

Annual Instructional Program Review Template for 2011-2012

**Basic Program Information**

Department Name: Dental Hygiene

Program Mission(s): The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This education will include courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. This education will provide the students with a foundation to pursue life long learning.

Program goals:

Goal 1: to prepare dental hygiene graduates to provide comprehensive dental hygiene care in a variety of dental health care settings to individuals from diverse socioeconomic, educational and/or cultural backgrounds.

Goal 2: to prepare dental hygiene graduates to assume responsibility for oral health wellness and disease prevention in the realm of dental hygiene care for individuals and the community.

Goal 3: to develop a dental hygiene graduate who practices and promotes ethical and legal considerations in patient care and to actively pursue continuing and advanced education.

Program review team:

Name	Department	Position
<b>Cara Miyasaki</b>	Dental Hygiene Dental Assisting	Acting Director, DH Director, DA
<b>Phyllis Spragge</b>	Biology & Health Sciences	Former Director, current Dean
<b>Catherine Kornegay</b>	Dental Hygiene Dental Assisting	Instructor, DA & DH
<b>Judy Yamamoto</b>	Dental Hygiene Dental Assisting	Instructor, DA & DH

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
<b>Dental Hygiene</b>	A.S.	150

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**Section 1. Data and Trend Analysis**

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Dental Hygiene: AS degree	21	21	19	-9%

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
N/A	N/A	N/A	N/A	N/A

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change 09-10 to 10-11
Enrollment	attached	attached	attached	attached
Productivity (Goal: 546)	452	402	294*	-27%
Success	96%	94%	93%	5%
Full-time FTEF	1.7	1.8	2.7	54%
Part-time FTEF	1.3	1.2	2.7	127%
Full-time Staff	N/A	N/A	N/A	N/A
Part-time Staff	50% admin. asst with DH	50% admin. asst with DH	50% admin. asst with DH	None

Department Course Data

Program	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
DH 200L**									
Dental Hygiene	45	452	96%	45	402	94%	43	294	93%

Program admits 24 first year students each September. The program is two years in length & has two classes (DH 1 & DH 2). Attrition data are detailed on next page.

\* We have requested that IR recheck the productivity number. It does not appear accurate, as there have not been major changes in courses, faculty, or student numbers.

\*\*DH 200L is a prerequisite course for the program.

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

**1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.**

- a. The DH program accepts the maximum number of 24 students into the program each September. Minimal attrition occurs and may be due to students dropping for personal reasons or dismissal due to academic or clinical difficulty. Graduating Class of 2011: 2 resigned, 3 dismissed. Graduating Class of 2010: 1 resigned, 2 dismissed. Graduating Class of 2009: 1 resigned, 1 leave of absence, 1 dismissed.
- b. The program preview nights and applicants day are highly attended as they are offered each quarter.

**2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.**

- a. The enrollment trend is steady. The program receives between 75-100 applications each year. Rigorous prerequisites help to ensure that a majority of the students are well prepared for the two-year program. The completion of degrees in 2011 declined slightly due to two students withdrawing from the program as detailed above. The retention rate of students enrolled in the dental hygiene program is among the highest of community college programs.
- b. Associate of Science – Dental Hygiene degree awarded.

**3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)**

- a. The DH program does not meet the productivity goal of 546 due to the fact that the program's accreditation by the Commission on Dental Accreditation mandates a strict faculty to student ratio during clinical and lab sessions. The accreditation required ratio is 5 students to 1 instructor in clinical settings. This is to insure patient safety and adequate instruction on complex clinical skills. The required ratio drops the productivity of the program below the college's productivity goal. It should be noted that dental hygiene students contribute to the overall college productivity by taking 24 units of biology courses, 10 units of chemistry courses and additional units in required supporting social sciences and general education.
- b. We have requested that IR recheck the productivity numbers, especially for 2010-11. It does not appear accurate, as there have not been major changes in courses, faculty, or student numbers. The correct productivity number should be closer to 380-400, depending on student attrition numbers.

**4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)**

- a. Students are required to take all of the courses in the dental hygiene program; therefore; the number of students in the program determines enrollment. No courses in the required dental hygiene curriculum are cancelled due to low enrollment. The dental hygiene department offers each course once per year. There is a prerequisite course, DH 200L, which prospective applicants take. It is offered each quarter and maintains excellent enrollment.

**5. Curriculum and SLOs**

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?**
  - i. All COR's are currently in compliance with Title 5. All courses have SLO's, with assessment methods defined in the new Tracdat system. Outcomes and reflections have been posted for summer 2011 courses. Outcomes and reflections will be posted for Fall 2011 courses when these courses are completed.
- b. Comment on program mapping and how it ties to the college Mission(s).**
  - i. The program mapping ties to 2 of the college core missions: workforce and transfer. The dental hygiene program produces students who enter directly into the workforce after graduation. Some students upon completion of the program return to school either full or part-time to obtain a bachelors or masters degree. All dental hygiene courses have been mapped in Tracdat and for the Commission on Dental Accreditation.
- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.**
  - i. The dental hygiene program is a similar field to the dental assisting program but there is no program overlap other than some instructors cross-teach across both programs and the DA and DH program share a full-time administrative assistant. The DA and DH programs share the clinic, radiology lab and classroom spaces.
- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?**
  - i. The dental field is constantly changing. Recent changes include methods of caries detection; patient charting software, digital imaging, and caries risk assessments to mention a few. The program modifies existing curriculum within the courses as needed and does not foresee the addition of any new dental hygiene courses for the 2011-2012 academic year. A new course, AHS 50, Introduction to Allied Health, was approved this year and will be offered in fall quarter, 2012. This course will be required for in coming dental hygiene students and covers issues such as patient privacy, learning styles & study skills, Academic Honor Code, time management, allied health programs policies and procedures.
- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?**
  - i. The dental hygiene program has PLOs and the findings have been posted in Tracdat for the 2010-2011 academic year. SLOs have been developed for all courses taught in the program, the assessment methods are identified and the findings and reflections are on going as the courses are taught.

- 6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):** N/A

7. **Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable):** San Jose State has an articulation agreement with the allied health programs at Foothill College for the Bachelor's of Science degree in Health Sciences. Program graduates also have transferred to Bachelor's completion program in Dental Hygiene at institutions such as: Northern Arizona University, Loma Linda University and others.
8. **CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)**
  - a. Graduates of the dental hygiene program are prepared to enter the workforce immediately upon graduation. Foothill College Dental Hygiene graduates are highly regarded by dental employers as stated by our Advisory Board dentist members and the two local Dental Societies. The program indirectly fulfills the other goals of the college by:
    - i. Transfer Program. Many students may choose to pursue higher education upon graduation.
  - b. 2011 end-of-year outcome assessment survey indicated the following:
    - i. Over 90% of the graduates plan to pursue either a Bachelor's or Master's degree.
    - ii. 100% of the graduates are satisfied with their decision to become a dental hygienist.

According to the US Bureau of Labor Statistics Employment of dental hygienists is expected to grow 30 percent through 2016, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and the greater use of dental hygienists.

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat,

**Please refer to attachment.**

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

**Please refer to attachment.**

## Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

The SLOs for the dental hygiene courses are being met by the students.

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What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

No curricular changes needed, however, students who enter in the program sometimes do not understand the rigors of the program which may be a barrier to success. This is addressed during a program prerequisite class, DH 200L, a program orientation and pre-fall class as well. Beginning in fall 2012 we will have AHS 50 course, which all allied health students will take as an orientation.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

Students consistently exceed the CL-SLOs at an above average level. In addition to the course SLOs, there is additional data being generated by regular surveys the students complete each quarter, upon graduation in June and also 6 months later which also includes an employer survey. The information from these surveys offer additional information about the program and provide valuable information for curriculum management and planning.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

As mentioned previously, the DH program relies much more heavily on student survey input each quarter, upon graduation and as alumni. Students have made many insightful comments which have led to changes in the program such as changing the order of in which classes are taught and which quarters they are taught in.

### 2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

The PLOs are similar to some of our yearly outcome assessments required by the program's accrediting body, the Commission on Dental Accreditation. In order to abide by a standard of excellence and maintain a highly respected reputation in the community, funding for materials, faculty development, multimedia must continue and increase with consideration of increased costs of supplies, materials and maintenance.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

We added a teaching assistant to the 3 hour pre-clinic lab on Tuesdays & Fridays in fall and winter quarter for DH I students to have more instructional attention to practice clinical skills. The teaching assistant was funded with a Perkins grant. This additional TA helps with the compliance for mandatory student to faculty ratio in clinical lab settings.

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2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Add teaching assistant to DH 54 & DH 61A clinic labs	P-SLO 1 & 2 DH 54 and DH 61A	Workforce	Retain students
2. Faculty Development	P-SLO 1 & 2	Workforce	Faculty must remain current in subject matter area. Accreditation mandate.
3. e-portfolio support*	P-SLO 1 & 2	Workforce Transfer	Capstone project for the DH program. Students use for advance placement BS degree.

\*The e-portfolio is an important capstone project of the DH program. It illustrates student learning outcomes and student competency in dental hygiene. The e-portfolio is also a valuable tool for students in their job search &/or receiving advance placement credit toward a higher degree. Funding & support would include: paying for the student e-portfolios & provide technical support for faculty and students.

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, *Educational & Strategic Master Plan (ESMP)*, the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Program aligns with workforce mission statement.

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### 3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 maintain CODA accreditation “Approved DH program with no reporting requirements”</b>	Prepare for site visit March 2011	site visit 2011	Approved DH program with no reporting requirements at last site visit, March 2011.
<b>2 Increase director release time</b>	Fall 2010	Requested and approved, fall 2010.	Director release time changed from .083 to .111 in winter 2011.
<b>3 Maintain &amp; increase community service programs</b>	Ongoing	Students work community clinics and in schools with the developmentally disabled	Requested funds from Foothill Commission, awarded funded 11-12.
<b>4 Complete reflections for SLO’s for all DH courses by June 2010</b>	By June 2010	SLO’s completed	None
<b>5 Build out continuing education offerings</b>	Ongoing	Annual alumni continuing education course has good attendance. Facebook page maintained by continued ed. coordinator.	Continue to offer annual alumni day and other courses co-sponsored with local DH associations.
<b>6 Dental software annual support fees (\$1,000/year)</b>	Measure C payments for first 12 months end March 2012	Request Perkins funds	Measure C payments for first 12 months end March 2012
<b>7 Grant funding for equipment; autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies</b>	Submit request in 2011	Perkins funding obtained for autoclave, panoramic plate, and phosphor plates in 2011.	Continue to request funding
<b>8 Funding for faculty development &amp; department meetings</b>	Submit request in 2011	A small amount of Perkins was allocated for the 2011-12 academic year.	Continue to request funding
<b>9 Funding &amp; support for e-portfolios</b>	Ongoing	Request continued funding – e-folios	TBD
<b>9 Scholarships</b>	Ongoing	Advisory board members to liaise with local dental societies to offer scholarships	Santa Clara Valley Dental Society to offer scholarship



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<b>10 grant or college funding for teaching assistant in clinic lab</b>	Ongoing CODA mandate on ratio of student:faculty	Perkins funding obtained for 2011	Will continue to be an ongoing request
<b>11 Evaluator for the allied health students</b>	Submit request for 2011	Evaluator obtained for 2011-12 academic year.	Will continue to be an ongoing request and hope to establish a formal protocol.

