



Program: Dental Hygiene

* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

Table of Contents

I. Department/Program Mission	2
II. Department and Program Description & Data.....	4
III. Curriculum.....	13
IV. Learning Outcomes	22
V. Departmental Engagement.....	24
VI. Professional Development	27
VII. Support Services.....	31
VIII. Career and Technical Education Programs	38
IX. Resource Planning: Personnel, Technology, Facilities, and Budget	45
X. Final Summary of Goals, Commitments to Action, and Resource Requests.....	50

I. Department/Program Mission	
1. State the department name and everyone who participated in creating the comprehensive program plan.	Dental Hygiene Department: Phyllis Spragge
2. State the program's mission. If you don't have one, create one.	The mission of the Dental Hygiene Program is to educate students to be eligible for licensures 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.
3. Explain how the program/department mission is aligned with the college mission ?	The Dental Hygiene Program is highly congruent with the goals of Foothill College. The Dental Hygiene Program provides a superior, student-centered educational opportunity for all. The Dental Hygiene Program meets a number of the strategic College goals such as accountability and partnerships. Accountability is defined as the demonstrated evidence of student learning and achievement of educational goals will be measured through standardized competencies verified by national and state examinations. The goal of partnerships will be strengthened through the alliance with local employers and community involvement in providing dental hygiene services. Ongoing assessment and quality improvement is an integral part of the dental hygiene program and will assist the institution in serving the goals of delivering high quality programs, assessing instructional effectiveness, and assessing and upgrading needs of a high

I. Department/Program Mission

employment service area.

The students who attend our program are a diverse population of students from a wide range of socioeconomic, cultural, and ethnic backgrounds. The program has been commended by the Office of Civil Rights for the program's philosophy of equal opportunity for all and it's availability for all students to apply, attend and succeed.

II. Department and Program Description & Data				
1. What are your hours of operation? 8am to 5pm	<p>Our offices open at: Closed for Lunch: <input type="checkbox"/> No <input checked="" type="checkbox"/> or Yes <input checked="" type="checkbox"/> If yes, when: Our offices closed at: lunch hour</p>			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input checked="" type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties	
DH director	1	0	Program administration duties & teaching assignments: DH 50, DH 53, DH 54, DH 59, DH 61A, DH 61B, DH 73, DH 64, DH 190, DH 62A, DH 65	
DH instructor	1	0	Clinic coordination & teaching assignments	
DH & Health instructor (50% DH, 50% Health)	1	0	Lecture courses	
Dental Radiology instruction (50% DA, 50% DH)	1	0	Lecture & radiology lab coordination	
DH Clinical instructors (DDS)	0	3	Mandated supervision & instruction in DH Clinic	
DH clinical instructors (RDH)	0	5	Clinical instruction	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Administrative assistant, dental clinic (50% DA, 50% DH)	1	0	Program & clinic/patient support	
Position Title	0	0		

Position Title	0	0		
Position Title	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Dental clinic office helper	10.00	11	Helps Admin. Assistant with DH clinic office duties (filing, etc.)	
Position Title	0.00	0		
Position Title	0.00	0		

4. Given the data, describe the trends in enrollment , FTES , and Average Class size . What are the implications for your department?	The maximum number of students accepted in the program is 24 full-time students. This is a CODA accreditation limit. The enrollment for dental is steady with the number of applicants being approximately the same from year to year over the last five years (70-90 applications)	
5. Student Achievement : Given the data, describe the trends in overall success rates, retention rates , and degrees and certificates awarded . What are the implications for your department?	<p>Each year the program graduates between 24-21 students with students receiving an A.S. degree in dental hygiene. There is expected attrition each year, generally 1 or 2 students. The reasons for attrition vary each year but the two most common reasons are academics and personal reasons. The program is highly respected by dentists in the surrounding communities and is recognized for the quality of the graduates.</p> <p>The pass rate for the RDH State Board Exam for Foothill College Dental Hygiene Program is 100% over the past seven years.</p> <p>The pass rate for the Foothill College Dental Hygiene Program for the National Board Exam is 100%. Our students rank among the top 5% of dental hygiene programs in the US each year. Students consistently exceed the national average score in each of the 17 subject areas tested on the National Board Exam. The failure rate nationally averages 5% and Foothill College DH students have not had 1 failure.</p>	

<p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>The program has a high proportion of students who qualify for financial aid (range 35-45%). Approximately 40-50% of the students are Asian, 40-50% are Caucasian, with the other 5-10% representing Hispanic, Eastern European, Middle Eastern, and African American students. The program will continue to pursue attracting a diverse student population and given that there is a dearth of minority dental faculty in the nation, there is minority representation among faculty who will serve as role models for students of color.</p>	
<p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>The FTEF has stabilized. A full-time radiology instructor was hired in 2008 to replace a retirement four years prior. We had an issue of dental license status with one full-time faculty member in 2008-2009, however that has been resolved & will help to stabilize our FTEF. The DH program does have CODA accreditation mandates on faculty to student ratios for health & safety reasons in clinic (1:5) & labs (1:10). We comply with these ratios to maintain our accreditation status & provide adequate instruction for students & safe dental hygiene treatment for our patients. We do not need to increase or decrease our program faculty. We may face some retirements in the next few years & we would need to replace these full-time positions.</p> <p>We are reviewing our courses & plan to delete one non-essential course next year (DH 85). We are reviewing DH 200L for content & load factor. There are few areas we can cut courses or content, however we are looking closely to be sure the program is streamlined, but still excellent.</p>	
<p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>Students take a few distance learning hybrid and entirely online courses, the program director &/or instructors are available to the students either face-to-face, by email or phone. The program director administers quarterly, yearly, and alumni survey so the students have ample opportunity to give feedback on the courses. Department faculty discusses</p>	

