



***Program Review: Dental Hygiene
Executive Summary***

Program Review at Rio Salado College

Rio Salado College is a 2012 graduate of the Higher Learning Commission's Academy for the Assessment of Student Learning. The College joined the Assessment Academy in 2007 with the primary goal to develop and implement a more formal program review process. Over the five years of participation in the Academy, the College developed, piloted, and improved upon its Program Review process relentlessly. Program Review at Rio Salado College is a systematic and comprehensive process, which is both sustainable and formal.

Rio Salado College defines a program as *a set of college-level courses resulting in a certificate or degree*, and includes both occupational and academic programs. The types of certificates and degrees reviewed include an Associate in Applied Science, an Associate in Arts, and a Certificate of Completion. The College also includes its General Education program in its Program Review cycle.

Rio Salado's Program Review process contains a multi-level view of the program, which includes a comprehensive assessment of the College-level, program-level and course-level student learning outcomes. Data on the outcomes of both curricular and co-curricular services, such as the Library, Advising, Financial Aid, the Helpdesks, etc. are included in each program review. In addition, every Program Review contains the same foundational components, i.e. program goals, learning outcomes, and program resources, which are addressed by utilizing a 36 foundational questions template and the data sets. Once the review is complete and final report is written, members of the College's Learning Assessment Team examine the Program Review and provide feedback on best practices and areas of improvement.

Dental Hygiene Program

June 2013

Introduction

Rio Salado College's Dental Hygiene program is accredited by the American Dental Association, Commission on Dental Accreditation. During the 2012-13 fiscal year, the Dental Hygiene program was scheduled to complete the College's comprehensive program review as well as write a Self-Study Report as part of its reaccreditation process. Since the Self-Study Report is an in-depth and comprehensive review of the Dental Hygiene program, the College's Learning Assessment Team determined the Self-Study to serve as its program review for this cycle. Therefore, the Executive Summary for the Dental Hygiene Program Review looks differently from the others. This Executive Summary utilizes data and verbiage from two sections of the Self-Study Report: *Summary of Factual Information on the Dental Hygiene Program* and *Conclusions and Summary of the Self-Study Report*. The Dental Hygiene Program will conduct a College Program Review in 2016-17.

Summary of Factual Information on the Dental Hygiene Program

The purpose of providing the following information is to give the reader of the completed self-study document a brief summary of critical factual information about the dental hygiene program.

Admissions

- a. Number of classes admitted annually: 1
- b. Current enrollment: Maximum enrollment:
1st year students 22 1st year students 22
2nd year students 0 2nd year students 22

Curriculum

- a. Name of term: Semester
- b. Number of terms: 5
- c. Number of wks per term: 15, with the exception of Semester 4, which is 14 weeks long
- d. Total number of weeks: 74 weeks
- e. Award granted at completion: Associate in Applied Science
- f. Degree granting institution: Rio Salado College
- g. Credit-to-clock hour ratio for: lecture: 1:1 ; laboratory: 1:3 ; clinic: 1:3

Facilities

- a. Identify program(s) which share facilities with the dental hygiene program, e.g., dental assisting, dental laboratory technology, nursing. _____
The program does not share facilities with any other program on a regular basis. On select weekends, 2-3 times per year, Rio Salado College's accredited online dental assisting program uses the clinic facility for an in-person practicum during which lab and assisting skills are honed. The dental hygiene program retains priority access to the clinic facility.
- b. Number of clinical treatment units: 21
- c. Number of radiography units: 6 intraoral, 1 panoramic

Program Faculty

- a. Number of dental hygienists
Full-time: 3___ Part-time: 10___
- b. Number of dentists
Full-time: 0___ Part-time: 4___
- c. Number of dental assistants
Full-time: 0___ Part-time: 0___
- d. Number of other faculty
Full-time: 0___ Part-time: 0___

Setting/Curriculum Delivery

- a. Briefly describe the setting in which the dental hygiene program occurs. List all sites where basic clinical education occurs.

