Major Highlights

Program Dashboard

Credit Hour Trends

Degree Trends

Occupational Projections and
Skills Analysis

Program Assessment Plan

Program Assessment Results

CRC Recommendations

Follow up

Dental Hygiene
Observations and Interpretations
August 2007

Overview

The information presented in this binder represents supporting reports and data associated with the CRC's review of the Dental Hygiene program. These documents are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term planning.

Observations & Interpretations

- Over the past three years, Dental Hygiene has maintained a relatively high composite program dashboard score, ranging from 9.77 to the most recent score of 10.15. As such, in 2005-06 Dental Hygiene ranked 16th out of 99 curriculum tracked in the Program Dashboard.

- Two of the seven program dashboard measures, which include the percent of completed sections and the student course completion rate, exceeded their benchmarks.

- Over the last three years, Dental Hygiene has maintained a high number of completed sections and by far exceeds the college-wide average of 87%. In fact, there were no cancelled sections in 2005-06. Moreover, the successful student course completion rate of 92% is also high compared to the college-wide average of 68%. However, although the completion rate is high, the last three years have seen a slight downward trend in this measure.

- Meanwhile, two of the dashboard measures which include the percent of minority students in the program and the percent of incompletes, fell short of their established benchmarks.

- The number of incompletes in DHY courses has been increasing over the last three years and at 3.2% in 2005-06, doubled the college-wide average. Also, the percent of minority students is approximately 11%, which is significantly below the 28% college-wide average and below the county minority population of 19%.

- Between 1996-97 and 2003-04, the number of credit hours associated with Dental Hygiene remained fairly stable at approximately 1,200 credit hours per year. Over the last three years, the number of credit hours increased, with a peak of 1,444 in 2004-05.

- The number of degrees awarded in Dental Hygiene has remained fairly stable over the last ten years, averaging 28 graduates per year. In addition, of all of the programs awarding degrees at the college, Dental Hygiene ranked eleventh highest during 2005-06.

- According to CCbenefits Inc., occupational projections for Dental Hygienists are positive over the next five years. By 2011, 500 new Dental Hygienist job openings are projected in the four-county region of southeast Michigan, with an additional 135 job openings due to replacement of current workers.

- The Dental Hygiene program assessment plan has four unique Learning Outcomes and has three to five Benchmarks per Learning Outcome, which is in accordance with the guidelines established by the Student Outcomes Assessment Committee.

- Between July 2006 and August 2007, 11 of the 16 Benchmarks have been assessed (69%). Of those assessed, 9 met their benchmarks while 2 did not. Of those not meeting their benchmarks, the instructors will take such actions as assessing the test taking and learning deficiencies of the students early in the first semester of the Dental Hygiene program and working with the students to improve these deficiencies. Also, a new textbook will be introduced into the curriculum that is expected to help the students more in their critical thinking and clinical skills.

- Colleague continues to indicate one DEN course which is directly supportive of the DHY program. It is suggested that the appropriate paperwork be initiated in order to convert the DEN course to a DHY course, thereby bringing greater clarity to the overall curriculum, especially from a student perspective.
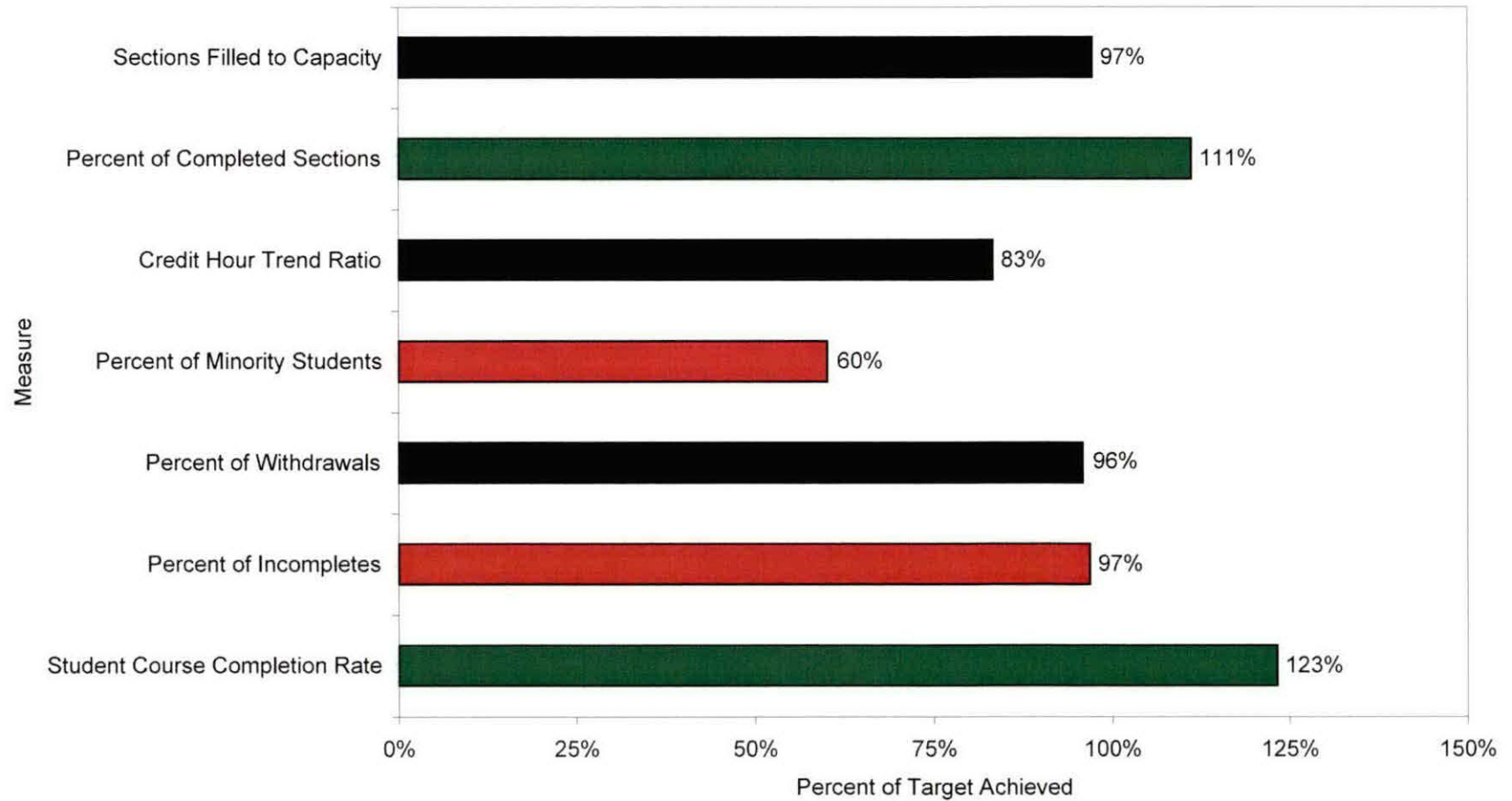
Oakland Community College
Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

Oakland Community College
Percent of Target Achieved
2005-06

Dental Hygiene DHY

Source: Office of Assessment and Effectiveness
Updated On: 7/17/2007

Oakland Community College
Program Dashboard Report
2005-06

Dental Hygiene DHY
Dashboard Score: 10.15

Measures	Current Score	Benchmarks Trouble Score	Target Score	Percent of Target Achieved	Weight	Weighted Score
Sections Filled to Capacity	87.5%	75.0%	90.0%	97.2%	18.0%	1.75
Percent of Completed Sections	100.0%	75.0%	90.0%	111.1%	14.2%	1.58
Credit Hour Trend Ratio	1.04	0.71	1.25	83.2%	15.3%	1.27
Percent of Minority Students	11.3%	16.9%	18.8%	60.1%	6.1%	0.37
Percent of Withdrawals	4.2%	15.0%	0.0%	95.8%	12.0%	1.15
Percent of Incompletes	3.2%	3.0%	0.0%	96.8%	7.9%	0.76
Student Course Completion Rate	92.4%	60.0%	75.0%	123.2%	26.5%	3.26