	<p>these course evaluations each quarter & suggestions for changes are implemented. For example, our pharmacology course that was taught entirely online now has two in class meetings to clarify topics. Retention in the online courses for our DH program students has had 100% retention. This far exceeds the retention rate for online courses at Foothill College.</p>	
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>Source: Joint Commission on National Dental Hygiene Examination, 6 year performance summary 2005: FC avg. score = 87.9% , National avg. score = 83.3% 2006: FC avg. score = 87.3%, National avg. score = 82.9% 2007: FC avg. score = 89.2%, National avg. score = 84.2% 2008: FC avg. score = 88.3% , National avg. score = 83.2% 2009: FC avg. score = 89.8%, National avg. score = 84.5% 2010: FC avg. score = 87.7%, National avg. score = 81.8% The Foothill College Dental Hygiene Program is consistently ranked in the top 5% of DH programs out of over 300 programs.</p>	
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>Information supplied by the Bureau of Labor Statistics: Employment of dental hygienists is expected to grow 30 percent through 2016, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and the greater use of hygienists.</p> <p>The demand for dental services will grow because of population growth, older people increasingly retaining more teeth, and a growing focus on preventative dental care. To meet this demand, facilities that provide dental care, particularly dentists' offices, will increasingly employ dental hygienists, and more hygienists per office, to perform services that have been performed by dentists in the past.</p> <p>Job prospects. Job prospects are expected to remain excellent. Older dentists, who have been less likely to employ</p>	

	<p>dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or more hygienists. In addition, as dentists' workloads increase, they are expected to hire more hygienists to perform preventive dental care, such as cleaning, so that they may devote their own time to more complex procedures.</p>	
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Summary of Planning Goals & Action Plans				
Department Operational Goals		College Strategic Initiatives		
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Maintain CODA accreditation “approved DH program”, site visit 2011	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maintain & increase our community service programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Complete reflections for SLO's for all DH courses by June 2010	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Build our continuing education offerings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implement electronic patient records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Implement digital radiographs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals		Activities		
Maintain CODA accreditation “Approved DH program with no reporting requirements”, (site visit 2011)		Maintain the outcomes assessment for accreditation and program evaluation. Complete annual accreditation report.		Maintain DH program integrity & reputation for excellence. Use the accreditation process for internal review of the DH program & set future goals.
Increase director release time.		The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. In 2010 the release time was increased to 33% of a full time load. The release time should be 50% of a full time		Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards.

Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. In 2010 the release time was increased to 33% of a full time load. The release time should be 50% of a full time load to be adequate.	Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards.	
Maintain & increase our community service programs	Continue involvement with Health Care organizations, seek additional grant funds for off-campus activities to pay for instructor supervision.	Continue to provide dental hygiene care for underserved populations in Santa Clara & San Mateo Counties. Increase the visibility of the dental hygiene program in the community. Provide students with community service opportunities & a model for life-long learning. Provide instructor supervisors with compensation for their time & expertise without adding teaching load or decreasing productivity.	
Complete reflections for SLO's for all DH courses by June 2010	Review, and revise SLO's, evaluations and reflections for DH courses using collaborative faculty and staff efforts and input.	Continue the process of curriculum review & management to meet the needs of our students & the dental profession.	
Build our continuing education offerings	Offer one to two continuing education courses at Foothill College each quarter	Be recognized in the community as a valuable resource for dental continuing education. Provide faculty opportunities to teach peers & provide them with stipends for their work. Establish & maintain relationships with dental vendors & professionals.	
Implement electronic patient records	Complete faculty & staff training on	Prepare students for dental hygiene	

Dental software annual support fees (\$1,000/year)	We must pay an annual fee to use the dental software for the DH clinic & receive updates/support. This is essential for patient records & electronic record keeping. Prepares students for work environment. Dental offices are increasingly converting to paperless patient records.	Compliance with US Govt. regulations regarding medical records being in electronic format by 2011. Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	
Grant funding for equipment: autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies.	Dental equipment has a limited life span & must be replaced on occasion. Some of our sterilization equipment is nearing the end of the usable life span. In addition the medical & dental fields continue to add new technologies & we need to teach students in order to prepare them for the job market.	Compliance with Health & Safety Regulations. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	
Funding for faculty development & department meetings	CODA (Commision on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty need to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	
Funding & support for e-portfolios	The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional support, eg: Una Daly has done	Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	

Funding & support for e-portfolios	The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance	Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	
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<h3 style="text-align: center;">III. Curriculum</h3>	
<i>Curriculum Overview</i>	
<p>1. How does your curriculum address the needs of diverse learners?</p>	<p>Each course has detailed course manuals for each student. Students receive information by formal lecture, use of multimedia, hands-on lab practice, practicing on student-partners and actual clinical patients. In addition online resources and DVD/CDrom discs are available to the students as a supplement to their textbooks. Students with disabilities receive appropriate accommodations. students treat patients in the clinic . The DH students apply their didactic knowledge to patient care. Instructors demonstrate techniques and often work one-on-one with students to help the students' instrument on actual patients.</p>
<p>2. How does your curriculum respond to changing community, student, and employer needs?</p>	<p>Our advisory board consists of dentists, dental assistants, dental hygienists, students & industry experts who advise the program on trends in dentistry. We value their input & weigh their advice when reviewing curriculum.</p> <p>The dental hygiene faculty belong to a local education group, the California Dental Hygiene Educators' Association, (CDHEA) which consists of directors and faculty from dental hygiene programs in California. The annual meeting of CDHEA includes current relevant topics in dental hygiene education & expert speakers on educational issues.</p> <p>All the registered dental hygiene faculty are members of the American Dental Hygienists' Association, our professional organization & lobbying body.</p> <p>Each year we survey our graduates and determine if we need to change or adjust any courses to better prepare students for their career. Employers give feedback as well regarding the preparation of our dental hygiene graduates.</p> <p>All the above factors contribute to our ongoing curriculum management plan.</p>

