status:** Active	**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:** 100% of students will submit a passing patient competency paper & clinical project.	09/26/2014 - All DH 61B students completed a patient competency project & research paper. The range of scores were 97-76%, with a class average of 87%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continuing funding for clinical tutoring **GE/IL-SLO Reflection:** IL/SLO met	09/26/2014 - No changes planned
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	**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	09/26/2014 - 100% of students successfully passed a periodontal probing evaluation, with a range in scores from 100-82% and an average score of 95%. **Result:**	09/26/2014 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
evaluation with a score of 75% or higher. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	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.	Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continuing funding for clinical tutoring **GE/IL-SLO Reflection:** IL/SLO met	
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.	07/31/2014 - 23 out of 23 students (100%) identified an appropriate quadrant and successfully completed a probing evaluation with a grade of 75% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** nothing at this time **Resource Request:** nothing at this time **GE/IL-SLO Reflection:** The students were well prepared and able to select quadrants that met clinical requirements for completing the probing evaluation. This evaluation allows clinical instructors to identify students who are having difficulty with the probing technique. Since the target was met, the students seemed to be doing adequate work in this area. **GE/IL-SLO Reflection:** The students were well prepared and able to select quadrants that met clinical requirements for completing the probing evaluation. This evaluation allows clinical instructors to identify students who are having difficulty with the probing technique. Since the target was met, the students	07/31/2014 - Continue with current instruction on probing and evaluation of technique

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		seemed to be doing adequate work in this area.	
Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the child or adolescent with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H)) **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.	07/31/2014 - 23 out of 23 students submitted a patient competency project that received a passing grade of 75% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **GE/IL-SLO Reflection:** All of the student submitted patient competency projects that received a passing score of 75% or higher. Even though 100% of the students passed this competency assignment, more time needs to be spent working with the students on making the connections between didactic information/theory and the application of these concepts to clinical practice with patients. I will allow more time to discuss the competency projects with the students during class time.	07/31/2014 - Continue working with the students on the competency projects and giving them more examples and guidelines on how to put these projects together.
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.	12/13/2014 - 23 out of 23 (100%) students submitted patient competency projects that received 75% or higher as evidenced by scores received on a rubric. More than 75% of the students were able to directly tie their research to the needs of the geriatric patient and in particular the geriatric patient that they treated in clinic. In order to help 100% of the students achieve this level of critical thinking, I plan to devote more time to discussing the unique needs of the geriatric patient and what can specifically affect their quality of life this next fall. I feel that a few students did not quite understand these concepts.	12/13/2014 - I plan to devote more time during seminar next fall to discussing the unique needs of the geriatric patient and what can specifically affect their quality of life.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** computers in the dental hygiene classroom for students to be able to access library and internet databases for research articles relevant to the geriatric patient. **Resource Request:** computers in the dental hygiene classroom for students to be able to access library and internet databases for research articles relevant to the geriatric patient. **GE/IL-SLO Reflection:** This SLO is directly related to the institutional level SLO of Critical and Analytic thinking. The student must collect clinical data on a geriatric patient and then formulate a treatment plan and provide dental hygiene care that is specific for the needs of the patient. The student must also research conditions that the patient presents with and then analyze how they uniquely affect an older adult. **GE/IL-SLO Reflection:** This SLO is directly related to the institutional level SLO of Critical and Analytic thinking. The student must collect clinical data on a geriatric patient and then formulate a treatment plan and provide dental hygiene care that is specific for the needs of the patient. The student must also research conditions that the patient presents with and then analyze how they uniquely affect an older adult.	