### 3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<p>1 Grant funding for equipment; autoclaves, statim sterilizer, panoramic x-ray unit, new dental technologies</p> <p>Continue to implement digital radiographs</p>	Purchase pano machine and 3 computers for radiology area within 1-2 years		<p>Old pano failing, if cannot be repaired, students will lose a valuable learning experience. Digital x-rays being taken more often but only 1 computer to view. Student success is compromised</p> <p>Program will continue to request Perkins funding for purchase of radiology equipment. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on an annual basis.</p>
2. Maintain program accreditation approval status	Ongoing	Supporting Action Step #1 in section 2.4	CODA approved programs maintain the highest regard for DH educational programs in the private sector
3. Faculty development	Ongoing	Perkins Supporting Action Step #2 in section 2.4	Program will continue to request Perkins funding for faculty development. Program addresses Core Mission Workgroup Initiative by maintaining an active and current list of members who meet on an annual basis.
4. Evaluator for the allied health students	Ongoing		<p>Students who cannot get an adequate counseling concerning program requirements or able to petition from counseling will not be able to sit for state and national board exams.</p> <p>Addresses Core Mission Workgroup Objectives for</p>

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			2011-12 for advising students to register for the appropriate course.
5 Dental software annual support fees (\$1,000/year)	Measure C payments for first 12 months end March 2012	None.	Measure C payments for first 12 months end March 2012
6 Funding for faculty development & department meetings	Submit request in 2011	A small amount of Perkins was allocated for the 2011-12 academic year.	Continue to request funding
7 Funding & support for e-portfolios	Ongoing	Request continued funding – e-folios	TBD
8 Scholarships	Ongoing	Advisory board members to liaise with local dental societies to offer scholarships	Santa Clara Valley Dental Society to offer scholarship. Work on increasing amount or total of scholarships.
9 grant or college funding for teaching assistant clinic labs	Ongoing CODA mandate on ratio of student:faculty	Perkins funding obtained for 2011	Will continue to be an ongoing request
10 Request replacing full-time faculty as they retire or leave the program.	When appropriate.	None for now but will request when full-time faculty leave program	None for now.

### Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

#### Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>1. Faculty</b>	Varies	Goal #10 – replace full-time faculty upon retirement	District

#### Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>None</b>			

#### B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>None</b>			

#### Facilities and Equipment

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<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>1. Pano machine and 3 computers for radiology</b>	40-50k for pano 9k for computers	Goal #1 Continue to implement digital radiographs	Perkins, Measure C bond
<b>2. Second projector in DH classroom 5302</b>	5K	Goal #1 Continue to implement digital radiographs & instructional media	Perkins, Measure C bond

One-time/Other: (Release time, training, etc.?)

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>1 Faculty Development</b>	\$3,000	Goal #6 Faculty development	Perkins
<b>2 Dental software annual support fees (\$1,000/year)</b>	\$1,000	Goal #5 - software support fee	?
<b>3 Funding &amp; support for e-portfolios</b>		Goal #7 – e-portfolios	
<b>4 Scholarships</b>		Goal #8 - scholarships	Local Dental Societies
<b>5 Grant or college funding for tutoring (clinic &amp; academic)</b>	\$25,00	Goal #9 - tutoring	Perkins

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### Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<p>Faculty well calibrated and work well together. Program conducts regular outcome assessments above program and course learning outcomes. No other program has a comprehensive and well thought out e-portfolio that verifies student competency upon completion of the program.</p> <p>Program does much with the amount of space and clinical areas provided by the college. Local dental hygiene programs in the surrounding area have been remodeled or new clinics which are much larger and with newer equipment built by their college.</p> <p>Students have a 100% pass rate on both National Board Exams and State Board exams.</p>	<p>Program well respected and more technologically advanced compared to other dental hygiene programs in the state and nationally.</p> <p>Program has an excellent reputation in the surrounding dental community. Program has high passing rates for state board exams.</p>
<b>Weaknesses</b>	<p>Local dental hygiene programs in the surrounding area have been recently remodeled or new clinics built by their college.</p>	<p>Faculty need to face challenge of continually updating materials and equipment to keep up with a field that changes rapidly and continuously</p>
<b>Opportunities</b>	<p>Faculty hold leadership positions in local, state and national dental hygiene and dental educational associations.</p>	<p>Local, state and national dental hygiene groups and associations offer current professional development for many aspects of dental hygiene education</p>

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<b>Threats</b>	The state of the budget. Demand for Perkins funds by other programs or other parts of the college is a concern.	Proprietary Schools that offer Dental Hygiene Programs
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### **5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

Decisions that are made based whether the program meets the college productivity goal will always be an issue for the dental hygiene program. The program must comply with CODA accreditation standards that mandate low student to faculty ratio in clinics and labs for health and safety reasons of treating live human patients. Dental hygienists need excellent eye-hand coordination for the use of surgically sharp instruments, critical thinking skills and extensive medical, dental and pharmacological knowledge to provide comprehensive patient care. The emphasis will continue to be placed on graduating dental hygienists that meet the highest standards of the profession. The program brings in productivity in other departments, especially biology, which is not credited to the DH program. The program is considered exemplary among dental hygiene program throughout the nation.

### **5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?**

The dental hygiene program is an expensive program due to the mandated faculty to student ratios during clinical and lab rotations, however, this program has a longstanding history of excellence and a good reputation in the dental community in the Bay Area.

Program review members who have read the dental hygiene documents have expressed an appreciation for the dedication demonstrated by the faculty and staff on the behalf of the students.

### **5.4 Address the concerns or recommendations that were made in prior program review cycles.**

The DH program has not had a recent formal review and discussion with program review committee members so concerns or recommendations cannot be formally identified.

### **5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?**

- The faculty and staff are extremely dedicated and work very hard to make sure that the students in the program receive a quality education.
- The students recognize the efforts of the faculty and staff. Also, comment on outcome assessments their appreciation for the quality of education they receive.
- Employers recognize and express their appreciation for the quality of students hired by their dental offices. Many dentists have made statements to the faculty saying that they would only hire Foothill College dental hygiene graduates.
- Most people do not see their medical doctor as often as their dentist who they may see two times a year or more. The dental hygienist is responsible for reviewing the medical history upon subsequent visits for teeth cleanings that may identify undiagnosed conditions. Dental hygienists perform an oral cancer screening, a screening for

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periodontal disease and a preliminary restorative exam. The dental hygienist, without direct supervision of a dentist performs these procedures. Our dental hygiene program graduates students who are competent in all aspects of dental hygiene care.

- The DA and DH program work together to share a clinic, a classroom and a lab room in order to have schedules which don't conflict with each other.

### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The program has 100% pass rates on Dental Hygiene National Board and the California State Board exams, with scores far above the national and state average. Students are well prepared for employment as Dental Hygienists. The faculty members are dedicated to the success of their students.

6.2 Areas of concern, if any: none

6.3 Recommendations for improvement: The program needs to upgrade panoramic x-ray machine in the dental radiology lab so that it means current standards for digital radiography. Need continued funding for tutoring for DH tutors in fall and winter quarters for the first year DH students in clinical skills development. This has been funded under Perkins for many years.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Phyllis Spragge, Dean 12/12/2011

# Unit Course Assessment Report - Four Column

## Foothill College

### Program (BHS-DH) - Dental Hygiene AS

**Mission Statement:** The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This education will include courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. This education will provide the students with a foundation to pursue life long learning.