3. How does your curriculum support the needs of other certificates or majors?	Approximately 40-60% of our students are formerly dental assistants & return to pursue dental hygiene. Many students continue with school either full- or part-time to pursue additional education in either dental hygiene or other career paths. Applicants to the dental hygiene program take a large number of courses including all their general education, numerous science courses (1 year of anatomy & physiology, nutrition, health, pharmacology, microbiology, chemistry). Students in the application “pipeline” contribute to the productivity of Foothill College, even though they are not presently in dental hygiene.	
4. Do your courses for the major align with transfer institutions?	We have an articulation agreement with San Jose State University for our students to complete a bachelor's degree in Health Sciences. They waive 21 upper division units based on the depth & quality of the education they receive at Foothill College.	
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	The Office of Civil Rights has commended the program on the program's open access to all. Currently, there is no plan to change the prerequisite for the program. Our retention rates are excellent, therefore we feel our prerequisites are valid & adequate.	
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V , course deactivation , updated prerequisites , cross-listed courses , measuring student learning outcomes , curriculum sheets , certificates and degrees).	The curriculum is current & up to date for the dental hygiene department. We have a curriculum management plan that guides our process & timelines.	
7. Does your program offer distance education courses?	Yes: DH 59 (Dental Specialties), DH 64 (Law, Ethics & Office Practices), DH 200L (Introduction to Dental Hygiene), DH 56 (Pharmacology for Dentistry). We also have some courses that use Etudes as a web enhancement for a course.	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Our online courses use discussion, chat, announcements and instructor feedback on assignments. DH students see their instructors regularly in on campus classes and clinic.	

<p>9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.</p>	<p>Students have a student chat area & also comment on instructor guided discussions.</p>	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
<p>10. What college skills should a student have before entering your program?</p>	<p>They should have college level skills in reading, writing and computation.</p>	
<p>11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).</p>	<p>All dental hygiene students have completed general education courses. Approximately 30-40% of our students have a bachelors degree or higher when they enter the program. Nonetheless, we do find that some students are not prepared to read or write at the college level, even though they have passed a college level course. We often have 1 student per year who would benefit from an accent reduction course. Our department would support the creation of two courses to support our students: accent reduction (better communicate with faculty and patients), and Spanish for Healthcare Provider (communicate more effectively with Spanish speaking patients).</p>	
<p>12. In what ways are you addressing the needs of the college skills students in your program?</p>	<p>We offer DH 50 "Orientation to Dental Hygiene" in the summer before fall courses start, in which we teach some study skills, time management and discuss program expectations. The students receive their schedules are told to bring a calendar and given daily assignments to be prepared for college. We give a writing assignment so that we have a writing sample. If students are not up to college level work, we recommend they take a refresher course before the heavy course work begins in the fall. We also have a tutoring program set up for students needing extra help. Students have writing assignments & research projects thorough out the two-year program which further develops their skills. Students graduate with an e-portfolio, our capstone project. This project shows their competence in dental hygiene, use of technology and critical communication skills.</p>	

<p>13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?</p>	<p>Our department collaborated with Foothill Global Access to create e-portfolios that are now being used as a model for documenting learning & competency. The allied health program directors meet every month to coordinate and discuss program policies and issues. The library faculty are involved with conducting a student tour and assisting the student in research projects. We collaborate with Biology to ensure the supporting sciences are meeting our program requirements.</p>	
<i>Program Mapping</i>		
<p>14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.</p>	<p>The program has several courses that must be taken in sequence. This sequence is carefully selected by the faculty and based on the skills & knowledge a student needs to safely treat life human patients. Our accrediting body, CODA, reviews our curriculum sequencing as a major aspect of our DH program accreditation. Refer to the DH curriculum sheet & the Foothill College catalog for additional information on course sequencing.</p>	
<p>15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.</p>	<p>DH faculty meet regularly to review course curriculum, content and sequencing of courses. The SLO's are well aligned with the next course in sequence.</p>	

<p>16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?</p>	<p>The faculty have identified projects each to demonstrate growing competency in the four DH program competency areas. Projects raise the sophistication both technically and knowledge based that students collect and place into an e-portfolio. The students contribute a major evidence based project each quarter for their e-portfolio. The program faculty evaluates spring quarter of the year of their graduation the e-portfolio. The e-portfolio consists of four patient competency projects, research projects on infection & hazard control, data bases detailing their patient experiences, community service and off-campus clinical rotations, a research and problem solving project on a legal/ethical scenario, an employment resume and a philosophy of practice statement. The e-portfolios are an impressive demonstration of the competency in dental hygiene of our graduating students. They have used the e-portfolio in their job search and for advance placement units toward a bachelor's degree.</p>	
<i>Course Scheduling & Consistency</i>		
<p>17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>The dental hygiene program shares the clinic, lab and classroom space with dental assisting. Each year there are approximately 78 students utilizing the dental programs facilities. We have classes, clinics and labs scheduled morning, afternoon and evening five days a week. We offer distance courses as well. We have a Continuing Education Provider License with the State of CA & offer CE courses to dental professionals once a quarter. At the present our facility is fully utilized.</p>	