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	**Assessment Method:** The student will choose and appropriate patient for the mock board clinical	12/13/2014 - 83% of students passed the mock board exam on the first attempt with a passing score of 75% or higher. Several students received	12/13/2014 - I plan to calibrate clinical faculty so that we are using the same criteria to identify

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	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.	scores of 100%. 4 out of the 23 students failed the exam and received failing scores. 3 of those students who failed on the first attempt were able to retake and pass the exam with a score of 75% of higher. One student was not able to take the exam and will retake in winter quarter. Several of the students who failed the exam on the first attempt were using very difficult calculus type patients for the exam because they were not able to identify the ideal patient. Since the students are relatively inexperienced with scaling harder patients, they had difficulty with the exam. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** typodonts with calculus that represent the different calculus types used by the clinic faculty to calibrate patients. This would help both faculty and students to identify appropriate patients for the exam. **GE/IL-SLO Reflection:** This does not directly tie in with the institutional SLOs. This is a performance type SLO and directly evaluates the students' abilities to perform the techniques necessary to remove calculus from their patients' teeth.	appropriate patients for the mock board exam. I also want to create typodonts with different classes of calculus present for both faculty and students that will help them to identify the classes of calculus in a more calibrated fashion. These would be available during clinic to use as a reference.
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	03/22/2014 - 23 out of 24 students received a grade of 75% or higher on the mock board clinical exam during winter quarter. 1 student scored lower than 75%. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** additional funding for remedial tutoring with	03/22/2014 - To provide remedial tutoring for the student who failed the mock board exam and to monitor student progress in the clinic more closely.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
examination.		a dental hygiene faculty member **GE/IL-SLO Reflection:** I plan to spend additional time in clinic monitoring students' progress with their clinical skills and to identify students who may need remedial help with their clinical skills. I also plan to calibrate faculty in identifying appropriate patients for the mock board exam.	
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.	03/22/2014 - 21 students out of 24 were able to complete 3 probing evaluations in clinic this quarter with a passing score of 85% or higher. 3 students completed at least 1 probing evaluation but were unable to complete all three. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The students who were unable to complete the required 3 probing evaluations did not have appropriate patients to complete the assignment. I plan to monitor the students' progress with this assignment more carefully and help the students identify appropriate patients. I also plan to calibrate clinical instructors and encourage them to help the students in the identification of patients in clinic.	03/22/2014 - I plan to calibrate clinical faculty in the identification of patients in clinic who would be appropriate for the student to complete the required probing evaluations.
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))	**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	06/22/2014 - 100% of the students chose appropriate patients for the mock board exam. 21 students out of 24 passed the exam with a score of 75% or higher (87% of the students passed). 3 students failed the exam by receiving scores below 75% (13% of the class). The 3 students retook the exam and passed with a score of 100%. **Result:**	06/22/2014 - Evaluate and identify students who would benefit from additional clinical instruction while treating their patients in clinic.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	achieve a passing score of 75% or better. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the exam.	Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued support for educational meetings and courses for clinic coordinator and clinical instructors to attend to improve clinical teaching skills. **GE/IL-SLO Reflection:** 100% of students eventually passed the exam by the end of the quarter. I would like to see this improve to 100% of students passing the exam during the week of mock board exams and not have to take a make up exam. Identifying students who are not as strong in their clinical skills earlier in the program and provide additional instruction in clinic is key to meeting this goal. I will continue to work on evaluating students progress throughout the second year to identify those students who would benefit from additional help.	
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.	06/22/2014 - 100% of students passed periodontal probing evaluations with scores of 90% or higher during the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Calibration for clinical instructors to review periodontal probing evaluations and the criteria for probing periodontal pockets. **GE/IL-SLO Reflection:** Although 100% of students passed the periodontal probing evaluations, a few students showed a lack of understanding of the basic probing techniques related to line angles and pocket depth. I will review the	06/22/2014 - Calibration of clinical instructors to review probing techniques.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		technique with instructors and calibrate how the evaluations are graded.	
