

# **Dental Hygiene Program**

## **Curriculum Review 2007**

## A. CATALOG COURSE DESCRIPTION

### Catalog Course Description Review Summary

Three of our courses (DEN 1140 – Dental Office Procedures, DHY 1230 – Dental Anatomy, and DHY 1250 – Clinical Techniques) do not have pre-requisites listed. It was suggested that we add the phrase “Dental Hygiene Program Acceptance” to the catalog course description for these classes.

DHY 2280 – Dental Health Education is offered the same semester (Fall Term of the second year) as DHY 1283 – Clinical Dental Hygiene III, which is listed as the pre-requisite. We would like to change the pre-requisite to read DHY 1282 – Clinical Dental Hygiene II, which is a Summer I Session course and leave the other pre-requisite HEA 1510 as it is now.

DEN 1140 – Dental Office Procedures is a holdover from when there was a dental assisting program. We would like to change the class name to read “DHY” rather than “DEN”.

**CUL 2430 .....2 Credits**

**Plated Dessert II**

**Prerequisite:** CUL 2420 or consent of instructor.  
The student will practice advanced techniques used in designing contemporary plated desserts. Concepts of fusionism, impressionism and architecturalism to create signature desserts will be presented. American Culinary Federation Pastry Competition techniques and guidelines will be discussed. Course/lab fees.

**CUL 2450 .....3 Credits**

**Leadership Management**

**Prerequisite:** CUL 1230  
This course will expand upon supervisory skills necessary for a successful leadership role in the food service industry. Team building, leadership skills and human resource skills will be emphasized including coaching hiring and training.

**CUL 2480 .....3 Credits**

**Event and Catering Management**

**Prerequisites:** CUL 1111, CUL 1230, CUL 1240 or consent of instructor.  
The students will plan, practice organize and execute on-premise dinner events and on-premise buffets and perform the various management functions of a food service operation.

**CUL 2490 .....3 Credits**

**Hospitality Legal Issues**

This course will introduce students to legal issues facing food service managers and supervisors, to recognize legal ramifications of policies and practices and be able to apply legal principles to everyday operations. This course will encompass employment law, human resource skills, the Americans with Disabilities Act, discrimination, negligence and dram shop liability.

**CUL 2500 ..... 1 Credit**

**Culinary Arts Internship**

**Prerequisite:** CUL 1200  
This course will provide the student with a work-based learning experience in an approved restaurant setting. The intern will be evaluated on work performance.

**CUL 2510 ..... 1 Credit**

**Restaurant Management Internship**

**Prerequisites:** CUL 1210, CUL 1230, CUL 2480  
This course will provide the student with a practical application of the skills and knowledge presented in their coursework. Students will be required to complete 120 hours working in an approved restaurant facility. Students will rotate through various management positions such as floor manager, kitchen manager and beverage manager.

**CUL 2530 .....2 Credits**

**Wedding Cake Design**

**Prerequisite:** CUL 1050  
The student will design and produce traditional and contemporary wedding cakes. The process of creating cakes for special events, including choice of themes and client relations, will be discussed. Course/lab fees.

**(DDT) DRAFTING AND DESIGN TECHNOLOGY**

**DDT 1000.....3 Credits**

**Fundamentals for the Drafting Industry**

**General Education Attributes** ..... 3, 4, 7  
A course which introduces the student to the drafting industry. Emphasis is placed on the fundamentals so as to help students in their chosen technical program and/or for those who wish to pursue other classes in drafting and design. The course will focus on geometric construction, view interpretation, scales orthographic and pictorial projection. The basics of dimensioning, lettering, first auxiliary and sectional views, identification and classification of lines and planes will also be covered. Students will be required to do both freehand and instrument drawings. Course/lab fees.

**DDT 1050.....3 Credits**

**Product Drafting**

**Prerequisite:** DDT 1000  
Students will utilize preferred drafting techniques and conventions for the purpose of making detail and small assembly working drawings. Areas of study will include ANSI and ISO standards for dimensioning, basics of surface characteristics and texture symbols, geometric tolerance fundamentals, threaded fasteners, welding symbols, second auxiliary views as well as related shop terminology. Emphasis on problem solving and design considerations for casting, forging, plastic, composite and other manufacturing requirements will be covered with selected assignments. Line quality, neatness and accuracy will be stressed throughout the course. Course/lab fees.

**DDT 1150.....3 Credits**

**Descriptive Geometry**

**Pre or Corequisite:** DDT 1050  
Descriptive geometry is a course that focuses on using orthographic projection, auxiliary views and standard drawing conventions for the two-dimensional graphic solutions to three-dimensional spatial problems. First, second and third auxiliary views will be used for solving typical applied projection problems. Some of the topics covered will be the defining of planes, parallelism, perpendicularity, cutting planes, piercing points and the intersection of solids as required on layout drawings. Projection accuracy and problem solving will be stressed during the course. Course/lab fees.

