**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**Department:** **HS -** 0671-Dental Health Sciences

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.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Development of interprofessional activities for the dental hygiene students with other health science students. | In progress    Completed  No longer applicable | This is an ongoing goal as dental hygiene students begin collaborating with other health science students with interprofessional education (IPE).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.  * In DEH 2602, second-year dental hygiene students and respiratory therapy assisting students meet 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. |
| Track data on students TEAS scores to assess if our new minimum cut scores and higher GPA requirements will improve retention. | In progress  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. |
| 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 | 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. |
| 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    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. |
| Expanding EFDA to a third cohort to increase availability for dental personnel to attend this course. | In progress    Completed  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. |
| 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    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. |

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.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| 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    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. |
| 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 | 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. |
| 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    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. |
| 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 | 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. |
| 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    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. It is mastered in DEH 2603. |
| 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 | 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. |
| 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  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. |

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

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Computer Literacy | **2017-2018** | **DEH 2603** | CESCAM record keeping grades | Summer:  Fall: |
| **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Information Literacy | **2016-2017** | **DEH 2504** | Information Literacy Rubric | Number of submitted grades:  21 / 21  Minimum:  90 %  Maximum:  100 %  Average:  98.19 %  Mode:  100 %  Median:  99 %  Standard Deviation:  2.81 |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided 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**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate competence in the provision of contemporary dental hygiene services including preventive, therapeutic, and maintenance care based on individual patient needs. | 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. |
| Demonstrate professionalism in all aspects of dental hygiene care, including the ability to make ethical decisions and apply critical thinking skills. | 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. |
| Demonstrate the ability to effectively communicate with patients, healthcare providers, and the public regarding the significance of dental hygiene care and overall health. | 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. |
| Develop an understanding and appreciation for a diverse society in the design, development, and delivery of services to address the oral health needs of local and global communities. | 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. |
| Display a professional commitment to continuing education and life-long learning. | 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. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | We will continue to review our assessments and update them when appropriate.  We feel that each faculty member should have the opportunity to assess their courses individually in order to address this question comprehensively. For example, Dr. Kipling is going to be making changes to the histology course because some of the material is too complex for students to understand at this level in their education. Another example of program change is the introduction of powered scaling in the summer semester. This will allow the students to become comfortable with ultrasonic instrumentation before they are introduced to periodontally involved patients. Professor Hemphill will add a radiology assistant (RA) assignment to DEH 1308 (radiology) course. This assignment was offered last year as extra credit and the radiology faculty quickly realized the valued of this assignment. The second-year students acted as mentors to the first-year students, and both cohorts indicated that this assignment was useful. |
| **How will you determine whether those changes had an impact?** | We will continue to monitor our program outcomes and make revisions as needed.  We will be able to assess the impact of these changes by our retention statistics, examination scores, skills assessments, and student evaluations. |

**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.

