

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

Please list all 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	DA & DH	Dental Radiology Instructor

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Dental Hygiene Program celebrated its 50th year at Foothill College. The program is well respected and has excellent outcomes. We have a 100% pass rate on the Dental Hygiene National Board Examination over the history of the program and have been ranked among the top dental hygiene programs in the US. This year again, we had 100% pass rate on National Boards and the California Law & Ethics Exam for Dental Hygiene licensure. Our graduates from June 2015 are in the field working as Registered Dental Hygienists. In addition, we also have three graduates from the DH class of 2015 who are currently in the Masters of Science in Dental Hygiene at UCSF. We encourage our graduates to consider all career aspects in dental hygiene including: clinical practice, education, public health, research, sales/marketing, and business.

There was a 81% success rate for targeted groups and 95% for non-targeted groups in the program data for 2014-15. This includes our program prerequisite course, DH 200L, which students that want to apply to the Dental Hygiene Program must take. This course, by its nature, has a higher attrition and/or non-success rate than among students accepted into the dental hygiene program. The success rate is quite high in both the targeted and non-targeted populations in comparison to the average success rates at Foothill College.

The dental hygiene graduating class of 2015 had a 96% graduation rate, with 23 of the 24 admitted students graduating in June 2015. One student left the program in the first year for personal reasons. This amount of attrition is quite low for a dental hygiene program and a usual finding in that some students admitted to allied health programs may be underprepared or unable to complete a program

for a variety of reasons.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The one recommendation we received last year was to continue to recruit under-represented students to dental hygiene. We are continuing to work on this issue, which is common in the dental field. We offer program preview nights, and career counseling as the foremost diversity initiatives. Current DH program students help with these events and are role models for diversity in dental hygiene. This year we increased the diversity of our incoming class which includes students from diverse racial and ethnic backgrounds, including African American, Asian and Pacific Islander, Hispanic, Middle Eastern, and Filipino. The current first year class is about 50% white and 50% Asian, Hispanic, or Black. These numbers are significantly more diverse than the averages nationwide in dental hygiene programs. This coming year we plan to do updates to our website and brochure with an eye toward diversity and inclusion.

In addition, the DH program director attends national meetings on diversity issues in dentistry. One leading organization is the American Dental Education Association (ADEA), here is a link to their diversity policies for future dental professionals.

http://www.adea.org/GoDental/Dentistry_101/Need_for_diversity.aspx.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The dental hygiene program has several very exciting & innovative initiatives right now. The first is the DH program was selected by the State Chancellor's office to participate in the baccalaureate degree pilot program. The program will include two separate cohorts: (1) entry level students seeking the BS degree in dental hygiene, that includes the required general education, sciences, dental hygiene core courses and clinical training and (2) graduates of accredited dental hygiene programs who are Registered Dental Hygienist, seeking a bachelors completion program (a non-clinic track, completed in one year). We are excited to pilot a bachelor's degree in dental hygiene at Foothill College. The final stages of curriculum approval are underway and we intend to admit the first classes in Fall 2016.

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 2016 will be the fifth year the dental hygiene director and students will participate.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The program will continue to recruit under represented students to our program. We will continue serving the community through our outreach and volunteer efforts, particularly the populations who do not have access to dental care.

We will implement the BS degree program in Dental Hygiene and the BS completion degree in Dental Hygiene. The higher level degree will give students more options in various career paths in dental hygiene.

The DH program faculty will continue to participate in regional and national initiatives related to dental hygiene practice and education. The scope of practice for dental hygienists continues to expand and we intend to have Foothill College Dental Hygiene Program offer the most complete education in dental hygiene, including expanded functions as they are adopted in California.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1. Currency in dental trends	ongoing	student surveys
2. Meet student educational needs	ongoing	student surveys
3. Maintain a safe, functional DH clinic	ongoing	faculty assessment
4. Targeted counselor for DH students	ongoing	student surveys
5. Maintain program accreditation	ongoing	CODA approval
6. Improve lecture classroom facilities	fall 2016	faculty & student assessment
7. Prepare DH students for employment &/or future education	ongoing	student & alumni surveys
8. Maintain qualified faculty pool	ongoing	hire new faculty

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Full time faculty supervising dentist	100,000	1, 2, 3, 4, 7, 8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full time faculty BS completion degree	90,000	1, 2, 3, 4, 7, 8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities upgrade 5302 lighting, book & display cases	10,000	1, 2, 5, 6, 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

small dental equipment: laser, ultrasonic scalers, nitrous oxide cart, ITR instruments, washer/dryer	15,000	1, 2, 5, 6, 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AED for clinic	2,000	1, 2, 3, 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Books and models	2,000	1, 2, 5, 6, 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D cone beam x-ray head	7,000	1, 2, 5, 6, 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty development	9,000 Perkin	1, 2, 4, 5, 7, 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
smart board 5302		1, 2, 5, 6, 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
pedo & adult x-ray mankins	15,000	1, 2, 5, 6, 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

The Dental Hygiene Director currently receives 33% release time annually. The average release time for program directors in the US is 50% according to American Dental Education Association surveys. The DH director duties in addition to teaching assignments & committee work include: maintain accreditation documents, surveys 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 updates, 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.

In addition, the past year the director has been working extensively on the BS degree program curriculum, application and approval processes, accreditation documents, meetings, creating new program materials and responding to requests for information.

In light of the scope of the job, I am requesting 50% release time for the BS degree program direction. I feel strongly that we need a new hire to coordinate and teach in the BS completion program, which is a completely separate program/curriculum from the entry level BS-DH program. I proposed that the BS completion degree full time position would have 75% teaching & 25% program coordination. We expect the BS completion program to be very popular and have excellent enrollment. The additional fees will off-set another full-time position and insure that we have the oversight and data to comply with reporting requirements for the BS pilot programs as required by the State Chancellor's office, ACCJC & CODA.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Dental Hygiene program has remarkably high student success rates and completion rates which far exceed those of the general Foothill College student population for targeted and non-targeted populations. Additionally, the graduates have enjoyed a 100% pass rate on licensure exams since the programs inception 50 years ago. This years class is 50% white and 50% Asian, Latino and African American. DH students are model students and participate in an array of community services that target populations with little to no access to dental services. Additionally, there were 7 DH students who attended the Dental/Medical Brigades in Honduras this year, a program that brings dental care to rural areas of Honduras.

4B. Areas of concern, if any:

There are no areas of concern. The program director is encouraged to continue efforts to increase diversity in the application pool.

4C. Recommendations for improvement:

None

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

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	08/07/2015 - 96% of the students received a 75% or higher on the lab final. Result: Target Met Year This Assessment Occurred: 2014-2015 06/27/2015 - 100% of students received a 75% or higher on the lab final. Result: Target Met Year This Assessment Occurred: 2014-2015 03/28/2015 - 89% of the students received a 75% or higher on the lab final Result: Target Met Year This Assessment Occurred: 2014-2015 12/13/2014 - 86% of the students received a 75% or higher on the lab final. Result: Target Met Year This Assessment Occurred: 2014-2015	
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:	08/07/2015 - 100% of the students received a 75% or higher on the their presentation project. Result: Target Met Year This Assessment Occurred: 2014-2015	

