**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2019**

**Please submit to your Division Dean for feedback no later than April 1, 2019**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2019**

**Department:** **HS - 0671 - Dental Hygiene (includes DEH, EFDA, DA)**

Year of Last Program Review: FY 2016-2017

Year of Next Program Review: FY 2021-2022

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

|  |  |  |  |
| --- | --- | --- | --- |
| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| Development of interprofessional activities for the dental hygiene students with other health science students. | In progress x    Completed 🞏  No longer applicable 🞏 | This is an ongoing goal as dental hygiene students begin collaborating with other health science students with interprofessional education (IPE). Examples of current IPE activities include:   * In collaboration with Professor Sharon Hawkins and second-year nursing students, Head Start children come to the dental clinic to receive preventive oral hygiene treatment by the second-year dental hygiene students. The children rotate with the second year nursing students who educate them on healthy habits such as handwashing, properly covering their mouth when coughing, and other good health practices. This activity supports Competency Domain 2: Roles/Responsibilities and Interprofessional Communication Competency (Domain 3). * In DEH 1206 Nutrition, during the Nutrition Interview & Education Session, first-year dietetic students (DIT 1525) are paired with first-year dental hygiene students (DEH 1206) to conduct a nutrition interview and education session with each other. This activity addresses the Interprofessional Communication Competency (Domain 3). Dietetic students focus on the nutritional aspect of the dietary intake data and dental hygiene students focus on the oral aspects. Students utilize effective communication tools and techniques, organize and communicate nutrition information, listen actively, and give timely, instructive feedback by:  1. Utilizing the 24-hour dietary recall method described below to obtain food intake data and recording the information on the Food Record Form-24 Hour Period. 2. Critiquing the 24-hour recall interview by discussing the strengths and weaknesses of the dialogue process and documenting this information on the Critique Form. 3. Identifying three nutrition tips (DIT students) to improve nutritional intake that complies with the most current dietary guidelines and identifying three oral hygiene tips (DEH students) to promote oral health and decrease risk for caries. 4. Completing a debriefing reflection exercise. **1/21/2019** This successful IPE activity with the dietetic students and first year dental hygiene students was successfully repeated in Fall 2018.  * In DEH 2602, second-year dental hygiene students and respiratory therapy assisting students met together to listen to a guest speaker. The speaker educates the students on smoking cessation and tobacco education. A joint project is planned for next year.   **1/21/2019** Dental Hygiene and Nursing collaborated to give three groups of Nursing 1400 students in Fall and Spring semester the opportunity to spend a 3 ½ hour clinic session with a second year dental hygiene students. It was coordinated by Tammy Czyzewski and Sue Raffee. The nursing students observed the dental hygiene students do full head, neck and dental assessments on patients and sometimes assisted the dental hygiene students in gathering the assessments. This included a detailed medical dental history, intraoral and extraoral exam, perio and gingival assessments, treatment planning and in some cases radiographs. The nursing students were able to interact with the clinic dentist and student hygienist in the critical thinking process that was involved in the patient’s treatment. Some nursing students acted as the patient (when there was a “no-show”). The nursing students did evaluations of dental hygiene students using a rubric and vice versa. At the end of the sessions, we all attended a debriefing. The feedback was extremely positive and it was determined that we will continue this activity. This activity supported Core Competency Domain 1, 2, 3 & 4.  In DEH 1305 Medical Emergencies, Dr. Bonita Kipling is working with the paramedics to create a medical emergency simulation in the dental hygiene clinic, where the dental hygiene students assess the emergency and administer initial emergency treatment on a simulator and the paramedics come in and take over and continue the treatment in the simulation lab. This activity is scheduled in March and will support Core Competency Domain 3 and 4. | **2/11/2020** We are continuing our collaboration with Dental Hygiene and Nursing to give three groups of Nursing 1400 students in Fall and Spring semester the opportunity to spend a 3 ½ hour clinic session with a second year dental hygiene student. Tammy Czyzewski and Sue Raffee coordinate this. The nursing students observed the dental hygiene students do full head, neck and dental assessments on patients and sometimes assisted the dental