**Primary Core Mission:** Workforce

**Secondary Core Mission:** Transfer

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Biological Sciences (BIOL) - BIOL 40A - HUMAN ANATOMY & PHYSIOLOGY I - SLO 1 - Homeostasis - The student can identify how the integumentary and skeletal system contributes to homeostasis (Created By Department - Biological Sciences (BIOL))	<b>Assessment Method:</b> Multiple choice exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 90		
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Biological Sciences (BIOL) - BIOL 40A - HUMAN ANATOMY & PHYSIOLOGY I - SLO 2 - Structure and function - The student can identify the importance of structure/ function relationship. (Created By Department - Biological Sciences (BIOL))	<b>Assessment Method:</b> Embedded question on an exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 80% of the class will correctly answer the multiple choice question on the exam.		
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Biological Sciences (BIOL) - BIOL 40B - HUMAN ANATOMY & PHYSIOLOGY II - SLO 1 - Homeostasis -	<b>Assessment Method:</b> Embedded question on an exam <b>Assessment Method Type:</b>	11/15/2011 - 82% of the class got the question correct (Bio40B Fall 11 JL). <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>The student can identify how the nervous system and cardiovascular system contributes to homeostasis. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of the class will correctly answer the multiple choice question on the exam.</p>	<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Students successfully used critical thinking skills to analyze a question concerning the cardiovascular system and homeostasis.</p>	
<p>Department - Biological Sciences (BIOL) - BIOL 40B - HUMAN ANATOMY &amp; PHYSIOLOGY II - SLO 2 - Structure and function - The student can identify the importance of structure/ function relationship. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded question on an exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of the class will correctly answer the multiple choice question on the exam.</p>		
<p>Department - Biological Sciences (BIOL) - BIOL 40C - HUMAN ANATOMY &amp; PHYSIOLOGY III - SLO 1 - Homeostasis - The student can identify how the urinary system and endocrine system contributes to homeostasis. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Start Date:</b> 06/20/2011</p> <p><b>End Date:</b> 08/18/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final: multiple choice question</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% will answer the question(s) correctly</p>	<p>10/12/2011 - 85% of the students answered this question correctly.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/19/2011 - as the target for success was exceed no changes are needed</p>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Biological Sciences (BIOL) - BIOL 40C - HUMAN ANATOMY &amp; PHYSIOLOGY III - SLO 2 - Structure and function - The student can identify the importance of structure/ function relationship. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> final: multiple choice question</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of students will answer the question correctly</p>	<p>09/23/2011 - only 63% of the students got this question correct</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>09/23/2011 - I think that the question was not designed properly. The wording of the question needs to be improved. In past assessments, using different questions, students were able to perform at or above the target of success.</p>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Biological Sciences (BIOL) - BIOL 41 - MICROBIOLOGY - SLO 1 - Disease Prevention - Students will discuss the role of the health care practitioner in prevention of nosocomial infection (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> Written and multiple-choice questions on midterm and final exams</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of students will answer the test questions correctly</p>	<p>12/11/2011 - 1. ?Students will discuss the role of the health care practitioner in prevention of nosocomial infection? ? Amy assessed this SLO by asking a written question on her final exam that stated, ?What is a nosocomial infection? As a health care practitioner, what are three things you can do to help prevent them?? 42 students took this final and she broke down their ability to answer this question into 3 groups. ? Full credit: 90% of students answered this question perfectly ? Partial credit: 10% of students got the main idea of what a nosocomial infection was but didn't name three ways they could help prevent them (possible they didn't read the question?) ? No credit: 0% every student got some credit for this question. Amy's reflection: As can be seen from the vast majority of students' scores, this SLO was well-achieved by students. So, Amy plans to continue addressing this topic in the way she is currently doing so.</p> <p>? Carolyn assessed this on her final exam in two ways:</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>a. The first utilized a list of facts about MRSA from the CDC's web site. Students were presented with the list and then to relate the MRSA information to what they had learned in class. They were NOT specifically prompted to mention nosocomial infection but there were many ways the MRSA info could tie in with nosocomial infections and prevention.</p> <p>? Of the 46 students who took the final, 17 of them explicitly mentioned the role of the healthcare provider in preventing nosocomial infections; 17 students made an indirect reference (e.g. ?it's important for healthcare providers to wash their hands, properly clean equipment, etc.); 12 students didn't mention this at all.</p> <p>b. The second approach utilized a question that asked explicitly asked students, ?What are three DIFFERENT things you can do that will help stop the spread of nosocomial infections in your practice as a healthcare provider?? When specifically prompted, all of the students answered with at least some success; that is, no students failed to identify at least one preventative measure.</p> <p>? The majority (31) were able to describe (at least) three distinct measures (with several students offering more than three). Thirteen students identified two preventative measures, and two students only identified one.</p> <p>Carolyn's reflection: Students demonstrated excellent mastery of this outcome. I would like for the students to be able to identify situations in which there is higher risk of nosocomial infections without being prompted, though. In future classes, I would like to try giving them similar exercises to practice in class rather than springing this sort of question on them only at the time of the final without ever having had an opportunity to think in this context before.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	<p><b>Assessment Method:</b> Written questions answered during in-class activities</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 100% of students will be able to answer these written activities correctly</p>	<p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Biological Sciences (BIOL) - BIOL 41 - MICROBIOLOGY - SLO 2 - Compare healthy and disease states - Students will compare and contrast the role of normal flora, opportunistic and obligate pathogens in both health and disease states (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded exam questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>12/11/2011 - 2. ?Students will compare and contrast the role of normal flora, opportunistic and obligate pathogens in both health and disease states ?</p> <p>? Amy assessed this SLO through a written question on a lecture exam that asked, ?We have discussed many different human pathogens. In general, what do pathogens have that other microbes do not? Give one specific example each for two different types of pathogens. For the 45 students that took this exam, their answers were broken into three groups.</p> <p>? Full credit: 49% of students were able to answer this question and get full credit</p> <p>? Partial credit: 40% of students- about half of these understood the basic idea of virulence factors being the reason that pathogens are harmful, but were unable to identify specific examples. The other half of these students gave a couple examples of a virulence factor that a particular microbe contained, but couldn't identify the ?general? thing that pathogens must have.</p> <p>? No credit: 11% of students left this question blank indicating they had no idea what the differences between these different organisms are.</p> <p>Amy's reflection: Amy already incorporates an active learning activity in which they look up virulence factors for a particular microbe in groups and report to the class on what these factors are.</p>	<p>12/11/2011 - Amy - more in-depth work during the active learning activity</p> <p>Carolyn - more practice with the application of their knowledge to real-world data outside of exam situations.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>At the end of the activity, we discuss that there are a wide variety of virulence factors and that microbes are able to be pathogenic due to these factors. So, in the future, she will continue this activity but do it in more depth. If some of the groups had normal flora/opportunistic pathogens to look up, they might better see the distinct differences between these microbes and true pathogens.</p> <p>? Carolyn most directly assessed this in several ways on both the second midterm exam and on the final exam. Two of these are described in detail, below.</p> <p>a. The first was a multiple-choice question on the final that asked, ?What's the primary difference between a pathogenic microbe and a nonpathogenic microbe,? with the correct answer identified as, ?pathogenic microbes have more virulence factors than nonpathogenic microbes.? ? Of the 46 students who took the final, 32 selected the correct answer. ? Of the 14 who answered incorrectly, 12 chose the same wrong answer: ?pathogenic microbes are foreign, nonpathogenic microbes are normal flora.?</p> <p>b. The second approach utilized a list of facts about MRSA from the CDC's web site. Students were presented with the list and then to specifically ?describe one way in which the information on the fact sheet relates to our Bio 41 unit on normal flora and pathogenicity.? They were NOT specifically prompted to mention any particular differences or similarities among pathogens/opportunists but there were many ways the MRSA info could tie in with these concepts. Thirty-nine students explicitly mentioned differences between normal flora and pathogens such as virulence/virulence factors, the relationship to normal flora, opportunism, microbial antagonism, etc.; five students didn't explicitly mention these concepts but instead focused on</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>MRSA getting past the immune system (their answers were much more about the host perspective rather than that of the microbe). Interestingly, the two who made no connections received failing grades on the overall exam suggesting that perhaps it isn't just a breakdown with this particular concept.</p> <p>? Carolyn was very pleased with the number of students who demonstrated mastery of this SLO by discussing these concepts in the open-ended question. However, it was interesting that the students who missed the multiple-choice question almost all chose the same wrong answer, but later accurately discussed the idea that normal flora can be opportunistic. This seemed incongruous, and perhaps some of these errors can be attributed to misreading the MC question, or failing to read the answer choices correctly?</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Biological Sciences (BIOL) - BIOL 41 - MICROBIOLOGY - SLO 3 - Treatments of Bacterial and viral infections - distinguish between bacterial and viral pathogens in terms of structure and chemotherapeutic interventions (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded exam questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>12/11/2011 - ? Amy assessed this SLO through a group of multiple-choice questions on the final exam that related to the differences in structure/control of viruses and bacteria. These included mostly matching questions asking students to identify which microbes (including bacteria, viruses and eukaryotic pathogens) had particular structures. For example, a student might be asked which are acellular, which contain peptidoglycan, which undergo mutation, which are obligate intracellular parasites, etc. She also asked multiple-choice questions to determine if students understood treatments for bacterial vs. viral infections.</p> <p>? Overall on the 5 questions that addressed structural differences between viruses and bacteria, 90-95% of students answered these questions correctly indicating the ability to</p>	<p>12/11/2011 - Carolyn's reflection: it seems that students successfully grasp the concept that similarities and differences amongst pathogens influence treatment choices. In addition, most were also able to accurately discuss at least a couple of these similarities/differences in more detail. With this in mind, there is no plan to change the course in regard to this SLO.</p> <p>Amy - Greater variety of exam questions to better understand which concepts the students do and don't grasp</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>compare/contrast these microbes. This area seems to be well covered in the course and doesn't need to be improved.</p> <p>? The 3 questions on the final that addressed the treatment of infection by these microbes did not prove so successful.</p> <ul style="list-style-type: none"> <li>o 92% were able to answer that lysozyme works against bacteria</li> <li>o 85% were able to identify viruses as the main targets for vaccines (preventative treatment)</li> <li>o Only 56% were able to determine that the target of antibiotics that inhibit translation would be bacteria. For this, improvement could be made with more discussion of differences between viruses which use our cellular machinery and prokaryotes which have their own structurally distinct translational machinery.</li> </ul> <p>For this area, I need to ask more questions on the final about this topic to get a better overall average for interpretation. Obviously the questions about structure of viruses and bacteria show the students overall gather the important information. So, I need to take it one step further to more discussion of how to kill the different pathogens.</p> <p>Carolyn assessed mastery on the second midterm with both multiple-choice and open-ended questions. In addition, these concepts were assessed on the comprehensive portion of the final exam with the following question: ?Use this space to compare and contrast viruses and bacteria. Identify important similarities and differences (make sure that you've very clearly indicated which are points of similarity and which are points of difference). Then, explain why these are important to you as a future health care professional.? There were five possible points.</p> <ul style="list-style-type: none"> <li>? Forty students made the point that understanding similarities and differences help care providers choose appropriate treatments.</li> <li>? Forty-one students could identify at least two similarities or differences.</li> </ul>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Biological Sciences (BIOL) - BIOL 45 - INTRODUCTION TO HUMAN NUTRITION - BIO 45 CL-SLO Food Labels - Upon successful completion of the course, students will be able to interpret food labels, explain the rationale for the information, and teach a potential patient how to use the labels to make informed dietary choices. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>12/11/2011 - 95% of the students were able utilize food labels to make informed dietary decisions. The only concept with which students tended to have difficulty was when they had to calculate values when following diets other than for 2000 kcal.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>12/11/2011 - More demonstration of daily values calculations for diets higher or lower than 2000 kcal.</p>
<p>Department - Biological Sciences (BIOL) - BIOL 45 - INTRODUCTION TO HUMAN NUTRITION - BIO 45 CL-SLO DGAs - Upon successful completion of the course, students will be able to utilize the dietary Guidelines for Americans to plan a diet for both healthy individuals as well as individuals at increased risk for chronic illnesses such as heart disease and type 2 diabetes. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students participate in a quarter-long written analysis project. It involves collaboration with 3-4 classmates to analyze the dietary intake of a simulated "patient" and make appropriate suggestions to modify their intake to reduce their risk for diet-related disease.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> Approximately 85% of the students will actively participate in the project, accurately analyze the data and make appropriate suggestions to their "patient."</p>	<p>12/11/2011 - 100% of students were able to answer these questions appropriately. The current teaching techniques and assignments seem to be</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	and apply the DGAs <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> About 85% of students will answer these questions with 90% accuracy.	working well. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
Department - Biological Sciences (BIOL) - BIOL 45 - INTRODUCTION TO HUMAN NUTRITION - BIO 45 CL-SLO Dietary Analysis & Planning - Upon successful completion of the course, students will be able to utilize dietary analysis software to analyze current dietary intake and subsequently make suggestions for appropriate dietary modifications, and explain the rationale for these recommendations to a potential patient. (Created By Department - Biological Sciences (BIOL)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students participate in a quarter-long written analysis project. It involves collaboration with 3-4 classmates to analyze the dietary intake of a simulated "patient" and make appropriate suggestions to modify their intake to reduce their risk for diet-related disease. <b>Assessment Method Type:</b> Case Study/Analysis		
Department - Biological Sciences (BIOL) - BIOL 58 - FUNDAMENTALS OF PHARMACOLOGY - SLO 1 - Physiological Processes - The student will be able to describe the basic functions and mechanism of action of drugs and the physiologic responses of various body systems (Created By Department - Biological Sciences (BIOL)) <b>Assessment Cycles:</b> 2010-2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 100 question multiple choice test <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 80% of students will score 75% or better		
Department - Biological Sciences (BIOL) - BIOL 58 - FUNDAMENTALS OF			



