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| **Program**  | *DENTAL HYGIENE* | *Rev. April 2011* |

**ALIGNMENT STATEMENTS**

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| **Program Statement of Purpose**A concise statement outlining the purpose of the program, who it serves, in what ways, and with what result. Include a one-two sentence explanation of how this program’s purpose aligns with SJVC’s mission.  | **Exemplary*** Identifies stakeholders
* Clear and concise
* Specific to the program (identifies what it does that separates it from others)
* Aligned and consistent with the SJVC mission statement
* Aligned with professional organization and program-specific bodies, if applicable
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| Purpose: The purpose of the ***San Joaquin Valley College*** dental hygiene program is to provide the student with knowledge, skills and experiences necessary to become a competent registered dental hygienist who desires professional growth and life-long learning |

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| Values AlignmentThe Core Values at SJVC are: Success, Diversity, Community Involvement, Integrity, Excellence and Lifelong Learning.Include a one-two sentence explanation of how this program aligns with SJVC’s values. | **Exemplary*** Clear and concise
* Specific examples are given
* Aligned with professional accreditation standards, if applicable
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| Values Alignment: TTt The Dental Hygiene program supports the core values of SJVC by providing the student with the knowledge and skills to be successful in the workplace. The DH clinic serves a diverse community. In addition, the DH students are required to do community service to local schools and target groups. The DH clinic in Visalia provides a sealant clinic for migrant children in conjunction with the school nurse. The Rancho Cucamonga campus collaborates with the “Give Kids a Smile” program. Integrity and professionalism are the core of the student’s patient experiences. Lifelong learning is encouraged by joining our professional association and required to renew a state license. |

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| Institutional Learning OutcomesThe Institutional Learning Outcomes (ILOs) at SJVC apply to all students (and employees) regardless of program or position. Our ILOs include having graduates who are confident, educated, professional, skilled, citizens, and communicators.Include a one-two sentence explanation of how this program aligns with SJVC’s ILOs. | **Exemplary*** Clear and concise
* Specific description is given
* Aligned with professional accreditation standards, if applicable
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| ILO Alignment:The DH clinic provides the students with the opportunity to practice their communication skills. They see a diverse variety of patients-from senior citizens to pediatric patients and every age between. Many of our patients are non-English speaking which teaches our students to use methods of communication other than verbal. Citizenship is built through their community projects. |

**OUTCOMES**

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| **Program Outcomes**Program Outcomes (PLOs) are the detailed and specific statements about what a student will be able to demonstrate upon completion of the program.Once data are collected on the outcomes that are aligned to these goals, you can illustrate how well each program is contributing to meeting higher level organization goals and strategic planning initiatives.List your Program Outcomes below: | **Exemplary*** Observable and measurable
* Program- specific
* Aligned with SJVC ILOs
* Aligned with standards presented by respective professional organizations, if applicable
* Use action verbs
* 3-5 outcomes listed
* Outcomes focus on student learning
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| PLO 1 | Identify each patient’s physical and oral health status by collecting patient data through a process of comprehensive patient assessment procedures |
| PLO 2 | Analyze assessment findings and use critical thinking in order to address the patient’s dental hygiene treatment needs |
| PLO 3 | Establish a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health |
| PLO 4 | Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health |
| PLO 5 | Measure the extent to which goals identified in the dental hygiene care plan are achieved |
| PLO 6 | Complete and accurately record all documentation relevant to patient care  |
| PLO 7 | Complete and accurately record all documentation relevant to patient care |
| PLO 8 | Interact with the dental community and professional organizations for professional growth and lifelong learning  |

