

PROGRAM INITIATION

- 1. If a feasibility study has been conducted, briefly describe the study. If available, provide information on projected employment opportunities for the dental hygiene program graduates.**

San Joaquin Valley College (hereinafter referred to as either, "SJVC," or "the college") conducted two feasibility studies to determine viability and value of a Dental Hygienist Educational program in the San Diego Geographic area.

- a. The first study was prepared in June 2011: San Diego County has a population of over 1,554,000, an unemployment rate 9.6%, a large population of high school graduates and only one program for training Dental Hygienists. For the years between 2006 and 2010, Southwestern College reported an average of 24 Dental Hygiene (hereinafter referred to as DH) graduates per year.
- b. The second study is a Dental Hygiene Entry Level Job Analysis done in July 2011. The State of California, and in particular, San Diego County indicates an overall shortage of Dental Hygienists. In San Diego County, for instance, the saturation rate is close to 36%, with net entry-level jobs between 73 and 78 between 2010 and 2015. For the years 2006 to 2010, Southwestern College reported an average of 24 DH graduates per year.

Reference:

- Attachment 1-Feasibility Study DH San Diego June 2011
- Attachment 2-DH San Diego County Entry Level Job Analysis July 2011, pgs 6, 9 and 10

- 2. Discuss the process and procedures used for initial program development. Identify the individuals responsible for program planning.**

The process and procedures used for initial Dental Hygiene (DH) program development is derived from the current SJVC DH program that is designed, developed, and maintained by Co-Directors Leslie Nazaroff, RDH, DrPH and Brenda Serpa, RDH, BS, MA. The primary responsibility for further program planning will reside with the new DH Program Director, Jean Margaret Honny, RDH, MSDH. The SJVC institution preparations for opening a new DH Program are guided by using the Commission on Dental Accreditation (CODA) standards as well as the SJVC new program process and procedures.

The planning involves a full proposal presented to the Senior Management Team and the SJVC Board of Governors to ensure resources and support are available to implement a new program. The proposals are developed with the input and assistance of SJVC's Department of Academic Affairs which includes learning resources staff, student services, Curriculum Specialists, as well as the Directors of Facilities, Purchasing, Accounting, Information Services, Career Services and Admissions and Public Relations.

With employment of the DH San Diego Program Director and DH team in San Diego, all DH faculty, DH Administrative team, Advisory Board, and SJVC Administrative teams will work together to review, evaluate and continuously improve the SJVC DH Program.

Reference:

- Attachment 3-SJVC New Site, New Program, Transfer Program Flowchart 5.2010
- Attachment 4-SJVC Senior Management Approval to Proceed-DH San Diego June 2011
- Attachment 5-Board of Governors Minutes-DH San Diego Program July 2011

3. Describe the process used for employing a program director. State the date a program director was or will be employed. (A program director must be employed at least three-six months prior to site visit.)

SJVC DH Program Director recruitment and interview process follows the steps below:

- a. May 2011: Review SJVC DH Program Director Job Description and confirm it is appropriate for a new campus and program
- b. May 2011: Review SJVC DH Program Director qualification requirements
- c. June 17, 2011: Initiate recruitment of DH with application deadline July 15, 2011
- d. July 29, 2011: Review 12 applicant submittals, narrow to 3 for interview based on the following attributes:
 - Education
 - Professional license
 - Years of experience in the DH field
 - Teaching experience
 - Managerial experience
 - Research activities & publication
 - Professional memberships and associations
 - Proximity to geographic region of planned site
- e. August 2011: Perform first rounds of interviews using panel of DH content expert and SJVC administrative representative
 - Panel included content expert, current SJVC DH Co-Program Director, Rancho Cucamonga Campus, and SJVC Assistant Vice-President of Administration
 - Interview rubric used as evaluation tool and focused guideline
 - Upon completion of interviews and panel evaluation and discussion the panel proposed an applicant for further evaluation and interview by Senior Management
- f. September 2011: Senior Management interview of final DH Program Director candidates
 - Senior Management panel included Chief Executive Officer, Chief Financial Officer, Vice President of Academic Affairs, Vice President of Enrollment Services and Vice President of Financial Aid

- Upon completion of interview and panel discussion the panel agreed on final selection
- g. September 2011: Generate employment offer
- h. September 2011: Verify candidate's resume to include credentials, licensure, certifications, previous work history and references
- i. September 2011: Confirm first day of DH Program Director employment is at least six (6) months prior to scheduled initial accreditation site visit.

SJVC DH Program Director accepted position September 21, 2011.

Reference:

- Attachment 6-SJVC Dental Hygiene Director Job Description
- Attachment 7- SJVC Faculty Qualifications Table 2011, pg 6
- Attachment 8-SJVC DH Program Director Recruitment Brochure
- Attachment 9-SJVC DH Program Director Recruitment Interview Rubric 2011
- Attachment 10-SJVC New Employee Orientation Checklist 2.2010
- Attachment 11-SJVC DH San Diego Program Director Commitment Letter 9.2011

4. If a facility is not currently available for use by the dental hygiene program, briefly describe the process for approving the physical facility. Identify the proposed date for facility completion.

SJVC has generated a floor plan to identify the space requirements for the SJVC San Diego DH program. The plan is to have a program census of 72 students consisting of two (2) cohorts of 36 students. One (1) cohort is made of first academic year students and one (1) cohort is made up of second academic year students. The proposed date for facility completion is October 15, 2012. The SJVC steps taken to approve the physical facility are:

- a. June 2011 - SJVC has defined the required space required to accommodate 36 students per cohort and 72 student census is a minimum of 11,000 square feet, consisting of:
 - i. Full DH Education Clinic
 - 1. 28 DH Chair Units
 - 2. 4 Radiography Units
 - 3. 1 Radiography Panoramic Unit
 - 4. Radiograph Developing Area
 - 5. Sterilization Room
 - 6. Dental Examination Room
 - 7. Laundry Room
 - 8. Equipment Room
 - 9. Faculty Office

10. Counseling / Study Room
11. DH Program Director Office
12. Patient Lobby
13. Reception and Records Room
- ii. Hygiene Material Lab/Lecture Classroom
- iii. Library Resource Center
- iv. Student Break Room
- v. Administrative Office Space
 1. Reception / Lobby
 2. Employee Break Room
 3. Admissions Office
 4. Financial Aid Office
 5. Administrative Assistant / Assistant Registrar Office
 6. Career Services Office
 7. Server Room
 8. Mail/Copy Room
 9. Facility / IS Manager Office
- b. August 2011 Evaluate geographic areas for buildings which will provide sufficient parking for patients, students and staff
- c. December 15, 2011 Prepare long-term lease documents pending city approval
- d. January 1, 2012 - Submit plans to city for approval
- e. April 1, 2012 Begin remodeling acquired space
- f. June 1, 2012 Deliver and install equipment
- g. August 15, 2012 Set up of furniture and supplies
- h. November 15, 2012 First Cohort Start

Reference:

- Attachment 12-SJVC DH San Diego Facility Plan
- Attachment 13- SJVC DH Campus Floor Plan
- Attachment 15-SJVC DH San Diego Equipment List
- Attachment 16-SJVC DH Program Student Kit Listing

5. Discuss how the projected size of the class was determined.

The projected size of the class was determined by evaluating the following:

- a. June 2011 Feasibility Study with review of community demographics
- b. July 2011 Feasibility Study with review of entry level RDH needs
- c. August 2011 Preparation of DH budget estimate to determine viability of 72 student census program
- d. August 2011 review of San Diego geographic area for availability of sufficient building space based on criteria:

- Accessible location for student, staff and patients
- Square footage and suitability for clinical laboratory equipment
- Parking
- Lease commitment legal review

Reference:

- Attachment 1-Feasibility Study DH San Diego June 2011
- Attachment 2-DH San Diego County Entry Level Job Analysis July 2011
- Attachment 14-SJVC DH San Diego Budget 8.2011

6. Does the institution currently offer programs in dental assisting or dental laboratory technology? Does the institution anticipate developing these programs in the future?

SJVC offers programs in Dental Assisting Program in the following locations:

- a. SJVC Bakersfield, CA Campus
- b. SJVC Fresno, CA Campus
- c. SJVC Visalia, CA Campus

SJVC does not offer a DLT Program.

SJVC does not anticipate at this time opening additional Dental Assisting Program or a Dental Laboratory Technology Program in the San Diego site or geographic location.

COMPLIANCE WITH COMMISSION POLICIES

Please provide documentation demonstrating the program's compliance with the Commission's "Third Party Comments" and "Complaints" policies.

A. Third Party Comments

Third-party comments that pertain to the standards of policies and procedures used in the Commission's accreditation process from faculty, students, program administrators, Commission consultants and dental-related organizations, and patients ninety will be notified (90) days prior to the Commission site visit that will be scheduled prior to the first SJVC DH student graduation. The deadline for responses will be established sixty (60) days prior to the visit.

The Third Party Comments may be made to: Commission on Dental Accreditation at 211 East Chicago Avenue, Chicago, IL 60611, or by calling 1/800-621-8099, extension 4653.

The announcement will stipulate that the comments must be signed, that signatures will be removed from comments prior to forwarding them to the program, and that comments must pertain only to the standards for the SJVC DH San Diego program or policies and procedures used in the Commission's accreditation process.

The announcement will include language to indicate that a copy of the appropriate accreditation standards and/or the Commission's policy on third-party comments may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611, or by calling 1/800-621-8099, extension 4653.

A written response from the SJVC DH San Diego program will be provided to the Commission office and the visiting committee fifteen (15) days prior to the site visit.

B. Complaints

SJVC will have a policy and procedure in place that requires the program DH Program Director to inform students at regular intervals of the Commission on Dental Accreditation (CODA) mailing address and telephone number. This information will offer students the opportunity to file complaints directly to CODA.

The notification will include the following wording:

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099 extension 4653.

SJVC's current DH Program includes the notification in each course syllabus as part of the Dental Hygiene Program Policy document. This will also be the practice of the DH San Diego Program.

SJVC current DH Program offers a suggestion box in their DH Laboratory area where any student may offer complaints, suggestions or positive feedback.

The SJVC DH Programs will retain a record of student complaints related to the Commission's accreditation standards and/or policies. SJVC's DH Program will log compliance with the standard and/or policy and have the files available for review for the on-site visiting team at the initial accreditation site visit prior to the first student cohort's graduation.

Reference:

- Attachment 17-SJVC DH Program Policies 2011, Section-Program Compliance
- Attachment 18-SJVC DH Course Syllabus-Example

INSTITUTION: SAN JOAQUIN VALLEY COLLEGE

Summary of Factual Information on the Developing Dental Hygiene Education Program

The purpose of providing the following information is to give the reader of the completed "Initial Accreditation Application for a Dental Hygiene Education Program" a brief summary of critical factual information about the proposed program.

Admissions

- a. Number of classes to be admitted annually: 1.5
- b. Proposed enrollment:

1st year students 36

2nd year students 36

If applicable
3rd year students N/A

4th year students N/A

Projected month/year of enrollment of first class: 11/2012

Projected month/year of graduation of first class: 04/2014

Curriculum

- a. Name of term: Term 1, 2, 3 and 4
- b. Number of terms: 4
- c. Number of weeks per term: 15
- e. Total number of weeks: 60
- f. Award granted at completion: Associate of Science in Dental Hygiene Degree
granting institution: San Joaquin Valley College
- g. Credit-to-clock hour ratio for: lecture: 1 unit: 15 hours; laboratory: 1 unit: 30
hours; clinic: 1 unit: 45 hours

Facilities

- a. Identify program(s) which share facilities with the dental hygiene program, e.g.,
dental assisting, dental laboratory technology, nursing. None

Projected or established number of clinical treatment units: 28

Projected or established number of preclinical/simulation units: 28

Projected or established number of radiography units: 4

Projected or established number of laboratory units: 28

Program Faculty:

a. Number of dental hygienists

Full-time: _____ Part-time: _____ Projected Number: 7 FT, 5 PT

b. Number of dentists

Full-time: _____ Part-time: _____ Projected Number: 2 PT

c. Number of dental assistants

Full-time: _____ Part-time: _____ Projected Number: 1 FT

d. Number of other faculty

Full-time: _____ Part-time: _____ Projected Number: 3 PT

Setting/Curriculum Delivery

a. Briefly describe the setting in which the DH program occurs. List **all** sites where basic clinical education occurs.

- Educational facility is one location with a minimum allocation of 10,850 square feet
- Educational Facility – approximately 9,200 square feet
 - (1) 28 chair DH lab
 - (4) X-Ray units in protected area
 - (1) X-Ray panoramic unit in protected area
 - (1) X-Ray process area
 - (1) 1 chair dental exam room
 - (1) 36 seat Material / Science lab
 - (1) 18 seat Library Resource and Instruction Center
 - (1) DH Administrative Director / Program Director office
 - (1) Faculty bullpen office
 - (1) Private consultation / study room
 - (1) Patient lobby
 - (1) Reception area and records office
 - (1) Equipment room

- (1) Laundry room
- (1) Student Break room
- Administrative Wing – approximately 1,650 square feet
 - (4 to 6) Administrative offices
 - (1) Reception / Lobby
 - (1) Network / Server room
 - (1) Mail / Copy room
 - (1) Employee / Faculty Break room

b. If all or part of the dental hygiene curriculum is delivered through distance education technologies (e.g., compressed video), and/or non-traditional methods, please provide a description.

SJVC DH San Diego will not offer this program through distance education sites.

Financial Support

Total direct cost budgeted for first fiscal year: \$ 1,919,650

STANDARD 1 - INSTITUTIONAL EFFECTIVENESS

Planning and Assessment

1-1 The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by:

- a) **developing a plan addressing teaching, patient care, research and service which are consistent with the goals of the sponsoring institution and appropriate to dental hygiene education.**
 - b) **implementing the plan;**
 - c) **assessing the outcomes, including measures of student achievement;**
- using the results for program improvement.**

Intent:

Assessment, planning, implementation and evaluation of the educational quality of a dental hygiene education program (inclusive of distance education modalities/programs), that is broad-based, systematic, continuous and designed to promote achievement of program goals will maximize the academic success of the enrolled students in an accountable and cost effective manner. The Commission on Dental Accreditation expects each program to define its own goals for preparing individuals in the discipline and that one of the program goals is to comprehensively prepare competent individuals in the discipline

A. Description

- 1. List the institution's and program's goals. If a philosophy has been developed for the program, quote the philosophy.**

SJVC Institution's Mission and Goals:

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The college serves a diverse student population with a common interest in professional development through career-focused education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.

SJVC Master Plan Goals 2007 to 2012:

- **Communication:** The College will ensure an environment that is inclusive, as well as diverse, and that builds cohesion among students, staff and faculty.

- Compliance: The College will design and implement effective internal auditing systems that align staffing and work processes in an effective manner to meet third part compliance requirements
- Human Resources: The College will maximize the ability of its employees to work towards its vision as a successful learning-centered college.
- Academic Effectiveness and Student Services: The College will strengthen the institutional effectiveness and overall student learning systems in place throughout the college by engaging in routine analysis through the use of meaningful assessment techniques.
- Physical, Technical, and Financial Resources: The College will ensure an administrative, operational and physical infrastructure that fully supports the needs of the College.
- Growth: The College will proactively assess changes in the external environment that create opportunities and respond in a manner consistent with its mission, vision and goals.

SJVC Dental Hygiene Program Goals:

The SJVC Dental Hygiene Program goals were developed through meetings facilitated by the SJVC DH Visalia Program Co-Directors with faculty, Advisory Board and members from the Dental Community. These goals are reviewed every other year during program review.

SJVC DH Program Mission: To provide the student with the knowledge, skills and experiences necessary to become a competent registered dental hygienist who desires professional growth and life-long learning.

Dental Hygiene Program Goals:

1. To provide DH students with learning experiences where the students may obtain the knowledge and skills required for entrance into the DH profession.
2. To create and provide an environment that strives to enrich the students' experiences that lead to academic success.
3. To promote clinical competence by exposing the student to a variety of patient experiences with various levels of case difficulty.
4. To prepare the student to deal effectively with changes in demographics and cultural diversity in DH practice and health care delivery.
5. To encourage research in scientific advancement and innovations within the clinical application of DH practice using scientific evidence based approach.
6. To encourage professional growth through lifelong learning and continued association with professional organizations.
7. To maintain effective, open communication within the dental community.

Reference:

- Attachment 19- SJVC Catalog 2011, pg 5 Sections Mission Statement, Institutional Learning Outcomes
- Attachment 20-SJVC DH San Diego Program Clinical Manual-Proposed 2011, pg. 56 Appendix II Program Goals and Competencies

2. Describe how the institutional and program goals relate.

The College's proposal to establish the DH Program in San Diego clearly relates to its mission of providing career-focused education in response to community and employer need. SJVC has identified both educational and employment needs in San Diego County for another quality DH training program. This program will be available to a diverse group of individuals interested in becoming licensed Dental Hygienists. As there is only one other college in San Diego that offers a DH training program, the SJVC DH program will provide an additional choice for individuals interested in pursuing a career in this field; it will also result in service to a larger student population in this area.

Students enrolled in the DH San Diego program will receive the education and training required for employment as a Registered Dental Hygienist. True to its mission, students will receive the necessary balance of didactic, laboratory, and clinical training necessary to obtain licensure and assume entry-level positions as Dental Hygienists. Student success will be determined by the achievement of course, program, and institutional learning outcomes. The outcomes clearly describe the knowledge, skills, competencies and qualities required of a successful Dental Hygienist. The program curricula will be designed to support student achievement of these outcomes.

The College's commitment to the success of the students of the DH San Diego Program will be demonstrated through the quality with which the program is administered and taught as well as by the provision of various services to assure that students have access to the educational, personal and professional resources required for a successful and satisfying college experience.

Graduates of the DH program will fill some of the projected entry-level Dental Hygienist job openings, and, in doing so, the College will fulfill its mission of responding to the employment needs of the communities it serves.

3. Describe how the goals address teaching, patient care, research and service.

The SJVC Dental Hygiene Program goals address:

- Teaching: DH Program Goals #1, #2, #3 describe a variety of learning experiences, create an environment to enrich students' experiences and to expose students to a variety of patient experiences

- Patient Care: DH Program Goals #1, #3, #4 state the purpose that graduates obtain the knowledge and skills to enter the DH profession by exposing the student to a variety of patients to promote competency and to prepare the student to deal with demographic and cultural diversity
 - Research: DH Program Goal #5 addresses the need to encourage the faculty, staff and students to be aware, respect and participate in research efforts within the clinical application of DH practice
 - Service: DH Program Goals #6 and #7 encourage professional growth through continued association with professional organizations and to maintain an open communication within the dental community
- 4. Using the sample format illustrated in example exhibit A, develop an assessment schedule, timetable or plan. Include how, when and by whom the program goals will be reviewed, evaluated and revised.**

An illustration of SJVC DH Program assessment plan is shown in Exhibit A.

Reference:

- Exhibit A-SJVC DH Program Goal Assessment Schedule 2011
- 5. Document and describe the outcomes measures which will be utilized to determine the degree to which these stated goals and/or objectives are being met. Include examples, i.e., course completion rates, job placement rates, survey instruments, statistics, written and clinical board examination results, as an exhibit.**

Outcome measures with established benchmarks will be utilized to determine the degree to which SJVC DH San Diego goals are met:

- DH National Board Exam
- Clinical experience using rubrics developed by faculty
- Objective standardized clinical exams (OSCE)
- State Board Exam pass rates
- Job placement rates
- Student attrition by course
- Patient satisfaction surveys
- Faculty surveys
- Student surveys
- Employer surveys

- 6. State the program's policy on repeating courses.**

Satisfactory Academic Progress in the DH Program is measured at mid-term and at the completion of each term. Students are required to maintain a grade of “C” or higher in each course in each term of the DH Program. Students who are earning grades lower than a “C” in any course at the mid-point of the term will be counseled and placed on probation. If a grade lower than a “C” is earned in any course, the student may **not** proceed to the next term.

Students who are earning grades lower than a “C” in any course at the mid-point of the term will be counseled and placed on probation. During the remainder of the term, remediation and tutoring will be available and is required. If a grade of “C” or higher is not achieved by the completion of the Term, the student will **not be eligible** to progress to the next term.

Student re-entry will be based on SJVC policy which is noted as follows:

A repeated course counts as credits attempted [quantitative]; GPA [qualitative] is based on highest grade earned. Available seats are filled, in priority order, from five sources: continuing students, returning Leave of Absence, new starts, course retakes, and re-enrollments.

Reference:

- Attachment 21-SJVC DH San Diego Program Handbook-Proposed 2011, pg 13 Satisfactory Progress and Grade Requirements

Financial Support

1-2 The institution must have a strategic plan which identifies stable financial resources sufficient to support the program's stated mission, goals and objectives. A financial statement document must be submitted providing revenue and expense data for the dental hygiene program.

Intent:

The institution should have the financial resources required to develop and sustain the program on a continuing basis. The program should employ sufficient faculty, purchase and maintain equipment, procure supplies, reference material and teaching aids as reflected in annual budget appropriations. Financial allocations should ensure that the program will be in a competitive position to recruit and retain qualified faculty. Annual appropriations should provide for innovations and changes, including technological advances, necessary to reflect current concepts of education in the discipline. The Commission will assess the adequacy of financial support on the basis of current appropriations and the stability of sources of funding for the program.

A. Description

1. Describe/explain the process utilized to develop the program's budget. Include

**the time/frame, individuals involved, and final decision making body/
individual(s).**

The process used to develop the SJVC DH San Diego Budget involves the following steps:

- a. June 2010, Updated June and July 2011: Prepare feasibility documents to determine viability and proposed census for a DH Program in San Diego
 - i. Demographic and general feasibility study developed by SJVC Director of Research and Development, Susan Smilie-Janecek
 - ii. Entry Level Job Analysis for Dental Hygienist in the San Diego County geographic area contracted by Vice President of Enrollment Services, Joseph Holt
- b. March 2011 through September 2011: Engage current SJVC DH Program Directors and staff to review new program requirements. Associate Vice President, Carol Crosson and Director of Program Compliance, Greg Osborn
- c. June 2011: Seek approval of SJVC Senior Management team and SJVC Board of Governors to Proceed. Associate Vice President, Carol Crosson
- d. July 2011: Review equipment requirements and establish timeline for acquisition of capital equipment
 - i. DH equipment list established and maintained by Director of Purchasing, Ralph Ortiz and SJVC DH Visalia and Rancho Cucamonga extension Co-Program Directors, Brenda Serpa and Leslie Nazaroff
 - ii. Develop equipment list based on a per student requirements. Director of Purchasing, Ralph Ortiz
- e. July 2011: Develop DH space allocation requirements
 - i. Design floor plan to accommodate equipment, supplies, cohort size, patient requirements. Director of Real Estate Development, Steve Perry and SJVC DH Co-Program Directors, Brenda Serpa and Leslie Nazaroff
- f. August 2011: Review San Diego geographic area to determine available of suitable buildings
 - i. SJVC Director of Real Estate Development, Steve Perry and SJVC President, Michael Perry
- g. August 2011: Establish a proposed start date based on CODA Initial Accreditation Application timeline. Associate Vice President, Carol Crosson
- h. August 2011: Develop staffing plan and staffing timeline. Director of Instruction, Sumer Jackson based on SJVC current DH programs and established faculty/student ratios
 - i. August 2011: Prepare comprehensive budget and review based on the institutions financials. Controller, Stephen Miller, Associate Vice President, Carol Crosson with final review by CFO, Russ Lebo

Reference:

- Attachment 14-SJVC DH San Diego Budget 8.2011
- Attachment 15-SJVC DH San Diego Equipment List
- Attachment 22-SJVC DH San Diego Master PO Control List

2. Describe the long-range plan developed to assist the program in acquiring stable and adequate funding. Append a copy of the long-range plan, if available.

The DH program fiscal support is based on student tuition. The financial stability has been evaluated based on student census projections developed by the Vice President of Enrollment Services after reviewing feasibility studies and current SJVC DH program retention data.

SJVC has prepared a two-year budget for the San Diego Campus which presents:

- Preliminary start-up expenses, including capital equipment cost.
- Faculty salaries and benefits
- Administrative salaries and benefits
- Student textbooks
- Lab supplies
- Administrative expenses which include occupancy expenses, student recruitment, and student and employee support service

The number of faculty to be hired is based on student census. Student textbooks and lab supplies are purchased prior to the start of courses. Administrative expenses were calculated using historical data from similar operations and represent an allocated cost from existing student and employee support services. The timing of expenses was based on the anticipated student population and will be adjusted based on actual student census and administrative needs. (**Tab 14d**, Schedule #4)

Tab 14a and **Tab 14b** (Schedules 1 & 2) provide a summary of the start-up costs and a summary budget for the San Diego Campus. A two-year consolidated income statement for the campus is provided in **Tab 14f**.

In addition, a program income statement has been prepared for the initial DH program to be offered at the San Diego Campus. As is the case with the consolidated income statement, the programmatic income statement was developed based upon internal research and historical information. The program income statement is provided in **Tab 14g**. **Tab 14h** also contains two-year budgets for the administrative expenses required to start and sustain the campus.

The expenses and revenue presented in the program income statement are appropriately reflected in the consolidated income statement.

The expenses anticipated to be spent prior to the first day that the campus is in operation include facilities, equipment, student recruitment, a Program Director hired 6 months prior to the CODA pre-enrollment site visit as well as faculty hired one month prior to the

start of their first course, (**Tab14a**: notes A, B and D). The start-up equipment costs will be financed over a period of four years with the interest and depreciation included in the administrative expense portion of the budget. The note payment is shown as a separate line item on the budget (**Tab 14a**: note B and **Tab 14b**: note C).

Students enroll in their program at designated start dates and as the student census grows, so will the revenue and expenses. Additional faculty will be added beginning in the sixth month of the campus' operation and the budget shows increases in student and administrative related expenses (**Tab 14f** and **Tab14e**). The campus will be providing a positive cash flow to the college in its ninth month of operation (**Tab 14f**: note (bb)) and is estimated to re-coop all of the start-up costs in the fifty eighth month of operation (**Tab 14f**: note (cc)). The ongoing costs for this campus will be satisfied through its monthly tuition-generated revenue.

Tab 14c and **Tab 14d** (Schedules 3 & 4) present the college's staffing matrix and operating expense detail.

The college anticipates that this campus will operate profitably for the foreseeable future, as shown on Schedule 2 and the consolidated income statement (**Tab 14b** and **Tab 14f**).

The funding for this campus will come from SJVC's working capital and bank financing. The college's cash equivalents balance as of December 31, 2010 was \$21,484,360. The college also maintains a \$3,000,000.00 operating line and a \$3,000,000.00 equipment line of credit with Comerica Bank.

SJVC will finance equipment purchases using the equipment line of credit and these payments are included in the operating results. Operating expenses will be funded from student revenue and existing working capital. As stated above, the college has over \$21 million in cash and cash equivalents that is available during the start-up phase.

Reference:

- Attachment 14-SJVC DH San Diego Budget, **Tabs** as labeled in previous narrative

3. Assess the allocations for faculty salaries and professional development to ensure the program is in a competitive position to recruit and retain qualified faculty.

SJVC allocation for faculty salaries and professional development are competitive with other AS Degree granting DH programs.

SJVC encourages and provides faculty professional development opportunities. In order to ensure that faculty keeps current on any licensure requirements, SJVC pays the cost for faculty completed continuing education units. SJVC sponsors faculty attendance at external professional development events aimed at improving their teaching skills and abilities. In addition, faculty are required to participate in internal faculty training and professional development on a regular basis. The Director of Instruction and members of

the Academic Affairs Team regularly present to faculty on a myriad of topics designed to increase their effectiveness in the classroom. Content experts are contracted to provide professional development based on compliance requirements and/or program and campus requests. The culmination of these opportunities result in highly qualified, well-trained and effective faculty, which, has a direct impact on the quality of the program and student retention, completion and achievement of institutional, program and course learning outcomes.

4. If the program faculty salary schedule differs from that of the institution, explain the rationale for the difference.

The DH faculty is in the top 20% of SJVC's salary schedule. The salary is comparable to other programs at SJVC which have explicit experience requirements and credential requirements above the requirements to work in the career field. SJVC's Registered Nursing, Vocation Nursing, Physician Assistant, Respiratory Therapy and Surgical Technology programs have similar specific credential and experience requirements.

5. Identify the funds appropriated from each source listed on example exhibit B for the dental hygiene program and the percentages of the total budget that each source constitutes.

100% of SJVC fiscal source is from student tuition.

Reference:

- Exhibit B-SJVC DH San Diego Program Fiscal Support Table 2011

6. If financial resources include grant monies, specify the type, amount and termination date of the grant. What will be the primary use of these funds? Upon termination of the grant(s), how will these funds be replaced? If applicable, describe how the tuition or other sources of funds will be distributed between affiliated institutions.

SJVC financial resources do not depend on grant monies.

SJVC does not have affiliate institutions.

7. Using the example exhibit C format, provide information on the program's budget for the previous, current and ensuing fiscal years.