**(DEN) DENTAL**

**DEN 1140 .....3 Credits**

**Dental Office Procedures**

The student will develop skills relative to planning, organizing and controlling the dental office. This course will include dental office procedures such as reception duties, record control, bookkeeping and banking procedures, credit and collecting, insurance forms, supplies and inventory control and patient recall. Course/lab fees.

**(DHE) DIESEL TECHNOLOGY**

**DHE 1104.....4 Credits**

**Fundamentals of Diesel Engines**

This course is designed to provide the students with the theory of operation of basic, two and four stroke cycle engines. Six and eight cylinder engines will be completely dismantled and reassembled according to the manufacturers' specifications. Diesel engines will be partially dismantled, assembled and run on test stands. This procedure will enable the students to identify the operation of various engines in current use. Course/Lab fees.

**DHE 1150 .....4 Credits**

**Diesel Engine Sub-Assembly Rebuilding**

**Prerequisite:** DHE 1104  
This course will familiarize the student with the rebuilding and re-machining of diesel engine subassemblies. Students will learn to inspect and remanufacture cylinder heads including surfacing of heads, replacement of injector tubes, valve guides, valve seats, pressure testing and magnetic crack detection. In addition to cylinder heads, students will rebuild blower, turbo chargers, and various other engine components. Classroom lecture will be supplemented by laboratory experience in which students will rebuild and re-machine actual diesel engine components. Course/Lab fees.

**(DHY) DENTAL HYGIENE**

**DHY 1230 .....3 Credits**

**Dental Anatomy**

This course is designed to familiarize students with the anatomical components and functions of the teeth and supporting structures. Students are required to demonstrate manual dexterity and knowledge of anatomy by completion of drawings and wax carvings of selected teeth. Course/lab fees.

**DHY 1240 .....3 Credits**

**Dental Embryology and Histology**

**Prerequisites:** Admission to program.  
This course familiarizes students with the ontogeny of humans with emphasis on the development of the maxillofacial area and dental structures. Skill is developed in the correct use of a microscope and recording of embryological and histological tissue sections. Course/lab fees.

**DHY 1250 .....5 Credits**

**Clinical Techniques**

This course provides an introduction to the profession of dental hygiene. Students are instructed in the concepts and techniques essential in providing comprehensive dental hygiene care. Through a simulated clinical laboratory experience, the students practice operatory preparation, infection control procedures, patient assessment, and periodontal instrumentation. All procedures are taught to clinical competence. Course/lab fees.

**DHY 1260 .....3.5 Credits**

**Dental Radiography**

**Prerequisites:** DHY 1230, DHY 1250

Theories and principles of the X-ray, its nature and properties and recognition of the normal anatomical structures present in a properly exposed set of periapical and interproximal radiographs. Practice is provided in exposure, development and mounting of dental radiographs using a variety of techniques. Course/lab fees.

**DHY 1281 .....4 Credits**

**Clinical Dental Hygiene I**

**Prerequisite:** DHY 1250

This course is a continuation of Clinical Techniques, providing a transition from the pre-clinic setting to planning and providing dental hygiene care. The emphasis is on applying the knowledge and skills that will foster problem solving as it is related to both oral and physical health. The student learns to share concepts and techniques of dental care with patients to increase their awareness of dental health. The student applies knowledge of radiographic technique to manage patient care. All facets of clinical dental hygiene processes and procedures are taught to clinical competence. Course/lab fees.

**DHY 1282 .....2.5 Credits**

**Clinical Dental Hygiene II**

**Prerequisite:** DHY 1281

This course is a continuation of Clinical Dental Hygiene I, with the added skills of placing sealants, polishing amalgams, placing a rubber dam, and taking diagnostic study models. The student learns care specific to the pediatric and geriatric dental patient. The development of critical thinking skills enables the student to analyze the components in the dental hygiene process of care. Additional theory and techniques in advanced periodontal and ultrasonic instrumentation are included. All facets of clinical dental hygiene processes and procedures are taught to clinical competence. Course/lab fees.

**DHY 1283 .....5 Credits**

**Clinical Dental Hygiene III**

**Prerequisite:** DHY 1282

This course is a continuation of Clinical Dental Hygiene II, with an emphasis on treating special needs patients. The course develops abilities to assess, plan, implement and evaluate all types of dental hygiene procedures and treatment care plans for patients of all ages and special needs. The student learns to use information synthesis and critical thinking skills to apply to all facets of clinical dental hygiene processes and procedures. All procedures are taught to clinical competency with development in caring for more periodontally involved patients with focus on increasing their efficiency and clinical instrumentation ability. Course/lab fees.

