

2021-2022 Comprehensive Instructional Program Review - DH Latest Version

2021-2022 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by Loera, Diane on 01/31/2022 06:33

The mission of the Dental Hygiene Department is to provide opportunities for the student to reach their greatest potential in the profession of dental hygiene so that they may achieve a sense of dignity, value and personal worth in the community and in the world of work regardless of age, gender or ethnicity. Specifically, the purpose of the Dental Hygiene Department is to successfully graduate an individual who is eligible to take and successfully pass the written Dental Hygiene National Board Examination and a clinical regional examination. The departments' focus is on student success through effective teaching practices, in both the didactic and clinical areas. We promote student engagement in the broader community through experiential activities and utilize current scientific knowledge to design and implement learning opportunities based on current professional trends. The dental hygiene program integrates well into the philosophy, mission and vision of the college. The department embraces community, diversity, innovation and active learning.

Explain how your program supports the College's Mission.

The Dental Hygiene's program mission aligns with the Colleges by focusing on the equity of learning. Our program concentrates on the success of all our students regardless of age, gender, or diversity. We integrate community and we promote clear pathways for degree completions and educational advancement after our program has been completed.

Degrees and Certificates : Version by Loera, Diane on 05/04/2022 02:02

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program. The students graduate with an AA degree in Dental Hygiene, there are no certificates awarded in the dental hygiene program. The first year the student completes 15 classes including a summer session for a total of 30 units The second year the student completes 11 classes for a total of 23 units. The programs total units is 53 units.

The students are cohorted to ensure program completion in two years.

Six-Year Program Goals : Version by Loera, Diane on 05/05/2022 17:39

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Goal #1: Hire new full-time faculty to replace retired FT staff to keep in accordance with program accreditation	Goal F: Enhance organizational effectiveness Goal E: Upgrading educational Infrastructure	In Progress	Provide proof of need for new faculty with FHP-Faculty Hiring Committee and comply/respond in a timely manner with all needed documentations to the appropriate source. Time frame: Fall 2021-Spring 2023 (Two FT positions needed)
Goal #1A: Complete move and organize DH temporary classrooms to be efficient and effective to continue an effective curriculum /program.	Goal E: Upgrading Educational Infrastructure	Completed	FT faculty to complete move in by Jan 10,2022. There is still ongoing moving of items from previous building.
Goal #2: Update and Streamline DH application process by placing application documents/process online	Goal A: Strengthening the culture of completion Goal F: Enhancing Organizational Effectiveness	Completed	Meet with the PT department, Nursing department and the DA department who have all gone to an online procedure. In addition, meet with IT department to investigate what our options are. Timeframe: Before end of January 2022, so it can be used for applications Spring 2022. If not successful, the projected time will be for Spring application period of 2023
Goal#3: Update the DH website	Goal A: Strengthening the Culture of Completion. Goal D : Improving Internal and External Communication. Goal F Enhance Organizational Effectiveness	Some aspects of this goal have been completed such as the application process. Others items, such as updating photos, faculty info and general information is in progress	Communicate with Counseling department to update pre-requisites courses, transferable courses, application process and workshops. Meet with Web support to make sure we are in compliance. Include LCP's. Timeframe: End January 2022
Goal 3A: Incorporate LCP on DH website	Goal A: Strengthening the Culture of Completion. Goal D : Improving Internal and External Communication. Goal F Enhance Organizational Effectiveness	Completed	Work with counseling dept to ensure program mapping is correct. Place program map on website and part of our application information.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Goal #4: Update all SLO's and Official Course Outlines. Ensure all SLO's match the class syllabi, COR and are listed correctly in E-Lumen	Goal F: Enhance organizational effectiveness Goal A: Strengthening the Culture of Completion.	Part of this goal has been started, faculty do meet at the beginning of the semester to make sure all required items are included in the syllabus including SLOs. Aligning existing course syllabus with the COR in E-Lumen has been started. Meeting has been set on with SLO committee rep.	Meet with support staff and IERP for clarification on how to maneuver E-Lumen. Take each individual DH class one by one and review the SLO's, and other syllabi into to make sure it matches the COR. Faculty review official COR and their syllabus is every 6 years. However, we did not use E-Lumen until August 2021. Information was posted for us in E-Lumen, I want to make sure that information is correct. Assessment of SLOs will be updated by evaluating the data of students grades and performances.
Goal#5: Purchase piezo ultrasonic units, Intra-oral cameras, curing lights, typodont chair mounts, storage bins for dental materials.	Goal B: Ensuring Program Alignment By Strengthening Partnerships	Not Started	Finish Unit plan so SFW can be completed. Look for needed technology that will fit our needs and request quotes in order to completed SWF. Timeframe: end December 2022
Goal #6: Access applicable teaching methodology classes for staff to maintain compliance with CODA and DHBC	Goal C: Promoting Leadership and Staff Development	In Progress	Contact various agencies to inquire of faculty development courses. Timeframe: May 2022
Goal #7: Maintain Accreditation membership yearly ongoing fee. (Previous goal)	Goal B: Ensuring Program Alignment by Strengthening Partnerships.	Completed	Goal was met by paying membership fee
Goal #8: Continue evaluation of each successive graduating class National and Practical Boards results (previous goal)	Goal B: Ensuring Program Alignment by Strengthening Partnerships.	Completed	Meet with faculty and review the outcome scores of graduate class 2021 and compare to previous years
Goal #9: Reinstate Clinical Tutoring Coach (previous goal)	Goal A: Strengthen The Culture of Completion	Completed	Schedule Junior and Senior students with the clinical coach/tutor and monitor student attendance hours
Goal #10: Work with IERP to administer our exit surveys (previous goal)	Goal F: Enhancing Organizational Effectiveness	Completed	Continued communication with IERP to ensure surveys are administered and results are collected and reviewed
Goal #11: Convert or add a Bachelors Degree Curriculum (continuing goal)	Goal B: Ensure Program Alignment by Strengthening Partnerships	Just started by expressing interest to Dean and VP	Follow Assembly bill 927 so that steps can begin to initiate the process
Goal #12: Purchase instrument sharpening device (previous goal)	Goal B: Ensuring Program Alignment by Strengthening Partnerships	Completed	Sharpening units are now part of Pre-Clinical class where instrument sharpening is taught.
Goal #13: Repair/maintain xray manikins (previous goal)	Goal A: Strengthening the Culture of Completion	Continued/on going	Continued evaluation of manikins for repair needs, so there is no interference with the learning in radiology if manikins are not usable
Goal #14: Hire Clinical Coordinator for HO programs (previous goal)	Goal A: Strengthening the Culture of Completion	In Progress	Use SWF for the position. Meet with other departments who are in need of a shared clinical coordinator (nursing, DA, PT, Pharm)
Goal #15: Provide tutors for Junior students to help them with their studies	Goal A: Strengthening the Culture of Completion	Completed	Junior students are provided embedded tutors to help with their success. The tutors are senior students who have been successful in the Junior year