- Development Year 2011 to 2012: \$1,127,677
- Year 1 2012 to 2013: \$2,074,158
- Year 2 2013 to 2014: \$2,508,159

Reference:

- Exhibit C-SJVC San Diego Program Budget 2011

- 8. Using the format shown in example exhibit E, provide information on the salary schedules for full- and part-time faculty for the current academic year; include the program administrator.**

DH Program Director salaries as well as full-time and part-time faculty salaries are in the top 20% of SJVC Program Director and faculty salaries. SJVC DH San Diego salaries are expected to be comparable to current SJVC DH Program.

Faculty salaries are competitive with the industry equivalent position and with institutions of higher education.

Reference:

- Exhibit E-SJVC Current DH Program Salary Schedule 2011

- 9. If applicable, list the financial resources available for distance sites. Provide information on the budget, actual income and expenditures for the distance site(s).**

SJVC DH San Diego Program will not have distance sites.

- 1-3 The sponsoring institution must ensure that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program.**

SJVC will not allow entities outside the institution to compromise the teaching, clinical or research components of the program.

- 1-4 The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest within the sponsoring institution.**

SJVC accepts the authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters.

Institutional Accreditation

- 1-5 Programs must be sponsored by institutions of higher education that are accredited by an institutional accrediting agency (i.e., a regional or appropriate* national accrediting agency) recognized by the United States Department of Education for offering college-level programs.**

Intent:

Dental schools, four-year colleges and universities, community colleges, technical institutes, vocational schools, and private schools, which offer appropriate fiscal, facility, faculty and curriculum resources are considered appropriate settings for the program. The institution should offer appropriate fiscal, facility, faculty and curriculum resources to sponsor the dental hygiene educational program.

A. Description

- 1. Describe the program's educational setting: dental school, four-year college/university, community/junior college or technical college/institute. Indicate whether the institution is public, private (not-for-profit) or private (for profit).**

SJVC established in 1977, is a private (for profit) junior college offering Associate of Science degrees and Certificates of Completion in the areas of Health, Business, and Technology.

SJVC received initial accreditation from the ACCJC/WASC in 1995 and was re-accredited most recently in 2007. Programs are offered to approximately 5647 students at nine campuses (Aviation-Fresno, Bakersfield, Fresno, Hesperia, Modesto, Rancho Cordova, Rancho Cucamonga, Temecula and Visalia), the Online Division, and the classroom extension of the Visalia Campus which is officially designated as the Hanford Center Extension.

The majority of programs offered at SJVC lead to the Associate of Science degree which is comprised of a minimum of 60 semester units, including a general education component, taken over the course of at least 60 consecutive weeks. The programs leading to a Certificate of Completion are at least 30 semester units and are taken over the course of 30 consecutive weeks. In most of the Certificate of Completion programs, students have the option to continue their education and earn an Associate of Science degree through SJVC.

SJVC educational programs are designed to provide the requisite knowledge and skills needed for success in various professions and occupations.

- 2. By what regional or national accrediting agency is the institution accredited? Briefly describe the institution's accreditation history, including its current status and date of last evaluation.**

SJVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) which accredits associate degree granting institutions in the Western region of the United States. ACCJC operates under the corporate entity the Western Association of Schools and Colleges (WASC). The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

Reference:

- Attachment 23-SJVC Regional Accreditation Letter WASC-ACCJC 2007

1-6 All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved.

SJVC does not have arrangements with co-sponsoring or affiliated institutions.

Community Resources

1-7 There must be an active liaison mechanism between the program and the dental and allied dental professions in the community. The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest with the educational institution.

Intent:

The purpose of an active liaison mechanism is to provide a mutual exchange of information for improving the program, recruiting qualified students and meeting employment needs of the community. The responsibilities of the advisory body should be defined in writing and the program director, faculty, and appropriate institution personnel should participate in the meetings as non-voting members to receive advice and assistance.

A. Description

- 1. Briefly describe how professionals in the community, such as dental hygienists, general dentists, and dental and other health care specialists are used as resources.**

The SJVC DH program Advisory Board will be in accordance with SJVC policy. These generally are comprised of supervisors, managers, employers, employees, and business owners from business, technical and medical industries. The SJVC DH program Advisory Board will include patients, dental hygienists, dentists, and other dental professionals as well as fellow DH educators.

The following items are topics of discussion at Advisory Board meetings:

- Review of Program Review Reports and Biennial Reports
- Student achievement data
- Indirect data (i.e., student and employer comments)
- Curricular changes, minor or significant, since the last meeting
- Course and Program Learning Outcomes
- Pending changes to curriculum
- Textbooks, equipment, supplies, etc.
- Externship matters, such as issues, challenges, successes

- Current or pending changes in accrediting programmatic requirements, if applicable
- Changes in hiring practices, skill-level, licensures, certifications, or exams
- Changes in industry standards

The program has as part of their DH faculty a Supervising Dentists. The Supervising Dentists will also assist in the program's connection to professionals in the community.

Collaborative efforts will also be developed to provide patient care through a network of health care providers and specialists within the local community. These associations will provide opportunities for students to interact with health professionals in a variety of settings: Advisory Board meetings, Dental Professional meetings, Community Health Fairs, and retrieving medical consultations for optimal patient care. In addition, our clinic will serve as a reciprocal resource for these professionals to refer to our clinic for treatment.

Reference:

- Attachment 24-SJVC Advisory Board Handbook and Policy
- 2. Describe the mechanism(s) used to maintain liaison between the program and dentists and dental hygienists in the community. Provide a listing of individuals who are currently involved in the liaison activity as an exhibit. Also, provide minutes of meetings from the liaison activity. If applicable, provide the names and the areas of expertise of the individuals in the community representing the distance site(s).**

The SJVC DH Program Director is responsible, along with Academic Affairs and Career Services support, to maintain a connection with community, the dental professionals and employers in the community. The formal mechanism for liaison activity is through the DH Advisory Board.

The Advisory Board plays an important role in the maintenance of the DH program. The members are expected to provide the SJVC DH Program and campus with recommendations on equipment, faculty selection, student admissions criteria, and curriculum development. In addition, the Advisory Board provides on-going open and positive communications between the professional community, the professional organizations, and the college during the maintenance of the program and for its future growth.

Reference:

- Attachment 24-SJVC Advisory Board Handbook and Policy
 - Attachment 25-SJVC Advisory Board Meeting Minutes-Example Rancho Cucamonga
- 3. In what document are the duties and responsibilities of the individuals involved in liaison activities defined? (Provide document as an exhibit.)**

The SJVC Advisory Board Handbook describes the duties of the Advisory Board.

The following items are topics of discussion at Advisory Board meetings:

- Review of Program Review Reports and Biennial Reports
- Student achievement data
- Indirect data (i.e., student and employer comments)
- Curricular changes, minor or significant, since the last meeting
- Course and Program Learning Outcomes
- Pending changes to curriculum
- Textbooks, equipment, supplies, etc.
- Externship matters, such as issues, challenges, successes
- Current or pending changes in accrediting programmatic requirements, if applicable
- Changes in hiring practices, skill-level, licensures, certifications, or exams
- Changes in industry standards

Reference:

- Attachment 24-SJVC Advisory Board Handbook and Policy, pg 4, Purpose and pg 5, Meaningful Discussion Items

4. Describe recent liaison activities within the dental community.

Initial liaison activity with the dental community in the San Diego geographic area was by surveys developed to produce our feasibility study.

Further liaison activity will be directed by the DH San Diego Program Director. A critical initial activity for the DH San Diego Program Director prior to the start of the first cohort of DH students is to development of relationships within the dental community, DH community, dental education and health community. These liaison activities will provide support, assistance and advice throughout the review and establishment of the DH Program. The liaison activities will be well underway by the initial accreditation site visit.

STANDARD 2 - EDUCATIONAL PROGRAM

Instruction

2-1 The curriculum must include at least two academic years of full-time instruction or its equivalent at the postsecondary college-level. The scope and depth of the curriculum must reflect the objectives and philosophy of higher education. The college catalog must list the degree awarded and course titles and descriptions.

In a two-year college setting, the graduates of the program must be awarded an associate degree. In a four-year college or university, the graduates of the program must be awarded an associate degree, certificate, or a baccalaureate degree.

Intent:

The time necessary for psychomotor skill development and the number of required content areas require two academic years of study and is considered the minimum preparation for a dental hygienist. However, the curriculum may be structured to allow individual students to meet performance standards specified for graduation in less than two academic years as well as to provide opportunity for students who require more time to extend the length of their instructional program.

Maximum opportunity should be provided for students to continue their formal education with a minimum loss of time and duplication of learning experiences. Institutions are strongly encouraged to develop articulation agreements between associate degree programs and baccalaureate programs that provide for maximum transfer of course work. General education, social science and biomedical science courses included in associate degree dental hygiene curricula should parallel those offered in four-year colleges and universities. In baccalaureate degree curricula, attention is given to requirements for admission to graduate programs in establishing the balance between professional and nonprofessional credit allocation.

A. Description

- 1. Describe how the objectives and philosophy of higher education is reflected in the scope and depth of the dental hygiene curriculum. Describe how the curriculum is designed to provide students with increasing skills in depth and understanding in both the didactic and clinical curricula.**

The DH Program currently offered at SJVC was developed to provide students with increasing skills and understanding in both didactic and clinical courses. The assessment and evaluation of skills is increasingly rigorous.

The objectives and philosophy of higher education is reflected in the scope and depth of the DH curriculum by ensuring the content is delivered in a manner where the breadth of material or foundation of knowledge is covered first with emphasis on the depth and scope of knowledge, application and skills to follow. Term one coursework is a prerequisite for term two, term two is a prerequisite for term three and so on. In this manner, student learning outcomes begin at the individual course level and build to become program competencies and goals interweaving with institutional goals and outcomes.

Didactic courses are delivered in a sequential method allowing for the one term to build upon the previous terms courses. An example of a didactic course taught at as foundational knowledge is oral biology (DH 10/DH 110 in Term 1). The principles and concepts taught and learned in oral biology lecture/lab are built upon as the student

moves to the second term coursework, General and Oral Pathology (DH 21 in Term 2) and third term coursework, Periodontics 1 (DH 30 in Term 3).

The sequence of clinical curriculum taught in Introduction to Clinic (DH 14 in Term 1), Clinic Seminar 1 (DH 24 in Term 2), Clinic Seminar 2 (DH33/DH133 in Term 3) and Clinic Seminar 3 (DH 42 in Term 4) align to the learning outcomes of the lab/clinic courses associated with them. Procedures and necessary background knowledge is given first in the classroom followed by application in the lab progressing to application in the clinical setting while delivering patient care.

A progressive pattern of building successively in depth on a broad foundation of knowledge is consistent with the philosophy and objectives of higher education.

Reference:

- Attachment 19-SJVC Catalog 2011, pg 62-63 and pgs 120-120
- Attachment 21-SJVC San Diego Program Handbook-Proposed, pg 4-7, Dental Hygiene Program Outline and Course Description

2-2 A process must be established to assure students meet the academic, professional and/or clinical criteria as published and distributed. Academic standards and institutional due process policies must be followed for remediation or dismissal. A college document must include institutional due process policies and procedures.

Intent:

If a student does not meet evaluation criteria, provision should be made for remediation or dismissal. On the basis of designated criteria, both students and faculty can periodically assess progress in relation to the stated goals and objectives of the program.

An SJVC Students' progress in meeting the didactic, behavioral and/or clinical criteria is monitored throughout the entire program. Progress reports are regularly distributed to students and faculty advisors. Students found falling below the expected level of 70% must meet with their faculty advisor to plan a strategy for success. A Personalized Remediation Plan is completed and appropriate follow up is documented. Should a student not meet the criteria by term end, the student is dismissed with the option to reapply to the next class. Students have the right to appeal any dismissal as stated in the college catalog. Students have the right to submit grievances, have their grievances considered by specific Campus Management, and be notified of the College's decision on the grievance.

Reference:

- Attachment 26-SJVC DH Program Progress Report-Example
- Attachment 27-SJVC DH Personalized Remediation Plan

- Attachment 19-SJVC Catalog 2011, pg 22, General Student Grievance Policy and pg 31, Appeal Process for Termination Due to Unsatisfactory Academic Progress
- Attachment 21-SJVC DH San Diego Program Handbook-Proposed, pg 13-14 Satisfactory Progress and Grade Requirements

Admissions

2-3 Admission of students must be based on specific written criteria, procedures and policies. Previous academic performance and/or performance on standardized national tests of scholastic aptitude or other predictors of scholastic aptitude and ability must be utilized as criteria in selecting students who have the potential for successfully completing the program. Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability and the scope of practice of and employment opportunities for dental hygienists.

Intent:

The dental hygiene education curriculum is a postsecondary scientifically-oriented program which is rigorous and intensive. Because enrollment is limited by facility capacity, special program admissions criteria and procedures are necessary to ensure that students are selected who have the potential for successfully completing the program. The program administrator and faculty, in cooperation with appropriate institutional personnel, should establish admissions procedures which are non-discriminatory and ensure the quality of the program.

A. Description

- 1. List the admission criteria for the dental hygiene program. Are the criteria weighted? If so, explain.**

All applicants to the DH program must meet minimum admissions requirements. If the admissions criteria are met and there are a greater number of applicants than seats available, applicants will earn points based on a maximum point scale of 100. The following categories are used in the selection process:

- GPA on all prerequisite courses – 24 to 45 points
- Reading comprehension exam – 1 to 20 points
- Allied health or related work experience – 1 to 10 points
- Personal interview with the program director of his/her designee – 1 to 25 points

The applicants with the most points will be admitted into the program. There are 100 points possible with points for GPA ranging from 24 to 45 points, for reading comprehension ranging from 1-20 points, for allied health or related work experience ranging from 1-10 points, and for the personal interview with the program director or designee for 1-25 points.

The capacity of the first student cohort is expected to accommodate 24 seats. After the first student cohort is enrolled, the SJVC San Diego DH Program will increase the size of each subsequent cohort to 36 seats.

Reference:

- Attachment 28-SJVC DH Admissions and Application Information, **Tab 28a**, pg 12, Section: Candidate Selection Criteria
 - Attachment 29-SJVC DH Program Applicant Interview Summary
 - Attachment 30-SJVC DH Applicant Interview Evaluation
- 2. Describe the process for selecting dental hygiene students and at each campus site, if applicable. Indicate names and titles of individuals participating in the process. Provide a sample rating sheet for student's selection as an exhibit.**

Applicants to the DH program must meet the following admissions requirements:

1. Minimum of a high school diploma or its equivalent; and
2. Completion of the following prerequisite courses at a regionally accredited college or university with a minimum grade of "C" and an overall GPA of 2.75 or higher:
 - General/Inorganic Chemistry (with lab)
 - General Microbiology (with lab)
 - Human Physiology (with lab)
 - Speech/Oral Communication
 - Introduction to Sociology
 - Organic/Biochemistry (with lab)
 - Human Anatomy (with lab)
 - Writing and Composition
 - Intermediate Algebra
 - General Psychology

Applicants who meet these requirements will earn points based upon the following criteria: GPA on all prerequisite courses, a reading comprehension exam, allied health or related work experience, and a personal interview with the program director of his/her designee as noted in Section 2-3, Description Questions 1. The applicants with the most points will be admitted into the program. The capacity of the first student cohort will accommodate 36 seats; however it is projected that the program will fill 24 seats. After the first student cohort is enrolled, the College plans for the size of each subsequent cohort to be 36 students.

The following will be involved in the admission's process:

- The DH San Diego Admissions Advisor
- The Financial Aid Office, if applicable
- The DH Program Director

- DH Faculty, as a member of the selection panel

3. To what extent will the program administrator and faculty participate in the modification of admission criteria and procedures?

Through a process that includes all SJVC DH Program Directors, specific DH programmatic requirements that reference admissions are submitted to the SJVC Vice President of Enrollment Services. As a group, admissions criteria are discussed and a single applicant selection process is developed that applies to all DH programs.

4. How will applicants be informed about the program’s criteria and procedures for admission, program goals, curricular content services performed by dental hygienists and employment opportunities? Provide a program application packet and/or form as an exhibit.

Applicants will be informed about the program’s criteria and procedures for admission, program goals, curricular content services and employment opportunities through the following mechanisms:

- SJVC Catalog 2011
- SJVC Website 2011
- SJVC San Diego DH Program Admissions Advisor
- SJVC DH Program Admissions and Application Packet

Reference:

- SJVC website address: www.sjvc.edu
- Attachment 19-SJVC Catalog 2011, pg 11 – 13
- Attachment 28- SJVC DH Admissions and Application Packet, **Tab 28a and Tab 28b**
- Attachment 31-SJVC DH Program Brochure-Example Visalia Campus

5. If students who do not meet the program’s admission criteria are admitted, what academic strengthening will be provided in the area(s) of deficiency(s)? When and by whom, will the remediation be provided?

SJVC DH Program will admit only applicants that meet the program’s admission criteria.

6. Evaluate whether the program (including each campus site, if applicable) has the necessary faculty, facility and financial resources and scheduling flexibility to accommodate students who do not meet the admission criteria without jeopardizing learning experiences of other students.

SJVC DH Program will admit only applicants that meet the program’s admission criteria.

7. Briefly describe the institution’s policies on discrimination. In what documents are these policies stated?

SJVC is in compliance with all pertinent titles and sections of the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973 and all other

applicable federal, state and local laws. SJVC does not discriminate on the basis of any characteristic protected by federal, state, or local law, ordinance, or regulation.

SJVC Catalog 2011 states: Any discriminatory action should be reported to the respective Campus Director. If the Campus Director does not appropriately address a student's concern, or if a student is not comfortable in making the report at this level, notification should be sent to the Director of Graduate Services:

Christina Ynclan,
Director of Graduate Services
San Joaquin Valley College
801 S. Akers, Suite 150
Visalia, CA 93277
(559) 734-9000
ChristinaY@sjvc.edu

Any questions concerning this policy and/or the procedures to report discriminatory actions should be directed to Campus Management.

Each student is also provided a SJVC Student Handbook that outlines Student Code of Conduct that addressing discriminatory activity.

Reference:

- Attachment 19-SJVC Catalog 2011, pg. 21, Section: Notice of Non-Discrimination
- Attachment 28-SJVC DH Admission and Application Packet 2011, **Tab 28a**, pg 11, Para 2, Section: Evaluation and Accommodation of Disabilities
- Attachment 21-SJVC DH San Diego Program Handbook-Proposed 2011, pg. 7, Section: Please Note
- Attachment 32-SJVC Student Handbook 2011, pg 11, Student Code of Conduct

2-4 Admission of students with advanced standing must be based on the same standards of achievement required by students regularly enrolled in the program. Transfer students with advanced standing must receive an appropriate curriculum that results in the same standards of competence required by students regularly enrolled in the program.

SJVC DH Program does not offer advanced standing.

2-5 The number of students enrolled in the program must be proportionate to the resources available.

Intent:

In determining the number of dental hygiene students enrolled in a program (inclusive of distance sites), careful consideration should be given to ensure that the number of students does not exceed the program's resources, including patient supply, financial support, scheduling options, facilities, equipment, technology and faculty.

A. Description

1. **Describe the potential patient population available from surrounding community resources (at each campus site, if applicable), e.g., hospitals, dental schools, military or public health clinics, nursing homes and other short- or long-term care facilities. How are these resources used for instruction? List the facilities to be used by the program and describe the relationship.**

The SJVC feasibility study of the San Diego geographic area has determined a diverse population of 1,554,400 people which will offer the SJV DH San Diego program an opportunity to work with a large patient population.

SJVC DH students will work with patients under DH faculty supervision in SJVC's fully functioning DH Clinic. Patients are obtained by the following mechanisms:

- SJVC Recruitment – Patients referred to the SJVC DH Clinic through advertising and public relations efforts
- Student Recruitment – Patients recruited personally by a student or referred to a specific student
- Recall Patient – Patients of record of the SJVC DH Clinic placed in the recall pool

SJVC will provide appropriate faculty/student ratios and schedules to manage faculty and facility resources. Examples are provided for schedules and facility design as used in our current SJVC DH Program on the Visalia Campus.

Reference:

- Attachment 13: SJVC DH Campus Floor Plan
- Attachment 14: SJVC DH San Diego Budget 8.2011, **Tab 14c:** Sch#3 Staffing, **Tab 14g:** DH and **Tab 14h:** Admin Expense
- Attachment 15: SJVC DH San Diego Equipment List
- Attachment 20: SJVC DH San Diego Clinical Manual-Proposed 2011, pg. 15 Patient Source and pg. 56, Program Goals and Competencies
- Exhibit H-SJVC DH San Diego Course Schedule-Proposed
- Exhibit K-SJVC DH Faculty Assignments-Example

2. **How many classes will the dental hygiene program admit each year? In what month(s) of the year will students begin their course of study? How many students will be admitted in each class?**

SJVC has developed a DH Program facility with faculty and staffing matrix designed to accept 36 students per cohort; a new cohort starts every 32 to 36 weeks, starts will average of 1.5 times per year.

SJVC DH does not start on defined months, rather, the program has starts every 32 to 36 weeks on a continuous basis.

Reference:

- Exhibit F: SJVC DH San Diego Projected Enrollments in First Cohort 2012

Curriculum

2-6 The dental hygiene program must define and list the competencies needed for graduation. The dental hygiene program must employ student evaluation methods that measure all defined program competencies. These competencies and evaluation methods must be written and communicated to the enrolled students.

Intent:

The educational competencies for the dental hygiene education program should include the preparation of graduates who possess the knowledge, skills and values to begin the practice of dental hygiene. The evaluation methods used in the dental hygiene program should include process and end-product assessments of student performance, as well as a variety of objective testing measures. These mechanisms will provide student performance data related to measuring defined program competencies throughout the program for the students, faculty and college administration.

A. Description

1. List the stated program competencies and describe how the competencies will be conveyed to students

The complete list of program competencies is provided in the SJVC DH San Diego Clinical Manual (Proposed) and will be distributed to students at orientation. A requirement of the program is for students to have the manual in the DH unit for use during clinical sessions.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg. 56, Appendix II: Program Goals and Competencies and pg. 101, Appendix XIV Course Performance Evaluation
- Attachment 33-SJVC DH Clinical Competencies Grading Rubric

2. Describe how, and at what intervals, students' laboratory, preclinical and clinical performance/competency will be evaluated. Include all forms that will be used to evaluate students' skills in the separate course outlines documents. Provide all evaluation tools and strategies that will be used to assess preclinical, clinical and laboratory competence.

SJVC DH students will be evaluated in all clinical courses on a daily, mid-term and end term basis. The following table reflects the assessment tools used for each lab/clinic course and the time interval used to make the assessment.

Lab/Clinic Course	Method of Evaluation	Evaluation Interval
DH 111 <i>Oral Radiology Lab</i>	Lab Notebook	Daily
	Required radiographs	Term 1
DH 114 <i>Introduction to Clinic Lab</i>	Daily Evaluation	Daily
	Instrument Evaluations	Per Term
	Performance Evaluations	Per Term
	Skills Demonstrations	Throughout Term
DH 124 <i>Clinic Seminar 1 Lab</i>	Lab Notebook	Daily
	Skill Demonstrations	Per Term
DH 123: Clinical Practice 1 DH 123: Clinical Practice 1 (cont.)	Daily Evaluation of Clinic Performance	Daily
	Skill Demonstrations	Throughout term
	Instrument Evaluations	Per Term
	Performance Evaluations	Per Term
	Practicum	Midterm
	OSCE	End of 1 st Academic Year
DH 133 <i>Clinic Seminar 2</i>	Lab Notebook	Daily
	Skill Demonstrations	Throughout Term
DH 134 <i>Clinical Practice 2</i>	Daily Evaluation of Clinic Performance	Daily
	Skill Demonstrations	Throughout Term
	Performance Evaluations	Per Term
	Practicum	Per Term
	End of Term 3 Competency Evaluation	Term 3

DH 143 <i>Clinical Practice 3</i>	Daily Evaluation of Clinic Performance	Daily
	Skill Demonstrations	Throughout Term
	Performance Evaluations	Per Term
	Mid -Term 4 Competency Evaluation	Term 4
	Mock Exams	2 Per Term
	OSCE	End of Program
	End of Term 4 Competency Evaluation	Term 4

In the middle of Term 3, students are evaluated on their progress in the six areas of clinical competency (professionalism, assessment, treatment planning, treatment, pain control and evaluation). The faculty advisor recommends a clinical competency assessment rating for each student in their advisory care based on the scores given on each Daily Evaluation of Laboratory/Clinical Performance. Comments are made in each area from the various instructors who the student has worked with throughout the term. Faculty review allows a consensus on determining the competency rating in each area for each student. Students are apprised of their status through formal documentation. By this method, faculty are aware of students who may need attention in each specific area.

The process is repeated at the end of Term 3. In the middle of Term 4, students are asked to complete a “Competency Questionnaire” as a measure of self-evaluation. A final competency evaluation is done prior to program completion.

Reference:

- Attachment 34- SJVC Daily Evaluation of Clinic Performance-Example
- Attachment 35-SJVC DH Competency Worksheet-Example
- Attachment 36-SJVC DH Term 4 Mid-Term Competency Matrix-Example
- Attachment 37-SJVC DH Competency Letter to Student-Example
- Attachment 38-SJVC DH Student Self-Evaluation Statement Worksheet-Example
- Attachment 39-SJVC DH Student Competency Questionnaire-Example
- Attachment 40-SJVC DH Student Evaluation and Remediation Summary-Example
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg. 56, Appendix II: Program Goals and Competencies and pg. 101, Appendix XIV Course Performance Evaluation

3. What standards of achievement/competence will be required for dental hygiene students to continue in each portion of the curriculum? How and when will these standards explained to the students?

Satisfactory Academic Progress in the DH Program is measured at mid-term and at the completion of each term. Students are required to maintain a grade of “C” or higher in each course in each term of the DH Program. Students who are earning grades lower than a “C” in any course at the mid-point of the term will be counseled and placed on probation. If a grade lower than a “C” is earned in any course, the student may **not** proceed to the next term.

Students who are earning grades lower than a “C” in any course at the mid-point of the term will be counseled and placed on probation. During the remainder of the term, remediation and tutoring will be available and is required. If a grade of “C” or higher is not achieved by the completion of the Term, the student will **not be eligible** to progress to the next term.

Students must also meet the minimum requirement of the HIPAA component in order to graduate from the program.

Student re-entry will be based on SJVC policy which is noted as follows:

A repeated course counts as credits attempted [quantitative]; GPA [qualitative] is based on highest grade earned. Available seats are filled, in priority order, from five sources: continuing students, returning Leave of Absence, new starts, course retakes, and re-enrollments.

Achievement/Competencies are also identified on each DH Course Syllabus.

Reference:

- Attachment 19-SJVC DH Catalog 2011, pg. 62, Program Graduation Requirements
- Attachment 21-SJVC DH San Diego Program Handbook-Proposed 2011, pg 13
- Attachment 18-SJVC DH Course Syllabus-Example

4. Who will review dental hygiene students’ academic and clinical performance and what action is taken when a student’s performance is below minimum standards? How frequently will the student be made aware of his/her performance?

Students’ performance is evaluated at regularly specified intervals throughout the program. The table below demonstrates the program’s procedure for student review in academic and clinical course work.

Reviewer	Itemed Reviewed	Interval	Next Action if performance below minimum	Follow-up
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			standard	
Instructor	Quizzes, exams, midterm, finals	Varies – weekly, biweekly, etc.	Tutor, remediation	Next assessment item
			Notifies Program Director, if significantly below the standard	Tracks student through faculty
Faculty Advisors – Program Director	All assessment items are converted into formal Progress Report	5 th week – Term 1	Student placed on probation; Plan for success made with student, advisor, instructor and Program Director	Next assessment item; advisor tracks student through faculty; notifies Program Director as needed
		10 th week – Term 1		
		Midterm – Term 2		
Faculty Advisors – Program Director		Midterm – Term 3		
		Midterm – Term 4		
Campus Director/VP of Administration	End of term grades	16 weeks	Student dismissed if 70% is not met	Student may go through appeal process or reapply to next starting class

5. Describe procedures for assisting students who are having academic difficulties.

Students' academic and clinical performance is evaluated first by lead course/clinic instructors. Should a student receive a below average grade (70% or C) on didactic evaluation items, the lead course instructor is expected to:

- Forward the name of the student to the Program Director
- If significantly below the standard, meet with the student for tutoring and remediation plan

- Develop a personalized remediation action plan

The instructor continues to communicate the student's progress to the Program Director, who in turn assists instructors with guidance and meets with student, as needed.

Evaluation results from assessments will be posted immediately through the Learning Management System, giving students a current status of their cumulative efforts for each course. Projects will be graded, posted in the Learning Management System and returned in a timely manner.

Reference:

- Attachment 27-SHVC DH Personalized Remediation Plan

6. To what extent will evaluation procedures for didactic instruction:

a. Allow both students and faculty to periodically assess student progress in relation to stated objectives?

Evaluation procedures for didactic instruction allow faculty and student to assess progress in relation to stated course student learning outcomes. Evaluation results from assessments are posted immediately through the Learning Management System, giving students and faculty the current status of each student's cumulative grade and level of mastery of course learning outcomes.

b. Require students to demonstrate higher-order knowledge and application?