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.	06/27/2015 - 93% received a 75% or higher on their presentation project. Result: Target Met Year This Assessment Occurred: 2014-2015	
		03/28/2015 - 95% of the students received a 75% or higher on their presentations. Result: Target Met Year This Assessment Occurred: 2014-2015	
		12/13/2014 - 93% of the students received a 75% or higher on their presentation project.	
		Result: Target Met Year This Assessment Occurred: 2014-2015	
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))	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
<p>Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is grading with a rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students submit the required log, with the required elements.</p>		
<p>Department - Dental Hygiene (D H) - D H 50</p> <p>- ORIENTATION TO DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated by a dental hygiene instructor using an instrumentation rubric for the 11/12 explorer. A passing score is 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 95% of students will pass the instrumentation evaluation with a score of 75% or higher.</p>		
<p>Department - Dental Hygiene (D H) - D H 50</p> <p>- ORIENTATION TO DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of students will pass exam with a score of 75% or higher.</p>		
<p>Department - Dental Hygiene (D H) - D H 500 - HEALTH COMMUNICATION & MULTICULTURAL ISSUES - Health education patient information - Use Plain Language principles to revise a health</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>education passage so that it is readable by diverse people. Write a 2-page paper on the process and report to the class. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/19/2016</p> <p>End Date: 01/09/2017</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Dental Hygiene (D H) - D H 500 - HEALTH COMMUNICATION & MULTICULTURAL ISSUES - Table clinic - health practices - Final Assignment/Term Project: work with a small group to prepare and present a mini table clinic on the health practices of a given culture. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/19/2016</p> <p>End Date: 01/09/2017</p> <p>Course-Level SLO Status: Active</p>		
<p>Department - Dental Hygiene (D H) - D H 502A - DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT I - Capstone Project - The dental hygiene student will identify a capstone project relevant to the discipline of dental hygiene. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/19/2016</p> <p>End Date: 12/12/2016</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 502A - DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT I - Research Design - The dental hygiene student will analyze a scientific journal article and identify components of research study design. (Created By Department - Dental Hygiene (D H))		
Assessment Cycles: End of Quarter Start Date: 09/19/2016 End Date: 12/12/2016 Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 502B - DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT II - Interprofessional Practice - The dental hygiene student will describe the core competencies of interprofessional healthcare. (Created By Department - Dental Hygiene (D H))		Assessment Cycles: End of Quarter Start Date: 01/02/2017 End Date: 03/24/2017 Course-Level SLO Status: Active
	Department - Dental Hygiene (D H) - D H 502B - DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT II - Capstone Project - The dental hygiene student will develop goals for the capstone project according to guidelines. (Created By Department - Dental Hygiene (D H))		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter Start Date: 01/02/2017 End Date: 03/24/2017 Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 502C - DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT III - Career Opportunities - The dental hygiene student will describe alternative practice opportunities for dental hygienists and reflect on the impact on oral health disparities. (Created By Department - Dental Hygiene (D H))		
Assessment Cycles: End of Quarter Start Date: 04/03/2017 End Date: 06/23/2017 Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 502C - DENTAL HYGIENE RESEARCH & CAPSTONE PROJECT III - Capstone Project - The dental hygiene student will prepare a poster on the capstone project and present to an audience of peers. (Created By Department - Dental Hygiene (D H))		
Assessment Cycles: End of Quarter Start Date: 04/03/2017 End Date: 06/23/2017 Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 504 - ORAL HEALTH CARE MANAGEMENT - Business plan - Students will create a team or individual written business plan or concept paper and presentation that is appropriate for the oral health care sector. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/09/2017</p> <p>End Date: 06/23/2017</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dental Hygiene (D H) - D H 504 - ORAL HEALTH CARE MANAGEMENT - Management and organization analysis - Given case studies, the student will evaluate the management process and analyze its impact on organizational performance. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/09/2017</p> <p>End Date: 06/23/2017</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dental Hygiene (D H) - D H 52A - ORAL BIOLOGY I - SLO 1 - Anatomy - chart the bones of the skull (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/12/2011</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Quiz Lab Exercise</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student shall pass the quiz/lab exercise on the bones with 70% or better</p>	<p>02/02/2015 - All students completed charting the bones of the skull on a miniature skull. Students received a 75% or above for test questions concerning bones of the skull.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>02/02/2015 - None needed at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: The students purchased a miniature skull and clay for anatomy.</p>	
<p>Department - Dental Hygiene (D H) - D H 52A - ORAL BIOLOGY I - SLO 2 - Structure and function - Identify the different teeth in the human dentition (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quizzes Lab Exercises</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student will score a 70% or better on quizzes and lab exercises on the different teeth in the human dentition</p>	<p>02/02/2015 - All students performed at a 75% or better for tooth identification using dentoform teeth.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p> <p>GE/IL-SLO Reflection: The program director purchased several sets of adult and primary teeth which were helpful for lab exercises.</p>	<p>02/02/2015 - None needed</p>
<p>Department - Dental Hygiene (D H) - D H 52B - ORAL BIOLOGY II - SLO 1 - Anatomy - state the different periods of human embryology (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/05/2015</p> <p>End Date: 03/25/2015</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will state the different periods of human embryology on a quiz</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on this quiz</p>	<p>04/01/2015 - Students scored a 75% or better on this quiz</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p>	<p>04/01/2015 - No changes planned</p> <p>07/02/2012 - No changes anticipated</p>
<p>Department - Dental Hygiene (D H) - D H 52B - ORAL BIOLOGY II - SLO 2 - Application of Knowledge - describe the differences between enamel and dentin (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: Quiz on the differences between enamel and dentin</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>04/01/2015 - All students scored a 75% or better</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>04/01/2015 - No changes needed</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Students will score a 75% or better on the quiz	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))	Assessment Method: A dental hygiene instructor using an e-portfolio rubric on infection control procedures will evaluate the student. A passing score is 75% or higher. Assessment Method Type: Portfolio Review Target for Success: 100% of students will submit an e-portfolio with a passing score of 75% or higher.	01/16/2015 - 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 75-99%. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students. GE/IL-SLO Reflection: The portfolio project is an appropriate assignment to evaluate competency in this subject matter area.	01/16/2015 - No changes planned
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))	Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 100% of students will pass the exam with a score of 75% or higher.	01/16/2015 - 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. Assessment was based on written exams, clinical performance, and researching a topic and doing a class presentation. Result: Target Met Year This Assessment Occurred: 2014-2015	01/16/2015 - No changes planned.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>Resource Request: Library resources for research</p> <p>GE/IL-SLO Reflection: A critical competency for dental hygiene.</p>	
<p>Department - Dental Hygiene (D H) - D H 54</p> <p>- 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Clinical examination using a rubric.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 95% will pass this assessment with a score of 75% or higher.</p>	<p>01/16/2015 - 95% of the dental hygiene students scored 75% or higher on the assessment procedures skills exam. The scores ranged from 96% to 70%, one non-passing score.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continuing funding for clinical tutoring</p> <p>GE/IL-SLO Reflection: Students are performing assessment skills at an acceptable level for first quarter students.</p>	<p>01/16/2015 - Continue to create video clips of instrumentation so students can practice at home on their typodont.</p>
<p>Department - Dental Hygiene (D H) - D H 54</p> <p>- 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Clinical examination using a rubric.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 95% will pass this assessment with a score of 75% or higher.</p>	<p>01/16/2015 - 95% 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% to 70%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continuing funding for clinical tutoring</p> <p>GE/IL-SLO Reflection: Students are making good progress in safe instrumentation.</p>	<p>01/16/2015 - Action plan detailed in SLO 1.</p>
<p>Department - Dental Hygiene (D H) - D H 55A - FUNDAMENTALS OF PATHOLOGY I</p> <p>- SLO 2 - Knowledge - Describe the blood</p>	<p>Assessment Method: Students will complete an exam on the blood disorders</p>	<p>06/30/2015 - All students scored a 75% or better on the exam</p> <p>Result:</p>	<p>06/30/2015 - No changes planned</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
disorders (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on the exam</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
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	<p>Assessment Method: Students will complete an exam on the diseases of metabolism</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on the exam</p>	<p>06/30/2015 - All students scored a 75% or better on this test</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p>	<p>09/26/2014 - No changes planned</p> <p>09/26/2014 - No changes planned</p> <p>07/02/2012 - No changes anticipated</p>
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	<p>Assessment Method: Quiz which students describe oral lesions using appropriate terminology</p> <p>Assessment Method Type: Departmental Questions</p> <p>Target for Success: Students score a 75% or better on the quiz</p>		
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: 09/28/2011	<p>Assessment Method: Students will complete an exam on the differential diagnosis of oral lesions</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score an 80% or better on the exam</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/14/2011 Course-Level SLO Status: Inactive	Department - Dental Hygiene (D H) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 1- Oral lesions - Recognize common oral lesions of either local or systemic origin. (Created By Department - Dental Hygiene (D H))	Assessment Method: Case studies 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 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 2 - Describing oral lesions - Describe oral lesions using appropriate terminology, stating etiology, clinical features, pathogenesis and dental implications. (Created By Department - Dental Hygiene (D H))	Assessment Method: Case studies 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 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 3- Differential diagnosis of oral lesions - Describe the differential diagnosis of oral lesions based on reasonable, accurate appraisal of all available information. (Created By Department - Dental Hygiene (D H))	Assessment Method: Case study with photos. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 85% of students will answer correctly	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/22/2014</p> <p>End Date: 12/12/2014</p> <p>Course-Level SLO Status: Active</p> <p>Department - Dental Hygiene (D H) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 2 - Research - By the end of spring quarter, the dental hygiene student will be able to research and report on the indications for the use of a commonly prescribed drug. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/07/2014</p> <p>End Date: 06/20/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Answering questions based on a case study summarizing the indications for the use of commonly prescribed drugs for a patient with Alzheimer's Disease.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 85% of students will receive a score of 17 or higher on the assignment.</p>	<p>06/20/2015 - 100% of the students received a score of 17 or higher on the assignment. One student scored 17 out of 20 points. 19 students received a score of 18 or higher. I feel that the students gained an understanding about Alzheimer's disease and the medications used to manage this condition after completing the assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: access to the internet and funding for faculty enrichment (to attend courses on pharmacology)</p> <p>GE/IL-SLO Reflection: The students demonstrated the ability to research a drug and answer questions related to the drug interactions and indications for the use of the drug. I will incorporate changes as stated in the action plan.</p>	<p>06/20/2015 - Continue including patient based scenarios in the course with the most commonly prescribed medications so that students are familiar with a range of drugs that they may encounter when treating patients in private practice.</p>