<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>Yes, students complete the AS degree in dental hygiene in two years. The rationale for course sequencing is based on accreditation guidelines and recommendations, as well as faculty collaboration on sequencing of topics that relate & form the basis of knowledge for the next level of dental hygiene knowledge & skills. The dental hygiene profession has recognized models for practice & our program follows these accepted norms.</p>	
<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>Faculty meet each quarter to review curriculum, content & the outcomes of DH board exams. We regularly review our SLO's, our course outlines & the textbooks/resources we use in the program. Generally instructors teach the same courses for a number of years, with the exception of PDL's. This means that there is a great deal of expertise on the part of the instructor in each course. DH faculty does Title V updates on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate surveys, quarterly course surveys, accreditation mandates & advisory board suggestions.</p>	
Summary of Planning Goals and Action Plans		
<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>We have numerous measurements of our curriculum goals. First, the goals of the program must meet the accreditation standards of the Commission of Dental Accreditation. Obtaining an active accreditation status assures the program that the curriculum goals are met. Second, there are measurable outcomes of our National Board Exam & State Board Exam. Third, our SLO's have measurable outcomes for each course.</p>	
<p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	
Grant or college funding for faculty development & department meetings.	CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty need to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration. Supports Strategic Initiative 3: nontraditional	

Grant funding for equipment: autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies.	Dental equipment has a limited life span & must be replaced on occasion. Some of our sterilization equipment is nearing the end of the usable life span. In addition the medical & dental fields continue to add new technologies & we need to teach students in order to prepare them for the job market.	Compliance with Health & Safety Regulations. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration. Supports Strategic Initiative 3: nontraditional	
Dental software annual support fees (\$1,000/year)	We must pay an annual fee to use the dental software for the DH clinic & receive updates/support. This is essential for patient records & electronic record keeping.	Compliance with US Govt. regulations regarding medical records being in electronic format by 2011. Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration. Supports Strategic Initiative 3: nontraditional outreach	

Funding & support for e-portfolios	<p>The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional support, eg: Una Daly has done a wonderful job for the past two years.</p>	<p>Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach</p>	
Increase director release time.	<p>The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate.</p>	<p>Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards. Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional</p>	

IV. Learning Outcomes			
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>			
<p>1. Be sure and complete your course-level student learning outcomes assessment for each course through the C3MS system.</p> <p>2. Program Learning Outcomes in this section will be updated annually and posted on the Learning Outcomes webpage.</p> <p>• Intended Program Outcome 1: <i>What will the student think, feel, know or be able to do as a result of this educational experience.</i></p> <p>1. Students will demonstrate the necessary knowledge, skills, and values for the practice of dental hygiene.</p>			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes • Communication • Computation • Critical Thinking • Community and Global Consciousness	Means of Assessment/Criteria for Success <i>What are the criteria for success? What tools will be used to establish and measure success?</i>	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
The PLO involves all four Institutional Learning outcomes. • Communication • Computation • Critical Thinking • Community and Global Consciousness	1. National Board exam 2. RDH licensing exams 3. E-portfolio capstone project	2011 data: TBD 2010 data: 100% of the DH graduates passed national board exams and RHD licensing exams. All students successfully completed their e-portfolio capstone project with scores ranging from 78% - 98%.	The DH program curriculum is preparing students for a career in dental hygiene. We need adequate resources for clinic equipment, repairs and maintenance. We need continued college support for the e-folio projects. We need adequate funding for faculty development and training, as mandated by our accreditation. Students need access to academic advising and counseling specific to the dental hygiene major.

<p>• Intended Program Outcome 2: <i>What will the student think, feel, know or be able to do as a result of this educational experience.</i></p> <p>2. Students will demonstrate the necessary knowledge and values in legal regulations and ethical issues for the practice of dental hygiene.</p>			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
<p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> 	<p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success?</i> <i>What tools will be used to establish and measure success?</i></p>	<p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p>Use of Results: October 2011</p> <p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>
<p>The PLO involves all four Institutional Learning outcomes.</p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> 	<ol style="list-style-type: none"> 1. National Board exam scores: Professional Responsibility and Liability section 2. State of California Law & Ethics for the RDH exam scores 3. E-portfolio law & ethics project 	<p>2011 data: TBD 2010 data: 100% of the DH graduates passed national board exams and scored above the national average on the Professional Responsibility and Liability section. 100% of the DH graduates passed the California Law & Ethics RDH licensing exams. All students successfully completed their e-portfolio capstone project with scores ranging from 78% - 98%.</p>	<p>The DH program curriculum is preparing students for a career in dental hygiene. We need adequate resources for clinic equipment, repairs and maintenance. We need continued college support for the e-folio projects. We need adequate funding for faculty development and training, as mandated by our accreditation. Students need access to academic advising and counseling specific to the dental hygiene major.</p>

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Advisory Board - community dentists, dental hygienists, dental assistants, dental/hygiene/assisting associations, faculty and staff (see accreditation document) Student Status Committee – Program director and faculty
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The program director regularly attends program director meetings for the division which develops policies for student dismissal, policy manuals, student admissions. The director has collaborated with Foothill College Global Access to pilot the e-portfolio project. Over the next 3 years, it is hoped that dental radiology can assist the veterinary technology program by taking dental radiographs on the skulls of dogs and cats.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have active, ongoing connections with Santa Clara County Dental Society, Mid Peninsula Dental Society, Santa Clara County Dental Hygiene Component, Peninsula Dental Hygiene Component, the Health Trust Advisory Board, and numerous dental companies. Our students & faculty participate in community service projects.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We participate regularly in program preview nights, tours of the dental hygiene faculty, counselors meetings (high school & college) to insure that the program requirements are pre-requisites are well understood.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	We have an articulation agreement with San Jose State University for our students to complete a bachelor's degree in Health Sciences. They waive 21 upper division units based on the depth & quality of the education they receive at Foothill College. In addition we inform students of other options for pursuing a higher degree after graduating from the DH program.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement	The majority of the full & part-time faculty of the dental

and how will those goals be measured?	hygiene program have been teaching together for over 10 years. We also train & mentor new potential faculty. The program holds regular departmental meetings. We meet every Tuesday during lunch to discuss curriculum, program issues & faculty duties & projects. In addition we meet once per quarter for a half day to review data, outcomes & do curriculum/program planning	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning .
Grant or college funding for faculty development & department meetings.	CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty needs to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration. Supports Strategic Initiative 3: nontraditional
Funding & support for e-portfolios	The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional support, eg: Una Daly has done a wonderful job for the past two years.	Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration. Supports Strategic Initiative 3: nontraditional outreach