Evaluation procedures for didactic instruction require students to demonstrate higher-order knowledge and application by using a variety of assessment tools. Higher-order knowledge and application are introduced in Term 2. Demonstration of higher-order knowledge and application are measured through assessment methods in Terms 3 and 4. In Terms 3 and 4, students are expected to use critical thinking, analysis and application in case studies and clinical scenarios.

c. Become more rigorous as the student's ability increases?

Evaluation procedures useful in early program courses require the student to memorize information-teeth numbers, anatomical landmarks, etc. Courses in later terms require the students to use critical thinking and analytical skills to apply the information to pathological conditions by comparing and contrasting health to disease and answering questions associated with various case studies.

d. Lend themselves to consistent application by faculty?

Evaluation procedures are based on pre-determined criteria and/or grading rubrics. Calibrations are achieved by faculty through curriculum meetings and student evaluation forms.

Criteria and/or rubrics are given to students in advance of evaluation. When subjective criteria must be used, faculty may request a second opinion by another faculty member.

e. Evaluate student’s responsibility for professional judgment and conduct?

Students are encouraged to self-evaluate their own professional judgment and conduct within the context of the course Legal and Ethical Responsibilities. Students use “Ethical Problems tests” and situational studies to evaluate judgment and conduct. For example, students are given 3 ethical dilemmas where they identify the ethical problem and determine how to professionally handle the situation legally and ethically. Student and faculty also evaluate the students' professional judgment and conduct through an assigned "ethical essay" which is derived from an ethical dilemma that the student has encountered while in DH program. The essay is written using the Kolb's model format for self-analysis.

7. To what extent will evaluation procedures for laboratory, preclinical and clinical instruction:

a. Allow both students and faculty to periodically assess student progress in relation to stated objectives?

Evaluation procedures for laboratory, preclinical and clinical instruction allow both students and faculty to periodically assess student progress in relation to stated student learning outcomes at the following intervals with use of the following assessment tools:

	Tool	Interval	Student involvement in assessment
Laboratory Instruction	Lab notebooks: procedural sign-off sheets	Each lab session	Yes – through comment section; lab journals
Preclinical Instruction	Daily Evaluation Form	Each lab session	Yes – students self-evaluate on Daily Evaluation form
Preclinical Instruction cont.	Practicum Exam	Per Term	No – feedback received through grade
Clinical	Daily Evaluation of Clinical	Daily	Yes – students self-evaluate on

Instruction	Performance		Daily Evaluation form
	Practicum Exams	Per Term	No – feedback received through grade
	Competency Process	1-2 times per term in terms 3 and 4	Yes – students self-evaluate and compare with faculty assessment
	Performance Evaluation	Per term	No – feedback received through pass/fail

b. Reflect the process as well as the end result?

Performance evaluations use task analysis to assess the process step by step.

c. Monitor each student’s progress through time?

The competency process is used to monitor each student’s progress through time. The competency system is based on a scale of 1-10 with 1 being the novice and 10 the competent clinician. In clinical, the student progresses from novice through beginner to competent as they move from term to term. Competency scores are used daily for each of the following areas:

Competency Area	Expected Competency Level in:			
	Introduction to Clinic (DH 114)	Clinical Practice 1 (DH 123)	Clinical Practice 2 (DH 134)	Clinical Practice 3 (DH 143)
Professionalism	1-2	3-4	5-7	8-10
Assessment		1-4	5-7	8-10

Treatment Planning		1-4	5-7	8-10
Treatment		1-4	5-7	8-10
Pain Control		1-4	5-7	8-10
Evaluation		1-4	5-7	8-10

d. Define performance standards in clear, specific terms?

Performance standards are included in each course syllabus along with a grading rubric.

e. Enable the student to meaningfully evaluate his/her own work?

Students are required to complete a self-evaluation section of the Daily Evaluation of Clinical Performance for each clinic session. Students are evaluated on how well they evaluate the end point of treatment and are engaged in daily discussions about work with the clinical faculty.

f. Support individualized instruction throughout clinical practice sessions?

Evaluation procedures for clinical practice support individualized instruction by having tutoring available during clinical sessions and a clinical instructor assigned as a clinic tutor. Clinic tutors work with students identified by the competency system as needing more individualized attention. Students may request specialized tutoring at any time.

g. Become more rigorous as the student's ability increases?

Instruction and evaluation procedures become more rigorous as the student's ability increases. The curriculum is designed to linearly progress to a more stringent expectation throughout the program. The rigor is also reflected in the increased points deducted per error in areas evaluated. Evaluations are more "authentic" as student's progress through the program. Early assessments may entail proper use of an instrument based on selecting the proper working-end; assessments later on measure appropriate use and effectiveness of the instrument. Expectation of competency level is increased and reflected in the mid-term and end-term competency evaluations.

POINT DEDUCTION PER ERROR IN CLINICAL COURSES						
Clinical Course/Term	Subgingival Calculus Removal	Supragingival Calculus Removal	Rough -ness	Stain Removal	Plaque Removal	Trauma

DH 123/Term 2	1 x total errors	1 x total errors	1 x total errors	1 x total errors	1 x total errors	1 x total errors
DH 134/Term 3	2 x total errors	2 x total errors	2 x total errors	2 x total errors	2 x total errors	2 x total errors
DH 143/Term 4	3 x total errors	3 x total errors	3 x total errors	3 x total errors	3 x total errors	3 x total errors

h. Lend themselves to consistent application by faculty?

Faculty calibrate at regular intervals. They ensure consistent application of competency scores, number of errors in each grading category, and practicum exams which use specific assessment rubrics.

i. Evaluate student’s responsibility for professional judgment and conduct?

Students are evaluated daily on the clinic floor for exercising their professional judgment in establishing and maintaining appropriate relationships with patients and peers, adhering to clinic policies and following clinical procedures.

Reference:

- Attachment 18-SJVC DH Course Syllabus-Example
- Attachment 34-SJVC DH SJVC Daily Evaluation of Clinic Performance-Example
- Attachment 39-SJVC DH Student Competency Questionnaire-Example

8. For distance education sites: describe how examinations will be managed to remain secure if administering via technology, and how examinations are graded in a timely manner.

The SJVC DH program is not offered through distance education.

2-7 Written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning experiences, and evaluation procedures must be provided to students at the initiation of each dental hygiene course.

Intent:

The program should identify the dental hygiene fundamental knowledge and competencies that will be included in the curriculum based on the program goals, resources, current dental hygiene practice responsibilities and other influencing factors.

Individual course documentation needs to be periodically reviewed and revised to accurately reflect instruction being provided as well as new concepts and techniques taught in the program.

SJVC DH Program faculty provides students with a course syllabus at the beginning of each course. Student learning outcomes (instructional objectives), learning experiences and evaluation procedures are included in this document.

Reference:

- Attachment 18-SJVC DH Program Syllabus-Example
- Attachment 41-SJVC DH Program Curriculum Document, pgs 3-463, Course Syllabi

2-8 The curriculum must include content in the following four areas: general education, biomedical sciences, dental sciences and dental hygiene science. This content must be integrated and of sufficient depth, scope, sequence of instruction, quality and emphasis to ensure achievement of the curriculum's defined competencies. A curriculum document must be submitted for each course included in the dental hygiene program for all four content areas.

Intent:

Foundational knowledge should be established early in the dental hygiene program and of appropriate scope and depth to prepare the student to achieve competence in all components of dental hygiene practice. Content identified in each subject may not necessarily constitute a separate course, but the subject areas are included within the curriculum.

Curriculum content and learning experiences should provide the foundation for continued formal education and professional growth with a minimal loss of time and duplication of learning experiences. General education, social science, and biomedical science courses included in the curriculum should be equivalent to those offered in four-year colleges and universities.

SJVC DH Program admissions requirements and course content cover the four areas of general education, biomedical sciences, dental sciences and dental science.

Reference:

- Exhibit I-SJVC DH Program Course by Content Area

2-9 General education content must include oral and written communications, psychology, and sociology.

Intent:

These subjects provide prerequisite background for components of the curriculum, which prepare the students to communicate effectively, assume responsibility for individual oral health counseling, and participate in community health programs.

SJVC DH Program admissions requires that each applicant have completed the following with a “C” or better:

- Speech / Oral Communication
- Introduction to Sociology
- Writing and Composition
- General Psychology

Reference:

- Attachment 28-SJVC DH Program Admissions and Application Packet, **Tab 28a**, pg 8, Admissions Requirements
- Exhibit I-SJVC DH Program Course by Content Area

2-10 Biomedical science content must include content in anatomy, physiology, chemistry, biochemistry, microbiology, immunology, general pathology and/or pathophysiology, nutrition and pharmacology.

Intent:

These subjects provide background for dental and dental hygiene sciences. The subjects are to be of the scope and depth comparable to college transferable liberal arts course work. The program should ensure that biomedical science instruction serves as a foundation for student analysis and synthesis of the interrelationships of the body systems when making decisions regarding oral health services within the context of total body health.

Biomedical science instruction in dental hygiene education ensures an understanding of basic biological principles consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems. The biomedical knowledge base emphasizes the orofacial complex as an important anatomical area existing in a complex biological interrelationship with the entire body.

Dental hygienists need to understand abnormal conditions to recognize the parameters of comprehensive dental hygiene care. The program should ensure that graduates have the level of understanding that assures that the health status of the patient will not be compromised by the dental hygiene interventions.

SJVC DH Program admissions require that each applicant have completed the following with a “C” or better:

- General/Inorganic Chemistry (with lab)

- General Microbiology (with lab)
- Human Physiology (with lab)
- Organic/Biochemistry (with lab)
- Human Anatomy (with lab)
- Intermediate Algebra or higher math* (will not be included in GPA calculations)

SJVC DH Program curriculum contains courses with content in nutrition, general pathology, immunology and pharmacology.

Reference:

- Attachment 28-SJVC DH Program Admissions and Application Packet, **Tab 28a**, pg 8, Admissions Requirements
- Exhibit I-SJVC DH Program Course by Critical Content Area
- Attachment 41-SJVC DH Program Curriculum Document

2-11 Dental sciences content must include tooth morphology, head, neck and oral anatomy, oral embryology and histology, oral pathology, radiography, periodontology, pain management, and dental materials.

Intent:

These subjects provide the student with knowledge of oral health and disease as a basis for assuming responsibility for assessing, planning and implementing preventive and therapeutic services. Teaching methodologies should be utilized to assure that the student can assume responsibility for the assimilation of knowledge requiring judgment, decision making skills and critical analysis.

SJVC DH Program curriculum contains courses with content in dental sciences which include areas of study as noted in **Section 2-11**.

Reference:

- Exhibit I-SJVC DH Program Course by Critical Content Area
- Attachment 41-SJVC DH Program Curriculum Document

2-12 Dental hygiene science content must include oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, medical and dental emergencies, legal and ethical aspects of dental hygiene practice, infection and hazard control management, and the provision of oral health care services to patients with bloodborne infectious diseases.

Intent:

Dental hygiene sciences provide the knowledge base for dental hygiene and prepares the student to assess, plan, implement and evaluate dental hygiene services as an integral member of the health team. Content in provision of oral health care services to patients

with bloodborne infectious diseases prepares the student to assess patients' needs and plan, implement and evaluate appropriate treatment.

SJVC DH Program curriculum contains courses with content in DH which include areas of study noted in **Section 2-12**.

Reference:

- Exhibit I-SJVC DH Program Course by Content Area
- Attachment 41-SJVC DH Program Curriculum Document

2-13 The basic clinical education aspect of the curriculum must include a formal course sequence in scientific principles of dental hygiene practice, which extends throughout the curriculum and is coordinated and integrated with clinical experience in providing dental hygiene services.

Intent:

Learning experiences and practice time in clinical procedures is necessary to assure sufficient opportunity to develop competence in all clinical procedures included in the curriculum. Didactic material on clinical dental hygiene should be presented throughout the curriculum.

SJVC DH Program curriculum contains clinical education that includes a linear sequence in developing scientific principles of DH practice. Term 1 coursework must be completed prior to continuing to Term 2, Term 2 coursework must be completed prior to continuing to Term 3 and Term 3 coursework must be completed prior to continuing to Term 4.

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, Table of Content lists of courses by Term
- Exhibit H-SJVC San Diego Program Schedule-Proposed
- Exhibit I-SJVC Program Course by Critical Content Area

A. **Description** (for Standards 2-8 through 2-13)

1. Outline the sequence of the dental hygiene curriculum as illustrated in example exhibit G.

The SJVC DH Program sequence is illustrated in Exhibit G.

Reference:

- Exhibit G-SJVC DH Program Course Sequence and Instructor Student Ratios
- 2. In the separate dental hygiene curriculum document, supply the syllabus for each course in the dental hygiene curriculum:**

Please reference Attachment 41- SJVC DH Program Curriculum Document page numbers as reference in **a.** through **k.**:

- a. course title and number**
- b. course description**
- c. course schedule**
 - Exhibit H-SJVC DH San Diego Course Scheduling-Proposed
- d. course outline, topics to be presented**
- e. amount of instructional time allocated to each topic**
 - Examples show, but to be developed by DH team
- f. specific instructional objectives for each topic presented**
- g. didactic/laboratory/clinical learning activities designed to achieve goals and objectives, including time allocated for each experience**
 - Examples shown, but to be developed by DH team
- h. teaching methods**
 - Examples shown, but to be developed by DH team
- i. required text(s)**
- j. evaluation criteria and procedures**
 - Examples shown, but to be developed by DH Team
- k. date prepared and applicable faculty presenting course**
 - Examples shown, but to be developed by DH Team

Reference:

- Attachment 41-SJVC DH Program Curriculum Document
- 3. For each term of the current year's dental hygiene curriculum, provide a class schedule as illustrated in the example exhibit H. (If a schedule does not extend the entire term, provide supplemental schedules.) Include course numbers; indicate whether the session is didactic, laboratory or clinic; and provide the name(s) of the faculty member responsible.**

SJVC DH San Diego Program course schedule is designed and is shown in Exhibit H.

Reference:

- Exhibit H-SJVC DH San Diego Course Schedule-Proposed
- 4. Using the format illustrated in example exhibit I, list the courses which provide the major instruction in each required content area and specify the number of clock hours of instruction devoted to instruction in that area.**

SJVC DH Program covers all critical content areas as outlined in Exhibit I-SJVC DH Program Course by Critical Content Area.

Reference:

- Exhibit I-SJVC DH Program Course by Critical Content Area
- 5. If distance education is utilized to provide the didactic curriculum, provide a comprehensive plan that describes how the program manages the delivery of courses, if and when, technology does not operate properly.**

SJVC DH program is not offered through distance education.

- 6. If any content area specified in Standard 2 is not included in the curriculum, what is the rationale for its omission?**

General education content, including oral and written communication, psychology and sociology are completed as program pre-requisites, taken at other institutions of higher learning. Biomedical science content including anatomy, physiology, chemistry, biochemistry and microbiology are completed as program pre-requisites.

- 7. List the relevant sections in the curriculum document that identify instructional content in, and student evaluation of activities related to, bloodborne infectious diseases.**

Instructional content and student evaluation of activities related to bloodborne infectious disease is taught in Introduction to Clinic which utilizes the section titled Infection Control in the program's clinic manual. The information is introduced in Introduction to Clinic and supported throughout their DH education. In addition to the didactic education, the students are evaluated on their aseptic technique and management of biomaterials in all laboratories and clinical.

Reference:

- Exhibit I-SJVC DH Program Course by Critical Content Area, DH 114 Introduction to Clinic
 - Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 21, SJVC Policies of Infection Control, Item 25.
- a. If applicable, describe how the distance site provides clinical instruction throughout the two academic years of education to coincide with the didactic curriculum.**

All clinical experiences take place at the SJVC DH Clinic.

- 2-14 The number of hours of clinical practice scheduled must ensure that students attain clinical competence and develop appropriate judgment. Clinical practice must be distributed throughout the curriculum.**

Intent:

Sufficient practice time and learning experiences should be provided during preclinical and clinical courses to ensure that students attain clinical competence. The number of hours devoted to clinical practice time should increase as the students progress toward the attainment of clinical competence.

The preclinical course should have at least six hours of clinical practice per week. As the first-year students begin providing dental hygiene services for patients, each student should be scheduled for at least eight to twelve hours of clinical practice time per week. In the final prelicensure year of the curriculum, each second-year student should be scheduled for at least twelve to sixteen hours of practice with patients per week in the dental hygiene clinic.

The sequence of clinical curriculum taught is designed to be offered throughout the student training:

- DH 114 Introduction to Clinic, Term 1, 120 hours: 2 labs/week at 4 hours/lab
- DH 123 Clinical Practice 1, Term , 120 hours: 2 labs/week at 4 hours/lab
- DH 134 Clinical Practice 2,Term 3, 180 hours: 3 labs/week at 4 hour/lab
- DH 143 Clinical Practice 3 in Term 4, 240 hours: 4 labs/week at 4 hours/lab.

A progressive pattern of building successively on a broad foundation of knowledge is consistent with the philosophy and objectives of higher education.

In addition a progressively rigorous level of competence through assessment is required of the students.

Reference:

- Exhibit G-SJVC DH Program Curriculum Sequence,
- Exhibit I-SJHVC DH Program Course by Content Area
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pgs.39

2-15 The dental hygiene program must have established mechanisms to ensure a sufficient number of patient experiences that afford all students the opportunity to achieve stated competencies.

Intent:

A system should be developed and implemented to categorize patients according to difficulty level and oral health/disease status. This system should be used to monitor students' patient care experiences. Patient assignments should include maintenance appointments to monitor and evaluate the outcome of dental hygiene care. A system should be in place to monitor student patient care experiences at all program sites.

A. Description

- 1. Summarize the type and minimum number of acceptable radiographic surveys that each student will be required to expose, process and mount during the dental hygiene program in order to assist in demonstrating competence. If the program does not have radiographic requirements, describe how student competency will be measured.**

The minimum radiographic survey requirements for DH students are:

- Manikin: 3
- Patients: 14

Reference:

- Attachment 42-SJVC DH Program Radiographic Survey Requirements

- 2. Describe how faculty instruction and evaluation will be provided to students throughout all of their radiographic experiences.**

In Oral Radiology Lab, instructors first demonstrate radiology technique on manikins followed by student experience on the manikins. When students progress to patients, instructors observe student technique and evaluate end product radiographs throughout the laboratory session, helping guide students through any necessary retakes.

When students have passed Oral Radiology Lab and are taking radiographs during clinic sessions, instructors evaluate radiographs and guide students through any necessary retakes.

After the clinic session, students must critically evaluate radiographs they have taken and submit the radiographs and self-evaluation to the clinical instructor for evaluation.

The clinical instructor evaluates the radiographs and the student's self-evaluation of the radiographs.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 39-42, Dental Hygiene Program Clinical Courses

- 3. For each patient care service that is taught to clinical competence, specify the performance levels expected at the beginning and the end of the dental hygiene students' clinical experiences.**

All patient care services are taught to clinical competence as is determined by the Performance Evaluations and Clinical Competency System.

At the beginning of clinical experiences, students demonstrate the patient care services at the novice level, having little or no experience in that particular area of DH practice. In

Introduction to Clinic (DH 114), students are evaluated through clinical performance evaluations associated with patient care services which they learn throughout the term.

Students progress from the novice to beginner levels and on to competent by the program's end. It is expected that they will be able to perform with less and less guidance while demonstrating the ability to apply critical thinking/theory skills to direct patient care.

Reference:

- Attachment 33-SJVC DH Program Clinical Competencies Grading Rubric
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 92, Clinical Competency Matrix and pg 101, Appendix XIII Course Performance Evaluations

4. Provide a definition of the patient category system used by the program.

Patients are categorized in three different ways. The first is to determine their physical status using the ASA Physical Status Classification System. The second is to determine the degree of difficulty and amount of calculus the patient has at the initial appointment. The third is to determine their periodontal case type using the AAP classification system.

1. ASA PHYSICAL STATUS CLASSIFICATION SYSTEM

	Physical Status
ASA I	• A normal, healthy patient without systemic disease and little or no anxiety.
ASA II	• A patient with mild systemic disease that does NOT limit activity • <u>Examples:</u> well-controlled NIDDM, epilepsy, asthma and/or thyroid conditions; ASA I with a respiratory condition, pregnancy, and/or active allergies.
ASA III	• A patient with severe system disease that limits activity but is NOT incapacitating • <u>Examples:</u> history of angina, stroke, heart attack, congestive heart failure IDDM, COPD
ASA IV	• A patient with an incapacitating systemic disease that is a constant threat to life • <u>Examples:</u> heart attack or stroke within the last 6 months, unstable angina, stage II HTN, severe CHF or COPD, uncontrolled epilepsy, diabetes, or thyroid condition.
ASA V	• A moribund patient not expected to survive 24 hours with or without an operation
ASA VI	• Clinically dead – organs harvested for transplants

References: Malamed,S. (2000). *Handbook of Medical Emergencies in the Dental Office*. Missouri: C.V. Mosby Company.Nield-Gehrig, J. (2007). *Patient Assessment Tutorials: A Step-by-Step Guide for the Dental Hygienist*. Maryland: Lippincott Williams & Wilkins.

2. Patient Classification Assessment of Calculus Amount

Code 0 =	No subgingival and very light supragingival deposits
Code 1 =	Light case; subgingival calculus deposits on at least one tooth surface but no more than 20% of the tooth surfaces may have demonstrable, explorer detectable, moderate to heavy ledges of subgingival calculus deposits on a patient with gingivitis.
Code 2 =	Moderate case; demonstrable, explorer detectable, moderate to heavy ledges of subgingival calculus deposits on more than 20% but less than 59% of the tooth

	surfaces.
Code 3 =	Heavy case; demonstrable, explorer detectable, moderate to heavy ledges of subgingival calculus deposits on at least 59% of the tooth surfaces.
Code 4 =	Supportive Periodontal Therapy; subgingival calculus deposits on at least one tooth surface but no more than 20% of the tooth surfaces may have demonstrable, explorer detectable, moderate to heavy ledges of subgingival calculus deposits on a patient with periodontitis.

3. Patient Classification Assessment of Periodontal Case Type

AAP Case Type I	Gingivitis – Inflammation of the gingiva characterized clinically by changes in color, gingival form, position, surface appearance, and presence of bleeding and/or exudate.
AAP Case Type II	Slight Chronic Periodontitis – Progression of the gingival inflammation into the deeper periodontal structures and alveolar bone crest, with slight bone loss. There is usually a slight loss of connective tissue attachment and alveolar bone.
AAP Case Type III	Moderate Chronic or Aggressive Periodontitis – A more advanced stage of periodontitis, with increased destruction of the periodontal structures and noticeable loss of bone support, possibly accompanied by an increase in tooth mobility. There may be furcation involvement in multirrooted teeth.
AAP Case Type IV	Advanced Chronic or Aggressive Periodontitis – Further progression of periodontitis with major loss of alveolar bone support usually accompanied by increased tooth mobility. Furcation involvement in multirrooted teeth is likely.
AAP Case Type V	Refractory Chronic or Aggressive Periodontitis – Multiple disease sites that continue to show attachment loss after apparently appropriate therapy. These sites presumably continue to be infected by periodontal pathogens, no matter how thoroughly or frequently therapy is provided. This category includes patients with recurrent disease at a few or many sites.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed, pg 32-34, New Patient Assessment and Initial Treatment

5. Patient Categories: Summarize the program requirements including average, minimum and maximum degrees of difficulty for each patient category. If the program does not have patient category requirements, describe how student competency is measured.

SJVC DH Program students have a minimum category and case load requirement of 35 completed patients:

- Instrumentation on a *Calculus Code 0-1* Patient - 7 completed cases
- Instrumentation on a *Calculus Code 2* Patient – 16 completed quadrants
- Instrumentation on a *Calculus Code 3* Patient – 16 completed quadrants
- Instrumentation on a *Calculus Code 4* Patient – 5 completed cases
- Instrumentation on a *AAP Type 0-1* Patient – 7 completed cases

- Instrumentation on a *AAP Type 2 Patient* – 18 completed quadrants
- Instrumentation on a *AAP Type 3 Patient* – 14 completed quadrants

Reference:

- Attachment 43-SJVC DH Program Patient Category Requirements

6. Specify the clinical sites where basic clinical instruction is provided. If a distance site is utilized for clinical instruction, explain if differences exist in the clinical operation of the parent program and the distance site.

All clinical experiences take place within the SJVC DH Clinic.

2-16 Graduates must be competent in providing dental hygiene care for the child, adolescent, adult and geriatric patient. Graduates must be competent in assessing the treatment needs of patients with special needs.

Intent:

An appropriate patient pool should be available to provide a wide scope of patient experiences that include patients whose medical, physical, psychological, or social situations may make it necessary to modify procedures in order to provide dental hygiene treatment for that individual. Student experiences should be evaluated for competency and monitored to ensure equal opportunities for each enrolled student.

Clinical instruction and experiences with special needs patients should include instruction in proper communication techniques and assessing the treatment needs compatible with these patients.

Examples of evidence to demonstrate compliance include:

- Program clinical and radiographic experiences, direct and non-direct patient contact assignments, and off-site enrichments experiences
- Patient tracking data for enrolled students
- Policies regarding selection of patients and assignment of procedures
- Student clinical evaluation mechanism demonstrating student competence.

A. Description

1. Provide forms to be used for collecting and recording patient data during clinical sessions as an exhibit.

SJVC DH forms used to collect and record patient data during clinical sessions noted in reference attachments 45 through 58.

Reference:

- Attachment 44-SJVC DH Health History Update Form
 - Attachment 45-SJVC DH Extra Oral Examination Form
 - Attachment 46-SJVC DH Calculus Deposit Assessment Form
 - Attachment 47-SJVC DH Informed Consent English-Spanish
 - Attachment 48-SJVC DH Medical Information Release Form
 - Attachment 49-SJVC DH O’Leary Plaque Index Form
 - Attachment 50-SJVC DH Patient Health History English-Spanish
 - Attachment 51-SJVC DH Periodontal Assessment Form NPA
 - Attachment 52-SJVC DH Periodontal Assessment Form RPA
 - Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish Form
 - Attachment 54-SJVC DH Radiograph Prescription
 - Attachment 55-SJVC DH Restorative and Missing Teeth Charting
 - Attachment 56-SJVC DH Screening Exam Report
 - Attachment 57-SJVC DH Services Rendered
 - Attachment 58-SJVC DH Treatment Plan Form
- 2. If clinical enrichments will be scheduled off-campus, identify the course(s) in which they will be scheduled (off-campus). Include the specific learning objectives and a description of the manner in which the experiences will be evaluated. Identify the individuals who will participate in supervision and evaluation of dental hygiene students.**

All student clinical opportunities will be scheduled at the SJVC DH facility.

- 3. Provide clinical rotation schedules for dental hygiene students (for each campus site) as an exhibit, including basic clinical education and any off-campus clinical rotations.**

SJVC DH Program uses a student and clinic appointment book to track student experience and rotation in the clinic. A master student schedule is developed by the SJVC faculty and management team to ensure that all student’s basic clinical education hours are met.

Reference:

- Attachment 59-SJVC DH Student and Clinic Appointment Book-Example, Tab2.25a Student Appointment

2-17 Graduated must be competent in providing the dental hygiene process of care which includes:

- a) comprehensive collection of patient data to identify the physical and oral health status;**

- b) **analysis of assessment findings and use of critical thinking in order to address the patient’s dental hygiene treatment needs;**
- c) **establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health;**
- d) **provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health;**
- e) **measurement of the extent to which goals identified in the dental hygiene care plan are achieved;**
- f) **complete and accurate recording of all documentation relevant to patient care.**

Intent:

The dental hygienist functions as a member of the dental team and plays a significant role in the delivery of comprehensive patient health care. The dental hygiene process of care is an integral component of total patient care and preventive strategies. The dental hygiene process of care is recognized as part of the overall treatment plan developed by the dentist for complete dental care.

Examples of evidence to demonstrate compliance may include:

- Program clinical and radiographic experiences
- Patient tracking data for enrolled and past students
- Policies regarding selection of patients and assignment of procedures
- Monitoring or tracking system protocols
- Clinical evaluation system policy and procedures demonstrating student competencies
- Assessment instruments
- Evidence-based treatment strategies
- Appropriate documentation

A. Description

1. **List the dental hygiene services that students are required to provide clinically in the program. Using the format provided in example exhibit J, state the preclinical and/or clinical courses that provide the major instruction in providing the dental hygiene process of care. Also, specify the program requirements for the number of times each student must complete each service, as well as the average number of times the most recently graduated class (at each campus site) provided each of these services. If there are no program requirements, describe minimum performances for completing the preclinical and clinical courses.**

SJVC DH Program has identified in Exhibit J the preclinical and clinical courses that provide the major instruction in DH process of care.

Reference:

- Exhibit J-SJVC DH Instruction of Clinical Competencies

- 2. If any dental hygiene service is not taught to clinical competence, how is the public made aware of this fact? How are students made aware of the ethical and legal ramifications of the level of preparation?**

All SJVC DH services will be taught to clinical competence. Students are made aware of ethical and legal ramifications of the level of preparation throughout their experience as an SJVC DH student.

