

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: Dental Hygiene

Division Name: Biology & Health Science

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

Name	Department	Position
Phyllis Spragge, RDH, MA	Dental Hygiene	Program director/instructor
Patti Chan, RDH, MS	Dental Hygiene	Clinic coordinator/instructor
Judy Yamamoto, RDH, MS	Dental Assisting (50%) Dental Hygiene (50%)	Dental radiology instructor

Number of Full Time Faculty: 2.5 **Number of Part Time Faculty:** 13

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

Administrative assistant I - RDA for Dental Hygiene Clinic Truc Nguyen, Front Desk DH clinic and other duties (shared position with dental assisting program). Support mandated by program accreditation.

Administrative Assistant: Claudia Flores, Allied Career Coordinator
Shared among all allied health programs at the Foothill Campus

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.

We have done very well last year, an especially proud accomplishment was the development of the Bachelor of Science in Dental Hygiene curriculum and approval of the curriculum. 100% of our graduates from June 2016 passed their National Board exams, their Dental Hygiene Clinical Board exams and the California Law & Ethics exam. Two graduates from the June 2016 class have started the Master of Science in Dental Hygiene at UCSF. We admitted our first cohort in fall 2016 for the BS-DH degree, which will be completed in June 2018.

Another program accomplishment was being awarded the "Innovative Program" award from the League of Innovation.

Our program was also invited to participate in the American Dental Hygienists Association (ADHA) project, "Transformation in Dental Hygiene Education". The program director presented at the annual session of the ADHA meeting.

We were also able to implement a new dental hygiene duty, Interim Therapeutic Restorations (ITR). This involved sending two faculty, our clinical coordinator and a part-time supervising dentist to University of Pacific Dental School for training. Our faculty then trained all our faculty and we wrote the curriculum for ITR, which was approved by the Dental Hygiene Committee of California. Our students who graduated in June 2016 were able to complete their ITR training before graduation. Foothill College DH was among the first schools to offer ITR and have their graduates certified in this new DH duty.

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.

We are continuing to work on recruitment of underrepresented students in the Hispanic, African American/black and male categories. While our students are very diverse, the above categories don't tend to apply to dental hygiene. This is true on a national basis, evidenced by American Dental Education Association & Commission on Dental Accreditation data.

In addition, the data for our program show a decline in productivity. We did have some student attrition in the program and because the program is small ($n=24/year$), even the loss of a couple students will impact the productivity numbers. It should be noted, that even with the attrition of some students, the success rate for the DH program was 95% overall and 93% for targeted ethnic groups in 2015-16. This number includes both accepted DH students and prospective DH students who take DH 200L.

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)?

We had 20 students graduate in 2016, with 100% pass rates on all board and licensing exams. All graduates are now working and two are working parttime and pursuing a MS degree at UCSF. employment. We had 100% success in our Program Learning Outcomes: National Board exams, RDH licensing clinic exams, and e-portfolio capstone project.

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.

We have tutors specifically for dental hygiene students to assist them with both academic and clinical competencies to help with student retention. Both first and second year DH classes are very diverse, with a variety of languages, ethnic and racial backgrounds. However, we still have a goal of increasing the diversity of the DH class by continuing recruitment of underrepresented students in DH (Hispanic, African American and males).

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. Fully staff the dental hygiene program with a supervising dentist.	Fall 2017	Replacement of a retired position, dentist supervision is required under the Dental Practice Act
2. BS-DH completion program	Fall 2017	We intend to admit 40 students each year to the completion track program. The completion program will significantly increase DH program productivity.
3. Have a state of the art dental hygiene clinic with current technologies available to students, including equipment, software and hardware.	Fall 2017	Compliance with health and safety, and accreditation standards.
4. Improve student services for DH and other allied health programs	Fall 2017	Retention, student success.

5. Develop and grow a continuing education program to serve health care professionals.	Spring 2018	Enrollment numbers for CE courses.
6. Increase numbers of underrepresented students applying to dental hygiene	Spring 2018	Application and admission data.
7. Interprofessional education across our allied health programs, including shared resources, allied health student orientations, guest speaker and course development.	Fall 2019	Accreditation, industry standards, student success.
8. Prepare for upcoming Commission on Dental Accreditation site visit in 2018	Fall 2018	Staff meetings for preparation, adequate director release time for self-study documents

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 supervising dentist instructor	\$100K	1, 4, 8		X		
Trajecsys student tracking and evaluation system	\$7,200 per year	3, 4, 8				X

Clinic equipment: 2 amalgamators, 1 autoclave, wrist blood pressure monitor, emergency equipment (ambu bag, positive pressure mask, N2O2/O2 cart, backup batteries lights for the DH clinic units (power outages), 4 chairs for Radiology lab (current ones 45 years old), replacement of 2 x-ray tube heads (9 & 11 years old)	\$35K	3, 4, 8	
Full time faculty for BS-DH completion program	\$90K	2, 4, 5, 6, 7	X
Academic counselor housed in BHS to support all programs		4, 6, 8	X
Continuing education coordinator for the BHS division		5, 7	X
Recruitment of underrepresented students - development of videos for website	\$8K	4, 6	X

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

Funding and release time for development of interprofessional education.	\$5K	5, 7	X
20% additional Director release time for one quarter to prepare the CODA accreditation documents	spring 2018 only	8	X
Faculty development (Perkins)	\$10K	2, 3, 4, 5, 6, 7, 8	X

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

The Dental Hygiene director release time is at 50% funded by (1)historical release funds (33%) and (2)augmented by the BS pilot program funds (17%). The director release time should stay at 50% or higher due to the complexity of managing the program, clinic, CODA accreditation compliance, and reporting related to the BS-DH pilot program. In addition there should be an additional 20% for one quarter every six years preceding CODA site visits to prepare and write the Dental Hygiene self-study, which is a massive document to prepare (+2,000 pages).