hygiene students in gathering the assessments. This included a detailed medical dental history, intraoral and extra oral exam, perio and gingival assessments, treatment planning and in some cases radiographs. The nursing students were able to interact with the clinic dentist and student hygienist in the critical thinking process that was involved in the patient’s treatment. Some nursing students became the patient (when there was a “no-show”). The nursing students did evaluations of dental hygiene students using a rubric and vice versa. At the end of the sessions, we all attended a debriefing. The nursing students commented that this was their favorite IPE. The dental hygiene students are thrilled to show the nursing students the seriousness and depth of our patient appointments. Therefore, we have continued this learning activity due to its success for academic year 2019-2020.  This activity supports Competency Domain 1: Values /Ethics for Interprofessional Practice, Competency Domain 2: Roles/Responsibilities, Domain 3 Interprofessional Communication Competency. Competency Domain 4: Teams and Teamwork.  In DEH 1206 Nutrition, during the Nutrition Interview & Education Session, first-year dietetic students (DIT 1525) are paired with first-year dental hygiene students (DEH 1206) to conduct a nutrition interview and education session with each other. Listed in column 3, are the details of the IPE. We found that this IPE is highly effective. We supported this activity in Fall 2019 and will continue to support it each year. This activity supported Core Competency Domain 1, 2, 3 & 4.  In DEH 1305 Medical Emergencies, Dr. Bonita Kipling was working with the paramedics to create a medical emergency simulation in the dental hygiene clinic, where the dental hygiene students assess the emergency and administer initial emergency treatment on a simulator and the paramedics come in, take over, and continue the treatment in the simulation lab. This activity was scheduled in March 2018. It supports Core Competency Domain 3 and 4.  This activity did not fully transpire due to the EMS faculty becoming ill. However, Dr. Kipling was able to use the simulators in DEH 1305 Medical Emergencies in our dental clinic. With the help of Cecelia Brigadare and Vicki Gaffney, the simulations were very lifelike and the dental hygiene students were able to master the medical scenario to the 911 call.  Spring semester 2020, Dr. Kipling wanted to use the simulators. However, they were not available on the date we needed them. We will attempt this activity in the future because the learning activity was highly beneficial.  Sue Raffee and Heidi McGowen met to discuss an IPE activity for Fall Semester 2020. We are in the early planning stages. Dental Hygiene students will teach Occupational Therapy students denture care. Occupational students will teach dental hygiene students safe wheelchair transfer into a dental chair. We will develop rubrics and debriefing exercises to support this initiative. This activity supports Competency Domain 1: Values /Ethics for Interprofessional Practice, Competency Domain 2: Roles/Responsibilities, Domain 3 Interprofessional Communication Competency. Competency Domain 4: Teams and Teamwork. |
| Track data on students TEAS scores to assess if our new minimum cut scores and higher GPA requirements will improve retention. | In progress x    Completed 🞏  No longer applicable 🞏 | * We are still in progress of admitting students who were grandfathered in under the old TEAS requirements. However, the ATI TEAS prep report indicates that students who were grandfathered in under our old requirement did not succeed or perform as well as students with the 2.7 GPA and an overall TEAS score of 60 with a score of 50 on the science portion. Quad A now must achieve a 3.0 GPA with an overall TEAS score 65 and a science score of 55.   **1/21/2019** Data shows that we have reached higher retention with our first year dental hygiene students (Class of 2020) than in the last few years since we moved to semesters in dental hygiene particularly in the first semester which experienced heavy attrition. This is due to the fact that we finally grandfathered in students on the waitlist who were under the old admission requirements. | **2/11/2020**  Data shows that we are slowly raising our retention since the inception of the TEAS and higher GPA. We monitor this after every semester. We still have work to do. Other areas that need investigation are personal reasons students leave the program and students not having a support system to be successful. We are exploring what we can do to help them.  Although students hear it is a challenging program, they continue to enter the program unprepared for the rigor. We send the message to our advisors, college events staff, and our department advising faculty. The program is open to any advice.  The Daily Enrollment report for 1/24/2020 showed that Dental Health Science headcount was up 3.6% compared to 1/23/2019. We realize this does not remain static and is constantly changing but the department is seeing an upward trend. |