<p>Department - Dental Hygiene (D H) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 1 - Application of Knowledge - By the end of spring quarter, the dental hygiene student will be able to demonstrate a working knowledge of the implications for dental hygiene care for a</p>	<p>Assessment Method: A multiple choice question on the implications for a commonly prescribed drug on exam 2.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>06/20/2015 - 18 out of 20 students (90% of the class) chose the correct answer for a multiple choice question regarding the use of local anesthetics and a commonly prescribed cardiac drug and the implications for dental hygiene care. This result shows that the students are learning how drugs can affect the treatment they provide</p>	<p>06/20/2015 - I will continue to include patient based scenarios in the course to help the student develop strategies for treating patients with various medical conditions and drug therapies. I plan to update several modules for</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>commonly prescribed drug. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>85% of students will answer the question correctly.</p>	<p>patients and the importance of modifying care as needed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: access to the internet and funding for faculty enrichment (to attend courses on pharmacology)</p> <p>GE/IL-SLO Reflection: Almost all of the students demonstrated an understanding of the dental implications for choosing local anesthetics that can be safely used with cardiac patients. I would make the changes stated in the action plan.</p> <p>GE/IL-SLO Reflection: I feel that the students did demonstrate an understanding of the implications for a specific drug and how it might affect dental hygiene care.</p>	<p>next year's class and will include a variety of activities to enhance learning.</p>
<p>Department - Dental Hygiene (D H) - D H 57A - PERIODONTICS - SLO 1 - Knowledge - Describe the clinical and histologic features of the periodontium (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz which asks to students to describe the clinical and histologic features of the periodontium</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on the quiz</p>	<p>06/30/2015 - All students met target</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	<p>06/30/2015 - No changes planned</p> <p>09/26/2014 - no changes planned</p> <p>07/02/2012 - No changes planned</p>
<p>Department - Dental Hygiene (D H) - D H 57A - PERIODONTICS - SLO 2 - Knowledge - Describe the characteristics of periodontal health (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Quiz which students describe the characteristics of periodontal health</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>06/30/2015 - All students scored a 75% or better on a quiz which tested the students on the characteristics of periodontal health</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>06/30/2015 - No changes planned</p> <p>10/05/2013 - no changes planned</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Students score a 75% or better on the quiz	<p>2014-2015</p> <p>Resource Request: More library reference textbooks especially color photos</p> <p>GE/IL-SLO Reflection: None</p>	
<p>Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 2 - Knowledge - Describe the classifications of periodontitis (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/15/2012</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Quiz on chapters 16 and 17 in textbook to determine if students were able to describe the classifications of periodontitis</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on the quiz</p>		
<p>Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 1 - Knowledge - Describe the classifications of gingivitis (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 09/27/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Quiz on chapter 14 in textbook on the different classifications of gingivitis</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on this quiz</p>		
<p>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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/22/2014</p>	<p>Assessment Method: Case studies</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will answer correctly</p>	<p>01/16/2015 - 88% of students answers correctly</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Library resources for research</p> <p>GE/IL-SLO Reflection: Having a better outline of the 3 mechanisms involved in both the powerpoint and student handout.</p>	<p>01/16/2015 - I believe that being able to impart information to students in the simplest manner will help them better understand the lesson in its entirety. The organization of the material in the lectures allows the students to have a greater retention of the information presented. Based on the student survey, the class seemed to</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 12/12/2014 Course-Level SLO Status: Active		Allotting more time to the topic to further explain each mechanism to the students.	appreciate the effectiveness of this method. One student recommend more case studies and I consider that this will help the students transition the information from didactic into the clinical setting. By adding the element of a class discussion or activity will allow for the students to play a more active role in the lecture as they figure out how they will use the information they learned in a patient scenario. One student stated that the material in the course has some repetitions from previous classes. Coordinating and revising the course content with the other courses taken by the students may help resolve this issue. Having an office hour will also allow the students the accessibility for individual conferences if needed.
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	Assessment Method: Case studies Assessment Method Type: Exam - Course Test/Quiz Target for Success: 85% of students will answer correctly	01/16/2015 - 100% of outcome met. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Library resources for research GE/IL-SLO Reflection: More case studies and I consider that this will help the students transition the information from didactic into the clinical setting. By adding the element of a class discussion or activity will allow for the	01/16/2015 - Action plan detailed under SLO 1.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		students to play a more active role in the lecture as they figure out how they will use the information they learned in a patient scenario.	
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 3- Phases of management - periodontal disease - Students will be able to distinguish the phases involved in the management of patients with periodontitis. (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	01/16/2015 - 100% of outcome met. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Library resources for research GE/IL-SLO Reflection: More case studies and I consider that this will help the students transition the information from didactic into the clinical setting. By adding the element of a class discussion or activity will allow for the students to play a more active role in the lecture as they figure out how they will use the information they learned in a patient scenario.	01/16/2015 - Action plan detailed in SLO 1.
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		
Department - Dental Hygiene (D H) - D H 57C - PERIODONTICS - SLO 1 - Application of Knowledge - The student will choose an	Assessment Method: Students will complete a portfolio project on a periodontally involved patient		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Start Date: 04/08/2013</p> <p>End Date: 06/21/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will complete this project with a grade of 75% or better</p>		
<p>Department - Dental Hygiene (D H) - D H 58A - COMMUNITY DENTAL HEALTH I - Research Design - By the end of fall quarter, the dental hygiene student will differentiate between epidemiologic study designs. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/19/2016</p> <p>End Date: 12/15/2016</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dental Hygiene (D H) - D H 58A - COMMUNITY DENTAL HEALTH I - Oral Health Disparities - By the end of fall quarter, the dental hygiene student will describe oral health disparities and barriers that exist in defined populations. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/19/2016</p> <p>End Date:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/15/2016 Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 58B - COMMUNITY DENTAL HEALTH II - Program Goals - By the end of winter quarter, the dental hygiene student will develop community dental health program goals. (Created By Department - Dental Hygiene (D H))		
Assessment Cycles: End of Quarter Start Date: 01/02/2017 End Date: 03/24/2017 Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 58B - COMMUNITY DENTAL HEALTH II - Program Objectives - By the end of winter quarter, the dental hygiene student will identify the components of a community dental health program objective. (Created By Department - Dental Hygiene (D H))		
Assessment Cycles: End of Quarter Start Date: 01/02/2017 End Date: 03/24/2017 Course-Level SLO Status: Active	Department - Dental Hygiene (D H) - D H 58C - COMMUNITY DENTAL HEALTH III - Scientific Communication - By the end of spring quarter, the dental hygiene student will prepare a poster on a community dental health topic and present to an audience of peers. (Created By Department - Dental		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/03/2017</p> <p>End Date: 06/23/2017</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Dental Hygiene (D H) - D H 58C - COMMUNITY DENTAL HEALTH III - Career Opportunities - By the end of spring quarter, the dental hygiene student will describe alternative practice opportunities for dental hygienists and the potential impact on oral health disparities. (Created By Department - Dental Hygiene (D H))</p>		
<p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/03/2017</p> <p>End Date: 06/23/2017</p> <p>Course-Level SLO Status: Active</p>	<p>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))</p>	<p>Assessment Method: 2-3 page report written after observing a dental hygienist working in a dental specialty office.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will receive a score of 17 or higher on a 20 point rubric.</p>	<p>01/11/2015 - 91% of the students (21 out of 23) received a score of 17 or higher on a 20 point rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: I will continue to revise the instructions for the paper so that all students are clear on the requirements of it.</p>
<p>Course-Level SLO Status: Active</p>	<p>Department - Dental Hygiene (D H) - D H 59 - SURVEY OF DENTISTRY - SLO 2 - Responsibilities - The dental hygiene student</p>	<p>Assessment Method: A multiple choice question on a general supervision duty of the dental hygienist on a</p>	<p>01/11/2015 - 95% of the students (22 out of 23) answered the general supervision question</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>will distinguish between the allowable duties of the dental hygienist in the State of California under direct supervision & general supervision. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>course quiz.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will answer the question correctly on the quiz.</p>	<p>correctly on a course quiz.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>01/11/2015 - I will continue to incorporate the general supervision vs. direct supervision dialogue throughout the class.</p>
<p>Department - Dental Hygiene (D H) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 2 - Safety - Describe radiation protective factors provided to the patient to reduce radiation absorption and exposure. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This outcome will be assessed by a multiple-choice question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of students will choose the correct answer</p>	<p>12/16/2015 - 100% of the students were able to identify from memory patient safety features for radiation safety</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p>	
<p>Department - Dental Hygiene (D H) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 1 - Knowledge - List the steps that take place in the tubehead to produce radiation. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This outcome will be assessed by using a short answer question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of the students will be able to list the steps in their correct order to produce photons from electrons.</p>	<p>12/16/2015 - 90% of the students were able to list the correct steps for x-ray generation in the tubehead. The remaining 10% were not able to separate kinetic from thermionic energy and where it occurs in the tubehead.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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. More time will be spent on discussion of the physical properties of metals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p>	
<p>Department - Dental Hygiene (D H) - D H 60B - DENTAL RADIOGRAPHY II - SLO 2 - Dental Techniques - List the name and functions of the processing solutions. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This outcome will be assessed by a multiple-choice question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will be able to answer the question correctly</p>	<p>04/29/2015 - The students were successful in naming the processing solutions and identifying the correct function the developer and fixer have on a film.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to use automatic processors for film development, and purchase the developing and fixing solutions.</p>	