There are many duties the DH program director must manage such as overseeing a large on-campus dental hygiene clinic, secure externship contracts, organize the advisory board meeting and secure members for the board, maintain program compliance with CODA accreditation standards, oversee TracDat, write the program review document, course curriculum editing, hazmat compliance, hazmat disposal, oversee incoming students and required paperwork, student counseling (conferences, warnings, probation and dismissal), scheduling of part-time and full-time faculty with quarterly course offerings, organize and attend community service activities (required by accreditation), organize guest speakers for student seminars, keeping track of budget from several accounts, order and submit payment for supplies and equipment, requesting one-time lottery, Perkins, and migrant money, holding program preview events, coordinating website postings, coordinating RDH licensure applications and verifying graduation, coordinate graduation ceremonies, organizing and distributing quarterly, graduate and post-graduate surveys, organizing and distributing accreditation survey to students for required Commission on Dental Accreditation Annual Survey, coordinating with faculty quarterly student kits from UCLA Health Science Store, ordering and distribution of student kits, maintenance of equipment, tracking and scanning of student competency documents, maintaining faculty credentialing binder, maintaining outcomes assessment binder for accreditation, meeting with librarian to review library holdings & request new resources, student licensure documentation, making licensure folders with pertinent documents for students, grading e-portfolio contents and overseeing e-portfolio process, conduct regular staff meetings, attend phone and in person meetings for the bachelor degree pilot program, and other duties not listed.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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 2015-2016 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 is a model CTE program on our campus. The commitment of the faculty under the leadership of the program director combine to provide an extraordinary learning environment for our dental hygiene students. The students have consistently achieved 100% pass rates on state and national licensing board exams for almost 50 years. The program received the Innovation Program Award from the League of Innovation last year and our DH program was one of 15 state CTE programs to be selected for participation in the Baccalaureate Pilot program. The first cohort of students who will be awarded a baccalaureate degree in DH began in fall of 2016.

From a student success lense, there is no achievement gap for students in the dental hygiene program. All students succeed regardless of ethnicities.

4B. Areas of concern, if any:

The DH program acknowledges the need to accept more men, hispanic and african american students. Targeted outreach to these communities is required and will diversify the applicant pool.

4C. Recommendations for improvement:

Targeted marketing to diversify the applicant pool is warranted. Thru money provided by the Chancellor's office, new strategies for outreach should be implemented

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 50 - ORIENTATION TO DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument. (Created By Department - Dental Hygiene (D H))	<p>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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</p> <p>GE/IL-SLO Reflection: Instrumentation is a fine motor skill that takes some students longer to master and often addition tutoring will help a student master these skills.</p>	<p>07/29/2016 - 98% of students passed the instrumentation evaluation with a score of 75% or higher.</p> <p>07/29/2016 - Continue to seek funding for tutoring and post additional video clips so students can practice at home.</p>
Course-Level SLO Status: Active		<p>02/08/2016 - 93% of students passed the instrumentation evaluation with a scores of 75% or higher, Two students scored below 70%. The scores ranged from 98-65%</p> <p>This is an introduction course, so even though the target was not met, the SLO identifies students who do not have the manual dexterity to do instrumentation on patients safely.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</p> <p>GE/IL-SLO Reflection: The course incorporates all college ILOs.</p>	<p>02/08/2016 - No changes planned.</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 50 - ORIENTATION TO DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 95% of students will pass exam with a score of 75% or higher.</p>	<p>02/08/2016 - 100% of students passed the explorer quiz with a score of 75% or higher. The scores ranged from 100-75%, with an average of 88%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</p> <p>GE/IL-SLO Reflection: The course incorporates all college ILOs.</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: Active</p>	<p>Assessment Method: Quiz</p> <p>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>12/04/2015 - 100% of the students scored 75% or better on a short answer and labeling quiz.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: None.</p> <p>GE/IL-SLO Reflection: Model skulls purchased this past year has been helpful when teaching the bones of the skulls. Students were assigned using the "jigsaw classroom" technique to assist with this SLO.</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</p> <p>Lab Exercises</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student will score a 70% or better on</p>	<p>12/04/2015 - All students scored 75% or better on quizzes and lab exercises for tooth identification.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>quizzes and lab exercises on the different teeth in the human dentition</p>	<p>None.</p> <p>GE/IL-SLO Reflection: The program purchased 12 sets of model teeth and students also used phone applications to assist with identifying the teeth.</p>	
<p>Department - Dental Hygiene (D H) - D H 52B - ORAL BIOLOGY II - SLO 1 - Anatomy</p> <p>- 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>Department - Dental Hygiene (D H) - D H 52B - ORAL BIOLOGY II - SLO 2 - Application of Knowledge - describe the differences between enamel and dentin</p> <p>(Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz on the differences between enamel and dentin</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a 75% or better on the quiz</p>		
<p>Department - Dental Hygiene (D H) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 1 - Infection control - The student will create their e-portfolio and submit a project on infection control as documentation of their competency in infection control procedures.</p> <p>(Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on infection control procedures will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students will submit an e-portfolio with a passing score of 75% or higher.</p>	<p>02/08/2016 - 100% of the DH students created their e-portfolio and submitted a project on infection control as documentation of their competency in infection control procedures, with scores ranging from 84-95%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p>	<p>02/08/2016 - No changes planned.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>Funding for efolios and general educational support.</p> <p>Resource Request: Funding for efolios and general educational support.</p> <p>GE/IL-SLO Reflection: The efolio project is comprehensive and covers all the college ILOs.</p> <p>GE/IL-SLO Reflection: The efolio project is comprehensive and covers all the college ILOs.</p>	
<p>Department - Dental Hygiene (D H) - D H 53</p> <p>- 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.</p> <p>(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: 100% of students will pass the exam with a score of 75% or higher.</p>	<p>02/08/2016 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</p> <p>GE/IL-SLO Reflection: The law & ethics concepts in health care cover all the college ILOs.</p>	<p>02/08/2016 - No changes planned.</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>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>02/08/2016 - 100% of the dental hygiene students scored 75% or higher on the assessment procedures skills exam. The scores ranged from 98% to 77%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</p>	<p>02/08/2016 - No changes planned</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		GE/IL-SLO Reflection: The patient assessments concepts in dental hygiene cover all the college ILOs.	
Department - Dental Hygiene (D H) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes (Created By Department - Dental Hygiene (D H))	Assessment Method: Clinical examination using a rubric. Assessment Method Type: Presentation/Performance Target for Success: 95% will pass this assessment with a score of 75% or higher.	02/08/2016 - 100% of the DH students identified a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes, with scores ranging from 98% Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Funding for tutoring & educational support. GE/IL-SLO Reflection: The patient assessments concepts in dental hygiene cover all the college ILOs.	02/08/2016 - No changes planned.
Department - Dental Hygiene (D H) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 2 - Knowledge - Describe the blood disorders (Created By Department - Dental Hygiene (D H))	Assessment Method: Students will complete an exam on the blood disorders Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will score a 75% or better on the exam	06/28/2016 - All students scored a 75% or better on the exam Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: None GE/IL-SLO Reflection: SLO met DH 55A will be eliminated	06/30/2015 - No changes planned
Department - Dental Hygiene (D H) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 1 - Knowledge - Describe the diseases of metabolism (Created By Department - Dental Hygiene (D H))	Assessment Method: Students will complete an exam on the diseases of metabolism Assessment Method Type: Exam - Course Test/Quiz Target for Success:	06/28/2016 - All students scored a 75% or better on this test Result: Target Met Year This Assessment Occurred: 2015-2016	09/26/2014 - No changes planned