Program Dashboard
Detail Report

Prefix DHY
Title Dental Hygiene

	Program			College Wide
	2005-06	**2004-05**	**2003-04**	**2005-06**
Sections Filled to Capacity	87.5%	98.2%	116.4%	83.2%
Percent of Completed Sections	100.0%	97.0%	96.4%	86.6%
Headcount Trend Ratio	0.99	1.01	1.01	1.02
Credit Hour Trend Ratio	1.04	1.07	1.00	1.02
Percent of Minority Students	11.3%	9.2%	16.1%	27.9%
Percent of Withdrawals	4.2%	1.6%	1.6%	17.8%
Percent of Incompletes	3.2%	2.2%	0.8%	1.6%
Student Course Completion Rate	92.4%	96.0%	97.2%	68.2%
Dashboard Score	10.15	10.4	9.77	

Sections Filled to Capacity

Prefix   DHY

Prefix Title Dental Hygiene

	2005-06	**2004-05**	**2003-04**
Total Students	474	502	490
Total Capacity	542	511	421
Sections Filled To Capacity	87.5%	98.2%	116.4%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	2004-05	2003-04
Active Sections	27	32	27
Cancelled Sections	0	1	1
Total Sections	27	33	28
Percent of Completed Sections	100.0%	97.0%	96.4%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	**2004-05**	**2003-04**
Headcount Year 1	493	487	473
Headcount Year 2	490	493	487
Headcount Year 3	503	490	493
Headcount Year 4	474	503	490
Headcount Period 1	495	490	484
Headcount Period 2	489	495	490
Headcount Ratio	0.99	1.01	1.01

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	**2004-05**	**2003-04**
Credit Hour Year 1	1,223	1,205	1,175
Credit Hour Year 2	1,176	1,223	1,205
Credit Hour Year 3	1,446	1,176	1,223
Credit Hour Year 4	1,370	1,446	1,176
Credit Hour Period 1	1,282	1,201	1,201
Credit Hour Period 2	1,331	1,282	1,201
Credit Hour Ratio	1.04	1.07	1.00

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	2004-05	2003-04
Minority Students	9	8	14
Total Students	80	87	87
Percent of Minority Students	11.3%	9.2%	16.1%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	**2004-05**	**2003-04**
Total Withdrawals	20	8	8
Total Grades	474	502	492
Percent of Withdrawals	4.2%	1.6%	1.6%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	**2004-05**	**2003-04**
Total Incompletes	15	11	4
Total Grades	474	502	492
Percent of Incompletes	3.2%	2.2%	0.8%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix   DHY

Prefix Title   Dental Hygiene

	2005-06	2004-05	2003-04
Successful Grades	438	482	478
Total Student Grades	474	502	492
Student Course Completion Rate	92.4%	96.0%	97.2%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).
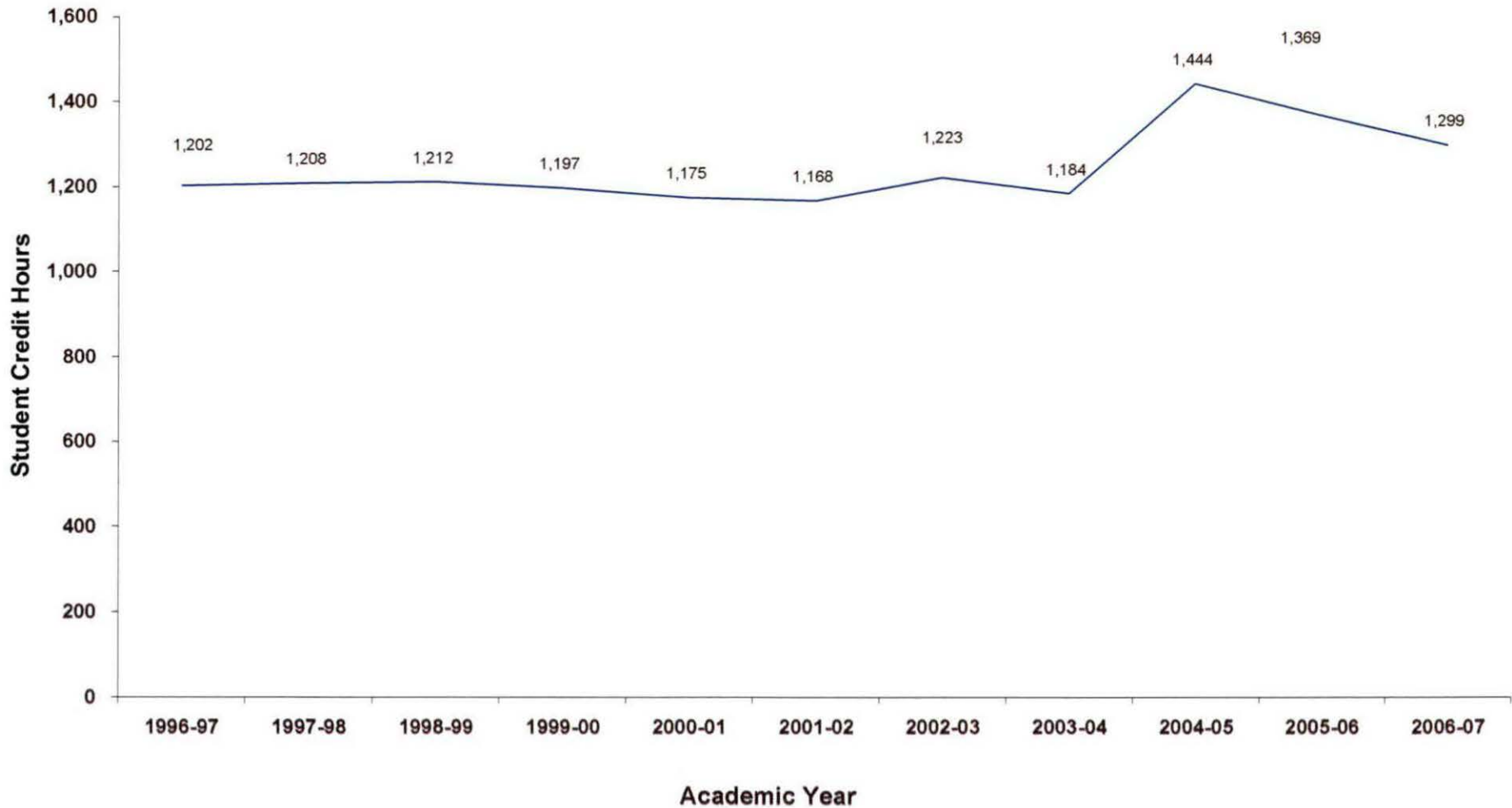
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Credit Hour Trends Report
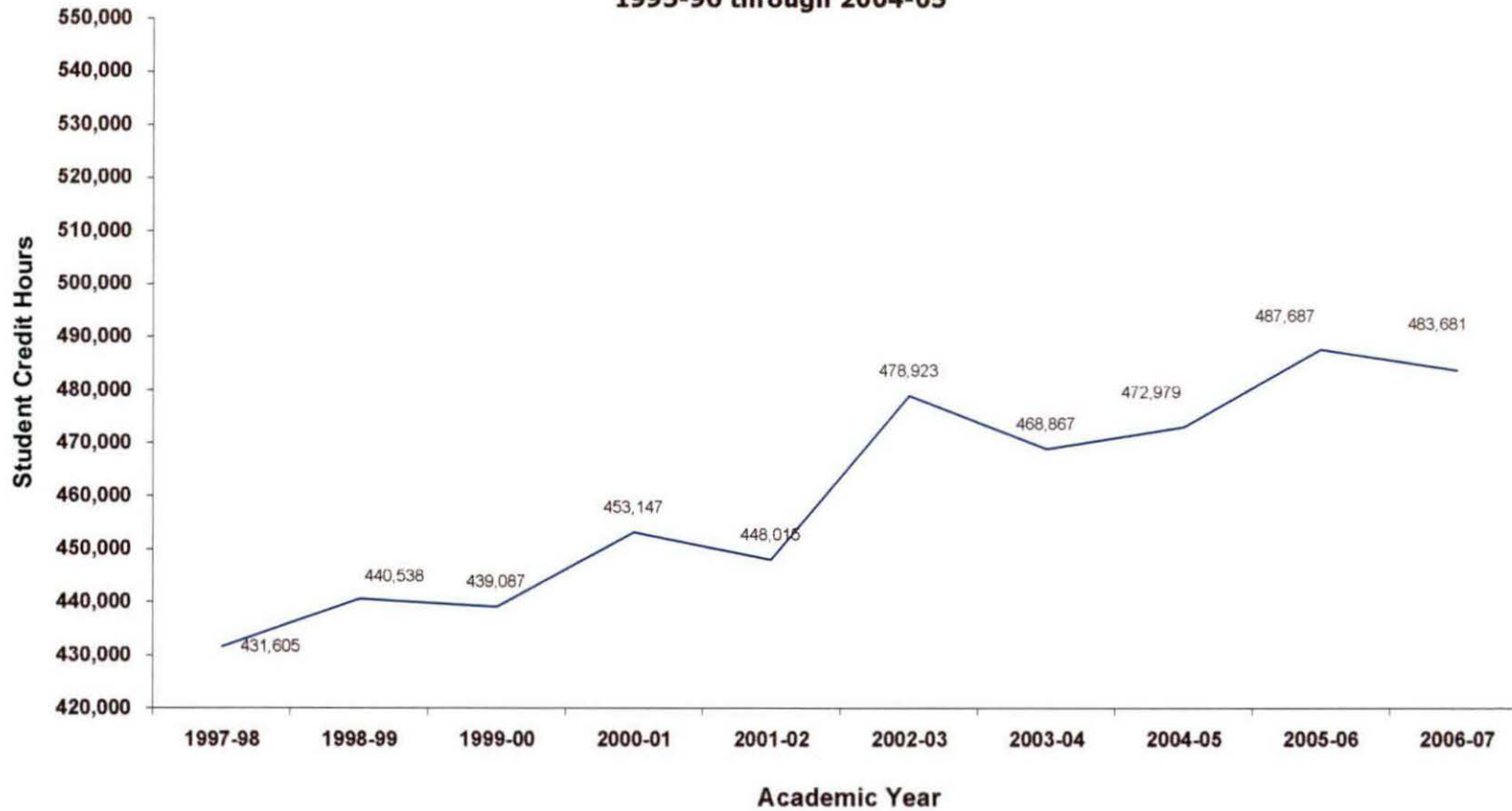# Dental Hygiene
DHY
2006-07

