

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

<b>Program</b>	DENTAL HYGIENE	Rev. April 2011
----------------	----------------	-----------------

### ALIGNMENT STATEMENTS

<p><b>Program Statement of Purpose</b>          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.</p>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Identifies stakeholders</li> <li>• Clear and concise</li> <li>• Specific to the program (identifies what it does that separates it from others)</li> <li>• Aligned and consistent with the SJVC mission statement</li> <li>• Aligned with professional organization and program-specific bodies, if applicable</li> </ul>
<p>Purpose: The purpose of the <i>San Joaquin Valley College</i> 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</p>	

<p><b>Values Alignment</b>          The 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.</p>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Clear and concise</li> <li>• Specific examples are given</li> <li>• Aligned with professional accreditation standards, if applicable</li> </ul>
<p>Values Alignment:          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.</p>	

<p><b>Institutional Learning Outcomes</b>          The 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.</p>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Clear and concise</li> <li>• Specific description is given</li> <li>• Aligned with professional accreditation standards, if applicable</li> </ul>
<p>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.</p>	

# *San Joaquin Valley College*

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

### OUTCOMES

<u>Program Outcomes</u>	<u>Exemplary</u>
<p>Program Outcomes (PLOs) are the detailed and specific statements about what a student will be able to demonstrate upon completion of the program.</p> <p>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.</p> <p>List your Program Outcomes below:</p>	<ul style="list-style-type: none"> <li>• Observable and measurable</li> <li>• Program- specific</li> <li>• Aligned with SJVC ILOs</li> <li>• Aligned with standards presented by respective professional organizations, if applicable</li> <li>• Use action verbs</li> <li>• 3-5 outcomes listed</li> <li>• Outcomes focus on student learning</li> </ul>
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

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

### ASSESSMENT PROCESS

<b>1. Delivery of Outcomes</b>	<b>Exemplary</b>	
<p>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).</p> <ul style="list-style-type: none"> <li>When you identify where the opportunity for the learning resides, you can better determine whether the outcomes will be met in the opportunity provided</li> <li>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</li> <li>Identifying where and how outcomes are delivered also provides reviewers with opportunities to identify where that outcome may be evaluated</li> </ul>	<ul style="list-style-type: none"> <li>Each outcome is provided several opportunities for development before mastery</li> <li>Each outcome is provided several types of delivery methods</li> </ul>	
	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,	

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

		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

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

	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	DH26	Lecture, PPT, Community Projects; Portfolios; Role Playing, elementary, target population, program planning
	DH42	Lecture, PPT, case studies; Oral and written presentations

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

and professional organizations for professional growth and lifelong learning		Lecture, PPT, Research papers; Simulated ethical dilemma; HIPAA; discussion forums
	DH46	
	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

<b>2. Evidence</b>					<b>Exemplary</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>Evaluation method or tool (evidence)</li> <li>Indicate if the evaluation method is direct or indirect</li> <li>Indicate if the evaluation method is formative or summative</li> <li>Criteria that will be used with the tool to determine whether the outcome has been met. (rubrics)</li> <li>Achievement target (benchmark) describes mastery level of the outcome (e.g. 85% or level 3 on a 4 point rubric)</li> </ul>					<ul style="list-style-type: none"> <li>Outcomes have multiple measures</li> <li>Multiple direct and indirect measures; emphasis on direct</li> <li>Multiple summative and formative measures</li> <li>Assessment instruments are clearly described</li> <li>Assessment instruments reflect good methodology</li> <li>Achievement Target is identified for each measure</li> </ul>	
	<b>Evaluation Method or Tool</b>	<b>Direct or Indirect</b>	<b>Summative or Formative</b>	<b>Criteria (Rubric)</b>	<b>Achievement Target</b>	<b>Data Collection Method (If not using eCourses)</b>
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%	Spreadsheet TBD-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%	Spreadsheet TBD-10-11