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
<p>Goal #16:Purchase the Futudent 4k micro surgery camera build for dental education.</p> <p>It can stream live 4k video and also record at the same time. Moreover, you can observe students remotely and give feedback live.</p>	<p>Goal B: Ensuring Program Alignment by Strengthening Partnerships</p>	<p>Not started yet</p>	<p>Use of a recording camera allows the instructor to demonstrate instrumentation and have the student watch on a overhead monitor. It can also record the student as the student performs - so that the student can watch themselves and see their errors or successes. It also records so students can watch the videos more than once. Our existing cameras are large and bulky, and does not record. With our Temporary modular classrooms the cameras we have are not ideal as our space has been changed. This new unit is very small and lightweight and can be worn on our eyewear. Goal time to have this by August 2022. SWF funds</p>
<p>Goal #17:Purchase storage bins or shelves for our new modular classrooms that have limited spacing/storage</p>	<p>Goal F: Enhancing Organizational Effectiveness</p>	<p>Not started yet</p>	<p>Organization and storage is needed as our new space is limited in space and storage. Goal time end of Summer 2022</p>
<p>Goal #18 Purchase computer monitors for our SIM pods and dental chairs</p>	<p>Goal F: Enhancing Organizational Effectiveness</p>	<p>Not started</p>	<p>computers at chair side allows the students to view videos or dental software at their station. Goal date end of 2022. SFW funds</p>
<p>Goal #19: Purchase/Implement Computerized record keeping system for clinicals.</p>	<p>Goal F: Enhancing Organizational Effectiveness</p>	<p>Have begun looking into systems</p>	<p>Clinical record keeping of student clinical performance and attendance is time consuming and outdated. We currently still use paper forms. Computerized forms allows for increased efficiency and organization. We no longer would need to keep paper files. Students can have real time feedback and will be able to look at the records at will.</p>
<p>Goal #20: Pack, label and organize all items from our swing space area that are to be moved to the new remodel building.Coordinate with staff to help with the move.</p>	<p>Goal E: Upgrading Educational Infrastructure Goal F: Enhancing Organizational Effectiveness</p>	<p>Not started yet. New building to be ready Fall 2024</p>	<p>Request financial coverage for extra time for moving into the new building. Create a schedule for FT faculty to help with the moving process. Organize the new classrooms, storage areas , drawers, shelves and office space.</p>
<p>Goal #21: Contact our overseeing agencies by formal change of program report - when we move into the new building</p>	<p>Goal D: Improving Internal and External Communication</p>	<p>6-9 months before moving into new building</p>	<p>CA Dental Hygiene Board and Committee on Dental Auxillaries requires reports 6-9 months before any change of program</p>
<p>Goal #22: Meet with appropriate Dental Co to ensure all dental technology is working correctly</p>	<p>Goal E: Upgrading Educational Infrastructure Goal F: Enhancing Organizational Effectiveness Goal D: Improving Internal and external communication</p>	<p>Not started yet, move in time frame is Summer 24, so that we can be in new buidng Fall 2024. Goal is to meet with appropriate parties once moved in but before school starts</p>	<p>Arrange meeting times with appropriate dental companies to ensure all technologies work correectly and staff are trained on the uses.</p>
<p>Goal #23: Seek full DE certification for all lecture courses</p>	<p>Goal E: Upgrading Educational Infrastructure Goal F: enhancing Organizational effectiveness Goal A: Strengthening the culture of completion</p>	<p>In Progress</p>	<p>Submit appropriate paperwork and documentation to Curriculum commitee</p>
<p>Goal #24: Increase male enrollment</p>	<p>Goal B: Ensuring program alignment by strengthening partnerships. Goal D: Improving Internal and External Communication</p>	<p>In progress</p>	<p>Place more photos that include male students in the program on the program website to attract male students. Place videos testimony of males students about their experience in the program. Collaborate with the DA program to reach out to their male students as potential candidates. Timeline Spring 2023</p>

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Goal #25: Increase program enrollment beyond 24 students	Goal D: Improving Internal and External Communication. Goal F: Enhancing Organizational Effectiveness. Goal B: Ensuring Program Alignment By Strengthening Partnership.	Not started	Increase Infrastructure, FT staff, PT staff. To increase our student enrollment we need more clinical sites, more sections of clinical labs. Clinical coordinator to help with clinical sites, contracts and badging processes. Increased funding needed.

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by Loera, Diane on 01/31/2022 06:33

Course by SLO	Expected Performance	Performance
DH110 - Preventive Dentistry I		
Describe correct plaque control techniques such as brushing and flossing. (Active from 2018 FA)	100.00%	0.00%
Recognize the rational for preventive dentistry. (Active from 2018 FA)	100.00%	0.00%
Identify the multiple roles of the dental hygienist. (Active from 2018 FA)	100.00%	0.00%
Explain the etiology of soft and hard deposits. (Active from 2018 FA)	100.00%	0.00%
Identify the various oral hygiene aids and products associated with home care. (Active from 2018 FA)	100.00%	0.00%
Recognize the rational for caries management by risk assessment (CAMBRA). (Active from 2018 FA)	100.00%	0.00%
DH111 - Infect Control-Office Emer		
Discuss the chain of infection, as it applies to the transmissibility of bloodborne pathogens, as well as other infectious agents. (Active from 2018 FA)	100.00%	0.00%
Understand the rational for the application of "standard precautions" in the dental health care setting. (Active from 2017 FA)	100.00%	0.00%
Identify the step-by-step infection control procedures used prior to, during and after patient treatment. (Active from 2018 FA)	100.00%	0.00%
Describe the management for the five most "common" and eight "unusual" medical emergencies that may occur in the dental office environment. (Active from 2018 FA)	100.00%	0.00%
DH112 - Dental Hygiene Radiography		
Describe the processes necessary to produce radiation. (Active from 2018 FA)	100.00%	0.00%
Differentiate between normal anatomy, anomalies, radiolucencies, radiopacities and periodontal conditions that are seen in dental radiographs. (Active from 2017 FA)	100.00%	0.00%
Demonstrate the proper exposure, processing and mounting of bite-wing, full-mouth, occlusal and digital radiographic series that are both diagnostic and technically acceptable. (Active from 2017 FA)	100.00%	0.00%
Discuss and demonstrate proper radiation safety techniques. (Active from 2018 FA)	100.00%	0.00%
DH119 - Dent Embryology Hist Anat		
Students recognize Angles Classification of Malocclusion and identify all subdivisions, including corresponding facial profiles. (Active from 2013 FA)	100.00%	0.00%
Students identify stages of prenatal development and events that occur during formation of orofacial structures. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Students describe the formation of primary and permanent teeth and discuss developmental disturbances that may occur. (Active from 2013 FA)	100.00%	0.00%
Students identify each of the basic histological tissue types in the orofacial regions. (Active from 2013 FA)	100.00%	0.00%
Students describe the features and functions of primary and permanent teeth. (Active from 2013 FA)	100.00%	0.00%
Students identify the eruption and exfoliation patterns for primary and permanent teeth. (Active from 2013 FA)	100.00%	0.00%
DH120 - Preventive Dentistry II		
Students discuss the elements of communication such as patient motivation, response modes and ethical considerations, as they apply to the delivery of Dental Hygiene services. (Active from 2013 FA)	100.00%	100.00%
Students discuss appropriate principles of interviewing and counseling techniques as they apply to delivering nutrition information to patients. (Active from 2013 FA)	100.00%	100.00%
Students describe the relationship of dietary factors as they apply to risk assessment for dental caries, periodontal disease and total patient care. (Active from 2013 FA)	100.00%	100.00%
Students discuss the influence of ethnic and cultural attitudes as they pertain to oral health and disease prevention. (Active from 2013 FA)	100.00%	100.00%
DH125 - Den Hy Clinical Science II		
Students describe the accepted "sharps" injury protocol for clinical dental hygiene practice. (Active from 2013 FA)	100.00%	94.12%
Students describe the accepted "broken instrument" protocol. (Active from 2013 FA)	100.00%	94.12%
Students discuss the rationale for the utilization of sonic and ultrasonic instrumentation. (Active from 2013 FA)	100.00%	94.12%
Students identify the step-by-step process for patient treatment, including the medical history review, the assessment phase, the treatment phase and the documentation phase. (Active from 2013 FA)	100.00%	94.12%
Students identify the legal duties of a registered dental hygienist as stated in the California Dental Practice Act. (Active from 2013 FA)	100.00%	94.12%
Students discuss the rationale for using the SOAP format of documentation. (Active from 2013 FA)	100.00%	94.12%
DH126 - General and Oral Pathology		
Students describe normal and abnormal conditions in the mouth using appropriate descriptive vocabulary, including color, texture, size, and location. (Active from 2013 FA)	100.00%	82.35%
Students identify deviations from normal. (Active from 2013 FA)	100.00%	82.35%
Students discuss possible remedies to pathological conditions. (Active from 2013 FA)	100.00%	82.35%
Students identify appropriate tests used to diagnose oral conditions. (Active from 2013 FA)	100.00%	82.35%
Students distinguish potential oral disorders using a 'differential diagnostic' system. (Active from 2013 FA)	100.00%	82.35%
DH127 - Pharmacology		
Students demonstrate the ability to utilize appropriate pharmacological reference sources. (Active from 2013 FA)	100.00%	78.38%
Students differentiate between the chemical, brand, and generic names of drugs. (Active from 2013 FA)	100.00%	83.78%
Students define the terms absorption, distribution, metabolism, and excretion as they apply to commonly used drugs. (Active from 2013 FA)	100.00%	86.49%