Prepared by:

Oakland Community College

Office of Institutional Research

August 17, 2007

Oakland Community College
Ten-Year Trend in Student Credit Hours
Dental Hygiene
1996-97 through 2006-07

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
Dental Hygiene	1,202	1,208	1,212	1,197	1,175	1,168	1,223	1,184	1,444	1,369	1,299	11.2	8.1
College Wide Totals	443,549	431,605	440,538	439,087	453,147	448,015	478,923	468,867	472,979	487,687	483,681	8.0	9.0

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05

| 1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
431,605	440,538	439,087	453,147	448,015	478,923	468,867	472,979	487,687	483,681

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Degree Trends Report
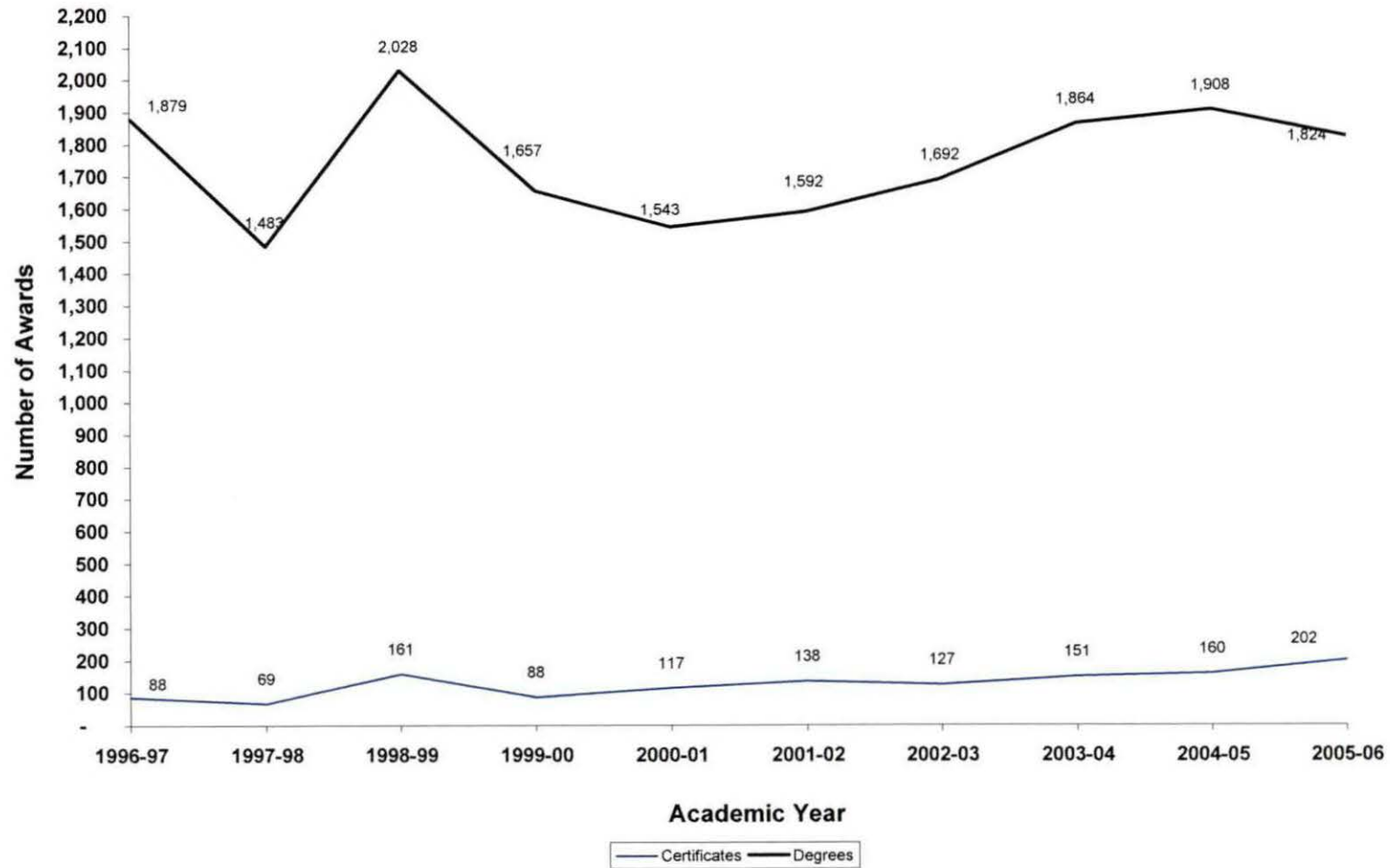
Dental Hygiene