| Implement the TalEval clinical evaluation system by summer 2017 to facilitate paperless assessment and evaluation of our clinical students and faculty. | In progress 🞏    Completed 🞏  No longer applicable x | This product was implemented and, after careful review, the faculty was not satisfied with the reporting of student’s clinical evaluation. Therefore, we have redesigned our CESCAM grading system to make it reflective of the students’ progressing clinical skills. We are using paper CESCAM assessment forms in clinic and entering the data into an excel worksheet. Paperless assessment will be put on hold due to other initiatives. The updated CESCAM assessment is currently meeting our needs. | **1/26/2020**  N/A |
| Strictly using digital radiography in our new lab but developing teaching methods to ensure that students are familiar with traditional film radiology for board preparation and employment. | In progress x    Completed 🞏  No longer applicable 🞏 | In our dental hygiene program, we have completely transitioned to digital radiography. However, to ensure that the students are familiar with traditional film radiography, the dental hygiene students complete assignments to ensure awareness of film-radiography. These assignments include a reading assignment, a dental office film-observation assignment, in which they must visit and observe in a dental office that uses film, and a written report regarding their observation about the dental office film-observation experience. The dental assisting program is still using traditional film on a limited basis. The dental assisting certification process requires students to demonstrate competency using traditional radiography. | **1/26/2020**  The assignments noted in column 3 have enabled us to be highly successful on our national and regional boards for licensure. We will continue in this direction. |
| Expanding EFDA to a third cohort to increase availability for dental personnel to attend this course. | In progress 🞏    Completed x  No longer applicable 🞏 | Due to high demand in the EFDA program, we were able to successfully add a third cohort to meet all day on Fridays.  **1/21/2019** The ExpandedFunctions for Dental Auxiliary program (EFDA) is currently our most popular program and is in high demand by dentists and dental auxiliaries who wish to obtain this certification. Adding the Friday cohort was invaluable to expanding this program. We will continue to host three cohorts based on community demand. | **2/2/2020**  The addition of the third EFDA cohort on Fridays is our most popular day and is the first cohort to fill.  We have become very efficient balancing our programs to maximize our classroom and facilities. The expansion of the EFDA program has helped increase our seat count in Dental Health Sciences. It continues to be our most popular STC. Program. |
| Identify an individual to fill the position of first year clinic coordinator. Ideally this individual would be mentored by our current coordinator before she completes her supplemental contract. | In progress x    Completed 🞏  No longer applicable 🞏 | There are several adjunct faculty working on their Master’s degree. One faculty member teaches preclinic together with the first-year clinic coordinator. We will have several individuals prepared to apply for this position. **1/21/2019** Terry Larson will complete her third year of supplemental and will be leaving the college at the end of the academic year. We have identified two very strong adjuncts who are also skilled in teaching preclinic and are valuable in teaching many areas of our dental hygiene courses. These two adjuncts should be able to fill voids left from Terry Larson’s departure and Sheranita Hemphill’s retirement. Sheranita plans to work one day in clinic for Fall semester and one half day in Spring semester. Therefore, we need seasoned adjuncts to fill her courses in addition to the first year clinic coordinator position. | **2/2/2020** Terry Larson identified/mentored an adjunct who was willing to take over as first year clinic coordinator after her retirement. The adjunct agreed to support that role as an adjunct as the department could not guarantee a fulltime position that was upcoming. However, a week after the interview process, this individual was not selected as the best candidate. The adjunct did not want to return and we were left filling this role with little notice before the start of the semester.  Sue Raffee along with preclinic faculty worked together to make Preclinical Dental Hygiene I and II strong courses. I am very proud of the adjuncts who came together to keep the courses meaningful and intact. Academic year 2019-2020 is successful due to the hard work and commitment of the adjunct faculty.  Sheranita Hemphill was unable to return for supplemental as planned due to personal reasons. We hired Cynthia Leverich for an ACF position. She has done an outstanding job taking over Sheranita’s courses. The new radiology team is exceptional.  We will continue to restructure our faculty as needed due to retirements. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