- 3. Assess the degree to which the educational program provides students with the knowledge and clinical experience required to assess, plan, implement and evaluate current, comprehensive dental hygiene services.**

SJVC DH Program offers clinical experience for students to develop competency in the areas of assessment, planning, implementation and evaluation of comprehensive DH services.

Reference:

- Exhibit J-SJVC DH Instruction of Clinical Competencies
- Attachment 60-SJVC DH Program Competency Matrix
- Attachment 61-SJVC DH Program Assessment Plan-Example

2-18 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.

Intent:

The total number and type of patients for whom each student provides dental hygiene care should be sufficient to ensure competency in all components of dental hygiene practice. A patient pool should be available to provide patient experiences in all classifications of periodontal patients, including both maintenance and those newly diagnosed. These experiences should be monitored to ensure equal opportunity for each enrolled student.

A. Description

- 1. Specify the program requirements for numbers of completed periodontal debridement services for patients by difficulty level and oral health/disease status. Specify the average, minimum and maximum number of times services are performed in each category. Describe how program requirements for completed services will distributed throughout the clinical course series. If there are no program requirements, describe minimum performances for completing the preclinical and clinical courses.**

Program requirements are distributed throughout the four terms of the program by placing requirements for the lighter calculus code cases and less involved periodontal

case types earlier in the program and the requirements for heavier calculus code cases and more involved periodontal case types later in the program. Requirements are predetermined and students know the number of each patient category they are expected to complete on a term by term basis.

Reference:

- Attachment 43-SJVC DH Program Patient Category Requirements

2. Describe the monitoring system to be used to ensure that all students have attained clinical competence and exercise appropriate judgment.

The monitoring system used to assure that all students attain clinical competence and exercise appropriate judgment is relied upon to make certain the students meet the required number of skill requirements and performance evaluations while in the program and under the supervision DH Program faculty. Students will be evaluated daily on their level of competence in each of the clinical competence areas. Students' progress is tracked through each term and students are updated and advised of their progress at benchmarking intervals throughout the program. The program fosters an environment of supportive coaching, advising and mentoring by each instructor with the intent of keeping students focused on their goal of success.

Reference:

- Attachment 33-SJVC DH Clinical Competencies Grading Rubric

2-19 Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups.

Intent:

Dental hygienists should be able to effectively communicate with individuals and groups. The ability to communicate verbally and in written form is basic to the provision of oral health services in a safe and effective manner.

A. Description

1. Describe the ways by which students will demonstrate effective interpersonal communication skills during patient interactions and how they will be deemed competent.

Dental Hygiene faculty team will determine specific opportunities for students to demonstrate competency in this area. Examples may include:

- Clinical Practice (DH 123, 134, 143) through direct supervision of health history interviews, oral hygiene instructions and tobacco counseling

Reference:

- Attachment 62-SJVC DH PE Tobacco Cessation Counseling
- Attachment 63-SJVC DH PE Oral Hygiene Instruction
- Attachment 64-SJVC DH PE Health History Evaluation
- Attachment 34-SJVC Daily Evaluation of Clinical Performance-Example
- Attachment 33-SJVC DH Clinical Competencies Grading Rubric

2-20 Graduates must be competent in assessing, planning, implementing and evaluating community-based oral health programs including, health promotion and disease prevention activities.

Intent:

Population based activities will allow students to apply community dental health principles to prevent disease and promote health.

A. Description

- 1. Evaluate the extent to which community dental health instruction and learning experiences will prepare students to participate in community-based oral health programs. Describe how students will be deemed competent.**

Community dental health instruction and learning experiences prepare students for participation in community-based oral health programs. SJVC students have numerous opportunities throughout the program to participate in community service projects. DH faculty team will determine specific opportunities for students to demonstrate competency in this area. Examples may include:

- Community Oral Health (DH 26) through Target Group projects
- Community Oral Health (DH 26) through Panel Discussions

Reference:

- SJVC DH Program Curriculum Document, pg.316-359, DH 26 Community Oral Health Course Syllabus

2-21 Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice.

Intent:

Dental hygienists should be able to provide appropriate basic life support as providers of direct patient care.

A. Description

- 1. Describe how students will be deemed competent in this area.**

DH faculty team will determine specific opportunities for students to demonstrate competency in this area. Examples may include:

- Current CPR certification
- Passing Clinic Seminar 1 Course DH 24, DH 124 - Medical Emergency activities and exams
- Passing Local Anesthesia Course DH 20, DH 120 – Unit exam on Prevention of Emergencies Related to Administration of Local Anesthesia

2-22 Graduates must be competent in applying ethical, legal and regulatory concepts to the provision and/or support of oral health care services.

Intent:

Dental hygienists should understand and practice the ethical and legal requirements, which members of all health care professions are expected to maintain in the provision of health care to the public.

A. Description

1. Assess the degree to which students assume responsibility for professional judgment and ethical conduct and how they are deemed competent.

Students assume responsibility for professional judgment and ethical conduct throughout the program. DH faculty team will determine specific opportunities for students to demonstrate competency in this area. Examples may include:

- Clinical Practice (DH 123, 134, 143) – Daily Evaluation of Clinical Performance evaluates students in the area of “professionalism” throughout each clinic session
- Oral Radiology (DH 11) – Radiation Safety Examination
- Clinical Practice (DH 143) – OSCE Station “Ethical Dilemma”
- Legal and Ethical Responsibilities (DH 46) – Professionalism paper using Kolb’s Model and Ethical Case Studies worksheet assignments; Unit on HIPAA and examination
- Clinical Practice (DH 123, 134, 143) – Office assistant rotation duties

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, reference Table of Content for applicable Course Syllabus pages

2-23 Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.

Intent:

Dental hygienists should possess self-assessment skills as a foundation for maintaining competency and quality assurance.

SJVC DH graduates will have met all program competencies. As a student, they will have done self-evaluations which will be reviewed and discussed with faculty.

SJVC DH students are encouraged to belong to SA ADHA and to transition and participate in their local ADHA chapter upon gaining their RDH licensure in order to take advantage of learning opportunities in the DH field.

Reference:

- Attachment 38-SJVC DH Student Self-Evaluation Statement Worksheet-Example
- Attachment 39-SJVC DH Student Competency Questionnaire-Example

2-24 Graduates must be competent in the evaluation of current scientific literature.

Intent:

Dental hygienists should be able to evaluate scientific literature as a basis for life-long learning, evidenced-based practice and as a foundation for adapting to changes in healthcare.

A. Description (for Standards 2-23 and 2-24)

1. Assess the degree to which students study current literature in preparation for life-long learning. Describe how they will be deemed competent.

SJVC graduates are competent in self-assessment skills and will continue to seek life-long learning opportunities through the evaluation and study of current scientific literature. Throughout the program, students witness their faculty continue to study and evaluate scientific literature in the attempt to enhance their own knowledge base. The DH faculty team will determine specific opportunities for students to demonstrate competency in this area. Examples may include:

- Dental Health Education (DH 13) – evaluation of current oral hygiene products
- Periodontics 2 (DH 4) – Project to analyze research validity and reliability
- Periodontics 2 (DH 4) – Unit exam on Scientific Based Research in the Study of Periodontics
- Clinic Seminar 3 (DH 42) – Course objective stating students will be able to discuss and analyze current journal publications pertaining to the topic of clinical dental hygiene at completion of course
- Clinic Seminar 3 (DH 42) – Project - Clinical Research Article presentation

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, reference Table of Content for applicable Course Syllabus pages

2-25 Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.

Intent:

Critical thinking and decision making skills are necessary to provide effective and efficient dental hygiene services.

A. Description

1. Describe how students will be deemed competent in this area.

The DH faculty team will determine specific opportunities for students to demonstrate competency in this area. Examples may include:

- Oral Radiology Lab (DH 111) – Patient experiences
- Dental Health Education (DH 13) – Dental Hygiene Process of Care (Treatment Plan) project
- Patient Management (DH 22) – Special Patient Report project
- Local Anesthesia Lab (DH 120) – Partner experiences
- Clinic Seminar 3 (DH 42) – Case Presentation project
- Clinical Practice 1, 2 and 3 (DH 123, 134, 143) – OSCE exit exams
- Ethics and Legal Responsibilities (DH 46) – Ethical Experience Essay

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, reference Table of Content for applicable Course Syllabus pages

Curriculum Management

2-26 The dental hygiene program must have a formal, written curriculum management plan, which includes:

- a) an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources;**
- b) evaluation of the effectiveness of all courses as they support the program's goals and competencies;**
- c) a defined mechanism for coordinating instruction among dental hygiene program faculty.**

Intent:

To assure the incorporation of emerging information and achievement of appropriate sequencing, the elimination of unwarranted repetition, and the attainment of student competence, a formal curriculum review process should be conducted on an ongoing and

regular basis. Periodic workshops and in-service sessions should be held for the dissemination of curriculum information and modifications.

A. Description

- 1. Please provide a copy of the program's curriculum management plan (CMP) and provide a description of how the CMP will be utilized for curriculum review and evaluation.**

The curriculum management plan at the College is conducted in two parts referred to as an outcome-based Program Review and faculty focused Curriculum Conference. The DH Program also uses this mechanism to manage and plan for curriculum improvement based on assessments of program and course student learning outcomes (SLOs) as well as assessments of institutional student learning outcomes.

SJVC Program Review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of the program. The process brings together key program stakeholders to evaluate a wide range of data about the program in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to construct plans for program improvement and enhancement. Program Review is conducted formally at least once every two years.

The SJVC Curriculum Conference can be held for the program in the years which no Program Review is held. Curriculum Conferences are instructor-focused and center on teaching tools and the learning process. They emphasize the sharing and collaboration of classroom ideas. Curriculum Conferences can be used to create and evaluate common curriculum for program assessment (e.g. rubrics, exams, projects, and course topic areas).

Note: The SJVC Program Review Handbook, pg 12 Program Review Schedule, indicates that the DH Program is scheduled for Program Review in odd years and the Curriculum Conference Schedule, pg 17, indicates that the DH Program is scheduled for Curriculum Conferences in even years.

Reference:

- Attachment 67-SJVC Program Review Handbook
- 2. In what ways will full-time and part-time faculty members participate in the decision-making process in matters relating to the continuous evaluation and development of the dental hygiene program? Include the frequency and purpose of program faculty meetings. (exhibit)**

SJVC Program Review is a faculty-driven inquiry and decision making process where full-time and part-time faculty members are encouraged to participate either in person, remotely or by submitting input to organizers.

Dental Hygiene meetings occur on a monthly basis and are facilitated by the DH Program Director and the Clinic Manager. All full-time faculty members are expected to attend the meetings. Part-time faculty members are invited and encouraged to attend (compensated accordingly). Agenda items are requested. Meetings occur on Fridays when classes are not scheduled. Several significant purposes of the meetings are to:

- Communicate upcoming program events
- Review policy and procedures for necessary changes
- Address any policy and procedural questions
- Seek input of new ideas for curriculum planning
- Cultivate/reinforce the culture of working as a team

Leadership meetings with the DH Program Director, Clinic Manager and Office Manager occur on a weekly basis. The main purpose of these meetings includes program evaluation and planning on the campus level. Some of the items discussed are:

- Students (student progress, concerns, etc.)
- Faculty (morale, special training needs, continuing education offerings, curriculum needs)
- Special projects update (guest speakers and presentations, advisory committee meetings)
- Facility concerns, scheduling concerns

Joint campus leadership meetings that involve the DH program team, will occur on a monthly basis, or more frequently if needed, with the overall purpose of evaluating and planning of projects and events that are currently happening within the program. These meetings are facilitated by the Program Director. Promotion of the program's vision, mission and goal are a theme of the joint campus leadership meetings.

3. Describe how students, administrators and others will be included in the CMP.

Program Review is open to all key program stakeholders, including but not limited to, faculty, students, administration, student services, career services, admissions, staff, alumni, employers, Advisory Board members, and community members. A variety of participants is desired.

Reference:

- Attachment 67-SJVC Program Review Handbook

4. Describe how courses will be evaluated in relation to goals and competencies.

Courses are evaluated throughout each term by the lead instructor teaching the course. Weekly notes are recorded in a weekly curriculum review tool. Instructors also evaluate each course in relation to goals and competencies (course outcomes and unit objectives) through a variety of assessment tools. Campus dean and the program director regularly evaluate the course through classroom and clinic observations. Results of these observations are shared with course instructors and reviewed in program and leadership meetings.

Reference:

- Attachment 65-SJVC DH Weekly Curriculum Review Tool
- Attachment 66-SJVC DH Class Observation Form-Example

5. Describe the mechanism(s) to be used for evaluating and revising the dental hygiene curriculum, including the distance site, if applicable.

The SJVC DH Program has responsibility for reviewing curriculum throughout the instruction process. The development of data portfolios for each course provides all stakeholders with the opportunity to analyze and develop plans for improvement when needed. The results of data analysis and dialogue will drive decision making supported by evidence that clearly indicates a need for change.

Program improvements may include but not limited to:

- Refining Student Learning Outcomes (SLOs)
- Realignment among curriculum, course SLOs, SJVC mission statement, SJVC core values and Institutional Learning Outcomes
- Addresses and refining of curriculum maps and alignment matrices
- Curriculum changes to improve student learning based evidence
- Refining, reorganizing or refocusing curriculum to reflect changes in the accrediting agency, discipline or profession
- Professional development opportunities
- Refining course and program assessment process
- Purchasing of new equipment or supplies based on evidence
- Refining of course grading components

The Program Review Report documents the analysis and the action plan.

Proposals for major course or program changes are submitted to the SJVC Curriculum Specialist I for review initiating:

- **VETTING:** requires between 15 and 120 days
 - Curriculum Specialist I gathers input from internal departments such as Academic Affairs, Academic Applications Administrator, Financial Aid, Admissions, Information Systems, Facilities, Associate VP, and any other affected campuses or departments.
 - External support documentation is gathered by faculty in collaboration with the Curriculum Specialist I
- **APPROVALS:** requires no more than 45 days
 - Proposal is submitted to Director of Assessment for review in no more than 15 DAYS
 - If the program has an external accreditation body, the proposal will also need approval of the Director of Program Compliance, and will be reviewed in no more than (the same) 15 DAYS
 - The proposal may require submission to Senior Management for review and approval, with the goal of review within no more than 30 DAYS
- **BUILD:** requires a minimum of 60 days before implementation:

- Approvals and timelines are communicated to all impacted campuses
- Faculty and Curriculum Specialist I build course outlines
- Academic Application Administrator and Assistant Registrar(s) build program IDs and schedules
- eCourse Administrator builds master courses, grade-books, repository
- Ancillaries and textbooks are chosen
- Assessment tools are developed
- Assessment plans are updated
- Catalog, and marketing materials are updated
- Any faculty hiring and/or training will occur

The SJVC DH San Diego will not have faculty or students at distance sites.

Reference:

- Attachment 67-SJVC Program Review Handbook, pg 10, Program Review Process; pg 14, Program Review Report; pg 23, Major Course or Program Change Procedure
- Attachment 65-SJVC DH Weekly Curriculum Review Tool
- Attachment 61-SJVC DH Program Assessment Plan-Example, pg 6, Evidence: Evaluation Method or Tool and Collection Method

6. **If the program has faculty and students at distance sites, explain how they will be incorporated into the CMP.**

The SJVC DH San Diego will not have faculty or students at distance sites.

STANDARD 3 - ADMINISTRATION, FACULTY AND STAFF

- 3-1 The program must be a recognized entity within the institution's administrative structure which supports the attainment of program goals.**

Intent:

The position of the program in the institution's administrative structure should permit direct communication between the program administrator and institutional administrators who are responsible for decisions that directly affect the program. The administration of the program should include formal provisions for program planning, staffing, management, coordination and evaluation.

- A. Description**

1. Provide the most recent organizational chart for the institution indicating the position of the dental hygiene program in the administrative structure. (exhibit)

The SJVC organizational structure allows for direct communication between the DH Program Director and the SJVC institutional Administrator. In the case of the San Diego Campus, the DH Program Director will be a direct report to the SJVC Vice President of Administration who is a member of SJVC Senior Management team.

Reference:

- Attachment 68-SJVC DH San Diego Program Organization Chart
- Attachment 69-SJVC Management Organization Chart

2. Explain how the administrative structure supports attainment of program goals.

SJVC is under the leadership and management of the Board of Governors, Board of Directors, Senior Management, Executive Council, and Campus Management Teams. The SJVC San Diego Campus consists of one program and will have a census capped at 72 students.

The SJVC DH Program Director/Campus Director will be a direct report to the Vice President of Administration and the DH Program Dean/Administrator is a direct report to the Vice President of Academic Affairs. Both the Campus Director and Program Administrator for the DH San Diego program will be a part of the institution's management team through the Executive Council.

Following is a description of the administrative structure of SJVC:

The San Diego Campus Management Team:

The San Diego Campus Management teams will be comprised of the Campus Director/DH Program Director, Dean of Student Services/Learning Resource Coordinator, Administrative Assistant/Assistant Registrar, Career Services Representative, Financial Aid Officer, Facility/IS Manager and Admissions Advisor. The Management team will meet weekly and provide the day-to-day leadership and supervision of all campus operations. They discuss, debate, and make decisions that impact campus procedures, the educational program, student support services, student club activities, campus finances, and campus facility usage and improvements. Campus Management teams are provided a great deal of operational autonomy; however, their decisions are often reviewed by Corporate Directors and Senior Management prior to implementation.

The Campus Management Team will oversee operations and exercise appropriate supervision of the San Diego Campus. The team will also have direct responsibility for the faculty and enrolled students. The team will collaborate directly with lead instructors concerning the curriculum offered for each program at the campus, where appropriate. The Senior Managers and corporate directors will serve as technical resources to the San Diego Campus and assist campus staff and faculty as requested.

Executive Council:

The Executive Council is comprised of Senior Management, Campus Directors, Campus Directors/Program Directors, the Associate Vice President, Controller, Corporate Directors of Instruction, Assessment, Program Compliance, Research and Development, Purchasing, Human Resources, Information Services, Public Relations and Admissions, Public Relations, Call Center Operations, Real Estate Development, and Institutional Relations. The Council discusses college-wide initiatives, campus activity updates, programmatic and institution-wide accreditation issues, campus effectiveness awards, and future college planning. It is also a time when valuable training occurs. The Executive Council meets two times a year.

Senior Management:

Senior Management is comprised of the President, Chief Executive Officer, Vice President of Administration, Vice President of Student Financial Services, the Chief Financial Officer, Vice President of Academic Affairs, and the Vice President of Enrollment Services. The Senior Management team meets weekly and oversees all activities of the institution to ensure the educational programs offered to students are of the highest quality; that the student services required to make all students successful are in place; that the financial stability of the institution is sound; that the financial services available to students meet all state and federal guidelines, rules, and regulations; that SJVC students receive career planning and employment services; and that the current and future plans of the institution are being accomplished. Their weekly deliberations often seek counsel and direction from corporate and campus representatives who have direct knowledge and experience in given areas. The Senior Management team meets with Campus Directors every five weeks.

Board of Directors:

The Board of Directors includes the President and the Chief Executive Officer. The Board of Directors is also the mutual owners of SJVC. They complement one another in the management of SJVC operations. Their experience and expertise provide guidance and direction for the institution as well as establish clear expectations for a successful and profitable business.

Board of Governors:

The Board of Governors is comprised of the President, Chief Executive Officer, and six appointed community-at-large members who represent the interests of the public and business communities served by SJVC. The Board of Governors meets no less than twice a year and is responsible for ensuring the quality, integrity, and financial security of SJVC. They also ensure that SJVC's mission is carried out. The Board of Governors acts as an independent policy making body capable of reflecting constituent and public interest in SJVC activities, decisions, and policies. SJVC corporate and campus representatives meet with the Board regarding educational programs and curriculum, new facilities or facility renovations, accreditation activities, and SJVC future planning, goals, and objectives. The six appointed Board members have no employment, family, or personal financial interest in the college.

Reference:

- Attachment 69-SJVC Management Organization Chart

3. Describe the opportunities for direct communication between the dental hygiene program administrator and the institutional administrators who are responsible for decisions that directly affect the program. Assess the effectiveness of this communication.

The SJVC DH Program Director position serves as liaison between the DH program and Senior Management.

The SJVC DH San Diego Program Director/Campus Director will be a direct report to a Senior Manager, the Vice President of Administration. Senior Management meets weekly and the SJVC DH Program Director has the opportunity to submit a request to be on the agenda and present program review generated requests, problems or success of the program as needed. The SJVC structure encourages campus leadership to contact any Corporate Directors for assistance and/or support with policy, procedure, campus, program or student service matters.

Reference:

- Attachment 69-SJVC Management Organization Chart

4. Are there opportunities for the dental hygiene program administrator and faculty to participate in decisions which directly affect the program? Please give examples.

There are several opportunities for the DH Program Director and faculty to participate in decisions which directly affect the program, the first and most direct is the systematic evaluation of all courses, programs and services, and instruction through its outcomes-based faculty-driven program review process. Each SJVC program, which includes the SJVC DH Program, is reviewed at least every two years, if not more. The program and curriculum review processes elicit recommendations for specific improvement and changes from faculty, students, staff, graduates, advisory boards, employers, and accrediting agencies.

SJVC has regular institutional effectiveness reviews that solicit committee participation from all SJVC constituencies including DH Program Directors, faculty, staff and students. Recommendations from these committees are directly tied to student learning outcomes and are included in the development of improvement plans.

Reference:

- Attachment 67-SJVC Program Review Handbook

5. If an institution-wide committee, which has significant impact on the dental hygiene program, does not include a member of the program faculty, explain the procedure whereby faculty provide consultation when matters directly related to the dental hygiene program are considered.

When any SJVC constituent is not directly participating on an institution-wide committee, a feedback mechanism is provided through the committee member who in turn reports through campus meetings. Campus management teams report back during their Campus Management Meetings. Minutes and full committee reports may be published on the SJVC Internal Website (SJVC named “Infozone”) depending on the topic. Institutional self-studies required by SJVC regional accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC), involve representatives from each constituent group who prepare and provide input to the Self-Study report. The report is compiled into a single document which is made available in the SJVC Learning Resource Centers and the Infozone Library.

In all cases, where the committee topic affects the DH Program, a report is made available to the DH Program Director.

Program Administrator

3-2 The dental hygiene program administrator (Program Director) must have a full-time appointment as defined by the institution, whose primary responsibility is for operation, supervision, evaluation and revision of the program.

Intent:

To allow sufficient time to fulfill administrative responsibilities, teaching contact hours should be limited and should not take precedent over administrative responsibilities.

A. Description

1. Does the institution have a specific policy that governs the amount of teaching responsibility assigned to the program administrator? If so, please state the policy.

There is no specific policy addressing allocation of activities for the DH Program Director.

The proposed distribution of the DH San Diego Program Director activity will be comparable to current DH Program Directors and is approximately:

Responsibility	Percent
Administrative activities	60%
Faculty evaluation	5%
Committee activity	10%

Student counseling	5%
Admission activities	5%
Teaching responsibilities	4%
Class preparation	4%
Other, faculty development, professional development, recruitment, dental community liaison, community liaison	7%

The SJVC DH San Diego Program Director position is a full-time position which directs responsibility for the operation, supervision, evaluation and revision of the program.

Reference:

- Attachment 6-SJVC Dental Hygiene Director Job Description
2. **Compare the teaching contact hours and course responsibilities that will be assigned to the program administrator with those of full-time instructors who will have no administrative responsibilities.**

Responsibility	Faculty Percent	Program Director Percent
Administrative activities	N/A	60%
Faculty evaluation (& self-eval)	0.5%	5%
Committee activity	2.0%	10%
Student counseling	8.0%	5%
Admission activities	0.5%	5%
Teaching responsibilities	59.0%	4%
Class preparation	28.0%	4%
Other, faculty development, professional development, recruitment, dental community liaison, community liaison	2.0%	7%

3. **To what extent will institutional policies concerning program administrators be applied to the dental hygiene program?**

All applicable SJVC institutional policies apply to the DH program except where programmatic compliance requires special policy considerations.

4. **Compare the program administrator's teaching contact hours and course responsibilities with administrators of other programs in the institution.**

Program Director of Medical Programs	% Teaching Contact Hours and Course Responsibility (program review, etc)
Dental Hygiene Program	8%
Dental Assisting Program	70%
Physician's Assistant Program*	8%
Nursing Program*	5%
Vocation Nursing Program*	5%
Respiratory Therapy Program	15%
Surgical Technology Program	50%

*Course responsibilities may include guest lecture, supervision, or secondary instruction

- 5. If distance education sites are utilized, identify the distance site coordinator, if different than the program director, and provide documentation describing the job responsibilities of the distance site coordinator.**

SJVC DH San Diego does not offer this program through distance education.

3-3 The program administrator must be a dental hygienist who possesses a masters or higher degree or is currently enrolled in a master or higher degree program or a dentist who has background in education and the professional experience necessary to understand and fulfill the program goals.

Intent:

The program administrator's background should include administrative experience, instructional experience, and professional experience in clinical practice either as a dental hygienist or working with a dental hygienist.

The SJVC DH San Diego Program Director meets the qualification requirements and curriculum vitae is included for verification:

- Minimum Degree Requirement: Master's Degree
- Minimum Years of Teaching and/or Professional Experience:
 - 5 Years clinical practice
 - 2 years of instruction and administration
- Minimum Certification, Licensure, Credential
 - Current California RDH or DDS License

Reference:

- Attachment 7-SJVC Faculty Qualifications Table 2011, pg. 6
- Attachment 70-SJVC DH San Diego Program Director Curriculum Vitae
- Attachment 11-SJVC DH San Diego Program Director Commitment Letter 9.2011

A. Description

- 1. Provide the name, title, type and length of appointment, professional training, experience of the dental hygiene program administrator, and the academic degrees earned.**

Full documentation of the SJVC DH San Diego Program Director is supplied. All academic references are supplied in the Program Director, Jean Honny, MSDH's Curriculum Vitae.

Reference:

- Attachment 70-SJVC DH San Diego Program Director Curriculum Vitae

3-4 The program administrator must have the authority and responsibility necessary to fulfill program goals including:

- a) curriculum development, evaluation and revision;**
- b) faculty recruitment, assignments and supervision;**
- c) input into faculty evaluation;**
- d) initiation of program or department in-service and faculty development;**
- e) assessing, planning and operating program facilities;**
- f) input into budget preparation and fiscal administration;**
- g) coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria.**

A. Description

- 1. Delineate the administrative duties and authority of the program administrator. Specify any additional commitments that the program administrator has each term, e.g., teaching, administration of other programs. Include the time devoted to each.**

The DH San Diego Program Director is responsible for the management of the DH Program. The time allocation and the delegation of duties is at his/her discretion. If additional assistance is required, a formal request is made to the Vice President of Administration for further consideration and action.

Essential Duties and Responsibilities:

- Identifies faculty qualifications of education, skills, licensure and work experience for each course in the program
- Develops faculty recruitment strategies in conjunction with the Human Resource department
- Interviews and selects qualified faculty in conjunction with the Academic Dean
- Develops and maintains a resource of qualified substitute instructors
- As assigned by the Director of Instruction and Academic Dean, participates in new faculty orientation and training
- Initiates program in-service and faculty development

- Ensures that faculty are current with continuing education, licensure and certificate renewals
- Assigns qualified instructors to teach each course in the program
- Creates faculty academic schedules in compliance with College standards and program accreditation/approval standards
- Participates in classroom observation and faculty evaluations
- Assists the Dean of Student Services in progressive disciplinary action, addressing complaints and resolving problems
- Assists faculty with course syllabi, resource materials, classroom activities and outcome assessments
- Governs curriculum development, evaluation and revision
- Maintains curriculum in a variety of media
- Maintains appropriate levels of lab supply inventory
- Ensures that program facilities and equipment are properly maintained
- Oversees SJVC Dental Hygiene Clinic operations
- Participates in the selection of textbooks, software, and capital equipment
- Coordinates, evaluates and determines admissions criteria and procedures
- Facilitates advisory committee meetings
- Monitors students' remediation, tutorial needs, progress and retention
- Oversees student preparations for NBDHE and state and/or regional examinations
- Monitors graduate placement and pass rates on applicable licensure and registry examinations
- Participates in accreditation and approval processes
- Monitors and assures program compliance
- Provides input into budget preparation and fiscal administration

Responsibility	Percent
Administrative activities	60%
Faculty evaluation	5%
Committee activity	10%
Student counseling	5%
Admission activities	5%
Teaching responsibilities	4%
Class preparation	4%
Other, faculty development, professional development, recruitment, dental community liaison, community liaison	7%

Reference:

- Attachment 6: SJVC Dental Hygiene Director Job Description

2. Is there a formal arrangement for sharing administrative responsibility? If yes, what is the rationale for this arrangement? Specify the duties and authority of each individual involved.

There is no sharing of administrative responsibility of the DH San Diego Program Director.

3. To what extent does the program administrator participate in budget preparation and revision and fiscal administration?

The DH Program Director is a participant in the budget preparation process as representative of the DH Program. The DH Program Director and faculty develop a request and submit capital equipment, faculty requests and facility change requests. Each request includes justification documents, such as estimate of costs and/or salary with relationship to student learning outcomes and data driven Program Review information. All program related budget items are vetted through the student learning outcome and data driven Program Review process. Facility request justifications are submitted to the Campus Director. Program Review items are submitted through the Director of Assessment to the Vice President of Academic Affairs who presents the request to the Chief Financial Officer and Senior Management team.

