

**Riverside Community College  
Dental Hygiene Program**

**Program Review  
2004**

**Topic I. Where are we now?**

A. Purpose and Goals

The Dental Hygiene Program (DHP) serves the Riverside Community College District's (RCCD) Goals 1995 – 2005 and Mission at many different levels. The conception, development, and implementation of the DHP exemplify RCCD Goals of “. . . establishing new programs and course sequences that lead students to opportunities for transfer education and career preparation.”

The DHP's curriculum utilizes as many advances in technology that RCCD offers which aligns the DHP with RCCD's goal of “utilize advances in information technologies to improve effectiveness of instruction, services, and administration”. Through the use of this technology such as WebCT, the DHP allows students to have access to color plates of microorganisms, oral lesions, intraoral pictures and other visual aids at home. Having access to these visual aids is a necessary tool for student's learning process in dental hygiene.

During the development and implementation of the DHP, RCCD established a partnership with the Tri-County Dental Society which is the local dental component of the California Dental Society. Tri-County Dental Society's commitment to the DHP meets the RCCD goal of “Tailor programs and services to meet the needs of the students and communities served by the three-campus District”.

The DHP participates in local high school career days, mentoring programs and job shadowing projects to increase the awareness of dental hygiene as a career choice to underrepresented and diverse populations. The DHP is committed to “. . . reaching out to underrepresented and underserved population . . .” which parallels with the final RCCD goal.

The overall goal of the DHP is to graduate competent clinicians who will be prepared to take state licensure examinations to become Registered Dental Hygienists (RDH) and, who in turn, will provide dental care to the presently underserved population of the region. The DHP Goal and Competencies were developed to adhere to licensure requirements and accreditation mandates, and are the industry standard.

The DHP strives to be student centered and to achieve teaching excellence. Throughout the DHP students are encouraged and guided to think critically when making clinical and professional decisions. The DHP faculty members are committed to providing a comprehensive, evidence-based curriculum that is presented to students through interactive learning and case-based scenarios that facilitate critical thinking.

B. History

The development of a dental hygiene program is identified within the Moreno Valley Campus Educational Master Plan 2001- 2005 which updated the RCCD Educational Master Plan 1997 – 2005. RCCD chose the Moreno Valley Campus as the sponsoring campus because of it being home

to other occupational healthcare programs and its established relationships in the healthcare community. The addition of the DHP at the Moreno Valley Campus complements the other existing programs.

The decision to initiate the development of a dental hygiene program at RCC was industry driven. Representative regional dentists and dental hygienists underscored the pressing need for a community college-based dental hygiene program in the Inland Empire to RCC Administration. The local dental community identified RCC as a potential sponsor of a community-based DHP because of its strong record of success with other occupational related healthcare programs and its ability to provide an affordable program to students. The tuition at the local private and proprietary programs is substantially more than a community college, and this cost difference is a barrier to many qualified students who would like to pursue the profession of dental hygiene. The need for dental hygienists was further substantiated by the review of the Bureau of Labor statistics which showed that the projected employment for dental hygienists will grow 36 percent faster than the average employment in the Inland Empire. This fact is directly related to the projected population growth in the Inland Empire.

The DHP is a two year, associate degree program that received New Program Approval from the California Community Chancellor's Office (CCCCO) in July 2004. In addition to the CCCC's approval, the DHP was granted initial accreditation status from the national accreditation body, the American Dental Association Commission on Dental Accreditation (CODA) in August 2004. Newly developed dental hygiene programs that meet accreditation standards receive the status of "initial" accreditation until they have graduated their first class. At that time the DHP will undergo another accreditation site visit to present program outcomes to demonstrate achievement of program goals. Upon the receipt of new program approval and initial accreditation status, the DHP admitted its first class in September 2003.

#### C. Programs & Curriculum

The DHP curriculum's content, depth, scope, and sequence of instruction, as well as the program prerequisite courses, were designed to meet the standards set forth by the American Dental Association CODA. The DHP curriculum fulfills all the requirements to qualify a graduate to take the Licensure National Dental Hygiene Board Examination and California Dental Hygiene Examination. Successful passage of these examinations qualifies the graduate to practice in the State of California as defined by the California Dental Practice Act. The DHP will prepare graduates to work in a variety of settings, such as private dental offices, schools, health centers, governmental agencies, and private industry.