<p>Department - Dental Hygiene (D H) - D H 60B - DENTAL RADIOGRAPHY II - SLO 1 - Dental Techniques - Demonstrate proper film placement techniques on a mannequin for intraoral films. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it as correct or incorrect. A film placement error has a point deduction of 1 point.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 75% of the students are expected to successfully pass the film placement procedure on a mannequin.</p>	<p>04/29/2015 - 93% of the students passed the film placement critique for anterior and posterior film placement on a mannequin.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to repair/refurbish DXTTR training mannequins for use. This invaluable mannequin is the only systematic way to ensure the resultant radiograph is without technical or processing errors</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 60C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - Correctly mount a full mouth survey of dental radiographs. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be able to perform this task by using the indicator dot as a means to identify the labial/lingual placement of the film; identify the landmarks appropriate for maxillary and mandibular placement; and the positioning of vertical and horizontal films for the anterior/posterior positions.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of the students will be able to succeed in this outcome</p>	<p>12/16/2015 - 100% of the students electronically mounted FMS and BWS correctly.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p>	
<p>Department - Dental Hygiene (D H) - D H 60C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - Recognize periodontal bone loss on a dental radiograph. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success:</p>	<p>12/16/2015 - 95% of the students were able to correctly identify bone loss on a radiograph. This improvement occurred through the understanding of the possibility of elongation, foreshortening influences on a film. In addition, reinforced learning of this diagnostic finding occurred with help from the Periodontics lecture given this year by Dr. Lirag. The students understood the many</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>80% of the students will correctly identify bone loss</p>	<p>influences of a false positive result based on lack of parallelism (technical), and the assumptions that all patients have periodontal loss (theoretical)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p> <p>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 degree angulation of lamina dura. Emphasize the words 'general and localized' for bone loss findings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p>	
<p>Department - Dental Hygiene (D H) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 1 - Dental Techniques - List the advantages of using the buccal object rule in dentistry. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students will understand the buccal object rule by taking a parallel radiograph to overlap an artifact then take a mesial radiograph of the same area and compare the movement of the artifact</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75% of the students will understand the buccal object rule by correct performance in a lab setting</p>	<p>04/29/2015 - 100% of the students successfully met this SLO. The assignment was conducted both by film and by plates. Each student explained their technique and the resultant movement of the foil object placed in the DXTTR training mannequin. Films were kept on file for future review for their National Board Preparation</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Continue to repair/refurbish DXTTR training mannequins for use to study and apply the buccal object rule</p>	
<p>Department - Dental Hygiene (D H) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 2 - Dental Techniques - Produce a diagnostic panoramic radiograph. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be able to correctly place the patient in the midsagittal, Frankfort and cuspid focal troughs. These three focal points are necessary to use for a diagnostic panoramic radiograph.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of the students will be able to successfully complete this SLO</p>	<p>04/29/2015 - All students were able to correctly place the patient in the focal trough. However many needed assistance because we now have a new machine. The locations of the indicator lights have changed and each student had direct supervision before the radiograph was taken.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue Patterson maintenance for the operation of the panoramic unit. Occasional misalignment occurs with the temple guards and purchase a wall mirror for easier understanding of the midsagittal line on the patient's face.</p>	
<p>Department - Dental Hygiene (D H) - D H 60E - DENTAL RADIOGRAPHY V - SLO 1 - Application of Knowledge - Understanding the parameters of the California State Board Exam requirements for a FMS, the student will be able to evaluate the need to retake a dental radiograph (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 04/08/2013</p> <p>End Date: 06/18/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Given a FMS, the student will be able to determine the need to retake a dental radiograph using the parameters of insufficient or excessive horizontal/vertical angulation, the presence of a cone cut and or a developing error.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of the students will be able to independently determine and instructor concur the need of a radiographic retake</p>	<p>07/01/2015 - This year all the students are taking the WREB and not the California Board. The WREB information of radiographs are not as detailed as the California Board, however the basic parameters of parallelism are the same and 100% of the students were able to identify a faulty film error and perform a corrected retake. In addition film is the preferred image by the WREB. This influences our dental x-ray lab by increasing the costs for supplies. ie. developing/fixing solutions, film purchases #2 and #1 sizes, mounts and labels. Although the transition back to film was not difficult, there was an increase in operator time, almost twice as longer as opposed to plates and patient scheduling had to be modified.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: The parameters for the California State Board Exam is different from the Foothill College assessment form.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 85% of the students would be able to correctly answer additional questions in the check-box format</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: To ensure student success on the WREB clinical examination, the increased cost of developing images onto film will occur. This can be offset by including items listed above in the student kit during year 2.</p>	
<p>Department - Dental Hygiene (D H) - D H 60E - DENTAL RADIOGRAPHY V - SLO 2 - Application of knowledge - Identify calculus on a full mouth set of radiographs. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A radiographic assessment form will be used for this SLO.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of the students will be able to identify calculus on a full set of dental radiographs.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p>	
<p>Department - Dental Hygiene (D H) - D H 61A - CLINICAL TECHNIQUE - SLO 1 - Dental Techniques - The student will demonstrate proper use of the universal curet, gracey curets, and sickle scalers including: proper grasp, angulation, and adaptation to the tooth and/or root surface. (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: A dental hygiene instructor using a clinical assessment exam rubric on assessment procedures will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 95% of students will attain beginning level competency with clinical dental hygiene</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request:</p>	<p>04/28/2015 - Continue to develop instrumentation video clips to help students master techniques.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	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))	Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher. Assessment Method Type: Case Study/Analysis Target for Success: 100% of students will submit a patient competency analysis paper that is scored as passing (75% or higher).	04/28/2015 - 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 80% to 99%, with a class average of 89% Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Continuing funding for clinical tutoring & access to library resources for dental research. GE/IL-SLO Reflection: Program & college IL/SLO met.	04/28/2015 - 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))	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.	07/07/2015 - All of 20 students finished either a pediatric or adolescent patient competency this quarter in their clinic session of DH 61B. The students also conducted research on a specific medical or dental topic relating to their patient. The researches ranged from attention deficit or hyperactivity disorder to early childhood caries. All of the student researches reflected and demonstrated what the students have learned from the assignment. The patient competency assignment grade ranges from 73 to 100 out of 100 points. The average class grade is 93 points. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request:	07/07/2015 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Library resources for research</p> <p>GE/IL-SLO Reflection: Unfortunately, one out of the 20 students did not receive a score of 75%. This lower grade was mainly a result of unsatisfactory writing skills, wrong NLM formatting, and failure to submit required paperwork. I have recommended the student to seek writing help either with someone she knows or the tutoring center. All students are given a detailed grading rubric of the project, a list of required paperwork for submission, as well as verbal recommendation to the tutoring center for English help. At the end of the course, I have received a positive feedback from students about this project and will continue to implement it.</p>	
<p>Department - Dental Hygiene (D H) - D H 61B - INTRODUCTION TO CLINIC - SLO 2 - Application of knowledge - The student will choose an appropriate patient for periodontal probing evaluation and complete the evaluation with a score of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing uses the Periodontal Probing form, which is the same, used in the California Dental Hygiene State Board licensing exam. The student readings in the selected quadrant are compared with the instructor readings. Any readings that vary more than 2mm are considered an error, minus 5 points.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of students will pass the periodontal probing evaluation.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continuing funding for clinical tutoring</p> <p>GE/IL-SLO Reflection: The current requirement of an appropriate patient for this evaluation is one quadrant of teeth with at least two 4mm probing depths. No points will be taken off as long as the measurements are within 1mm difference between the instructor and student. Unless the student overly angles the periodontal probe, he/she will receive a perfect score. I felt that this evaluation should be conducted</p>	<p>07/07/2015 - All of the 20 students successfully completed both periodontal probing evaluations. The two periodontal probing evaluation grade ranges from 80 to 100 out of 100 points. The average class grade is 97.35 points which is excellent.</p> <p>07/07/2015 - May change the criteria to a more difficult periodontal case.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		on slightly more periodontally involved patients who have at least one 5mm pockets. In the future, this assignment requirement may be changed to better test the overall probing technique and accuracy.	
Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 2 - Application of knowledge - The student will select an appropriate quadrant and complete a periodontal probing evaluation with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The evaluation of periodontal probing used the Periodontal Probing form similar to the form used for the state licensing examination. The student reading are compared to the instructor readings. Reading with a 2mm or more discrepancy are considered errors or minus 5 points each. The student must achieve a passing score of 75% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of students will pass the periodontal probing evaluation.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: The students did well with this assessment this quarter. In fall they need to identify patients with 5mm pockets to complete this evaluation. I want to continue working on probing technique with the students in September to refine their skills.</p>	<p>Result: 07/27/2015 - One common error is to overangle the probe into the interproximal area and get readings that are too deep. I will continue to address this with the students.</p>
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: nothing at this time</p> <p>GE/IL-SLO Reflection: The students were well prepared and able to select quadrants that met clinical requirements for completing the probing</p>	<p>Result: 07/31/2014 - Continue with current instruction on probing and evaluation of technique</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>GE/IL-SLO Reflection:</p> <p>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.</p>	