Increase director release time.	<p>The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate.</p>	<p>Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards.</p> <p>compliance with CODA accreditation standards.</p> <p>Supports student learning & career preparation.</p> <p>Supports Strategic Initiative 1: student success.</p> <p>Supports Strategic Initiative 2: community & collaboration</p> <p>Supports Strategic Initiative 3: nontraditional</p>	

VI. Professional Development	
<p>1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.</p>	<p>Faculty calibration meetings each quarter Faculty meetings each Tuesday California Dental Educators' Association annual meetings Etudes training SLO training at Foothill College Attend & present at the American Dental Education Allied Program Directors' meeting Caries Risk Assessment Workshop (CAMBRA) Radiology Instructors Conference U. of No Carolina Radiology Instructors Conference U. of Texas, San Antonio CPR for Professional Rescuer (all faculty) Community Dental Health Symposium Presentations by DH faculty: <u>2009 "Do radiographs influence an Examiner's decision for acceptance/rejection on the California State Board Exam?"</u> presented at the UCSF School of Dentistry, for the Dental Hygiene Committee of California. <u>2009 "Implants: The Dental Auxiliaries Perspective" 2009 Dental Hygiene Symposium.</u> presented at the UCSF School of Dentistry, Department of Continuing Education. <u>2009, "Challenges of Program Directing", ADEA National Conference.</u> <u>2008 "Case Studies in Dental Hygiene", Foothill College Dental Hygiene Continuing Education</u></p>
<p>2. What opportunities does your department take to share professional development experiences with colleagues?</p>	<p>We invite faculty to attend meetings & apply for staff development funds, we distribute minutes electronically.</p>
<p>3. In what ways have faculty shared, discussed, and used professional development activities to improve program</p>	<p>The faculty meet weekly and the full & part time faculty meet quarterly to discuss professional development activities & how</p>

VI. Professional Development	
effectiveness?	new evidence based therapies &/or science will be implemented in our curriculum. Barriers are identified and solved with the ultimate goal to be of benefit to the students and improvement within the program. The DH faculty have utilized ideas and learning from conferences to make changes in program. The program developed Student Portfolios (6-8 years ago) and now these have advanced into ePortfolios. The ePortfolios contain the patient competencies for the program. The competencies demonstrate student competence in the areas of treatment of the pedodontic, adolescent, periodontally involved and geriatric medically complex patient.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	The majority of our DH faculty attends the annual CDHEA meeting. This meeting is a valuable professional development activity because it is specifically geared toward DH educators. We request on going faculty development funds so that our faculty can continue to attend these meetings & others. Dental professionals must attend continuing education to stay current with the changing dental field and to maintain licensure. Professional development assistance from the college (\$1,000 per person per year) is vital and needed each year.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	The current funding for faculty development does not cover the actual costs of many meetings or courses. Additional grant funding to pay for more courses & pay part time faculty for attending quarterly meetings is a goal for the future.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Our goals are two fold, first: to ensure that the students are acquiring adequate information as required by law for any and all duties specified by the Dental Board of California. Second, to

VI. Professional Development		
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		comply with CODA accreditation mandates that DH educators have continuing education in educational methodologies & currency in dental sciences.
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Grant or college funding for faculty development & department meetings.	CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty needs to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional
Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time	Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards. Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional

VI. Professional Development		
	should be 50% of a full time load to be adequate.	

<h2 style="text-align: center;">VII. Support Services</h2>		
<p style="text-align: center;"><i>Support Services</i></p>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	<u>Yes</u> No	Administrative support is required by program accreditation guidelines (Committee on Dental Accreditation)
2. Are there sufficient college and departmental computer labs available to support this program?	<u>Yes</u> No	We have 12 classroom computers in room 5302 for student use. We schedule room 8401 when we need additional computers. One possible barrier is replacing the classroom computers in 5302 as needed.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	<u>Yes</u> No	A library orientation is arranged each fall for incoming DH students. CODA accreditation site visits have found the library resources to be acceptable.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	<u>Yes</u> No	One possible future issue is replacing sterilization equipment and radiology equipment as they age & fail. This is essential & is outlined in our goals & requests for funding.

<p>5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?</p>	<u>Yes</u> <u>No</u>	<p>The dental hygiene clinic is cleaned on a regular basis by custodial services & the DH students. The bathrooms in the 5200 building are unclean & lack paper products on occasion. The women's bathroom closest to the dental hygiene clinic is dirty. Through heavy use, there is no soap, no toilet paper, no paper towels for hand-drying and no toilet seat liners. The garbage overflows onto the floor, and paper products are not swept off the floor.</p> <p>Most of the patients who have come for dental hygiene care and radiology services must have a poor impression of the school/division cleanliness. Patients constantly scrutinize health care areas for proper hygiene and Foothill College should rise to the public's expectations.</p>	
<p>6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?</p>	<u>Yes</u> No		
<p>7. Are general tutorial services adequate?</p>	<u>Yes</u> <u>No</u>	<p>We receive CTE grant funds to help pay of tutoring for DH students, however the amount is not adequate for our needs. Continued funding of this is important for retention.</p>	