The Associate in Science Degree in Dental Hygiene will be awarded upon completion of all the required dental hygiene courses (60.5 units) and the eleven prerequisite courses that must be completed prior to being admitted to the DHP, plus completion of the graduation requirements described in the RCC Catalog as required for the Associate Degree. Students are urged to complete the Associate Degree requirements prior to entering the DHP due to the rigorous course load.

The DHP's curriculum was approved by the RCC Curriculum Committee including the validation of the prerequisite courses in December 2003. The DHP admits 18 students each fall semester. All the courses must be taken in sequence and are offered only once per year.

First Fall Semester Courses

|         |  |           |
|---------|--|-----------|
| DEH-10A | Pre-Clinic Dental Hygiene #1   | 2.5 units |
| DEH-11  | Principles of Dental Hygiene   | 2 units   |
| DEH-12A | Principles of Oral Radiology   | 1 unit    |
| DEH-12B | Oral Radiology Laboratory  | 1 unit    |
| DEH-13  | Infection Control in Dentistry   | 1 unit    |
| DEH-14  | Systems Analysis of Dental Anatomy,<br>Morphology, Histology, & Embryology | 3.5 units |
| DEH-15  | Head and Neck Anatomy  | 2 units   |
| DEH-16  | Preventive Dentistry   | 1 unit    |
| DEH-17  | General Pathology  | 2 units   |

First Winter Intersession

|         |                              |           |
|---------|------------------------------|-----------|
| DEH-10B | Pre-Clinic Dental Hygiene #2 | 1 unit    |
| DEH-19  | Pain Control                 | 1.5 units |

First Spring Semester

|         |   |         |
|---------|---|---------|
| DEH-20A | Clinical Dental Hygiene #1  | 3 units |
| DEH-21  | Clinical Seminar #1   | 1 unit  |
| DEH-22  | Oral Radiology Interpretation                                       | 1 unit  |
| DEH-23  | Introduction to Periodontology                                      | 1 unit  |
| DEH-24  | Ethics  | 1 unit  |
| DEH-25  | Medical/Dental Emergencies  | 1 unit  |
| DEH-26  | Dental Treatment of Geriatric and<br>Medically Compromised Patients | 2 units |
| DEH-27  | Oral Pathology  | 3 units |
| DEH-28  | Basic and Applied Pharmacology                                      | 2 units |

First Summer Session

|         |                            |        |
|---------|----------------------------|--------|
| DEH-20B | Clinical Dental Hygiene #2 | 1 unit |
|---------|----------------------------|--------|

Second Fall Semester

|         |   |           |
|---------|---|-----------|
| DEH-30A | Clinical Dental Hygiene #3                        | 3.5 units |
| DEH-31  | Clinical Seminar #2                               | 1 unit    |
| DEH-32  | Dental Materials                                  | 2.5 units |
| DEH-33  | Periodontology                                    | 1 unit    |
| DEH-34  | Community Dental Health Education #1              | 1 unit    |
| DEH-35  | Community Dental Health Education<br>Practicum #1 | 1 unit    |
| DEH-36  | Research Methodology                              | 2 units   |
| DEH-37  | Nutrition in Dentistry                            | 1 unit    |

Second Winter Intersession

|         |                            |        |
|---------|----------------------------|--------|
| DEH-30B | Clinical Dental Hygiene #4 | 1 unit |
|---------|----------------------------|--------|

Second Spring Semester

|        |   |         |
|--------|---|---------|
| DEH-40 | Clinical Dental Hygiene #5                        | 4 units |
| DEH-41 | Clinical Seminar #3                               | 1 unit  |
| DEH-42 | Practice Management and<br>Jurisprudence          | 2 units |
| DEH-43 | Advanced Periodontology                           | 1 unit  |
| DEH-44 | Community Dental Health Education #2              | 1 unit  |
| DEH-45 | Community Dental Health Education<br>Practicum #2 | 1 unit  |
| DEH-46 | Advanced Topics in Dental Hygiene                 | 1 unit  |

The following are the prerequisite courses for the program:

Anatomy and Physiology 2A\*  
Anatomy and Physiology 2B\*  
Chemistry 2A\*  
Chemistry 2B\*  
English 1A  
Math 52  
Microbiology 1\*  
Physical Education 4  
Psychology 1  
Sociology 1  
Speech 1

\*course requires a laboratory component

D. Student Outcomes Assessment

To adhere to CODA Standards, the following must be assessed:

1. *Monitoring and evaluating both attrition and performance of students in relation to admission criteria.*

Each student will be evaluated on the following:

- a. Successfully completing each course in the dental hygiene curriculum;
- b. Successfully completing the DHP;
- c. Performance on the National Dental Hygiene Board Examination; and
- d. Performance on the State Clinical Licensing Examination.