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:** Active	**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.	12/13/2014 - 78% of students answered the question correctly concerning measures of central tendency on the final exam. I felt that this quarter I was rushing to review the information presented by the guest math instructor and did not spend enough time reviewing this concepts. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continue havng statistics instructor present statistical concepts to the students **GE/IL-SLO Reflection:** This relates directly to the institutional SLOs of computation and critical thinking.	12/13/2014 - I plan to spend additional time reviewing the statistical concepts with the students and will continue having the guest instructor from the math department.
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.	12/13/2014 - 23 out of 23 students (100%) were able to correctly identify oral health disparities on a question on the final exam. I felt that I spent more time this year discussion health disparities and that the students understood these concepts better than in past years. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continue to have a multi-media classroom for watching the DVD "Inequalities in Health" and for internet access. **GE/IL-SLO Reflection:** This directly ties in with the institutional SLOs of critical thinking and community/global consciousness.	12/13/2014 - No changes at this time. I will continue to incorporate discussions on health disparities in class and to use the DVD "Inequalities in Health" and the internet to access information related to oral health disparities and how the US collects data related to this topic.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	03/22/2014 - 100% of students (24 out of 24) developed at least one community dental health program goal for their research project. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** I feel that the students did a good job with developing program goals. Some students needed more guidance in identifying the components of a goal. I plan to dedicate more time in class to work with the students on goals.	03/22/2014 - I plan to incorporate additional time into the lesson plan for the development of goals and allow the students time to work on the goals in class together as a group.
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.	03/22/2014 - 23 out of 24 students chose the correct answer to a question on the midterm exam i which they had to identify components of a community dental health objective. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The development of good learning objectives is very difficult. I feel that the students did a good job but I will spend additional time in class working on objectives with the students. I will allow more time to work in their groups on this assignment and have them present to the class for feedback.	03/22/2014 - I plan to allow additional time in the lesson plan on goals and objectives to review the components of a learning objective and how to develop objectives that are good indicators of learning success.
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	**Assessment Method:** The paper will be evaluated using a grading rubric. A passing score is 75% or higher. **Assessment Method Type:**	08/01/2014 - All students in the course achieved a passing score of 75% or greater for their paper and scenario video project. Separate rubrics were used to evaluate both paper and video project.	08/01/2014 - No changes planned.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	Case Study/Analysis **Target for Success:** 100% of students will submit a paper with a passing score.	The students' scores ranged from 88% to 99%, with an average of 92%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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. **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:** Aligns with & meets the college GE/IL-SLO's.	
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.	08/01/2014 - Each student's e-portfolio capstone project is evaluated by 3 different faculty members using a rubric. The students' final score is derived by averaging the 3 faculty scores. The final scores ranged from 75% to 100%, with an average of 88%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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:** Aligns with & meets the college GE/IL-	08/01/2014 - No changes planned.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		SLO's.	
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)) **Start Date:** 07/01/2013 **End Date:** 07/26/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Final Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student will score a 75% or better on a final exam testing this assessment	09/26/2014 - All students scored a 75% or better **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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
		09/26/2014 - All students met target **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Reference books for the library **GE/IL-SLO Reflection:** No changes planned	09/26/2014 - No changes planned 09/26/2014 - no changes planned
		09/26/2014 - all students scored a 85% or better **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None needed	09/26/2014 - no changes planned
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	09/26/2014 - All students scored a 85% or better on this exam. Grades ranged from 98% to 87% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** Goal met	07/25/2012 - 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 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.	01/24/2014 - 100% of the students passed the exam **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **Resource Request:** None at this time **GE/IL-SLO Reflection:** The students are able to successfully complete the required performance. **GE/IL-SLO Reflection:** The students are able to successfully complete the required performance.	01/24/2014 - No changes 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.	01/24/2014 - 100% of the students passed the exam with a score of 75% or higher **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** The students are able to successfully complete the required performance.	01/24/2014 - No changes 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))	**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	10/01/2014 - Students were tested using multiple choice and short answer questions on MidTerm and Final Exam - all passed satisfactorily, although 3 students achieved a final exam grade less than 85%. 24 students in class - 14 achieved an A, 9 achieved a B and 1 student a C	10/01/2014 - Integrate some type of nitrous test during OSCE (Objective Structed Clinical Exam)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	pass this assessment with a score of 75% or higher.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funding to replace old nitrous equipment **Resource Request:** Funding to replace old nitrous equipment **GE/IL-SLO Reflection:** IL-SLO met **GE/IL-SLO Reflection:** IL-SLO met	
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.	10/01/2014 - 100% passed the lab assessment, the lab average was 99% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funding to replace old nitrous equipment **GE/IL-SLO Reflection:** IL-SLO met	10/01/2014 - Change the clinical performance evaluation form to be more specific in each step - each step then evaluated during testing lab. Add an additional instructor during labs allowing students more time to practice and then use last lab as an evaluation lab.
Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 1 - Knowledge - Recognize the radiographic anatomical features of the teeth and periodontium. (Created By Department - Dental Hygiene (D H)) **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	06/24/2014 - 90% of the students met this SLO. Some thought PDL fibers was the same as radiographic PDL space. Others thought that cementum was radiographic lamina dura. It is important to emphasize the histological vs.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	PDL space **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will accomplish this goal	radiographic differences and to find a better drawing of anatomical dental features. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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		
Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION - #3:knowledge and comprehension - To test for comprehension, students were asked to match anatomical landmarks with a column of definitions (Created By Department - Dental Hygiene (D H)) **Start Date:** 04/09/2012 **End Date:** 07/01/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Using a column of anatomical radiographic landmark names, the student will be able to match the definition and/or description with the name. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will be able to meet this target goal	06/24/2014 - 93% of the students met this SLO. The definition that presented the challenge was buccal pit caries as the least reliable type of lesion detectable on a radiograph **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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:**	**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.	03/28/2014 - DH students had a 98% success level in identifying matching questions on the emergency kit. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		**Resource Request:** Replace expired medications in emergency kit as needed **GE/IL-SLO Reflection:** This goal is related to the the ILO's of communication - must be able to identify emergency and recognize medication (if used) and the community/global consciousness and responsibility because the students need to ensure their patients receive corrective action for emergency situations.	
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.	03/28/2014 - 98% of the students were able to identify signs and symptoms of common medical emergencies. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** This is related to the ILO's of communication and analytical thinking because the student must communicate with the patient to determine signs and symptoms. The Ilo of ommunity/global consciousness is met because the DH student must be able to identify and assist with a medical emergency in the dental office for adequate treatment in a emergency situation.	
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	**Assessment Method:** Caries risk assessment Tdap test on student -partner **Assessment Method Type:** Class/Lab Project **Target for Success:**	03/28/2014 - 100% of DH students completed a caries risk assessment test on a student-partner. Results of meter testing varied. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of decay. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Active	100% completion for patient assessment assignment.	2013-2014 **Resource Request:** Purchasing of tdap meter swabs when needed **GE/IL-SLO Reflection:** This task is related to the ILO's communication, analytical thinking and global consciousness. The student must be able to communicate instructions, determine results of the meter, and counsel patients on caries risk assessment.	
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)) **Course-Level SLO Status:** Active	**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 conditions and dental restorations.	03/28/2014 - 90% of students were able to correctly identify exisiting conditions and dental restorations by the 3rd week. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** Charting dental restorations require analytical skills by the DH student. The student must use visual and tactile skills, read radiographs, query patients and other key factors to perform this task.	04/04/2014 - This continues to be an area that is difficult for DH students. There are many different types of dental restorations placed in the oral cavity. The lead instructor and adjunct instructor will mount extracted teeth with restorations to help review the material.
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.	09/26/2014 - All students submitted an e-portfolio research project on an oral health project with a score of 75% or higher. The scores ranged from 100% to 82%, with an average of 93% for the class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued college support of the e-portfolios	09/26/2014 - No changes planned.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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:** College & program IL/SLO are met.	