**DHY 1284 .....5 Credits**

**Clinical Dental Hygiene IV**

**Prerequisite:** DHY 1283

This course is a continuation of Clinical Dental Hygiene III, with an emphasis placed on preparation of the student for completing the national and clinical boards. This course includes a comprehensive case study presentation that is the culmination of all the prior Clinical Technical courses. The course is designed to continue to increase the student's efficiency and clinical abilities. All facets of clinical dental hygiene processes and procedures are taught to clinical competence. Course/lab fees.

**DHY 1310 .....2 Credits**

**Periodontics**

**Prerequisite:** DHY 1250

The etiology, signs, symptoms and processes of pathological conditions, especially those related to the periodontium, are emphasized. Clinical experience is provided in charting the mouth and completing a routine prophylaxis. Course/lab fees.

**DHY 1330 .....2 Credits**

**Therapeutics**

**Prerequisite:** DHY 1250

This course provides a basic knowledge of the names, uses and beneficial and detrimental effects upon the body of drugs commonly used in dentistry. Students learn how to use standard references and apply rules for proper administration, measurement and storage. Course/lab fees.

**DHY 1350 .....1.5 Credits**

**Local Anesthesia**

**Prerequisite:** DHY 1281

This course provides a basic knowledge of neuroanatomy and neurophysiology, pain control, the pharmacology of local anesthetics, techniques of maxillary and mandibular anesthesia, infection control, systemic complications, and local anesthesia medical emergencies. Course/lab fees.

**DHY 2210 .....3 Credits**

**Oral Pathology**

**Prerequisite:** DHY 1250

Signs, symptoms and accepted treatments for oral pathological conditions, especially those of the periodontium, are covered. Course/lab fees.

**DHY 2220 ..... 1 Credit**

**Public Health Dentistry**

**Prerequisite:** DHY 1283

A study of organizational structure and functions of various local, state and federal agencies concerned with public health and aspects of dentistry carried out on a community basis. Course/lab fees.

**DHY 2240 .....2 Credits**

**Dental Specialties**

**Prerequisite:** DHY 1283

This course presents information regarding rules and regulations for licensure of dental specialists in the State of Michigan. It includes a survey of the scope of practice for each licensed specialty, and student presentations concerning specialized areas of interest. Course/lab fees.

**DHY 2250 .....3 Credits**

**Dental Materials**

**Prerequisite:** DHY 1281

Students are familiarized with the chemical, physical, and manipulative characteristics of various restorative and procedural materials used in dentistry. Laboratory experiences develop skill in working with these materials and recording results of experiments which illustrate their uses or characteristics. Course/lab fees.

**\* DHY 2280 .....2 Credits**

**Dental Health Education**

**Prerequisites:** DHY 1282, HEA 1510

Emphasis is placed on development of the ability to instruct patients in the use of home care appliances and techniques for the prevention of dental diseases. Students are required to prepare and use teaching aids for the classroom or for group dental health education in civic situations. Course/lab fees.

**DHY 2320 ..... 1 Credit**

**Dental Law**

**Prerequisite:** DHY 1283

Students are familiarized with the principles of professional ethics and laws, rules and regulations relative to the practice of dental hygiene. Course/lab fees.

## B. SYLLABUS REVIEW

### **Syllabus Review Summary**

#### **Mandatory Items**

ADA Notification – present in all syllabuses.

Course Goals – present in all syllabuses.

Grading Standards and Practices - Do not see a grading scale for DHY 1282.

Tentative Schedule of Assignments and Tests – Do not see for DHY 1284.

- Do not see date of written exam for DHY 2240 in description although it is on the schedule.

#### **Recommended Items**

Course name and number – present in all syllabuses.

Instructor, Office Location, Method of Contact – present in all syllabuses.

Office Hours – present in all syllabuses.

Available Assistance – present in all syllabuses. (Note: expanded statement on some supportive syllabuses, Erbeznik specifically.)

Course Catalog Description with Prerequisites – prerequisites are not listed on syllabuses.

General Education Attributes – NA

Required Books and Supplies – present on all syllabuses. Scantrons not listed.

List of Supportive Materials – present on all syllabuses.

Evaluation/Testing System & Policies – present on all syllabuses.

Attendance Policy – present on all syllabuses.

Safety Instructions – present for lab portion of DHY 1240. Not present for DHY 1260 and DHY 2250.

Disclaimer Allowing for Reasonable Revisions – present in all syllabuses except DHY 1284.

#### **Optional Items**

Semester Meeting Times & Room – present in all syllabuses.

Teaching/Learning Strategies – present in all syllabuses.

Applicable Forms Pertinent to Course – present in all syllabuses.

Reference to Student Policies in OCC Catalog – not present in all syllabuses.

Policy on Use of Computing Resources – not present in all syllabuses.

Description of Required Computer Skills – not present in all syllabuses.