Reference:

- Attachment 67-SJVC Program Review Handbook, pg 31, Curriculum and Instructional Purchasing

4. If distance education sites are utilized, identify the distance site coordinator, if different than the program director, and indicate the involvement of the distance site coordinator in any/all areas defined in Standard 3-4.

SJVC DH San Diego will not offer this program through distance education sites.

Faculty

3-5 The number and distribution of faculty and staff must be sufficient to meet the dental hygiene program's stated purpose, goals and objectives.

Intent:

Student contact loads should allow the faculty sufficient time for class preparation, student evaluation and counseling, development of subject content and appropriate evaluation criteria and methods, program development and review, and professional development.

A. Description

- 1. Specify the number of full-time equivalent positions allocated to the dental hygiene program (including distance sites). Are any faculty positions presently vacant? If so, please explain.**

SJVC DH Program San Diego's plan is to implement the program for Term 1 and Term 2 of instruction with the first cohort of 24 to 36 students. The second cohort will bring the program total up to 72 students at the beginning of Term 3. Therefore, the program will have two cohorts of 36 each at all times. The following is the expected program faculty requirements when the program is running two cohorts.

The allocation of positions is:

- Campus Director/DH Program Director – 1 Full-Time
- DH Instructors – 7 Full-Time
- DH Instructor Assistants – 4 Part-Time
- DH Supervising Dentist – 1 Full-Time or 2 Part-Time

Reference:

- Attachment 14-SJVC DH San Diego Budget, **Tab 14c**: Schedule #3 Staffing
- 2. As an exhibit, list full- and part-time faculty with the courses they teach. If faculty members have not been hired, identify how many will be hired and the projected employment dates. Submit a copy of the job descriptions and recruitment postings/advertisements.**

The SJVC DH San Diego Program Director with the assistance of the Director of Instruction, Director of Human Resources and Director of Public Relations will review and prepare final job descriptions in accordance with Accreditation Standards for Dental Hygiene Education Programs and prepare recruitment postings and advertisements.

Job descriptions, qualifications and recruitment materials in place for current SJVC DH Programs are noted in the reference.

See DH San Diego Budget; **Tab 14g** for projected hire month.

Reference:

- Attachment 6-SJVC Dental Hygiene Director Job Description
 - Attachment 7-SJVC Faculty Qualifications Table 2011
 - Attachment 71-SJVC DH Full-Time Instructor Job Description
 - Attachment 72-SJVC DH Part-Time Instructor Job Description
 - Attachment 14-SJVC DH San Diego Budget, **Tab 14c**: Schedule #3 Staffing, **Tab 14g** DH, and **Tab 14h** Admin Expense
- 3. What percentage of full-time equivalent positions assigned to the program will be filled by part-time faculty? What is the rationale for hiring part-time faculty?**

It is expected that 66% of faculty positions will be full-time and 33% of faculty positions will be part-time.

Part-time faculty positions are allocated based on the need to provide the minimum one-to-five ratio of instructor to student supervision at the treatment operatory and X-ray units. The lab portion of the student training requires a minimum of one-to-ten instructor to student ratio and can be managed by full-time instructors.

- 4. Using the format illustrated in example exhibit K, provide information requested for each dental hygiene faculty member for each term of the academic year. Submitted information must be for all part- and full-time faculty members**

The SJVC DH San Diego Program will follow the general format for scheduling instructors and courses as the SJVC DH Visalia Campus and Rancho Cucamonga extension do. Exhibit K is an example of instructor scheduling from the SJVC DH Rancho Cucamonga Campus. The schedule presented allows students in Term 1 and 3 to be taught the same weeks and students in Term 2 and 4 to be taught in the same weeks. Actual schedules for the SJVC DH San Diego program will be prepared once the program is approved to implement.

Reference:

- Exhibit K-SJVC DH Faculty Assignments-Example

- 5. For distance education sites: Provide credentials/job description for instruction and technology support at all distance education sites. Define faculty responsibilities for didactic, laboratory and clinical faculty at all distance sites.**

SJVC San Diego will not offer this program through distant educations sites.

3-6 The faculty to student ratios must be sufficient to ensure the development of competence and ensure the health and safety of the public. The faculty to student ratios for preclinical, clinical and radiographic clinical and laboratory sessions must not exceed one to five. Laboratory sessions in the dental science courses must not exceed one to ten to ensure the development of clinical competence and maximum protection of the patient, faculty and students.

Intent:

The adequacy of numbers of faculty should be determined by faculty to student ratios during laboratory, radiography and clinical practice sessions rather than by the number of full-time equivalent positions for the program. The faculty to student ratios in clinical and radiographic practice should allow for individualized instruction and evaluation of the process as well as the end results. Faculty are responsible for both ensuring that the clinical and radiographic services delivered by students meet current standards for dental hygiene care and for the instruction and evaluation of students during their performance of those services.

A. Description

1. State the institution's policy on teaching load and how it is calculated, e.g., number of credit hours taught, number of contact hours, type and level of instruction, number of different preparations and the number of students.

Following is the institution's statement on the DH instructor's teaching load:

- **Dental Hygiene Program Full-Time Instructors** are typically assigned to a 5 day work week with approximately 21 contact hours per week dependent upon the course and clinical instruction load. The rest of the work week is devoted to preparation of course material, attendance at campus and DH program team meetings, committee work and various other activities directly related to program success.
- **Dental Hygiene Program Part-Time Instructors** are typically assigned a minimum of 4 and a maximum of 16 hours per week of student contact time or the equivalent in related activities.

The SJVC DH Faculty Assignments will be developed using the Faculty Assignments Table to insure that faculty hours remain within our written statement and also to insure instructor assignments provide the appropriate student to instructor ratio to remain at minimum compliance levels.

Reference:

- Attachment 71-SJVC DH Full-Time Instructor Job Description
- Attachment 72-SJVC DH Part-Time Instructor Job Description
- Exhibit K-SJVC DH Faculty Assignments-Example

2. If the teaching policy for the dental hygiene program is different from the institution's general policy, please explain.

The teaching policy for the dental hygiene program is in line and very similar to the teaching assignments for other "linear" programs on the campus. The college utilizes a formula and faculty matrix to determine full time and part time teaching responsibilities. All full-time faculty are considered "exempt" employees, rather than "hourly" employees. All part-time faculty are considered "non-exempt" employees and are "hourly."

The DH program has specific faculty to student ratios that are not defined or required in many of the institution's other programs. The DH Program Director provides specific ratio requirements in the justification for recruitment and hiring of faculty.

3. Describe the institution's policy for release time for activities such as administrative duties, advising and counseling students, supervision of extramural (off-campus) clinical experiences and committee assignments.

Each faculty member in the DH program will be given additional hours each week for non-teaching activities, meeting time, student advising, and curriculum development.

Faculty are given paid release time for continuing education and professional development as determined by the department policy and budget allotments.

Reference:

- Exhibit K-SJVC DH Faculty Assignments-Example

4. What will be the faculty/student instructional ratios during laboratory, preclinical and clinical session? (including those at distance sites, if applicable.)

Preclinical, clinical and radiography sessions maintain a ratio of 1 instructor to 5 students. Laboratory ratios are maintained at 1 instructor to 10 students. The current faculty/student ratios are as follows:

Lecture, Laboratory, pre-clinic, and clinical classes:

- Dental Materials Lab 1:5
- Head & Neck Lab 1:10
- Oral Biology Lab 1:10
- Clinical Practice 1:5
- Intro to Clinic 1:5
- Radiology Lab 1:5
- Local Anesthesia Lab 1: 5
- Clinic Seminar Lab 1& 2 1:10

Reference:

- Exhibit G-SJVC DH Program Course Sequence

3-7 The dental hygiene program must be staffed by a core of well-qualified full-time faculty who possess a baccalaureate or higher degree. Faculty providing didactic instruction must have earned at least a baccalaureate degree or be currently enrolled in a baccalaureate degree program. All dental hygiene program faculty members must have current knowledge of the specific subjects they are teaching. All program faculty must have documented background in educational methodology consistent with teaching assignments.

Intent:

Faculty should have background in education theory and practice, current concepts relative to the specific subjects they are teaching, and current clinical practice experience and, if applicable, distance education techniques and delivery. Dentists and dental hygienists who supervise students' clinical procedures should have qualifications which comply with the state dental or dental hygiene practice act. Individuals who teach and supervise dental hygiene students in clinical enrichment experiences should have qualifications comparable to faculty who teach in the dental hygiene clinic and are familiar with the program's objectives, content, instructional methods and evaluation procedures.

A. Description

1 Describe the mechanism that will be used to determine teaching assignments.

Teaching assignments are determined by interest of the faculty group, the particular teaching background in select courses and continuing education offerings that may have been taken to develop competencies in the subject matter.

2. As an exhibit, provide the following information for all full- and part-time dental hygiene faculty members (excluding guest lecturers) teaching during the current academic year. Be sure to include this information for faculty providing instruction during summer sessions. For the purposes of this section, the program administrator should be considered a faculty member. For each faculty member, specify the following:

Jean M. Honny is assigned to develop and implement the SJVC DH Program in San Diego. Her appointment date is September 21, 2011 and her title is SJVC DH Program Director. The information below is listed in her Curriculum Vitae:

- a. Full name
- b. Rank or title and date of initial appointment to the program
- c. Rank or title currently held and date of appointment to the rank or title
- d. States currently licensed in with license numbers and expiration dates (or note if faculty member is practicing under a temporary or special license)
- e. Nature of appointment (full- or part-time faculty, salaried or non-salaried). If the appointment is “joint” or shared with another program(s), give the name of the other program(s). Specify the length of the term of appointment.
- f. Educational background. State the institutions attended (beyond the secondary school level), degrees or certificates awarded, major field of study for each, dates awarded and/or credit earned toward a degree.
- g. Course work in **educational methods** and **content areas taught** in the program must be highlighted.
- h. Work experience in dental hygiene in both clinical practice and education. State job title, name and location of employer and dates of employment.
- i. Areas of special competence, e.g., subject areas, clinical skills, or educational methodology. State the field of specialty relevant to dental hygiene for which the faculty member is uniquely or especially well prepared. Highlight the type of preparation, e.g., formal education, continuing education or clinical experience.
- j. CPR/BLS certification expiration date

Reference:

- Attachment 70: SJVC DH San Diego Program Director Curriculum Vitae

3. Describe how the program will assure that program faculty providing instruction in the clinical facility will be familiar with the program's goals, curricular content and methods of instruction and evaluation.

The SJVC DH San Diego Program Director will prepare and manage regular meetings with the program faculty to review curriculum, student learning outcomes, competencies, and assessment. The faculty will develop common rubrics to ensure assessment measures are accepted, calibrated and universally used by all faculty for each clinical content area. Methods of instruction are determined by the faculty and reflected in the course outline and syllabus. These will be communicated to the faculty in regular meetings or in one-on-one training/calibration sessions. Part-time faculty are encouraged to attend these meetings are fully compensated for their attendance.

All faculty - including both full-time and part-time - have access to the SJVC Learning Management System which houses all curriculum materials and data collection results for SLOs and program learning outcomes.

4. List the individual(s) who will assume responsibility for supervisory, diagnostic, and consultative and referral services. Explain how those services will be provided for patients during clinical sessions.

The Supervising Dentist is responsible for the supervision of the clinic as well as for diagnostic, consultative and referral services.

Diagnostic, consultative and referral services are provided in the following manner:

- As part of the initial contact with a patient, it is determined if the patient needs an initial screening or a new patient assessment.
- If the patient needs an initial screening, each prospective patient is first appointed for a screening appointment.
- At the screening appointment, a medical history is completed by the patient and reviewed by the supervising dentist.
- If the patient is medically compromised, the supervising dentist consults with the patient's physician for a medical release for dental hygiene treatment.
- The student fills out the medical consultation forms and those are signed and approved by the dentist.
- All consultations are documented in the patient's chart and signed by the supervising dentist.
- Patients are referred for any acute dental needs to their personal dentist, public dental health center, and/or local dental society by the supervising dentist.
- If the patient is not medically compromised, the student clinician completes an oral exam, noting possible areas for concern and suggests a possible calculus classification and periodontal classification.
- The supervising dentist reviews the oral exam and confirms a preliminary dental hygiene diagnosis
- If needed, radiographs will be prescribed. A full patient assessment and dental hygiene treatment will be accomplished at future appointments.

Reference:

- Attachment 20: SJVC DH San Diego Program Clinical Manual-Proposed 2011, pg 29
SJVC Policies for Treating Patients

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5. Provide a description of the role of the dentist during clinical sessions as an exhibit.

The Supervising Dentist responsibilities are:

- 1) provide examination, diagnostic, consultant and referral services
- 2) prescribe radiographs
- 3) prescribe chemotherapeutic agents and other medications necessary for dental hygiene treatment
- 4) supervises delivery of local anesthesia and analgesia
- 5) may evaluate student performance
- 6) radiographic interpretation and diagnosis
- 7) facilitates management of emergency situations

Reference:

- Attachment 20: SJVC DH San Diego Program Clinical Manual-Proposed 2011, pg 13,
Responsibilities of Supervising Dentist

3-8 Opportunities must be provided for the program administrator and full-time faculty to continue their professional development.

Intent:

To assure competency in the discipline and educational theory, opportunities to attend professional development activities should be provided regularly for the program administrator and full-time faculty. Workshops should be offered to new faculty to provide an orientation to program policies, goals, objectives and student evaluation. This can be demonstrated through activities such as professional association involvement, research, publishing and clinical/practice experience.

A. Description

1. Does the institution offer a planned faculty development program? If so, describe the program including the procedures faculty must follow to participate. Is the plan financially supported by the institution?

The College is committed to providing staff and administrative employees with professional development opportunities at all levels. In-service training occurs regularly and will be done for the SJVC DH San Diego Program faculty. Continuing education training will be offered in such areas as computer technology, supervisory, diversity, teaching methodology, learning styles, etc. Specialized training opportunities designed to keep employees up-to-date on program areas and responsibilities are also provided and each department has budget money allocated for these purposes.

Opportunities for continued personal and professional development are provided as is appropriate for accreditation and growth for effectiveness and excellence. Faculty members and staff who participate in on or off campus training programs have direct input in the selection, planning and evaluation of these programs. The campuses develop their personal and professional budget to allow faculty, staff, and administrators to identify their requests for training projects for each fiscal year.

In addition to the internal professional development seminars and workshops provided by the College, the College requires faculty and Program Directors to maintain current licensure and keep up-to-date on changes within the field. Faculty and Program Directors are encouraged to attend conferences, participate in external professional development opportunities, including topical training sessions, and active involvement in professional organizations and groups. Work release is given to faculty to attend these events.

Reference:

- Exhibit C-SJVC DH San Diego Program Budget 2011, III.C. Professional Development

2. Give examples of how dental hygiene faculty members will participate in the faculty development programs.

Examples of faculty development open to SJVC DH San Diego Program faculty include:

- New faculty orientation is offered for two days every five weeks
 - Orientation is required for new faculty and is open to existing faculty as requested by the Program Director or Campus Management Teams
 - Orientation to curriculum and instruction, student learning outcome assessment, program review process
 - Orientation to employee and faculty policies
 - Orientation to technology, SJVC Learning Management System, SJVC Student Records Management System
 - Orientation to various methods of using technology to manage grading systems, attendance records, presentations and administrative correspondence in an accurate and efficient manner
- Specific training sessions are delivered by the Academic Affairs team and through the use of outside consultants. These training opportunities are designed for faculty and Program Directors to enhance their ability to deliver curriculum to students in a meaningful way
- Director of Instruction regularly provides the following on-going faculty development opportunities:
 - Instructional Management Institute
 - Program Director, Division Manager, Dean Conferences
 - Assessment and Instruction Conferences
- Conferences where motivation and management strategies are examined, a staff member is a Ruby Payne trainer who uses materials based on Payne's book, "Understanding Poverty"
- The Technology Coach on each campus prepares a campus conference for training on technology developments, effective use of technology in the classroom and how to support instruction with audiovisual aids

- Assessment Coordinators for each program offer training in development and collection of authentic student learning outcome data for student, cohort, course and program review
- Diversity and Learning Styles Conferences on how to work with a diverse student population promoting sensitivity to cultural issues in the classroom, clinical settings and in the workplace
- Deans receive in-service training on how to use the evaluation process as an effective tool to improve teaching

The SJVC DH San Diego Program Director will have the opportunity to develop and/or request specific development programs to assist the DH Program.

3. In what ways will members of the faculty be encouraged to attend meetings of professional organizations?

The SJVC DH Program Directors and DH faculty and staff are encouraged to attend meetings offered through professional organizations. The College provides compensation and release time as necessary. The individual program teams determine representative participation.

Current SJVC DH Programs have had the opportunity to attend:

- CDHEA annual meetings
- ADHEA national convention
- Program Director's training session at the ADHEA convention
- Local component of the ADA meetings
- Continuing education in specialty work areas, such as advanced ultrasonic technique
- Participation in the activities of the Tri-County Dental Society
- CDHA state meetings and events

The SJVC DH San Diego Program Director will have the same opportunity to be involved in professional organizations.

4. Describe how in-service programs will be provided to full- and part-time dental hygiene faculty. How will faculty members maintain and improve their clinical skills? What will the institution do to encourage clinical skills improvement?

SJVC DH San Diego will be provided in-service programs to maintain and improve faculty clinical skills. The SJVC DH San Diego program will offer in-service by external content experts through "lunch and learn" training, during breaks between terms and off- and on-site training seminars designed to maintain/improve faculty clinical skills. SJVC policy supports Program Review and Curriculum Conference that meets on alternate years. The Program Review is an outcome-based faculty driven process that focuses on student learning outcomes which that result in improvement plans that may include faculty skills improvement. The Curriculum Conferences provide opportunity to share best practices and resources driven by faculty and program teams.

Reference:

- Attachment 67: SJVC Program Review Handbook, pg 4 Table of Outcome-Based Program Review and pg 9, “Program improvements may include”

5. Describe the availability of continuing education courses for faculty in the community.

The SJVC DH San Diego faculty and staff will have opportunities to access continuing education within the local community. The college regularly provides financial support for faculty to attend annual scientific sessions and monthly local component meetings throughout the year. Access to continuing education is often through the California Dental Association, the California Dental Hygienists' Association and the California Dental Hygiene Educators' Association.

3-9 A defined faculty evaluation process must exist that ensures objective measurement of the performance of each faculty member.

Intent:

An objective evaluation system including student, administration and peer evaluation can identify strengths and weaknesses for each faculty member (to include those at distance sites) including the program administrator. The results of evaluations should be communicated to faculty members on a regular basis to ensure continued improvement.

A. Description

1. Describe the criteria that will be used in evaluating full- and part-time faculty, including faculty at distance sites. Who will determine the criteria and what input do faculty members have in the process?

SJVC faculty are evaluated initially during their introductory period and annually thereafter. The following are used to coach and mentor faculty throughout the year and are part of the formal annual evaluation:

- Formal and informal classroom observations, with written and verbal feedback from the supervisor
- End-of-course student surveys
- Data collection on attendance and retention
- Participation in campus events, advisory board meetings, and professional development opportunities
- Completion of a self evaluation which includes complete copies of current and renewal licensure and certifications

A merit raise may be given at the annual evaluation and is based on faculty performance and their key essential duties. In addition to the annual evaluation, new faculty members

will be given an introductory evaluation to provide coaching, support, and expectations for the remainder of the year.

The faculty evaluation process is designed to highlight the accomplishments of faculty members and to encourage faculty members to improve the quality of their teaching, scholarship, and service when appropriate. Procedures for evaluating the teaching, scholarship, and service of faculty members involve colleagues, administrators, and students. These procedures are established and maintained with appropriate input from faculty and administrators. The College reviews its faculty by engaging in the following procedures:

- Faculty Evaluation Plan
- Annual Faculty Evaluation
- Course/Instructor Evaluation by Students
- Administrative Evaluation for Program Director

A brief introduction to each of these areas is presented below. Additional information on specific policies and procedures for each area is available from the Dean's Office or from individual Program Directors. The Faculty Handbook and Employee Handbook are important sources of information regarding policies and procedures concerning faculty evaluation. One factor to consider when reviewing the procedures is that the College's schedule of evaluation activities is based in part on the timeframe of the anniversary hire date of the person who is to be reviewed.

The purpose of the **Faculty Evaluation Plan** is to describe the objectives the faculty member anticipates achieving in the upcoming performance year. It is a comprehensive outline of the activities the faculty member agrees to pursue in the areas of teaching, scholarship, and service. The plan, which is generated by each faculty member, in consultation with the Program Director, is reviewed and approved by the Academic Dean at the beginning of the performance year. These plans may be revised during the year, after consultation with the Program Director, to take into consideration any unanticipated circumstances.

Using the Faculty Evaluation Plan, faculty members submit a summary of their accomplishments to the Program Director at the end of the performance year. **Annual Faculty Evaluation** forms are then completed by Program Director, discussed with the faculty member, and submitted to Human Resources. The form describes the faculty member's accomplishments in the areas of teaching, scholarship, and service. After this process is completed, merit pay is recommended by the Program Director, with the approval of the Campus Director, based on the outcomes of the Faculty Evaluation Plan and Annual Faculty Evaluation.

Faculty members use the **Course/Instructor Evaluation** process as a means to collect summative evaluation for all courses. The process, and the specific directions for administration, is provided to faculty members by the Academic Affairs Department. The Academic Affairs Department processes the evaluations, prints individual reports and overall comparisons, and distributes the reports to Academic Deans and Program Directors after grades have been recorded. Copies are then distributed to individual faculty members and kept on file by the department and/or Program Director. The

primary purpose of student ratings of courses and instructors is to improve teaching and programs. The College supports and encourages faculty members' use of innovative teaching methods and considers multiple data sources when evaluating faculty members' teaching, taking into consideration the research on validity and reliability of student ratings. Faculty members are also encouraged to use various forms of formative assessment in their courses throughout the semester.

For the **Administrative Evaluation** process of management positions, each Program Director and administrator completes a Faculty/Administrator Evaluation Plan adapted to include their unique administrative duties. These plans are reviewed when the Dental Hygiene Program Director is evaluated annually by the Vice President of Administration or the Dental Hygiene Program Site Coordinators are evaluated by the Program Director.

The same evaluation process is used for both full-time and part-time faculty.

Reference:

- Attachment 73-SJVC Faculty Handbook 2011, pg 24
- Attachment 74-SJVC Employee Handbook 2011

2. How often and by whom will faculty be evaluated and how will the evaluative data be used? Will the evaluation include clinical as well as didactic criteria?

Evaluation of program faculty members and Program Director is based on three main areas: primary job duties and responsibilities, major accomplishments, and competencies. Each participant receives a packet of materials that outlines the steps of the process and the timeline for completing the evaluation package. Faculty members are evaluated using clinical as well as didactic criteria. Evaluations occur on a quarterly basis during the course of the year and are used as summative data for the annual review process. New Program Directors or new faculty are evaluated within the first 90 days of employment and annually thereafter. All other faculty and program directors are evaluated on an annual basis on the date of hire.

Evaluative data are used primarily for improvement of the teaching and clinical components of the program and in guiding the attainment of student learning outcomes, competencies and program goals.

3. If the criteria used to evaluate the program administrator will be different from that used to evaluate faculty members, please explain.

The DH Program Director is evaluated the same as faculty, based on the specific responsibilities assigned to this position.

4. How often and by whom will the program administrator be evaluated, and how will the evaluative data used?

The DH San Diego Program Director will be evaluated by the Vice President of Administration. Evaluation is conducted formally once per year on the anniversary date

of employment. Evaluation is based on completion of duties and tasks assigned as described in the job description for this position.

Evaluative data are used primarily for improvement of the DH program.

5. How will results of faculty members' evaluations be communicated to the individuals being evaluated?

The results of evaluations completed by the Program Director are conducted in a personal formalized meeting, which allows review and discussion of all areas of the evaluation. Faculty are given an overview of the results of student evaluations and classroom evaluations. A copy of each classroom evaluation becomes a part of the annual evaluation package given to each faculty member.

3-10 Opportunities for promotion, tenure, and development must be the same for dental hygiene faculty as for other institutional faculty.

Intent:

The dental hygiene program faculty should be granted privileges and responsibilities as afforded all other institutional faculty.

A. Description

1. Describe how this standard will implemented including faculty at distance sites, if applicable.

SJVC does not have a tenure track system. Opportunities for development and promotion are highly endorsed by the College. When positions become available, current staff have the opportunity to apply for the position as long as they meet the minimum qualifications for the position.

Support Staff

3-11 Qualified institutional support personnel must be assigned to the program to support both the instructional program and the clinical facilities providing a safe environment for the provision of instruction and patient care.

Intent:

Maintenance and custodial staff should be sufficient to meet the unique needs of the academic and clinical program facilities. Faculty should have access to instructional specialists, such as those in the areas of curriculum, testing, counseling, computer usage, instructional resources and educational psychology. Secretarial and clerical staff should be assigned to assist the administrator and faculty in preparing course materials, correspondence, maintaining student records, and providing supportive services for student recruitment and admissions activities. Support staff should be assigned to assist

with the operation of the clinic facility including the management of appointments, records, billing, insurance, inventory, hazardous waste, and infection control.

A. Description

- 1. List the support services that will be provided by the institution to the dental hygiene program, e.g., counseling, custodial, maintenance, learning resources, instructional, audiovisual.**

Support services for the DH program will include:

- Facility Manager Services
 - Maintenance and repair services throughout the campus
 - Custodial services throughout the campus
 - Copy service is available to all faculty and staff
- Learning Resource Coordinator
 - Learning Resources, library research services via the Internet
 - Tutoring services
- Information Services
 - Instructional & audiovisual equipment available to all classrooms
 - Information technology and computer support personnel
- Counseling services through ADVANTE which is offered through SJVC's insurance program
- Academic Affairs Department
 - Instructional training support through the Academic Affairs Department

Reference:

- Attachment 19-SJVC Catalog 2011
- Attachment 74-SJVC Employee Handbook 2011

- 2. Specify the amount of secretarial and clerical support that will be provided for the dental hygiene program. How many full-time positions are designated solely for the program? How much of this support, if any, will be provided by a centralized clerical/duplicating service? If a centralized service is available, describe procedures necessary for faculty to utilize the service. What support staff will be provided to manage duties related to clinic management, i.e., appointment control?**

The Dental Hygiene program will have one office manager per campus and one office and clinical assistant who are designated solely for the clinic operations. In addition to the clinical staff, there is a 1.0 FTE staff person who handles administrative assistant duties for the DH Program Director, coordinates the admissions process and acts as assistant registrar. The assistant registrar duties include administrative services and record keeping such as recording of attendance, grades, processing grade reports, admissions, financial aid processing, etc.

Secretarial and clerical support is provided to the DH program in the following ways:

- DH clinic will have one full-time clinic manager who is responsible for maintaining sterilization and radiographic lab areas, ordering clinical supplies, and related duties for the hygiene program
- DH clinic will have one full-time office manager who is responsible for patient scheduling, patient records and general office support to the Program Director

The DH Program will have one admissions advisor who provides support to the program.

Reference:

- Attachment 14-SJVC DH San Diego Budget 8.2011, **Tab 14c**, Sch#3 Staffing

3-12 Student assignments to clerical and dental assisting responsibilities during clinic sessions must be minimal and must not be used to compensate for limitations of the clinical capacity or to replace clerical or clinical staff.

Intent:

Secretarial and clerical staff should be assigned to assist the administrator and faculty in preparing course materials, correspondence, maintaining student records, and providing supportive services for student recruitment and admissions activities. Support staff should be assigned to assist with the operation of the clinic facility including the management of appointments, records, billing, insurance, inventory, hazardous waste, and infection control.

A. Description

- 1. If applicable, describe clerical and dental assisting responsibilities that students will assume during clinical sessions, to include distance sites. Provide instructional objectives and evaluation mechanisms in the separate course outline document, if applicable.**

Students are not used to provide secretarial/clerical or clinical support to compensate or replace secretarial or DH program staff.

However, during each student clinic session, one student is assigned to assist in the clinic office as part of their clinical experience. Duties involve assisting the clinic manager with patient charts and filing, patient check-in, rescheduling patients, patient chart audits and other duties typical of the front office. Students are also assigned for DH program responsibilities to assist with daily sterilization procedures and units disinfecting. Instructional objectives have been developed for these student learning objectives and sign-off sheets are required to monitor competencies.

Reference:

- Attachment 59-SJVC DH Student and Clinic Appointment Book-Example

STANDARD 4 - EDUCATIONAL SUPPORT SERVICES

Facilities

- 4-1** The program must provide sufficient and appropriately maintained facilities to support the academic and clinical purposes of the program that conform to applicable regulations.