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Students will score a 75% or better on the exam	Resource Request: None GE/IL-SLO Reflection: SLO met DH 55A will be eliminated	09/26/2014 - No changes planned 07/02/2012 - No changes anticipated
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))	Assessment Method: Quiz which students describe oral lesions using appropriate terminology Assessment Method Type: Departmental Questions Target for Success: Students score a 75% or better on the quiz		
Start Date: 09/28/2011 End Date: 12/14/2011 Course-Level SLO Status: Inactive			
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))	Assessment Method: Students will complete an exam on the differential diagnosis of oral lesions Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will score an 80% or better on the exam		
Start Date: 09/28/2011 End Date: 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	12/18/2015 - 100% of students could adequately describe the oral lesions using correct terminology. Result: Target Met Year This Assessment Occurred: 2015-2016	10/25/2016 - No changes planned.

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: 12/12/2014 Course-Level SLO Status: Active		Resource Request: Funding for models of head and neck anatomy. Resource Request: Funding for models of head and neck anatomy.	
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		
Assessment Cycles: End of Quarter Start Date: 09/22/2014 End Date: 12/12/2014 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 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>06/21/2016 - 100 % of the students achieved a score of 17 or higher on this assignment. The scores ranged from 17 to 20. The majority of the class scored 20 out of 20 on the assignment. I feel that the students gained a better understanding of Alzheimer's disease and the medications used to manage the condition after completing this assignment. As the population ages, dental hygienists will be seeing more and more patients who suffer with this condition and having the tools and knowledge to help patients and those who care for them will help the dental hygienist be more effective and empathetic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: Being able to research new medications is critical for the healthcare professional. This assignment helps the student to refine his/her research skills and the ability to navigate through the internet and other resources to find information for patients.</p>	
<p>Department - Dental Hygiene (D H) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 1 - Application of Knowledge - By the end of spring quarter, the dental hygiene student will be able to demonstrate a working knowledge of the implications for dental hygiene care for a commonly prescribed drug. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A multiple choice question on the implications for a commonly prescribed drug on exam 2.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will answer the question correctly.</p>	<p>06/21/2016 - 95% of the students chose the correct answer regarding dental implications for a commonly used drug in dental hygiene practice. 21 out of 22 students were able to correctly identify the correct answer. I feel that this exercise to learn the most commonly prescribed medications and how they might affect dental hygiene care is important and directly relates to patient care.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: Being familiar with commonly prescribed medications and how they might affect dental hygiene care and the oral cavity is critical for the dental hygienist and his/her patients. Having a wide knowledge base is important and being able to find the information quickly is imperative. Having the students learn a list of commonly prescribed drugs makes them aware of the variety of medications taken by patients and how these drugs might affect the patient.</p>	
<p>Department - Dental Hygiene (D H) - D H 57A - PERIODONTICS - SLO 1 - Knowledge</p> <p>- 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Reference books for the library</p> <p>GE/IL-SLO Reflection: No changes planned</p>	<p>06/28/2016 - All students met target</p> <p>06/28/2016 - DH 57A will become a three unit course</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</p> <p>- Describe the characteristics of periodontal health (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz which students describe the characteristics of periodontal health</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students score a 75% or better on the quiz</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: More library reference textbooks especially</p>	<p>06/28/2016 - All students scored a 75% or better on a quiz which tested the students on the characteristics of periodontal health</p> <p>06/28/2016 - DH 57A will become a three unit class</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
		<p>color photos</p> <p>GE/IL-SLO Reflection:</p> <p>SLO met</p>	10/05/2013 - no changes planned
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 2 - Knowledge - Describe the classifications of periodontitis (Created By Department - Dental Hygiene (D H))	<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>		
Course-Level SLO Status: Inactive			
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>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>		
Course-Level SLO Status: Inactive			
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>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>12/18/2015 - 65% of outcome met.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</p>	<p>12/18/2015 - Having a better outline of the 3 mechanisms involved in both the powerpoint and student handout.</p> <ul style="list-style-type: none"> • Pre-quiz to introduce the topic. Post-quiz to reinforce the topic and identify what needs further study.
Assessment Cycles: End of Quarter			
Start Date: 09/22/2014			
End Date: 12/12/2014			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	12/18/2015 - 95% of outcome met. Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Funding for tutoring & educational support.	12/18/2015 - • Pre-quiz to introduce the topic. Post-quiz to reinforce the topic and identify what needs further study.
Department - Dental Hygiene (D H) - D H 57B - PERIODONTICS - SLO 2- Systemic risk factors - Students will be able to list 4 out of 6 systemic risk factors that influence the progression of periodontal disease. (Created By Department - Dental Hygiene (D H)) Assessment Cycles: End of Quarter Start Date: 09/22/2014 End Date: 12/12/2014			
Course-Level SLO Status: Active	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	Assessment Method: Case studies Assessment Method Type: Exam - Course Test/Quiz Target for Success: 85% of students will answer correctly	12/18/2015 - 85% of outcome met. Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Funding for tutoring & educational support.
Department - Dental Hygiene (D H) - D H 57C - PERIODONTICS - SLO 2 - Application of knowledge - The student will describe the rationale for various types of periodontal surgery including goals, advantages, and disadvantages. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: Students will complete an exam on the various types of periodontal surgery Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will score a 85% or better on the	06/28/2016 - 100% of the students were able to answer questions regarding periodontal surgical techniques correctly, including goals, advantages and disadvantages. Result: Target Met Year This Assessment Occurred:	09/26/2014 - Continue to incorporate actual video footage of surgeries into the course and include more current research into discussions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 04/08/2013 End Date: 06/21/2013 Course-Level SLO Status: Active	exam	2015-2016 Resource Request: New surgical techniques in DVD format for students to view to gain an appreciation for the surgical techniques and the patient's role. GE/IL-SLO Reflection: IL-SLO met	