|  |  |  |  |
| --- | --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| The department’s work on faculty/student advising is exceptional. The review team strongly recommended that the dental hygiene department find ways to educate other departments on campus about their approach to faculty/student advising, perhaps through workshops. | In progress x    Completed 🞏  No longer applicable 🞏 | The move to the new Health Sciences Center was such a huge undertaking that we were unable to submit a workshop proposal to the CTL this year. The department will identify faculty who may be interested in this initiative. FFPDD would be an ideal time to present this rubric and share with the other departments.  **1/21/2019** As faculty are retiring and newer faculty are settling into their roles, there is no faculty who is currently interested in hosting a workshop. Accreditation self-study is next on the list and will take priority in addition to faculty workloads. | **2/11/2020**  We are currently working on our accreditation self- study and mentoring new faculty. This recommendation is still on the backburner. We hope to implement this workshop in 2021. |
| Retention in the program continues to be a challenge for this department. Steps have been taken to address this and the impact is yet to be determined. During the discussion with the review team, the faculty noted that in reviewing the coursework of students who have taken required prerequisite science courses prior to entering the program, those who have taken multiple science courses in a term tend to have increased success compared to those who have only taken one science course at a time. Could this factor be incorporated into the Quad A criteria? Could it potentially be used as a score on the department’s admissions rubric? (If these questions are being asked here, why were they deemed unfeasible in the other columns?) | In progress 🞏    Completed 🞏  No longer applicable x | The dental hygiene faculty have looked at this recommendation and, as a whole, do not believe it would be feasible or easily tracked due to the number of applicants that we have on an annual basis. We are satisfied with our current admission rubric and recent changes that we have made. We need to assess data on recent changes before adding more criteria.  **1/21/2019**  Prospective Dental Hygiene students cannot take the TEAS exam more than 3 times in a calendar year. To be an AAAA (Quad A), prospective students can only take the TEAS test twice to be considered and achieve the stated scores of 65 overall with a cut score of 55 in science to be eligible. We will be analyzing these changes over the next several years and adjust accordingly. | **2/11/2020**  The 2018-2019 annual review process addressed this recommendation. The department feels that we have taken steps to reduce retention without becoming “unwelcoming” to the pre dental hygiene students. We do have a large number of Tech Prep students, which affects our retention, AY 19-20 being our highest. The new tech prep policy that restricts the number to 10% should help us with future cohorts when it goes into effect. |
| In the next program review, the review team recommends that the department do an analysis of the different factors involved in admission to the degree program (increased TEAS score and GPA admissions requirements, changes to Quad A considerations, etc.) and over the next five years track differences in retention and program completion related to these factors. | In progress x    Completed 🞏  No longer applicable 🞏 | This can be accomplished using resources and tools provided by ATI Educator Services, a company that designed and markets the TEAS exam. We also track this internally using an excel spreadsheet.  **1/21/2019**  RAR has informed me that they are working on a health science student dashboard. The goal is to have one dashboard that will permit the communication of a standardized set of information (graduation rates, test scores and attempts, GPA, etc.) with a set of filters to permit comparisons such as average TEAS score by program by cohort and similar sorts of things. This is in the pre-alpha stage but will be a useful tool when it enters development and will better help us to collect data to achieve this recommendation. | **2/11/2020**  RAR states that the health science student dashboard was not developed. Much of this information is already available via other tools (credentials per term, gpa, course success) but the TEAS score and cohort level information is not, which makes tracking a little more cumbersome than having the data on one dashboard.  In addition, the administrative assistant keeps track of TEAS semesterly on a excel spreadsheet to determine if the applicant has met the DEH requirements for admission. |
| The review team suggested that students be placed into the Health Sciences Career Community prior to their enrollment in DEH 1102 to improve retention. Efforts could be made there to help them understand the rigor and expectations of the program, particularly in regards to online orientation. | In progress 🞏    Completed 🞏  No longer applicable x | Students are directed to the Health Sciences Career Community and encouraged to attend a dental hygiene orientation to understand the rigor and expectations of the program. These orientations were poorly attended. Because of that, we now host online orientations which have been more successful in reaching students according to Carolyn Reno and Mary Brown. | N/A |
| This department is one of few that eliminated the COM graduation requirement. The department must demonstrate that it is helping students achieve the Oral Communication General Education outcome and provide evidence that students are achieving it. In Annual Update submissions and the next program review, the department must provide evidence that it is educating its students on oral communication and how well its students are meeting this outcome. | In progress x    Completed 🞏  No longer applicable 🞏 | The students’ oral communication skills are assessed in the following classes using appropriate rubrics:  DEH 1204/1205, 1302/1303, 1305, 1308/1309, 2402/2403, 2504, 2506/2507, 2508/2509, 2601, 2602/2603, 2604. In DEH 2603 oral communication is mastered. | **2/11/2020**  The Dental Health Science Department is currently working with the Assessment Committee to provide information demonstrating mastery in oral communication.  Information is submitted as requested and the department is awaiting assessment results from the committee. |
| There appears to be a great deal of demand for the new dental assisting program. Could more students be accommodated without flooding the marketplace? If so, the department should develop strategies to increase capacity for students in this program without reducing capacity for its other programs. The review team recognizes that there would be challenges with this, but recommends that the department explore possibilities for making this happen. | In progress 🞏    Completed 🞏  No longer applicable x | We have explored ways to expand this program. The problem is logistics. Our labs and clinics are heavily used with our existing EFDA and dental hygiene, and dental assisting programs. We use our academic space from 8:00am-9:00pm with our various courses Monday through Thursday and 8:00am-5:00pm on Fridays. Saturdays are opportunities where we host continuing education courses through workforce development to the dental professionals in our community. | N/A |
| The department noted that there are higher grades on midterms and final exams in DEH 1102 in online sections compared to face-to-face sections. It was suggested that this was due to cheating by online students, but is this necessarily the case? Are there approaches that could be used to reduce cheating on exams? Is it possible that there are other factors involved, perhaps something that helps online students succeed at higher rates that should be adopted by face-to-face sections? The department is encouraged to explore this phenomena in depth, and either implement strategies to reduce cheating, or, if appropriate, adapt strategies that are working in online sections to the face-to-face sections. | In progress 🞏    Completed x  No longer applicable 🞏 | The online instructor suspects students find a way around to help them with exams and quizzes. With the snap shots and taking pictures with their phones they can print out information and have it on hand when taking the quizzes and exams. Also, she suspects information could be passed around to students that know each other.  Due to the heavy and vast amount of content in this course the instructor changed a few things to balance the face to face students with the online sections. The students are still challenged greatly with this course but it helps to standardize the two groups and for there was a good distribution of grades. 8 A's, 6B's, 5C's, 1D, 2Failures.  The face to face students are now allowed to utilize their book during the exams like the online group has done previous. They are limited in exam time so they must come prepared but have a few minutes to reference the book if they choose.  Also, we aligned the number of questions on the exams to the amount of class time they have. Prior they had 70 questions in 45 minutes, online had more time. This was lowered to 1 question per minute, similar to board exams. | **1/26/2020**  We have solved this problem by restructuring DEH 1102 face to face quizzing requirements so that it is balanced with the DEH 1102 online course.  Additionally, the department is currently working with Distance Learning to make this course completely online. We are moving to a different publisher and the content will be more up to date. Students will not need to purchase a book. We anticipate that by Fall 2020, DEH 1102 will be completely online. |