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)) **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:** Research Paper **Target for Success:** All students complete the patient assessment paper with a minimum score of 75%.	09/26/2014 - All students completed the oral health research project with a passing score of 75% or higher. Scores ranged from 96%-78% with a class average of 86%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library resources for research **GE/IL-SLO Reflection:** College IL & program SLO met.	09/26/2014 - No changes planned.
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:** Inactive	**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.	01/24/2014 - 100% of the students passed the practical examination with 75% or better. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** The students are able to successfully complete the required performance.	01/24/2014 - No changes 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	**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	01/24/2014 - 100% of the students passed the exam with 75% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	01/24/2014 - No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
contraindications. (Created By Department - Dental Hygiene (D H)) **Course-Level SLO Status:** Inactive	**Target for Success:** 100% of the students will pass the examination.	**Resource Request:** None at this time **GE/IL-SLO Reflection:** The students are able to successfully complete the required performance.	
Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO-1 Dental Techniques - The student will compare and contrast "After Five" Gracey curets and standard Gracey curets. (Created By Department - Dental Hygiene (D H)) **Assessment Cycles:** End of Quarter **Start Date:** 09/22/2014 **End Date:** 12/08/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice question embedded on the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of students will answer the question correctly	12/13/2014 - 22 out of 23 students chose the correct answer for this question. I feel that this is a great result but will continue to devote more time toward discussing the differences and similarities between these instruments in class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continue having a multi-media classroom for demonstrating techniques and different types of instruments during class. **GE/IL-SLO Reflection:** This relates to the institutional SLOs of computation (technological skills) and critical thinking.	12/13/2014 - I plan to devote the same amount of time to introduce the different instruments but will provide more time to review the concepts during the quarter.
Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO-2 Dental Techniques - The student will demonstrate the proper technique for utilizing "After Five" Gracey curets for periodontal debridement in root concavities. (Created By Department - Dental Hygiene (D H)) **Assessment Cycles:** End of Quarter **Start Date:** 09/22/2014 **End Date:** 12/08/2014 **Course-Level SLO Status:**	**Assessment Method:** Demonstration of horizontal strokes in root concavities on an advanced instrumentation technique process evaluation **Assessment Method Type:** Presentation/Performance **Target for Success:** 85% of the students will demonstrate the correct technique	12/13/2014 - 100% of the students were able to demonstrate the correct technique on the process evaluation. The lowest score on this section was 85% and the highest score was 100%. I feel that the students were able to understand this technique and the rationale for when it is used and why it would be utilized during the provision of dental hygiene care. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** to create videos of advanced instrumentation techniques for the students	12/13/2014 - Creation of videos of advanced instrumentation techniques that students can access outside of class to review concepts presented during the lecture and instrumentation demos.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		to access outside of class **GE/IL-SLO Reflection:** This directly relates to the institutional SLOs of computation and critical thinking.	
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)) **Course-Level SLO Status:** Active	**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 **Target for Success:** 100% of the students will pass the exam.	03/22/2014 - 100% of students (24 out of 24) were able to select appropriate instruments for periodontal debridement by answering questions on a written exam correctly. Each student achieved a score of 75% and higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** funding for advanced instrumentation course for instructor **GE/IL-SLO Reflection:** The students were able to correctly identify advanced instruments necessary for more complicated periodontal debridement procedures. I feel that I adequately covered the information in class but would like to spend additional time in the clinical lab to allow students to practice these techniques.	03/23/2014 - I plan to attend an Advanced Periodontal Instrumentation Course and will incorporate any techniques/exercises into this course for the students' enrichment.