8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	<u>Yes</u> No		
9. Do students have access to and can they effectively use appropriate information resources?	Yes <u>No</u>	The students need convenient access to a computer with internet access in the dental hygiene clinic. Students often use the internet to find medications not listed in their drug information handbook. Currently they use an internet computer located in the radiology lab that is usually occupied for other tasks. I have seen students wait in-line to use this computer.	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	<u>Yes</u> No	We offer several online or hybrid courses. The instructors are Etudes certified. The support from FGA has been excellent. We also piloted an e-portfolio & have excellent support on that project as well.	
<i>Marketing & Outreach</i>			
11. What impact do you feel the college catalog , class schedule , and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		The DH program website should easier to find from the Foothill Home Page. Also, it would be great if it was quicker & easier to add announcements to our program web pages.	
12. What impact does the college or departmental website have on marketing your program?		The website is very important.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Continue marketing the DH program & others as well. The public still is not aware of what we have to offer & how excellent, yet affordable our programs are. It is important that marketing point out the difference between our programs & private, for profit programs.	

<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>Outreach going to high schools and career fairs to promote our program and then to collaborate on program preview nights. It would be valuable for the outreach staff to visit each program & become more familiar with the programs.</p>
<i>Programs, clubs, organizations, and special activities for students</i>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	<p>The Dental Hygiene club. They participate in weekly AFSC meetings. We offer dental hygiene services to Foothill College students. Our students & faculty do a tremendous amount of community service, over 3,000 hours per year.</p>
<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<p>Foothill College has been consistently ranked among the top dental hygiene programs. Our students have ranked anywhere from first to tenth on National Board exam results over the 45 year history of the program. These outcomes are particularly impressive when you consider that Foothill College dental hygiene students were taking the same board exams as dental hygiene students at well-respected universities such as University of Southern California, University of Michigan, University of the Pacific, University of Missouri – Kansas City, and many other four year colleges & universities.</p> <p>DH students have been awarded numerous scholarships from dental organizations, Kaider Foundation, Foothill College, California Dental Hygienists' Association and others.</p>

Summary of Planning Goals and Action Plans

<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<p>A designated academic counselor is ideal. Brenda Johnson has provided our students & applicants with the highest level of counseling advice. Continuing a division program coordinator, Kerry West, is also invaluable for potential applicants to all the allied health programs. The best measurement of success is the number of students who have counseling appointments and the number of applicants to programs.</p>	
<p>18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>
<p>Scholarships</p>	<p>Student support, economic assistance</p>	<p>Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional</p>
<p>Grant or college funding for faculty development & department meetings.</p>	<p>CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty needs to be involved in this process.</p>	<p>Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional</p>

Grant or college funding for tutoring (clinic & academic)	Student success, retention	Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Grant funding for equipment: autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies.	Dental equipment has a limited life span & must be replaced on occasion. Some of our sterilization equipment is nearing the end of the usable life span. In addition the medical & dental fields continue to add new technologies & we need to teach students in order to prepare them for the job market.	Compliance with Health & Safety Regulations. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Dental software annual support fees (\$1,000/year)	We must pay an annual fee to use the dental software for the DH clinic & receive updates/support. This is essential for patient records & electronic record keeping.	Compliance with US Govt. regulations regarding medical records being in electronic format by 2011. Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	

Funding & support for e-portfolios	<p>The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional support, eg: Una Daly has done a wonderful job for the past two years.</p>	<p>Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach</p>	
Increase director release time.	<p>The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate.</p>	<p>Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards. Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional</p>	

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	According to the US Bureau of Labor Statistics Employment of dental hygienists is expected to grow 30 percent through 2016, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and the greater use of hygienists. The demand for dental services will grow because of population growth, older people increasingly retaining more teeth, and a growing focus on preventative dental care. To meet this demand, facilities that provide dental care, particularly dentists' offices, will increasingly employ dental hygienists, and more hygienists per office, to perform services that have been performed by dentists in the past.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	The job market in all employment sectors is slow presently because of the national & worldwide recession. Dentistry is no exception. However, our graduates report on the alumni survey that they are finding employment, but many would prefer full time employment rather than part time.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	According to the BLS dental hygienists rank among the fastest growing occupations, and job prospects are expected to remain excellent.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Dental hygienist are paid on a per diem basis generally. Current salaries range from 350-550 per day. A dental hygienist working full time will make about \$125,000 per year.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	The average percent of salary increase typically includes COLA.
<i>Response to Program Credibility/Viability</i>	

6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Advanced are not required for dental hygiene licensure, however to enter related fields of research, sales or education, a higher degree would be required. Our courses & curriculum do transfer.	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	We have an articulation agreement with San Jose State University for our students to complete a bachelor's degree in Health Sciences. They waive 21 upper division units based on the depth & quality of the education they receive at Foothill College.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes. The dental hygiene program includes competencies on lifelong learning, community service and evidence based dental hygiene practice. We offer continuing education courses each year that many of our alumni attend. We encourage students to pursue higher degrees & consider working in fields of research, education, public advocacy & administration related to dental hygiene.	
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	Many of our students come from a dental assisting background & decide to increase their skills, knowledge & earning ability by becoming a dental hygienist. We have also had students who graduate from dental hygiene & pursue a dental degree.	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	State licensing regulations & CODA program accreditation guidelines do not allow for non-credit pathways to become a dental hygienist. We do give information to high school counselors about DH prerequisites and preparation.	
11. How does this program prepare students for competitive employment?	The students work on an e-portfolio as their capstone project. The e-portfolio consists of patient competency research projects, x-rays, resume, cover letter, projects, papers and community service projects. We believe this sets Foothill College Dental Hygiene graduates apart from other candidates. We maintain relationships with local dental hygiene and dental associations. Our students regularly attend professional meetings & network with future colleagues & potential employers.	
<i>Advisory Board</i>		