The above criteria will be correlated to each student's overall GPA and GPA for science prerequisite courses.

Since the DHP is in its first year, there are limited outcome assessments for the above at this time. Eighteen students were admitted in September 2004 and 15 students started the winter intersession, 2004. One student dropped out of the program in November, and two were unsuccessful in completing two fall courses.

The DHP is currently involved in a signal-blinded study involving the GPA for science prerequisite courses therefore there is no data on the correlation between these students overall GPAs and GPA for the science prerequisite courses. The files of the dental hygiene students from the first two classes will be unblinded upon graduation in spring of 2006. At that time, correlations will be drawn between overall GPAs and GPA for the science prerequisite courses.

2. *Implementing a formal, written curriculum management plan.*

Full and part-time faculty will participate in the evaluation of the DHP curriculum and the growth of the DHP through a formal curriculum review process.

Full and part-time faculty will attend DHP meetings that will take place prior to the beginning of each semester/intersession/session and immediately upon completion of each semester/intersession/session to allow for a continuous evaluation and evolution of the program and curriculum.

The mechanisms for evaluating the dental hygiene curriculum include:

- a. assessing student's performance and success in each course;
- b. student's evaluation of courses and faculty members;
- c. faculty member's assessment of how each course prepared the student to move to the next level in the program;
- d. National Dental Hygiene Board Examination results;
- e. State Licensing Clinical Examination results; and
- f. Changes in the CODA Standards for Dental Hygiene Programs.

3. *Attainment of Program Competencies by Students*

The DHP Goals and Competencies are included in the DHP's Student Manual. The concept of competencies is introduced at the first year orientation session that are held prior to the beginning of instruction and reviewed throughout the length of the program.

Students are required to develop a Dental Hygiene Portfolio in which they will provide course work and projects to demonstrate attainment of competence in the DHP Competencies. The mechanism for evaluating the attainment of DHP Competencies will include:

- a. Assessment of student's performance in skill evaluations and competencies;
- b. Portfolios;
- c. National Dental Hygiene Board Examination results; and
- d. State Licensing Clinical Examination results.

4. *Attainment of Program Goals*

The DHP will assess outcomes on an annual basis to determine attainment of Program Goals. The following are the outcome measurements that will be implemented to assess and analyze the degree to which the Program Goals are met:

- a. Patient Satisfaction Surveys;
- b. Student Exit Surveys;
- c. National Dental Hygiene Board results;
- d. State Licensure Clinical Examination results;
- e. Employer Surveys;
- f. Advisory Committee feedback;
- g. Program Goals and Competencies Evaluation Form;
- h. Accreditation Status; and
- i. Faculty Review

Patient Satisfaction Surveys are given to patients seen in the Dental Hygiene Clinic at the completion of clinical procedures. All completed patient surveys are placed in a sealed envelop by the patient and given to the receptionist. Each survey will be reviewed and results will be compiled for review at the completion of each clinic course. This information will be submitted to the faculty at the fall semester Dental Hygiene Program Flex Day. Since the Dental Hygiene Clinic has only been opened since February 14, 2004, there are not statistics on patient satisfaction at this time.

Students will be given an Exit Survey on their last day of instruction in the Program. This survey will question the students on their impression of the Program. The survey consists of questions about whether students feel competent in the DHP Goals, if the Program provided

them with an overall solid educational base, if the students are confident in their clinical skills, and if they have any suggestions for ways to improve the Program. Included in this survey include the student's impression of the adequacy of the facility, equipment, library and learning resources. These results will be compiled and reviewed at the fall semester DHP Flex Day. The first Exit Survey will be given in June 2005 and presented for review in the fall of 2005.