<p>Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the child or adolescent with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 100% of the students will submit a passing patient competency project.</p>	<p>07/27/2015 - 100% of the students identified an appropriate patient for the competency project and achieved a passing score of 75% or higher. Scores ranged from 81 to 97 out of 100 points. All competency patient treatment was delivered very nicely but the range of scores was reflected by the vast differences in writing skills among the students.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection:</p> <p>The students have a range of writing skills and this was reflected in the competency papers that were turned in to me. The lower scores on this project were mainly due to the student leaving out some key information from the paper. All research and reflection section of the papers were nicely done. I want to review the fall</p>	<p>07/27/2015 - Compile a list of the required paperwork for the students and include examples of the papers that need to be turned in with the competency.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>competency project with the students in September and list/explain the specific documents and information that needs to be included in the patient case study and education sections of the project. I received a variety of different paperwork from the students so I want to make sure that the students understand what they are expected to complete for the paper and the additional clinic paperwork that is required.</p> <p>07/31/2014 - 23 out of 23 students submitted a patient competency project that received a passing grade of 75% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>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.</p>	<p>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.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the</p>	<p>Assessment Method: The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p>	<p>12/12/2015 - 100% of students completed a patient competency project and received a 75% or higher on the project. The lowest score was 83% and the highest score was 100%. The students did a nice job but several did not relate the research section directly to the geriatric patient.</p> <p>Result:</p>	<p>12/12/2015 - I plan to spend more time in seminar reviewing the criteria for completing the geriatric patient competency.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>competency and evidence-based decision making, on the geriatric medically complex with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Research Paper</p> <p>Target for Success: 100% of the students will submit a passing patient competency project.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continued use of a classroom with multi-media. access to the clinic</p> <p>GE/IL-SLO Reflection: I plan to spend more time in seminar next year discussing the geriatric patient competency with the students and emphasize the need to connect the research to the geriatric population.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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.</p> <p>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.</p> <p>GE/IL-SLO Reflection: This SLO is directly related to the</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>GE/IL-SLO Reflection:</p> <p>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.</p>	
<p>Department - Dental Hygiene (D H) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 2 - Application of knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will choose an appropriate patient for the mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 4 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of the students will pass the exam.</p>	<p>12/12/2015 - 100% of the students took the mock board exam this quarter and passed with 75% or higher on the exam. The lowest score was 84% and the highest score was 100%. Most students scored above 90% on the exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: access to the clinic and recruiting patients appropriate to the mock board exam criteria</p> <p>Resource Request: access to the clinic and recruiting patients appropriate to the mock board exam criteria</p> <p>GE/IL-SLO Reflection: This class was very well prepared to take the exam and performed well on the exam. They worked hard in clinic and our faculty</p>	<p>12/12/2015 - Continued recruitment of appropriate patients for the exam</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>helped them develop their skills in preparation for the exam. I had also moved their summer test case to the fall quarter so that this class had to complete 2 test cases during fall quarter. I think that this helped them to be better prepared for the exam.</p> <p>GE/IL-SLO Reflection:</p> <p>This class was very well prepared to take the exam and performed well on the exam. They worked hard in clinic and our faculty helped them develop their skills in preparation for the exam.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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.</p> <p>GE/IL-SLO Reflection:</p> <p>This does not directly tie in with the institutional SLOs. This is a performance type SLO and directly evaluates the</p>	<p>12/13/2014 - I plan to calibrate clinical faculty so that we are using the same criteria to identify 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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students' abilities to perform the techniques necessary to remove calculus from their patients' teeth.	
<p>Department - Dental Hygiene (D H) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student must choose an appropriate patient for care for the mock board examination. The student must receive a grade of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of the students will receive a grade of 75% or higher on the mock board clinical examination.</p>	<p>03/24/2015 - 74% of the students (17 out of 23 students) passed the mock board exam and received a score of 75% or higher. 6 students did not pass the exam on the first attempt. 4 students successfully retook the mock board exam and passed with a score of 75% or higher. 2 students were unable to retake the exam and will do this during the next quarter.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: typodonts and materials to create calibration exercises for both faculty and students to identify appropriate patients for the exam, additional instructor in clinic to help students with remediation of skills if they don't pass the mock board exam.</p> <p>GE/IL-SLO Reflection: Of the 6 students who did not pass the exam, 4 were unable to find the "ideal" patient for the exam during winter quarter. They had to bring patients who had too advanced stages of periodontal disease and much more difficult calculus classifications than what was required for the exam. There seemed to be a shortage of patients who qualified for the exam coming to the clinic. Increasing efforts for recruiting patients may help to alleviate this perceived shortage. Students have been distributing fliers about the clinic in various locations around the south bay.</p>	<p>03/24/2015 - Increase efforts to recruit patients for the clinic by distributing fliers and meeting with different groups on campus.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dental Hygiene (D H) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 85% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 85% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of students will pass the periodontal probing evaluation.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: 100% of the students were able to complete and pass their evaluations. This was an improvement from last quarter where 3 students were not able to identify appropriate patients and did not complete the evaluations. All 3 students completed the fall evaluations and the winter evaluations this quarter.</p>	<p>03/24/2015 - Continue to monitor student progress throughout the quarter to ensure that students are completing requirements in a timely manner.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 5 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or better.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of the students will pass the exam.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: typodonts with calculus that mimics moderate and heavy class patients to use for faculty calibration.</p>	<p>06/20/2015 - Continue to calibrate clinical faculty on how to identify errors on the exam. It is difficult to differentiate between root roughness and calculus when scoring the exam.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Students demonstrated an understanding of the mock board procedures and are better able to successfully participate in the real exam this summer.</p>	
<p>Department - Dental Hygiene (D H) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 90% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 90% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of students will pass the periodontal probing evaluation.</p>	<p>06/20/2015 - 100 % of students passed 2 probing evaluations with passing scores of 92% during the quarter. Some of the evaluations were on very difficult and advanced periodontal cases. The students are well prepared and skilled to perform this assessment on the licensing exam and future patients in private practice.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: All students demonstrated an understanding of the rationale for probing and performed this assessment at a competent level.</p>	<p>06/20/2015 - Continue including 2 probing evaluations each quarter to help the student successfully perform this assessment skill.</p>
<p>Department - Dental Hygiene (D H) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 1 - Application of Knowledge - By the end of fall quarter, the dental hygiene student will be able to differentiate between measures of central tendency. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question about measures of central tendency on the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will answer this question on the final exam correctly.</p>	<p>12/12/2015 - 90 % of the students (18 out of 20) answered the question on measures of central tendency correctly and were able to differentiate between the mode, mean and median. I felt that I didn't spend enough time in class reviewing these concepts so was surprised that so many students answered the question correctly.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continued use of a classroom with multi-media.</p> <p>GE/IL-SLO Reflection:</p>	<p>12/12/2015 - I plan to devote more time to reviewing statistical concepts next year especially to differentiate between measures of central tendency and measures of dispersion. I want to develop some exercises that the students can work on in class that will help them understand these concepts more clearly.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The students were able to correctly identify measures of central tendency. Only 2 out of the 20 students were unable to differentiate between the difference measures. I plan to spend more time in class next year reviewing the concepts.</p> <p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continue having statistics instructor present statistical concepts to the students</p> <p>GE/IL-SLO Reflection: This relates directly to the institutional SLOs of computation and critical thinking.</p>	<p>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.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 2 - Application of knowledge - By the end of fall quarter, the dental hygiene student will be able to identify dental health disparities. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question about dental health disparities is included on the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will answer the question on the final exam correctly.</p>	<p>12/12/2015 - 20 out of 20 students (100%) were able to identify health disparities on the final exam. I spent time this quarter discussing health disparities in class and watching a DVD on health inequities. I feel that this extra time helped the students correctly identify health disparities.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continued use of a classroom with multi-media.</p> <p>GE/IL-SLO Reflection: 100% of students were able to correctly identify health disparities (oral health) in a short answer question. Students had to</p>	<p>12/12/2015 - I will continue to devote time throughout the quarter to discussing oral health disparities with the students. I really feel that they get a better understanding of health inequities from watching the stories of real people highlighted in a DVD series on health that we watch. We will continue to do this.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>review several graphs demonstrating oral health disparities and the students had to make conclusions based on the data represented in the charts.</p> <p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continue to have a multi-media classroom for watching the DVD "Inequalities in Health" and for internet access.</p> <p>GE/IL-SLO Reflection: This directly ties in with the institutional SLOs of critical thinking and community/global consciousness.</p>	<p>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.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 1 - Application of Knowledge - By the end of winter quarter, the dental hygiene student will be able to develop a community dental health program goal. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 3-4 page community dental health program proposal.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will receive a score of 22 or higher on a 25 point rubric.</p>	<p>03/24/2015 - 100% of students developed at least 1 community dental health program goal for their program proposal and received a score higher than anticipated.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: The students were able to identify and define goals for their program proposals with guidance from me. It is important learning opportunity for me to meet with each group of students and discuss their program ideas and then help them define</p>	<p>03/24/2015 - Continue to provide time during class for the students to work in their project groups and brainstorm with them to develop their program ideas.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		appropriate and achievable goals for their projects. I feel that the time I allow in class for their group work is invaluable for the students and I will continue this practice.	