Discussion:

**Mandatory Items**

- Add a grading scale to DHY 1282 as is found in other syllabuses.
- Add a tentative schedule of assignments and tests for DHY 1284.
- Add a date for the written examination for DHY 2240 – Dental Specialties in the description.

**Recommended Items**

- May wish to expand the statement about available assistance (IIC) like that found in the Microbiology syllabus.
- List pre-requisites on syllabuses.
- Add Scantrons to the list of required books and supplies.
- Add lab safety instructions for DHY 1260 – Radiography and DHY 2250 – Dental Materials. Could use required State of Michigan form 338 for Radiography
- Add disclaimer allowing for reasonable revisions to DHY 1284.
- Possibly add information about the Elsevier Evolve website to syllabuses with texts for which the site exists.
- Possibly add a statement about FERPA as is found in other syllabuses.
- Possibly add a class discipline and cell phone policy statement as is found in other syllabuses.

**Optional Items**

- Possibly add reference to student policies in OCC catalog.
- Possibly add policy on use of computing resources.
- Possibly add description of required computer skills.

## DATA COLLECTION

### CORE REVIEW

	1230	1240	1250	1140	1260	2210	1281	1310	2250
<b>Mandatory Items (per FMA and Federal Law)</b>									
ADA Notification	x	x	x	x	x	x	x	x	x
Course Goals	x	x	x	x	x	x	x	x	x
Grading Standards and Practices	x	x	x	x	x	x	x	x	x
Tentative Schedule of Assignments and Tests	x	x	x	x	x	x	x	x	x
<b>Recommended Items (per Academic Senate)</b>									
Course Name and Number	x	x	x	x	x	x	x	x	x
Instructor, Office Location, Method of Contact	x	x	x	x	x	x	x	x	x
Office Hours	x	x	x	x	x	x	x	x	x
Available Assistance	x	x	x	x	x	x	x	x	x
Course Catalog Description with Prerequisites									
General Education Attributes (where pertinent)									
Required Books and Supplies	x	x	x	x	x	x	x	x	x
List of Supportive Materials (where available)	x	x	x	x	x	x	x	x	x
Evaluation/Testing System & Policies	x	x	x	x	x	x	x	x	x
Attendance Policy	x	x	x	x	x	x	x	x	x
Safety Instructions		x							
Disclaimer Allowing for Reasonable Revisions	x	x	x	x	x	x	x	x	x
<b>Optional Items</b>									
Semester Meeting Times & Room	x	x	x	x	x	x	x	x	x
Teaching/Learning Strategies	x	x	x	x	x	x	x	x	x
Applicable Forms Pertinent to Course	x	x	x	x	x	x	x	x	x
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	x	x	x	x	x	x	x	x	x
Student Bill of Responsibilities	x	x	x	x	x	x	x	x	x

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

## DATA COLLECTION

### CORE REVIEW

	1350	1330	2280	1283	2240	2220	2320	1284	
<b>Mandatory Items (per FMA and Federal Law)</b>									
ADA Notification	x	x	x	x	x	x	x	x	
Course Goals	x	x	x	x	x	x	x	x	
Grading Standards and Practices	x	x	x	x	x	x	x	x	
Tentative Schedule of Assignments and Tests	x	x	x	x	x	x	x	x	
<b>Recommended Items (per Academic Senate)</b>									
Course Name and Number	x	x	x	x	x	x	x	x	
Instructor, Office Location, Method of Contact	x	x	x	x	x	x	x	x	
Office Hours	x	x	x	x	x	x	x	x	
Available Assistance	x	x	x	x	x	x	x	x	
Course Catalog Description with Prerequisites									
General Education Attributes (where pertinent)									
Required Books and Supplies	x	x	x	x	x	x	x	x	
List of Supportive Materials (where available)	x	x	x	x	x	x	x	x	
Evaluation/Testing System & Policies	x	x	x	x	x	x	x	x	
Attendance Policy	x	x	x	x	x	x	x	x	
Safety Instructions		x							
Disclaimer Allowing for Reasonable Revisions	x	x	x		x	x	x		
<b>Optional Items</b>									
Semester Meeting Times & Room	x	x	x	x	x	x	x	x	
Teaching/Learning Strategies	x	x	x	x	x	x	x	x	
Applicable Forms Pertinent to Course	x	x	x	x	x	x	x	x	
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	x	x	x	x	x	x	x	x	
Student Bill of Responsibilities	x	x	x	x	x	x	x	x	

**Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.**



## C. ENROLLMENT TRENDS AND STUDENT RETENTION

### **Enrollment**

#### **Average section size –**

Because the Dental Hygiene Program at Oakland Community College is a defined program that admits 30 students per year, the average section size functions as a measure of student retention.

#### **Sections filled to capacity (Section 2, Page 2 of 9) –**

The Dental Hygiene Program at Oakland Community College is a defined program that admits 30 students per year, thus, all sections are filled to capacity at the start of the fall semester.