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>PHARMACOLOGY - SLO 2 - Drug interactions - The student will be able to list the side effects, desirable and undesirable actions and the appropriate remedies of drug interaction. (Created By Department - Biological Sciences (BIOL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 50 - ORIENTATION TO DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated by a dental hygiene instructor using an instrumentation rubric for the 11/12 explorer. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 95% of students will pass the instrumentation evaluation with a score of 75% or higher.</p>	<p>09/15/2011 - Of the 30 students enrolled in the course, 27 students passed this assessment. This is an acceptable outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I would like three to four paid teaching assistants to help with instrumentation instruction.</p>	<p>09/17/2012 - The SLO is an important step in beginning mastery of exploring techniques. 90% of students were successful.</p>
<p>Department - Dental Hygiene (DH) - D H 50 - ORIENTATION TO DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 95% of students will pass exam with a score of 75% or higher.</p>	<p>09/15/2011 - 100% of students enrolled in this course were about to successfully demonstrate this student learning outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I use Etudes as a web enhanced tool for this course. I would like faculty resources (time, assistance) to create more movie clips &amp; images to help students with this learning process.</p>	<p>09/17/2012 - Students were able to demonstrate competency in beginning exploring instrumentation, no changes planned.</p>
<p>Department - Dental Hygiene (DH) - D H 52A - ORAL BIOLOGY I - SLO 1 - Anatomy -</p> <p><b>Assessment Method:</b> Quiz</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
chart the bones of the skull (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	Lab Exercise <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Student shall pass the quiz/lab exercise on the bones with 70% or better		
Department - Dental Hygiene (DH) - D H 52A - ORAL BIOLOGY I - SLO 2 - Structure and function - Identify the different teeth in the human dentition (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quizzes Lab Exercises <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Student will score a 70% or better on quizzes and lab exercises on the different teeth in the human dentition	11/01/2011 - On the quiz directly related to this SLO, 23/24 students scored a 70% or better <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> More extracted teeth needed for students to study	11/01/2011 - I plan no changes
Department - Dental Hygiene (DH) - D H 52B - ORAL BIOLOGY II - SLO 1 - Anatomy - state the different periods of human embryology (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will state the different periods of human embryology on a quiz <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Students will score a 75% or better on this quiz		
Department - Dental Hygiene (DH) - D H 52B - ORAL BIOLOGY II - SLO 2 - Application of Knowledge - describe the differences between enamel and dentin (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quiz on the differences between enamel and dentin <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Students will score a 75% or better on the quiz		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 1 - Infection control - The student will create their e-portfolio and submit a project on infection control as documentation of their competency in infection control procedures. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A dental hygiene instructor using an e-portfolio rubric on infection control procedures will evaluate the student. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 100% of students will submit an e-portfolio with a passing score of 75% or higher.</p>	<p>12/17/2010 - 100% of the students submitted their e-portfolio and infection control project. The grades ranged from 99%-75%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.</p>	<p>12/16/2011 - The e-portfolios are an important artifact of student learning and competency.</p>
<p>Department - Dental Hygiene (DH) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 2 - Ethics - The student will explain the ethical obligations to maintain the standards of dental care adhering to infection control protocols that are consistent with current federal, state, and local laws and guidelines. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of students will pass the exam with a score of 75% or higher.</p>	<p>12/17/2010 - 100% of the DH students in this course were able to explain the legal and ethical obligations of the dental hygienist with regard to infection and hazard control. Assess was based on written exams, clinical performance, and researching a topic and doing a class presentation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Continued funding for running the dental hygiene clinic and library resources for dental hygiene.</p>	<p>12/16/2011 - No plans for changes, goals met.</p>
<p>Department - Dental Hygiene (DH) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate dental hygiene assessment procedure skills on a student partner including: review of health, dental history vital signs, extraoral/ intraoral examination, periodontal examination, caries examination, classify occlusion. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Clinical examination using a rubric.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 95% will pass this assessment with a score of 75% or higher.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Clinical examination using a rubric.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 95% will pass this assessment with a score of 75% or higher.</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 1 - Knowledge - Describe the diseases of metabolism (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Students will complete an exam on the diseases of metabolism</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will score a 75% or better on the exam</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 2 - Knowledge - Describe the blood disorders (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Students will complete an exam on the blood disorders</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will score a 75% or better on the exam</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 1 - Application of knowledge - Describe oral lesions using appropriate terminology (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Quiz which students describe oral lesions using appropriate terminology</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target:</b> Students score a 75% or better on the quiz</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Course-Level SLO Status:</b> Active</p>		
<p>Department - Dental Hygiene (DH) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 2 - Application of knowledge - Describe the differential diagnoses of oral lesions (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Students will complete an exam on the differential diagnosis of oral lesions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will score an 80% or better on the exam</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Course-Level SLO Status:</b> Active</p>		
<p>Department - Dental Hygiene (DH) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 1 - Application of Knowledge - By the end of spring quarter, the dental hygiene student will be able to demonstrate a working knowledge of the implications for dental hygiene care for a commonly prescribed drug. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> A multiple choice question on the implications for a commonly prescribed drug on the midterm exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 85% of students will answer the question correctly.</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Course-Level SLO Status:</b> Active</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 2 - Research - By the end of spring quarter, the dental hygiene student will be able to research and report on the indications for the use of a commonly prescribed drug. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A 2-page paper summarizing the indications for the use of a commonly prescribed drug.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will receive a score of 8 or higher on a 10-point rubric.</p>		
<p>Department - Dental Hygiene (DH) - D H 57A - PERIODONTICS - SLO 1 - Knowledge - Describe the clinical and histologic features of the periodontium (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz which asks to students to describe the clinical and histologic features of the periodontium</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will score a 75% or better on the quiz</p>		
<p>Department - Dental Hygiene (DH) - D H 57A - PERIODONTICS - SLO 2 - Knowledge - Describe the characteristics of periodontal health (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz which students describe the characteristics of periodontal health</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students score a 75% or better on the quiz</p>		
<p>Department - Dental Hygiene (DH) - D H 57B - PERIODONTICS - SLO 1 - Knowledge - Describe the classifications of gingivitis (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Quiz on chapter 14 in textbook on the different classifications of gingivitis</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will score a 75% or better on this</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active	quiz		
Department - Dental Hygiene (DH) - D H 57B - PERIODONTICS - SLO 2 - Knowledge - Describe the classifications of periodontitis (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quiz on chapters 16 and 17 in textbook to determine if students were able to describe the classifications of periodontitis <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Students will score a 75% or better on the quiz		
Department - Dental Hygiene (DH) - D H 57C - PERIODONTICS - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence- based decision making, on the periodontally involved patient with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will complete a portfolio project on a periodontally involved patient <b>Assessment Method Type:</b> Portfolio Review <b>Target:</b> Students will complete this project with a grade of 75% or better		
Department - Dental Hygiene (DH) - D H 57C - PERIODONTICS - SLO 2 - Application of knowledge - The student will describe the rationale for various types of periodontal surgery including goals, advantages, and disadvantages. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012	<b>Assessment Method:</b> Students will complete an exam on the various types of periodontal surgery <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Students will score a 85% or better on the exam		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 59 - SURVEY OF DENTISTRY - SLO 1 - Responsibilities - The student will evaluate the role of the dental hygienist in one of the nine recognized dental specialties. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 2-3 page report written after observing a dental hygienist working in a dental specialty office.  <b>Assessment Method Type:</b> Research Paper  <b>Target:</b> 85% of students will receive a score of 17 or higher on a 20 point rubric.		
Department - Dental Hygiene (DH) - D H 59 - SURVEY OF DENTISTRY - SLO 2 - Responsibilities - The dental hygiene student will distinguish between the allowable duties of the dental hygienist in the State of California under direct supervision & general supervision. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A multiple choice question on a general supervision duty of the dental hygienist on a course quiz.  <b>Assessment Method Type:</b> Exam - Course Test/Quiz  <b>Target:</b> 85% of students will answer the question correctly on the quiz.		
Department - Dental Hygiene (DH) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 2 - Safety - Describe radiation protective factors provided to the patient to reduce radiation absorption and exposure. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> This outcome will be assessed by a multiple-choice question  <b>Assessment Method Type:</b> Exam - Course Test/Quiz  <b>Target:</b> 90% of students will choose the correct answer		



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Dental Hygiene (DH) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 1 - Knowledge - List the steps that take place in the tubehead to produce radiation. (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> This outcome will be assessed by using a short answer question <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 85% of the students will be able to list the steps in their correct order to produce photons from electrons.		
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 60B - DENTAL RADIOGRAPHY II - SLO 2 - Dental Techniques - List the name and functions of the processing solutions. (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> This outcome will be assessed by a multiple-choice question <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 80% of the students will be able to answer the question correctly		
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 60B - DENTAL RADIOGRAPHY II - SLO 1 - Dental Techniques - Demonstrate proper film placement techniques on a mannequin for intraoral films. (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it as correct or incorrect. A film placement error has a point deduction of 1 point. <b>Assessment Method Type:</b> Observation/Critique <b>Target:</b> 75% of the students are expected to successfully pass the film placement procedure on a mannequin.		
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 60C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - Correctly mount a full	<b>Assessment Method:</b> The student will be able to perform this task by using the indicator dot as a means to		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>mouth survey of dental radiographs. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>identify the labial/lingual placement of the film; identify the landmarks appropriate for maxillary and mandibular placement; and the positioning of vertical and horizontal films for the anterior/posterior positions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 90% of the students will be able to succeed in this outcome</p>		
<p>Department - Dental Hygiene (DH) - D H 60C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - Recognize periodontal bone loss on a dental radiograph. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 80% of the students will correctly identify bone loss</p>		
<p>Department - Dental Hygiene (DH) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 1 - Dental Techniques - List the advantages of using the buccal object rule in dentistry. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The students will understand the buccal object rule by taking a parallel radiograph to overlap an artifact then take a mesial radiograph of the same area and compare the movement of the artifact</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 75% of the students will understand the buccal object rule by correct performance in a lab setting</p>		
<p>Department - Dental Hygiene (DH) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 2 - Dental Techniques - Produce a diagnostic panoramic radiograph. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> The student will be able to correctly place the patient in the midsagittal, Frankfort and cuspid focal troughs. These three focal points are necessary to use for a diagnostic</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>panoramic radiograph. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> 90% of the students will be able to successfully complete this SLO</p>		
<p>Department - Dental Hygiene (DH) - D H 60E - DENTAL RADIOGRAPHY V - SLO 1 - Application of Knowledge - Understanding the parameters of the California State Board Exam requirements for a FMS, the student will be able to evaluate the need to retake a dental radiograph (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Given a FMS, the student will be able to determine the need to retake a dental radiograph using the parameters of insufficient or excessive horizontal/vertical angulation, the presence of a cone cut and or a developing error. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 80% of the students will be able to independently determine and instructor concur the need of a radiographic retake</p>	<p>10/13/2011 - A finding that 95% of the students were able to determine the need of a radiographic retake using the correct parameters. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Dental Hygiene (DH) - D H 60E - DENTAL RADIOGRAPHY V - SLO 2 - Application of knowledge - Identify calculus on a full mouth set of radiographs. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A radiographic assessment form will be used for this SLO. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 80% of the students will be able to identify calculus on a full set of dental radiographs.</p>	<p>10/13/2011 - 95% of the students were able to identify calculus on a full set of dental radiographs <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Dental Hygiene (DH) - D H 61A - CLINICAL TECHNIQUE - SLO 1 - Dental Techniques - The student will demonstrate proper use of the universal curet, gracey curets, and sickle scalers including: proper grasp, angulation, and adaptation to the tooth and/or root surface. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> A dental hygiene instructor using a clinical assessment exam rubric on assessment procedures will evaluate the student. A passing score is 75% or higher. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> 95% of students will attain beginning level</p>	<p>04/11/2011 - Students performed very well on instrumentation evaluations. If they did not pass the first evaluation, they received tutoring &amp; were retested. On the final clinic exam 95% of students passed instrumentation evaluations. This is an acceptable pass rate. <b>Result:</b> Target Met</p>	<p>04/16/2012 - Continue to develop video clips for home study of instrumentation.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>competency with clinical dental hygiene instrumentation.</p>	<p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Continuing tutoring funds to support student learning.</p>	
<p>Department - Dental Hygiene (DH) - D H 61A - CLINICAL TECHNIQUE - SLO 2 - Research - The student will explain the rationale for selecting and implementing dental hygiene procedures using evidence based research for the following: application of fluorides, coronal polishing of teeth, instrumentation techniques and sharpening techniques. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated by a written exam with a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target:</b> 100% of students will submit a patient competency analysis paper that is scored as passing (75% or higher).</p>	<p>04/11/2011 - Students are able to explain the rationale for evidence based research related to dental hygiene care methodologies. They demonstrated this on a patient competency paper with both a clinic and research component. Scores on patient competency papers ranged from 75%-99%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> The FC library maintains subscription to the EBSCO database.</p>	<p>04/16/2012 - Add an assignment on finding peer reviewed journal articles to support their research.</p>
<p>Department - Dental Hygiene (DH) - D H 61B - INTRODUCTION TO CLINIC - SLO 1 - Application of Knowledge - The student will choose an appropriate patient to complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence based decision making, with a score of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The evaluation of the SLO uses two rubrics, a clinic rubric for the clinical requirements for the patient competency, and a research paper rubric for evaluating the research paper component. The scores are combined for the final grade. Passing is 75% or higher.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 100% of students will submit a passing patient competency paper &amp; clinical project.</p>	<p>09/16/2011 - All the students in this course completed a patient competency project on either a pediatric or an adolescent patient. The scores ranged from 75% to 100%, with a class average of 88%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Library resources on the pediatric and adolescent patients, particularly in the field of dentistry and dental hygiene.</p>	<p>09/17/2012 - None. This assignment fits well with requirements for our program accreditation.</p>
<p>Department - Dental Hygiene (DH) - D H 61B - INTRODUCTION TO CLINIC - SLO 2 - Application of knowledge - The student will</p>	<p><b>Assessment Method:</b> The evaluation of periodontal probing uses the Periodontal Probing form, which is the</p>	<p>09/16/2011 - All students in this course completed a successful periodontal probing evaluation using</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>choose an appropriate patient for periodontal probing evaluation and complete the evaluation with a score of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>same, used in the California Dental Hygiene State Board licensing exam. The student readings in the selected quadrant are compared with the instructor readings. Any readings that vary more than 2mm are considered an error, minus 5 points.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 100% of students will pass the periodontal probing evaluation.</p>	<p>the guidelines of the State Board exam. The scores ranged from 75% to 100%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Maintain the accreditation mandated ratio of 1 instructor to 5 students so that students receive adequate clinical instruction and patients are safe.</p>	<p>09/17/2012 - No changes.</p> <hr/>
<p>Department - Dental Hygiene (DH) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 2 - Application of knowledge - The student will select an appropriate quadrant and complete a periodontal probing evaluation with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The evaluation of periodontal probing used the Periodontal Probing form similar to the form used for the state licensing examination. The student reading are compared to the instructor readings. Reading with a 2mm or more discrepancy are considered errors or minus 5 points each. The student must achieve a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 100% of students will pass the periodontal probing evaluation.</p>		
<p>Department - Dental Hygiene (DH) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the child or adolescent with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 100% of the students will submit a passing patient competency project.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the geriatric medically complex with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 100% of the students will submit a passing patient competency project.</p>		
<p>Department - Dental Hygiene (DH) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 2 - Application of knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will choose an appropriate patient for the mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 4 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 1 - Application of Knowledge - The</p>	<p><b>Assessment Method:</b> The student will choose an appropriate patient for a mock board clinical examination</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 5 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 85% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 85% or higher.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 100% of students will pass the periodontal probing evaluation.</p>		
<p>Department - Dental Hygiene (DH) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 5 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or better.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 100% of the students will pass the exam.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 90% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 90% or higher.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 100% of students will pass the periodontal probing evaluation.</p>		
<p>Department - Dental Hygiene (DH) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 1 - Application of Knowledge - By the end of fall quarter, the dental hygiene student will be able to differentiate between measures of central tendency. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A multiple choice question about measures of central tendency on the final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 85% of students will answer this question on the final exam correctly.</p>		
<p>Department - Dental Hygiene (DH) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 2 - Application of knowledge - By the end of fall quarter, the dental hygiene student will be able to identify dental health disparities. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> A multiple choice question about dental health disparities is included on the final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 85% of students will answer the question on the final exam correctly.</p>		