DHY

2005-06

Prepared by:
Oakland Community College
Office of Institutional Research
August 13, 2007

Oakland Community College
Associate Degrees and Certificates Awarded
Dental Hygiene
1996-97 through 2005-06
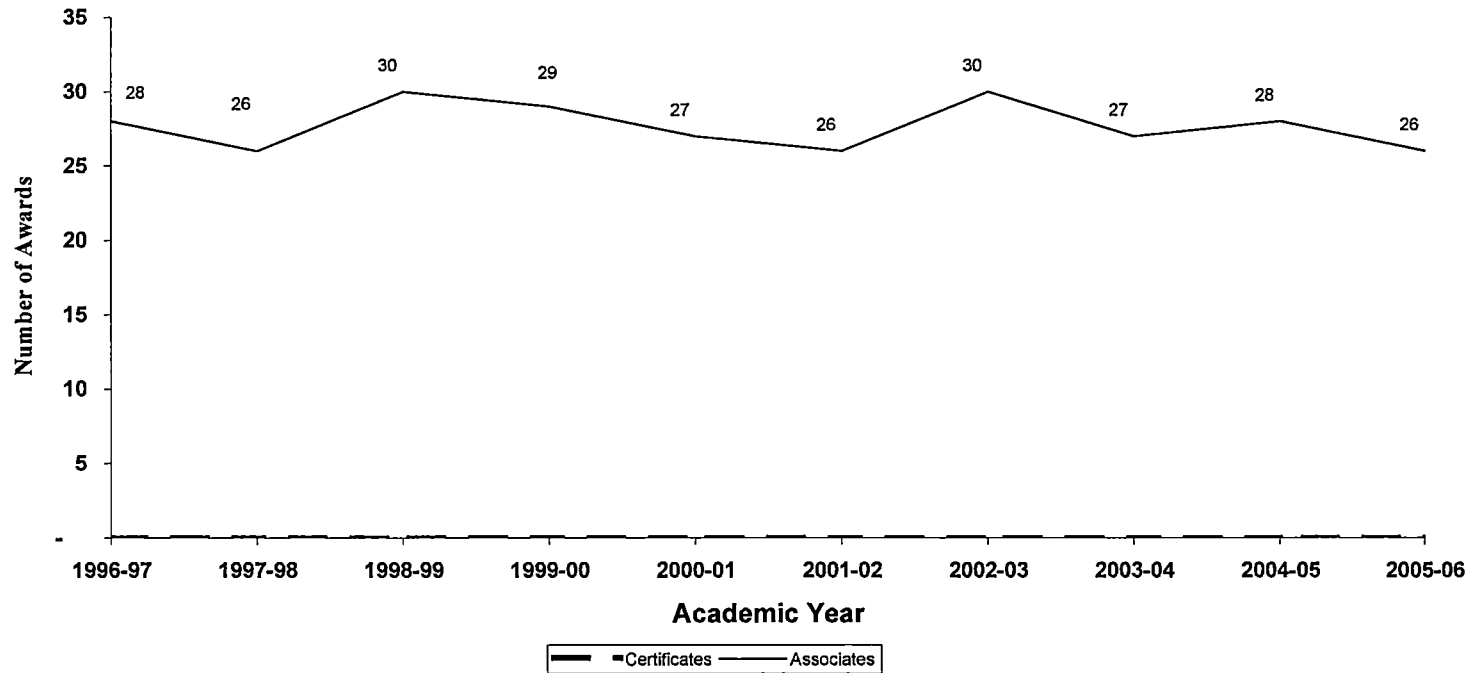
Academic Yr.	Certificates	Associates
1996-97	0	28
1997-98	0	26
1998-99	0	30
1999-00	0	29
2000-01	0	27
2001-02	0	26
2002-03	0	30
2003-04	0	27
2004-05	0	28
2005-06	0	26

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1996-97 through 2005-06

Number of Awards (y-axis)

Degrees:
- 1996-97: 1,879
- 1997-98: 1,483
- 1998-99: 2,028
- 1999-00: 1,657
- 2000-01: 1,543
- 2001-02: 1,592
- 2002-03: 1,692
- 2003-04: 1,864
- 2004-05: 1,908
- 2005-06: 1,824

Certificates:
- 1996-97: 88
- 1997-98: 69
- 1998-99: 161
- 1999-00: 88
- 2000-01: 117
- 2001-02: 138
- 2002-03: 127
- 2003-04: 151
- 2004-05: 160
- 2005-06: 202

Academic Year

Certificates ——— Degrees

Occupational Projections
(2006 – 2011)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

This information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:
- Base Year: Current number of jobs in 2006.
- Five Year: Number of projected jobs in 2011.
- New Jobs: Projected number of new jobs between 2006 and 2011.
- Replacement Jobs: Projected number of replacement jobs between 2006 and 2011.
- % New Jobs: Percent of projected new jobs in 2011 using 2006 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2011 using 2006 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2011 using 2006 as the base year.
- Earnings: Average annual earnings within the SOC code in 2006.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Dental Hygiene

SOC Code	Name	Base Year	Five Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt Jobs	% New & Rplmnt	Earnings Average	Earnings Median
29-2021	Dental Hygienists	3,162	3,658	496	135	15.7%	4.3%	20.0%	$28.97	$29.37
Totals:		3,162	3,658	496	135					

SOC Code 29-2021
Name   Dental Hygienists

Definition
Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop X-rays, or apply fluoride or sealants.
Examples: Oral Hygienist

Occupational Skills Analysis

This report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students are adequately prepared for employment.

Tables in the Job Skills report include:

- *Competency* which is required of the occupation. This is a subcategory of knowledge, skill, or ability.

- *Importance* of the competency to the occupation (in general terms)

  - Not important
  - Somewhat important
  - Important
  - Very important
  - Extremely important

- *Importance* of the competency to the occupation (in specific terms).

  - 0 to 20 = not important
  - 21 to 40 = somewhat important
  - 41 to 60 = important
  - 61 to 80 = very important
  - 81 to 100 = extremely important

- *Level of Attainment* in the competency required by the occupation:

  - Basic = 0 to 24
  - Intermediate = 25 to 49
  - Advanced = 50 to 74
  - Expert = 75 to 100

Occupational Skills Analysis
Dental Hygiene

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Customer and Personal Service	Very Important	82	Advanced	70
Biology	Important	69	Advanced	67
Medicine and Dentistry	Very Important	85	Advanced	61
Education and Training	Important	68	Advanced	60
Psychology	Important	60	Advanced	59
Chemistry	Somewhat Important	46	Advanced	56
Sales and Marketing	Important	54	Advanced	50
English Language	Important	66	Intermediate	48
Production and Processing	Important	51	Intermediate	47
Clerical	Somewhat Important	39	Intermediate	45
Therapy and Counseling	Somewhat Important	45	Intermediate	41
Computers and Electronics	Somewhat Important	44	Intermediate	37
Public Safety and Security	Important	52	Intermediate	37
Law and Government	Somewhat Important	49	Intermediate	34
Personnel and Human Resources	Somewhat Important	29	Intermediate	30
Sociology and Anthropology	Somewhat Important	27	Intermediate	29
Communications and Media	Somewhat Important	27	Intermediate	26
Administration and Management	Somewhat Important	36	Intermediate	26
Mechanical	Somewhat Important	27	Intermediate	26
Philosophy and Theology	Not Important	19	Intermediate	25
Mathematics	Somewhat Important	25	Basic	21
Engineering and Technology	Not Important	17	Basic	19
Economics and Accounting	Not Important	16	Basic	15
Physics	Not Important	14	Basic	13
Telecommunications	Not Important	16	Basic	12
Geography	Not Important	5	Basic	11
Building and Construction	Not Important	11	Basic	10
History and Archeology	Not Important	12	Basic	10
Transportation	Not Important	7	Basic	8
Fine Arts	Not Important	6	Basic	8
Design	Not Important	11	Basic	7
Food Production	Not Important	6	Basic	7
Foreign Language	Not Important	8	Basic	6