**ASSESSMENT PROCESS**

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| **1. Delivery of Outcomes** Describe what students do to master the learning outcomes. Indicate all the ways in which students are provided the opportunity to master the learning outcomes. (See Program Curriculum Map).* When you identify where the opportunity for the learning resides, you can better determine whether the outcomes will be met in the opportunity provided
* This also ensures that you have provided an opportunity for the outcome to be developed, rather than just expecting it to be mastered without actually planning for it to be mastered
* Identifying where and how outcomes are delivered also provides reviewers with opportunities to identify where that outcome may be evaluated
 | **Exemplary*** Each outcome is provided several opportunities for development before mastery
* Each outcome is provided several types of delivery methods
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|  | Courses | Delivery Methods |
| PLO 1 Identify each patient’s physical and oral health status by collecting patient data through a process of comprehensive patient assessment procedures | DH 4 | Lecture, videos, literature review |
| DH14 | Lecture, PPT, Study models, Homework |
| DH10 | Lecture, PPT, Workbooks |
| DH110 | Workbooks, tooth carvings, tooth ID exercises, tooth drawings |
| DH114 | Demonstrations, Practice on typodonts and partners, Partner experience |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| Outcome 2 Analyze assessment findings and use critical thinking in order to address the patient’s dental hygiene treatment needs | DH11 | Lecture, PPT, group activities, role playing |
| DH111 | Standard and digital X-rays on Dexters, partners and patients; landmark and technique evaluation on all films ; Timed tests; Lectures |
| DH4 | Lecture, videos, literature review |
| DH10 | Lecture, PPT, Workbooks |
| DH110 | Workbooks, tooth carvings, tooth ID exercises, tooth drawings |
| DH14 | Lecture, PPT, Study models, Homework |
| DH12 | lecture, PPT, Workbooks |
| DH114 | Demonstrations, Practice on typodonts and partners, Partner experience |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| Outcome 3 Establish a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health | DH13 | lecture, PPT, Role-playing; Projects |
| DH11 | Lecture, PPT, group activities, role playing |
| DH111 | Standard and digital X-rays on Dexters, partners and patients; landmark and technique evaluation on all films ; Timed tests; Lectures |
| DH14 | Lecture, PPT, Group activities, Homework; Learning activities |
| DH114 | Demonstrations, Practice on typodonts and partners, Partner experience |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| Outcome 4 PLO 4 Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health | DH114 | Clinical practice on typodonts, partners; Observations; Partner experience; skill offs; performance evaluations |
| DH14 | Lecture, PPT, Group activities, Homework; Learning activities |
| DH11 | Lecture, PPT, group activities, role playing |
| DH111 | Standard and digital X-rays on Dexters, partners and patients; landmark and technique evaluation on all films ; Timed tests; Lectures |
| DH20 | Lecture, PPT, CD's |
| DH120 | Lab exercises; clinical practice on partners; skill offs; Performance evaluations |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |

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|  | Courses | Delivery Methods |
| Outcome 5 Measure the extent to which goals identified in the dental hygiene care plan are achieved | DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH132 | Alginate impressions and plaster models; placement of restorative work on typodont; skill offs on restorative materials, use of oral camera to recognize dental restorations, written presentation |
| DH133 | Demonstrations, Clinical practice on typodont and partners: Computer generated treatment plans ; skill assessments |
| Outcome 6 PLO 6 Complete and accurately record all documentation relevant to patient care | DH14 | Lecture, PPT, Group activities, Homework; Learning activities |
| DH114 | Demonstrations, Practice on typodonts and partners, Partner experience |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| Outcome 7 Adapt to changes in demographics and cultural diversity in dental hygiene practice and health care delivery | DH26 | Lecture, PPT, Community Projects; Portfolios; Role Playing, elementary, target population, program planning |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| Outcome 8 Interact with the dental community and professional organizations for professional growth and lifelong learning | DH26 | Lecture, PPT, Community Projects; Portfolios; Role Playing, elementary, target population, program planning |
| DH42 | Lecture, PPT, case studies; Oral and written presentations |
| DH46 | Lecture, PPT, Research papers; Simulated ethical dilemma; HIPAA; discussion forums |
| DH123 | Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection, dental and periodontal charting, plaque control, scaling, polishing, and fluoride application. |
| DH134 | More advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |
| DH143 | Advanced experience in the Clinical practice of all ages in the areas of: Health history and vital signs evaluation, treatment planning, radiographs, oral inspection , dental and periodontal charting, plaque control, scaling, polishing, and fluoride application |

| **2. Evidence**This section is not intended to include detailed research methodology. It is intended to describe the tools and methods you will use to collect the evidence to evaluate the outcomes of the program. Include the following:* Evaluation method or tool (evidence)
* Indicate if the evaluation method is direct or indirect
* Indicate if the evaluation method is formative or summative
* Criteria that will be used with the tool to determine whether the outcome has been met. (rubrics)
* Achievement target (benchmark) describes mastery level of the outcome (e.g. 85% or level 3 on a 4 point rubric)
 | **Exemplary*** Outcomes have multiple measures
* Multiple direct and indirect measures; emphasis on direct
* Multiple summative and formative measures
* Assessment instruments are clearly