**Section II: Assessment of General Education & Degree Program Outcomes**

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes  No  (**If no, please proceed to question # 2**).

If Yes: Students are proficient using the Office Suite for their research paper, poster presentations, and service learning projects.

Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.  
 Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): , DEH 2504 Dental Hygiene Research, DEH 2601 Community Dental Health, and DEH 2604 Dental Hygiene Practice.

Assessment Method / Assignment(s) (Please be specific): DEH 2504 Dental Hygiene Research uses the Information Literacy Rubric to grade these papers. DEH 2601 Community Dental Health uses Service Learning Lesson Plans and Summative/Formative reflection papers. Service Learning Activity Forms and Summative Evaluation Reflection Paper. DEH 2604 Dental Hygiene Practice uses an instructor-designed rubric for their resume and cover letter assignment. It is not mandatory but recommended that they sign up for a mock interview through Student and Community Engagement.

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes  No  (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Eaglesoft Dental Software and Digital Imaging Software.

In which course(s) will these additional computer skills be assessed?

DEH 1302/1303 Preclinical Dental Hygiene II, DEH 1308/1309 Dental Radiology -,DEH 2403 Dental Hygiene Clinic I, DEH 2509 Dental Hygiene Clinic II, DEH 2603 Dental Hygiene Clinic III.

