



Program Review Report

Dental Hygiene



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Executive Summary



Institutional Mission Statement:

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 higher 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.



Program Description:

The Dental Hygiene program is 67 weeks in length and prepares students to work as a registered dental hygienist. Benefits of this program include comprehensive instruction, small class sizes, and high board pass rates. The program features a fully equipped on-campus dental clinic, allowing students to get hands-on and real-world experience while completing their studies.

The Dental Hygiene program is accredited by the American Dental Association Commission on Dental Accreditation.



Objective:

Program Review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic 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.

Summary:

The Dental Hygiene program review was delivered in an asynchronous format. This format allowed for deeper analysis of stakeholder participation, effective timeframe and historical capture. The program review began on February 10, 2017 and concluded March 10, 2017.

A total of 19 active participants completed the Preparation Self-Assessment with an average score of 74%. This self-assessment was to gauge participants' understanding of data analysis as it pertains to their program and courses. Further evaluation of these foundational concepts was demonstrated in discussion forums marked *Data Observation* and *Data Analysis*. These discussion forums were guided by the Curriculum and Assessment Department staff as facilitators.

Participants: Program Directors, Instructors, CAO Academic Affairs, students via end of course surveys and employers via Advisory Board minutes.

In 2016, 115 hours were added to the program equaling 1630 total hours. (See page 14 for details)

Program Achievement Highlights: 2014 to 2015

DH

Improvement

- **Graduation:** 95% to 98%
 - 2016 Visalia declined by 10%

Declined

- **Learning Outcome Achievement:** 86% to 82%
- **Retention:**
 - **First Term** 99% to 95%
 - 2016 San Diego and Visalia improved; Ontario declined by 2%

Steady

- **Attendance:** 99% for both years
- **Course Completion:** from 100% to 99%

Admissions: (Source: Institutional Scorecard)

Academic Year	DH
2014	52
2015	66

2016	74
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Total Starts by Campus

Campus	2014	2015	2016
Ontario	13	31	21
San Diego	16	20	25
Visalia	23	15	28
SJVC	52	66	74

DH Licensure:

NATIONAL and/or STATE EXAM PASS RATES for License, Credential, Certification									
Revised: 4.4.17									
Required by Accrediting Agency or Expected by Employer									
Program	Campus	Test(s)	Pass Rate 2015	Pass Rate 2016	Pass Rate 2017 - Data Collection Period still Open for This Year	Programmatic Standard/ Threshold (Minimum)	National Reported Pass Rate	State Reported Pass Rate	Minimum Pass Rate Level Required by Programmatic Body (includes input from PDs)
Dental Hygiene	Ontario	National Board DH Exam	97.0%	97% (29/30)	(no data to report)	CODA does not set a minimum standard, per se. Rather, they reflect on how well the institution does overall.			Pass Rates are for all graduates who graduated in that designated year. CODA does not set a minimum standard, per se. Rather, they reflect on how well the institution does overall.
		State Board DH Clinical Exam	97.0%	97% (29/30)	(no data to report)				
	San Diego	National Board DH Exam	97.0%	100.0%	(no data to report)				
		State Board DH Clinical Exam	91.0%	100.0%	(no data to report)				
	Visalia	National Board DH Exam	100.0%	96.0%	(no data to report)				
		State Board DH Clinical Exam	100.0%	100.0%	(no data to report)				

Placement:

Placement rate calculations include standards and definitions, which changed substantially effective July 2016. These are not an accurate reflection of graduate placement under the new standards and definitions, and are suitable for internal use only, and then only as comparative rather than absolute measures.

From Leslie (Ontario PD) We have a very competitive market in SoCal. Many, many schools in the area with lots of grads. The timing has sometimes been a hindrance in the pathway to licensure. Even though we have the WREB taken during the 4th term, the DHCC will only accept applications after graduation requirements are fulfilled. And it is only after the application has been processed that they may sit for the Law and Ethics. I am happy to say that several of our grads are now licensed and it has only been a few weeks from graduation. This is the earliest I can remember. And the DHCC is going to complete online applications, including accepting scanned documents. This will hopefully keep a shorter application processing time. I do think the students are motivated to becoming employed. The bureau has some definitions of employment that may make it difficult to meet their criteria. But I know our Career Services is working on ways to assist the grads during their search.

From Brenda (Visalia PD) I strongly believe that the nature of jobs with dental hygiene - not many "full-time" jobs - and the timing of exams and licensure - perhaps exceeding the time limit for a placement - have a significant impact on the numbers.

Representatives from DH campuses concur that the approved timeframe for students to take the WREB can have a significant impact on student placement.

Lygia (Visalia) offers increased communication with the Career Services team to inform them of job openings within their network of Dentist offices to help with placement.

Resources

Textbooks:

The number of textbooks was reduced and standardized based on instructor input. Bundles were separated and itemized on the Approved Textbook List to comply with the Department of Education regulation on tuition unbundling. The revised ATL was reviewed and approved by Program Review participants.

Library and Learning Resources Center Survey:

15/19 participants completed the LLRC Survey. Below are the summaries of that survey. See Action Item #7 on page 13 for a response to the survey requests.