The results of the National Dental Hygiene Board Examination will be reviewed to determine the strengths and weaknesses in each subject area in the DHP. This information will be distributed and reviewed at the fall semester DHP Flex Day. The first National Dental Hygiene Board Examination taken by the RCC dental hygiene students will be in the spring of 2005, therefore results will be presented for review at the DHP Flex Day in the fall 2005.

The passage rate of graduates on the State Licensure Clinical Examination will be compiled and reviewed at the fall semester DHP Flex Day. Failures will be reviewed for clinical skills and patient selection issues. The first RCC dental hygiene students to participate in State Licensure Clinical Examinations will be in July 2005; therefore results will be presented for review at the DHP Flex Day in fall 2005.

All RCC dental hygiene graduates will be sent a postcard and an e-mail in November of the year they graduate asking them about their employment status and confirming their current address for alumni purposes. Graduates will be asked to return the information which will include the name and address of their current employer(s). The employers of the recent graduates will be sent a survey asking about the preparedness of the RCC DHP graduates. This information will be compiled and reviewed at the end of the spring semester faculty meeting.

The DHP's Advisory Committee will meet once a year. At this meeting, the members will be asked to review the DHP Goals and make suggestions on changes based on the standard of care or dental trends within the dental community. Advisory Committee members will also be asked to review the adequacy of the clinical facility, equipment being used, and library and learning resources. Their input will be weighted heavily when determining changes and requesting Vocational and Technical Education Act (VTAE) and improvement funds. This information will be compiled and reviewed by faculty at the fall semester DHP Flex Day. The DHP's Advisory Committee will hold its first meeting in May, 2004 therefore no minutes or information on the meeting is available at this time.

The DHP will be following a written Curriculum Management Plan. Through this evaluation process it will be determined if the curriculum is supporting the DHP Competencies and ultimately the Program Goals. Also, course outlines and teaching methodologies will be reviewed as well as incorporation of current information into courses. The Curriculum Management Plan has initiated at the completion of the fall semester 2003 and winter intersession 2004. It was determine that the program curriculum lacked an introduction to critical thinking for the students. It was also determine that a master calendar for all courses taught in a semester needs to be developed by the faculty to assess when quizzes and exams should be scheduled. In the fall 2003 semester, all courses had quizzes and exams on the same weeks which increase the difficulty of the program for the students.

Each dental hygiene faculty member will receive a Program Goals and Competencies Evaluation Form in early August. This form will be completed and returned to the program

director within a two week deadline. The information obtained will be compiled and distributed to faculty members one week prior to the fall semester DHP Flex Day. This information will be discussed and changes will be made as needed at the fall semester DHP Flex Day.

The DHP will go through the accreditation process with CODA every seven years. In the interim, the DHP will continue to collect, assess, and evaluate outcome mechanisms to stay in compliance with Accreditation Standards. By receiving initial accreditation status in August 2003, the DHP is in good standing with CODA. The DHP will undergo the second phase of a new program accreditation process in the spring semester 2005 where the program outcomes will be evaluated.

All full and part-time faculty members will be reviewed as stipulated by the RCC District policy. Students will also review faculty members. Faculty members will be required to maintain their California State license and to take courses to improve their skills as educators. In addition, faculty members must take continuing education courses that focus on the subject they teach to comply with CODA Standards.

#### E. Collaboration with Other Units

##### Academic Affairs, Vice President

The Vice President of Academic Affairs was actively involved in the development of the DHP. Additionally, he presented the program to the RCCD Board of Trustees for their approval.

##### Academic Senate

The Academic Senate was involved in approving the DHP and its curriculum in 2003. The Curriculum Committee, a subcommittee of the Academic Senate, was responsible for evaluating and approving the DHP curriculum and prerequisite courses.

##### Admissions and Records

The DHP has worked with Admission and Records to develop an evaluation sheet for assessment of dental hygiene applications. Their experience with existing programs, such as Nursing and the Physician Assistant Programs, was instrumental in helping the DHP's first admission process to run smoothly.

##### Counseling

The DDP works closely with RCC counselors by providing them written information of the admission and selection process for the program. The counselors are advising interested students on the appropriate prerequisite courses to take to meet the DHP's admission criteria.