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Active</p> <p>Department - Dental Hygiene (DH) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 1 - Application of Knowledge - By the end of winter quarter, the dental hygiene student will be able to develop a community dental health program goal. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 3-4 page community dental health program proposal.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will receive a score of 22 or higher on a 25 point rubric.</p>		
<p>Department - Dental Hygiene (DH) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 2 - Application of knowledge - By the end of winter quarter, the dental hygiene student will be able to identify the components of a community dental health program objective. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A multiple choice question on components of a program objective on the midterm exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 85% of students will correctly answer the question on the midterm exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 64 - ETHICS, LAW &amp; DENTAL OFFICE PRACTICES - SLO 1 - Application of Knowledge - Given a legal/ethical dilemma the student will apply the Six-Step Decision Making Model and analyze the evidence, legal facts, ethical principles involved and details of the dilemma to reach an appropriate decision. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> The paper will be evaluated using a grading rubric. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target:</b> 100% of students will submit a paper with a passing score.</p>	<p>09/16/2011 - All students received a passing score on their paper. The papers were evaluated using a rubric. Scores ranged from 78% to 98%, with an average of 87%. The ethical/legal scenarios were well researched by the students &amp; will apply to their career as a dental hygienist.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Peer reviewed journals on ethics &amp; law in dentistry or medical fields available online through the Foothill College Library.</p>	<p>09/17/2012 - Next year I will require two - three peer reviewed journal articles related to their topic as references to strengthen the evidence based research.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active	Department - Dental Hygiene (DH) - D H 64 - ETHICS, LAW & DENTAL OFFICE PRACTICES - SLO 2 - Application of knowledge Capstone - As a capstone project for graduation from the dental hygiene program the student the student will create a final e-portfolio which demonstrates their competency in the four dental hygiene competencies: Dental Hygiene Process of Care, Health Education Strategies, Infection & Hazard Controls, Legal & Ethical Principles. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Three dental hygiene faculty members using a rubric will evaluate the e-portfolio. A passing score is 75% or higher. <b>Assessment Method Type:</b> Portfolio Review <b>Target:</b> 100% of students will complete their e-portfolio capstone project with a passing score.  09/16/2011 - All dental hygiene students completed their e-portfolio as their capstone project for the DH program. The e-portfolios were reviewed by 3 faculty members, then a composite score was assigned based on all three reviews. The scores ranged from 84% to 97%, with an average of 90%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> College support for the e-portfolio project. This year it was a pilot project funded by Foothill Global Access & we received technical assistance from Judy Baker & Una Daly.	09/17/2012 - We will continue to use 3 evaluators for the final e-portfolio review & use the same grading rubric.  <hr/>
Department - Dental Hygiene (DH) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 2 - Knowledge - Describe the different nerves anesthetized in dental hygiene (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final Exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Student will score a 75% or better on a final exam testing this assessment	11/29/2011 - 100% of the students scored 75% or better. Grades ranged from 98% to 82% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None <b>IL-SLO Reflection:</b> All students met target	
		11/12/2011 - All students scored a 75% or better on the final exam <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None needed	11/12/2011 - Goals met no changes needed  <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 1 - Dental Techniques - Describe the classes of anesthetic drugs used in dental hygiene (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Student will score a 85% or better on this knowledge assessment</p>	<p>11/29/2011 - All students scored a 85% or better on this exam. Grades ranged from 98% to 87%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>IL-SLO Reflection:</b> Goal met</p>	
		<p>11/12/2011 - all students scored a 85% or better</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None needed</p>	<p>11/12/2011 - Goal me..no changes needed</p>
<p>Department - Dental Hygiene (DH) - D H 66 - SOFT TISSUE CURETTAGE - SLO 1 - Dental Techniques - The student will perform soft tissue curettage on a dental typodont following procedural guidelines. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>The student will perform soft tissue curettage on a dental typodont following procedural guidelines in a lab practical examination using a performance evaluation form achieving a score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 66 - SOFT TISSUE CURETTAGE - SLO 2 - Dental Techniques - The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage. (Created By Department - Dental Hygiene (DH))</p>	<p>The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Target:</b> 100% of the students will pass the exam.		
Department - Dental Hygiene (DH) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 1 - Knowledge - Describe the various techniques to achieve sedation in dental hygiene (Created By Department - Dental Hygiene (DH))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will pass the exam on sedation with a score of 75% OR higher. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 100% of the dental hygiene students will pass this assessment with a score of 75% or higher.		
Department - Dental Hygiene (DH) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 2 - Knowledge - Describe the parts of a fail-safe nitrous oxide/oxygen machine (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will describe & safely operate a fail-safe nitrous oxide/oxygen unit on a patient. A grading rubric will be used in the lab assessment. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> 100 % of the dental hygiene students will pass this lab assessment.		
Department - Dental Hygiene (DH) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 1 - Knowledge - Recognize the radiographic anatomical features of the teeth and periodontium. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Using a dental radiograph, the student will be able to correctly identify enamel, dentin, pulp and alveolar bone. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 90% of the students will be able to correctly identify these anatomical features of the teeth and periodontium.	10/13/2011 - 100% of the students were able to correctly identify these anatomical features. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 2 - Application of knowledge - Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The radiographic interpretation form will be used to determine whether a student is successful in the interpretation of the presence or absence of dental caries</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> 75% of the students will be able to interpret the presence or absence of dental caries on a bitewing radiograph</p>	<p>10/13/2011 - 75% and above of the students were able to interpret the presence or absence of dental caries on a bitewing radiograph</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/13/2011 - The assessment should be modified to say "using a diagnostic bitewing radiograph, the student will be able to interpret the presence of gross caries". This change will be a more useful statement since the students have this criteria as a limiting factor in patient selection for the State Board Examination.</p>
<p>Department - Dental Hygiene (DH) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 1 - Application of Knowledge - Identify the medications in an emergency drug kit (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Short answer question for spelling name of emergency kit items and function.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 96% can successfully name and identify the function of drugs in the emergency kit.</p>		
<p>Department - Dental Hygiene (DH) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 2 - Application of knowledge - describe the signs and symptoms of common medical emergencies (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be able to identify signs and symptoms of common medical emergencies in a multiple choice exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 96% of the students will be able to identify common signs and symptoms of syncope and hyperventilation.</p>		
<p>Department - Dental Hygiene (DH) - D H 72 - DENTAL MATERIALS - SLO 1 - Dental Techniques - The student will evaluate a patient's dental and restorative conditions</p>	<p><b>Assessment Method:</b> Dental and restorative charting on student-partner.</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>and chart significant findings with an accuracy of 75% or better on the final evaluation. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Class/Lab Project</p> <p><b>Target:</b> By the 3rd lab session the student will be able to correctly chart 95% of all existing conditions and dental restorations.</p>		
<p>Department - Dental Hygiene (DH) - D H 72 - DENTAL MATERIALS - SLO 2 - Application of knowledge - The student will assess and identify a patient's caries risk and propose a plan for to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Caries risk assessment Tdap test on student-partner</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 100% completion for patient assessment assignment.</p>		
<p>Department - Dental Hygiene (DH) - D H 73 - DENTAL HEALTH EDUCATION - SLO 1 - Research - The student will research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> All students will submit an e-portfolio project on an oral health product with a score of 75% or higher.</p>	<p>04/11/2011 - All students were successful in submitting the required components for their e-portfolio. Some students need additional practice with college level writing skills. Grades for the e-portfolios ranged from 75% to 98%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Continued funding for the eportfolio sites for DH students.</p>	<p>04/12/2012 - Refer students with weak writing skills to FC writing center or other resources. Encourage students to use peer review before submitting writing assignments.</p>
<p>Department - Dental Hygiene (DH) - D H 73 - DENTAL HEALTH EDUCATION - SLO 2 - Research - The student will complete a patient assessment project on a peer,</p>	<p><b>Assessment Method:</b> A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is</p>	<p>04/04/2011 - Students all completed their patient assessment paper with a grade of 75% to higher. The range in scores were 100-75,with a class average of 88%.</p>	<p>09/15/2011 - Continue to develop the directions for the clinical portion so that students have fewer</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>including the required clinical assessments and a research paper documenting their competency and evidence based decision making in assessment procedures, with a score of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>75% or higher.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> All students complete the patient assessment paper with a minimum score of 75%.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Time! An additional instructor in the Friday lab would also be helpful.</p>	<p>questions. Calibration of clinical faculty each year. Edit syllabus directions for this project.</p> <hr/>
<p>Department - Dental Hygiene (DH) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 1 - Dental Techniques - The student will demonstrate the proper technique for utilizing ultrasonic instrumentation for periodontal debridement and calculus removal. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated on ultrasonic instrumentation in a clinical practical examination utilizing a process evaluation form achieving a grade of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 100% of the students will pass the practical clinical examination.</p>		
<p>Department - Dental Hygiene (DH) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 2 - Dental Techniques - The student will identify the principles of ultrasonic instrumentation including pretreatment considerations, indications and contraindications. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated on principles of ultrasonic instrumentation by a written exam achieving a grade of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of the students will pass the examination.</p>		
<p>Department - Dental Hygiene (DH) - D H 75B - CLINICAL DENTAL HYGIENE</p>	<p><b>Assessment Method:</b> The student will be evaluated on selecting</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>THEORY II - SLO 1 - Dental Techniques - The student will select appropriate advanced instruments for periodontal debridement when given patient assessment information. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>advanced instruments for periodontal debridement by written examination achieving a score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 2 - Dental Techniques - The student will be able to assess anatomical features of dental anatomy and apply advanced techniques for effective root surface debridement. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated on root surface debridement utilizing a process evaluation form during lab excercises and student written feedback on their learning experience.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 100% of the students will complete the project.</p>		
<p>Department - Dental Hygiene (DH) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 1 - Knowledge - The student will be able to state the criteria for selecting an appropriate patient for the dental hygiene California State Board Examination. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will apply the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 80% of the students will have successfully applied the criteria for patient selection.</p>		
<p>Department - Dental Hygiene (DH) - D H 75C - CLINICAL DENTAL HYGIENE</p>	<p><b>Assessment Method:</b> The student will assess and accurately</p>		