Clinical Facilities

The dental hygiene facilities must include the following:

- a) sufficient clinical facility with clinical stations for students including conveniently located hand washing sinks and view boxes and/or computer monitors; a working space for the patient's record adjacent to units; functional, modern equipment; an area that accommodates a full range of operator movement and opportunity for proper instructor supervision;
- b) a number of clinical stations based on the number of students admitted to a class (If the number of stations is less than the number of students in the class, one clinical station is available for every student scheduled for each clinical session.);
- c) a capacity of the clinic that accommodates individual student practice on a regularly scheduled basis throughout all phases of preclinical technique and clinical instruction;
- d) a sterilizing area that includes sufficient space for preparing, sterilizing and storing instruments;
- e) sterilizing equipment and personal protective equipment/supplies that follow current infection and hazard control protocol;
- f) facilities and materials for students, faculty and staff that provide compliance with accepted infection and hazard control protocols;
- g) space and furnishings for patient reception and waiting provided adjacent to the clinic;
- h) patient records kept in an area assuring safety and confidentiality.

Intent:

The facilities should permit the attainment of program goals and objectives. To ensure health and safety for patients, students, faculty and staff, the physical facilities and equipment should effectively accommodate the clinic and/or laboratory schedule. This Standard applies to all sites where students receive clinical instruction.

A. Description

1. In what year was/will the program facility (be) constructed and/or last remodeled? What provisions exist/will exist to accommodate disabled persons? If applicable, provide the same information for distance education sites.

The San Diego DH program facility will be brand new and will be completed by October 2012. It will be in progress by the time of the April 2012 site visit. All provisions required for disabled persons will have been met by the time of completion.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 13-SJVC DH Campus Floor Plan

2. What procedures have been established for assessing program facilities and equipment in relation to current concepts of dental and dental hygiene practice? Who is responsible for the assessment and how often does/will it take place? What is the program's long-range plan for maintaining, replacing and adding equipment?

Procedures have been established for assessing program facilities and equipment in relation to current concepts of dental and DH practice. For instance, in preparation for program review, faculty and program leaders are asked to evaluate industry standards in regards to facilities and equipment. Non-essential purchase proposals are discussed during program review. A report is generated for review making recommendations for any future equipment needs based on a timetable of one, three, and five years. This information is then reflected in annual budget proposals and will be placed in the SJVC San Diego Campus and DH Program strategic plan.

Essential and/or more urgent purchase proposals can be dealt with outside of program review. Program stakeholders can propose new supplies and/or equipment purchases for the program or campus that are not a direct result of the program review process by submitting the required documentation to the Curriculum Department. New purchases fall under two categories: Curriculum Purchase and Instructional Purchase. These are often driven by changes in industry standards, programmatic accreditation expectations, compliance needs, etc.

Program facilities needs are assessed on a day to day basis to assure the facilities are conducive to the learning environment. If equipment breaks, it will be repaired or replaced. Since this item has already been justified, no further rationalization for purchase is necessary. Clinic repairs are posted to an accessible list within the DH clinic. Repair/service technicians are called to the clinic on an as needed basis in order to maintain the clinic and keep it in complete operating order. Each SJVC campus is staffed with Facility Managers and Information Services Technicians who are quick to respond and are extremely conscientious of the importance of having the clinical facilities and equipment in working order.

For additional details about purchasing, please refer to the Outcome-Based Program Review Handbook. SJVC has a complete Purchasing and Facilities Policy and Procedure Process that is accessed through SJVC's web-based Infozone. SJVC Infozone is accessible to all faculty and program staff.

Reference:

- Attachment 67-SJVC Program Review Handbook

3. How many complete, functional treatment areas are/will be there in the clinic for preclinical and clinical instruction in patient care? (An exhibit should detail the size and shape of the facilities.) If applicable, provide the same information for distance education sites.

There are 28 pre-clinic and clinical instruction areas plus one screening exam room and 4 radiology rooms. Please refer to the San Diego Campus Floor Plan.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 13-SJVC San Diego Campus Floor Plan

4. List the type and quantity of major equipment provided in each treatment area in the dental hygiene clinic and at the distance education site, if applicable.

The San Diego DH program will have 28 ADEC DH chair units with built-in Dentsply cavitrons, mounted Dentsply x-ray view boxes and ADEC operator stools available at each unit on the clinic floor. Within the screening exam room, there is an additional ADEC DH unit with a mounted Dentsply viewbox. The screening exam room is complete with either a Gendex or Siemens radiography unit. In addition, the clinical treatment area will have the following: hook-ups for intraoral cameras (1 camera for every 8 units); flat screen monitors and computers equipped with Eaglesoft practice management and clinical management software and CAESY patient education software.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 13-SJVC DH San Diego Campus Floor Plan
- Attachment 15-SJVC DH San Diego Equipment List

5. As an exhibit, identify the type and quantity of instruments and small equipment that will be available to each student. Indicate which items will be purchased by students.

The list and quantity of instruments and small equipment available to the students are listed and detailed in the equipment list and the DH Student Kit list. The student kit is supplied to the student at orientation and listed in the Approved Textbook List.

Reference:

- Attachment 15-SJVC San Diego Equipment List
- Attachment 16-SJVC DH Program Student Kit Listing

6. Identify the type, quantity and capacity of equipment that will be utilized to sterilize and disinfect instruments, small equipment and supplies.

There will be a separate sterilization room with 2 ultrasonic units, a Magna-Clave model MC autoclave, a small Pelton-Crain autoclave, and storage for small equipment and supplies. Small items, such as metal tongs, oven mittens and personal protective equipment (heavy duty nitrile gloves, masks, protective eyewear and gowns) are also provided for use in the sterilization lab.

Reference:

- Attachment 13-SJVC DH San Diego Campus Floor Plan
- Attachment 15-SJVC DH San Diego Equipment List

7. If the clinic is shared with other program(s), how many hours per week will it be used by the each program? How many treatment areas will be used each session? What procedures have been/will be established for scheduling utilization of the clinic? If applicable, provide the same information for distance education sites.

The SJVC DH San Diego facility will not be shared with any other programs.

8. Describe how students at each program location(s) will receive equivalent clinical experience. Explain the difference, should one exist, between clinic operation at the parent program and the affiliated site(s).

The SJVC DH San Diego program will be stand-alone and unaffiliated with any other location. All students will receive the same equivalent on-site clinical experience.

Radiography Facilities

4-2 Radiography facilities must be sufficient for student practice and the development of clinical competence.

The radiography facilities must contain the following:

- a) an appropriate number of radiography exposure rooms which include: modern dental radiography units; teaching manikin(s); and conveniently located hand-washing sinks;**
- b) modern processing and/or scanning equipment;**
- c) an area for mounting and viewing radiographs;**
- d) documentation of compliance with applicable local, state and federal regulations.**

Regardless of the number of machines provided, it must be demonstrated that time is available for all students to obtain required experience with faculty supervision and that acceptable faculty teaching loads are maintained.

Intent:

The radiography facilities should allow the attainment of program goals and objectives. Radiography facilities and equipment should effectively accommodate the clinic and/or laboratory schedules, the number of students, faculty and staff, and comply with applicable regulations to ensure effective instruction in a safe environment. This Standard applies to all sites where students receive clinical instruction.

A. Description

- 1. How many radiography units are/will there (be) for taking intraoral radiographic surveys? Of this number, how many are/will be separate from the general treatment area(s)? How many are/will be accessible to students in clinic? (An exhibit should detail the size and shape of the facilities.) If applicable, provide the same information for distance education sites.**

The dental hygiene clinic contains 4 radiography units plus 1 radiography panoramic unit for taking intraoral radiographic surveys. All of the units are included in the general treatment areas but are not part of the 28 operatories or treatment areas. All of the units are accessible to students in the clinic.

Reference:

- Attachment 13-SJVC DH San Diego Campus Floor Plan
- Attachment 15-SJVC DH San Diego Equipment List

- 2. With respect to equipment used for radiography instruction and practice:**

- a. Identify the type(s) and date of manufacture of the radiography units.**

The clinic will have 4 Sieman radiography units manufactured in 2012, unit manufactured in 2012, and one Gendex panoramic unit manufactured in 2012.

- b. Describe the extension tubes available for each radiography unit.**

All radiography units have 8” extension tubes.

- c. Identify the method utilized to determine whether the units are adequately filtered and collimated.**

All x-ray machines will come manufactured and installed with inherent filtration and collimated material. The x-ray machines will be registered with the State of California Department of Health Services. Periodic surveys and inspections will be conducted by a state representative. The machines will be determined to be in good working order and will be serviced on a regular basis.

- d. Identify the type(s) and quantity of manikins provided.**

Five Dentsply Rinn Dexter Manikins and 2 Columbia Dentoform pediatric manikins will be available in the clinic for instructional use and remediation.

e. Identify the type(s) and quantity of mechanical devices utilized as aids in making acceptable radiographs.

Extension cone paralleling instruments (XCP) and EEZEE-Grip film holders are used in making acceptable diagnostic quality radiographs. Students receive 1 XCP set of 3 EEZEE-Grip holders with their student kit issue. The program will also maintain approximately 6 of each on hand in the clinic sterilization area.

f. Specify the type(s) and quantity of devices which provide protection from ionizing radiation.

Each x-ray room will have a lead apron with a thyroid collar. Front and back lead aprons are worn for panoramic exposing procedures. The activator button is on the outside of the room utilizing a mirror for vision of the patient during exposure.

g. Identify the type(s) and quantity of devices utilized to monitor the emission of ionizing radiation.

Approximately 6 radiation monitoring badges will be used to monitor the emission of ionizing radiation.

If applicable, provide the same information for distance education sites.

SJVC DH San Diego will not have distance education sites.

3. What specific features in the design of, and equipment in, the exposure rooms provide protection from ionizing radiation. If applicable, provide the same information for distance education sites.

X-ray rooms will be built with 5/8" gypsum board utilized on the inside and outside walls and the walls of the rooms are separated from the rooms of the clinic. The x-ray tube will be directed away from the operatory opening with the path of the beam directed into either one of the back two corners. Activator buttons will be on the outside of the wall of the room, with the students utilizing a mirror to observe any patient movement and allowing the operator to be six feet away from the useful beam.

SJVC DH San Diego will not have distance education sites.

4. Identify the type(s) and quantity of processing equipment will be provided. If applicable, provide the same information for distance education sites.

The program utilizes one Peri-Pro II automatic developer with day light loader and an additional Gendex developer with a daylight loader.

SJVC DH San Diego will not have distance education sites.

- 5. What area is designated for mounting and viewing radiographs? How many students can be accommodated simultaneously? How many view boxes will be provided for use during patient treatment and where are they located? If applicable, provide the same information for distance education sites.**

There is a designated area for mounting and viewing radiographs. There will be 6 stations for mounting and 28 stations for viewing. Small view boxes will be located on each unit. The viewing counter will be located in the x-ray processing area.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 13-SJVC DH San Diego Campus Floor Plan
- Attachment 15-SJVC DH San Diego Equipment List

Laboratory Facilities

4-3 A sufficient multipurpose laboratory facility must be provided for effective instruction and allow for required laboratory activities. If the laboratory capacity requires that two or more sections be scheduled, time for all students to obtain required laboratory experience must be provided.

Laboratory facilities must contain the following:

- a) placement and location of equipment that is conducive to efficient and safe utilization;**
- b) student stations that are designed and equipped for students to work while seated including sufficient ventilation and lighting, necessary utilities, storage space, and an adjustable chair;**
- c) documentation of compliance with applicable local, state and federal regulations.**

Intent:

The laboratory facilities should include an appropriate number of student stations with equipment and space for individual student performance of laboratory procedures with instructor supervision. This Standard applies to all sites where students receive clinical instruction.

A. Description

- 1. How many work areas (student stations) are/will there (be) in the laboratory(s) used for instruction in dental science courses such as dental materials? If applicable, provide the same information for distance education sites.**

The dental science room in the DH area will have 36 student stations with 4 sinks to accommodate model trimmers and lathes.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 13-SJVC DH San Diego Campus Floor Plan
- Attachment 15-SJVC DH San Diego Equipment List

2. List the type(s) and quantity of equipment provided for each work area. If applicable, provide the same information for distance education sites.

The dental science room will contain two model trimmers, two lathes, five vibrators and ten dental lab engines with appropriate dental burs and trimming devices.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 15-SJVC DH San Diego Equipment List

3. List the type(s), number and location of general use equipment and instruments such as lathes, model trimmers and vibrators. If applicable, provide the same information for distance education sites.

Each dental laboratory is complete with two lathes, four model trimmers and five vibrators.

SJVC DH San Diego will not have distance education sites.

Reference:

- Attachment 15-SJVC DH San Diego Equipment List

Extended Campus Facilities

4-4 The educational institution must provide physical facilities and equipment which are sufficient to permit achievement of program objectives. If the institution finds it necessary to contract for use of an existing facility for basic clinical education and/or distance education, then the following conditions must be met in addition to all existing Standards:

- a) a formal contract between the educational institution and the facility;**
- b) a two-year notice for termination of the contract stipulated to ensure that instruction will not be interrupted;**

- c) a contingency plan developed by the institution should the contract be terminated;
- d) a location and time available for use of the facility compatible with the instructional needs of the dental hygiene program;
- e) the dental hygiene program administrator retains authority and responsibility for instruction and scheduling of student assignments;
- f) clinical instruction is provided and evaluated by dental hygiene program faculty;
- g) all dental hygiene students receive comparable instruction in the facility;
- h) the policies and procedures of the facility are compatible with the goals of the educational program.

A. Description

1. If the program depends on an extended campus facility (as defined in Standard 4-4) for the provision of basic preclinical and/or clinical education:
 - a. Identify the facilities and their distance from the programs;
 - b. State the extent to which the program is/will be dependent upon the extended campus facility.
 - c. Provide a signed copy of the formal agreements between the educational institution and the facilities.
 - d. Describe the procedures and process for student supervision, instruction and evaluation.

The SJVC DH San Diego Program does not depend on an extended campus facility for the provisions of basic pre-clinical and/or clinical education.

Classroom Space

4-5 Classroom space which is designed and appropriately equipped for effective instruction must be provided for and readily accessible to the program.

Intent:

The classroom facilities should include an appropriate number of student stations with equipment and space for individual student performance in a safe environment.

A. Description

- 1. Will classrooms be assigned exclusively to the dental hygiene program? If not, what arrangements have been made to ensure the availability of a classroom for the programs? If applicable, provide the same information for distance education sites.**

The SJVC DH San Diego facility will not be shared with any other programs.

The SJVC DH San Diego will not have distance education sites.

- 2. Indicate the capacity of the classroom(s) to be utilized by the programs. Describe the equipment available in each classroom to support instruction. If applicable, provide the same information for distance education sites.**

The material lab/lecture room will accommodate 36 students.

The equipment available in the lecture room will include:

- LCD overhead projector and projector screen
- Computer tower with 17" flat screen monitor
- 18 computer tables
- HP color printer
- Elmo projector system
- TT-02RX Hertz table instructor 8' Model #31 Trimmer
- Other tables, white boards, stool and podium

SJVC DH San Diego will not have distance education sites.

Office Space

4-6 Office space which allows for privacy must be provided for the program administrator and faculty. Student and program records must be stored to ensure confidentiality and safety.

Intent:

Office space for full- and part-time faculty should be allocated to allow for class preparation, student counseling and supportive academic activities.

A. Description

- 1. Specify the number, capacity and location of faculty and staff offices. If applicable, provide the same information for distance education sites.**

The DH Program Director will have a private office that is adequate for the needs of the Program Director. The full-time DH faculty will share an office with each faculty

member having an individual workstation. A workstation will be designated for part-time DH faculty use. There will be a Counseling / Study room that will be used by staff and individual faculty members for consultation with students when privacy is needed.

All student paper documentation will be stored in locked file cabinets in the DH Program Director office and/or DH faculty office.

The SJVC DH San Diego will not have distance education sites.

2. Describe the space available for securing student and program records. If applicable, provide the same information for distance education sites.

All students' grades and didactic records are recorded by the instructor into SJVC's permanent computerized system. The Assistant Registrar oversees the security of all student academic records. The student academic records are maintained in the College's permanent data base storage system. All student records at SJVC are kept in accordance with the Family Educational and Privacy Act of 1974 (FERPA).

All student paper documentation will be stored in locked file cabinets in the DH Program Director office and/or DH Faculty office.

The SJVC DH San Diego will not have distance education sites.

3. Describe the manner in which records of student work in the program will be maintained. If applicable, provide the same information for distance education sites.

Each student has an active program/clinical file that will be stored in SJVC's permanent computerized system. The file contains all of the program components of the student's work and progression through the program, as well as skill/competencies sign-offs. Students and faculty have the opportunity to assess the information contained in the files for remediation and in practicing for the licensure exams.

All student paper documentation will be stored in locked file cabinets in the DH Program Director office and/or DH faculty office.

The SJVC DH San Diego will not have distance education sites.

4. Describe the way in which confidentiality of and access to student records will be ensured. If applicable, provide the same information for distance education sites.

All student records at SJVC are kept in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). These regulations are designed to protect the privacy of students concerning records maintained by the College. Students may request access to those campus records which personally identify the student. The student may challenge the accuracy of the record or the appropriateness of its retention in the campus record. Student consent is needed for the release of records covered by the Act to outside parties (e.g., prospective employers) except for those agencies entitled to access under the

provisions of the Act (e.g., campus officials, other schools, federal educational and auditing officers and requests in connection with the application or receipt of financial aid).

The SJVC DH San Diego will not have distance education sites.

Learning Resources

- 4-7 Instructional aids and equipment must be sufficient for student learning. Institutional library holdings must include or provide access to a diversified collection of current dental, dental hygiene and multidisciplinary literature and references necessary to support teaching, student learning needs, service, research and development. There must be a mechanism for program faculty to periodically review, acquire and select current titles and instructional aids.**

Intent:

The acquisition of knowledge, skill and values for dental hygiene students requires the use of current instructional methods and materials to support learning needs and development. All students, including those receiving education at distance sites, will be assured access to learning resources.

A. Description

- 1. Where is the major collection of books and periodicals related to dental hygiene retained? If the major collection is housed in the central library, is a separate collection of books and periodicals related to dental hygiene retained in the program's facilities?**

SJVC has a Learning Resource Center (LRC) at each of its campuses. SJVC DH San Diego facility has been designed to accommodate a LRC where DH periodicals and reference works will be located. At the San Diego Campus, the LRC will be adjacent to the clinic. A trained campus Learning Resource Coordinator will be available to assist the DH program students in bibliographic instruction, and they can provide the necessary support to maintain and enhance the campus collection.

Reference:

- Attachment 13-SJVC DH San Diego Campus Floor Plan

- 2. Specify the hours that the library is available to students and faculty.**

The hours of operation for the Learning Resource Center (LRC) will be similar to other SJVC campuses, which is always focused around the schedule of the academic programs

offered. A typical schedule begins early in the morning and goes into the late afternoon or evening, Monday through Friday. During hours of operation, either the librarian or a trained paraprofessional will be available to assist students and faculty in their research needs and with other library services.

3. Do students and faculty have access to additional libraries and/or on-line electronic sources? If so, describe the mechanism or agreement.

Students and faculty have access to additional libraries and on-line electronic resources. These on-line electronic resources can be accessed from campus through the LRC or through any remote site that's connected to the secure College portal. SJVC provides access to the Library and Information Resources Network (LIRN) – a system which includes InfoTrac as one of the powerful databases available. Others in the system include Proquest, Credo Reference, eLibrary, Bowker databases, and the EBSCOhost databases. The LIRN system was added to the LRC in order to enable students and faculty the ability to retrieve educational resources quickly for use in teaching, research and learning. Students may also have access to additional physical libraries within the geographic area, and, they will have full access to the internet where they can tap into additional online sources.

Reference:

- Attachment 75-SJVC Library and Information Resources Network (LIRN)

4. As an exhibit, provide a list of periodicals related to dental hygiene dentistry which are available for student and faculty reference.

SJVC DH San Diego Program will have periodicals related to DH dentistry available for student and faculty reference.

Reference:

- Attachment 76-SJVC DH Listing of Current Dental-Related Periodicals and Materials

5. Describe the procedure for updating and expanding library holdings. Identify the individuals involved by name and title.

The College conducts program reviews every other year and also curriculum conferences on the off-years for each academic program. Thus, every year, Curriculum Department members, DH program leaders and faculty will meet to discuss program needs and related matters. During these meetings, library holdings are also discussed.

Recommendations are then made and the Program Director will work with members of the Curriculum Department or through the LRC Coordinator to accrue the necessary items.

Reference:

- Attachment 19-SJVC Catalog, pg 29-32, Section 6

6. Briefly describe the instructional aids used in the program, i.e., skeletal and anatomical models and replicas, slides and films which depict current techniques.

The following instructional resources will be made available for the DH program:

1. Computers with various programs – Head and Neck Program – PDRs on CD-ROM
2. Various Head and Neck Anatomy wall charts
3. Plastic skulls – which come apart into sections
4. Fletcher Manikin Head
5. Dentition charts
6. Oral Pathology slides
7. Periodontal slides
8. Training manikins for radiography
9. Typodonts with removable teeth and soft gingiva
10. Transparencies created or purchased for classes as needed
11. PowerPoint and / or video vignette

Student Services

4-8 There must be specific written due process policies and procedures for adjudication of academic and disciplinary complaints that parallel those established by the sponsoring institution.

Intent:

All policies and procedures should protect the students as consumers and provide avenues for appeal and due process. Policies should ensure that student records accurately reflect work accomplished and are maintained in a secure manner.

A. Description

- 1. Provide information concerning the institution's ethical standards and policies which protect students as consumers. What avenues for appeal and due process have been established?**

All SJVC students are expected to conduct themselves in a professional, ethical and civil manner at all times while on campus or at any time when they are representing the College. SJVC has established specific rules governing student behavior along with applicable disciplinary actions that may be taken against any student found in violation of these rules. The Student Code of Conduct, published in the Student Handbook, sets forth the behavioral standards students are expected to meet along with the College's discipline policy. By enrolling in SJVC, students agree to abide by the terms of the Student Code of Conduct.

SJVC is in compliance with all pertinent titles and sections of the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973 and all other applicable federal, state and local laws. SJVC does not discriminate on the basis of any characteristic protected by federal, state, or local law, ordinance, or regulation. Any discriminatory action should be reported to the respective Campus Director. If the Campus Director does not appropriately address a student's concern, or if a student is not comfortable in making the report at this level, notification will be sent to the Director of Graduate Services at the SJVC Corporate Office.

SJVC is committed to providing an environment that is healthy, safe, and free from all forms of discrimination and unlawful harassment, in conformance with the provisions of the Civil Rights Act of 1991, the Fair Employment and Housing Act, Title IX of the Education Amendments of 1972, and other human rights and equal opportunity laws. SJVC policy strictly prohibits the harassment of any student, staff or faculty member, or visitor to the College. Harassment is any unwelcome or unwanted conduct that denigrates or shows hostility or an aversion toward another person on the basis of any characteristic protected by law. Harassment may be verbal, visual or non-verbal, and/or physical. Examples of some of the forms of harassment include, but are not limited to: Content that is racial, sexual, or personal in nature conveyed through graffiti, verbal statements, phone calls, emails, gestures, or other means defined by law. The College absolutely forbids any form of harassment.

Any harassing conduct involving verbal or physical abuse, assault, battery, threats of violence (to include verbal harassment and intimidation) that threatens the safety or well being of any visitor or member of the College community will not be tolerated. Disciplinary action will be taken promptly against any student or employee, supervisory or otherwise, who has been found to have engaged in harassing behavior. Students will be subject to the full range of disciplinary actions contained in the Student Code of Conduct, which range anywhere from probation up to termination from SJVC, including legal prosecution, when appropriate.

If a student feels that he/she has been subjected to harassment of any kind, the student is encouraged to immediately identify the offensive behavior to the harasser, and request that it stop. If the student is uncomfortable in addressing the matter directly with the harasser, or if the behavior does not stop after having done so, the student should then discuss the matter immediately with his/her instructor. If a student does not feel comfortable discussing the matter with the instructor, the student should discuss the matter with his/her respective Campus Director.

If a student wishes to file a formal complaint on the basis of harassment, the report can be made in person or in writing. If in writing, it must be legible, dated, signed, and addressed to the appropriate Campus Director. If the Campus Director does not appropriately address a student's concern, or if a student is not comfortable in making the

report at this level, notification will be made to the Director of Graduate Services at the SJVC Corporate Office.

All complaints will be investigated promptly, impartially, and discreetly. Upon completion of the investigation, the appropriate parties will be notified of the findings.

SJVC has established the General Student Grievance Policy in order to provide for the prompt, effective, and equitable resolution of student grievances not governed by a specific policy or procedure. Under the provisions of the General Student Grievance Policy, students have the right to submit grievances, have their grievances considered by specific Campus Management, and be notified of the College's decision on the grievance. A full description of the General Student Grievance Policy is published in the SJVC Student Handbook. Any questions or additional information concerning this policy should be directed to Campus Management.

Students who have been terminated from SJVC due to unsatisfactory academic progress may appeal their termination based upon mitigating circumstances. The appeal procedure is published in the SJVC Student Handbook.

Reference:

- Attachment 32-SJVC Student Handbook 2011, pg 11, Student Code of Conduct and pgs. 12-14, Student Complaints and Grievances

STANDARD 5 - HEALTH AND SAFETY PROVISIONS

Infectious Disease/Radiation Management

- 5-1 The program must document its compliance with institutional policy and applicable regulations of local, state and federal agencies including, but not limited to, radiation hygiene and protection, ionizing radiation, hazardous materials, and bloodborne and infectious diseases. Policies must be provided to all students, faculty, and appropriate support staff, and continuously monitored for compliance. Policies on bloodborne and infectious diseases must be made available to applicants for admission and patients.**

Intent:

The dental hygiene program should establish and enforce a mechanism to ensure sufficient preclinical/clinical/laboratory asepsis, infection and biohazard control and disposal of hazardous waste.

Policies and procedures on the use of ionizing radiation should include criteria for patient selection, frequency of exposing and retaking radiographs on patients, consistent with current, accepted dental practice. All radiographic exposure should be integrated with clinical patient care procedures.

Policies and procedures should be in place to provide for a safe environment for students, patients, faculty and staff. The confidentiality of information pertaining to the health status of each individual should be strictly maintained.

This Standard applies to all program sites where laboratory and clinical education is provided.

A. Description

1. Provide policies and procedures that have been developed related to individuals who have bloodborne infectious disease(s), including applicants for admission to the program, students, patients, faculty and staff. (exhibit)

The policies and procedures are outlined in the SJVC DH San Diego Clinical Handbook which is distributed to the DH student at orientation. It is mandatory that the manual be kept in the unit for use during all clinical sessions.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 21-22, Item # 25, SJVC Policies for Infection Control

2. Describe how these policies and procedures will be implemented.

Implementation of the Minimum Standards for Infection Control at the SJVC DH Clinic is based on creating awareness for all interested parties (applicants, students, faculty, staff and patients), providing necessary equipment (PPE) and training to students, faculty and staff, utilizing a means of evaluation for students, faculty and staff, continuing to compare the policies and procedures against new regulatory standards and communicating any necessary updates or revisions.

Creating awareness for the students begins with advising applicants by providing a list of patient treatment services performed by dental hygienists. A complete listing of technical standards associated with the profession of DH is listed in the program's application packet that is mailed to interested applicants or through SJVC website where interested applicants have access to the application packet.

Training for students begins with the receipt of the Clinical Manual distributed at the program's orientation. The first week of instruction is based around learning of the various bloodborne infectious diseases followed by training on how to prevent contact with pathogens through use of standard (universal) precautions.

Personal protective equipment (fluid-resistant gowns, masks, protective eyewear, heavy duty nitrile gloves and treatment gloves) is provided to all students, faculty and staff before being assigned to clinical courses or instruction.

Daily *evaluation* of the student's aseptic protocol is accomplished throughout the clinical experience. Likewise, faculty and staff are expected to *self-monitor* and are formally observed by superiors in their ability to follow clinical policies and procedures. In the DH Clinic students are evaluated on infection control skills using Course Performance Evaluations.

Continued assessment is accomplished through comparing the DH clinic's policy and procedures to state and federal regulations on a regular basis. Formal annual training is accomplished through use of a continuing education in infection control by faculty and clinic staff and newsletters focused on California OSHA requirements (OSHA Review) complete with a quiz used for assessment purposes.

Follow-up communication is accomplished with department minutes and hands-on demonstration where necessary.

Reference:

- Attachment 28-SJVC DH Program Admissions and Application Packet, **Tab 28a**, pg 9-11, Technical Standard for Dental Hygiene Students and Dental Hygienists
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 21 SJVC Policies for Infection Control and Appendix XII pg 101, Course Performance Evaluations

3. How will these policies ensure that the confidentiality of information pertaining to the health status of each infected individual will be strictly maintained?

Confidentiality of information pertaining to the health status of each infected individual is strictly maintained by strong adherence to the mandated HIPAA guidelines. Students learn HIPAA regulations and policies in DH 114: Clinic Seminar 1. Follow up evaluation of student competence is accomplished through various course assessment tools to include Course Performance Evaluations that provide daily evaluation of student performance in the DH Clinic. Faculty and staff are trained and expected to follow procedures relating to privacy and confidentiality issues as a necessary part of their professional development and continuing education. Patient records are accessible to students and clinic staff strictly on a need to know basis.