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Active Learning	Very Important	78	Advanced	74
Reading Comprehension	Very Important	78	Advanced	73
Active Listening	Very Important	86	Advanced	69
Time Management	Very Important	75	Advanced	67
Critical Thinking	Important	72	Advanced	67
Learning Strategies	Important	60	Advanced	64
Writing	Important	68	Advanced	64
Speaking	Very Important	83	Advanced	64
Coordination	Important	70	Advanced	63
Social Perceptiveness	Important	72	Advanced	63
Instructing	Important	69	Advanced	63
Equipment Selection	Important	62	Advanced	58
Persuasion	Important	60	Advanced	58
Service Orientation	Important	59	Advanced	55
Monitoring	Important	52	Advanced	53
Judgment and Decision Making	Important	57	Advanced	52
Complex Problem Solving	Somewhat Important	49	Intermediate	46
Science	Important	60	Intermediate	45
Equipment Maintenance	Somewhat Important	43	Intermediate	42
Troubleshooting	Somewhat Important	38	Intermediate	40
Operation and Control	Somewhat Important	32	Intermediate	35
Negotiation	Somewhat Important	34	Intermediate	34
Mathematics	Somewhat Important	27	Intermediate	33
Operation Monitoring	Somewhat Important	29	Intermediate	30
Operations Analysis	Somewhat Important	25	Intermediate	27
Technology Design	Not Important	21	Basic	24
Management of Material Resources	Not Important	22	Basic	24
Quality Control Analysis	Not Important	22	Basic	21
Systems Evaluation	Not Important	18	Basic	20
Management of Personnel Resources	Not Important	16	Basic	20
Installation	Not Important	17	Basic	18
Repairing	Not Important	16	Basic	18
Systems Analysis	Not Important	8	Basic	11
Management of Financial Resources	Not Important	9	Basic	9
Programming	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Finger Dexterity	Very Important	75	Advanced	66
Problem Sensitivity	Important	69	Advanced	66
Near Vision	Very Important	75	Advanced	66
Control Precision	Important	66	Advanced	64
Manual Dexterity	Important	72	Advanced	59
Arm-Hand Steadiness	Important	69	Advanced	57
Oral Expression	Important	66	Advanced	57
Inductive Reasoning	Important	56	Advanced	57
Extent Flexibility	Important	53	Advanced	52
Oral Comprehension	Important	56	Advanced	52
Flexibility of Closure	Somewhat Important	47	Intermediate	48
Information Ordering	Important	50	Intermediate	48
Speech Clarity	Important	63	Intermediate	48
Deductive Reasoning	Important	53	Intermediate	48
Speech Recognition	Somewhat Important	47	Intermediate	46
Multilimb Coordination	Important	53	Intermediate	46
Written Comprehension	Somewhat Important	47	Intermediate	46
Category Flexibility	Somewhat Important	41	Intermediate	43
Speed of Closure	Somewhat Important	35	Intermediate	43
Selective Attention	Important	60	Intermediate	41
Written Expression	Somewhat Important	41	Intermediate	39
Visual Color Discrimination	Important	50	Intermediate	36
Memorization	Somewhat Important	31	Intermediate	36
Perceptual Speed	Somewhat Important	31	Intermediate	30
Fluency of Ideas	Not Important	22	Intermediate	30
Originality	Somewhat Important	25	Intermediate	29
Time Sharing	Somewhat Important	35	Intermediate	29
Trunk Strength	Somewhat Important	38	Intermediate	27
Visualization	Not Important	22	Intermediate	27
Depth Perception	Somewhat Important	31	Intermediate	27
Far Vision	Somewhat Important	25	Intermediate	25
Hearing Sensitivity	Somewhat Important	25	Basic	23
Dynamic Strength	Not Important	22	Basic	18
Wrist-Finger Speed	Not Important	16	Basic	16
Reaction Time	Not Important	13	Basic	14
Auditory Attention	Not Important	16	Basic	13
Static Strength	Not Important	22	Basic	13
Gross Body Coordination	Not Important	13	Basic	13
Response Orientation	Not Important	16	Basic	11
Gross Body Equilibrium	Not Important	13	Basic	11
Stamina	Not Important	16	Basic	9
Spatial Orientation	Not Important	10	Basic	9
Mathematical Reasoning	Not Important	10	Basic	9
Speed of Limb Movement	Not Important	6	Basic	7
Glare Sensitivity	Not Important	6	Basic	7
Rate Control	Not Important	16	Basic	7
Dynamic Flexibility	Not Important	10	Basic	5
Number Facility	Not Important	6	Basic	4
Sound Localization	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0

Source: O*NET Database 11

Program Assessment Plan
Dental Hygiene

Statement of Purpose

To prepare competent dental hygienists who are eligible to write the National licensure examination, who possess the basic psychomotor, cognitive and affective skills required to provide safe, quality dental hygiene care to the public.

Catalog Description

This program leads to an Associate in Applied Science Degree and is designated as an Extended Degree Program in that the student must complete a minimum of 73 or more required credit hours. The program prepares selected individuals through theory and clinical experiences to assume the responsibility of caring for the dental patient in the prevention of dental disease. This includes home-care instruction, oral prophylaxis and topical fluoride application. Graduates of this program, accredited by the American Dental Association Commission on Accreditation, are eligible to take licensing examinations as prescribed by the board of dental examiners in the state which they choose to practice; satisfactory achievement qualifies the graduate for licensure as a Registered Dental Hygienist (RD H). Proof of high school graduation, GED or equivalent and proof of graduation from an accredited dental hygiene program must be submitted to the board of dental examiners. A licensed dental hygienist,
who works under the direction and supervision of a dentist, may find employment in schools, clinics and hospitals as well as in private dental offices. Program Admission Procedures: Admission to the college does not include admission to the Dental Hygiene Program. A limited number of students are admitted to the program through a selection procedure. Students interested in this program must declare Dental Hygiene as their
curriculum and have proof of high school graduation, GED or equivalent in their student file. Students must obtain a 2.0 "C" or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NBDHE. Further information may be obtained by contacting the Highland Lakes Counseling center. Dental Hygiene courses involving clinical experiences are offered only at the Highland Lakes Campus. The Michigan Board of Dentistry may deny dental hygiene licensure to an applicant who has been convicted of a crime or is addicted to drugs or alcohol.

Program Assessment Plan
Dental Hygiene

Learning Outcomes

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark	Assessment Method	Timeline
1. 100% of the students will pass all theory examinations for dental hygiene practice at > 75% based on the dental hygiene grading scale.	Comprehensive Final Exams and Exit Exams	03/08
2. 100% of the students will pass all clinical exams at an average of > 75% based on the dental hygiene grading scale.	100% of students in DHY 1284 will score > 75% on Objective Simulated Clinical Exercise Exam (OSCE).	06/07
3. 100% of the students will integrate knowledge acquired through coursework to design and present a case study on a clinical patient at a score of > 75% based on the dental hygiene grading scale.	Case Study Presentations in DHY 1282, DHY 1283, and DHY 1284.	05/07
4. 100% of the students will achieve a success rate of > 75%, based on the national standard on both components of the National Board of Dental Hygiene Examination (NBDHE) (stand alone questions and case based competencies).	Comparative analysis from the American Dental Association with summary of subject areas ranked by school based on national averages that clearly defines areas requiring improvement on either or both components.	03/08
5.		