Responses	Sufficient Resources for Faculty	Sufficient Resources for Students
Yes	69%	71%
No	5%	5%
N/A	26%	24%

Resources that need improvement are communicated to the LLRC Corporate Liaison and disseminated to each campus LLRC:

*The Corporate Coordinator of Library and Learning Resources reviews the survey results and follows-up with campus leadership as needed.

- Journal/periodicals to be updated
- I would like to see a couple of copies of the 2nd Edition of the DVD to the Handbook of Local Anesthesia, author Stanley Malammed, DDS. Publisher is Elsevier.

*Non-library related comments posted in the Program Review LLRC survey were withheld from this report, but will be addressed in a follow-up to each campus.

Support Resources:

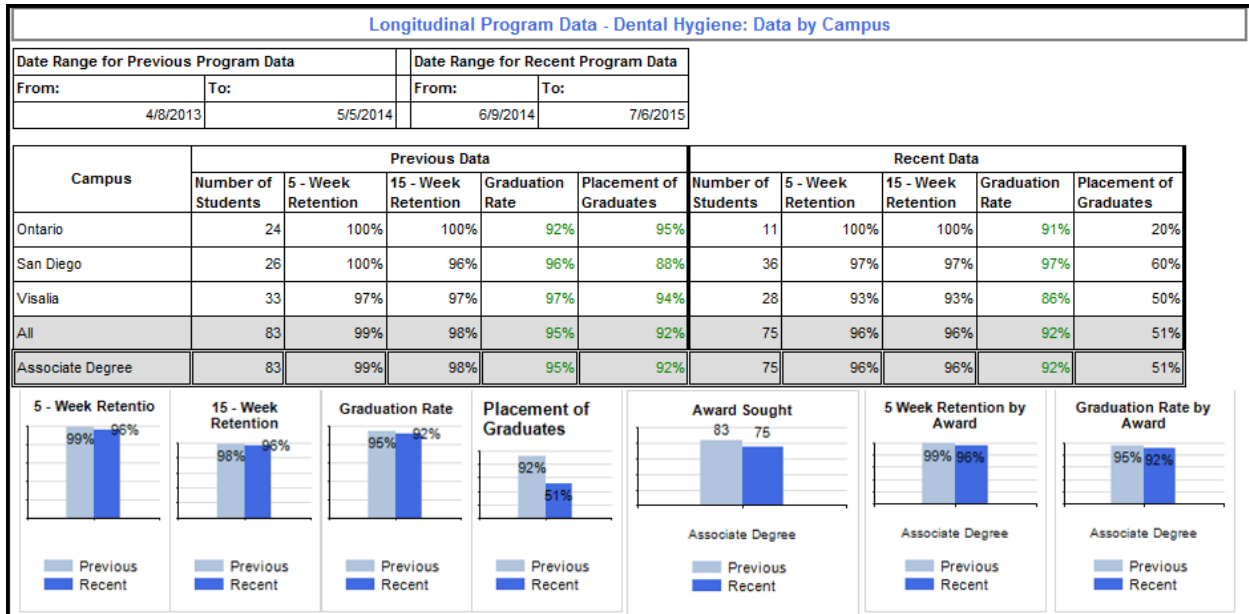
- American Academy of Periodontology

Library Resources:

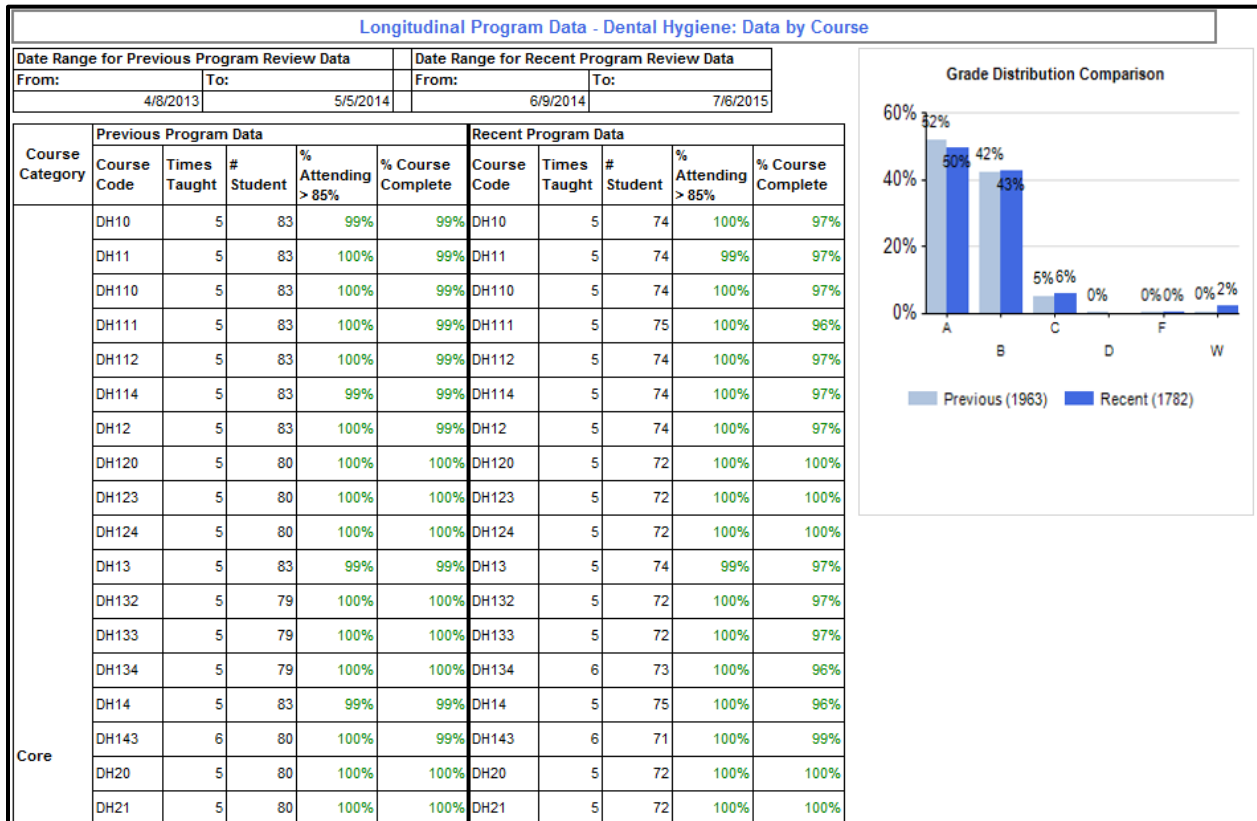
SJVC is improving its library collections. An institutional subscription to Ebrary Academic Complete (referred to hereinafter as "Ebrary") has been purchased. Ebrary, an online digital library database, provides access to more than 128,000 titles from leading publishers. Subject collections align with curricular foci for both core and general education courses. While library resources are being added through the library resource acquisition process, a formal evaluation of the available resources for every academic program and general education courses was conducted in spring 2016. Based upon the evaluation results, additional resources may be purchased to ensure that library holdings effectively support instruction.

Course Statistics

DH Longitudinal Program Data by Campus



DH Longitudinal Program Data- Core Course



DH22	5	80	100%	100%	DH22	5	72	100%	100%
DH24	5	80	100%	100%	DH24	5	72	100%	100%
DH26	5	80	100%	100%	DH26	5	72	100%	100%
DH30	5	79	100%	100%	DH30	5	72	100%	97%
DH31	5	79	100%	100%	DH31	5	72	100%	97%
DH32	5	79	100%	100%	DH32	5	72	100%	97%
DH33	5	79	100%	100%	DH33	5	72	100%	97%
DH399	5	79	100%	100%	DH399	5	72	99%	97%
DH4	5	79	100%	100%	DH4	5	70	99%	100%
DH42	5	79	100%	100%	DH42	5	70	99%	100%
DH45	5	79	100%	100%	DH45	5	70	99%	100%
DH46	5	79	100%	100%	DH46	5	70	99%	100%
DH499	5	79	100%	100%	DH499	5	70	100%	100%
Total	156	83	100%	100%	Total	157	75	100%	98%
All Courses	Total	156	83	100%	Total	157	75	100%	98%

Current Program Data - Dental Hygiene

Date Range of Current Program Measures	
From:	To:
10/27/2014	10/10/2016

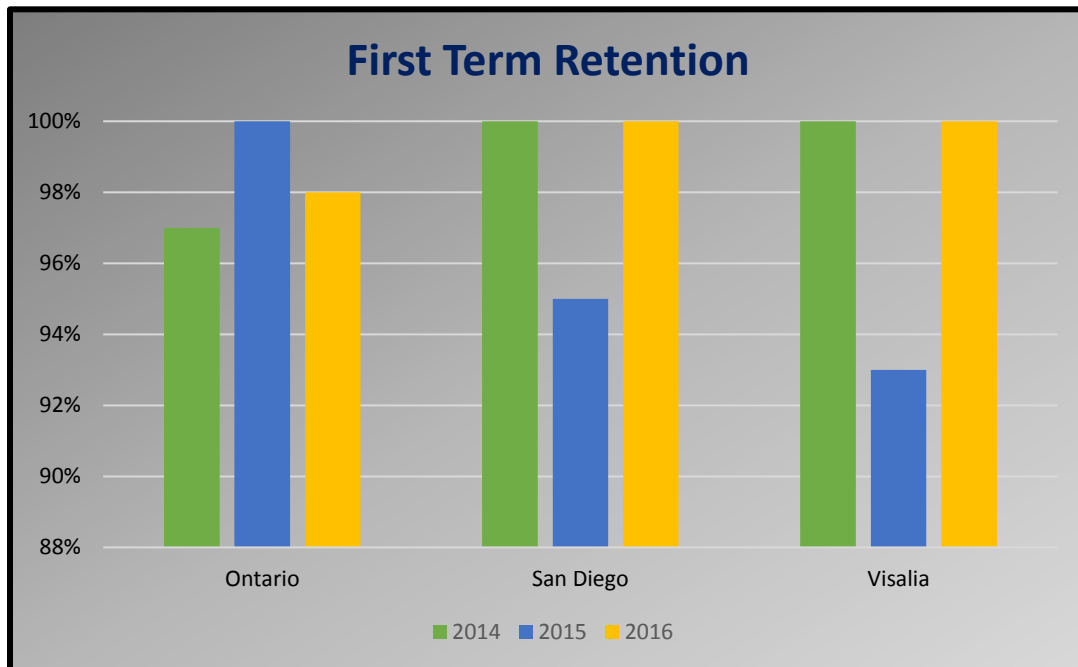
Course Category	Course Code	Times Taught	# Students	% Attending > 85%	% Course Complete
	DH10	9	141	100%	99%
	DH11	9	141	99%	99%
	DH110	9	141	100%	99%
	DH111	9	118	100%	98%
	DH112	9	141	99%	99%
	DH114	9	141	100%	99%
	DH115	2	23	96%	100%
	DH12	9	141	100%	99%
	DH120	9	143	100%	100%
	DH123	9	145	100%	99%
	DH124	9	143	99%	100%
	DH13	9	141	99%	99%
	DH132	9	133	100%	98%
	DH133	9	133	100%	98%
	DH134	9	134	100%	98%
	DH14	7	118	100%	98%
	DH143	10	128	100%	99%