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>THEORY III - SLO 2 - Application of knowledge - The student will assess patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>determine the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 80% of the students will have accurately assessed patients for the dental hygiene licensure exam.</p>		

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Dental Hygiene (DH)

**Mission Statement:** The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists. This education will include courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. This education will provide the students with a foundation to pursue life long learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 200L - INTRODUCTION TO DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate the intra-oral exam procedure of inspection and palpation of the oral cavity including: digital, bidigital, manual and bimanual palpation techniques using gauze and a mouth mirror. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> patient case study <b>Assessment Method Type:</b> Case Study/Analysis</p>		
<p>Department - Dental Hygiene (DH) - D H 200L - INTRODUCTION TO DENTAL HYGIENE - SLO 2 - Research - Students can research a dental hygiene product and present it to the class (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will write a college level research paper with a passing score of 75% or higher, graded using a rubric. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 95% of students will write a research paper at a passing level.</p>		
<p>Department - Dental Hygiene (DH) - D H 290 - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment</p>	<p><b>Assessment Method:</b> Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is grading with a rubric.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.</p>		
<p>Department - Dental Hygiene (DH) - D H 290 - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is grading with a rubric.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students submit the required log, with the required elements.</p>		
<p>Department - Dental Hygiene (DH) - D H 290X - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is grading with a rubric.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.</p>		
<p>Department - Dental Hygiene (DH) - D H 290X - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students submit the required log, with the required elements.</p>		
<p>Department - Dental Hygiene (DH) - D H 290Y - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings.</p> <p>(Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students will submit a reflection paper detailed their enrichment experiences</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>in their e-portfolio.</p>		
<p>Department - Dental Hygiene (DH) - D H 290Y - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students submit the required log, with the required elements.</p>		
<p>Department - Dental Hygiene (DH) - D H 290Z - DIRECTED STUDY - Reflection paper - Students will complete a reflection paper discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p>	<p><b>Assessment Method:</b> Student will submit a reflection paper, discussing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings, in their e-portfolio. The e-portfolio is graded with a rubric.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students will submit a reflection paper detailed their enrichment experiences in their e-portfolio.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 290Z - DIRECTED STUDY - Log of hours - Students will complete a log of hours detailing the enrichment activities which may include: off-campus clinic enrichment rotations, community service projects, patient case study seminars, and attendance at professional dental or dental hygiene meetings. (Created By Department - Dental Hygiene (DH))	<b>Assessment Method:</b> Student will submit an electronic record of hours, with details of date, activity, hours, and a brief summary, in their e-portfolio. The e-portfolio is graded with a rubric. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 100% of students submit the required log, with the required elements.		
<b>Assessment Cycles:</b> 2011-2012			
<b>Start Date:</b> 09/26/2011			
<b>End Date:</b> 12/16/2011			
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 50 - ORIENTATION TO DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument. (Created By Department - Dental Hygiene (DH))	<b>Assessment Method:</b> The student will be evaluated by a dental hygiene instructor using an instrumentation rubric for the 11/12 explorer. A passing score is 75% or higher. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 95% of students will pass the instrumentation evaluation with a score of 75% or higher.	09/15/2011 - Of the 30 students enrolled in the course, 27 students passed this assessment. This is an acceptable outcome. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> I would like three to four paid teaching assistants to help with instrumentation instruction.	09/17/2012 - The SLO is an important step in beginning mastery of exploring techniques. 90% of students were successful.
<b>Assessment Cycles:</b> 2010-2011			
2011-2012			
2012-2013			
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 50 - ORIENTATION TO DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of explorer types, the	<b>Assessment Method:</b> The student will be evaluated by a written exam with a passing score of 75% or higher. <b>Assessment Method Type:</b>	09/15/2011 - 100% of students enrolled in this course were about to successfully demonstrate this student learning outcome.	09/17/2012 - Students were able to demonstrate competency in beginning exploring instrumentation,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>proper use of each type, and the correct adaptation and use of explorers. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 95% of students will pass exam with a score of 75% or higher.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I use Etudes as a web enhanced tool for this course. I would like faculty resources (time, assistance) to create more movie clips &amp; images to help students with this learning process.</p>	<p>no changes planned.</p> <hr/>
<p>Department - Dental Hygiene (DH) - D H 52A - ORAL BIOLOGY I - SLO 1 - Anatomy - chart the bones of the skull (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz Lab Exercise</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Student shall pass the quiz/lab exercise on the bones with 70% or better</p>		
<p>Department - Dental Hygiene (DH) - D H 52A - ORAL BIOLOGY I - SLO 2 - Structure and function - Identify the different teeth in the human dentition (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes Lab Exercises</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Student will score a 70% or better on quizzes and lab exercises on the different teeth in the human dentition</p>	<p>11/01/2011 - On the quiz directly related to this SLO, 23/24 students scored a 70% or better</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> More extracted teeth needed for students to study</p>	<p>11/01/2011 - I plan no changes</p> <hr/>
<p>Department - Dental Hygiene (DH) - D H 52B - ORAL BIOLOGY II - SLO 1 - Anatomy - state the different periods of human embryology (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Students will state the different periods of human embryology on a quiz</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will score a 75% or better on this</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active	quiz		
Department - Dental Hygiene (DH) - D H 52B - ORAL BIOLOGY II - SLO 2 - Application of Knowledge - describe the differences between enamel and dentin (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quiz on the differences between enamel and dentin <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students will score a 75% or better on the quiz		
Department - Dental Hygiene (DH) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 1 - Infection control - The student will create their e-portfolio and submit a project on infection control as documentation of their competency in infection control procedures. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A dental hygiene instructor using an e-portfolio rubric on infection control procedures will evaluate the student. A passing score is 75% or higher. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 100% of students will submit an e-portfolio with a passing score of 75% or higher.	12/17/2010 - 100% of the students submitted their e-portfolio and infection control project. The grades ranged from 99%-75%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.	12/16/2011 - The e-portfolios are an important artifact of student learning and competency.
Department - Dental Hygiene (DH) - D H 53 - ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS - SLO 2 - Ethics - The student will explain the ethical obligations to maintain the standards of dental care adhering to infection control protocols that are consistent with current federal, state, and local laws and guidelines. (Created By Department - Dental Hygiene (DH))	<b>Assessment Method:</b> The student will be evaluated by a written exam with a passing score of 75% or higher. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 100% of students will pass the exam with a score of 75% or higher.	12/17/2010 - 100% of the DH students in this course were able to explain the legal and ethical obligations of the dental hygienist with regard to infection and hazard control. Assess was based on written exams, clinical performance, and researching a topic and doing a class presentation. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	12/16/2011 - No plans for changes, goals met.