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, pgs. 34-56, DH: 114 Introduction to Clinic Lab Course Syllabus
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 29 SJVC Policies Treating Patients and Appendix XII pg 101, Course Performance Evaluations

4. How will these policies be made available to all applicants, students, patients, faculty and staff?

Applicants are extended an opportunity to request a copy of the policy through the General Information Packet. All students are provided a copy of the policy at orientation through receipt of the SJVC DH San Diego Clinic Manual and are updated accordingly through Clinic Seminar courses as to any changes in policy. Faculty and staff receive a Clinic Manual and are asked to review the section pertaining to Infection Control before assuming clinical responsibilities. Patients are extended the opportunity to review a copy of the policy through the dental hygiene clinic's office manager.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 29, SJVC Policies Treating Patients

5. State the program's policies on:

- a) selection criteria for radiography patients**
- b) frequency of exposing radiographs on patients;**
- c) retaking radiographs; and**
- d) exposing radiographs for diagnostic purposes**

The SJVC DH Program policy regarding patient radiography treatment is outlined in the SJVC DH San Diego Clinical Manual-Proposed 2011.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 73, Appendix VII, Policy for the Control and Use of Ionizing Radiation and pg 76, Appendix VIII, Guidelines for Prescribing Dental Radiographs

6. Describe how students will acquire an understanding of radiation safety prior to exposing radiographs on patients.

Students are required to take and pass a Radiation Safety exam before exposing radiographs on manikins or patients. This exam is administered as part of the DH 11 Radiography course in Term 1.

7. Describe how patient radiographs will be utilized:

a. while patient services are being provided

Radiographs are prescribed by the clinical supervising dentist when deemed necessary for complete delivery of DH treatment. Radiographs are exposed and processed during the assessment phase of treatment and are of significant value when completing the DH diagnosis (by the supervising dentist) and DH treatment plan. In addition radiographs can be used in personalizing patient education and oral hygiene instruction.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 13, Responsibilities of Supervising Dentist, pg 73, Appendix VII, Policy for the Control and

b. for integration of radiography with clinical procedures.

Radiographs are utilized with clinical treatment procedures such as scaling and debridement to determine presence of bone loss, calculus, defective restorative margins etc. Students are taught to utilize radiographs as a road map for understanding the periodontium beneath the surface.

8. Describe the program's asepsis, infection and hazard control protocol. How will students, faculty and appropriate support staff be informed about these procedures? Describe how student, faculty and staff compliance to protocol will be monitored within the institution and affiliated sites. Provide a copy of the protocol as an exhibit.

SJVC DH San Diego Clinical Manual defines the asepsis, infection and hazard control protocol for students, faculty and staff. Posters and health bulletins will be posted throughout the DH Clinic as reference. Students, faculty and staff receive a Clinical Manual at orientation and are required to review the section pertaining to Infection Control before assuming clinical responsibilities. Patients are extended the opportunity to review a copy of the policy through the DH clinic's office manager.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 21 SJVC Policies for Infection Control, pg 28, Policies for Treating Patients, pg 44, Item 13, Student Responsibilities in a competency based evaluation system, pg 77, Para 1 Appendix IX Guidelines for Unit Setup & Breakdown During Routine Patient Care Clinics and pg 101, Appendix XII Course Performance Evaluation.

9. Describe how the institution documents its compliance with applicable regulations for radiation hygiene and protection.

All x-ray machines will come manufactured and installed with inherent filtration and combination material. The x-ray machines will be registered with the state of California Department of Health Services. Periodic surveys and inspections will be conducted by a state representative. The machines will be determined to be in good working order and will be serviced on a regular basis.

Recommendations and/or suggestions are followed up on in a timely manner with complete documentation. Faculty working in radiography labs will wear radiation monitoring badges as will any students reporting the need for tracking (pregnancy).

5-2 Students, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella,

tuberculosis, varicella and hepatitis B prior to contact with patients and/or infectious objects or materials in an effort to minimize the risk to patients and dental personnel.

Intent:

All individuals who provide patient care or have contact with patients should follow all standards of risk management thus ensuring a safe and healthy environment.

A. Description

1. How will students be encouraged to be immunized against infectious diseases?

Students are encouraged to be immunized against infectious diseases. Students are provided with formal documentation of the OSHA and CDC recommendations. Students acknowledge that lab reports from their physical examination and immunization record will be returned to the DH Program Director. All findings are made available to the student at the time of the Director/Student Review of Physical Findings. As with faculty, the College assumes the cost of the physical and all necessary immunizations.

Reference:

- Attachment 28-SJVC DH Admission and Application Packet 2011, **Tab 28a**, pg 11, Other Program Standards
- Attachment 77-SJVC DH Program General Student Physicals Acknowledgement

Emergency Management

5-3 The program must establish, enforce, and instruct students in preclinical/clinical/laboratory protocols and mechanisms to ensure the management of emergencies. These protocols must be provided to all students, faculty and appropriate staff. Faculty, staff and students must be prepared to assist with the management of emergencies.

A. Description

1. Identify and describe the location of the emergency materials and equipment which will be available for use in the dental hygiene clinic and for instruction in the management of dental office emergencies. Describe additional emergency equipment and supplies that may be accessible to the clinic and their location. Provide the program's policy to manage emergencies as an exhibit.

Emergency first aid kits will be located in the sterilization room and distinctly labeled "Emergency First Aid Kit." An emergency oxygen tank will be kept on the clinic floor throughout the day during each clinic session. Emergency eye wash stations will be strategically placed in three locations: one on the clinic floor, one in the sterilization room and one located in the Dental Material/Science Lab. An Automated External Defibrillator (AED) will also be kept on the clinic floor during clinic sessions.

Reference:

- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 47-53, Protocol for Medical Emergencies in Dental Hygiene Clinic, pg 84, Appendix XI Signs & Symptoms and Emergency Procedures

2. Describe how the emergency equipment will be monitored to assure it is functional.

The emergency equipment is monitored by the clinical supervising dentist and is the responsibility of the DH Program Director to ensure compliance of all required DH Clinic emergency equipment. The equipment is maintain and evaluated on a monthly regular basis to assure it is in proper operating condition. The emergency drug kit is evaluated on a monthly regular basis to assure drugs have not expired and are in usable condition.

Reference:

- Attachment 6-SJVC Dental Hygiene Director Job Description, pg 1, Administrative
- Attachment 78-SJVC DH Clinical Supervising Dentist Instructor Job Description, pg 1 Clinical Supervision
- Attachment 79-SJVC Facilities Manager and Network Administrator Job Description

3. Identify the materials and equipment which are or will be available for use in managing laboratory accidents. Provide the program's policy on managing emergencies in the laboratory as an exhibit.

The Dental Materials/Science Lab will be equipped with an emergency first aid kit and eye wash stations. The emergency equipment will be maintained by the Facilities Manager under the supervision of the DH Program Director/Supervising Dentist.

Reference:

- Attachment 6-SJVC Dental Hygiene Director Job Description, pg 1, Administrative
- Attachment 79-SJVC Facilities Manager and Network Administrator Job Description, pg 1, Essential Facility Responsibilities

4. If applicable, please clarify how Standard 5-3 is met at any distance education site.

The SJVC DH San Diego will not have distance education sites

STANDARD 6 - PATIENT CARE SERVICES

6-1 The program must have policies and mechanisms in place that inform patients, verbally and in writing, about their comprehensive treatment needs. Patients accepted for dental hygiene care must be advised of the scope of dental hygiene care available at the dental hygiene facilities.

Intent:

All dental hygiene patients should receive appropriate care that assures their right as a patient is protected. Patients should be advised of their treatment needs and the scope of care available at the training facility and appropriately referred for procedures that cannot be provided by the program. This Standard applies to all program sites where clinical education is provided.

A. Description**1. Describe the criteria and procedures that will be used to accept patients for treatment in the program's clinic.**

SJVC DH Clinic will extend DH services to the surrounding communities. Patients are preliminarily screened by the DH student assigned to clinical assistant rotation and the clinical supervising dentist. SJVC DH forms used to collect and record patient data during clinical sessions noted in reference attachments 2.16a through 2.16p.

Once the assessment is evaluated by the clinical supervising dentist the patient is:

- Assigned to the next student on the appropriate code/type list
- Referred to the local dental society or public dental health clinic for emergency treatment; or
- Requested to complete consent for medical consultation with physician

Reference:

- Attachment 44-SJVC DH Health History Update Form
- Attachment 45-SJVC DH Extra Oral Examination Form
- Attachment 46-SJVC DH Calculus Deposit Assessment Form
- Attachment 47-SJVC DH Informed Consent English-Spanish
- Attachment 48-SJVC DH Medical Information Release Form
- Attachment 49-SJVC DH O'Leary Plaque Index Form
- Attachment 50-SJVC DH Patient Health History English-Spanish
- Attachment 51-SJVC DH Periodontal Assessment Form NPA
- Attachment 52-SJVC DH Periodontal Assessment Form RPA
- Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish Form
- Attachment 54-SJVC DH Radiograph Prescription
- Attachment 55-SJVC DH Restorative and Missing Teeth Charting
- Attachment 56-SJVC DH Screening Exam Report
- Attachment 57-SJVC DH Services Rendered
- Attachment 58-SJVC DH Treatment Plan
- Attachment 80-SJVC DH Medical Information Release Form Universal
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 13, Responsibilities of the Supervising Dentist, pg 30, New Patient Assessment and Initial Treatment, pg 80, Appendix X Treatment Procedure Sequence-Screening Appointment

2. Describe the scope of dental hygiene care that will be available at the program's facility.

The scope of DHe care available at the SJVC DH Clinic includes:

- Medical History Assessment
- Extra/Intra Oral Examination (to include all soft and hard tissues)
- Oral Cancer Screening
- Periodontal Assessment
- Intra and Extra Oral Radiographs (adult and children);
- Oral Prophylaxis
- Scaling and Root Planning
- Periodontal Re-evaluation
- Placement of Anti-Microbial Agents
- Sealants
- Polishing (coronal or air polishing as needed)
- Fluoride Application
- Application of Desensitizing Agents
- Patient Education

Reference:

- Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish form
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 29-30, SJVC Policies for Treating Patients

3. Explain the mechanism by which patients will be advised of their treatment needs and referred for procedures that cannot be provided by the program.

At the time of the screening appointment, patients are referred for preliminary treatment needs by the clinical supervising dentist, to include but not limited to:

- treatment of emergencies - dental, periapical, periodontal or other extraction of hopeless teeth

A complete new patient assessment includes:

- health history evaluation
- extra/intra oral examination
- oral cancer screening
- restorative charting
- periodontal assessment
- radiographs (as diagnosed by the supervising dentist)
- calculus assessment
- oral hygiene assessment

The new patient assessment is completed by the assigned DH student. Upon completion of the DH diagnosis (by the supervising dentist) and treatment plan, the findings are confirmed by the clinical instructor. Patients are routinely advised of the need to see a dentist for a comprehensive dental examination and are referred for any suspicious

/abnormal findings to their personal dentist, local dental society or local public dental health clinic.

Patients acknowledge in writing they have read and received a copy of the Dental Hygiene Clinic's Policies and Procedures, which contains the scope of practice.

Reference:

- Attachment 44-SJVC DH Health History Update Form
- Attachment 45-SJVC DH Extra Oral Examination Form
- Attachment 46-SJVC DH Calculus Deposit Assessment Form
- Attachment 47-SJVC DH Informed Consent English-Spanish
- Attachment 48-SJVC DH Medical Information Release Form
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- Attachment 55-SJVC DH Restorative and Missing Teeth Charting
- Attachment 56-SJVC DH Screening Exam Report
- Attachment 57-SJVC DH Services Rendered
- Attachment 58-SJVC DH Treatment Plan Form
- Attachment 80-SJVC Medical Information Release Form Universal
- Attachment 81-SJVC DH Patient Referral Form
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 80, Appendix X Treatment Sequence

4. Describe how the dental hygiene diagnosis and treatment plans will be presented and approved. Provide relevant pages from the patient record form(s).

Upon completion of the new patient assessment, the DH student is required to analyze the data and create the DH treatment plan. After clinical assessment findings are confirmed and treatment plan confirmed by the clinical instructor and supervising dentist, the student presents the DH diagnosis and treatment plan to the patient.

In the event that the student and instructor findings differ, the assessment records are corrected and any necessary revisions are made to the diagnosis and treatment plan before presentation to the patient for informed consent signature.

Reference:

- Attachment 58-SJVC DH Treatment Plan
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 81, Treatment Sequence – New Patient Appointment

5. Explain the program's recall/maintenance/recare policies and procedures.

One of the program's strategic goals is to offer patient-centered, service-oriented oral health care while continuing to achieve the educational goals of the teaching clinic. In an effort to satisfy patients, we strive to provide comprehensive care in a timely manner and in a safe and professional environment.

- Postcard reminders are sent out by the office manager two weeks before the time patient's are due to be seen advising them it is time for recare and requesting they call the clinic to schedule an appointment.
- Unless the patient requests the DH student who provided previous treatment, the office manager utilizes a list of students in need of that patient's difficulty level.
- DH students may schedule patients for their recare treatment at the last appointment of the current active treatment plan.

At the time of the recare appointment, the following assessment procedures are performed:

- Health history review and update (new form completed and evaluated annually by the supervising dentist)
- Extra/Intra oral examination (new form completed annually, unless changes are noted)
- Oral Cancer Screening
- Restorative chart update (new form completed annually, unless changes are noted)
- Periodontal assessment
- Calculus assessment
- Oral Hygiene assessment
- Patient education
- Radiographic assessment (based on the FDA/ADA recommendations)

Upon evaluation and confirmation by student/instructor/supervising dentist, a new treatment plan is created, patient consent is signed and treatment begins.

Outcomes Assessment Measures:

1. Prior to initial assignment to a student, or transfer to another student, a patient's record is reviewed to determine the status of care.
2. Chart audits are used to assess whether treatment plans are current and care is progressing at an acceptable pace in the proper sequence. If there is any delay in treatment, the reason for the delay is well documented, and a formal delay-of-treatment form letter is sent to the patient.
3. The Clinical Coordinator maintains detailed student/patient activity files to monitor timeliness of patient care.
4. Visit Slips are reviewed at each patient visit to assess the sequence and timeliness of care.
5. A Completed Treatment Review examination is conducted on adult patients to ensure that all planned and desired care was successfully completed and to identify any outstanding care needs.

Reference:

- Attachment 20-SJVC DH San Diego Clinic Manual-Proposed 2011, pg 80-83, Appendix X Treatment Procedure Sequence

6. Exhibit: Student treatment procedures for maintenance care (recall, recare).

SJVC DH students utilize procedures outline in Treatment Sequence-Returning Patient Appointment.

Reference:

- Attachment 20-SJVC DH San Diego Clinic Manual-Proposed 2011, pg 83, Appendix X Treatment Procedure Sequence

6-2 The program must have a formal written system of patient care quality assurance with a plan that includes:

- a) standards of care that are patient-centered, focused on comprehensive care, and written in a format that facilitates assessment with measurable criteria;**
- b) an ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided;**
- c) mechanisms to determine the cause of treatment deficiencies;**
- d) patient review policies, procedure, outcomes and corrective measures.**

Intent:

The program should have a system in place for continuous review of established standards of patient care. This Standard applies to all program sites where clinical education is provided.

A. Description

1. Include a copy of the program's formal system of quality assurance.

The quality of the SJVC DH Clinic will be assured by rigorous attention to a variety of documents, including but not limited to:

- Policies and Procedures for Patient Care
- Patients Rights
- Patient Satisfaction Survey
- DH Clinical Manual

Responsibility for implementing, overseeing, and monitoring quality assurance will reside with the DH Program Director and the Supervising Dentist with responsibilities extending to DH faculty, DH Office Manager and Clinic Manager.

Every patient who is served at the DH Clinic will be asked to fill out a Patient Satisfaction Survey. The surveys are reviewed with the student and also by faculty at regular calibration/staff meetings.

The review of the clinic's quality assurance and management system, as well as any applicable documents, serve as agenda items at each DH faculty training/calibration meeting. The Advisory Board members will be asked to tour the clinic and review agenda items as part of yearly Advisory Board meetings. Campus Management meetings will also address any quality assurance issues as regular agenda items. Any changes or updates to documents as a result of these meetings will be distributed to students, staff and faculty on a regular basis.

Reference:

- Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish Form
- Attachment 82-SJVC DH Patient Rights Statement
- Attachment 83-SJVC DH Program Patient Satisfaction Survey-Example
- Attachment 20-SJVC DH San Diego Clinic Manual-Proposed 2011

2. Describe the program's standards of care and how those standards will be communicated to students, faculty and staff.

The program has outlined standards for patient care that are patient centered and focused on comprehensive care. The SJVC policies for treating patients are outlined in the DH San Diego Clinic Manual which is distributed to every student and faculty member.

The goal of quality assurance is to focus on the patient's well-being throughout the entire care-delivery process, which includes the identification of areas that may adversely affect patient care, taking corrective measures to enhance care, and assessing and monitoring those recommendations on an ongoing basis. The outcomes are threefold:

- To educate competent clinicians whom are well prepared to enter the dental hygiene profession
- To provide comprehensive DH care that is assessed by the quality assurance and plan
- To maintain an effective clinical operation.

In addition to the Program Director and the clinic staff, the supervising dentist monitors quality assurance. The dentist will work in collaboration with the Clinic Manager and the Program Director. The team will be assigned to monitor the flow of comprehensive-care and limited-care patients in the program from the patient's first visit to his/her assignment to a student and concluding with his/her treatment completion.

As part of the quality assurance program, a quarterly review of selected patient records will be conducted to assess the appropriateness, necessity, and quality of care provided. These criteria are set forth by the Patient Records policy. Chart audits are one of several methods to assess student adherence to the standards of patient care.

The SJVC DH program's standards of care are either directly or indirectly reflected in the goals, competencies, and quality assurance efforts. The standards are communicated to the students through admissions materials, course syllabi, the clinic manual and the day to day operations of the DH clinic. Existing faculty and staff review the standards through annual training, program, and departmental meetings. New faculty receives this information during their initial orientation and training.

2a. Specify how each standard of care will be assessed.

The quality assurance plan addresses how each standard of care will be assessed and the time frame in which assessment occurs. The standards of quality care are monitored through:

- Chart Check-off: All patient files will be checked to ensure that all documentation has been completed with appropriate signatures, and occurs daily
- Chart Audit: A weekly audit of a sampling of 6 patient records from an assigned pool for each 3rd and 4th term student
- Patient Satisfaction Surveys: Patients will be conducted by the patient upon the completion of the current active treatment plan
- Patient Compliment and Complaint Process: This process will be available in the clinic, and occurs on demand
- Completed Treatment Review Examination: Selected patients are identified by the student and faculty for examination, occurs on an ongoing basis as patient treatment plans are completed
- Patient Recall/Re-care Program: Patients whose treatment plan is completed are referred to the recall program for ongoing maintenance and evaluation. This occurs monthly.
- Final Disposition of Patients Report: Patients assigned to graduating students are assessed for reassignment or referral to maintenance. This occurs at the last appointment prior to students' graduation date
- Patients Awaiting Assignment: A monthly ongoing review of records of patients who have been accepted and are awaiting assignment to a student.
- Incident/Accident Report: A review of reports of incident or accident occurs quarterly or as needed
- Safety Evaluations: Ongoing evaluation of incident or accident reports occurs quarterly or as needed.
- Clinic Health and Safety Inspections: Clinics are inspected for compliance with mandated safety policy on an annual basis

Reference:

- Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish Form
- Attachment 82-SJVC DH Patient Rights Statement
- Attachment 83-SJVC DH Program Patient Satisfaction Survey-Example
- Attachment 20-SJVC DH San Diego Clinic Manual-Proposed 2011, pg 56, Appendix II DH Program Purposes and Competencies, pg 59, Appendix III ADHA Code of Ethics, pg 66, Patient Bill of Rights

3. Describe the program's quality assurance policies and procedures. Include information to describe how the faculty, staff and students will be involved in the process and their roles and responsibilities, and how frequently the process will occur. Identify instruments that will be used to collect and analyze data. Include policies and procedures that will be used to identify and correct issues of patient completion and abandonment.

As the key to the quality of the DH Program, the patient care system will include patient review policies, procedures, outcomes, and corrective measures for addressing deficiencies in patient care. The Program Director will have ultimate responsibility for implementing and overseeing the quality of the program.

Faculty, staff and students participate in the quality of the program through assignments in the clinic office, peer reviews, chart audits and other activities to ensure positive outcomes of quality assurance areas.

Quality will be maintained and changes implemented using a variety of outcomes assessment measures as monitors. These outcomes assessment measures are described below. If deficiencies are detected, the findings will be reported to the Program Director and Clinic Management Team for analysis and corrective action.

Mechanism for collecting and evaluating data:

- Chart check-offs:
 - Charts will be reviewed on a daily basis to ensure that paperwork has been completed appropriately and all required signatures and backup documentation have been obtained
- Chart audits of patient records:
 - Chart audits will be conducted on a weekly basis using a standardized evaluation instrument
 - Chart audits will be the mechanism used for ensuring compliance with the school's patient's records procedure
 - Chart audits include:
 - (a) assessing the status of patient care
 - (b) monitoring treatment plans
 - (c) assuring updated medical histories
 - (d) reviewing progress notes for completeness, legibility, and appropriate signatures
 - (e) monitoring the radiographic documentation
 - (f) reviewing the record contents
- Patient Satisfaction Surveys:
 - Patient Satisfaction Surveys will be conducted by the patient upon the completion of the current active treatment plan
 - Patients will rate the following:
 - (a) satisfaction with the dental care provided and the cleanliness of the facility
 - (b) the degree of improvement of their oral health status
 - (c) the professionalism of the staff, faculty, and students
 - The survey helps to ensure that the clinic is adhering to the Patient Bill of Rights
- Patient Comment Process:
 - The Patient Comment Process will provide a mechanism for patients to give feedback regarding compliance with the Patient Bill of Rights document and policy

- A quarterly report will be compiled from the Patient Comment Process and will be available to patients in each clinic at all times.
- The report will be used to assess clinic cleanliness, professionalism of staff, faculty, and students, and overall satisfaction of care.
- Patients requesting a personal response will be contacted within two weeks of receipt of their comments.
- Completed Treatment Review examination of patients:
 - At the completion of a treatment plan, selected patients will undergo a formal Completed Treatment Review to assess quality of care and completion of all planned care
 - This examination will identify whether the patient's chief complaint was addressed and to identify any treatment deficiencies
 - To be performed by the dental faculty team
 - The above referenced actions will be performed by the DH faculty team
- Patient recall/recare maintenance visits:
 - Upon completion of care, comprehensive-care patients will be offered assignment to the recall clinic for routine maintenance visits
 - A Completed Treatment Review examination will be conducted
 - If treatment deficiencies or new treatment needs are identified, the patient will be referred to the Clinic Manager for reassignment to a student and development of a new treatment plan
- Final Disposition of Patient's report:
 - Staff will prepare an annual report of patients who are assigned to students who will be graduating
 - Outstanding treatment needs will be identified, and each patient is reassigned to a new student
 - The patient care needs will be matched to the educational experiences needed by the new student
 - The report will ensure that all patient care needs are met
- Unusual Incident/Accident Report involving patient care:
 - Risk-management reports derived from the Unusual Incident/Accident Reports will be compiled quarterly and sent to the Program Director and DH program faculty and staff for review
- Safety Evaluation Performance Evaluations:
 - Safety evaluations will be conducted to monitor compliance with infection-control policy,
 - Student compliance with the use of barrier control, cubicle cleanliness guidelines, and sterilization protocol will be assessed
 - These evaluations will be conducted throughout the clinical experience utilizing the Course Performance Evaluations
- Facility Inspection Guidelines and Checklist:
 - A formal method will be established for annually evaluating and standardizing the safety elements in the clinic
 - The assessment includes:
 - compliance with sedation and general anesthesia guidelines

- evaluation of facility equipment (i.e., oxygen delivery, IV supplies, etc.)
- assessment of emergency and drug kits
- management of controlled substances
- appropriate record keeping.
- Treatment plan tracking:
 - All completed treatment will be tracked by the clinic computer system, which documents when each service is completed on the master Treatment Plan and on the daily Visit Slip forms
 - Through this mechanism, the supervising faculty can quickly monitor patient progress in relation to planned care
 - With consent from the patient, deviations from the plan of care will be authorized by the supervising faculty to ensure there is clinical justification for modifying the plan and that the patient's best interest is the basis for the decision

Reference:

- Attachment 20-SJVC DH Program Clinical Manual-Proposed 2011

4. Describe the process that will be used to review a representative sample of patients' records. Include forms that will be used to review patients and patient records.

Chart Audits will take place on a continuing basis.

DH 124, Clinic Seminar I, course is designed to provide instruction in dental record keeping and to monitor student record keeping. The course is offered to provide didactic instruction in proper record keeping and clinical protocol. Chart audits were made a key component of this course to emphasize the importance of documenting care and to force students to be accountable for their own record keeping. On a daily basis, a student will be assigned to the clinic office to audit charts to identify and flag problems.

In weekly increments, random records assigned to each Term 3 and Term 4 students will be audited. Additional records may be audited for a particular student or clinic session, if deemed necessary based on the findings of the primary audit.

The Clinical Manager will monitor the status of patient care, record-keeping protocols, compliance with the Health History Update protocol, the treatment planning process, radiographic documentation/review, and other quality assurance components. The Clinical Manager will give student summaries to the student's faculty advisor. The clinical instructor then gives each student a written summary indicating which records had been reviewed what the outcome was for each chart audit, and counsels the student as needed.

Any deficiencies in patient care will be noted in the patient record with a removable Post-It Note so students can make any needed corrections. Care-related deficiencies will be reported to the faculty advisor for corrective follow-up with the student. Deficiencies relating to patient management, if considered a risk to the patient or campus, will be reported to the Clinical Manager for immediate resolution. Information from the chart

audits will be analyzed by the DH Program Director, Clinic Manager, the supervising dentist and DH faculty to determine if the deficiencies is in the patient care system and, if so, make any needed corrections to that care..

Deficiencies found during chart audits typically include missing signatures of supervising faculty and tardiness with the required annual update of each patient's treatment plan. Occasionally, a finding from the quarterly audits results in improvement of clinic operations.

The program has a policy of evaluating patient care and reviewing patient records at the time treatment is rendered. Clinical faculty members evaluate patient assessment and treatment at specified times throughout the treatment sequence of the appointment. At the conclusion of each appointment, patients will be evaluated for the following:

- Subgingival calculus
- Supragingival calculus
- Roughness
- Stain
- Plaque
- Trauma

Findings will be noted on the student's Daily Evaluation of Clinical Performance forms and students are required to review the treatment area and make any necessary corrections within their scope of practice. If needed, the supervising dentist evaluates the area and renders necessary treatment.

Patients who have been scaled and root planed/debrided are scheduled to come back for a 4-6 week re-evaluation appointment at which time assessment procedures are completed and reviewed by the student and clinical faculty.

To enhance the chart audit process, peer review seminars will be a part of the current courses. Term 2 students will review patient records of Term 4 students that have previously been audited by the faculty. This exercise is designed to further emphasize the importance of accurate record keeping and quality assurance in the practice of dentistry.

Include forms that will be used to review patients and patient records.

Reference:

- Attachment 34-SJVC DH Daily Evaluation of Clinical Performance-Example
- Attachment 44-SJVC DH Health History Update Form
- Attachment 45-SJVC DH Extra Oral Examination Form
- Attachment 46-SJVC DH Calculus Deposit Assessment Form
- Attachment 47-SJVC DH Informed Consent English-Spanish
- Attachment 48-SJVC DH Medical Information Release Form
- Attachment 49-SJVC DH O'Leary Plaque Index Form
- Attachment 50-SJVC DH Patient Health History English-Spanish
- Attachment 51-SJVC DH Periodontal Assessment Form NPA
- Attachment 52-SJVC DH Periodontal Assessment Form RPA

- Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish Form
- Attachment 54-SJVC DH Radiograph Prescription
- Attachment 55-SJVC DH Restorative and Missing Teeth Charting
- Attachment 56-SJVC DH Screening Exam Report
- Attachment 57-SJVC DH Services Rendered
- Attachment 58-SJVC DH Treatment Plan
- Attachment 80-SJVC DH Medical Information Release Form Universal
- Attachment 20-SJVC DH Program Clinical Manual-Proposed 2011, pg 13-14, Responsibilities of DH Staff, pg 39-46, Dental Hygiene Program Clinical Courses and pg 101-153, Appendix XIV Course Performance Evaluations

5. Describe how patient treatment deficiencies will be identified and corrected.

The patient care system has mechanisms for determining the causes of treatment deficiencies. One mechanism is the continuous assessment and daily grading of patient treatment in the clinic. This ensures that the highest standard of care is delivered in each of the clinics.

For more complex treatment plans, designated full-time faculty members will oversee specific phases of care to ensure compliance with the standards of care.

Another mechanism for determining the causes of treatment deficiencies is the evaluation students give themselves for the care they provide. The supervising faculty evaluates and approves care before the patient will be dismissed, and in cases where care deficiencies are identified, retreatment is recommended.

Treatment deficiencies are identified through the quality assurance procedures. As each part of the plan is accomplished, all aspects of treatment services rendered will be reviewed for accuracy.