##### Dean of Instruction

The Dean of Instruction, Moreno Valley Campus oversaw the development of the DHP. She played an active part in critiquing and providing input to assure that the program was aligned with RCC policies.

##### Dental Technology Program

The Dental Technology Program and the DHP both utilize a dental laboratory during course instruction but the DHP only needs it in the fall semester. Both programs have worked closely to agree upon a schedule so that the laboratory space can be utilized effectively for both programs.

### Facilities

Facilities have been involved in the acquisition and signing of the lease for the March Dental Education Center (MDEC). They prepared the MDEC for the DHP to move in prior to the beginning of instruction in the fall semester 2003. Since moving into the MDEC, Facilities has worked very closely with the DHP to provide janitorial services to MDEC and responding to electrical, water, and heating/air conditioning outages and issues. They prepared the MDEC for two open houses; one for the dental community in November 2003 and one for the community in February 2004.

### Institutional Research

Institutional Research provided information on Labor Market Information and Job Market Analysis for Dental Hygienists in the Inland Empire to validate the need for the DHP. This information was utilized in the CCCO's Proposed New Program Application and CODA's Self-Study for accreditation. They were also consulted and involved in developing a single-blind admission study to determine if GPA for science prerequisite course for admission into the DHP.

### Library Services

Library services provided assistance in the development of the Dental Hygiene Program by assessing the books and magazines that relate to the subject of dental hygiene and dentistry. Library Services continue to provide support to the dental hygiene program through consultation of resources available and newly acquired resources. In addition, the Moreno Valley Library Services provided an introductory presentation to the dental hygiene students to make them aware of the library resources that are available to them at RCC.

### Office of Matriculation

The Office of Instruction has worked closely with the Dental Hygiene Program throughout the development and approval processes for the admissions and selection criteria for the program. Throughout these processes, the Office of Instruction has been instrumental in guiding the selection criteria so that it will be in accordance with California Education Code Title V.

The Dental Hygiene Program also is actively participating in the Office of Matriculation's Early Alert. This official RCC process reinforces the DHP's early alert process.

### Open Campus

The DHP faculty members have worked closely with Open Campus faculty to develop WebCT enhanced courses. The instruction and support that Open Campus provides has allowed the DHP to be more student centered in its approach to education.

### RCC Foundation

The Riverside Community College Foundation has developed a Fundraising Campaign to focus and guide the fundraising activities for the program. The RCC Foundation has assisted in the submittal of grants to the Riverside Community Health Foundation, Desert-Healthcare District and the California Dental Association. The RCC Foundation developed working relationships with the before mentioned foundations and agencies to introduce the existence of the DHP and facilitate the consideration for being awarded their grants. The RCC Foundation has also been involved in providing guidance in the acceptance of different gifts to the DHP which has included equipment and pictures.

### Student Services

The Dean of Student Services, Moreno Valley Campus was consulted in the development of many DHP protocols to assure compliance with RCC Policies. The Dean also was involved in the Orientation Session for incoming dental hygiene students in the fall semester 2003.

Tri-County Dental Society

The Tri-County Dental Society has provided guidance and support through participation in the planning committee, advisory committee, partnership for grants, and financial support. This relationship has provided a pledge of \$100,000 for five years starting in 2003-2004 year.

F. Outreach

Loma Linda University, School of Dentistry's Degree Completion Project

Loma Linda University (LLU), School of Dentistry's Dental Hygiene Program is in the development stages of a Bachelor in Science degree completion program for associate degree dental hygienists. The DHP has worked closely with the LLU faculty to assure that RCC graduates will have to take the minimal courses to complete their B.S. degree.

Tri-County Dental Society

As previously mentioned, the Tri-County Dental Society (TCDS) has been a driving force for the development and implementation of the DHP. RCC has developed a strong partnership with TCDS that has had a positive impact on the program through financial support, members volunteering their offices for observation rotations, and connections for potential grant funding.

G. Resources

The DHP has two full-time faculty members, two adjunct faculty members, two supervising dentists, and one full-time secretary at this time. In the fall 2005 with the admission of the second class, the DHP will need to add six more adjunct faculty members and two additional supervising dentists. Since the program has not been in existence for one full year, it is not possible to give an analysis of the FTEs for an academic year.