#### **Percent of completed sections (Section 2, Page 3 of 9) –**

*“...percent of completed sections..., 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 2005-2006.*

This makes perfect sense as there is only one section for each course.

#### **Percent change in headcount (Section 2, Page 4 of 9) –**

There has been a slight decline in headcount (Headcount ratio 0.99) as fewer students have successfully completed the program, for various reasons, in recent years.

#### **Percent change in credit hours (Section 2, Page 5 of 9) –**

*“Between 1996-1997 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.”*

A new class, “Local Anesthesia” was added to the curriculum to reflect changes in Michigan State Law regarding permitted functions for dental hygienists. The number of credit hours for other courses was changed to reflect contact hour ratios for lecture, lab, and clinical courses.

### **Discussion of Enrollment:**

Each fall, thirty students are admitted to the dental hygiene program at Oakland Community College. In recent years fewer than thirty have graduated. Students are dropping out more often than before, and for many varied reasons. Some students have health problems, family commitments, and/or financial difficulties that preclude their completing the program. Ideally, students wouldn't have these outside commitments and would be able to focus all of their effort on their studies, but the reality is that many of them are struggling just to get here. When the heavy academic load of the program is added to the burdens many of them already face, it sometimes is too much for them to bear.

**Minority Students (Section 2, Page 6 of 9)**

*"minority students..., fell short of their established benchmarks."*

*"The percentage of minority students is approximately 11%, which is significantly below the 28% college-wide average and below the county minority population of 19%."*

**Discussion of minority students:**

Enrollment of minority students trails both the college-wide average and the county minority population. As minority status is not part of the admission process, this probably reflects that a relatively low percentage of minority students apply to the program.

## **Student and Course Success**

### **Percent of withdrawals (Section 2, Page 7 of 9) –**

The percent of withdrawals has gone from 1.6% in 2003-04 and 2004-05 to 4.2% in 2005-06.

### **Percent of incompletes (Section 2, Page 8 of 9) –**

*“percentage 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 2005-2006, doubled the college-wide average.”*

The percent of incompletes has increased over the last few years.

### **Student course completion rate (Section 2, Page 9 of 9) –**

*“...student course completion rate, exceeded their benchmarks.”*

*“the successful student course completion rate of 92% is also high compared with the college average of 68%. However, although the completion rate is high, the last three years have seen a slight downward trend in this measure.”*

Our students are in a defined program. As such, it is expected that the course completion rate would be high relative to the college average.

### **Discussion of student and course success:**

An increasing number of students are failing courses in the dental hygiene program. Overall, student performance on the National Dental Hygiene Board Examination has declined over the last several years. At the same time, the dental hygiene program has a brand new state-of-the-art facility with a high-tech enhanced classroom. Lecture material is presented in Powerpoint format with handouts, and the college has the Blackboard website available that students can access twenty-four hours a day.

## ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

Enrollment is limited to thirty students per year. Student retention has declined over the last several years. It seems fewer students who enroll are able to successfully complete the dental hygiene program. The program trails both the school and community in percentage of minority students.

Historically, the program has not made recruiting efforts, as many more students have applied for the available number of spaces than can possibly be accommodated. The program has always been represented at college information nights for prospective students with a display and informational literature.

Over the last several years great effort has been made to identify students in danger of failing early in the semester, and refer them to the PASS office for assistance. Tutors are available for these students.

## **D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES**

### **What resources or services does your Discipline/Program need?**

Raw data:

- Continue to provide access to the students, to the latest innovations, as they become more common in the workplace.
- New building is awesome!
- Mentoring/tutoring services for dental hygiene students.
- ESL courses for the health professional student.
- Assessment tools to assess and prepare students for critical thinking, problem solving, and writing skills.
- The health programs need tutoring services for students who need help with their learning methodologies.
- Resources for Dental Anatomy lab – some of the models are ancient.
- ESL – our students must be able to clearly understand + communicate.
- PASS – until we get better academically proficient students, there always seems to be students with extra needs.

### **What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?**

Raw data:

- Evidence based dentistry.
- Would like a separate Pathology course.
- A course that all health professions and tech students take prior to be(ing) accepted in(to) the program. To better prepare them for the academic rigors of a professional program.
- A class for students who have poor English skills – such as proper sentence structure.
- A course that prepares students for better critical thinking skills. Many students just know memorization.
- We need strong emphasis on critical thinking + information absorption in the pre-admission sequence. This is a challenging curriculum and profession.

### **DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:**

In general, the instructors comments concern students; their preparation prior to entering the program and strategies for success while enrolled.

The comments echo three basic themes. The first theme is measurement of and assistance with English skills in order to understand and communicate. The second theme concerns development of critical thinking skills rather than rote memorization. The last theme concerns some form of course to prepare students for the rigors of a professional program.