Department - Dental Hygiene (D H) - D H 57C - PERIODONTICS - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the periodontally involved patient with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))	Assessment Method: Students will complete a portfolio project on a periodontally involved patient Assessment Method Type: Portfolio Review Target for Success: Students will complete this project with a grade of 75% or better	06/28/2016 - All students completed this project with 90% or better Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: More library Resources GE/IL-SLO Reflection: 100% of students met SLO 1	06/28/2016 - No changes needed <hr/> 06/28/2016 - 100% of students chose an appropriate patient and completed the periodontal competency patient Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: new videos of surgical techniques for students to view as part of class. GE/IL-SLO Reflection: IL-SLO met
Department - Dental Hygiene (D H) - D H 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))	Assessment Method: The student will answer an imbedded question on study designs on the final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75%		09/26/2014 - Continue to incorporate video of surgical techniques and current research into class discussions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter Start Date: 09/19/2016 End Date: 12/15/2016 Course-Level SLO Status: Active	Assessment Method: The student will discuss oral health disparities and barriers in an essay type question on the final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75%		
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)) Assessment Cycles: End of Quarter Start Date: 09/19/2016 End Date: 12/15/2016 Course-Level SLO Status: Active	Assessment Method: The student will discuss oral health disparities and barriers in an essay type question on the final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75%		
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	Assessment Method: The student will develop 1-2 goals for their community dental health projects according to the grading rubric. Assessment Method Type: Research Paper Target for Success: 75%		
Department - Dental Hygiene (D H) - D H 58B - COMMUNITY DENTAL HEALTH II -	Assessment Method: The student will answer an imbedded		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/02/2017</p> <p>End Date: 03/24/2017</p> <p>Course-Level SLO Status: Active</p>	<p>question on the final exam and identify components of program objectives.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75%</p>		
<p>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 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>Assessment Method: The student will develop a scientific poster on a community dental health project according to grading rubric and then present the poster to their peers. Grading rubric will be used to evaluate both the poster and the presentation. A combined score of 75% is passing.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of students will complete.</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>Assessment Method: The student will participate in a group discussion on alternative practice opportunities for dental hygienists and how it will impact disparities in oral health care. Participation will be evaluated using a grading rubric. A score of 75% is passing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 100% of students will complete this assignment</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/23/2017 Course-Level SLO Status: Active	Assessment Method: 2-3 page report written after observing a dental hygienist working in a dental specialty office. Assessment Method Type: Research Paper Target for Success: 85% of students will receive a score of 17 or higher on a 20 point rubric.		
Department - Dental Hygiene (D H) - D H 59 - SURVEY OF DENTISTRY - SLO 1 - Responsibilities - The student will evaluate the role of the dental hygienist in one of the nine recognized dental specialties. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: A multiple choice question on a general supervision duty of the dental hygienist on a course quiz. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 85% of students will answer the question correctly on the quiz.		
Department - Dental Hygiene (D H) - D H 59 - SURVEY OF DENTISTRY - SLO 2 - Responsibilities - The dental hygiene student will distinguish between the allowable duties of the dental hygienist in the State of California under direct supervision & general supervision. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	Assessment Method: This outcome will be assessed by a multiple-choice question Assessment Method Type: Exam - Course Test/Quiz Target for Success: 90% of students will choose the correct answer	12/16/2015 - 100% of the students were able to identify from memory patient safety features for radiation safety Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Funding for tutoring & educational support.	
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)) Course-Level SLO Status: Active	Assessment Method: This outcome will be assessed by using a short answer question Assessment Method Type:	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>produce radiation. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>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>it occurs in the tubehead.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for tutoring & educational support.</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>03/24/2016 - 96% of the students were able to answer this question correctly. This is the only quarter where the students will process films in the darkroom. It is important that they realize what chemical changes are happening to create radiolucency or radiopacity.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: when donated film is depleted, continue to buy film for processing</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>03/24/2016 - 100% of the students passed with either scores of 98-100% on film placement procedures on a mannequin. Minimal retakes were necessary for film placement. Many realized the ease of using an XCP rather than without as they did earlier in the quarter for BW's.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: XCP film holders will need to be replaced through breakage as it goes through the sterilizer. High heat makes the plastic frail. In addition, new sensor XCP's will need to be purchased from Rinn/Densply</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>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: 80% of the students will correctly identify bone loss</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>03/24/2016 - 100% of the students were able to understand this localization technique by learning the theory in lecture, then performing the technique correctly on a dental mannequin. However, when this question was presented on their final exam, 90% of the class were able to answer it correctly. After further review, it was the unclarity of seeing 2 pins in the dental radiograph.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p>	<p>03/24/2016 - In the future, find a xray that xeroxes well and shows a single object in question or disregard the question all together. The objective is to understand the concept of tubehead movement.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		none	
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>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>Assessment Method: 96% of the students were able to produce a diagnostic panoramic radiograph.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>03/24/2016 - 96% of the class was able to produce a diagnostic panoramic radiograph</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none</p>	
Department - Dental Hygiene (D H) - D H 60E - DENTAL RADIOGRAPHY V - SLO 1 - Application of Knowledge - Understanding the parameters of the Western Regional 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>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>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:</p>	<p>06/28/2016 - The success increased significantly to 90% with the WREB defining specific technique errors for point deductions</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	85% of the students would be able to correctly answer additional questions in the check-box format		