Course by SLO	Expected Performance	Performance
Students identify the current AHA and AAOS premedication guidelines. (Active from 2013 FA)	100.00%	91.89%
Students identify proper prescription writing techniques. (Active from 2013 FA)	100.00%	94.59%
DH128 - Management Of Pain		
Students describe the sodium/potassium pump nerve conduction physiology. (Active from 2013 FA)	100.00%	0.00%
Students identify the penetration site, pathway of insertion, and target site for all injections used in the delivery of Dental Hygiene services. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate proper technique for administering local anesthesia including preparation of armamentarium, locating penetration site, follow pathway of insertions, appropriate aspiration, proper deposition rate, and appropriate amount of solution, and post-injection procedures. (Active from 2013 FA)	100.00%	0.00%
Students describe the need and clinical significance of each injection. (Active from 2013 FA)	100.00%	0.00%
Students describe the advantages and disadvantages of nitrous/oxide oxygen sedation. (Active from 2013 FA)	100.00%	0.00%
Students identify the components of the nitrous/oxide oxygen sedation equipment. (Active from 2013 FA)	100.00%	0.00%
Students identify the clinical effects of nitrous/oxide oxygen sedation. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate proper technique for administering nitrous/oxide oxygen sedation including setting up equipment, pre-oxygenating, titration of gases to achieve clinical effects, post-oxygenation and breakdown and disinfection of equipment. (Active from 2013 FA)	100.00%	0.00%
DH129 - Applied Periodontics		
Students identify the anatomy, histology, and physiology of the periodontium. (Active from 2013 FA)	100.00%	86.49%
Students explain the relationship between bacterial biofilm and periodontal disease. (Active from 2013 FA)	100.00%	81.08%
Students discuss the links between specific systemic conditions and periodontal disease. (Active from 2013 FA)	100.00%	81.08%
Students identify clinical assessment variables such as color, consistency, and texture as they relate to periodontal disease. (Active from 2013 FA)	100.00%	86.49%
DH235 - Den Hy Clinical Scienc III		
Describe and demonstrate the use of new advanced periodontal instruments. (Active from 2018 FA)	100.00%	0.00%
Identify the differences between various oral therapeutic agents (Active from 2018 FA)	100.00%	0.00%
DH244 - Ethical Issues in Dental Hygiene		
Students discuss the principles of ethical behavior as prescribed by the American Dental Hygienist's Association, including autonomy, non-maleficence, beneficence, veracity and justice. (Active from 2013 FA)	100.00%	0.00%
Students examine and defend ethical principles when given examples of ethical dilemmas. (Active from 2013 FA)	100.00%	0.00%
Students discuss the California State Dental Practice Act as it affects dental hygiene practice. (Active from 2013 FA)	100.00%	0.00%
Students develop a professional resume and cover letter. (Active from 2013 FA)	100.00%	0.00%
DH245 - Den Hy Clinical Science IV		
Students employ critical thinking skills to examine numerous clinical case studies in preparation for the National Board Examination. (Active from 2013 FA)	100.00%	100.00%

Course by SLO	Expected Performance	Performance
Students identify and discuss treatment and home care dental products and their applications. (Active from 2013 FA)	100.00%	100.00%
Students define myofunctional therapy and its application to dentistry. (Active from 2013 FA)	100.00%	100.00%
Students identify emergent dental technology and its application to Dental Hygiene treatment such as lasers, perioscopy, computerized anesthetic delivery devices, and Previser risk assessments tools, etc. (Active from 2013 FA)	100.00%	100.00%
Students identify and discuss advanced ultrasonic and hand instruments and their application to Dental Hygiene treatment. (Active from 2013 FA)	100.00%	100.00%
DH245 - Dental Hygiene Clinical Sciences IV		
Describe and demonstrate protective instrumentation strategies and ergonomics. (Active from 2018 FA)	100.00%	100.00%
DH248 - Community Outreach II		
Students recognize and define key terms used in community oral health. (Active from 2013 FA)	100.00%	100.00%
Students develop instructional objectives, lesson plans, and teaching aids that accommodate diverse populations. (Active from 2013 FA)	100.00%	0.00%
Students participate in activities such as teaching oral health to those living in assisted living facilities, orphanages, grade school school children, persons with disabilities, etc., in order to foster an understanding for community service. (Active from 2013 FA)	100.00%	100.00%
DH248 - Community Outreach II		
Presentation of Table Clinics. (Active from 2018 FA)	100.00%	100.00%
DH249 - Prin of Community Oral Health		
Students demonstrate the application of evidence based decision making by researching and presenting an appropriate topic or clinical problem. (Active from 2013 FA)	100.00%	100.00%
Students recognize theories of adult education. (Active from 2013 FA)	100.00%	95.24%
Students describe theories of motivation. (Active from 2013 FA)	100.00%	100.00%
Students recognize and discuss the roles of a registered dental hygienist. (Active from 2013 FA)	100.00%	95.24%
Students identify a public health problem by evaluating pertinent literature. (Active from 2013 FA)	100.00%	100.00%
DH125C - Clinical Dental Hygiene II		
Students demonstrate, with faculty intervention, skill in data collection and assessment. (Active from 2017 SP)	100.00%	90.00%
Students demonstrate, with faculty intervention, skill in dental hygiene instrumentation techniques. (Active from 2017 SP)	100.00%	90.00%
Students demonstrate, with faculty intervention, skill in supportive dental hygiene procedures such as care of prostheses, auditing charts, coronal polishing and sharpening, etc. (Active from 2017 SP)	100.00%	90.00%
Students demonstrate correct infection control procedures, before, during, and after patient care. (Active from 2017 SP)	100.00%	90.00%
Students formulate, with faculty intervention, an appropriate care plan, using data collected during patient assessment. (Active from 2017 SP)	100.00%	90.00%
Students demonstrate, with faculty intervention, the ability to self-assess their skills in delivering patient care. (Active from 2017 SP)	100.00%	90.00%
Students demonstrate the appropriate technique for using ultrasonic instruments. (Active from 2017 SP)	100.00%	90.00%
DH125C - Clinical Dental Hygiene II		