There is a potential need for an additional full-time faculty member if accreditation standards change as it has been suggested. Programs with 36 students may be required to have three full-time faculty members to improve the continuity of instruction for the students.

The MDEC facilities are adequate for one class of students. Currently, there is one classroom in the MDEC that can comfortably seat 20 students, 10 functional dental operatories, four functional radiology rooms, one radiology developing area, two sterilization areas, one laundry area, one secretary/receptionist area, one patient waiting room, five faculty offices, and a dental laboratory that has 10 work stations. There are many rooms not being utilized at this time due to the limitations in the lease agreement with March Joint Powers for the first year. By the beginning of the fall 2004 semester, it is planned to have two additional classrooms, six additional operatories, and expansion of the dental laboratory to 20 work stations. These renovations are necessary for the DHP to run two classes.

The temperature in the MDEC has not been able to be regulated with complete accuracy. There have been days when the building temperature has been low as 50 degrees and as high as 100 degrees. There is a need for a new system for the building.

There is also a need for repairs of the compressors that run the dental units so that they can be switched on and off from inside the building. The switch that is located inside the building is not functional, therefore faculty must go out to the equipment room to turn on and off the compressors.

The DHP has recently purchased an LCD for the classroom. Until this purchase, the DHP has been borrowing an LCD from Moreno Valley Campus Instructional Media Center. The DHP still has a need to purchase an adaptor for their microscope so that slide images can be projected on a screen through the LCD for classroom instructional lessons.

The DHP has the minimum radiology and dental equipment needed to meet accreditation standards for a new program. CODA Standards state that all programs must present the students with a variety of experience so that they can be competent with different equipment upon graduation. Due to this, there is a need for the following equipment:

- Panorax radiology machine
- Radiology developer
- Digital radiography
- Intraoral cameras
- Intraoral photography cameras

A future need for the DHP to remain in compliance with CODA will be to purchase 16 new dental units and chairs. Accreditation standards state “dental hygiene facilities must contain . . . ; modern equipment; . . . “ The dental units and chairs that are being utilized at the Dental Hygiene Clinic are 10 year old and will need to be replaced in the next five years.

Another urgent need the DHP has is an increase in its budget for disposal clinic supplies. The program has been able to get by with the monies allotted for this year, but next year when there are two classes participating in clinic courses twice the amount of supplies will be used and twice the monies needed to purchase these supplies.

The DHP has a need to expand its instructional aids. The program purchased only what would support the first year’s curriculum. Included in this are DVDs, CDs and other resources to improve the resources to for student’s use.

The DHP was able to meet the accreditation requirements in regards to library resources, specifically journals and resource books, for a new program but these requirements will continue to increase as the program matures. There is a need to continue to subscribe to the current journals and increase our prescriptions by three or four by May 2005.

#### H. Other Comments

At this time, the DHP has no additional comments.

#### I. Overall Assessment of Discipline Performance

As a new program that has only been in existence for one semester and one winter session, the DHP does not have concrete outcomes to perform a self-evaluation of the program. It is felt that the DHP will be able to perform this overall assessment upon the graduation of its first class in June 2005.

#### J. Insights Gained

The DHP feels its admission and selection criteria have not produced the caliber of students that would allow 100% success in course completion. Since the DHP is involved in a signal-blinded study to determine if GPA’s for the science prerequisite courses are a predictor of success, the students’ files can not be evaluated until June 2005, therefore knowledge of the impact of science prerequisite courses will not be known until that time.

## **Topic II. Where do we want to be?**

### **A. Environmental Scan**

The first year's application period, 2003-2004, yielded 62 applications. Due to the late accreditation and new program approval by the California Chancellor's Office, the Program chose not to actively publicize the program. This year's application period 2004-2005, yielded over 100 applications. As an awareness of the program continues to grow, it is anticipated that there will be an increase interest in the program. As the only community college-base dental hygiene program, there continue to be a demand for this program in the future.

### **B. Internal Review**

It is difficult at this time to determine what the DHP should address in the next five years. The program will be able to make this determination after it assesses the program outcomes in June 2005.

### **C. Revised Vision/Summary**

As a new program that has only been in existence for eight months, the DHP is not in a position to revise its mission since it does not have data to determine what should be revised.

## **Topic III. What do we need to do to get there?**

### **A. Planning**

The DHP will continue proceed as planned until it can do a thorough outcomes assessment in June 2005 following the graduation of its first class.