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

<b>2. Evidence</b>					<b>Exemplary</b>	
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: <ul style="list-style-type: none"> <li>• Evaluation method or tool (evidence)</li> <li>• Indicate if the evaluation method is direct or indirect</li> <li>• Indicate if the evaluation method is formative or summative</li> <li>• Criteria that will be used with the tool to determine whether the outcome has been met. (rubrics)</li> <li>• Achievement target (benchmark) describes mastery level of the outcome (e.g. 85% or level 3 on a 4 point rubric)</li> </ul>					<ul style="list-style-type: none"> <li>• Outcomes have multiple measures</li> <li>• Multiple direct and indirect measures; emphasis on direct</li> <li>• Multiple summative and formative measures</li> <li>• Assessment instruments are clearly described</li> <li>• Assessment instruments reflect good methodology</li> <li>• Achievement Target is identified for each measure</li> </ul>	
	Evaluation Method or Tool	Direct or Indirect	Summative or Formative	Criteria (Rubric)	Achievement Target	Data Collection Method (If not using eCourses)
	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%	Spreadsheet TBD-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

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

<b>2. Evidence</b>					<b>Exemplary</b>	
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: <ul style="list-style-type: none"> <li>• Evaluation method or tool (evidence)</li> <li>• Indicate if the evaluation method is direct or indirect</li> <li>• Indicate if the evaluation method is formative or summative</li> <li>• Criteria that will be used with the tool to determine whether the outcome has been met. (rubrics)</li> <li>• Achievement target (benchmark) describes mastery level of the outcome (e.g. 85% or level 3 on a 4 point rubric)</li> </ul>					<ul style="list-style-type: none"> <li>• Outcomes have multiple measures</li> <li>• Multiple direct and indirect measures; emphasis on direct</li> <li>• Multiple summative and formative measures</li> <li>• Assessment instruments are clearly described</li> <li>• Assessment instruments reflect good methodology</li> <li>• Achievement Target is identified for each measure</li> </ul>	
	Evaluation Method or Tool	Direct or Indirect	Summative or Formative	Criteria (Rubric)	Achievement Target	Data Collection Method (If not using eCourses)
	State Board Exam	D	S		85%	Results-shared file by co-directors
	DH National Board Exam	D	S		75 percentile	Results-shared file by co-directors
Outcome 6 Complete and accurately record all documentation relevant to patient care	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

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

<b>3. Implementation</b>				<b>Exemplary</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>Outline the timeline for implementation; include which years each outcome will be assessed.</li> <li>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.</li> <li>Identify which faculty and program stakeholders will be participating in interpreting the data and writing the Annual Report.</li> </ul>				<ul style="list-style-type: none"> <li>A manageable and sustainable timeline is defined</li> <li>Each outcome is assessed within a two year period</li> <li>Teams for data interpretation and Annual Report writing include faculty members and other pertinent stakeholders</li> <li>An owner who is responsible for the completion of data interpretation and Annual Report writing is defined.</li> </ul>	
	<b>Outcome assessment timeline</b>	<b>Data Interpretation Team members</b>	<b>Data Interpretation Owner</b>	<b>Annual Report Writing Team Members</b>	<b>Annual Report Writing Owner</b>
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

# San Joaquin Valley College

## PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

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 <u>ODD</u>		Biennial Report due:	June 2011	

<b>4. Communication of Results</b> This section identifies how results will be disseminated and communicated to stakeholders and who those stakeholders are: <ul style="list-style-type: none"> <li>• Advisory Board members</li> <li>• Professional organizations</li> <li>• Programmatic –bodies</li> <li>• Potential employers; etc.</li> </ul> Assessment data can be publicized through websites; meetings like Advisory Boards and curriculum parties; etc.		<b>Exemplary</b> <ul style="list-style-type: none"> <li>• Includes a comprehensive list of stakeholders who need the program assessment data</li> <li>• Best methods of communicating with said stakeholders is listed</li> <li>• When communication will occur and who will complete the communication process</li> </ul>	
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