Course by SLO	Expected Performance	Performance
Students demonstrate, with faculty intervention, skill in data collection and assessment. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, skill in dental hygiene instrumentation techniques. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, skill in supportive dental hygiene procedures such as care of prostheses, auditing charts, coronal polishing and sharpening, etc. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate correct infection control procedures, before, during and after patient care. (Active from 2013 FA)	100.00%	0.00%
Students formulate, with faculty intervention, an appropriate care plan, using data collected during patient assessment. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, the ability to self- assess clinical skills while delivering patient care. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the appropriate technique for using ultrasonic instruments. (Active from 2013 FA)	100.00%	0.00%
DH150C - Clinical Dent Hygiene IIA		
Students demonstrate correct infection control procedures before, during and after patient care. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, skill in data collection and assessment (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, skill in dental hygiene instrumentation techniques. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, skill in supportive dental hygiene procedures. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, the ability to self-assess their skill in delivering patient care. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with faculty intervention, the appropriate technique for using ultrasonic instruments. (Active from 2013 FA)	100.00%	0.00%
Students formulate, with faculty intervention, an appropriate care plan, using data collected during patient assessment. (Active from 2013 FA)	100.00%	0.00%
DH245C - Clinical Dent Hygiene IIV		
Students will frequently demonstrate, with very little faculty intervention, skill in data collection and assessment. (Active from 2013 FA)	100.00%	100.00%
Students frequently demonstrate, with very little faculty intervention, skill in dental hygiene instrumentation techniques. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate correct infection control procedures, before, during and after patient care. (Active from 2013 FA)	100.00%	100.00%
Students frequently formulate, with very little faculty intervention, an appropriate care plan, using data collected during patient assessment. (Active from 2013 FA)	100.00%	100.00%
Students frequently demonstrate, with very little faculty intervention the ability to perform comprehensive dental hygiene services to patients with complex periodontal problems. (Active from 2013 FA)	100.00%	100.00%
Students frequently demonstrate, with very little faculty intervention, the ability to self-assess their competency in delivering patient. (Active from 2013 FA)	100.00%	100.00%
DH - 110 - Preventive Dentistry I		

Course by SLO	Expected Performance	Performance
Students describe correct plaque control techniques such as brushing and flossing. (Active from 2013 FA)	100.00%	0.00%
Students recognize the rational for preventive dentistry. (Active from 2013 FA)	100.00%	0.00%
Students identify the multiple roles of the dental hygienist. (Active from 2013 FA)	100.00%	0.00%
Students explain the etiology of soft and hard deposits. (Active from 2013 FA)	100.00%	0.00%
Students identify the various oral hygiene aids and products associated with home care. (Active from 2013 FA)	100.00%	0.00%
Students recognize the rational for caries management by risk assessment (CAMBRA). (Active from 2013 FA)	100.00%	0.00%
DH - 111 - Infect Control-Office Emer		
Students discuss the chain of infection, as it applies to the transmissibility of bloodborne pathogens, as well as other infectious agents. (Active from 2013 FA)	100.00%	0.00%
Students understand the rational for the application of "standard precautions" in the dental health care setting. (Active from 2013 FA)	100.00%	0.00%
Students identify the step-by-step infection control procedures used prior to, during and after patient treatment. (Active from 2013 FA)	100.00%	0.00%
Students describe the treatment for the five most "common" and eight "unusual" medical emergencies that may occur in the dental office environment. (Active from 2013 FA)	100.00%	0.00%
DH - 112 - Dental Hygiene Radiography		
Students describe the processes necessary to produce radiation. (Active from 2013 FA)	100.00%	0.00%
Students differentiate between normal anatomy, anomalies, radiolucencies, radiopacities and periodontal conditions that are seen in dental radiographs. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the proper exposure, processing and mounting of bite-wing, full-mouth, occlusal and digital radiographic series that are both diagnostic and technically acceptable. (Active from 2013 FA)	100.00%	0.00%
Students discuss and demonstrate proper radiation safety techniques. (Active from 2013 FA)	100.00%	0.00%
DH - 114 - Dh Clinical Sciences I		
Students describe the step-by-step process for patient assessment and data collection, including patient history's, vital signs, extra/intra oral examinations, examination of periodontium and teeth. (Active from 2013 FA)	100.00%	0.00%
Students explain the rational for patient assessment and data collection. (Active from 2013 FA)	100.00%	0.00%
Students recognize appropriate documentation of assessment data. (Active from 2013 FA)	100.00%	0.00%
DH - 116 - Head And Neck Anatomy		
Students identify extra/intraoral landmarks and surface anatomy. (Active from 2013 FA)	100.00%	0.00%
Students identify the facial and cranial bones of the skull. (Active from 2013 FA)	100.00%	0.00%
Students identify the muscles of facial expression and the muscles of mastication. (Active from 2013 FA)	100.00%	0.00%
Students identify the hyoid muscles and muscles of the tongue. (Active from 2013 FA)	100.00%	0.00%
Students identify the muscles of the pharynx and the soft palate. (Active from 2013 FA)	100.00%	0.00%
Students identify the arteries and veins of the head and neck. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Students identify the 12 cranial nerves. (Active from 2013 FA)	100.00%	0.00%
Students identify the components of the Facial and Trigeminal nerves. (Active from 2013 FA)	100.00%	0.00%
Students summarize the role of fascia and spaces of the head and neck. (Active from 2013 FA)	100.00%	0.00%
Students describe the role of the lymphatic system in the head and neck. (Active from 2013 FA)	100.00%	0.00%
DH - 234 - Dental Care-Spec Patient		
Students identify and discuss systemic diseases and disorders that may impact oral health. (Active from 2013 FA)	100.00%	0.00%
Students recognize potential risk factors and complications that may be associated with treating medically compromised patients. (Active from 2013 FA)	100.00%	0.00%
Students describe possible adverse reactions that may occur during the management of at-risk patients. (Active from 2013 FA)	100.00%	0.00%
Students discuss the medical history as a means of determining risk for performing planned dental procedures. (Active from 2013 FA)	100.00%	0.00%
DH - 235 - Den Hy Clinical Scienc III		
Students describe care for the treatment of hypersensitive teeth. (Active from 2013 FA)	100.00%	0.00%
Students describe care for dental implants. (Active from 2013 FA)	100.00%	0.00%
Students describe and identify protective instrumentation strategies/ergonomics. (Active from 2013 FA)	100.00%	0.00%
Students explain post-operative care. (Active from 2013 FA)	100.00%	0.00%
Students identify the difference between various antimicrobial agents such as Arestin, Actisite, Perio-Chip and Atridox. (Active from 2013 FA)	100.00%	0.00%
DH - 238 - Community Outreach I		
Students recognize that dental disease is the most widespread public health problem among the school age population in the US. (Active from 2013 FA)	100.00%	0.00%
Students design and develop educational programs focusing on dental disease and its ramifications, such as dental pain, bleeding gums, missing teeth etc., that are then presented to grammar school children (K-3). (Active from 2013 FA)	100.00%	0.00%
Students develop educational programs focusing on causes of dental disease, nutrition, fluoride use, dental health safety and the need for regular dental visits that are then presented to diverse groups within the community. (Active from 2013 FA)	100.00%	0.00%
Students select, research, design and present a topic for presentation as a table clinic. (Active from 2013 FA)	100.00%	0.00%
DH - 239 - DH Biostats & Research		
Students identify types of research methodology. (Active from 2013 FA)	100.00%	0.00%
Students recognize the significance of statistics in summarizing and describing research data. (Active from 2013 FA)	100.00%	0.00%
Students interpret and evaluate scientific literature. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the use of research databases to formulate answers to research hypotheses. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the basic use of APA style rules for scholarly writing and documentation of sources. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
DH - 115C - Pre-Clin Dent Hygiene I		
Students identify the characteristics of instruments used in providing dental hygiene services. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate dental hygiene instrumentation techniques. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate correct infection control procedures during clinical practice sessions. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate the operation of the dental chair and associated equipment such as the air/water syringe, operatory light, handpiece, etc. (Active from 2013 FA)	100.00%	100.00%
Students describe the rational and appropriate procedure for the "moving stone technique" of sharpening currettes and sickles. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate proper ergonomics during clinical practice sessions. (Active from 2013 FA)	100.00%	100.00%
DH - 232L - Dental Materials		
Students identify and describe the use, properties and manipulation of dental materials used in the dental environment. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the manipulation of materials in the laboratory setting such as alginates, sealants and bleaching materials, etc. (Active from 2013 FA)	100.00%	0.00%
DH - 235C - Clinical Dent Hygiene III		
Students demonstrate, with some faculty intervention, skill in data collection and assessment. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with some faculty intervention, skill in more advanced dental hygiene instrumentation techniques. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate correct infection control procedures, before, during and after patient care. (Active from 2013 FA)	100.00%	0.00%
Students formulate, with some faculty intervention, an appropriate care plan, using data collected during patient assessment. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with some faculty intervention, the ability to perform comprehensive dental hygiene services to patient with complex periodontal problems. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate, with some faculty intervention, the ability to self-assess their competency in delivering patient care. (Active from 2013 FA)	100.00%	0.00%