Department - Dental Hygiene (D H) - D H 60E - DENTAL RADIOGRAPHY V - SLO 2 - Application of knowledge - Identify calculus on a full mouth set of radiographs. (Created By Department - Dental Hygiene (D H))	<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>06/28/2016 - 100% of the students were able to identify calculus on a full mouth set of dental radiographs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</p>	
Course-Level SLO Status: Active			
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>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 instrumentation.</p>		
Course-Level SLO Status: Active			
Department - Dental Hygiene (D H) - D H 61A - CLINICAL TECHNIQUE - SLO 2 - Research - The student will explain the rationale for selecting and implementing dental hygiene procedures using evidence based research for the following: application of fluorides, coronal polishing of teeth, instrumentation techniques and sharpening techniques. (Created By Department - Dental Hygiene (D H))	<p>Assessment Method: The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% of students will submit a patient competency analysis paper that is scored as passing (75% or higher).</p>		
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 61B - INTRODUCTION TO CLINIC - SLO 1 - Application of Knowledge - The student will choose an appropriate patient to complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence based decision making, with a score of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of the SLO uses two rubrics, a clinic rubric for the clinical requirements for the patient competency, and a research paper rubric for evaluating the research paper component. The scores are combined for the final grade. Passing is 75% or higher.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 100% of students will submit a passing patient competency paper & clinical project.</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>Department - Dental Hygiene (D H) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 2 - Application of knowledge - The student will select an appropriate quadrant and complete a periodontal probing evaluation with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The evaluation of periodontal probing used the Periodontal Probing form similar to the form used for the state licensing examination. The student reading are compared to the instructor readings. Reading with a 2mm or more discrepancy are considered errors or minus 5 points each. The student must achieve a passing score of 75% or higher.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>07/27/2015 - 100% of the students (20 out of 20 students) identified appropriate quadrants to complete the evaluation. 100% of students passed with a score of 75% or higher with 100% of students achieving scores above 85%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection:</p>	<p>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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 100% of students will pass the periodontal probing evaluation.</p>	<p>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>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: 2015-2016</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: 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 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>07/27/2015 - 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>Department - Dental Hygiene (D H) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the geriatric medically complex with a grade of 75% or higher. (Created By Department - Dental Hygiene (D H))</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>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: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</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>12/12/2015 - I plan to spend more time in seminar reviewing the criteria for completing the geriatric patient competency.</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: 2015-2016</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.</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>They worked hard in clinic and our faculty 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: 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>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>03/20/2016 - 100% of students passed the mock board exam with 75% or higher on the first attempt. The lowest score was 80% with the majority of the students scoring 90% or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: continue to recruit appropriate patients for the clinic who will qualify to be patients for the exam</p> <p>GE/IL-SLO Reflection: The students were able to successfully pass the exam. Only one patient was thought to be less difficult than the other patients submitted for the exam. This particular patient had been examined by several instructors who thought that he was difficult enough. I will continue to work on calibrating faculty so that reliability will increase among the examiners for patient acceptability.</p>	<p>03/20/2016 - Continue to calibrate clinical faculty on the acceptability of patients and calculus requirements.</p>
Department - Dental Hygiene (D H) - D H			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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>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>03/20/2016 - 100% of students were able to complete the probing evaluations this quarter with a passing score of 85% or higher. Most scores were above 90%. Students did well with this evaluation during winter. I would like to include the UNC probe which is used for the WREB earlier in winter. One student who was struggling with her probing evaluations was able to improve her scores by using the UNC probe which has more markings for measuring probe depths. It was easier for her to be more accurate with her readings with this probe.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: use of the UNC probe earlier in the quarter.</p> <p>Resource Request: use of the UNC probe earlier in the quarter.</p> <p>GE/IL-SLO Reflection: The students all had successful outcomes for this evaluation which is an important part of patient care and needed for passing the licensing exam in summer. I feel that the students are progressing positively toward the goal of graduation, passing the licensing exam and preparing for private practice.</p> <p>GE/IL-SLO Reflection: The students all had successful outcomes for this evaluation which is an important part of patient care and needed for passing the licensing exam in summer. I feel that the students are progressing positively toward the goal of graduation, passing the licensing exam and preparing for private practice.</p>	<p>03/20/2016 - Utilizing the UNC probe earlier in the quarter, especially for students who are struggling with probing evaluations and not passing the evaluations.</p> <hr/>
Course-Level SLO Status: Active			
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	<p>Assessment Method: The student will choose an appropriate patient for a mock board clinical examination</p>	<p>06/21/2016 - 100% of the students took the mock board exam and successfully passed with 75% or higher. The scores ranged from 84 to 100 with 11</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>students (over 50% of the class). The students were well prepared for the exam. Errors were in probing and subgingival calculus remaining after patient was submitted for grading. I will continue to work with the students on their probing technique and instrumentation techniques during spring quarter during our seminar sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: instrumentation videos for students to review techniques</p> <p>GE/IL-SLO Reflection: The techniques and skills learned in clinic while treating patients is directly related to the students' career and being successful out in the workforce. The mock board exam is organized in the same manner as the licensing exam which the students will take in order to practice as dental hygienists in California.</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>06/21/2016 - 100% of students completed 2 probing evaluations during the quarter and achieved a passing score of 92% or higher. The students were prepared for this evaluation. I will include more instruction on the use of the UNC probe which is required for the WREB licensing exam. The students were not comfortable using this instrument so I will have more time to practice this instrument in class so that they feel more proficient using it.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: instrumentation video for the UNC probe</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: The ability to accurately probe periodontal pockets is crucial to the practice of the dental hygienist. This information is applied directly to the licensing exam and the practical setting.</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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: continued use of a classroom with multi-media.</p> <p>GE/IL-SLO Reflection: 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>12/12/2015 - 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>