described* Assessment instruments reflect good methodology
* Achievement Target is identified for each measure
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|  | **Evaluation Method or Tool** | **Direct or Indirect** | **Summative or Formative** | **Criteria (Rubric)** | **Achievement Target** | **Data Collection Method****(If not using eCourses)** |
| Outcome 1. Identify each patient’s physical and oral health status by collecting patient data through a process of comprehensive patient assessment procedures | DH National Board Exam | D | S |  | 75 percentile | Spreadsheet  |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet |
| Objective standardized clinical exam (OSCE) | D | S |  | 85% | SpreadsheetTBD-10-11 |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |
| Outcome 2 Analyze assessment findings and use critical thinking in order to address the patient’s dental hygiene treatment needs | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | SpreadsheetTBD-10-11 |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |
| Outcome 3. Establish a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet  |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | SpreadsheetTBD-10-11 |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |
| Outcome 4 Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet  |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | Spreadsheet TBD-10-11 |
| State Board Exam | D | S |  | 85% | Results- shared file by co-directors |
| Outcome 5 Measure the extent to which goals identified in the dental hygiene care plan are achieved | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | Spreadsheet TBD-10-11  |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |
| Outcome 6 Complete and accurately record all documentation relevant to patient care | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet  |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | Spreadsheet-TBD-10-11 |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |
| Outcome 7 Adapt to changes in demographics and cultural diversity in dental hygiene practice and health care delivery | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | Spreadsheet TBD-10-11 |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |
| Outcome 8 Interact with the dental community and professional organizations for professional growth and lifelong learning | DH National Board Exam | D | S |  | 75 percentile | Results-shared file by co-directors |
| Clinical Experience | D | F, S  | Clinical Skill Sheet | Complete required amount | Spreadsheet |
| Objective standardized clinical exam (OSCE | D | S |  | 85% | Spreadsheet TBD-10-11 |
| State Board Exam | D | S |  | 85% | Results-shared file by co-directors |

| **3. Implementation** This section is the planning section for the implementation of the assessment process. Remember that you don’t have to evaluate everything you do every year. You can evaluate some outcomes in even years and other outcomes in odd years, thus creating a multi-year assessment plan.* Outline the timeline for implementation; include which years each outcome will be assessed.
* Include which year your program review will be held where all prior outcomes data results will be reviewed for a holistic program discussion and where program recommendations and decisions will be made for improvement.
* Identify which faculty and program stakeholders will be participating in interpreting the data and writing the Annual Report.
 | **Exemplary*** A manageable and sustainable timeline is defined
* Each outcome is assessed within a two year period
* Teams for data interpretation and Annual Report writing include faculty members and other pertinent stakeholders
* An owner who is responsible for the completion of data interpretation and Annual Report writing is defined.
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|  | **Outcome assessment timeline** | **Data Interpretation Team members** | **Data Interpretation Owner** | **Annual Report Writing Team Members** | **Annual Report Writing Owner** |
| Outcome 1 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director; Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 2 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director; Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 3 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director; Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 4 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director ;Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 5 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director; Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 6 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director ;Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 7 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director; Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Outcome 8 | Every 24 months beginning July 2011 | DH faculty; Patricia LeFaive, assessment coordinator; Brenda Serpa, Leslie Nazaroff, program co-directors; Greg Osborn, Curriculum Director | Brenda Serpa and Leslie Nazaroff, program co-directors  | Patricia LeFaive, Assessment coordinator;Brenda Serpa, co-director; Michelle Gray, Instructor | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Program Review Years | EVEN **ODD** | Biennial Report due:  | June 2011 |

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| **4. Communication of Results** This section identifies how results will be disseminated and communicated to stakeholders and who those stakeholders are: * Advisory Board members
* Professional organizations
* Programmatic –bodies
* Potential employers; etc.

Assessment data can be publicized through websites; meetings like Advisory Boards and curriculum parties; etc.  | **Exemplary*** Includes a comprehensive list of stakeholders who need the program assessment data
* Best methods of communicating with said stakeholders is listed
* When communication will occur and who will complete the communication process
 |
| **Stakeholders** | **Methods of Communication** | **Completion Date** | **Owner** |
| Advisory Board | Biennial report on InfoZone, e-mail notification of report availability and location | 10 days following Program Review | Brenda Serpa and Leslie Nazaroff, program co-directors  |
| Dental Hygiene Faculty | Biennial report on InfoZone, e-mail notification of report availability and location | 10 days following Program Review | Curriculum Technician |
| Management teams for all campuses | Biennial report on InfoZone, e-mail notification of report availability and location | 10 days following Program Review | Curriculum Technician |
| Academic Affairs Department | Biennial report on InfoZone, e-mail notification of report availability and location | 10 days following Program Review | Curriculum Technician |