<p>Department - Dental Hygiene (D H) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 2 - Application of knowledge - By the end of winter quarter, the dental hygiene student will be able to identify the components of a community dental health program objective. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question on components of a program objective on the midterm exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will correctly answer the question on the midterm exam.</p>	<p>03/24/2015 - 100% of students were able to identify components of a behavioral objective on the midterm exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: I spent more time this quarter to review the parts of a behavioral objective and then allowed the students to work in their groups. Once they were able to develop some objectives, I met with each group and helped them to refine their objectives in order to achieve measurable outcomes. This seemed to help the students understand the process of writing good behavioral objectives.</p>	<p>03/24/2015 - Continue to allow group work in class so that the students can develop behavioral objectives for their programs and then meet with the groups to review their objectives.</p>
<p>Department - Dental Hygiene (D H) - D H 64 - ETHICS, LAW & DENTAL OFFICE PRACTICES - SLO 1 - Application of Knowledge - Given a legal/ethical dilemma the student will apply the Six-Step Decision Making Model and analyze the evidence, legal facts, ethical principles involved and details of the dilemma to reach an appropriate decision. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The paper will be evaluated using a grading rubric. A passing score is 75% or higher.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% of students will submit a paper with a passing score.</p>	<p>07/07/2015 - All students in the course achieved a passing score of 75% or greater for their ethical/legal paper and scenario video project. Separate rubrics were used to evaluate both paper and video project. The students' scores ranged from 90% to 100% with an average of 94%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Library resources for research</p> <p>GE/IL-SLO Reflection:</p>	<p>07/07/2015 - No changes planned.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Assessment incorporates all four ILOs: communication, computation, critical thinking and global consciousness & citizenship.	
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))	<p>Assessment Method: Three dental hygiene faculty members using a rubric will evaluate the e-portfolio. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students will complete their e-portfolio capstone project with a passing score.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: Assessment incorporates all four ILOs: communication, computation, critical thinking and global consciousness & citizenship.</p>	<p>Result: 07/07/2015 - 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 79% to 100%, with an average of 90%.</p> <p>Year This Assessment Occurred: 07/07/2015 - No changes planned.</p>
<p>Course-Level SLO Status: Active</p> <p>Start Date: 06/29/2015</p> <p>End Date: 07/24/2015</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final Exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student will score a 75% or better on a final exam testing this assessment</p>	<p>Result: 07/24/2015 - All students scored a 75% or better</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p> <p>Result: 07/24/2015 - all students scored a 75% or better</p>	<p>Result: 10/05/2013 - no changes planned</p> <p>Year This Assessment Occurred: 07/25/2012 - No changes planned</p> <p>Result: Target Met</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None needed</p>	07/24/2015 - 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))	<p>Assessment Method: Not Active</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>07/24/2015 - All students scored a 85% or better on this exam. Grades ranged from 98% to 87%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: Goal met</p>	07/25/2012 - No changes planned
Department - Dental Hygiene (D H) - D H 66 - SOFT TISSUE CURETTAGE - SLO 1 - Dental Techniques - The student will perform soft tissue curettage on a dental typodont following procedural guidelines. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will perform soft tissue curettage on a dental typodont following procedural guidelines in a lab practical examination using a performance evaluation form achieving a score of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of the students will pass the exam.</p>	<p>01/22/2015 - 100% of the students completed the performance evaluation achieving a score of 75% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: No changes at this time.</p>	01/22/2015 - No changes at this time.
Department - Dental Hygiene (D H) - D H 66 - SOFT TISSUE CURETTAGE - SLO 2 - Dental Techniques - The student will identify	<p>Assessment Method: The student will identify the objectives, rationale, indications and contraindications</p>	<p>01/22/2015 - 100% of the students passed the exam with 75% or higher</p> <p>Result:</p>	01/22/2015 - No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>the objectives, rationale, indications and contraindications for soft tissue curettage. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>for soft tissue curettage on a written exam achieving a score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the students will pass the exam.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: No changes at this time.</p>	
<p>Department - Dental Hygiene (D H) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 1 - Knowledge - Describe the various techniques to achieve sedation in dental hygiene (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will pass the exam on sedation with a score of 75% OR higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the dental hygiene students will pass this assessment with a score of 75% or higher.</p>	<p>04/28/2015 - 100% students satisfactorily passed the didactic and clinical portion of this course. Following three experiences in clinic, students were more confident and proficient during the administering process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: funding for replacement of nitrous oxide/oxygen equipment as it becomes outdated or broken</p> <p>GE/IL-SLO Reflection: Course surveys were predominantly positive and I believe that the changes that were made to the curriculum were reflected in student performances. Students certainly were more confident operating the machines after multiple practice sessions and then were eager to begin their session in clinic. Adding an extra instructor during the lab sessions was invaluable and allowed the instructors to spend more time with the individual students as well as increasing the number of sessions available for practice. Students at any time during the entire quarter were able to view the nitrous oxide machines that were kept in the clinic.</p>	<p>04/28/2015 - Next year I will certainly point out that they can and should check out the equipment and make themselves familiar with the pieces and parts of the machinery prior to their final exam. Even so, the diagram of the machine for testing purposes was taken from their text book, which was well labeled and outlined.</p>
Department - Dental Hygiene (D H) - D H 67			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- NITROUS OXIDE/OXYGEN ANALGESIA - SLO 2 - Knowledge - Describe the parts of a fail-safe nitrous oxide/oxygen machine (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will describe & safely operate a fail-safe nitrous oxide/oxygen unit on a patient. A grading rubric will be used in the lab assessment.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100 % of the dental hygiene students will pass this lab assessment.</p>	<p>04/28/2015 - 100% students satisfactorily passed the didactic and clinical portion of this course. Following three experiences in clinic, students were more confident and proficient during the administering process. All students participated in the nitrous lab and all students passed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: funding for replacement of nitrous oxide/oxygen equipment as it becomes outdated or broken</p> <p>GE/IL-SLO Reflection: Course surveys were predominantly positive and I believe that the changes that were made to the curriculum were reflected in student performances. Students certainly were more confident operating the machines after multiple practice sessions and then were eager to begin their session in clinic. Adding an extra instructor during the lab sessions was invaluable and allowed the instructors to spend more time with the individual students as well as increasing the number of sessions available for practice. Students at any time during the entire quarter were able to view the nitrous oxide machines that were kept in the clinic.</p>	<p>04/28/2015 - Next year I will certainly point out that they can and should check out the equipment and make themselves familiar with the pieces and parts of the machinery prior to their final exam. Even so, the diagram of the machine for testing purposes was taken from their text book, which was well labeled and outlined.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 1 - Knowledge - Recognize the radiographic anatomical features of the teeth and periodontium. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Using a dental radiograph, the student will be able to correctly identify enamel, dentin, pulp and alveolar bone.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of the students will be able to correctly</p>	<p>07/01/2015 - 100% of the students were able to correctly identify the various density of enamel, dentin, pulp and bone.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>identify these anatomical features of the teeth and periodontium.</p> <p>Assessment Method: Using a comparative drawing with a matching radiograph from a dental journal, the student will be able to identify the enamel, dentin, pulp, bone, lamina dura and PDL space</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will accomplish this goal</p>	none at this time	
<p>Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION</p> <p>- SLO 2 - Application of knowledge - Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The radiographic interpretation form will be used to determine whether a student is successful in the interpretation of the presence or absence of dental caries</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of the students will be able to interpret the presence or absence of dental caries on a bitewing radiograph</p>	<p>07/01/2015 - 90% of the students were able to interpret the presence or absence of dental caries on a bitewing radiograph. The SLO should be changed to a more specific and recognizable feature i.e.; "detect a moderate Class 2 dental carie" because 10% of the class misinterpreted an incipient carie; where some did not see it and some did. Lighting, contrast and image quality and where you are seated in the classroom all are influential to the presence or absence of incipient decay on a radiograph</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continue with using floor lamps as a substitute for overhead white light. A dimmer would be nice.</p>	
<p>Department - Dental Hygiene (D H) - D H 68A - RADIOGRAPHIC INTERPRETATION</p> <p>- #3: knowledge and comprehension - To test for comprehension, students were asked to match anatomical landmarks with a column</p>	<p>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.</p>	07/01/2015 - 98% of the students met this SLO. One student did not correctly match the definition of moderate caries. Continue to include and emphasize the landmark foramen used for local anesthesia purposes	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type: Exam - Course Test/Quiz Target for Success: 80% of the students will be able to meet this target goal	Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: We need better skulls. Our skulls have so many broken teeth and mismatched jaws, it is difficult to teach with	
Department - Dental Hygiene (D H) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 1 - Application of Knowledge - Identify the medications in an emergency drug kit (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: Short answer question for spelling name of emergency kit items and function. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 96% can successfully name and identify the function of drugs in the emergency kit.		
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.		
Department - Dental Hygiene (D H) - D H 72 - DENTAL MATERIALS - SLO 2 - Application of knowledge - The student will assess and identify a patient's caries risk and propose a plan for to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Hygiene (D H))	Assessment Method: Caries risk assessment Tdap test on student -partner Assessment Method Type: Class/Lab Project Target for Success: 100% completion for patient assessment assignment.		
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Department - Dental Hygiene (D H) - D H 72 - DENTAL MATERIALS - SLO 1 - Dental Techniques - The student will evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Dental and restorative charting on student-partner.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: By the 3rd lab session the student will be able to correctly chart 95% of all existing conditions and dental restorations.</p>	
Department - Dental Hygiene (D H) - D H 73 - DENTAL HEALTH EDUCATION - SLO 1 - Research - The student will research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products. (Created By Department - Dental Hygiene (D H))	<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: All students will submit an e-portfolio project on an oral health product with a score of 75% or higher.</p>	<p>04/28/2015 - 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 80%, with an average of 92% for the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: Program & college IL/SLO met.</p>
Department - Dental Hygiene (D H) - D H 73 - DENTAL HEALTH EDUCATION - SLO 2 - Research - The student will research an oral health product and write a research paper citing evidence based data on the product. 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 -		<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students complete the patient</p>	<p>04/28/2015 - All students completed the oral health research project with a passing score of 75% or higher. Scores ranged from 98%-83% with a class average of 87%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request:</p>
			<p>04/28/2015 - No changes planned.</p>