<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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 review several graphs demonstrating oral health disparities and the students had to make conclusions based on the data represented in the charts.</p>	
<p>Department - Dental Hygiene (D H) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 1 - Application of Knowledge - By the end of winter quarter, the dental hygiene student will be able to develop a community dental health program goal. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 3-4 page community dental health program proposal.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will receive a score of 22 or higher on a 25 point rubric.</p>	<p>03/20/2016 - 100% of the students were able to develop community dental health goals for their group projects. The average scores for this portion of the rubric was 25 out of 25 points. The goals were well written and followed the guidelines for developing goals. I don't feel that any changes are needed at this time.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: continued use of a classroom with multi-media.</p> <p>GE/IL-SLO Reflection: I will continue to leave time in the classroom for groups to work on their projects and for me to consult and brainstorm ideas with each group on their projects. Developing goals and objectives can be difficult and I feel that enough time is devoted in class for them to work on this area.</p>	<p>03/20/2016 - No changes are needed at this time.</p>
<p>Department - Dental Hygiene (D H) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 2 - Application of knowledge - By the</p>	<p>Assessment Method: A multiple choice question on components of a program objective on the midterm</p>	<p>03/20/2016 - 100% of students were able to correctly identify parts of a community dental health objective. This year I spent more time in</p>	<p>03/20/2016 - no changes needed at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>class covering this topic and gave them time to work on their projects during class. I also met with individual groups to brainstorm ideas and guide them. I want to incorporate a different approach to developing objectives that might be a less confusing and parallel the objectives developed as part of the Healthy People project that we study during the course.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: continued use of a classroom with multi-media.</p> <p>GE/IL-SLO Reflection: Students were able to correctly identify parts of a behavioral objective. I do want to incorporate some changes for next year that will more closely parallel the objectives that are created for the Healthy People program. I think that these objectives are more straight forward than the process that I have been using even though students seem to be understanding how to create them.</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.</p> <p>(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>06/30/2016 - 100% of the students in the course achieved a passing score of 75% or greater for legal/ethical dilemma project. A rubric was used to grade the paper. The students' scores ranged from 92% to 100%, with an average of 96%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for e-portfolios</p>	<p>06/30/2016 - No changes planned.</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 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> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three dental hygiene faculty members using a rubric will evaluate the e-portfolio. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students will complete their e-portfolio capstone project with a passing score.</p>	<p>06/30/2016 - 100% of the achieved a passing score of 75% or greater for the eportfolio. Each student's e-portfolio capstone project is evaluated by 3 different faculty members using a rubric. The students' final score is derived by averaging the 3 faculty scores. The final scores ranged from 75% to 100%, with an average of 93%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for e-portfolios</p>	<p>06/30/2016 - No changes planned. Consider if the Canvas e-portfolio could work in place of e-folio.</p>
<p>Department - Dental Hygiene (D H) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 2 - Knowledge - Students will be able to apply principles of correct local anesthesia technique for the Inferior Alveolar and Posterior Superior Alveolar nerve blocks as outlined on the grading rubric. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Academic Year</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>07/29/2016 - 100% of outcome met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for models of head and neck anatomy.</p> <p>GE/IL-SLO Reflection: Students were able to demonstrate safe, effective local anesthesia, SLOs met.</p>	<p>07/29/2016 - Local anesthesia is a difficult course to teach and learn due to the intense nature of the subject and all of the information that needs to be covered in a short period of time. Having the students complete a pre-course review packet on neuroanatomy and neurophysiology to remind them of the basic knowledge they've learned in previous courses allowed for a better transition and relation of the concepts in local anesthesia.</p>
<p>Department - Dental Hygiene (D H) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 1 - Dental Techniques - Students will be able to analyze the pharmacology of local anesthetic drugs used for dental hygiene care. (Created By Department - Dental Hygiene (D H))</p>	<p>Assessment Method: Not Active</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>07/29/2016 - 59% of outcome met.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>07/29/2016 - 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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
H) Start Date: 06/29/2015 End Date: 07/24/2015 Course-Level SLO Status: Active		<p>Resource Request: Funding for models of head and neck anatomy.</p> <p>GE/IL-SLO Reflection:</p> <ul style="list-style-type: none"> Including a topic on ionic dissociation of molecules in the student's pre-course review packet. Improving the outline on the pharmacodynamics and pharmacokinetics of local anesthetic drugs in both the powerpoint and student handout. Pre-quiz to introduce the topic. <p>Post-quiz to reinforce the topic and identify what needs further study.</p>	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 appreciate the effectiveness of this method.
Department - Dental Hygiene (D H) - D H 66 - SOFT TISSUE CURETTAGE - SLO 1 - Dental Techniques - The student will perform soft tissue curettage on a dental typodont following procedural guidelines. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	<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>		
Department - Dental Hygiene (D H) - D H 66 - SOFT TISSUE CURETTAGE - SLO 2 - Dental Techniques - The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage. (Created By Department - Dental Hygiene (D H)) Course-Level SLO Status: Active	<p>Assessment Method: The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the students will pass the exam.</p>		
Department - Dental Hygiene (D H) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA -	<p>Assessment Method: Students will pass the exam on sedation</p>	04/11/2016 - 100% students satisfactorily passed	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>the didactic and clinical portion of this course. Following the experiences in clinic, students were more confident and proficient during the administering process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for medical gases and fail-safe machines for administration of nitrous oxide & oxygen.</p>	<p>04/11/2016 - No changes planned. Course complies with CA Dental regulations.</p> <hr/>