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>2010-2011</p> <p><b>Resource Request:</b> Continued funding for running the dental hygiene clinic and library resources for dental hygiene.</p>	
<p>Department - Dental Hygiene (DH) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 1 - Dental Techniques - The student will correctly demonstrate dental hygiene assessment procedure skills on a student partner including: review of health, dental history vital signs, extraoral/ intraoral examination, periodontal examination, caries examination, classify occlusion. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Clinical examination using a rubric.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 95% will pass this assessment with a score of 75% or higher.</p>		
<p>Department - Dental Hygiene (DH) - D H 54 - PRE-CLINICAL DENTAL HYGIENE - SLO 2 - Dental Techniques - The student will identify a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Clinical examination using a rubric.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 95% will pass this assessment with a score of 75% or higher.</p>		
<p>Department - Dental Hygiene (DH) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 1 - Knowledge - Describe the</p>	<p><b>Assessment Method:</b> Students will complete an exam on the diseases of metabolism</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
diseases of metabolism (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students will score a 75% or better on the exam		
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 55A - FUNDAMENTALS OF PATHOLOGY I - SLO 2 - Knowledge - Describe the blood disorders (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> Students will complete an exam on the blood disorders <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students will score a 75% or better on the exam		
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 1 - Application of knowledge - Describe oral lesions using appropriate terminology (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> Quiz which students describe oral lesions using appropriate terminology <b>Assessment Method Type:</b> Departmental Questions <b>Target for Success:</b> Students score a 75% or better on the quiz		
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 55B - FUNDAMENTALS OF PATHOLOGY II - SLO 2 - Application of knowledge - Describe the differential diagnoses of oral lesions (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> Students will complete an exam on the differential diagnosis of oral lesions <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students will score an 80% or better on the exam		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 1 - Application of Knowledge - By the end of spring quarter, the dental hygiene student will be able to demonstrate a working knowledge of the implications for dental hygiene care for a commonly prescribed drug. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> A multiple choice question on the implications for a commonly prescribed drug on the midterm exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 85% of students will answer the question correctly.</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 56 - APPLIED PHARMACOLOGY IN DENTISTRY - SLO 2 - Research - By the end of spring quarter, the dental hygiene student will be able to research and report on the indications for the use of a commonly prescribed drug. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> A 2-page paper summarizing the indications for the use of a commonly prescribed drug. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 85% of students will receive a score of 8 or higher on a 10-point rubric.</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 57A - PERIODONTICS - SLO 1 - Knowledge - Describe the clinical and histologic features of the periodontium (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Quiz which asks to students to describe the clinical and histologic features of the periodontium <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students will score a 75% or better on the quiz</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 57A - PERIODONTICS - SLO 2 - Knowledge - Describe the characteristics of periodontal health (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz which students describe the characteristics of periodontal health</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students score a 75% or better on the quiz</p>		
<p>Department - Dental Hygiene (DH) - D H 57B - PERIODONTICS - SLO 1 - Knowledge - Describe the classifications of gingivitis (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz on chapter 14 in textbook on the different classifications of gingivitis</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will score a 75% or better on this quiz</p>		
<p>Department - Dental Hygiene (DH) - D H 57B - PERIODONTICS - SLO 2 - Knowledge - Describe the classifications of periodontitis (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz on chapters 16 and 17 in textbook to determine if students were able to describe the classifications of periodontitis</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will score a 75% or better on the quiz</p>		
<p>Department - Dental Hygiene (DH) - D H 57C - PERIODONTICS - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-</p>	<p><b>Assessment Method:</b> Students will complete a portfolio project on a periodontally involved patient</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>based decision making, on the periodontally involved patient with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Students will complete this project with a grade of 75% or better</p>		
<p>Department - Dental Hygiene (DH) - D H 57C - PERIODONTICS - SLO 2 - Application of knowledge - The student will describe the rationale for various types of periodontal surgery including goals, advantages, and disadvantages. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will complete an exam on the various types of periodontal surgery</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will score a 85% or better on the exam</p>		
<p>Department - Dental Hygiene (DH) - D H 59 - SURVEY OF DENTISTRY - SLO 1 - Responsibilities - The student will evaluate the role of the dental hygienist in one of the nine recognized dental specialties. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 2-3 page report written after observing a dental hygienist working in a dental specialty office.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will receive a score of 17 or higher on a 20 point rubric.</p>		
<p>Department - Dental Hygiene (DH) - D H 59 - SURVEY OF DENTISTRY - SLO 2 - Responsibilities - The dental hygiene student will distinguish between the allowable duties of the dental hygienist in the State of California under direct supervision &amp; general supervision. (Created By Department -</p>	<p><b>Assessment Method:</b> A multiple choice question on a general supervision duty of the dental hygienist on a course quiz.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	85% of students will answer the question correctly on the quiz.		
Department - Dental Hygiene (DH) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 2 - Safety - Describe radiation protective factors provided to the patient to reduce radiation absorption and exposure. (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> This outcome will be assessed by a multiple-choice question <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 90% of students will choose the correct answer		
Department - Dental Hygiene (DH) - D H 60A - INTRODUCTION TO DENTAL RADIOGRAPHY I - SLO 1 - Knowledge - List the steps that take place in the tubehead to produce radiation. (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> This outcome will be assessed by using a short answer question <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 85% of the students will be able to list the steps in their correct order to produce photons from electrons.		
Department - Dental Hygiene (DH) - D H 60B - DENTAL RADIOGRAPHY II - SLO 2 - Dental Techniques - List the name and functions of the processing solutions. (Created By Department - Dental Hygiene (DH)) <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> This outcome will be assessed by a multiple-choice question <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students will be able to answer the question correctly		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 60B - DENTAL RADIOGRAPHY II - SLO 1 - Dental Techniques - Demonstrate proper film placement techniques on a mannequin for intraoral films. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it as correct or incorrect. A film placement error has a point deduction of 1 point.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 75% of the students are expected to successfully pass the film placement procedure on a mannequin.</p>		
<p>Department - Dental Hygiene (DH) - D H 60C - DENTAL RADIOGRAPHY III - SLO 1 - Dental Techniques - Correctly mount a full mouth survey of dental radiographs. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be able to perform this task by using the indicator dot as a means to identify the labial/lingual placement of the film; identify the landmarks appropriate for maxillary and mandibular placement; and the positioning of vertical and horizontal films for the anterior/posterior positions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of the students will be able to succeed in this outcome</p>		
<p>Department - Dental Hygiene (DH) - D H 60C - DENTAL RADIOGRAPHY III - SLO 2 - Dental Techniques - Recognize periodontal bone loss on a dental radiograph. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of the students will correctly identify</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active	bone loss		
Department - Dental Hygiene (DH) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 1 - Dental Techniques - List the advantages of using the buccal object rule in dentistry. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The students will understand the buccal object rule by taking a parallel radiograph to overlap an artifact then take a mesial radiograph of the same area and compare the movement of the artifact  <b>Assessment Method Type:</b> Class/Lab Project  <b>Target for Success:</b> 75% of the students will understand the buccal object rule by correct performance in a lab setting		
Department - Dental Hygiene (DH) - D H 60D - DENTAL RADIOGRAPHY IV - SLO 2 - Dental Techniques - Produce a diagnostic panoramic radiograph. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be able to correctly place the patient in the midsagittal, Frankfort and cuspid focal troughs. These three focal points are necessary to use for a diagnostic panoramic radiograph.  <b>Assessment Method Type:</b> Class/Lab Project  <b>Target for Success:</b> 90% of the students will be able to successfully complete this SLO		
Department - Dental Hygiene (DH) - D H 60E - DENTAL RADIOGRAPHY V - SLO 1 - Application of Knowledge - Understanding the parameters of the California State Board Exam requirements for a FMS, the student will be able to evaluate the need to retake a dental radiograph (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012	<b>Assessment Method:</b> Given a FMS, the student will be able to determine the need to retake a dental radiograph using the parameters of insufficient or excessive horizontal/vertical angulation, the presence of a cone cut and or a developing error.  <b>Assessment Method Type:</b> Case Study/Analysis  <b>Target for Success:</b> 80% of the students will be able to	10/13/2011 - A finding that 95% of the students were able to determine the need of a radiographic retake using the correct parameters.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2010-2011	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active	independently determine and instructor concur the need of a radiographic retake		
Department - Dental Hygiene (DH) - D H 60E - DENTAL RADIOGRAPHY V - SLO 2 - Application of knowledge - Identify calculus on a full mouth set of radiographs. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A radiographic assessment form will be used for this SLO. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 80% of the students will be able to identify calculus on a full set of dental radiographs.	10/13/2011 - 95% of the students were able to identify calculus on a full set of dental radiographs <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
Department - Dental Hygiene (DH) - D H 61A - CLINICAL TECHNIQUE - SLO 1 - Dental Techniques - The student will demonstrate proper use of the universal curet, gracey curets, and sickle scalers including: proper grasp, angulation, and adaptation to the tooth and/or root surface. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A dental hygiene instructor using a clinical assessment exam rubric on assessment procedures will evaluate the student. A passing score is 75% or higher. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 95% of students will attain beginning level competency with clinical dental hygiene instrumentation.	04/11/2011 - Students performed very well on instrumentation evaluations. If they did not pass the first evaluation, they received tutoring & were retested. On the final clinic exam 95% of students passed instrumentation evaluations. This is an acceptable pass rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Continuing tutoring funds to support student learning.	04/16/2012 - Continue to develop video clips for home study of instrumentation.
Department - Dental Hygiene (DH) - D H 61A - CLINICAL TECHNIQUE - SLO 2 - Research - The student will explain the rationale for selecting and implementing dental hygiene procedures using evidence based research for the following: application of fluorides, coronal polishing of teeth, instrumentation techniques and sharpening techniques. (Created By Department - Dental Hygiene (DH))	<b>Assessment Method:</b> The student will be evaluated by a written exam with a passing score of 75% or higher. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 100% of students will submit a patient competency analysis paper that is scored as passing (75% or higher).	04/11/2011 - Students are able to explain the rationale for evidence based research related to dental hygiene care methodologies. They demonstrated this on a patient competency paper with both a clinic and research component. Scores on patient competency papers ranged from 75%-99%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	04/16/2012 - Add an assignment on finding peer reviewed journal articles to support their research.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013		<b>Resource Request:</b> The FC library maintains subscription to the EBSCO database.	
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 61B - INTRODUCTION TO CLINIC - SLO 1 - Application of Knowledge - The student will choose an appropriate patient to complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence based decision making, with a score of 75% or higher. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> The evaluation of the SLO uses two rubrics, a clinic rubric for the clinical requirements for the patient competency, and a research paper rubric for evaluating the research paper component. The scores are combined for the final grade. Passing is 75% or higher. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 100% of students will submit a passing patient competency paper & clinical project.	09/16/2011 - All the students in this course completed a patient competency project on either a pediatric or an adolescent patient. The scores ranged from 75% to 100%, with a class average of 88%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Library resources on the pediatric and adolescent patients, particularly in the field of dentistry and dental hygiene.	09/17/2012 - None. This assignment fits well with requirements for our program accreditation.
<b>Course-Level SLO Status:</b> Active			
Department - Dental Hygiene (DH) - D H 61B - INTRODUCTION TO CLINIC - SLO 2 - Application of knowledge - The student will choose an appropriate patient for periodontal probing evaluation and complete the evaluation with a score of 75% or higher. (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The evaluation of periodontal probing uses the Periodontal Probing form, which is the same, used in the California Dental Hygiene State Board licensing exam. The student readings in the selected quadrant are compared with the instructor readings. Any readings that vary more than 2mm are considered an error, minus 5 points. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 100% of students will pass the periodontal probing evaluation.	09/16/2011 - All students in this course completed a successful periodontal probing evaluation using the guidelines of the State Board exam. The scores ranged from 75% to 100%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Maintain the accreditation mandated ratio of 1 instructor to 5 students so that students receive adequate clinical instruction and patients are safe.	09/17/2012 - No changes.
Department - Dental Hygiene (DH) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 2 - Application of knowledge - The student	<b>Assessment Method:</b> The evaluation of periodontal probing used the Periodontal Probing form similar to the		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>will select an appropriate quadrant and complete a periodontal probing evaluation with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>form used for the state licensing examination. The student reading are compared to the instructor readings. Reading with a 2mm or more discrepancy are considered errors or minus 5 points each. The student must achieve a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 100% of students will pass the periodontal probing evaluation.</p>		
<p>Department - Dental Hygiene (DH) - D H 62A - CLINICAL DENTAL HYGIENE I - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the child or adolescent with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 100% of the students will submit a passing patient competency project.</p>		
<p>Department - Dental Hygiene (DH) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 1 - Application of Knowledge - The student will choose an appropriate patient and complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, on the geriatric medically complex with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> The patient competency project is evaluated by a grading rubric for the clinical portion and by a grading rubric for the research paper. The student must achieve a passing score of 75% or higher on the patient competency project.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 100% of the students will submit a passing</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>patient competency project.</p>		
<p>Department - Dental Hygiene (DH) - D H 62B - CLINICAL DENTAL HYGIENE II - SLO 2 - Application of knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will choose and appropriate patient for the mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 4 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 5 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 62C - CLINICAL DENTAL HYGIENE III - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations</p>	<p><b>Assessment Method:</b> The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>with a grade of 85% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 85% or higher.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 100% of students will pass the periodontal probing evaluation.</p>		
<p>Department - Dental Hygiene (DH) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 1 - Application of Knowledge - The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care with a grade of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will choose an appropriate patient for a mock board clinical examination and provide appropriate dental hygiene care in a clinical exam setting. The patient will have calculus class 5 moderate level. The student will probe and remove the calculus in the appropriate area. The student must achieve a passing score of 75% or better.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 62D - CLINICAL DENTAL HYGIENE IV - SLO 2 - Application of knowledge - The student will select appropriate quadrants and complete periodontal probing evaluations with a grade of 90% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The evaluation of periodontal probing uses the Periodontal Probing form similar to the form used for the state licensing examination. The student readings are compared to the instructor readings. Readings with a 2mm discrepancy are considered errors of minus 5 points each. The student must achieve a passing score of 90% or higher.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 100% of students will pass the periodontal</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	probing evaluation.		
<p>Department - Dental Hygiene (DH) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 1 - Application of Knowledge - By the end of fall quarter, the dental hygiene student will be able to differentiate between measures of central tendency. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A multiple choice question about measures of central tendency on the final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 85% of students will answer this question on the final exam correctly.</p>		
<p>Department - Dental Hygiene (DH) - D H 63C - COMMUNITY DENTAL HEALTH I - SLO 2 - Application of knowledge - By the end of fall quarter, the dental hygiene student will be able to identify dental health disparities. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A multiple choice question about dental health disparities is included on the final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 85% of students will answer the question on the final exam correctly.</p>		
<p>Department - Dental Hygiene (DH) - D H 63D - COMMUNITY DENTAL HEALTH II - SLO 1 - Application of Knowledge - By the end of winter quarter, the dental hygiene student will be able to develop a community dental health program goal. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 3-4 page community dental health program proposal.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will receive a score of 22 or higher on a 25 point rubric.</p>		
<p>Department - Dental Hygiene (DH) - D H</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>63D - COMMUNITY DENTAL HEALTH II - SLO 2 - Application of knowledge - By the end of winter quarter, the dental hygiene student will be able to identify the components of a community dental health program objective. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> A multiple choice question on components of a program objective on the midterm exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 85% of students will correctly answer the question on the midterm exam.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 64 - ETHICS, LAW &amp; DENTAL OFFICE PRACTICES - SLO 1 - Application of Knowledge - Given a legal/ethical dilemma the student will apply the Six-Step Decision Making Model and analyze the evidence, legal facts, ethical principles involved and details of the dilemma to reach an appropriate decision. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> The paper will be evaluated using a grading rubric. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 100% of students will submit a paper with a passing score.</p>	<p>09/16/2011 - All students received a passing score on their paper. The papers were evaluated using a rubric. Scores ranged from 78% to 98%, with an average of 87%. The ethical/legal scenarios were well researched by the students &amp; will apply to their career as a dental hygienist.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Peer reviewed journals on ethics &amp; law in dentistry or medical fields available online through the Foothill College Library.</p>	<p>09/17/2012 - Next year I will require two - three peer reviewed journal articles related to their topic as references to strengthen the evidence based research.</p> <hr/>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 64 - ETHICS, LAW &amp; DENTAL OFFICE PRACTICES - SLO 2 - Application of knowledge Capstone - As a capstone project for graduation from the dental hygiene program the student the student will create a final e-portfolio which demonstrates their competency in the four dental hygiene competencies: Dental Hygiene Process of Care, Health Education Strategies, Infection &amp; Hazard Controls, Legal &amp; Ethical Principles. (Created By Department - Dental Hygiene (DH))</p>	<p><b>Assessment Method:</b> Three dental hygiene faculty members using a rubric will evaluate the e-portfolio. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students will complete their e-portfolio capstone project with a passing score.</p>	<p>09/16/2011 - All dental hygiene students completed their e-portfolio as their capstone project for the DH program. The e-portfolios were reviewed by 3 faculty members, then a composite score was assigned based on all three reviews. The scores ranged from 84% to 97%, with an average of 90%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b></p>	<p>09/17/2012 - We will continue to use 3 evaluators for the final e-portfolio review &amp; use the same grading rubric.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active		College support for the e-portfolio project. This year it was a pilot project funded by Foothill Global Access & we received technical assistance from Judy Baker & Una Daly.	
Department - Dental Hygiene (DH) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 2 - Knowledge - Describe the different nerves anesthetized in dental hygiene (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final Exam  <b>Assessment Method Type:</b> Exam - Course Test/Quiz  <b>Target for Success:</b> Student will score a 75% or better on a final exam testing this assessment	11/29/2011 - 100% of the students scored 75% or better. Grades ranged from 98% to 82%  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2011-2012  <b>Resource Request:</b> None  <b>IL-SLO Reflection:</b> All students met target  11/12/2011 - All students scored a 75% or better on the final exam  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2011-2012  <b>Resource Request:</b> None needed	11/12/2011 - Goals met no changes needed
Department - Dental Hygiene (DH) - D H 65 - CLINICAL LOCAL ANESTHESIA - SLO 1 - Dental Techniques - Describe the classes of anesthetic drugs used in dental hygiene (Created By Department - Dental Hygiene (DH))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quiz  <b>Assessment Method Type:</b> Exam - Course Test/Quiz  <b>Target for Success:</b> Student will score a 85% or better on this knowledge assessment	11/29/2011 - All students scored a 85% or better on this exam. Grades ranged from 98% to 87%  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2011-2012  <b>Resource Request:</b> None  <b>IL-SLO Reflection:</b> Goal met  11/12/2011 - all students scored a 85% or better  <b>Result:</b> Target Met	11/12/2011 - Goal me..no changes needed