Grade Distribution

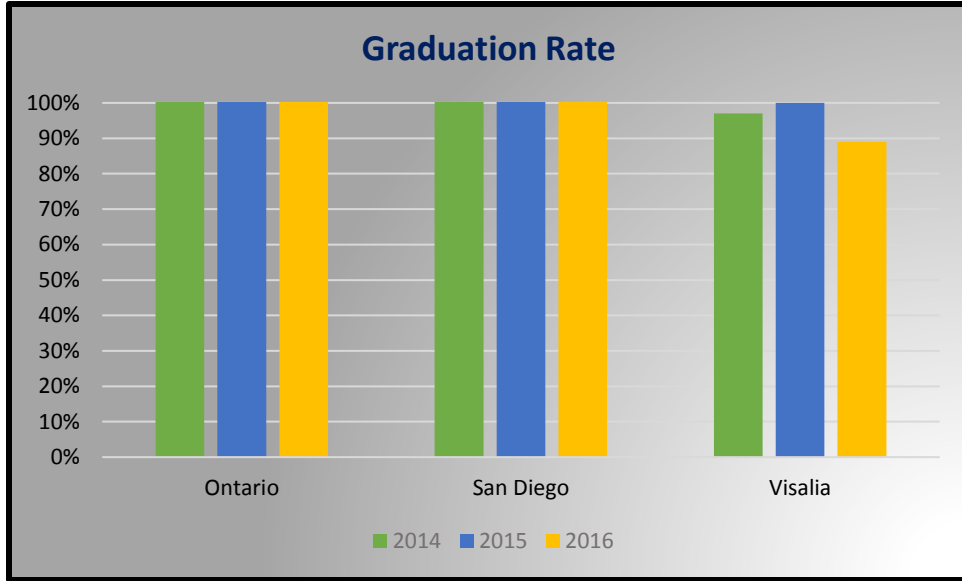
Grade	Percentage
A	52%
B	41%
C	5%
F	0%
W	1%

Core	DH16	2	23	96%	100%
	DH18	2	23	96%	100%
	DH20	9	143	100%	100%
	DH21	9	143	100%	100%
	DH22	9	143	100%	100%
	DH24	9	143	99%	100%
	DH26	9	143	99%	99%
	DH30	9	133	100%	98%
	DH31	9	133	100%	98%
	DH32	9	133	100%	98%
	DH33	9	133	100%	98%
	DH399	9	133	98%	98%
	DH4	9	127	99%	100%
	DH42	9	127	99%	100%
	DH45	9	127	99%	100%
	DH46	9	127	99%	100%
	DH499	9	127	99%	100%
	Total	284	208	100%	99%
	All Courses	Total	284	208	100%

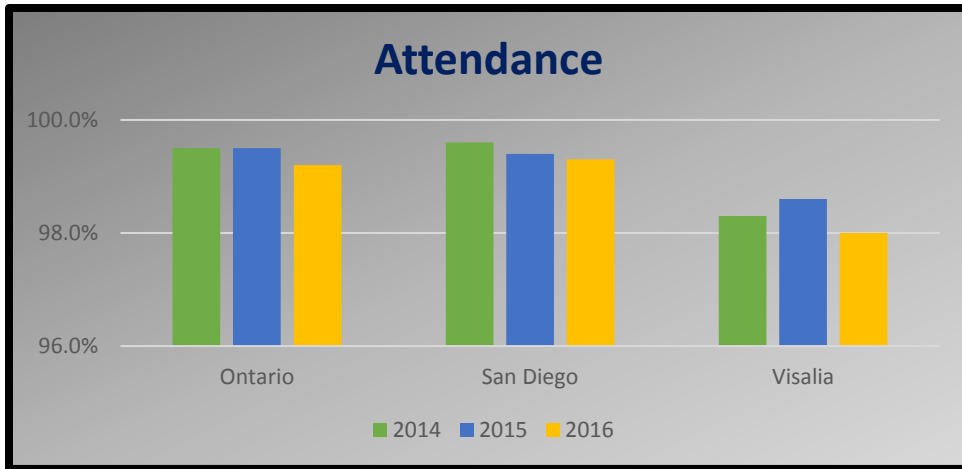
Retention:



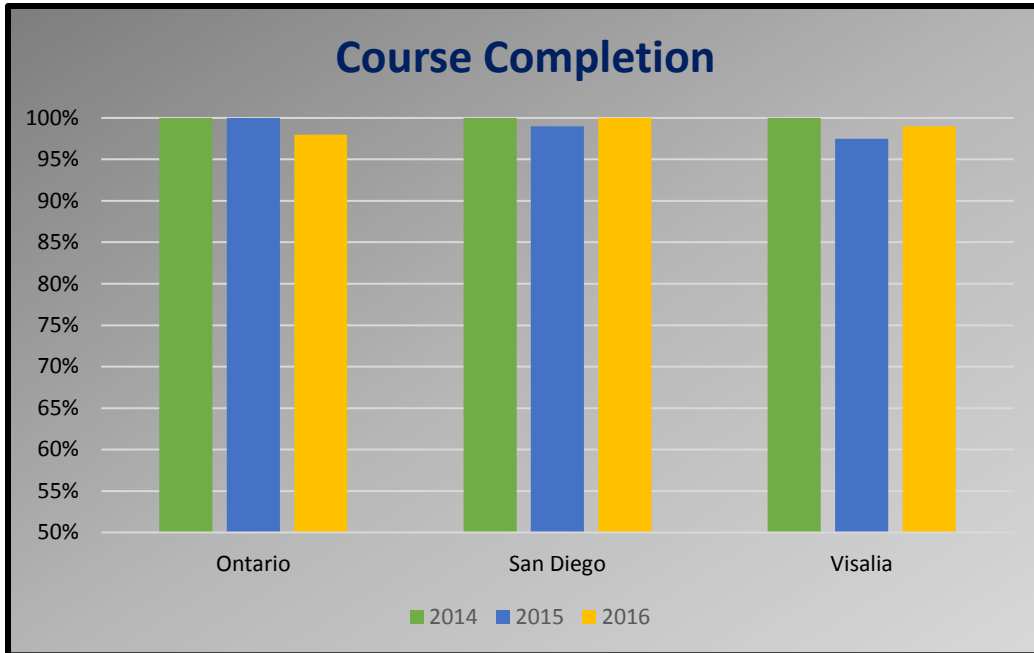
Graduation:



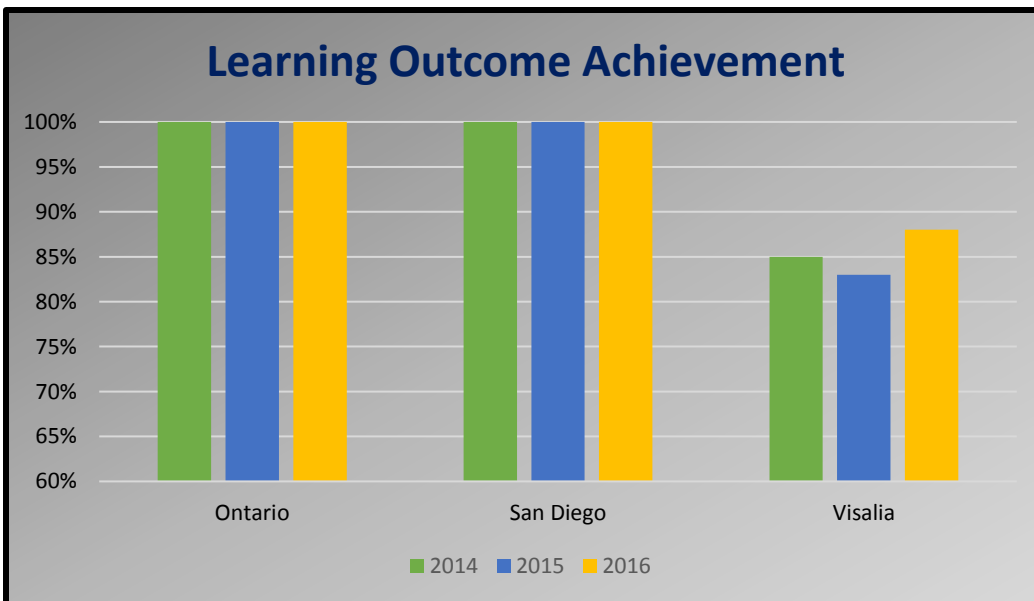
Attendance:



Course Completion:



Student Learning Outcomes:



Milestones

<u>Action Items from Program Review 2017</u>		
2017 Actions	Status	Expected Outcome
Action 1: <u>DH120:</u> Develop appropriately weighted rubric for “Safely administering an injection”	Completed <u>Learning Outcome Achievement:</u> CLO1: 100% CLO2: 100%	Apply more weight to the skill to accurately reflect CLO achievement.
Action 2: <u>DH46:</u> Review and evaluate course objectives, materials and assessment questions.	Completed <u>Learning Outcome Achievement:</u> CLO1: 6% A number of our students fail the California Law and Ethics state exam with their first attempt. While the results are not officially reported back to SJVC, some students contact their Program Director to explain the need to retake the exam, which delays licensure attainment.	Increase student awareness and application of ethical decision-making. CLO1: Target @ 70%
Action 3: <u>DH32:</u> Develop mastery questions that align with ITR and glass ionomers	Completed Assessments have not yet been created for CLO3 therefore no data is being reported	DHCC compliance CLO3 to reflect data- Target @ 70%
Action 4: <u>DH26:</u> Remove CLO3 and add to new DH36 Cultural Diversity course	Completed	DHCC compliance Relevant CLO/course alignment
Action 5: <u>DH133:</u> Revise mastery assessment questions	Completed <u>Learning Outcome Achievement:</u> CLO1: 49% CLO2: 79% CLO3: 67%	All CLOs meet or exceed 70% mastery

<p>Action 6: <u>DH10:</u> Examine possible causes of low CLO achievement for CLOs 1 and 2. Evaluate and revise assessments as needed. Examine possible supplemental resources including 3D images and submit proposal as necessary.</p>	<p>Completed</p> <p><u>Learning Outcome Achievement:</u> CLO1: 66% CLO2: 54%</p>	<p><u>Learning Outcome Achievement:</u> CLO1: 70% CLO2: 70%</p>
<p>Action 7: LLRC survey responses</p>	<p>Completed</p>	<p>WASC compliance-augmented library resources- Increased quantity, depth and variety of library resources</p>

Closing the Loop:

<p align="center"><u>Action Items from Program Review 2015</u></p>			
<p align="center">2015 Actions</p>	<p align="center">Status</p>	<p align="center">Expected Outcome</p>	<p align="center">Impact</p>
<p>Action 1: PDs to meet to discuss program hour changes to comply with new regulations in 2016</p>	<p align="center">Completed</p>	<p>Comply with DHCC regulations and awareness</p>	<p>Maintain DHCC and CODA compliance through training and resource allocation</p>

Compliance:

In August 2016, SJVC received approval from the Commission on Dental Accreditation (CODA) to add 115 hours to the program equaling 1630 total hours to comply with the Dental Hygiene Committee of California (DHCC), which updated their regulations requiring a minimum of 1600 hours for Dental Hygiene programs.

*Note: SJVC's Dental Hygiene program remains a credit hour program.

Added Courses:

- DH18 (Periodontics 1)
- DH28 (Periodontics 2)
- DH38 (Periodontics 3)
- DH36 (Cultural Diversity and Healthcare)
- DH48 (Periodontics 4)

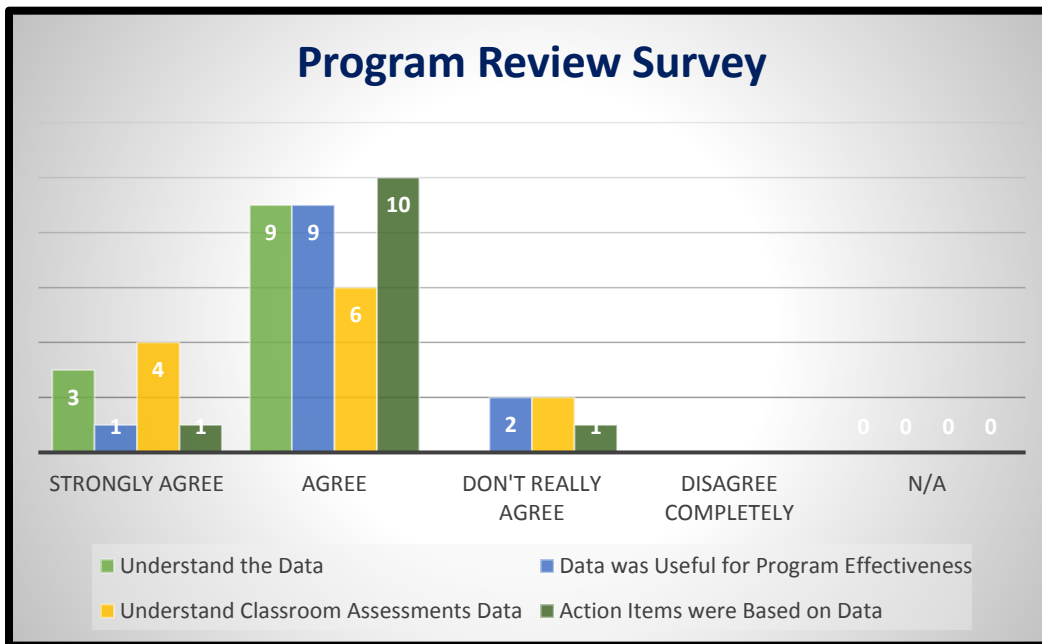
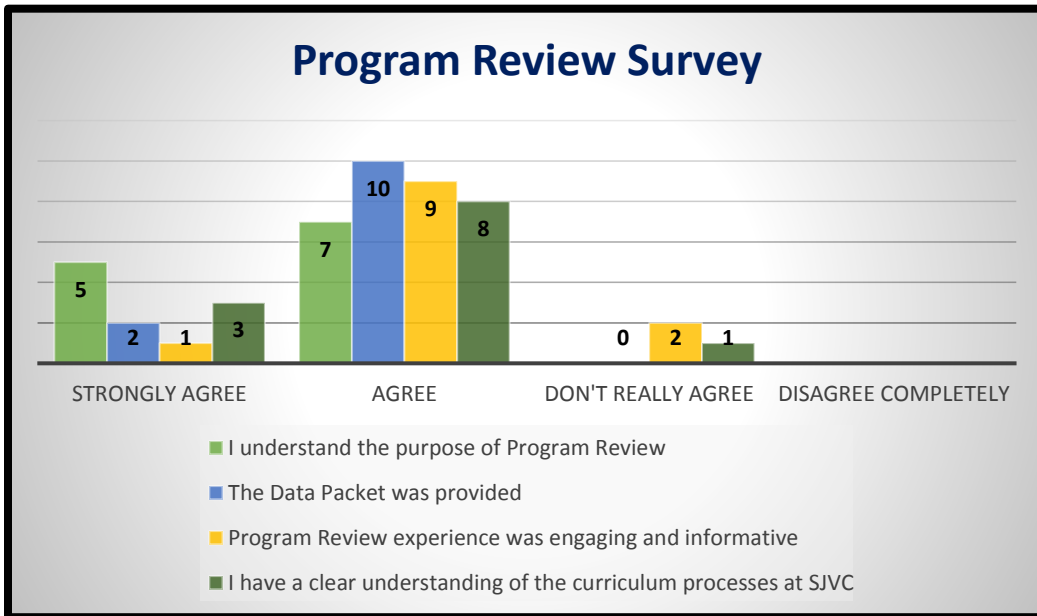
Change to Existing Courses:

- DH111 changed to DH115 (increased from 30 to 60 hours)
- DH14 changed to DH16 (increased from 30 to 45 hours)
- DH20 changed to DH27 (increased from 15 to 30 hours)
- DH123 changed to DH129 (increased from 120 to 136 hours)
- DH134 changed to DH135 (increased from 180 to 204 hours)
- DH30 (removed)
- DH4 (removed)

Advisory Board:

Minutes from the most recent Advisory Board Meetings can be viewed on InfoZone>Departments>Career Services>Advisory Board Documents>Minutes>Medical Programs>Dental Hygiene.

Program Review Experience



Comments:

➤ Positives:

- Good feedback on how our program is doing.

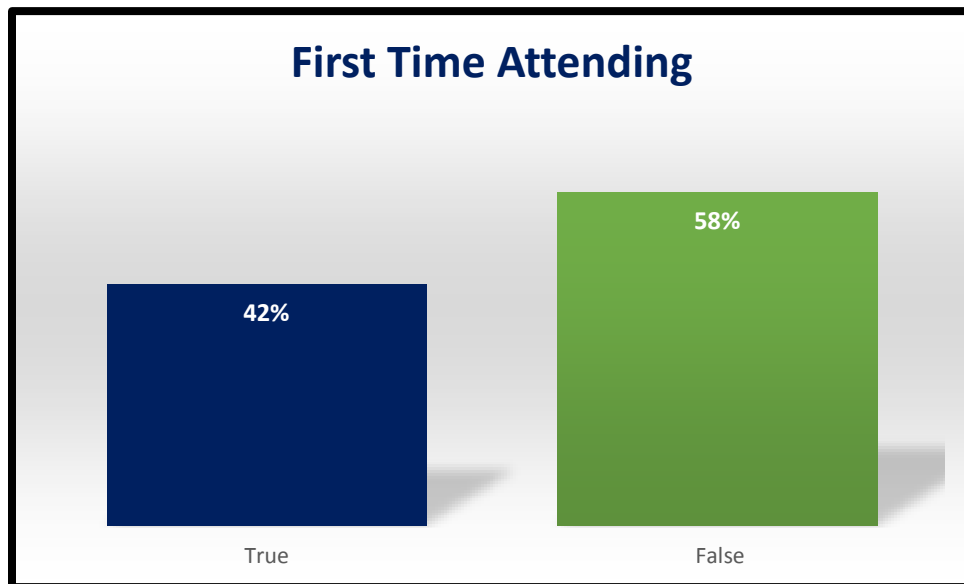
- Realized that the library may [not] have too many books necessary for our program. Also that we may need to work on some new ideas for placement of our graduates. As far as attendance, completion of program, and graduation we do not have any issues.
- A better understanding of all sections and the importance of the program review.
- I think my experience on the job is not very helpful to the Program review in the courses. My job is strictly focused on clinic needs. [However] truly enjoyed the experience to be part of this review. Thank you for the opportunity.
- Reading the conversations were helpful and provided additional insight in a topic, such as mastery assessments.
- I liked the e-course review however, I would like a combination of online and face-to-face for more direction and guidance on how to complete or get directions along the way.
- I liked doing this online in this format
- Further understanding of data
- It was nice to see over-all, how well ALL the DH programs are doing. Proof is in the pudding, and our graduates continue on to fulfilling professional careers. Their experience here has also spurred many on to further their educational experience. It is nice that everyone had a chance to have a voice in this process, to varying degrees.
- I like that we had a lot of information to reflect upon and have discussions in an online format
- I really enjoyed the open forum format. The discussion helped answer a lot of questions and compare ideas with others from other campuses.