Program Assessment Plan
Dental Hygiene

Learning Outcomes

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark	Assessment Method	Timeline
1. 100% of the students will provide treatment at > 75% using a competency-based rubric for a minimum of 60 patients by the completion of the program.	Clinical performance on treatment rendered for patients using a competency-based rubric.	05/07
2. 100% of the students will progressively perform from > 75% (DHY 1281) to 90% (DHY 1284) on clinical evaluations using a competency-based rubric.	Clinical performance on chair-side evaluations using a competency based rubrics.	03/08
3. 100% of the students will progressively perform from > 75% (DHY 1281) to > 90% (DHY 1284) on ancillary/adjunctive dental hygiene care with technology/equipment using a competency-based rubric.	Clinical and laboratory performance on evaluations using a competency-based rubrics.	03/08
4. 100% of the students will achieve > 75% competency on the Objective Structured Clinical Exercise (OSCE) – Capstone Project.	OSCE Exercise	06/07
5. 100% of the students will achieve a success rate of > 75% on both the Northeast Regional Board (NERB), based on the National Standard of Northeast Regional Board (NERB) and the Computer Simulated Clinical Exercise.	NERB and CSCE exams	05/07

Program Assessment Plan
Dental Hygiene

Learning Outcomes

100% of the students will apply legal and ethical principles to assigned case studies.

	Benchmark	Assessment Method	Timeline
1.	100% of the students will apply legal and ethical principles to assigned studies at > 75%.	Completion of legal and ethical dilemma cases.	03/08
2.	100% of the students responding to the Graduate Survey will rate their ability to understand the legal and ethical principles of dental hygiene care at > 3 on a scale of 1-4.	Graduate Survey	06/07
3.	100% of the employers who respond to the Employer Survey will rate graduates ability to perform legally and ethically at > on a scale of 1-4.	Bi-annual Employer Survey	11/07
4.			
5.			

Program Assessment Plan
Dental Hygiene

Learning Outcomes

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark	Assessment Method	Timeline
1. 100% of the students will complete eight child and eight adult oral health presentations at > 75% (DHY 1281) to > 90% (DHY 1284) competency.	Performance on oral health presentations in DHY 1281, DHY 1282, DHY 1283, and DHY 1284 using competency-based rubrics.	06/07
2. 100% of the students in DHY 1282 will prepare a Capstone Project on one patient that analyzes patient data, formulates a dental hygiene diagnosis, and presents a completed care plan to the supervising dentist and patient using a competency-based rubric at > 75%.	Capstone Project Presentation	05/07
3. 100% of the students will provide treatment, and analyze and interpret patient data for all five phases of dental hygiene care at > 75% (DHY 1281) to > 90% (DHY 1284) competency on all patients.	Student performance on all five phases of dental hygiene care using a competency-based rubric.	06/07
4. 100% of the second year DHY students will prepare a Capstone Project on a patient that analyzes patient data, formulates a dental hygiene diagnosis and presents a dental hygiene care plan to their peers using a competency-based rubric at > 85%.	Peer review of oral presentations of case study. Instructor evaluation of oral presentation and written care plan.	05/07
5.		

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

Learning Outcome ID   381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 1

100% of the students will pass all theory examinations for dental hygiene practice at > 75% based on the dental hygiene grading scale.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Comprehensive Final Exams and Exit Exams	This assessment demonstrates the student's didactic abilities in regards to examinations. At the present time a student can retake one examination per course, the retake examination is averaged together with initial attempt an average is obtained. This I feel skews the results of this benchmark.	Yes	**Assessed**	04/07
			Received	05/07

Learning Outcome ID   381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 1

100% of the students will pass all theory examinations for dental hygiene practice at > 75% based on the dental hygiene grading scale.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Comprehensive Final Exams and Exit Exams	Assessment not implemented.	Unknown	**Assessed**	04/06
			Received	05/07

Learning Outcome ID   381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

Dental Hygiene.

Benchmark 2

100% of the students will pass all clinical exams at an average of > 75% based on the dental hygiene grading scale.

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
100% of students in DHY 1284 will score > 75% on Objective Simulated Clinical Exercise Exam (OSCE).	The OSCE given in DHY 1284 in the final semester of the program all the students met competency of 75% or better. This assessment provides an opportunity to assess and revise the second year DHY clinical and didactic instructions in the area of clinical techniques and theories to better enhance the learning experience. This assessment provides the faculty insight into the strengths and weaknesses of the instruction in second year which will enable DHY faculty to make revisions to the clinical and didactic instruction.	Yes	**Assessed** 06/07 **Received** 07/07	

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

Learning Outcome ID 381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 2

100% of the students will pass all clinical exams at an average of > 75% based on the dental hygiene grading scale.

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
100% of students in DHY 1284 will score > 75% on Objective Simulated Clinical Exercise Exam (OSCE).	Assessment not implemented.	Unknown	**Assessed**	06/06
			Received	05/07

Learning Outcome ID 381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 3

100% of the students will integrate knowledge acquired through coursework to design and present a case study on a clinical patient at a score of > 75% based on the dental hygiene grading scale.

Assessment Method 3	Findings 3	Benchmark Met 3		Dates
Case Study Presentations in DHY 1282, DHY 1283, and DHY 1284.	Assessment not implemented.	Unknown	**Assessed**	05/06
			Received	05/07

Learning Outcome ID 381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 4

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

100% of the students will achieve a success rate of > 75%, based on the national standard on both components of the National Board of Dental Hygiene Examination (NBDHE) (stand alone questions and case based competencies).

Assessment Method 4	Findings 4	Benchmark Met 4		Dates
Comparative analysis from the American Dental Association with summary of subject areas ranked by school based on national averages that clearly defines areas requiring improvement on either or both components.	We had one student not pass the NBDHE at a 75% level, this student had difficulty and was in remediation throughout her 2 years in the Dental Hygiene Program. The assessment provides a valuable insight into overall learning and test taking abilities of the students as a end point assessment.	No	**Assessed**	04/07
			Received	05/07

Learning Outcome ID 381

100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 4

100% of the students will achieve a success rate of > 75%, based on the national standard on both components of the National Board of Dental Hygiene Examination (NBDHE) (stand alone questions and case based competencies).

Assessment Method 4	Findings 4	Benchmark Met 4		Dates
Comparative analysis from the American Dental Association with summary of subject areas ranked by school based on national averages that clearly defines areas requiring improvement on either or both components.	Assessment not implemented.	Unknown	**Assessed**	04/06
			Received	05/07

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

Learning Outcome ID 382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 1

100% of the students will provide treatment at > 75% using a competency-based rubric for a minimum of 60 patients by the completion of the program.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Clinical performance on treatment rendered for patients using a competency-based rubric.	Assessment not implemented.	Unknown	**Assessed**	05/06
			Received	05/07

Learning Outcome ID 382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 2

100% of the students will progressively perform from > 75% (DHY 1281) to 90% (DHY 1284) on clinical evaluations using a competency-based rubric.

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
Clinical performance on chair-side evaluations using a competency based rubrics.	This assessment allows us to see how the students have progressed through the beginning course of clinic techniques to the final course. This assessment provides an opportunity to assess the student's progression in clinical skills and allow for earlier remediation intervention for students that are having difficulties.	Yes	**Assessed**	04/07
			Received	05/07

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

Learning Outcome ID   382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 2

100% of the students will progressively perform from > 75% (DHY 1281) to 90% (DHY 1284) on clinical evaluations using a competency-based rubric.