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None needed</p>	
<p>Department - Dental Hygiene (DH) - D H 66 - SOFT TISSUE CURETTAGE - SLO 1 - Dental Techniques - The student will perform soft tissue curettage on a dental typodont following procedural guidelines. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will perform soft tissue curettage on a dental typodont following procedural guidelines in a lab practical examination using a performance evaluation form achieving a score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 66 - SOFT TISSUE CURETTAGE - SLO 2 - Dental Techniques - The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will identify the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 100% of the students will pass the exam.</p>		
<p>Department - Dental Hygiene (DH) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 1 - Knowledge - Describe the various techniques to achieve sedation in dental hygiene (Created By Department - Dental Hygiene (DH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will pass the exam on sedation with a score of 75% OR higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 100% of the dental hygiene students will pass this assessment with a score of 75% or higher.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 67 - NITROUS OXIDE/OXYGEN ANALGESIA - SLO 2 - Knowledge - Describe the parts of a fail-safe nitrous oxide/oxygen machine (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will describe &amp; safely operate a fail-safe nitrous oxide/oxygen unit on a patient. A grading rubric will used in the lab assessment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 100 % of the dental hygiene students will pass this lab assessment.</p>		
<p>Department - Dental Hygiene (DH) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 1 - Knowledge - Recognize the radiographic anatomical features of the teeth and periodontium. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Using a dental radiograph, the student will be able to correctly identify enamel, dentin, pulp and alveolar bone.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% of the students will be able to correctly identify these anatomical features of the teeth and periodontium.</p>	<p>10/13/2011 - 100% of the students were able to correctly identify these anatomical features.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Dental Hygiene (DH) - D H 68A - RADIOGRAPHIC INTERPRETATION - SLO 2 - Application of knowledge - Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The radiographic interpretation form will be used to determine whether a student is successful in the interpretation of the presence or absence of dental caries</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 75% of the students will be able to interpret the presence or absence of dental caries on a bitewing radiograph</p>	<p>10/13/2011 - 75% and above of the students were able to interpret the presence or absence of dental caries on a bitewing radiograph</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/13/2011 - The assessment should be modified to say "using a diagnostic bitewing radiograph, the student will be able to interpret the presence of gross caries". This change will be a more useful statement since the students have this criteria as a limiting factor in patient selection for the State Board Examination.</p>
<p>Department - Dental Hygiene (DH) - D H 71 -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>OFFICE EMERGENCY PROCEDURES - SLO 1 - Application of Knowledge - Identify the medications in an emergency drug kit (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Short answer question for spelling name of emergency kit items and function.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 96% can successfully name and identify the function of drugs in the emergency kit.</p>		
<p>Department - Dental Hygiene (DH) - D H 71 - OFFICE EMERGENCY PROCEDURES - SLO 2 - Application of knowledge - describe the signs and symptoms of common medical emergencies (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be able to identify signs and symptoms of common medical emergencies in a multiple choice exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 96% of the students will be able to identify common signs and symptoms of syncope and hyperventilation.</p>		
<p>Department - Dental Hygiene (DH) - D H 72 - DENTAL MATERIALS - SLO 1 - Dental Techniques - The student will evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Dental and restorative charting on student-partner.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> By the 3rd lab session the student will be able to correctly chart 95% of all existing conditions and dental restorations.</p>		
<p>Department - Dental Hygiene (DH) - D H 72 - DENTAL MATERIALS - SLO 2 - Application of knowledge - The student will assess and identify a patient's caries risk and propose a</p>	<p><b>Assessment Method:</b> Caries risk assessment Tdap test on student-partner</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>plan for to either arrest the patient's caries process or reduce further risk of decay. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Class/Lab Project</p> <p><b>Target for Success:</b> 100% completion for patient assessment assignment.</p>		
<p>Department - Dental Hygiene (DH) - D H 73 - DENTAL HEALTH EDUCATION - SLO 1 - Research - The student will research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> All students will submit an e-portfolio project on an oral health product with a score of 75% or higher.</p>	<p>04/11/2011 - All students were successful in submitting the required components for their e-portfolio. Some students need additional practice with college level writing skills. Grades for the e-portfolios ranged from 75% to 98%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Continued funding for the eportfolio sites for DH students.</p>	<p>04/12/2012 - Refer students with weak writing skills to FC writing center or other resources. Encourage students to use peer review before submitting writing assignments.</p>
<p>Department - Dental Hygiene (DH) - D H 73 - DENTAL HEALTH EDUCATION - SLO 2 - Research - The student will complete a patient assessment project on a peer, including the required clinical assessments and a research paper documenting their competency and evidence based decision making in assessment procedures, with a score of 75% or higher. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A dental hygiene instructor using an e-portfolio rubric on dental health education will evaluate the student. A passing score is 75% or higher.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> All students complete the patient assessment paper with a minimum score of 75%.</p>	<p>04/04/2011 - Students all completed their patient assessment paper with a grade of 75% to higher. The range in scores were 100-75,with a class average of 88%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Time! An additional instructor in the Friday lab would also be helpful.</p>	<p>09/15/2011 - Continue to develop the directions for the clinical portion so that students have fewer questions. Calibration of clinical faculty each year. Edit syllabus directions for this project.</p>
<p>Department - Dental Hygiene (DH) - D H</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 1 - Dental Techniques - The student will demonstrate the proper technique for utilizing ultrasonic instrumentation for periodontal debridement and calculus removal. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated on ultrasonic instrumentation in a clinical practical examination utilizing a process evaluation form achieving a grade of 75% or higher.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100% of the students will pass the practical clinical examination.</p>		
<p>Department - Dental Hygiene (DH) - D H 75A - CLINICAL DENTAL HYGIENE THEORY I - SLO 2 - Dental Techniques - The student will identify the principles of ultrasonic instrumentation including pretreatment considerations, indications and contraindications. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated on principles of ultrasonic instrumentation by a written exam achieving a grade of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 100% of the students will pass the examination.</p>		
<p>Department - Dental Hygiene (DH) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 1 - Dental Techniques - The student will select appropriate advanced instruments for periodontal debridement when given patient assessment information. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will be evaluated on selecting advanced instruments for periodontal debridement by written examination achieving a score of 75% or higher.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 100% of the students will pass the exam.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Dental Hygiene (DH) - D H 75B - CLINICAL DENTAL HYGIENE THEORY II - SLO 2 - Dental Techniques - The student will be able to assess anatomical features of dental anatomy and apply advanced techniques for effective root surface debridement. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> The student will be evaluated on root surface debridement utilizing a process evaluation form during lab excercises and student written feedback on their learning experience.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 100% of the students will complete the project.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 1 - Knowledge - The student will be able to state the criteria for selecting an appropriate patient for the dental hygiene California State Board Examination. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> The student will apply the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of the students will have successfully applied the criteria for patient selection.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Dental Hygiene (DH) - D H 75C - CLINICAL DENTAL HYGIENE THEORY III - SLO 2 - Application of knowledge - The student will assess patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners. (Created By Department - Dental Hygiene (DH))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> The student will assess and accurately determine the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of the students will have accurately assessed patients for the dental hygiene licensure exam.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			

<b>Course-Level SLOs</b>	<b>Means of Assessment &amp; Targets for Success / Tasks</b>	<b>Assessment Findings</b>	<b>Reflection/Action Plan &amp; Follow-Up</b>