The Rio Salado College dental hygiene clinic is located at 2250 W 14th Street in Tempe, Arizona, directly adjacent to the main campus. The clinic is housed in a building purchased by the college in 2012 and was completely remodeled to meet the unique needs of the program. All laboratory, preclinical, and clinical instruction is held in this facility. Didactic instruction is provided in the Tower@Rio building on the main campus.

- b. If all or part of the dental hygiene curriculum is delivered through distance education technologies (e.g., compressed video), and/or non-traditional methods, please provide a description.

The dental hygiene curriculum is delivered in person and through online instruction.

Conclusions and Summary of the Self-Study Report

Note: *This summary culminates the self-study report in a qualitative appraisal and analysis of the program's strengths and weaknesses.*

STANDARD 1 - INSTITUTIONAL EFFECTIVENESS

1. Assess the effectiveness of the program's planning and assessment process and how this has contributed to the betterment of the program.

The Outcomes Assessment Plan has been particularly useful in detecting trends in the program. The ability to view success rates on licensure exams, graduation rates, and attrition rates by cohort allows the program to identify its strengths and weaknesses and determine where changes should be implemented.

2. To what extent have results of the evaluation processes or outcomes assessment been used to modify the curriculum?

The curriculum is modified whenever assessment outcomes indicate shortcomings or lapses in instruction that can be traced to a curriculum factor. The assessment measures used by the program have proven to be appropriate indicators of student success.

3. Evaluate the extent to which the program goals are met.

The program continues to meet each of its defined goals. Although outcomes assessments indicate that some cohorts attain higher levels of success than others, the program continues to implement changes for improvement.

4. Assess the adequacy and stability of the program's fiscal support as anticipated over the next several years.

Fiscal support of the program is adequate and stable. The program was very fortunate to have been provided a new state-of-the-art clinic in the past year and continues to enjoy significant administrative support for all program needs. Financial records since the program's inception indicate ongoing, adequate support for the program.

5. Assess the degree to which current financial support permits or inhibits achievement of program goals.

The level of financial support provided to the program allows for achievement of goals. Outcomes assessment measures provide no indication that monetary factors hinder successful attainment of goals.

6. Evaluate the effectiveness of the professional community in providing assistance to faculty in meeting the objectives of the dental hygiene program on a continuing basis.

The professional community offers significant support to the program through guest speaker presentations, providing students the opportunity to observe in various dental specialty practices, offering student discounts on professional supplies and equipment, participation on the Advisory Board, and referring patients to the clinic for care. All of these factors contribute to the student's successful completion of the program while gaining valuable perspective of and appreciation for the support of the professional community they will be joining.

7. Evaluate the effectiveness of the liaison mechanism in providing information on dental and dental hygiene practice and employment needs.

The Advisory Committee provides valuable information regarding the current state of the local private practice community as well as employment trends and status. The program is well-informed regarding the types of radiographic systems and dental practice software used in local communities, the saturation or availability of dental hygiene jobs, and the success of program graduates as they transition to the work environment.

STANDARD 2 - EDUCATIONAL PROGRAM

1. Evaluate the admission criteria in terms of its ability to identify students with the potential for completing the curriculum and performing dental hygiene services with competence and efficiency.

The admission criteria have been successful in identifying students with potential for completing the curriculum and competently performing dental hygiene services. Due to a decline in student

success over the past several years, the three MCCCDC dental hygiene program directors determined that general and science GPA admission minimums were not discerning enough. Effective February, 2013 these GPA averages were raised in the hopes of better selecting individuals capable of meeting the rigor and demands that the programs require. The general education GPA minimum was raised to 3.25 from 3.0 and basic science GPA raised to 3.5 from 3.25.

2. Appraise the policies and methods used to ensure that students exempted from courses in the dental hygiene curriculum have met achievement standards which equal or exceed those expected of students who complete courses in the usual manner.

Students exempted from courses are only allowed to do so after it has been determined that achievement standards are equivalent to or exceed those expected of students who complete the courses in the usual manner.

3. Assess the population resources to provide a broad range of population characteristics.

The greater Phoenix community encompasses a wide range of diversity, health care needs, and opportunities for enriching experiences. Students care for a broad population base that presents with an array of oral health needs.