Assessment Report (Part 2: Assessment Responses) : Version by Loera, Diane on 05/04/2022 02:02

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

1. FT faculty have meetings 2 times per month to review student grades/standings, any clinical issues, program issues that need addressing. Standings are collected from the students clinical scores, clinical faculty input/observations. Plans are put in place to mentor or meet with any emerging students so that increased guidance and support can be offered to the student.
2. Department meetings are held at the beginning of the Fall semester where exit surveys are discussed and input from faculty is gained as to any changes that need to be made. During the semesters department meetings are held as needed with PT faculty one time per month or as the need arises. Emails are sent out to faculty with updates as needed. 3. Department meetings are routinely held at the end of the Fall and Spring semester to provide feedback and gain input of how the the semester went. Faculty bring their final grades and clinical scores are to be examined and shared with faculty. The end of Spring semester we plan for any special attention for those students that may need more guidance in the upcoming Summer session. 4. Advisory meetings are held once in the Fall semester usually November and one in Spring usually in April. National Boards results, table clinic competitions awards, final grades and any other programs failures or successes are shared with the advisory board.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

1. All Exit surveys, National Board Surveys and Regional Practical exam scores are shared and discussed with the faculty. 2. Ideas are shared as to how we can improve the outcomes or maintain the success. We review and discuss what items worked and did not work. 3. Discipline faculty (FT faculty) agree on if any changes need to be made and on which suggestions if any we might incorporate. We discuss how and who should implement or lead the change. 4. Example: Last year 2021 students took their Practical Boards on Manikins, not on live patients. Students were allowed to use their ultrasonic scalers but the students clinical grades sheets had many comments from clinical instructors that they needed more practice with their ultrasonic scalers. At discussions faculty also made the comments often. Senior clinic coordinator arranged more time in clinic for the seniors to practice their ultrasonic scalers on their patients and on their typodonts in the SIM lab. 5. Example: As an outcome of clinical grades and feedback from instructors and students we added some seniors to junior clinic to help guide juniors in their new clinical assignments. It helped the seniors because helping the juniors reinforced the seniors existing knowledge, and it helped the juniors to feel more confident in clinic with an experienced helper. 6. Example: In response to the Covid 19 environment, we were restricted to serving our off campus groups in our community service classes. Students were

allowed to present virtual to some of the agencies we work with. To make up for the groups we were unallowed to visit in person or virtually, we collaborated with on campus groups such as Nursing and Dental Assisting.

Data Analysis of Program Data : Version by Loera, Diane on 05/04/2022 02:02

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

During the last 6 years the Dental Hygiene program has had a diverse student population and continues to be diverse in ethnicities. The highest ethnic group being Hispanic at a high in 54.17% in 2019-20 and a low of 17.39% in 2015-16, followed by White 43.48% in 2015-16 and a low in 2019-20 of 12.50%, Asian 34.78% in 2015-16 with a low of 16.67% in 2018-19 and African American 5.26% in 2020-21 with 0% in 2015-2017. 2 or more races 0% in 2015-16 and 5.26% in 2020-2021. The college ethnicity shows a close comparison the highest ethnic group also being Hispanic 67.28% in 2019-20, White 67.28% in 2019-20, Asian 9.52% in 2020-21, Africa American 6.46% in 2020-21, 2 or more races 2.61%.

Over the last 6 years the changes in our program in terms of race/ethnicity has stayed consistent with the highest percentage of ethnicities being Hispanic, White and Asian.

Per IERP there are no performance gaps in success rate for DI students. Also per IERP we have no DI students

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The Dental Hygiene is a high demand CTE program and therefore enrollment continues to be consistent. In addition, the dental hygiene program is by admission only. Previous enrollment has ranged from 43-48. The program admits 24 per year, a full program is a total of 48 students, 24 first year and 24 second year students. There has been some drops in classes due to illnesses, and failing students. There has been a slight drop in students accepted in the last two years due to the Pandemic and social distancing. In 2020 we accepted 20 students and 2021 we accepted 22 students. Due to the popularity of the program we have not experienced a drop in applications or qualified applicants, we currently have 241 applicants for Fall 2022. The change of curriculum from face to face to remote has not affected the DH program significantly. If enrollment drops it will affect our PT faculty, as the total amount of students affects our clinical groups. The less amount of students, the less amount of clinical groups we need for clinical rotations, affecting the amount of staff we need. Per accreditation regulations clinical teams are a 1:5 ratio, 1 instructor to 5 students.