Assessment Methods / Assignment(s) (Please be specific):

In DEH 1302/1303 Preclinical Dental Hygiene II, DEH 1308/1309 Dental Radiology there are several skills assessments involving the use of Eaglesoft to document patient assessments. In Radiology skills assessments are used to measure the proper use of digital software to acquire various digital images. In DEH 2403 Dental Hygiene Clinic I, DEH 2509 Dental Hygiene Clinic II, DEH 2603 Dental Hygiene Clinic III, the students are assessed at every clinic session using the CESCAM evaluation tool under the medical history, intra/extra oral exam, gingival description, perio chart, dental chart, oral hygiene instruction, treatment planning, and record keeping categories.



The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

|  |  |  |
| --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | What were the assessment results?  (Please provide brief summary data) |
| **Develop an understanding and appreciation for an inclusive society embracing diversity and equity in the delivery of oral health services. (DEH.S.AAS)** | ALH-1101  DEH-1102 DEH-1204 DEH-1205 DEH-1206 DEH-1302 DEH-1303 DEH-1308 DEH-1309 DEH-2402 DEH-2506 DEH-2507 DEH-2508 DEH-2602 DEH-2604 PSY-1100 | Assessment results show that the dental hygiene students’ community service and service-learning projects were completed at 80% or better. Students must complete a minimum of 16 community service hours prior to graduation.  **1/19/2018**  The dental hygiene program, without discrimination, serves all persons which demonstrates an acknowledgment and appreciation for diversity. This is further evidenced by the heterogeneous patient population that we serve in our dental hygiene clinic, community service, and service-learning projects.  **1/21/2019**  This program outcome has been updated to reflect and encompass the acceptance, inclusiveness, engagement and mutual respect among our Sinclair family. Sue Raffee and two first year students attended a Diversity workshop offered by the college in support of dental hygiene’s commitment to supporting equity within the college.  **2/11/2020 As the department is in the midst of writing our accreditation self-study all program outcomes have been revised and our reflected in column 1. These outcomes are addressed in our self-study. An example of our diversity outcome is our diverse clinical patient population that we treat and service learning projects at the YWCA and Good Neighbor House to reach the needs of a lower socio-economical class.** |
| **Demonstrate competence in the dental hygiene process of care including assessment, dental hygiene diagnosis, planning, implementation, evaluation, and documentation. (DEH.S.AAS)** | ALH-1101  BIO-1141 BIO-1242 BIO-2205  DEH-1202 DEH-1203 DEH-1204 DEH-1205 DEH-1206 DEH-1302 DEH-1303 DEH-1305 DEH-1308 DEH-1309 DEH-2402 DEH-2502 DEH-2503 DEH-2506 DEH-2507 | The assessment results indicated a high degree of satisfaction from students, advisory board, employers and our recent accreditation site visit. Board results also indicated that our students are well prepared in the delivery of dental hygiene services.  **1/19/2018**  All students must progress in clinical competency throughout the program. Our main instrument is the CESCAM grading system as mentioned above.  On first attempt, our board pass rates for 2017 for the dental hygiene national board, ADEX dental hygiene computer simulated exam, local anesthetic computer exam, and state of Ohio jurisprudence exam were 100%.  TheADEX Dental HygieneClinicalExamination had a pass rate of 90.4% on the first attempt. Nineteen out of twenty-two students passed.  On the second attempt, two out of three students passed and on the third attempt, the remaining student passed which, ultimately, gave us a 100% pass rate.  **1/21/2019**  Our pass rates on National boards and the ADEX Boards was 100% indicating that our students continue to be successful in the dental hygiene process of care.  **2/11/2020**  **ASSESSMENT DATA:**  **National and ADEX Board results have continued to demonstrate a 100% pass rate, which supports the dental hygiene process of care.** |
| **Demonstrate professionalism in all aspects of dental hygiene care, including the ability to make ethical and evidence-based decisions. (DEH.S.AAS)** | ALH-1101  DEH-1102 DEH-1202 DEH-1203 DEH-1204 DEH-1205 DEH-1206 DEH-1302 DEH-1303 DEH-1305 DEH-1306 DEH-1307 DEH-1308 DEH-1309 DEH-2402 DEH-2405 DEH-2503 DEH-2504 DEH-2506 | Proficient scores on all related dental hygiene functions including medical histories, treatment planning, professionalism, critical thinking and ancillary assignments were met using our CESCAM grading system for assessment.  **1/19/2018**  Students must be taught ethical decision making and critical thinking skills to provide effective patient care. Effective evaluation methods, including skills assessments and the CESCAM grading system, are utilized throughout the curriculum. Dental hygiene faculty and clinical patient situations provide students with ethical and professional dilemmas throughout their dental hygiene education. This facilitates critical thinking and problem solving.  **1/21/2019**  We continue to demonstrate this in many of our classes and it is directly applied in the preclinical and clinical environment. Assessment is key during these classes as we develop professional integrity and responsibility. The second year students are directly assessed in clinic using CesCam. In Fall 2018, 100% were successful. First year students are heavily assessed in preclinic using multiple skills assessments while developing these skills. The students have two attempts to pass. In Fall 2018, 100% of the students were successful.  **2/11/2020**  **As mentioned above, the department continues to monitor professionalism and ethics throughout the entire curriculum to produce a highly qualified dental professional.** |
| **Embrace a professional commitment to continuing education and life-long learning. (DEH.S.AAS)** | ALH-1101  DEH-1202 DEH-1203 DEH-1204 DEH-1206 DEH-1302 DEH-1303 DEH-1305 DEH-1306 DEH-1307 DEH-1308 DEH-1309 DEH-2502 DEH-2503 DEH-2506 DEH-2507 DEH-2508 DEH-2601 | Students are required to be members of the Student American Dental Hygienists’ Association. In DEH 2604, students are required to attend a Dayton Dental Hygienists’ Association or other state component meeting. After graduation, to maintain licensure from the Ohio State Dental Board, dental hygienists are required to complete 24 CEs biennially.  **1/19/2018**  Currently, 100% of our students participate in the Student American Dental Hygienists’ Association and they attended a local component meeting. Our students also compete with each other to be selected as a student-delegate for the purpose of representing their class at the annual state meeting of dental hygiene professionals. The faculty models the importance of belonging to their professional organization. Full-time faculty are active in their professional associations. For example, faculty organize and attend component-sponsored continuing-education opportunities with the students.  **1/21/2019**  One of our goals is to inspire students to actively participate in our American Dental Hygiene Association where one can keep up with the dental hygiene industry and learn about educational opportunities upon graduation. It is a great way to keep abreast with the latest and most innovative oral health care techniques. Our local dental hygiene component supports the students by paying for their hotel at annual session, study gifts, etc to encourage membership after graduation.  **2/11/2020**  **The Ohio Dental Hygiene Association and our local component, the Dayton Dental Hygiene Association work directly and indirectly with the students to empower student dental hygienists to achieve their full potential as licensed healthcare professionals through student delegate activities, meetings, speakers, and supporting the students with monetary support.**  **ASSESSMENT DATA: 100% Student membership** |
| **Demonstrate the ability to effectively communicate and collaborate with patients, healthcare providers and the public regarding the significance of dental hygiene care and overall health. (DEH.S.AAS)** | DEH-1102 DEH-1202 DEH-1203 DEH-1204 DEH-1205 DEH-1206  DEH-1302 DEH-1303 DEH-2402 DEH-2502 DEH-2503 DEH-2504 DEH-2506 DEH-2507 | All students must complete projects with an 80% or better using rubrics as the primary evaluation tool. Poster presentations at the Ohio Dental Hygienists’ Association annual session indicated a 96% average score awarded in 2017.  **1/19/2018**  Competencies have been developed to verify that students deliver total patient care including health promotion and disease prevention. These are assessed in a variety of ways. Examples include, but are not limited to: assessments in preclinic and clinic, research papers, service-learning experiences, interprofessional collaboration with other health science programs, and poster and case presentations.  **1/21/2019**  We continue to be very elaborate in utilizing different modalities to develop the students in effective communication and collaboration with their patients and other healthcare providers. IPE experiences has broadened this understanding. Rubric score range from 90-100%.  **2/11/2020**  **Through the nature of our occupation in the delivery of dental care, the students master interpersonal skills to motivate and instruct patients and community groups in maintaining oral health and preventing oral disease through various learning experiences in the entire curriculum.** |

|  |  |
| --- | --- |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | No. The department feels that we are doing our best in providing quality dental hygiene education and professional development training. |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.