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
Clinical performance on chair-side evaluations using a competency based rubrics.	Assessment not implemented.	Unknown	**Assessed**	04/06
			Received	05/07

Learning Outcome ID   382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 3

100% of the students will progressively perform from > 75% (DHY 1281) to > 90% (DHY 1284) on ancillary/adjunctive dental hygiene care with technology/equipment using a competency-based rubric.

Assessment Method 3	Findings 3	Benchmark Met 3		Dates
Clinical and laboratory performance on evaluations using a competency-based rubrics.	This assessment demonstrated the progression of learning that occur from DHY 1281 to DHY1284 in regards to auxiliary skills and technology usage by the dental hygiene students throughout the 2 year program.	Yes	**Assessed**	04/07
			Received	05/07

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

Learning Outcome ID 382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 3

100% of the students will progressively perform from > 75% (DHY 1281) to > 90% (DHY 1284) on ancillary/adjunctive dental hygiene care with technology/equipment using a competency-based rubric.

Assessment Method 3	Findings 3	Benchmark Met 3		Dates
Clinical and laboratory performance on evaluations using a competency-based rubrics.	Assessment not implemented.	Unknown	**Assessed**	04/06
			Received	05/07

Learning Outcome ID 382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 4

100% of the students will achieve > 75% competency on the Objective Structured Clinical Exercise (OSCE) – Capstone Project.

Assessment Method 4	Findings 4	Benchmark Met 4		Dates
OSCE Exercise	The benchmark was not met in DHY 1282, all three students who failed retook the OSCE and improved their score. This assessment provides an opportunity to assess and revise the first year DHY clinical and didactic instruction in the area of clinical theories and techniques to better enhance the student's learning experience. This assessment valuable insight into the strengths and weaknesses of the instruction in first year and enabled the DHY faculty to make revisions to the method of instruction.	No	**Assessed**	06/07
			Received	07/07

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

Learning Outcome ID 382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 4

100% of the students will achieve > 75% competency on the Objective Structured Clinical Exercise (OSCE) – Capstone Project.

Assessment Method 4	Findings 4	Benchmark Met 4		Dates
OSCE Exercise	Assessment not implemented.	Unknown	**Assessed**	06/06
			Received	05/07

Learning Outcome ID 382

100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 5

100% of the students will achieve a success rate of > 75% on both the Northeast Regional Board (NERB), based on the National Standard of Northeast Regional Board (NERB) and the Computer Simulated Clinical Exercise.

Assessment Method 5	Findings 5	Benchmark Met 5		Dates
NERB and CSCE exams	Assessment not implemented.	Unknown	**Assessed**	05/06
			Received	05/07

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

Learning Outcome ID   383

100% of the students will apply legal and ethical principles to assigned case studies.

Benchmark 1

100% of the students will apply legal and ethical principles to assigned studies at > 75%.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Completion of legal and ethical dilemma cases.	The students enjoyed the exercise this year. It allows them to be active rather than passive participants. I added additional case studies from Michigan appellate court files at the end of the class. They were very engaged by reading about real cases.	Yes	**Assessed** **Received**	04/07 05/07

Learning Outcome ID   383

100% of the students will apply legal and ethical principles to assigned case studies.

Benchmark 1

100% of the students will apply legal and ethical principles to assigned studies at > 75%.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Completion of legal and ethical dilemma cases.	Assessment not implemented.	Unknown	**Assessed** **Received**	04/06 05/07

Learning Outcome ID   383

100% of the students will apply legal and ethical principles to assigned case studies.

Benchmark 2

100% of the students responding to the Graduate Survey will rate their ability to understand the legal and ethical principles of dental hygiene care at > 3 on a scale of 1-4.

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
Graduate Survey	The Graduate survey is given to recent graduates, 3-6 months after graduation and provides self reported information on how well prepared the OCC DHY graduates feel they are in understanding and handling legal and ethical principles in the profession of Dental Hygiene care.	Yes	**Assessed**	06/07
			Received	07/07

Learning Outcome ID   383

100% of the students will apply legal and ethical principles to assigned case studies.

Benchmark 2

100% of the students responding to the Graduate Survey will rate their ability to understand the legal and ethical principles of dental hygiene care at > 3 on a scale of 1-4.

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
Graduate Survey	Assessment not implemented.	Unknown	**Assessed**	06/06
			Received	05/07

Learning Outcome ID   383

100% of the students will apply legal and ethical principles to assigned case studies.

Benchmark 3

100% of the employers who respond to the Employer Survey will rate graduates ability to perform legally and ethically at > on a scale of 1-4.

Assessment Method 3	Findings 3	Benchmark Met 3		Dates
Bi-annual Employer Survey	98% of the Employers rated the graduates a 4 (very satisfied) on their ability to perform legally	Yes	**Assessed**	11/06
			Received	12/06

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

and ethically on a scale of 1-4.
2% of the Employers rate the graduates a 3
(satisfied) on their ability to perform legally and
ethically on a scale of 1-4.

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

Learning Outcome ID   384

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark 1

100% of the students will complete eight child and eight adult oral health presentations at > 75% (DHY 1281) to > 90% (DHY 1284) competency.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Performance on oral health presentations in DHY 1281, DHY 1282, DHY 1283, and DHY 1284 using competency-based rubrics.	This assessment provides the supervising DDS and clinical instructors an opportunity to evaluate the student's ability to give a oral health presentation to a variety of patient populations. The students are expected to progress and perform at a higher level as they progress through the DHY program. The students are also expected to submit written care plans as well.	Yes	**Assessed** 06/07 **Received** 07/07	

Learning Outcome ID   384

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark 1

100% of the students will complete eight child and eight adult oral health presentations at > 75% (DHY 1281) to > 90% (DHY 1284) competency.

Assessment Method 1	Findings 1	Benchmark Met 1		Dates
Performance on oral health presentations in DHY 1281, DHY 1282, DHY 1283, and DHY 1284 using competency-based rubrics.	Assessment not implemented.	Unknown	**Assessed** 06/06 **Received** 05/07	

Program Findings Report

Dental Hygiene

7/1/2006 to 8/31/2007

Learning Outcome ID 384

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark 2

100% of the students in DHY 1282 will prepare a Capstone Project on one patient that analyzes patient data, formulates a dental hygiene diagnosis, and presents a completed care plan to the supervising dentist and patient using a competency-based rubric at > 75%.

Assessment Method 2	Findings 2	Benchmark Met 2		Dates
Capstone Project Presentation	Assessment not implemented.	Unknown	**Assessed**	05/06
			Received	05/07

Learning Outcome ID 384

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark 3

100% of the students will provide treatment, and analyze and interpret patient data for all five phases of dental hygiene care at > 75% (DHY 1281) to > 90% (DHY 1284) competency on all patients.

Assessment Method 3	Findings 3	Benchmark Met 3		Dates
Student performance on all five phases of dental hygiene care using a competency-based rubric.	This assessment provides an opportunity to assess and revise the clinical instruction that is provided to the students in the area of the five phases of DHY care. This assessment is valuable in developing more program improvements that enhance the students clinical learning experiences. The DHY full time faculty uses the average scores from each student to evaluate the students' strengths and weaknesses in the five areas of DHY care. This analysis provides for added clinical evaluation processes and identifies	Yes	**Assessed**	06/07
			Received	07/07

Program Findings Report
Dental Hygiene
7/1/2006 to 8/31/2007

students with clinical deficiencies that may need remediation.

Learning Outcome ID 384

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark 3

100% of the students will provide treatment, and analyze and interpret patient data for all five phases of dental hygiene care at > 75% (DHY 1281) to > 90% (DHY 1284) competency on all patients.

Assessment Method 3	Findings 3	Benchmark Met 3		Dates
Student performance on all five phases of dental hygiene care using a competency-based rubric.	Assessment not implemented.	Unknown	**Assessed**	06/06
			Received	05/07

Learning Outcome ID 384

100% of the students will apply critical thinking and independent clinical judgment in the performance of dental hygiene care.