### **B. Resources**

There is a potential need for an additional full-time faculty member if accreditation standards change as it has been suggested. Programs with 36 students may be required to have three full-time faculty members to improve the continuity of instruction for the students.

By the beginning of the fall 2004 semester, it is planned to have two additional classrooms, six additional operatories, and expansion of the dental laboratory to 20 work stations. These renovations are necessary for the DHP to run two classes.

There is a need for a new air condition and heating system for the building.

There is also a need for repairs of the compressors that run the dental units so that they can be switched on and off from inside the building. The switch that is located inside the building is not functional, therefore faculty must go out the to the equipment room to turn on and off the compressors.

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#### **Topic IV. What evidence do we need to track our progress?**

##### **A. Documentation**

The following documentation is needed to track the DHP progress in reaching its program goals and assessing student outcomes:

1. Monitoring and evaluating both attrition and performance of students in relation to admission criteria;
2. Implementing a formal, written curriculum management plan;
3. Attainment of Program Competencies by students; and
4. Attainment of Program Goals.

##### **B. Assessment**

The above mentioned documentation can be obtained through the following assessments:

1. Successfully completing each course in the dental hygiene curriculum;
2. Successfully completing the DHP;
3. Performance on the National Dental Hygiene Board Examination; and
4. Performance on the State Clinical Licensing Examination.
5. Student’s evaluation of courses and faculty members;
6. faculty member’s assessment of how each course prepared the student to move to the next level in the program;
7. Assessment of student’s performance in skill evaluations and competencies;
8. Portfolios;
9. Patient Satisfaction Surveys;
10. Student Exit Surveys;
11. Employer Surveys;

12. Advisory Committee feedback;
13. Program Goals and Competencies Evaluation Form;
14. Accreditation Status; and
15. Faculty Review

**Topic V. How can we improve the discipline self-study process?**

A. Suggestions/Recommendations

The DHP self-study process is fine tuned due to having to meet CODA's Accreditation Standards. The DHP feels that the RCC Program Review process parallels CODA's accreditation process so that no improvements are needed at this time.

**Topic VI. Summary of Goals, Activities, and Findings**

A. Summary

The DHP goals remain the same for the upcoming year and are as follows:

The goals and competencies of the dental hygiene program are to graduate individuals who:

1. Are competent in providing preventive, educational and therapeutic services.
  1. a Graduates must be competent in providing dental hygiene care for the child, adolescent, adult, geriatric and medically compromised patient.
  1. b Graduates must be competent in providing the dental hygiene process of care that includes assessment, diagnosing, planning, implementation, and evaluation.
  1. c Graduates must be competent in providing dental hygiene care for all types of classifications of periodontal disease including patients who exhibit moderate to severe periodontal disease.
  1. d Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in the dental hygiene practice.
  1. e Graduates must be competent in utilizing adjunct therapies and new technology when providing dental hygiene therapies.
2. Understand and demonstrate behavior that is based on the ethical and moral values as outlined by the American Dental Hygienists' Association.
  2. a Graduate must be competent in applying ethical, legal and regulatory concepts to the provision and/or support of dental hygiene process of care.
3. Incorporate and utilize evidenced-based knowledge, self-assessment skills, problem-solving strategies and life-long learning as a mechanism to demonstrate professional competence.
  3. a Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.
  3. b Graduates must be competent in the evaluation of current scientific literature.
  3. c Graduates must be competent in problem-solving strategies related to comprehensive patient care and the management of patients.
  3. d Graduates must be competent in their ability to demonstrate their involvement in community services activities and affiliations with professional organizations.
4. Are competent in providing health education programs within a variety of communities.
  4. a Graduates must be competent in interpersonal and communication skills to effectively interact with diverse populations.

- 4. b Graduates must be competent in assessing, diagnosing, planning, implementing, and evaluating community-based oral health programs including health promotion and disease prevention activities.
- 5. Provide dental hygiene care at a level that promotes patient satisfaction.
  - 5. a Graduates must be competent in their ability to provide dental hygiene care that is individualized, humane, empathetic and caring.

The DHP will continue to develop relationships with other units within and outside of RCC to provide the dental hygiene students with the most exposure to instructional resources and experiences.