## E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

### **Faculty Perceptions of Occupational Programs Analysis**

“The average response is that the faculty is **neutral** to the program being more challenging to the students.”

“The average response is that the faculty **disagrees** that the program can be more competitive with other institutions that offer similar programs.”

“Item nine shows that the faculty is neutral to the statement that students are prepared for the rigors of the program.”

“Of those who responded to the survey, approximately 56% are satisfied with the direction of the program because it prepares the students for employment in the workforce.”

Several of the comments indicate concern about the preparation of students. One indicated a desire for calibration of instructors.

### **Student Perception of Occupational Programs Analysis**

“The majority of the students are indicating that they would not like to change their program of study because of academic reasons as noted by a mean response of 4 out of 5.”

Similarly, a majority of the students are indicating that they do not want to attend another institution because of dissatisfaction with their program of study as noted by a mean response of 4 out of 5.”

“As noted above, the students have a great degree of satisfaction with the dental hygiene program overall.”

The students are satisfied with the dental hygiene program. Many responses comment about the heavy load of information.

### **Advisory Committee/Industry Perceptions of Occupational Programs Analysis**

“The results above indicate that the advisory committee is generally satisfied with their role in the dental hygiene program.”

It was suggested that e-mail could be used to update committee members about changes in curriculum and to provide information about the students.

## **INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY**

Instructors are concerned about the level of student preparation. Students feel overwhelmed by the amount of material. The survey was distributed to first year students after the first week of school when they receive all the material for clinic and didactic classes. Perhaps the responses would be different if the survey was distributed later in the semester, because overall the students report they are satisfied with the dental hygiene program.

The advisory committee is satisfied with their role. We will ask committee members for their e-mail addresses at the next meeting and will distribute updates by e-mail in the future.

## H. OUTCOMES ASSESSMENT

1. How have you used the findings from your Program Assessment to improve your program?

First and foremost, assessment is now a large component of the accreditation process through the American Dental Association. The strength of our program assessment plan contributed to our very successful accreditation. For example, one evaluator commented that our NBDHE pass rate was "exceptional". We were commended on the strength of our assessment, no small feat.

- We have changed textbooks in DHY 1260 – Dental Radiography and DHY 2210 – Oral Pathology based on assessment results.
- We have learned how strongly our assessment process predicts success on the NBDHE and have made changes to intervene to help these students earlier in the program.
- We have partnered with the PASS office to provide for increased tutoring opportunities for students.
- We have implemented a critical thinking assessment tool at orientation (CAP test) to assess their critical thinking skills and work with them during the first semester to improve deficiencies.
- We have added a new textbook for clinical instruction in the fall of 2007 with better pictorials and learning through detailed chapters to address weak didactic areas illustrated from the OSCE results.

2. What revisions to your Program Assessment Plan would you suggest?

None at this time.

3. Discuss the SAGE findings that apply to your instruction in your Program. Obtain these findings from the Office of Assessment & Effectiveness.

The SAGE findings are more applicable to general education attributes than the dental hygiene program. Dental hygiene students, however, are involved with a multi-year critical thinking exercise for development and assessment of critical thinking skills. A CAP test is now being administered as a pre-test for dental hygiene students with a post-test to follow.

### OUTCOMES ASSESSMENT REVIEW SUMMARY:

We have analyzed the results of our outcomes assessment to revise our program. Our Program Assessment plan is working well at this time. We are now administering an assessment of critical thinking skills to our students.





OAKLAND  
COMMUNITY  
COLLEGE

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**DENTAL HYGIENE PROGRAM  
ADVISORY COMMITTEE EVALUATION  
FALL 2007**

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OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
ADVISORY COMMITTEE EVALUATION  
FALL 2007

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**OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
ADVISORY COMMITTEE EVALUATION  
FALL 2007**

**Purpose**

The purpose of the study was to compile the data for a summary report of the Dental Hygiene Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

**Methodology**

Survey responses were collected from 11 advisory committee members. The survey gathered feedback from the advisory committee on issues such as the whether the courses were preparing the students for the workforce, the advisory committees input regarding decision making within the program, and the direction of the program. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
ADVISORY COMMITTEE EVALUATION  
FALL 2007

**Results**

	<b>Questions</b>	<b>Mean</b>
1	The program at Oakland Community College is meeting the expectations of the advisory comm	5
2	The courses offered are preparing the students for the workforce.	5
3	The advisory committee is informed about the program.	4
4	The advisory committee has substantial input into decision-making within the program.	4
5	The advisory committee is satisfied with the direction of the program.	5

- The results above indicate that the advisory committee is generally satisfied with their role in the dental hygiene program.

OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
ADVISORY COMMITTEE EVALUATION  
FALL 2007

**Results Continued**

**Open-Ended Responses: If there is one thing the committee would like to change about the program, then explain what it is and how it would enhance the program.**

1. Continued communication/e-mail on changes to the curriculum, update on the number of applicants, the number accepted, success rate on Boards, etc.
2. Expand to include a program for Certified Dental Assistants and possibly Dental Technicians.
3. I have been absent the last few meetings so I am unaware if there is. The above answers were based on previous knowledge.
4. N/A
5. N/A; however - I answered these questions more from the perspective of an instructor serving on the board. Please consider removing me from the committee, as I have difficulty making any meetings. Thank you.
6. No
7. None



OAKLAND  
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## **DENTAL HYGIENE PROGRAM FACULTY EVALUATION**

**Prepared for:  
Letyna Roberts  
Manager of State and Federal Programs**

Prepared by:  
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September 2007

OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
FACULTY EVALUATION  
FALL 2007

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DENTAL HYGIENE PROGRAM  
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FALL 2007

**Purpose**

The purpose of the study was to compile the data for a summary report of the Dental Hygiene Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

**Methodology**

Survey responses were collected from nine faculty members. The survey gathered feedback from the faculty responses on issues such as the courses offered in the program, faculty satisfaction with student preparation for the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.



OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
FACULTY EVALUATION  
FALL 2007

**Results**

	Question	Mean
1	The program of study in which I teach at Oakland Community College is meeting my expectations.	5
2	The courses offered in the program are preparing the students for the workforce.	5
3	The program can be more challenging academically for the students.	2
4	The program can be more competitive with other institutions that offer similar programs.	4
5	I am satisfied with the quality of instruction provided to the students in this program.	5
6	My fellow faculty members in the program are knowledgeable about the course subject matter.	5
7	I am satisfied with the course offerings in this program.	5
8	I feel that the program has a focus on real world applications.	5
9	I feel that the students are prepared for the rigors of the program.	3
10	I am informed about what is happening in this program.	5
11	Opportunities are available for me to make suggestions for improvements in this program.	5
12	I think the department has a commitment to student success in the program.	5

Note: The mean response for items three and four represents disagreement for the given statements.

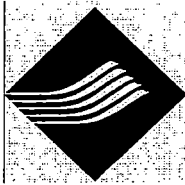
- Item three is based on a four-point Likert Scale:
  - 1 = Agree
  - 2 = Neutral
  - 3 = Disagree
  - 4 = Strongly Disagree
    - The average response is that the faculty is **neutral** to the program being more challenging to the students.
- Item four is based on a five point Likert Scale:
  - 1 = Strongly Agree
  - 2 = Agree
  - 3 = Neutral
  - 4 = Disagree
  - 5 = Strongly Disagree
    - The average response is that the faculty **disagrees** that the program can be more competitive with other institutions that offer similar programs.
- Item nine shows that the faculty is neutral to the statement that students are prepared for the rigors of the program.
- Of those who responded to the survey, approximately 56% are satisfied with the direction of the program because it prepares the students for employment in the workforce.

OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
FACULTY EVALUATION  
FALL 2007

Results Continued

**Open-Ended Responses: *If there is one thing you would like to change about the program, then explain what it is and how it would enhance the program.***

1. Acceptance in the Dental Hygiene Program should depend upon grade point average, proper language/communication skills, and having a high aptitude for hand/eye coordination, and visualization.
2. I am pleased with the program.
3. I believe clinical instructors should be calibrated periodically.
4. I believe stricter academic guidelines in the pre-requisites.
5. Many students just do not have the background necessary to succeed. They just haven't worked this hard and do not have any expectation of the amount of information and responsibility to learn that information that they have.
6. Students better prepared for the rigors of the program. (It will) reduce attrition rate; ESL tutoring/testing, improve ESL student performance, and understanding of course work.
7. To increase the point average to be accepted to the Dental Hygiene Program to 2.5; also to have students take a course prior to acceptance in the program that will improve critical thinking & writing skills.



OAKLAND  
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**DENTAL HYGIENE PROGRAM  
STUDENT EVALUATION  
FALL 2007**

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**Purpose**

The purpose of the study was to compile the data for a summary report of the Dental Hygiene Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

**Methodology**

Survey responses were collected from 45 students. The survey gathered feedback from the students on issues such as the courses offered in the program, student satisfaction with the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

**OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
STUDENT EVALUATION  
FALL 2007**

**Results**

	<b>Question</b>	<b>Mean</b>
1	My program of study at Oakland Community College is meeting my expectations.	4
2	The courses offered in my program of study are preparing me for the workforce.	5
3	I would like to change my current program of study because of academic reasons.	4
4	I would like to attend another institution because of dissatisfaction with my current program of :	4
5	I am satisfied with the quality of instructors in my program of study.	4
6	I feel that the instructors are knowledgeable about the course subject matter.	5
7	I am satisfied with the course offerings in my current program of study at Oakland Community	5
8	My instructors help me to understand how useful my program of study can be in the real-world	5
9	My instructors make the course subject matter seem interesting.	4
10	I am informed about what is happening in my program.	4
11	I think the department is committed to student success.	4
12	I am satisfied with my program of study.	4

Note: The mean response for items three and four represents disagreement with the given statement.