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.	03/23/2014 - 100% (24 out of 24) of students were able to evaluate and assess the root surface of extracted teeth and apply the principles and techniques of advanced root debridement. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funding for instructor to attend Advanced Periodontal Instrumentation Course **GE/IL-SLO Reflection:** The students learned a lot about assessing	03/23/2014 - I plan to attend an Advanced Periodontal Instrumentation Course and will incorporate lab exercises and techniques into the course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and evaluating root surfaces and then removing debris from the root through a lab exercise with extracted teeth. I will continue with this lab exercise and spend additional time in class demonstrating root surface debridement techniques.	
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.	06/22/2014 - 83% of students successfully applied the criteria for selecting a patient for the California State board exam or the WREB. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued support to attend Board Exams and observe the exam process **GE/IL-SLO Reflection:** I will spend more time reviewing criteria for patient selection during the lecture portion of this course to ensure that students understand what to look for as they screen patients.	06/22/2014 - Review patient selection criteria with the students in more detail.
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)) **Course-Level SLO Status:** Active	**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:** 80% of the students will have accurately assessed patients for the dental hygiene licensure exam.	06/22/2014 - 83% of students assessed patients for the dental hygiene licensure exam (California state board and the WREB). 20 out of 24 students have accurately assessed a patient for the exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued support for clinic coordinator to attend clinical board exams to observe the process **GE/IL-SLO Reflection:** 83% of the students did assess patients and identify a clinical licensure exam but 100%	06/22/2014 - Continue to use the pre-screening protocol developed this quarter.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		of the students did participate in assessing and screening patients for the exam. The students devised a plan to pre-screen patients and eliminate those who would not qualify. This eliminated waste of materials and time in checking patients who were too healthy. I plan to continue with this in subsequent screenings.	

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.	10/01/2014 - 100% of the dental hygiene students received passing scores on the DH national board exam in the Professional Responsibility & Liability section. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library resources for research **GE/IL-SLO Reflection:** IL-SLO met.	10/01/2014 - No changes planned.
		10/01/2014 - !00% of the DH graduates received passing scores on the California Law & Ethics exam for RDH licensing. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Faculty development funding to attend Law & Ethics workshop for dental professions. **GE/IL-SLO Reflection:** IL-SLO met	10/01/2014 - No changes planned.
	Assessment Method: State of California Law & Ethics exam scores for RDH licensure. **Assessment Method Type:** Exam - Standardized **Target:**	10/01/2014 - !00% of the DH graduates received passing scores on the California Law & Ethics exam for RDH licensing. **Result:** Target Met **Year This Assessment Occurred:**	10/01/2014 - No changes planned.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	100% will pass the Law & Ethics exam.	2013-2014 **Resource Request:** Faculty development funding to attend Law & Ethics workshop for dental professions. **GE/IL-SLO Reflection:** IL-SLO met.	
	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.	10/01/2014 - 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:** 2013-2014 **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:** IL-SLO met.	10/01/2014 - No changes planned.
		10/01/2014 - 100% of the Class of 2012 DH students submitted a comprehensive research paper on a legal/ethical scenario in their e-folio demonstrating competency in the four DH domains. The average score was 86%, the range was 76%-99%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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:**	10/01/2014 - No changes planned

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		IL-SLO met	
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	10/01/2014 - 100% passed Dental Hygiene National Board exam **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library resources for research **GE/IL-SLO Reflection:** IL-SLO met	10/01/2014 - Students will take two mock DH national board exams: January & February each year to help them focus their study.
	Assessment Method: RDH licensing examination **Assessment Method Type:** Exam - Standardized **Target:** 100% will pass the licensing exam for the practice of dental hygiene.	10/01/2014 - 100% passed the licensing exam for the practice of dental hygiene from the class of 2013. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** continuing funding for clinical tutoring **GE/IL-SLO Reflection:** IL-SLO met	10/01/2014 - No changes planned. RDH tutoring is very effective.
	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.	10/01/2014 - 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:** 2013-2014 **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.	10/01/2014 - No changes planned.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: IL-SLO met	