Dental Hygiene IERP shows Unduplicated count drop of 43 in 2020-2021 while the high was 49 in 2017-2018. The College Unduplicated counts also dropped in 2020-2021 to 33,247 , the high being 33,247 in 2019-2020

Dental Hygiene enrollment in 2017-2018 was 618, and a low 508 in 2020-2021

The College enrollment had a high of 157,351 in 2014-15 and a low also in 2020-2021 of 139,339

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

The last 6 years success and retention rates remain stable due to the caliber of the accepted students. Our success rates range from 87.59% - 99.81% while our retention rates stay at 96.26%-100%. There are no courses that have particularly low rates of completion.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

In regards to success and retention rates we continue to provide peer tutoring, one on one coaching/ clinical tutoring and student performance evaluation sheets. We have a closed program with only 43-48 students which enables us to be in close communication with our students. We have not experienced any changes in our success rates with our switch from face to face to remote.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

Conclusions from our SLO's, assessments and program data indicate that the dental hygiene remains successful in program completion and retention rate. We have continued to keep a 100% National board exam pass rate as well a 100% practical board pass rate. At this time we see no programmatic changes

Curricular Course Review : Version by Loera, Diane on 01/31/2022 06:33

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

The DH program has a curriculum review meeting every 6 years. Each faculty who has a lecture class with curriculum and syllabus bring in their syllabus and we review that the COR matches each class. We review content such as office hours, textbooks, class hours, faculty content info, objectives, SLO's, etc. We review the syllabus contains all the pertinent information. We discuss any changes that may be needed.

The last review was done at our faculty meeting beginning of Fall 2017.

Explain any course additions to current course offerings.

There have been no added courses

Explain any course deletions and inactivations from current course offerings.

There have been no course deletions or inactivations in our current course offerings.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

The DH program is a two year program, student needs to apply and be accepted into the program. Most students apply with many classes and meet the requirements of an AA when the program is complete.

The students graduate with an AA degree in Dental Hygiene, there are no certificates awarded in the dental hygiene program.

The first year the student completes 15 classes including a summer session for a total of 30 units
The second year the student completes 11 classes for a total of 23 units. The programs total units are 53 units

The students easily find a Bachelors completion program after the DH program

Degree completion program have increased over the last 10 years. There is more degree completion programs offered now, especially 100% On-Line.

Foothill and West LA offer one that students often use. One of our goals is to create a completion program here at Cerritos for Hygienists who wish to complete a BS program.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

There are no licensing or certification exams required for program entry. However, before the end of the program in the Spring - May the students must take a National Board Exam which we have had 100% pass rate each year. The students also take a Practical Board and Ethics exam for their RDH license which we also have a consistent history of 100% pass rate.

Program Reflection

Six-Year Program Reflection : Version by **Loera, Diane** on **05/04/2022 02:02**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Within the last 6 years we have seen a steady, consistent graduation rate, which is a common theme in our program. Like the college, we have seen an increase in Hispanics and Asians enrolled in our program. Our enrollment numbers have remained the same with the exception of the last two years. The last two years we have accepted less than our usual 24 per class. This was due to Covid and the need for social distance. We currently have 16 seniors and 22 juniors. We have recently moved out of our building, due to beginning a remodeling process, and into temporary classrooms. The downsizing of our normal space will affect the amount of accepted students for Fall of 22 and 23. At this moment we are not quite sure how many we will accept this Fall. Our goal is to accept as close to our full number of 24, however with the Pandemic things change daily. In addition, our swing space is smaller than our usual classrooms.

The change we would like to see is the increase of males and African Americans in our program. We currently have 1 African American and 1 mixed with African American students. There are 2 males in the senior class and 3 males in the junior class. Dental Hygiene is predominantly a female profession but we are seeing more males entering into the field (4.17% 2016-17 to 16.67% in 2019-20).

In addition, we would like to work on our curriculum to keep some of our classes remotely and move a few classes to online instruction. We hope to be in our new building before the next 6 years and we anticipate an increase in teaching instruction with increased technology and up to date equipment.

We would like to work with Student Health Services to provide some hygiene services to our student population who may be underserved with dental needs.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

Our program is a two year program and upon completion students receive an AA in Dental Hygiene. There are no certificates awarded. We have had a 100% graduation rate for the last 6 years and more.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Unplanned events includes the Pandemic. In 2020 we had an interruption in our curriculum and we had to move our lecture classes from on ground to remote.

It delayed our program and our graduating class was delayed 2 months. We needed to work during the first 6 week summer session to catch students up with their clinical hours. Our students were then delayed in taking their licensing exams but they still all were able to pass their exams.

The students were able to meet their clinical hours but we did lower some of the clinical requirements with approval from our accrediting body. Our students complete way over the minimal amount that our Dental Board and the Commission on Dental Axillary require, so it was clear for our agencies to approve this. An example would be in the fourth semester students must see a minimal of 10 patients. Our patient requirement is 28 patients, we lowered our count to 20 patients for completion of clinical class and still with that some of our students went over 20 patients.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

We have one faculty member who recently completed her PhD.

Provide a status update on goals from the last program review cycle.

Previous Goals -

Maintain accreditation status has been completed and is a continuous item.

Faculty Development class completed with a weekend course on teaching methodology

Completion of Faculty Calibration class

Completion of reinstating our clinical coach/tutor for instrumentation help

Completed usage of IERP for our end of the year surveys

Continue goal for the department to create a Baccalaureate program

Completed and continue goal of peer tutoring

Working on completion of hiring a FT faculty member

Completed the goal of purchasing sharpening units with SWF funds

Goal for a division contract coordinator or lab aide is still a continued goal

Goal completed of refurbishing xray manikins

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

The Program has used Strong Work Force funds to purchase updated equipment and instruments. This allows for enhanced instruction especially when things work correctly and the students can experience technology that they will see in private industry.

Resource Requests

Faculty Resource Request(s) : Version by **Loera, Diane** on **05/04/2022 02:02**

The need of two full time faculty. We had a retirement last My 2021 and will have another May 2022. Needed resource is College approval and funding.

This is a vital goal, we are scheduled for accreditation in 2024 and our accreditation indicates 4 Full Time members

Program/Department/Division:

Dental Hygiene / Health Occupations

Title of instructor position:

Full Time Faculty

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical - The program needs to comply with The Commission on Dental Accreditation mandate of 4 FT members

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement- waiting on confirmation if a FT position will be granted to us. We are in need of two but initial notification indicates we are in the number one position and #47 position for hiring.

Cost estimate:

As per Cerritos College HR website beginning salary is Column A step 9 : 87,142- Column B-F Step 10 107,614

Occurrence:

- Recurring expense
- One-time augmentation

One time augmentation to replace both positions, until they leave or retire. We are hoping next school year we may receive permission for another hire.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Funding Source: General Fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The FT positions are needed to stay in compliance with The Commission on Dental Accreditation CODA. replacement of FT faculty will ensure the programs remains effective and successful. FT faculty adds consistency to the program by not having different PT members teach classes. There are many responsibilities with the program as we deal with outside agencies for clinical rotations. These outside facilities require much time with contracts, instrument/supply ordering/repairs, badging and rotating schedules that are very dynamic and clinical protocols that are ever changing. These tasks are for our Junior and Senior students, FT faculty are assigned Junior class coordinator and Senior class coordinator. In addition, the coordinator has scheduled classes and clinicals to teach, this is a large responsibility for one person and items tend to be overlooked or students do not get the individual attention they need as often as they should due to the amount of time these jobs take.

If this position is not filled, what is the potential impact to student success?