12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	The advisory board members consist of members of the community which include private practice dentists, dental hygienists, dental assistants. The advisory board also invites liaisons and executive officers of local dental, dental hygiene and dental assisting professional organizations as well as representatives of clinical intern rotations. A list will be provided upon request, as it is too extensive for this document.	
13. List the dates and number of members attending of your most recent advisory board meetings.	The advisory board meets once a year. The meetings are the last Wed of October. The October 2008 meeting had 23 members present. The next meeting is October 28, 2009.	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	The members of the advisory board have been active in volunteering in a variety of ways in the program most often as guest speakers & as clinic dentists during Private Practice Week in June. The advisory board members give the program valuable feedback concerning the quality of the dental hygiene graduates and any areas of excellence or deficiencies.	
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	The Committee on Dental Accreditation accredits the DH program on a 7-year cycle. The last site visit was 2004. The next site visit is 2011. We are currently writing our self-study.	
16. What is the program's accreditation status?	The program is accredited without reporting requirements.	

17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	<p>There were three recommendations from the last accreditation site visit. #1: CODA “recommended that the program demonstrate its effectiveness by using a formal and ongoing planning and assessment process that is systematically documented by implementing the plan, assessing the outcomes including measures of student achievement, and using the results for program improvement. (DH Standard 1-1 b, c, d)j. This was addressed in a single follow-up report & no additional documentation was required.</p> <p>#2: CODA “recommended that the dental hygiene program have a formal, written curriculum management plan, which includes: (a) an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources; (b) evaluation of all courses related to the defined goals and competencies of the program; and (c) a defined mechanism for coordinating instruction among program faculty as well as between dental hygiene faculty and other faculty who teach dental hygiene students. (DH Standard 2-4 a, b, c)”. This was addressed in a single follow-up report & no additional documentation was required.</p> <p>#3: CODA “recommended that sufficient qualified institutional support personnel be assigned to the program to support both the instructional program and the clinical facilities providing a safe environment for the provision of instruction and patient care. (DH Standard 3-11)”. A 12-month full-time classified staff member has been hired to fulfill that recommendation. The dental hygiene is fully accredited with no reporting requirements.</p>
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18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	<p>On National Dental Hygiene board exams we have a 100% pass rate over the 45 year history of the dental hygiene program. DH students score above the national average in all subject areas. The DH program is consistently ranked among the top programs in the US.</p> <p>On CA State Board DH Licensing exams our average pass rate on first time attempts is 95%, the highest rate in the state. The pass rate by second attempt is 100%.</p>	
19. What indicators does your program use to determine success of our students after completion?	An alumni survey is mailed out six months after graduation. Pass rate on board & licensing exams. Employment in the field or pursuing advanced education.	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	We survey the advisory board dentists for satisfaction with the skills & knowledge of our students. No dentist employer has indicated dissatisfaction.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflects the data?	Yes, the data match the market demand. The members of the advisory board have high regards for the program, the graduates perform well on board exams and the dentist employers are satisfied.	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes, the most critical need is for equipment, materials and faculty development & training.	
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

Grant or college funding for faculty development & department meetings.	CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty needs to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
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Dental software annual support fees (\$1,000/year)	We must pay an annual fee to use the dental software for the DH clinic & receive updates/support. This is essential for patient records & electronic record keeping.	Compliance with US Govt. regulations regarding medical records being in electronic format by 2011. Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreac	

Funding & support for e-portfolios	<p>The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional support, eg: Una Daly has done a wonderful job for the past two years.</p>	<p>Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach</p>	
Increase director release time.	<p>The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate.</p>	<p>Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards. Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional</p>	

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your PT/FT ratio impact the program?	We currently have a good ratio of PT/FT faculty.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	We anticipate one or two retirements over the next four years. It will be important to replace these FT faculty positions.
<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Staffing should be stable over the next four years.
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	With a 50% cut in our B-budget this year it will be a challenge to maintain & repair equipment, purchase supplies for the clinic & purchase new equipment to replace broken equipment. Many aspects of our equipment & supplies are required to run the dental hygiene clinic in compliance with health & safety regulations.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	The technology is appropriate for the distance education courses. In addition we are shifting to electronic dental record keeping & implementing digital radiology.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. 	

<ul style="list-style-type: none"> Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	The facilities were remodeled in the last two years with ADA in mind.
8. List needs for upgrades for existing spaces	The floor in the classroom (5301) was not properly installed or sealed and should be replaced. The floor in 5302 needs to be sealed on the seams.
9. List any new spaces that are needed	None
10. Identify any long-term maintenance needs.	The dental programs clinic, equipment, computers and software will all need long-term maintenance.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	The 5301 classroom space is small for the program classes.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	The district is timely in maintenance and repair requests.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No, the B-budget allocation for dental hygiene is \$2,843 for the 2009-2010 academic year. This is equivalent to about \$5 per month per student to run the program (including an 18 chair dental hygiene clinic). We need to replace some aging equipment (autoclaves for sterilizing instruments). Our entire B-budget would not replace 1 autoclave.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Our primary goal is to prepare students for licensure as dental hygienists. If our budget remains inadequate to replace equipment that is health & safety related, this will impede our ability to educate our students. Another aspect of preparing our students is to teach current technologies used in the dental field. It is important to have budget to support software, computers and dental technologies such as digital radiology.