➤ Improvement Suggestions:

- Perhaps preschedule meetings for the entire faculty to meet for discussions, although for our program it is hard as we are with students often 5 days a week.
- Good explanations and very informative.
- Follow through. I feel that a lot of work went into the Mastery Assessments from 2015 that are indicated as complete, but that courses still contain questions that are not appropriate. Some data still does not link properly thereby omitting data from some courses. I would like to see a way to have the Mastery Assessments be it's own course for each term. Then all assessments are in a single location for easier management. Students could still have access during the appropriate timing with all the necessary restrictions in place and faculty would have a single location to complete all of their items, such as any necessary rubric.
 - **Response:** mastery assessments are being reviewed and revised as needed during the Learning Outcome Workshop scheduled for June 2017 to align with the new LO data collection architecture.
- I would like there to be a time for a face to face.
- Maybe do a little in person and then online. Some of the areas we needed a little more guidance on how to do it.

- Having a facilitator here with us.
- I still enjoy the previous format as well, where we were live in a conference call and were able to address each other live and in the moment. I would have liked to see more focus be on mastery questions as well as clinical resources as part of the program review.
- I would like to see mastery questions that are worded incorrectly fixed. There is a mastery question #11 in my course DH 11 that is not worded correctly. (CAO Director of Curriculum followed-up with campus AD to resolve concern)

* Comments related to requests for face-to-face meetings during program review have been addressed with participants and their supervisors reiterating that they can meet with their campus peers in a department meeting or via video conferencing with other campuses.



Improvement Proposal:

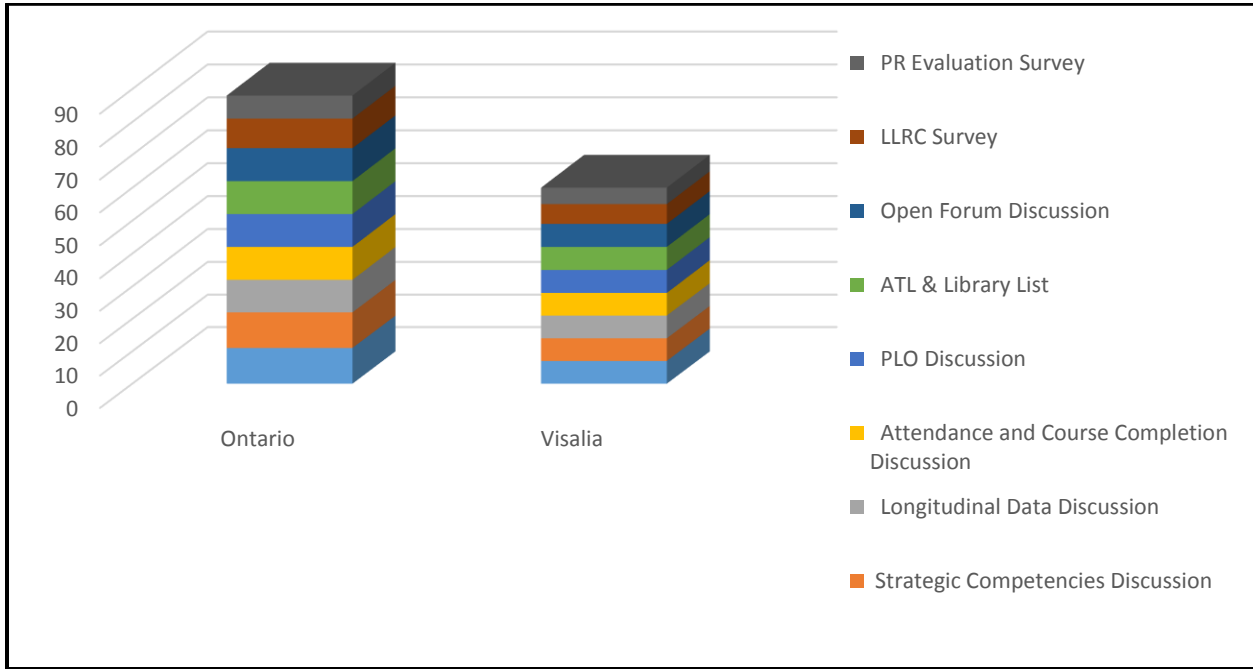
Two Program Improvement Proposals (PIPs) were submitted *prior* to Program Review and were reviewed and approved to comply with the DHCC regulations.

Submitted PIPs were to:

1. Add hours to the program
2. Add Interim Therapeutic Restoration (ITR) placement content to several courses

Participation

2017 DH Program Review Attendance Tracking



Topic Name	Number of Posts	
	Threads	Replies
Strategic Competencies Discussion	18	25
Longitudinal Data Discussion	18	12
Attendance and Course Completion Discussion	19	9
PLO Discussion	18	6
CLO Discussion	52	39
ATL & Library List	22	9
Open Forum Discussion	14	8
Total	161	108