<p>Department - Dental Hygiene (D H) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 2 - Knowledge - Describe the parts of a fail-safe nitrous oxide/oxygen machine (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will describe & safely operate a fail-safe nitrous oxide/oxygen unit on a patient. A grading rubric will be used in the lab assessment.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100 % of the dental hygiene students will pass this lab assessment.</p>	<p>04/11/2016 - 100% of students passed the clinical lab portion of the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>04/11/2016 - No changes planned.</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 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</p>	<p>06/28/2016 - 100% of the students were able to correctly identify these features on a radiograph given as a quiz question</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>		
<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>06/28/2016 - 97% of the students were able to interpret caries on a radiograph. This was assessed with ppt. slides.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</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 of definitions (Created By Department - Dental Hygiene (D H))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 07/01/2012</p> <p>Course-Level SLO Status: Active</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> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will be able to meet this target goal</p>	<p>06/28/2016 - 90% of the students were able to meet this goal</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Department - Dental Hygiene (D H) - D H 71</p> <p>- OFFICE EMERGENCY PROCEDURES</p> <p>- SLO 1 - Application of Knowledge - Identify the medications in an emergency drug kit (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Short answer question for spelling name of emergency kit items and function.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 96% can successfully name and identify the function of drugs in the emergency kit.</p>	<p>10/27/2016 - 100% of the students successfully passed a test identifying the medications in a emergency drug kit.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continue to update and replace expired</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>medications in DH clinic emergency kit</p> <p>GE/IL-SLO Reflection: DH students understand that drugs do not always manage an emergency but are aware that they need to understand the drugs and equipment in a kit in the event an emergency occurs while delivering DH care.</p>	
<p>Department - Dental Hygiene (D H) - D H 71</p> <p>- OFFICE EMERGENCY PROCEDURES - SLO 2 - Application of knowledge - describe the signs and symptoms of common medical emergencies (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be able to identify signs and symptoms of common medical emergencies in a multiple choice exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 96% of the students will be able to identify common signs and symptoms of syncope and hyperventilation.</p>	<p>10/27/2016 - 100% of the students successfully completed test questions concerning common signs and symptoms of syncope and hyperventilation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Syncope and hyperventilation are the two most common emergencies in a dental setting. It is important for DH students to manage such emergencies should they occur.</p> <p>GE/IL-SLO Reflection: Syncope and hyperventilation are the two most common emergencies in a dental setting. It is important for DH students to manage such emergencies should they occur.</p>	
<p>Department - Dental Hygiene (D H) - D H 72</p> <p>- DENTAL MATERIALS - SLO 2 -</p> <p>Application of knowledge - The student will assess and identify a patient's caries risk and propose a plan for to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Hygiene (D H))</p> <p>End Date: 06/26/2015</p>	<p>Assessment Method: Caries risk assessment Tdap test on student -partner</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% completion for patient assessment assignment.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Inactive</p> <p>Department - Dental Hygiene (D H) - D H 72 - DENTAL MATERIALS - SLO 1 - Dental Techniques - The student will evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Dental and restorative charting on student-partner.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: By the 3rd lab session the student will be able to correctly chart 95% of all existing conditions and dental restorations.</p>	<p>03/25/2016 - 100% of the students were able to correctly chart at least 95% of all existing conditions and dental restorations given an assigned student/partner.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: There is a wide range of knowledge among the DH students concerning dental restorations. Some students needed more assistance than other.</p>	
<p>Department - Dental Hygiene (D H) - D H 72 - DENTAL MATERIALS - Caries risk assessment - SLO #3 The student will be able to complete and present a comprehensive caries risk assessment and recommend appropriate interventions. (Created By Department - Dental Hygiene (D H))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/04/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Patient interviews and clinical evaluations.</p> <p>Target for Success: 96% successfully complete assessment process.</p>	<p>03/25/2016 - 100% of the students were able to successfully complete a comprehensive caries risk assessment with appropriate recommendations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Caries risk assessment testing and assessment equipment.</p> <p>Resource Request: Caries risk assessment testing and assessment equipment.</p> <p>Resource Request: Caries risk assessment testing and assessment equipment.</p> <p>GE/IL-SLO Reflection: The current form was revised to assist students with this process. The form was revised by faculty with student suggestions in mind.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: The current form was revised to assist students with this process. The form was revised by faculty with student suggestions in mind.</p> <p>GE/IL-SLO Reflection: The current form was revised to assist students with this process. The form was revised by faculty with student suggestions in mind.</p>	
<p>Department - Dental Hygiene (D H) - D H 73 - DENTAL HEALTH EDUCATION - SLO 1 - Research - The student will research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: All students will submit an e-portfolio project on an oral health product with a score of 75% or higher.</p>		
<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 - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students complete the patient assessment paper with a minimum score of 75%.</p>		
<p>Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 1 - Dental Techniques - The student will demonstrate the proper</p>	<p>Assessment Method: The student will be evaluated on ultrasonic instrumentation in a clinical practical examination utilizing a process evaluation</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>technique for utilizing ultrasonic instrumentation for periodontal debridement and calculus removal. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Inactive</p>	<p>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>Department - Dental Hygiene (D H) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 2 - Dental Techniques - The student will identify the principles of ultrasonic instrumentation including pretreatment considerations, indications and contraindications. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Inactive</p>	<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>		
<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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/22/2014</p> <p>End Date: 12/08/2014</p> <p>Course-Level SLO Status: Active</p>	<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: 2015-2016</p> <p>Resource Request: 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>12/12/2015 - 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.</p> <hr/>