4. Do enrollment statistics reveal any trend which the institution is concerned? If so, describe those concerns.

Enrollment statistics continue to represent diversity in many forms. While application documents inquire as to an applicant's gender, ethnicity, and highest educational degree attained, these questions are optional and not used in the student selection process. The program and institution welcome diversity in the student body and hope to attract greater numbers of underrepresented minorities to the profession.

5. Evaluate the extent to which the program goals and objectives provide for the ongoing inclusion of scientific advancement and innovations in dental hygiene practice and healthcare systems.

Program goal 3 articulates a commitment to provide graduates a learning environment that fosters a commitment to scientific inquiry, life-long learning, community service, and professional development. Evidence-based patient care is emphasized throughout the curriculum and numerous guest speakers from the dental profession and industry further support that position. Students are regularly challenged to support their clinical care decisions with current scientific evidence when they discuss their proposed treatment plan with faculty and the dentist.

6. Assess the extent to which course descriptions and objectives reflect the content delineated in the respective topical outlines.

Course descriptions and objectives guide the development process of every course and lecture in the curriculum. Faculty are free to approach topical issues in a manner they deem appropriate, but are aware of institutional requirements that each assigned competency must be presented.

7. Explain the rationale/philosophy for the overall curriculum sequence.

The curriculum is sequenced to provide foundational knowledge and gradually guide students toward greater depth of understanding and application according to Bloom's taxonomy. Expectations for student performance are expected to increase as the complexity of instructional material and patient care experiences also expand.

8. Appraise students' ability to evaluate the outcome of dental hygiene care through experience with maintenance or continuing care appointments for clinic patients.

Periodontal recall and maintenance procedures adopted by the program require students to evaluate and assess the outcomes of dental hygiene care that they have provided. Students gradually develop the ability to make more discerning observations and evaluations of health vs. disease and corresponding recommendations for care.

STANDARD 3 - ADMINISTRATION, FACULTY AND STAFF

1. To what extent does the program administrator have authority commensurate with his/her responsibilities to support the goals and objectives of the dental hygiene program?

The program director has the appropriate authority and responsibility to support the goals and objectives of the dental hygiene program

2. What activities during the past year demonstrate that the program administrator has assumed responsibility for continuous coordination, evaluation and development of the dental hygiene program?

The program director filled numerous roles within Rio Salado's dental department for the past two years. In addition to acting as faculty chair and program director for dental hygiene and dental assisting, she was charged with helping plan and equip the new dental hygiene clinic. During this time, several courses were modified, content was put online, and a new cohort of students was selected.

3. Evaluate the adequacy of the number of program faculty, and scheduling flexibility to achieve program goals.

The program is staffed with an adequate number of faculty to achieve program goals. Institutional policy of staffing programs with greater numbers of adjuncts vs. full time faculty allows for significant scheduling flexibility.

4. Assess the extent to which provisions for faculty appointments ensure that faculty will have non-teaching time to evaluate the program and institute changes on a continuing basis.

The dental hygiene program is provided one full-time faculty position and 2 full-time management, administration, and technology positions. Adequate non-teaching time is provided all full-time employees to fulfill other needs of the position and institute changes as required.

5. To what extent do faculty/student ratios during laboratory, preclinical, and clinical sessions provide individualized instruction, provide for maximum protection of patients and allow evaluation of the process as well as the end result?

Faculty/student instructional ratios allow for maximum protection of patients and evaluation of student work. The program frequently provides more instructors than required by CODA Standards in order to facilitate student learning and improve patient clinical experiences.

6. To what degree do faculty workloads allow for effective supervision of exceptional and/or slow students?

The program schedules an appropriate number of faculty to effectively supervise all student experiences. Students requiring attention beyond what can be provided during regularly scheduled clinic sessions are offered or required to participate in one-on-one remediation.

7. Assess the effectiveness of the current arrangements for the dentist(s) who provide(s) supervisory, diagnostic, consultative and referral services for the dental hygiene clinic.

The supervising clinic dentist is able to meet the needs of both students and patients during clinic sessions.