- The majority of the students are indicating that they would not like to change their program of study because of academic reasons as noted by a mean response of 4 out of 5.
- Similarly, a majority of the students are indicating that they do not want to attend another institution because of dissatisfaction with their program of study as noted by a mean response of 4 out of 5.
- As noted above, the students have a great degree of satisfaction with the dental hygiene program overall.

OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
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FALL 2007

**Results Continued**

**Open-Ended Responses: *If there is one thing you would like to change about the program, then explain what it is and how it will enhance the program.***

1. Three to four books for one class is OVERKILL!
2. Beginning organization in the program; too much information given at a short orientation; information given is not initially needed; information initially needed is not given; Format of how information is presented is scattered/overwhelming.
3. Dedicate more time to explain what/how the program works and information needs to be more organized.
4. I don't know
5. I would like to be better informed (in writing) EXACTLY what assignments are due and WHEN; not in three different areas of handouts.
6. Inform the students more about what to do in the program.
7. It is a lot of information in the beginning; if it could be pushed out a little
8. Knowing exactly what's going on during the admissions process - The wait was too long!
9. Learning that I was accepted earlier and that I needed immunizations earlier than I was informed.
10. Less evaluations - more time to complete patients.
11. Less homework (overwhelming).
12. More clinic time during spring semester.
13. More help with organization; more time spent on explanation.
14. More study aids (worksheets and school-organized study groups; this would greatly enhance the learning process in this program.
15. None
16. Not as much work to get done at home; not to streamline what needs to be done.
17. Not so much homework; very heavy load!

OAKLAND COMMUNITY COLLEGE  
DENTAL HYGIENE PROGRAM  
STUDENT EVALUATION  
FALL 2007

Results Continued

**Open-Ended Responses: If there is one thing you would like to change about the program, then explain what it is and how it will enhance the program.**

18. The outline for lab, lecture and assignments can be extremely confusing and makes it difficult to know what is due; somewhat unclear.
19. There should be more semesters. It is a lot. Also, I feel we should be done and graduated in December and not have classes during Boards.
20. We need a first year advisor to help with tutoring and guidance. I feel it would help with the dropout rate. Our teachers do an excellent job but this is a lot of work.



## F. COMPARABLE COURSES/PROGRAMS AND TRENDS

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution.

Courses in the dental hygiene program would likely transfer to any other dental hygiene program.

2. List the institutions with which articulation agreements exist that include the courses in your Program.

The dental hygiene program at Oakland Community College has an articulation agreement with the University of Detroit Mercy dental hygiene program for degree completion.

3. Provide information regarding labor market trends in your field

“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.”

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years.

In Michigan, the primary changes in job performance and employer expectations have concerned legally delegable functions for dental hygienists. Dental hygienists in Michigan are now permitted to administer local anesthetic and nitrous oxide. Curriculum changes have already been made since the last CRC review so that OCC dental hygiene students have training in these skills and are eligible for state certification when they complete the program.

The other major change encompasses the use of technology in dental offices. The dental hygiene program purchased an indirect digital radiography system, digital-ready panoramic machine, and integrated dental management software system in anticipation of changing employer expectations and has incorporated instruction in these areas into the curriculum.

## G. COMPARABLE COURSES/PROGRAMS AND TRENDS

### 1. Discuss how your program serves transferring students.

Over the last several years we have had a number of students transfer into the program for various reasons. Because the program sequence is somewhat different at every institution, each time a student has done so, we have had to determine course transferability on an individual basis, one class at a time.

### 2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serves our students.

Currently, the dental hygiene program has an articulation agreement with The University of Detroit Mercy. This agreement allows our graduates to receive a bachelor's degree in dental hygiene if they so choose.

### 3. Discuss employment opportunities for students in both the current and future job market.

The job market in Michigan is in rough shape. Michigan has the highest unemployment rate in the county. A few weeks ago the Sunday Detroit Free Press said that 5% of the population has left the state since 2004.

Dental hygiene is not immune to these changes. It is harder for our graduates to find employment than in the past. Never-the-less, jobs are still out there and we do hear many gratifying stories from our former students.

### 4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

We will continue to admit thirty students a year. Nationwide, dental hygiene is listed as having strong growth in the future.

## COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

The Oakland Community College Dental Hygiene Program has admitted a number of transfer students over the last several years. We maintain an articulation agreement with the University of Detroit Mercy so that our students may receive a bachelor's degree in dental hygiene if they choose.

The employment situation in Michigan is not what it was previously, however, students still report finding employment. Michigan will continue to need dental hygienists.