First and foremost, failure to fill our FT positions will result in the Dental Hygiene program to be noncompliant with our accrediting body and place our program in violation. This would affect incoming students and current students if the program were to be halted, even for a temporary time. It might also incur fines

Secondly, the toll of extra work on the existing FT faculty indirectly affects the students. Faculty are busy with non- teaching items and it takes away from the close communication we like to have with our students. Having multiple PT faculty or new PT faculty that may help from time to time interferes with program consistency.

The program needs updating with its application process, SLO uploading, E-Lumen use, course outlines among other items. This leaves excessive work for the remaining 2 FT faculty. Outdated systems affects student success.

Classified Resource Request(s) : Version by Loera, Diane on 01/31/2022 06:33

Create a position and hire a Health Occupation Clinical Lab Aide/Contract Specialist. A position that oversees clinical badging, ordering and organizing supplies, setting up labs for Dental Hygiene, Dental Assisting, and PT. This support will help alleviate the non-teaching roles of the faculty and help to keep the program organized to increase efficiency.

Currently, administrative demands on the DC, PD, and DCE positions are very high creating an intense workload. One of the largest areas of time is spent on clinical internship and partnership management, including clinical education contract management. The first priority would be to hire a contracts specialist who would support the PTA Department as well as other departments within the Health Occupations Division (Nursing, Dental Hygiene, Dental Assisting, Pharmacy Tech, SLPA and Medical Assisting). The addition of such a position would help free-up the DC & PD to focus on other success initiatives and collaborations to enhance student success. This position would also help to develop and maintain clinical internship sites that are getting more and more difficult to secure due to COVID-19 and an increased number of private sector schools located in Southern California.

Program/Department/Division:

Health Occupations (Nursing, Dental Hygiene, Dental Assisting, Pharmacy Tech, SLPA and MA)

Position requested:

FT Contract Specialist/ Lab Aide

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

Adult hourly

CODE JOB CLASSIFICATION GRADE /Instructional Academic Support

Semi-Skilled 16.00 per hour

Skilled 18.00 per hour

Experienced Specialist 55,000 per year

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense- yearly salary

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

Strong Work force

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

CTE instructors are consumed with non teaching tasks that take much time in organizing, implementing and maintaining.

We use outside clinical facilities that require many on boarding tasks (collecting immunizations, live-scan appts, orientations, trainings)

We also use many supplies that need to be overlooked and ordered in a timely manner

Lab classes require time to set up the lab and break down the lab activities.

The use of an Clinical Lab aide will allow the instructor more hands on time, lecture/lab time with students. A lab aide assists in having all supplies ready, so that labs are efficient and not postponed due to the materials or lab not being prepared. Instructors time is filled with lecture prep. lab prep, meetings, organizing, prepping the classrooms sometimes orders and organizing gets overlooked.

Assistance will help the program be more efficient and organized

If this position is not filled, what is the potential impact to student success?

Our students are advanced and tend to be successful with whatever they need to do. However, assistance of an aide would make the requirements in lab more efficient and organized. It would free up the instructor to work more directly with students rather than running around trying to organize things.

The addition of such a position would help free-up the DC & PD to focus on other success initiatives and collaborations to enhance student success. This position would also help to develop and maintain clinical internship sites that are getting more and more difficult to secure due to COVID-19 and an increased number of private sector schools located in Southern California. The maintenance and expansion of clinical contracts will directly benefit students and support on-time graduation

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by Loera, Diane on 01/31/2022 06:33

N/A

Program/Department/Division:

N/A

Position requested:

N/A

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

N/A

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

N/A

Cost estimate:

N/A

Occurrence:

- Recurring expense
- One-time augmentation

N/A

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity

- Categorical – 3SP
- Categorical – Other
- Other funding

N/A

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

N/A

If this position is not filled, what is the potential impact to student success?

N/A

Professional Development Resource Request(s) : Version by Loera, Diane on 01/31/2022 06:33

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

As part of our accreditation, faculty must take Teaching Methodology classes. This keeps the faculty up to date with the latest teaching modalities, especially with the new environment of remote and online teaching.

Professional Development Resource Request(s):

This 2-hour Clinical Teaching Methodology course is designed to fulfill requirements set forth in the California Dental Practice Act. All faculty members performing clinical evaluation are required to have completed 2 hours in teaching methodology. In this course you will learn basic teaching methodology concepts, techniques for evaluating clinical skills, and criteria for selecting effective evaluation tools. This course is available in an asynchronous mode (self-paced), it will take 2 hours to complete. Upon successful completion of a test, a certificate of completion will be emailed.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Cost estimate:

West LA College teaching methodology 2 hour remote course 979.00 total

95-100 per faculty (9 faculty)

Occurrence:

- Recurring expense
- One-time augmentation

One time expense. Teaching Methodology should be taken at least every 3 years

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Work Force

Facilities Resource Request(s) : Version by Loera, Diane on 01/31/2022 06:33

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

We just moved into our temporary classrooms and as we settle in we realize there are items that we need that were not brought up while we were planning the move. One important issue is the absence of sinks in the classrooms. One classroom has no sinks and other room has one small sink. The small sink is too far for some of our equipment when we need to clean it. It is going to be difficult to have one small sink for the amount of students we will have. It is inconvenient to have student leave the area to go to the neighboring buildings to wash their hands. Washing hands is vital especially dealing with infection control, let alone the presence of Covid.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Lack of sinks interferes with our infection control standards

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Cost estimate:

\$1,500 to 3000 each sink . Portable sink and plumbed sink

Occurrence:

- Recurring expense
- One-time augmentation

one time

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage

- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund
Strong work force

Technology and Software Resource Request(s) : Version by **Loera, Diane** on **01/31/2022 06:33**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Purchase Piezo ultrasonic units, intra-oral cameras, and curing lights for dental material class

Committee of Dental Auxiliary CODA requires our curriculum to teach the above technologies. The technologies are current in the private practice dental field.

The use of the above equipment gives the students more practice before working on live patients. More practice enhances their skill and confidence

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Absence of this technology makes performing the task more challenging as the student does not get to practice the technology in the SIM lab.

Their performance level can be greater with more practice and familiarity. These technologies are widely used in private practice and will enhance our students employability.

Technology and Software Resource Request(s):

Piezo Ultrasonics

Acteon Piezo units

Curing lights

Intraoral cameras

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Cost estimate:

Acteon Newtron LED Piezo Scaler Integrated 6 ACTEOC 107-0872 Air Switch to Electrical Switch \$145.45 \$114.00 \$684.00 6 ACTEOC 621-0202 Transformer Power Supply 100W/36V \$610.91 \$490.00 \$2,940.00

Occurrence:

- Recurring expense
- One-time augmentation

One time expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Work Force

Other Resource Request(s) : Version by **Loera, Diane** on **01/31/2022 06:33**

Identify and justify any other needs. Explain how it will help the program better meet its goals.

Storage bins and containers for dental supplies as we are in our temporary housing.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Organization is key to efficient instruction. The instructors need to have their supplies organized and kept in good condition. Student success is best with an organized classroom. The consequence is unprofessional appearance of the classes and presentations.

Other Resource Request(s):

N/A

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Cost estimate:

\$500.00-1000 still evaluating what kind of containers or cabinets will be needed and how many we will need. We will have a better idea once we unpack and put items into their new rooms.