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 paper with a minimum score of 75%.	Continuing funding for clinical tutoring & access to library resources for dental research. GE/IL-SLO Reflection: Program & college IL/SLO met.	
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	<p>Assessment Method: The student will be evaluated on ultrasonic instrumentation in a clinical practical examination utilizing a process evaluation form achieving a grade of 75% or higher.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of the students will pass the practical clinical examination.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: The students are able to successfully complete the required performance.</p>	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 contraindications. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Inactive	<p>Assessment Method: The student will be evaluated on principles of ultrasonic instrumentation by a written exam achieving a grade of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the students will pass the examination.</p>		
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:	<p>Assessment Method: Multiple choice question embedded on the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will answer the question correctly</p>	<p>12/12/2015 - 90% of the students correctly identified an After Five gracey curet (18 out of 20 students). The students were able to compare the specific characteristics of this type of instrument with the standard gracey curet.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request:</p>	12/12/2015 - I will review this information with the students prior to the exam to make sure that they understand the differences and can differentiate between the types of instruments.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>09/22/2014 End Date: 12/08/2014 Course-Level SLO Status: Active</p>		<p>demonstration instruments from the manufacturer</p> <p>Resource Request: demonstration instruments from the manufacturer</p> <p>GE/IL-SLO Reflection: I think that the students who missed this question may have been confused by the wording in the question. I will review the question and make changes to make sure that it is not confusing to the students.</p> <p>GE/IL-SLO Reflection: I</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continue having a multi-media classroom for demonstrating techniques and different types of instruments during class.</p> <p>GE/IL-SLO Reflection: This relates to the institutional SLOs of computation (technological skills) and critical thinking.</p>	<p>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.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE</p> <p>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))</p>	<p>Assessment Method: Demonstration of horizontal strokes in root concavities on an advanced instrumentation technique process evaluation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 85% of the students will demonstrate the correct technique</p>	<p>12/12/2015 - 100% of the students were able to correctly demonstrate the advanced technique of debriding root concavities with the after five Gracey curets.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request:</p>	<p>12/12/2015 - I would like to make instrumentation videos of all of the advanced techniques so that students can review them at home when they are practicing on their typodonts.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter Start Date: 09/22/2014 End Date: 12/08/2014 Course-Level SLO Status: Active		<p>camera to make instrumentation videos that can be used by students to review the instrumentation techniques after the initial demonstration in class</p> <p>GE/IL-SLO Reflection: The students were able to correctly demonstrate this technique. I did spend time reviewing the technique with the students prior to each lab session. This did help them master the technique</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: to create videos of advanced instrumentation techniques for the students to access outside of class</p> <p>GE/IL-SLO Reflection: This directly relates to the institutional SLOs of computation and critical thinking.</p>	<p>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.</p>
Department - Dental Hygiene (D H) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 1 - Dental Techniques - The student will select appropriate advanced instruments for periodontal debridement when given patient assessment information. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will be evaluated on selecting advanced instruments for periodontal debridement by written examination achieving a score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the students will pass the exam.</p> <p>Course-Level SLO Status:</p>	<p>03/24/2015 - 100% of the students took the exam and passed. They were able to identify advanced instruments for periodontal debridement.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: to create videos of advanced instruments for the students to access outside of class to</p>	<p>03/24/2015 - Create videos of instruments that students can access outside of class and acquire more samples of some of the instruments to allow more practice in class.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>review concepts presented during lecture/demonstrations. More advanced instrument samples to use for practice during class.</p> <p>GE/IL-SLO Reflection: The students did well in identifying advanced instruments. I have some samples of most instruments but I would like to have more samples of these instruments to allow more time to practice instrumentation skills on the typodont.</p>	
<p>Department - Dental Hygiene (D H) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 2 - Dental Techniques - The student will be able to assess anatomical features of dental anatomy and apply advanced techniques for effective root surface debridement. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated on root surface debridement utilizing a process evaluation form during lab exercises and student written feedback on their learning experience.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of the students will complete the project.</p>	<p>03/24/2015 - 100% of the students completed the root debridement lab exercises and gave written feedback on what they learned from the experiences.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: create videos of root debridement techniques for students</p> <p>GE/IL-SLO Reflection: I was able to attend a periodontal debridement course last summer which better prepared me to lead out with these exercises. I felt more knowledgeable about the exercises and what to emphasize with the students than last year. The students felt that they learned a lot about how many working strokes it actually takes to remove debris from root surfaces.</p>	<p>03/24/2015 - Continue to use the root debridement exercises in class and discuss/learning experiences with the students after completing the tasks.</p>
<p>Department - Dental Hygiene (D H) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 1 - Knowledge - The student will be able to state the criteria for selecting an appropriate patient for the clinic.</p>	<p>Assessment Method: The student will apply the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.</p>	<p>06/20/2015 - 100% of the students demonstrated understanding by answering questions correctly about patient selection criteria for the WREB exam. The lowest score was a 13 out of 16. 14 out of 23 students scored 100% on the quiz. The</p>	<p>06/20/2015 - Continue to include a quiz over the patient selection criteria in the first weeks of spring quarter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>dental hygiene California State Board Examination. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students will have successfully applied the criteria for patient selection.</p>	<p>students were knowledgeable about the criteria after studying for the quiz and were able to then apply the knowledge during screening sessions for the exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: All students demonstrated an understanding of the patient selection criteria and were able to better identify patients who would qualify for the exam.</p>	
<p>Department - Dental Hygiene (D H) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 2 - Application of knowledge - The student will assess patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will assess and accurately determine the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students will have accurately assessed patients for the dental hygiene licensure exam.</p>	<p>06/20/2015 - 100% of students were able to assess and identify a primary patient for the WREB licensing exam this summer. The students began advertising the need for licensing patients at the end of winter quarter as a result the screening sessions were completely booked with patients 10 out of the 11 days of the quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: Students displayed an understanding and appreciation for beginning to look for patients earlier this year than last year. It was important for the success of the patient screening sessions to have appropriate patients scheduled and the students used a variety of resources to find patients.</p>	<p>06/20/2015 - Meet with students in March to begin planning for the spring screening sessions. Encourage the students to recruit over the spring break and continue to do so throughout the quarter.</p>