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 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 Cycles: End of Quarter</p> <p>Start Date: 09/22/2014</p> <p>End Date: 12/08/2014</p> <p>Course-Level SLO Status: Active</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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: 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>Result: 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>
<p>Department - Dental Hygiene (D H) - D H 75B - CLINICAL DENTAL HYGIENE</p> <p>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> <p>Course-Level SLO Status: Active</p>	<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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: continued use of a classroom with multi-media. access to the clinic</p> <p>GE/IL-SLO Reflection: The students were successful in applying the correct instruments for different patient situations. The exercises that we do both in class and lab seem to be effective in helping the students distinguish between the many</p>	<p>Result: 03/20/2016 - No changes needed at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		periodontal instruments that are available for them to use.	
<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>03/20/2016 - 100% of the students were able to evaluate root surfaces on extracted teeth and apply different techniques and instruments to remove deposits from the tooth surfaces. All students felt that the exercises were effective in helping them assess differences in root surfaces.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: continued use of a classroom with multi-media. access to the clinic</p> <p>GE/IL-SLO Reflection: These exercises are very effective in helping the students visualize differences in root surfaces and how to adapt instruments in order to efficiently smooth the surfaces. Students were able to see how many strokes it takes to cover the entire root surface which is important in detoxifying the root so that healing can occur.</p>	<p>03/20/2016 - No changes needed at this time.</p>
<p>Department - Dental Hygiene (D H) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 1 - Knowledge - The student will be able to state the criteria for selecting an appropriate patient for the dental hygiene California State Board Examination. (Created By Department - Dental Hygiene (D H))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will apply the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students will have successfully applied the criteria for patient selection.</p>	<p>06/21/2016 - 100% of the students were able to successfully pass an exam on the criteria for patient selection. 10 out of 20 students scored 100% on the exam. The students were able to apply this information to the process of screening and identifying patients for the WREB licensing exam and were able to successfully identify primary patients for all of the students.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>none at this time</p> <p>GE/IL-SLO Reflection: The students are able to directly apply this information to the WREB screening process and successfully recruit and screen patients for the licensing exam. Having a good understanding about the selection criteria enables the student to more efficiently screen patients 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>06/21/2016 - 100% of students participating in screening and assessing patients for the WREB licensing exam during spring quarter. The students did triage screenings at several other venues to find appropriate patients and were able to identify patients most likely to qualify for the exam based on patient selection criteria.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: The students were able to apply the knowledge about patient selection criteria directly to the process of screening patients for the exam. They were successful in identifying primary patients and back up patients for the exam. Having the information and knowledge allowed them to be more efficient with the screening process and identifying those patients most likely to qualify for further assessment in the clinic.</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	Assessment Method: Dental Hygiene National Board exam scores in the Professional Responsibility and Liability section.	11/30/2016 - 100% of the DH students who graduate in June 2016 passed the Dental Hygiene National Board exam and scored above the national average in the Professional Responsibility and Liability section.	11/30/2016 - Continue the DH curriculum review process with faculty annually and compare National Board outcomes with student performance in classes.
SLO Status: Active	Assessment Method Type: Exam - Standardized	Result: Target Met	
Target: 100% of the DH students will receive a passing score on this section of the DHNB exam.	Year This Assessment Occurred: 2015-2016	Resource Request: Full faculty staffing for the dental hygiene program, hiring a full-time supervising dentist to replace a retirement. Funding for tutoring, replacement of old clinic equipment, purchase of new dental technologies.	
GE/L-SLO Reflection: This fits in the ILLO competencies of communication, critical and analytical thinking, community/global consciousness and responsibility.			
Assessment Method: State of California Law & Ethics exam scores for RDH licensure.	Assessment Method Type: Exam - Standardized	11/30/2016 - 100% of the DH graduates, June 2016, passed the State of California Law & Ethics exam for RDH licensure.	11/30/2016 - Continue to evaluate current ethical and legal issues in dental hygiene and incorporate these across the two year curriculum.
Target: 100% will pass the Law & Ethics exam.	Year This Assessment Occurred: 2015-2016	Resource Request: Full faculty staffing for the dental hygiene	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SLO Status: Active</p> <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>Assessment Method: 1/30/2016 - 100% of the DH students submit a college level research paper in their e-folio with a score of 75% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for e-portfolios and library resources for research.</p> <p>GE/L-SLO Reflection: This fits with all the ILO competencies of communication, computation, critical and analytical thinking, community/global consciousness and responsibility.</p>	<p>Assessment Method: 1/30/2016 - Continue e-portfolio capstone project. Instruct students on linking their e-portfolio to their professional LinkedIn site. Calibrate faculty on evaluation and grading of the capstone project.</p>	<p>program, hiring a full-time supervising dentist to replace a retirement. Funding for tutoring, replacement of old clinic equipment, purchase of new dental technologies.</p> <p>GE/L-SLO Reflection: This fits with all the ILO competencies of communication, computation, critical and analytical thinking, community/global consciousness and responsibility.</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>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Full faculty staffing for the dental hygiene</p>	<p>Assessment Method: 1/30/2016 - 100% of the dental hygiene students graduated in June 2016 passed their Dental Hygiene National Board exam scores. The scores were above the national average in the 14 disciplines of the exam.</p>	<p>Assessment Method: 12/01/2016 - Continue curriculum review, planning and revision of dental hygiene courses to stay current and grounded in evidence based research.</p>	<p>12/01/2016 - Continue curriculum review, planning and revision of dental hygiene courses to stay current and grounded in evidence based research.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Full faculty staffing for the dental hygiene program, hiring a full-time supervising dentist to replace a retirement. Funding for tutoring, replacement of old clinic equipment, purchase of new dental technologies.</p> <p>GE/L-SLO Reflection: This fits with all the ILO competencies of communication, computation, critical and analytical thinking, community/global consciousness and responsibility.</p>	<p>1/30/2016 - 100% of the dental hygiene students graduated in June 2016 pass the clinical licensing exam for the practice of dental hygiene.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: 12/01/2016 - Offer the Western Regional RDH clinical licensing exam at Foothill College for the benefit of our students and the community.</p>	<p>program, hiring a full-time supervising dentist to replace a retirement. Funding for tutoring, replacement of old clinic equipment, purchase of new dental technologies.</p> <p>GE/L-SLO Reflection: This fits with all the ILO competencies of communication, computation, critical and analytical thinking, community/global consciousness and responsibility.</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>Result: Target Met</p>	<p>11/30/2016 - 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. This capstone project spans the two years of the dental hygiene program.</p>	<p>12/01/2016 - Continue the e-portfolio as a program capstone project. Investigate additional platforms for e-portfolios.</p>	

PL-SLOs**Means of Assessment & Target / Tasks****Assessment Findings/Reflections****Action Plan & Follow-Up****Year This Assessment Occurred:**

2015-2016

domains: DH Process of Care, Health Education, Infection & Hazard Control and Ethical/Legal practices.

Resource Request:
Funding for e-portfolios, student tutoring and faculty development.

GE/L-SLO Reflection:
This fits with all the ILO competencies of communication, computation, critical and analytical thinking, community/global consciousness and responsibility.