6. Describe how the program will assess patients' perceptions of quality of care. Describe the mechanisms that will be used to handle patient complaints.

The program utilizes a patient survey provided to patients at the end of the first appointment and again at the completion of treatment. The mechanism for handling patient complaints is to listen to the patient, evaluate for further action and if necessary request that the patient put the complaint in writing.

Reference:

- Attachment 83-SJVC DH Program Patient Satisfaction Survey-Example

6-3 The use of quantitative criteria for student advancement and graduation must not compromise the delivery of comprehensive dental hygiene patient care.

Intent:

The need for students to satisfactorily complete specific clinical requirements prior to advancement and graduation should not adversely affect the health and care of patients.

A. Description**1. Identify the policies and procedures that the program will use to track completed patients and to ensure that active patients are completed.**

In order to track patients with incomplete treatment, an ongoing chart review under the supervision of the office manager will be performed. Students assigned to office assistant rotation spend part of their four-hour time block going through active patient records to find uncompleted treatment. These patients are listed and follow-up with the DH student performing the treatment is accomplished by the faculty advisor.

The DH Clinic will have practice management software (EagleSoft Computerized Charting System) to assist in the tracking process. The Office Manager and DH faculty will receive initial training. Further training will be scheduled as needed and training will be provided to DH faculty and students. The outcome of utilizing the software program will be to generate lists of completed patients, as well as, patients with incomplete treatment plans. The software will have multiple uses in contributing to the overall efficiency and effectiveness of the quality assurance program and patient tracking.

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, pg 464, Approved Textbook List, EagleSoft System

6-4 The program must develop and distribute a written statement of patients' rights to all patients, appropriate students, faculty, and staff.**Intent:**

The primacy of care for the patient should be well established in the management of the program and clinical facility assuring that the rights of the patient are protected. A written statement of patient rights should include:

- a) considerate, respectful and confidential treatment;*
- b) continuity and completion of treatment;*
- c) access to complete and current information about his/her condition;*
- d) advance knowledge of the cost of treatment;*
- e) informed consent;*
- f) explanation of recommended treatment, treatment alternatives, the option to refuse treatment, the risk of no treatment, and expected outcomes of various treatments;*
- g) treatment that meets the standard of care in the profession.*

A. Description

1. **Briefly describe the dental hygiene program's written policies on patient's rights. Include a copy of the written policies as an exhibit. Describe how patients, students, faculty and appropriate staff will be informed about the program's statement of patient's rights.**

The SJVC DH Program's Patient Rights Statement, Policies and Procedures Offered and DH Clinic Manual which define the Patient Bill of Rights, which will be framed and posted in all reception areas. The DH Program written policy on patient's rights will be posted at the front desk and will be a part of the new patient paperwork reviewed with the patient at the time of the initial first appointment. Patients also are provided a written copy of the Patient Bill of Rights upon acceptance for care.

The DH students will be advised of the patient's rights when the DH Clinic Manual is reviewed in DH 14 Introduction to Clinic (Term 1). Clinical faculty and staff receive a copy of the Patient Rights and DH Policies and Procedures Offered during their new faculty orientation.

The program urges patients to participate in the improvement and maintenance of their oral health care status by providing accurate health-history information, keeping appointments and arriving on time, following through on recommended treatment and home-care instructions, and complying with the patient care requirements of the clinic.

Outcomes Assessment Measures:

- The Patient Satisfaction Survey will be regularly reviewed
- Feedback from the Patient Comment Process will be regularly analyzed
- Quarterly reviews of treatment plans and chart audits will be used to monitor timeliness of patient care

Reference:

- Attachment 82-SJVC DH Patient Rights Statement
- Attachment 53-SJVC DH Policies and Procedures Offered English-Spanish Form
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011, pg 66, Appendix IV Patient Bill of Rights

6-5 All students, faculty and support staff involved with the direct provision of patient care must be continuously recognized/certified in basic life support procedures, including healthcare provider cardiopulmonary resuscitation with an Automated External Defibrillator (AED).

Intent:

The need for students to be able to provide basic life support procedures is essential in the delivery of health care.

A. Description

- 1. Describe the program's policy regarding basic life support recognition (certification) for students, faculty and support staff who will be involved in the direct provision of patient care. Provide a copy of the policy as an exhibit.**

All DH students, DH faculty and DH Program Director will be required to be certified in CPR.

Reference:

- Attachment 7-SJVC Faculty Qualifications Table, pg 6 Dental Hygiene
- Attachment 28-SJVC DH Admission and Application Packet 2011, **Tab 28a**, pg 11, Other Program Standards

- 2. Describe how the program will ensure that recognition of these individuals is obtained and does not lapse. Provide a copy of the policy as an exhibit.**

A current log of all DH faculty and support staff credentials will be maintained. The log will record certifications and licensures along with the expiration dates. At the beginning of each term, the DH Program Director will review the log. Each student, will produce his/her CPR certification at the beginning of each term. Any DH faculty, support staff or student whose certification expires within the next 4 months will be required to take the necessary training to renew certification before the actual expiration occurs.

Reference:

- Attachment 6-SJVC Dental Hygiene Director Job Description, pg 1, Administrative Faculty Qualifications Table, pg 6 Dental Hygiene

- 3. Are exceptions to this policy made for persons who are medically or physically unable to perform such services? If so, how will these records be maintained by the program?**

The SJVC DH San Diego Program will have no exceptions to the policy requiring certification. Certification to deliver basic life support is part of the required continuing education for licensure in the State of California.

6-6 The program's policies must ensure that the confidentiality of information pertaining to the health status of each individual patient is strictly maintained.

Intent:

The program should have a system in place to ensure patient confidentiality. The use of student employees as secretarial staff does not preclude the essential need for patient confidentiality.

A. Description

- 1. Describe how confidentiality will be maintained regarding each patient.**

The SJVC DH San Diego Program will protect the privacy of patient health information and will maintain records in accordance with State of California law.

Every student, staff, and faculty member will receive instruction in confidentiality of patient information through course instruction, orientation, ongoing in-service training, and other forms of communication. Any breach of confidentiality may result in severe disciplinary action and is grounds for dismissal of personnel.

Patient records used in the billing process and in the master patient-record room will be secured before, during and after business hours so that only authorized persons can access them.

Confidentiality regarding each patient is based on a “need to know” basis for the following individuals/groups:

DH Office Manager:

- Will be responsible for maintaining the confidentiality of information pertaining to the health status of each individual patient
- The procedures used to ensure this process will be:
 - Files are kept in close proximity to the office manager’s work station within the front office
 - When the office manager or appointed staff (clinic manager) are not present in the front office, patient files will be stored in locked file storage units
 - Daily schedules containing students’ and patients’ names are kept in a confidential folder in the faculty office
 - At end of day, all patient files will be secured and locked in file storage units in front office

DH Program Director, Clinical Supervising Dentist, Clinic Manager and D H Faculty:

- The DH faculty members are responsible for maintaining the confidentiality of information pertaining to the health status of each individual patient. Below are the procedures used to ensure this process will be followed:
 - Voices will be kept low when discussing patient conditions and treatment needs on the clinic floor
 - Patients’ names will not used when discussing cases in didactic classroom setting or to groups of students not directly involved in the patient treatment
 - At the end of the day, all patient records handled by faculty on any given day are secured and locked in file storage units in front office
 - A unit of instruction within the first clinic seminar course (DH 24 Clinic Seminar 1) will be devoted to covering curriculum based on HIPAA protocol and procedures.
 - In order to pass the course, students must be able to pass a quiz based on HIPAA procedures and guidelines

Students:

- Students assume responsibility for professional judgment and ethical conduct throughout the program. The DH faculty members will determine specific opportunities for students to demonstrate competency in this area.

- Examples may include:
 - Clinical Practice (DH 123, 134, 143) – Daily Evaluation of Clinical Performance evaluates students in the area of “professionalism” throughout each clinic session
 - Oral Radiology (DH 11) – Radiation Safety Examination
 - Clinical Practice (DH 143) – OSCE Station “Ethical Dilemma”
 - Legal and Ethical Responsibilities (DH 46) – Professionalism paper using Kolb’s Model and Ethical Case Studies worksheet assignments; Unit on HIPAA and examination
 - Clinical Practice (DH 123, 134, 143) – Office assistant rotation duties
 - Students will have access to patients on a need to know basis

Reference:

- Attachment 41-SJVC DH Program Curriculum Document, reference Table of Content for Course Syllabus applicable pages
- Attachment 20-SJVC DH San Diego Clinical Manual-Proposed 2011

Conclusions and Summary of the Self-Study Report

The preparation of the Initial Accreditation Application for the San Joaquin Valley College (SJVC) San Diego Dental Hygiene Program has been a valuable experience. The effort required collaborative involvement of SJVC Dental Hygiene content experts as well as the support of most departments at San Joaquin Valley College.

The following is a summary of the program’s strengths and weaknesses in the specific areas determined through the self-study process.

STANDARD 1 - INSTITUTIONAL EFFECTIVENESS

- 1. Assess the effectiveness of the program’s planning and assessment process and how this has contributed to the betterment of the program.**

STRENGTHS:

The College has appropriately analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the San Diego Campus. The College assures that the activities undertaken at that location are accomplished with acceptable quality.

The program has a defined mission, philosophy and statement of program goals that support the mission of the College. The strategic plan for the program is well developed and is linked to the Institutional Master Plan of the College. The College is dedicated to developing a quality program and to build a group of faculty and staff who conduct the necessary research and evaluations to support a continuous cycle of review and improvement.

The College has a well developed structure that will provide necessary expertise and financial support to the program. The SJVC DH San Diego Campus will be included in its well defined Program Review process and regular Institutional Effectiveness meetings as well as periodic institution-wide self-studies and strategic planning efforts.

SJVC has offered a successful DH Program in Visalia since 1997 with the Rancho Cucamonga Extension operating since 2001. The DH San Diego program will take advantage of the foundation of this program and also will contribute to the betterment of the program.

WEAKNESS:

No apparent weaknesses.

2. Assess the adequacy and stability of the program's fiscal support as anticipated over the next several years.

The College has secured the necessary funding required to start the San Diego campus and DH Program operations. The budget projections properly include the facility expenses, which is comprised of remodeling costs, student recruitment, employee support services, start-up capital costs, student textbooks and lab supplies, and faculty and administrative salaries with benefits. The budget projections also include the expenditures required to support the educational programs to be offered including student learning outcomes and student services. The budgets also reflects the College's projected source of on-going revenue derived from student tuition payments which will sustain the campus and ultimately support the financial stability of the institution.

SJVC follows accepted accounting principles and good internal control procedures. The Chief Financial Officer and the Vice President of Student Financial Services provide effective oversight of finances and student financial aid. SJVC's financial and statistical data is reviewed on a monthly basis by the Senior Management and campus directors.

The institution has the financial resources required to sustain the program on a continuing basis. The program has the ability to employ an adequate number of full-time faculty, purchase and maintain equipment, and procure supplies, reference material and teaching aids as reflected in the budget. Financial allocations ensure that the program is in a competitive position to recruit and retain qualified faculty. Annual budget appropriations will provide for innovations and changes necessary to reflect current concepts of education in the discipline.

Strategic planning and the subsequent budget formation is an ongoing process. The operating budget of the College directly provides a link for internal support of San Joaquin Valley College's specific goals for current and future operation. It is both a tool for evaluating financial performance and an important aid for communication.

WEAKNESS:

None apparent.

3. Assess the degree to which current financial support permits or inhibits the achievement of program goals

STRENGTHS:

As evidenced by the budget planning and allocation process, the current financial support permits the achievement of program goals in the DH program.

WEAKNESS:

None apparent.

4. Evaluate the effectiveness of the professional community in providing assistance to faculty in meeting the objectives of the dental hygiene program on a continuing basis.

The San Diego community offers direct access to many community resources available to support the DH program. One of the methods to involve the professional community in the SJVC DH San Diego Program is through the program's Advisory Board. The board will be well developed prior to initial construction of the DH facility and will be encouraged to offer recommendations. The board will consist of individuals with experience and expertise representing a cross-section of the dental profession and dental education community as well as community members at large. The ongoing purpose of the Advisory Board is to focus on issues to assure program quality and relevance to current dental hygiene occupational standards and practice.

WEAKNESS:

A formal DH San Diego Advisory Board is currently being developed and not yet established.

The new SJVC DH San Diego Program Director is well established in the Southern California dental community and plans to use her connections to build a strong and effective DH San Diego Advisory Board. The Advisory Board will have contributed recommendations prior to the schedule pre-enrollment site-visit.

5. Evaluate the effectiveness of the liaison mechanism in providing information on dental and dental hygiene practice and employment needs.

The liaison mechanism (DH Advisory Board) is a very effective resource to maintain the relationship with the college and the professional community. The Advisory Board in

SJVC's current DH Program in Visalia and Rancho Cucamonga has participated in developing DH Program Director justifications for new and specific types of equipment, instruments and practices. It is expected that DH San Diego Advisory Board will also be effective in providing relevant information on dental and dental hygiene practice as well as employment needs.

All DH faculty will be encouraged to participate in the local dental hygiene association.

WEAKNESS:

A formal DH San Diego Advisory Board is currently being developed and not yet established.

STANDARD 2 - EDUCATIONAL PROGRAM

- 1. Evaluate the admission criteria in terms of its ability to identify students with the potential for completing the curriculum and performing dental hygiene services with competence and efficiency.**

STRENGTHS:

SJVC has adopted and adheres to admission policies that are consistent with its mission and which specify the qualifications of students appropriate to the DH Program. The admission policies made available to the public are consistent with those required by other higher education institutions. This eligibility requirement will continue to be fulfilled at the San Diego Campus. Admission of students into this program will be based upon their ability to meet the institutional and program specific admissions requirements of the DH program, which are published in the College Catalog and are easily accessible on the College website.

WEAKNESS:

None apparent.

- 2. Appraise the policies and methods that will be used to ensure that students exempted from courses in the dental hygiene curriculum have met achievement standards which equal or exceed those expected of students who complete courses in the usual manner.**

STRENGTHS:

The program does not plan to exempt students from courses in the DH curriculum. However, policies and procedures are in place to ensure that students who may need to take a leave of absence from the program can re-enter the program and complete courses with the same achievement standards as students in their initial cohort group. Likewise, if a student has demonstrated a weakness in a certain skill or topical area, procedures are in place to immediately put the student on a remediation plan to achieve the required achievement standards.

WEAKNESS:

None apparent.

3. Assess the population resources to provide a broad range of population characteristics.

STRENGTHS:

The San Diego geographic area is diverse. The potential patient population available from surrounding community resources consists of a good number of nursing homes, retirement and life care facilities, elementary schools, public health clinics and military bases. The nursing homes and life care facilities are used as target groups in the course, Community Oral Health. The school districts are used as a resource for providing dental health education projects in Community Oral Health as well as providing the opportunity for student to meet the youth and adolescent competencies. Development of relationships with will school districts will allow children to access the clinic for sealants, cleanings and radiographs on a regular basis.

WEAKNESS:

None apparent.

4. Evaluate the extent to which the program goals and objectives will provide for the ongoing inclusion of scientific advancement and innovations in dental hygiene practice and health care systems.

STRENGTHS:

The program curriculum identifies the dental hygiene fundamental knowledge and competencies that will be included in the curriculum based on the program goals, resources, current dental hygiene practice responsibilities and other influencing factors. Curriculum documentation will be reviewed and revised through regular faculty review/calibration meetings and through the formal SJVC outcomes-based Program Review process in order to accurately reflect instruction being provided as well as include new concepts and techniques taught in the program.

WEAKNESS:

None apparent.

5. Assess the extent to which course descriptions and objectives reflect the content delineated in the respective topical outlines.

STRENGTHS:

The DH San Diego Program has a curriculum developed by the DH faculty to successfully prepare the graduate for the National Dental Hygiene Board Examination, and State or Regional Board Examinations. Program goals and course objectives are designed and directed towards the success of the graduate and the quality of instruction. On a routine basis, curriculum review and revisions are implemented to update and enhance the student learning outcomes at the program and course level. Course

descriptions and objectives are in alignment with the overall goals for the program or course.

The curriculum contains appropriate learning goals, course objectives, clinical assignments and competencies required for the DH profession. The curriculum matches the competencies required for the dental hygienist. The instructional plan shows that appropriate learning objectives and experiences are in place for each course in the curriculum.

WEAKNESS:

None apparent.

6. Explain the rationale/philosophy for the overall curriculum sequence.

STRENGTHS:

The overall curriculum sequence in the program is appropriate for the achievement of the learning objectives. The implementation of a structured curriculum plan has ensured the learning progression of the dental hygienist in attaining the knowledge and skills necessary to deliver optimum quality patient care. Curriculum objectives are planned to enable the learner to:

- Synthesize knowledge acquired from biological, social, and psychological studies
- Develop DH skills by progressing through structured learning activities
- Utilize acquired knowledge and skills in clinical areas
- Participate as a member of the dental team to provide optimum care through all phases of treatment
- Apply principles of DH quality control in varied practice settings
- Demonstrate the development of ideals, accountability, and a professional attitude
- Assume responsibility for own learning through self-assessment of educational needs and use of problem solving processes

WEAKNESS:

None Apparent.

STANDARD 3 - ADMINISTRATION, FACULTY AND STAFF

1. To what extent does the program administrator have authority commensurate with his/her responsibilities to support the goals and objectives of the dental hygiene program?

STRENGTHS:

The size of the college with so few administrative layers permits a close relationship between the DH Program Director and the decision making administrative management group. The Program Director will have easy access to the administration of the college for discussion and decisions concerning the needs of the program. Decisions are made

quickly and efficiently. The administration of the college has given the Program Director the authority to make decisions within the program that will support the goals and objectives of the DH program on a daily basis.

The Program Director will have the authority to contribute to the development of the budget, recommend revisions, recommend expenditures, and monitor the program budget on a routine basis. The Vice President of Administration and the Chief Financial Officer also participate in this process. The DH Program Director has responsibility for continuous program coordination, evaluation and on-going development of the DH program within the organizational structure of San Joaquin Valley College.

WEAKNESS:

None apparent.

2. Evaluate the adequacy of the number of program faculty, and scheduling flexibility to achieve program goals.

STRENGTHS:

SJVC has well defined faculty qualification requirements to ensure that faculty is will be qualified through appropriate licensure, education and clinical competence. The SJVC DH San Diego Program Director meets CODA and SJVC DH Program requirements and will oversee the recruitment of qualified faculty.

The program development has considered curriculum sequence, classroom and equipment requirements to ensure faculty numbers and schedules will provide efficient and effective use of all resources.

Ratios in the didactic courses and in the clinic will be monitored and kept in alignment with established requirements. There will be appropriate number of program faculty to support the program. Work-load schedules for the faculty allows time for student contact, remediation, class planning, and professional development. Work assignments will also allow time for faculty to be involved in governance, planning and quality assurance.

The College will stay competitive with salary and work-load formulas in similar programs.

The College places special emphasis on developing and allocating funding to support new hires and existing staff.

WEAKNESS:

None apparent.

3. Assess the extent to which provisions for faculty appointments will ensure that faculty will have non-teaching time to evaluate the program and institute changes on a continuing basis.

STRENGTHS:

Each faculty member in the DH program will be given additional hours on a daily and weekly basis for non-teaching activities, meeting time, student advising, curriculum development, and staff meetings.

WEAKNESS:

None apparent.

- 4. To what extent will faculty/student ratios during laboratory, preclinical, and clinical sessions provide individualized instruction, provide for maximum protection of patients and allow evaluation of the process as well as the end result?**

STRENGTHS:

The faculty to student ratios for preclinical, clinical and radiographic sessions do not exceed one to five, and laboratory sessions in the dental science courses do not exceed one to ten to ensure development of clinical competence and to ensure maximum protection of the patient.

With a faculty/student ratio of 1:5, our patients will receive excellent care while in the clinic. The policies and procedures that will be implemented ensure that patients will be treated in a considerate, respectful, non-discriminatory and confidential manner. Ethical and legal aspects of treatment and patient care will be documented and maintained in patient records.

The optimal faculty/student ratios will allow time for more individualized attention so that the optimal teaching and learning environment can be achieved. The small group allows for concentrated dialogues and enhances opportunities for collaboration, evaluation, assessment, and calibration activities to occur.

WEAKNESS:

None apparent.

- 5. Compare the program faculty's opportunities to continue professional development with those of other institutional faculty in terms of release time and financial support.**

STRENGTHS:

SJVC is committed to providing staff and administrative employees with professional development opportunities at all levels. In-service training occurs regularly and will include training in such areas as computer technology, supervisory, diversity, teaching methodology, learning styles, etc. Some of the training will be program generated and some will be provided through and under the direction of the Director of Instruction. Specialized training opportunities will be designed to keep DH Program faculty and staff up-to-date on specific content areas and responsibilities. The DH San Diego Program budget has allocated money for these purposes.

Opportunities for continued personal and professional development will also be provided as is appropriate for accreditation and growth as well as to maintain effectiveness and excellence. Faculty members and staff who participate in on or off campus training programs will have direct input in the selection, planning and evaluation of these opportunities.

In addition to the internal professional development seminars and workshops provided by the college, SJVC requires faculty and program directors to maintain current licensure and keep up-to-date on changes within the field. Faculty and Program Directors will be encouraged to attend conferences, participate in external professional development opportunities - including topical training sessions, and to be actively involved in professional organizations and groups. Work release is given to faculty to attend these events.

WEAKNESS:

None apparent.

6. Evaluate the adequacy of support services available to the program.

STRENGTHS:

There will be sufficient qualified institutional support personnel assigned to the program to support both the instructional program and the clinical facilities in order to provide a safe environment for the provision of instruction and patient care.

Maintenance and custodial staff will be available to meet the unique needs of the academic and clinical program facilities. Faculty will have access to instruction support in the areas of curriculum, student advising and counseling, computer training, instructional resources and educational psychology. There will be adequate secretarial and clerical staff to assist the Program Director and faculty in preparing course materials, correspondence, maintaining student records, and providing supportive services for student recruitment and admissions activities. Appropriate support staff is assigned to assist with the operation of the clinic facility including the management of appointments, records, billing, insurance, inventory, hazardous waste, and infection control.

WEAKNESS:

None apparent.

STANDARD 4 - EDUCATIONAL SUPPORT SERVICES

- 1. Assess the adequacy of the program's clinical, laboratory and radiography facilities (on-campus and extended campus), i.e., storage, safety, provision of adequate learning experiences.**

STRENGTHS:

SJVC has designed adequate and appropriate facilities to support the academic and clinical purposes of the DH program that are in conformance with applicable regulations. The radiography facilities will allow excellent attainment of program goals and objectives. Radiography facilities and equipment will effectively accommodate the clinic and/or laboratory schedules, the number of students, faculty and staff, and comply with applicable regulations to ensure effective instruction in a safe environment.

An adequate multipurpose laboratory facility is designed for effective instruction and will allow for all required laboratory activities. The lab's placement and location of equipment will be conducive to efficient and safe utilization; student stations that are designed and equipped for students to work while seated will include adequate ventilation (exhaust) and lighting, necessary utilities, dust collection equipment, storage space, and an adjustable, comfortable chair; and, documentation of compliance with applicable local, state and federal regulations will be posted.

WEAKNESS:

None apparent.

2. Evaluate the comprehensiveness, diversity, currency and quality of the texts and periodicals pertaining to dentistry and dental hygiene that will be available for use.

Instructional aids and equipment, and institutional library holdings will include, or provide access to a diversified collection of current dental, DH and multidisciplinary literature and references necessary to support teaching, student learning needs, service, research and development.

SJVC has established Program Review and Curriculum Conferences process that provides the program faculty to periodically review and select textbook, instructional aids, and library resources for acquisition. SJVC DH San Diego will be included in this review process.

Students and faculty will have access to libraries and on-line electronic sources. These on-line electronic sources will be accessible from the campus or through a remote site for accessibility for home study. The College uses the Library and Information Resources Network (LIRN) system. This system enables students and faculty the ability to retrieve educational resources quickly for use in teaching, research and learning. The LIRN database contains over 900,000 sources of different types of information. In addition, the Info Track system as a stand-alone product is a sophisticated database with over 2,500 journals and periodicals that can be assessed on-line.

All SJVC faculty, staff and students are encouraged to identify subject titles that would be appropriate for the college constituency.

WEAKNESS:

None apparent.

3. Assess the budget available to purchase instructional aids and equipment.

STRENGTHS:

The budget available for instructional aids (learning resources) and equipment is more than adequate for the DH program. The college administration, working with the DH Program Director and faculty will strive to create a quality DH program. The college will furnish the program with state-of-the-art equipment and instructional aids.

WEAKNESS:

None apparent.

STANDARD 5 - HEALTH AND SAFETY PROVISIONS

1. Assess the effectiveness of the institution's policies and procedures in ensuring a safe environment for patients, students, faculty and staff: a) infectious diseases; b) ionizing radiation; and, c) sterilizing and disinfecting equipment and procedures in relation to practicing current infection and hazard control.

STRENGTHS:

The DH program has policies and procedures in place to effectively ensure a safe environment for patients, students, faculty and staff. The program faculty and staff will through adhere to policy regarding radiation safety and the weekly monitoring of sterilization equipment, this will maintain a safe environment for patients and students. OSHA updates are reviewed on a regular basis. When necessary changes to existing procedures required, they will be expedited through excellent communication at regular program meetings.

WEAKNESS:

The SJVC DH San Diego Program Director has determined that to better ensure methodical adherence to a safe environment, the currently developed safety control procedures need to be formalized into a single Safety Assurance Manual. The development of a comprehensive manual will include location, type and maintenance policy of emergency equipment in one spot for quick reference. The manual will provide a references during comprehensive review and training of new faculty and staff.

The single source Safety Assurance Master Manual will be available at the pre-enrollment site-visit and will have a mechanism for regular up-date and review. It will also be discussed with the Visalia and Rancho Cucamonga Co-Program Directors for implantation on these campuses.

- 2. Evaluate the adequacy of the emergency equipment and materials in relation to instruction in managing dental emergencies. Assess the effectiveness of the program's policy to manage emergencies which might occur.**

STRENGTHS:

Emergency equipment and materials for managing dental emergencies are included in the facility design and equipment list. The equipment and materials and procedures will be monitored on a regular basis by the clinical supervising dentists and updated or serviced as needed. Preparedness for any emergency situation is a chief part of the emergency management policy and is an essential part of student training. Oxygen tanks will be inspected regularly. Prescription drugs are evaluated and replaced as needed.

The procedures for the SJVC DH San Diego Program will be the same for handling emergencies as they are now in place at the current SJVC DH Program in Visalia and Rancho Cucamonga. Although the number of emergencies has been few, when needed, the program procedures for handling emergencies have been excellent. Emergency procedures are reviewed with students throughout the program through medical emergency roll playing skits and practice drills. Faculty, staff and students will be current with CPR certification in the event it is needed.

The dental emergencies equipment and materials will be well organized and be located on the clinic floor with easy access to handle any emergencies that may occur.

A Health and Safety Committee will be developed at the San Diego Campus and will provide an independent review of the DH Program and campus health and safety policy and procedures.

WEAKNESS:

None apparent.

STANDARD 6 - PATIENT CARE SERVICES

- 1. Evaluate the extent to which the program will be able to provide quality dental hygiene care.**

STRENGTHS:

The DH program has developed a quality assurance system to prevent the fragmented and/or incomplete DH care for patients. Several aspects of the plan will ensure that recall/recare activities occur to monitor patients. These processes provide follow-up for those patients who need to continue care after a student graduates or for those cases in which the patient has lapsed in continuing treatment appointments.

The entire DH program is designed to not only train future dental hygienists, but to provide safe and quality care of patients. Supervision of students at defined faculty/student ratios of 1:5 during clinic practice courses will ensure that patients receive quality care. Ongoing training of faculty, staff and students will occur on a regular basis so that all of the tenants of patient treatment are properly administered.

WEAKNESS:

Although all processes and steps are defined and documented as part of the instruction and training of students, a single and separate clinic master document would be useful. A Quality Assurance for Patient Care Master Document will assist when comprehensive reviews are scheduled and will also provide easy reference for training as new faculty and staff are added to the program.

The single source Quality Assurance for Patient Care Master Document will be available at the pre-enrollment site-visit and will have a mechanism for regular up-date and review. It will also be discussed with the Visalia and Rancho Cucamonga Co-Program Directors for implantation on these campuses.

- 2. Assess how the program will ensure the continuous basic life support recognition of all students, faculty and staff who will be involved in the direct provision of patient care.**

STRENGTHS:

There are streamlined policies and procedures in place to ensure that all students, faculty and support staff, involved with the direct provision of patient care, will continuously be certified in basic life support procedures, including cardiopulmonary resuscitation. All faculty, staff and students will have current CPR certification. Regular review of expiration dates will be done to ensure full compliance.

WEAKNESS:

None apparent.

The following is a list of contributors to this initial accreditation application:

DENTAL HYGIENE PROGRAM

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Leslie Nazaroff, RDH, DrPH, Dental Hygiene Co-Director, Rancho Cucamonga Campus

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SUPPORT TEAM

Carol Crosson, MS, Associate Vice President – Administration

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