Occurrence:

- Recurring expense
- One-time augmentation

One time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage

- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Work Force

Prioritized Resource Request Recommendations : Version by Loera, Diane on 05/04/2022 02:02

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Goal #1: Hire new full-time faculty to replace retired FT staff to keep in accordance with program accreditation	Critical	As per Cerritos College HR website beginning salary is Column A step 9 : 87,142- Column B-F Step 10 107,614	Goal C Promoting Leadership and Staff Development
Goal #1A: Complete move and organize DH temporary classrooms to be efficient and effective to continue an effective curriculum/program.	Critical	80 hours x 50.00 per hour=2500	Goal A: Strengthen The Culture of Completion. Goal F: Enhance organizational effectiveness
Goal #2: Update and Streamline DH application process by placing application documents/process online.	Critical	Inclusive of FT salary	Goal A: Strengthening the Culture of Completion. Goal F: Enhancing Organizational Effectiveness
Goal#3: Update the DH website	Important	Inclusive of FT salary	Goal A: Strengthening the Culture of Completion. Goal F: Enhancing Organizational Effectiveness
Goal #4: Update all SLO's and Official Courses outlines listed in E-Lumen. Ensure all SLO's match the class syllabi, and COR outline.	Important	Part of Director duties/salary	Goal F: Enhance organizational effectiveness
Goal#5: Purchase piezo ultrasonic units, Intra-oral cameras, curing lights, typodont chair bench mounts, storage bins for dental materials supplies.	Important	\$40,000-80,000	Goal B Ensuring Program Alignment By Strengthening Partnerships.
Goal #6: Access applicable teaching methodology classes for staff to maintain compliance with CODA and DHBC	Important	Total for all members \$979.00	Goal B: Ensuring Program Alignment by Strengthening Partnerships
Goal #7: Maintain Accreditation membership (previous Goal) yearly ongoing fee	Critical	4,100.00	Goal B: Ensuring Program Alignment by Strengthening Partnerships
Goal #8: Continue evaluation of each successive graduating class National and Practical Boards results (previous Goal)	Important	FT salary -part of faculty obligation	Goal B: Ensuring Program Alignment by Strengthening Partnerships
Goal #9: Reinstate Clinical Tutoring Coach (previous Goal)	Important	\$81-87.00 per hour. PT salary per HR website	Goal A: Strengthen The Culture of Completion
Goal #10: Convert program or add a Bachelors Completion Degree Program (continuing goal)	It can wait- would be nice	No costs gathered as of yet.	Goal B: Ensuring Program Alignment By Strengthening Partnerships. Goal E: Upgrading Educational Infrastructure
Goal #11: Purchase instrument sharpening device (previous goal)	completed	purchased	Goal A: Strengthen The Culture of Completion. Goal F: Enhance organizational effectiveness
Goal #12: repair/maintain xray manikins (previous goal)	completed	\$15,000	vGoal A: Strengthen The Culture of Completion. Goal F Enhance organizational effectiveness
Goal #13: Hire Clinical Coordinator for HO programs (previous goal)	Important	Adult hourly CODE JOB CLASSIFICATION GRADE Instructional Academic Support Semi-Skill 16.00 per hour Skilled 18.00 per hour	Goal A: Strengthen The Culture of Completion. Goal F: Enhance organizational effectiveness
Goal #14: Provide tutors for Junior students to help them with their studies (previous goal)	Important/Implemented (previous goal)	Adult Hourly \$16-18.00	Goal A: Strengthen The Culture of Completion. Goal F: Enhance Organizational Effectiveness
Goal #15: Purchase the Futudent 4k micro surgery camera build for dental education. It can stream live 4k video and also record at the same time. You can observe students remotely and give feedback live	Important	\$4-6,000 SWF funds	Goal F: Enhance Organizational effectiveness

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Goal #16: Purchase storage bins or shelves for our new modular classrooms that have limited spacing/storage	Important	\$300-500	Goal F: Enhance Organizational effectiveness
Goal #17 Purchase computer monitors for our SIM pods and dental chairs	Important	\$15-20,000	Goal F: Enhance Organizational effectiveness
Implement a computerized clinical record keeping system	Important	Initial start up 3000.00. Student fee 100-150.00 for two years	Goal F: Enhance Organizational Effectiveness

Career Technical Education (CTE) Supplemental Questions : Version by Loera, Diane on 05/04/2022 02:02

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

According to the U.S Bureau of Labor Statistics dental hygiene is projected to grow 11 percent from 2020 to 2030, faster than the average for all occupations.

About 15,600 openings for dental hygienists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

We continue to meet the labor demand, as 90% of our graduates within the last 6 years are working in the field. The 10% have moved on to other fields either due to physical injuries, the risk of Covid contraction or because they were not enjoying the dental field anymore. We continue to have local dentist reach out to us with job opportunities. There has been a slight decrease in available students to work in the field due to the decrease in the amount of accepted students-because of the Pandemic.

The demand for dental services will increase as the population ages. As baby boomers age and people keep more of their teeth, the need to maintain and treat teeth will continue to drive demand for dental care. In addition, linking systemic health to dental health and the awareness of preventive health will raise the need for hygienist who are prevention specialist. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

Our program does not have an on campus dental clinic, we collaborate with Los Angeles Comprehensive clinics, LBVA hospital, LAUSC hospital, MLK hospital and Millers Children's hospital to complete all their clinical experiences. Using these facilities, our students are able to serve a very diverse population of patients not only cultural diversity but diversity in medical complexities and dental needs. The patients range in ages and medical status. The Veterans hospital provides medically compromised patients with physical and mental issues. County hospital provide multicomplex patients from chemotherapy, dialysis, radiation and trauma patients. The other facilities provide children and a underserved patient population.

Due to these clinical experiences, our graduate students are sought after because they are so well prepared and experienced. Other schools cannot provide the experiences that Cerritos can. Most on-site dental facilities found at other hygiene programs, do not have the type of complex or diverse patients. It is common that other schools need to find their own patients so they end up bringing friends and family, which are not very complex or diverse. All of our off site clinics provide our dental supplies and patients. Patients are scheduled and booked for us at no cost to the student. It is one less stressful item students need to worry about.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

Our success rates from 2015 to now is 100%. This has been a standard for many years, I would say from the inception of the program. Using our Tableau Dashboard it shows our success rate as being 100% for the last 6 years.

Our last employment survey showed 98% of students working. The other 2% were looking for jobs out of state and they were preparing to move.

The job market is very good for dental hygienist at this time. We plan on keeping our benchmark high especially as we move into a temporary space.

The plan is to keep the curriculum the same and as soon as we are allowed 100% on campus we will move those vital contact classes on to campus.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

After graduation from our program, students must pass a written National Board Exam and a Practical Board Exam. The practical boards allows the student to practice in other states besides California. They must also pass a Ethics and Law Exam.

For the past 20 plus years we have had a 100% pass rate. Last year our students passed the written exam above the National average in almost all category.

We fell below in the category of Preventive Agents, we looked into what topics are in the category of Preventive agents so that we could better prepare our students for the 2022 exams.

This year 2022 we had a 100% pass rate on the Dental Hygiene National Board Exam. Our scores in the area of Preventive Agents went from -0.28 to 1.05

Last year our scale score was 1.36 and this year is 1.73. However, our score in Professional Responsibility went from 0.35 (2021) to -0.05.