15. Are there ways to use existing funds differently within your department to meet changing needs?	The program has to purchase specific materials to be used each year by the students & faculty in the DH clinic. We charge a fee for dental hygiene services in the clinic to help pay for these supplies. However, there are no other existing funds other than lottery and materials fees to offset the deficiency in the B budget. The funding sources we have do not cover the large capital expenses of replacing broken equipment or acquiring new technology.	
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Grant or college funding for faculty development & department meetings.	CODA (Commission on Dental Accreditation) mandates that faculty have continued training in educational methodology and new developments in dentistry. In addition the DH department must regularly meet to review survey data, review curriculum & student learning outcomes to move forward with appropriate changes to the DH program. Both part-time & full-time faculty needs to be involved in this process.	Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional
Grant or college funding for tutoring (clinic & academic)	Student success, retention	Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional

Grant funding for equipment: autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies.	Dental equipment has a limited life span & must be replaced on occasion. Some of our sterilization equipment is nearing the end of the usable life span. In addition the medical & dental fields continue to add new technologies & we need to teach students in order to prepare them for the job market.	Compliance with Health & Safety Regulations. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Dental software annual support fees (\$1,000/year)	We must pay an annual fee to use the dental software for the DH clinic & receive updates/support. This is essential for patient records & electronic record keeping.	Compliance with US Govt. regulations regarding medical records being in electronic format by 2011. Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	
Funding & support for e-portfolios	The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional support.	Supports students learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional outreach	

Increase director release time.	The director is responsible for numerous duties including: curriculum & SLOs for 47 courses, CODA accreditation annual reports, college reports, DH department scheduling, budgeting, DH application process & admissions, program orientations, faculty meetings, director meetings, student counseling, and many other duties. The release time should be 50% of a full time load to be adequate.	Maintain DH program integrity & reputation for excellence. Compliance with CODA accreditation standards. Supports student learning & career preparation. Supports Strategic Initiative 1: student success. Supports Strategic Initiative 2: community & collaboration. Supports Strategic Initiative 3: nontraditional	
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X. Final Summary of Goals, Commitments to Action, and Resource Requests

- Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

The dental hygiene program is a highly respected program that graduates students who can either work, continue with advanced learning or do a combination of both. The students learn basic and higher level skills to become a licensed dental healthcare provider in a steadily growing field. The program continues to strive to attract students from a wide range of socioeconomic, cultural, ethnic and other backgrounds with a policy that reflects the College's philosophy of "equal opportunity for all". The program goals include: (1) continuing to teach evidence-based dental hygiene practice, (2) implementing current technologies in a rapidly changing technologically challenging field, (3) maintaining the excellence of the program by continuing the e-portfolio & high clinical/academic standards. Our action plans include: seeking grant funding for equipment needs, networking with community healthcare organizations & continuing our community service programs, participating in professional dental & dental hygiene organizations to stay current with new technologies & evidence-based practice.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Grant funding for faculty development (CODA mandate) – in progress, this is an ongoing need/goal	College faculty development funds. Perkins funds.	Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration
Increase director release time – partially met	Increased from 25% to 33%	Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success

			Supports Strategic Initiative 2: community & collaboration	
Funding for DH program students (academic & clinical) – in progress, this is an ongoing need/goal	Perkins funds, requested \$3,000, granted \$1200	Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Funding for equipment: autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies. – not met, ongoing need	Requested: Total est: \$97,000*, funded \$0 Statim \$7,000 Autoclave replacements \$20,000 Pano x-ray unit \$55,000 Caries detector \$15,000 *Note: these items are shared with the dental assisting program & would be spread out over several years.	Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration	
Dental software annual support fees (\$1,000/year) – on going need		Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration	

Funding & support for e-portfolios – met this year, ongoing need		Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
2. Upon review of this program plan, provide a summary of <u>current or continuing</u> goals and resources needed.				
Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.				
Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission	
Grant funding for faculty development (CODA mandate) – in progress, this is an ongoing need/goal	Full time faculty (4) \$2,000 each, total of \$8,000 Perkins	Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration	
Increase director release time to 50%		Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration	
Funding for DH program students (academic &	Request increase of Perkins funds to \$3,000 for tutoring	Knowledge, skills, and values for the practice of dental	Supports workforce student learning & career	

clinical) – in progress, this is an ongoing need/goal		hygiene.	preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional	
Funding for equipment: autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies. Request last year, not funded.	Requested: Total est: \$97,000* Statim \$7,000 Autoclave replacements \$20,000 Pano x-ray unit \$55,000 Caries detector \$15,000 *Note: these items are shared with the dental assisting program & would be spread out over several years.	Knowledge, skills, and values for the practice of dental hygiene.	Compliance with Health & Safety Regulations. Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration	
Dental software annual support fees (\$1,000/year)	\$1,000 B budget augmentation	Compliance with US Govt. regulations regarding medical records being in electronic format by 2011. Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration	
Funding & support for e-portfolios. The e-portfolio is an important capstone project of the DH program. It illustrates program &	College funding for e-folio support. \$250/year: e-portfolios for DH students \$1,000/year training/support	Knowledge, skills, and values for the practice of dental hygiene.	Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success	

<p>student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide professional on-campus support.</p>			<p>Supports Strategic Initiative 2: community & collaboration Supports Strategic Initiative 3: nontraditional</p>		
<p>Evaluator for the allied health students</p>	<p>Award of classified position for the BH division to serve all the allied health and program students.</p>	<p>Knowledge, skills, and values for the practice of dental hygiene.</p>	<p>Supports workforce student learning & career preparation. Supports Strategic Initiative 1: student success Supports Strategic Initiative 2: community & collaboration</p>		
<p><i>Supervising Administrator Signature</i> Phyllis Spragge, RDH, MA, DH program director Interim Dean, Biology & Health Sciences</p>		<p><i>Completion Date: October 29, 2010</i></p>			