Unit Assessment Report - Four Column

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

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

Primary Core Mission: Workforce

Secondary Core Mission: Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-DH) - Dental Hygiene AS - 2 - Students will demonstrate the necessary knowledge and values in legal regulations and ethical issues for the practice of dental hygiene. SLO Status: Active	Assessment Method: Dental Hygiene National Board exam scores in the Professional Responsibility and Liability section. Assessment Method Type: Exam - Standardized Target: 100% of the DH students will receive a passing score on this section of the DHNB exam.	12/01/2015 - 100% of the DH students will receive a passing score Dental Hygiene National Board exam scores in the Professional Responsibility and Liability section Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Funding for an additional full-time faculty member to replace a retirement. GE/IL-SLO Reflection: Full staffing of the DH department is important to maintain high standards.	
	Assessment Method: State of California Law & Ethics exam scores for RDH licensure. Assessment Method Type: Exam - Standardized Target: 100% will pass the Law & Ethics exam.	12/01/2015 - 100% of the DH graduates received passing scores on the California Law & Ethics exam for RDH licensing. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Funding for an additional full-time faculty member to replace a retirement. GE/IL-SLO Reflection: A fully staffed department is important to maintain the high standards in the DH department.	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Electronic portfolio submission on Legal & Ethical section to include a research paper on a scenario.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students will submit a college level research paper in their e-folio with a score of 75% or higher.</p>	<p>12/01/2015 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p> <p>GE/IL-SLO Reflection: IL-SLO met.</p>	<p>10/01/2014 - No changes planned.</p> <hr/>
<p>Program (BHS-DH) - Dental Hygiene AS - 1</p> <p>- Students will demonstrate the necessary knowledge, skills, and values for the practice of dental hygiene.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Dental Hygiene National Board exam scores</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: 100% pass</p> <p>Assessment Method: RDH licensing examination</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: 100% will pass the licensing exam for the practice of dental hygiene.</p> <p>Assessment Method: Electronic portfolio, capstone project for the dental hygiene program.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of dental hygiene graduates will submit a comprehensive e-folio demonstrating competency in the four</p>	<p>12/01/2015 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>domains: DH Process of Care, Health Education, Infection & Hazard Control and Ethical/Legal practices.</p> <hr/>	<p>Resource Request: Funding for e-folios and general educational support.</p> <p>GE/IL-SLO Reflection: The DH program continues it's high levels of success.</p> <hr/>	