Benchmark 4

100% of the second year DHY students will prepare a Capstone Project on a patient that analyzes patient data, formulates a dental hygiene diagnosis and presents a dental hygiene care plan to their peers using a competency-based rubric at > 85%.

Assessment Method 4	Findings 4	Benchmark Met 4		Dates
Peer review of oral presentations of case study. Instructor evaluation of oral presentation and written care plan.	Assessment not implemented.	Unknown	**Assessed**	05/06
			Received	05/07

Program Assessment Findings On Benchmarks Not Met
Dental Hygiene

Program Statement of Purpose
To prepare competent dental hygienists who are eligible to write the National licensure examination, who possess the basic psychomotor, cognitive and affective skills required to provide safe, quality dental hygiene care to the public.

Learning Outcome
100% of the students will integrate knowledge and skill synthesized from the classroom and clinical educational experience into the practice of Dental Hygiene.

Benchmark 4
100% of the students will achieve a success rate of > 75%, based on the national standard on both components of the National Board of Dental Hygiene Examination (NBDHE) (stand alone questions and case based competencies).

Assessment Method 4
Comparative analysis from the American Dental Association with summary of subject areas ranked by school based on national averages that clearly defines areas requiring improvement on either or both components.

Benchmark Scheduled To Be Assessed: 4/1/2007
Assessment Results Sent To Office of Assessment & Effectiveness: 5/1/2007

Findings 4
We had one student not pass the NBDHE at a 75% level, this student had difficulty and was in remediation throughout her 2 years in the Dental Hygiene Program. The assessment provides a valuable insight into overall learning and test taking abilities of the students as a end point assessment.

Will other steps be taken as a result of these findings? **Yes**

If Yes, specifically what steps will be taken?

As instructors, we will try to assess the test taking and learning deficiencies in a student early in the first semester of the dental hygiene program, to provide the opportunity to improve or receive additional remediation before continuing with the program. Also at Orientation of the dental hygiene students we will have them take a critical thinking assessment tool, to assess their abilities in critical thinking and work with them in the first semester to improve deficiencies.

When will this be completed? 10/1/2007

Program Statement of Purpose
To prepare competent dental hygienists who are eligible to write the National licensure examination, who possess the basic psychomotor, cognitive and affective skills required to provide safe, quality dental hygiene care to the public.

Learning Outcome
100% of students will safely use the instruments and technology/equipment necessary to provide competent dental hygiene care.

Benchmark 4
100% of the students will achieve > 75% competency on the Objective Structured Clinical Exercise (OSCE) Capstone Project.

Assessment Method 4
OSCE Exercise

Benchmark Scheduled To Be Assessed: **6/1/2007**
Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2007

Findings 4
The benchmark was not met in DHY 1282, all three students who failed retook the OSCE and improved their score.

Will changes be made to the way in which the information is presented to students as a result of these findings?   Yes

If Yes, specifically what changes will be made?
A new textbook for clinic instruction will be added Fall 2007, it will provide better pictorials and learning through detailed chapters that address the weak didactic areas illustrated from the OSCE results such as analysis of medical histories, patient vital signs and dental radiographic interpretation. In addition the textbook includes comprehensive patient cases to be incorporated into DHY 1250 course in the Fall to improve critical thinking and clinical skills of the students. The textbook is "Patient Assessment Tutorial a Step by Step Guide for the Dental Hygienist" with an interactive CD-Rom.

When will these changes be completed?   9/1/2007

OAKLAND COMMUNITY COLLEGE

Curriculum Review Committee Recommendations

Dental Hygiene Review
October 6, 2007
Faculty Coordinator: Joe Robertson

- DEN 1140 to be changed to DHY 1140 for consistency of the program
- "Dental Hygiene Program Acceptance" should be the pre-requisite in DEN 1140, DHY 1230, DHY1250
- DHY 2280 (Dental Health Education) prerequisite should read DHY 1282 Clinical II) instead of DHY 1283 (Clinical III). HEA 1510 will remain as a pre-requisite.
- Dental Hygiene Faculty will review all syllabi to include the Recommend and Optional Items suggested.
- Dental Hygiene Faculty will add a heading of Appropriate Classroom Behavior on their syllabi.
- Due to decrease marketability of students in the present economy, it might not be time to develop a part-time program to reduce the waitlist. But, when appropriate consider a part-time, evening (6-9), weekend and online program.

  o Would need staffing (faculty, staff, maintenance, public safety). Consider cost analysis for additional staffing weighted against reduction of waiting list.

- Consider GPA as an admissions criteria which will remove the waitlist issue and bring to the program a more successful students (faculty state they can predict success in Dental Hygiene by grades in Biology classes)
- Consider scholarships for minorities to increase the diversity of the program
- Next review to be completed after the next outside accreditation review.

09-02-08 Response to CRC recommendations made October 5, 2007

- DEN 1140 to be changed to DHY 1140 for consistency of the program

  The proposed change was approved by the Campus and College Curriculum Committees and passed the Senate. The 2008-2009 OCC catalog now lists "DHY 1140 Dental Office Procedures" on page 121 as recommended by the CRC.

- "Dental Hygiene Program Acceptance" should be the pre-requisite in DEN 1140, DHY 1230, DHY1250

  It was decided at the College Curriculum Committee meeting that it would be redundant to list acceptance to the program for multiple courses and that "Admission to program" for one first semester course, DHY 1240 Dental Embryology and Histology, would suffice.

- DHY 2280 (Dental Health Education) prerequisite should read DHY 1282 Clinical II) instead of DHY 1283 (Clinical III). HEA 1510 will remain as a pre-requisite.

  These changes were made and appear on page 237 of the 2008-2009 Oakland Community College catalog.

- Dental Hygiene Faculty will review all syllabi to include the Recommended and Optional Items suggested.

  Mandatory items
  DHY 1282 – addition of grading scale
  DHY 1284 - tentative schedule of assignments and tests
  DHY 2240 – date of written exam in description

  Recommended items
  Course catalog descriptions with prerequisites listed on syllabuses
  Scantrons listed under required book and supplies
  Safety instructions for lab portion of DHY 1260 and DHY 2250
  Disclaimer allowing for reasonable revisions in DHY 1284

  Optional items
  Reference to student policies in OCC catalog
  Policy on use of computing resources
  Description of required computer skills

  The syllabi were reviewed as part of the CRC process. Mandatory items were changed as well as most recommended and optional items.

- Dental Hygiene Faculty will add a heading of Appropriate Classroom Behavior on their syllabi.

  This was listed as "Class Discipline" and has been changed to "Appropriate Classroom Behavior".

- Due to decreased marketability of students in the present economy, it might not be time to develop a part-time program to reduce the wait list. But, when appropriate consider a part-time, evening (6-9), weekend and online program.

  - Would need staffing (faculty, staff, maintenance, public safety). Consider cost analysis for additional staffing weighted against reduction of waiting list.

  Part-time and evening classes are still on hold for Fall 2008.

- Consider GPA as an admissions criteria which will remove the wait list issue and bring to the program a more successful students (faculty state they can predict success in Dental Hygiene by grades in Biology classes)

  GPA as an admissions criteria will be effective for the class to be admitted to the Dental Hygiene Program in the Fall of 2009.

- Consider scholarships for minorities to increase the diversity of the program

  The Wolverine Dental Hygiene Society mails information regarding scholarships for minority students to the school each fall. This information is distributed to students and they are encouraged to apply.

- Next review to be completed after the next outside accreditation review.

  Our last ADA accreditation site visit was in December, 2006. The accreditation process occurs each seven years, so we anticipate the next ADA accreditation in 2013.