8. Assess the effectiveness of the faculty evaluation system.

The program uses the faculty evaluation system developed by the college and used by all other programs. Specific evaluation forms and criteria have been developed for clinical faculty in an effort to provide more job specific feedback. Although formal goal-setting is not a component of non-faculty evaluations, the program director remains available to assist all dental hygiene faculty with professional development issues.

9. Compare the program faculty's opportunities to continue professional development with those of other institutional faculty in terms of release time and financial support.

All college faculty have equal opportunities to continue their professional development and are protected by the RFP manual. Policies are applied fairly and consistently throughout the institution.

10. Evaluate the adequacy of support services available to the program.

Support services are adequate and wide-ranging. The college recognizes that every program has unique needs and has been successful at providing the services necessary to run an effective program.

STANDARD 4 - EDUCATIONAL SUPPORT SERVICES

1. Assess the adequacy of the program's clinical, laboratory and radiography facilities (on campus and extended campus), i.e., storage, safety, provision of adequate learning experiences.

The program's clinical, laboratory, and radiography facilities contribute to an effective learning environment for students. Designed for the particular needs of dental hygiene education, the flow of instruction and interaction allows for focused learning experiences with minimal distractions.

2. Evaluate the adequacy of the facilities and scheduling flexibility to achieve program goals and objectives.

The state-of-the-art clinical facility, designed and built specifically for the dental hygiene program, is a significant and positive factor in achievement of program goals and objectives. Didactic instruction is provided in classrooms with appropriate space, technology, and comfort to create a distraction-free learning environment.

3. Assess the advantages and disadvantages of the capacity, design and scheduling of the clinical facility and equipment in relation to the attainment of program goals and provision of adequate clinical practice experiences for all dental hygiene students.

The clinical facility and equipment were planned for the exclusive use of the dental hygiene program. Clinic schedules meet the needs of both students and faculty and provide an appropriate number of hours and experiences to meet program goals.

4. Evaluate the comprehensiveness, diversity, currency and quality of the texts and periodicals pertaining to dentistry and dental hygiene that are available for use.

Program access to texts and periodicals pertaining to dentistry and dental hygiene is extensive and comprehensive. The program is provided an excellent librarian, scholarly resources, and access to materials and services.

5. Assess the budget available to purchase instructional aids and equipment.

The program is fortunate to have stable and continuous financial support. Adequate funding has remained available for the purchase of instructional aids and equipment since the program's inception.

STANDARD 5 - HEALTH AND SAFETY PROVISIONS

1. Assess the effectiveness of the institution's policies and procedures in ensuring a safe environment for patients, students, faculty and staff: a) infectious diseases; b) ionizing radiation; and, c) sterilizing and disinfecting equipment and procedures in relation to practicing current infection and hazard control.

The program and institution have established comprehensive policies related to management of infectious diseases, ionizing radiation, and sterilization and disinfection procedures. Student instruction in each of these areas is a priority to ensure a safe workplace and appropriate patient care.

2. Evaluate the adequacy of the emergency equipment and materials in relation to instruction in managing dental emergencies. Assess the effectiveness of the program's policy to manage emergencies which might occur.

The programs emergency equipment, materials, procedures, and instruction have proven to be effective in the management of dental emergencies. Various medical emergencies have occurred over the years and been managed satisfactorily. The program's students, faculty, and appropriate staff are fully prepared to manage a medical emergency until rescue services arrive and assume care of the patient.

STANDARD 6 - PATIENT CARE SERVICES

1. Evaluate the extent to which the program provides quality dental hygiene care.

The competency evaluations, required number and type of patient experiences, and close supervision provided during patient care attest to the quality of care demanded of students in the program. Comprehensive clinical assessment forms and various checks and balances described in the self-study demonstrate the commitment of faculty to the development of competent dental hygienists with a strong foundation in self-assessment and ethical care. Administration and faculty alike are quick to respond when outcomes assessments indicate areas in need of improvement.

2. Assess the program's effectiveness in ensuring the continuous basic life support recognition of all students, faculty and staff who are involved in the direct provision of patient care.

The program's policies and procedures for ensuring continuous basic life support recognition of appropriate individuals are effective and efficient.

Future Reports/Reviews

The Dental Hygiene Program will conduct a College Program Review in 2016-17.