

Instructional Program Review

Health Sciences Division – Dental Hygiene Program

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Dental Hygiene Program

2. **Department and/or Program(s) Purpose Statement:**

The mission of the Amarillo College Dental Hygiene Program is to provide quality technical education leading students toward the profession of Dental Hygiene and to enhance the quality of life in our community through the direct provision of dental hygiene services including patient education, disease prevention and therapeutic intervention to patients of all walks of life. This mission is accomplished by partnering with students to achieve academic excellence, participating in community service, offering comprehensive patient-centered care, by utilizing critical thinking and focusing on evidence-based decision-making. The mission of the Dental Hygiene Program directly correlates with AC's mission of enriching the lives of our students and our community.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-2014

4. **Date of Submission:**

05-31-2015

5. **Lead Person Responsible for this Program Review:**

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6. Additional Individuals (Name and Title) Responsible for Completing this Program Review:

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II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A .Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins)		X		
b. Completion			X	
c. Licensure Pass Rates			X	
d. Retention (FA-SP) and (FA-FA)			X	
e. Grades A-C		X		
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data		X		

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

One area in which our program excels is:
Licensure Pass Rates – Includes both clinical and written boards

- ii. Identify one area in which your program(s) need to most focus for the next few years.

One area in which our program needs to most focus for the next few years is:
Gender Diversity – We currently have one male student in the program.

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)	X		
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

Two courses that are doing well include:
Dental Radiology and Clinical Dental Hygiene

- ii. Identify two courses in which your dept. /program(s) needs to most focus for the next few years.

Two courses in which our program needs to most focus for the next few years include:
Community Dentistry and Preclinical Dental Hygiene

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

Our department is focused on Initiative 2) AC's Primary (Institution-Wide) Academic Intervention Strategies:

- b) Tutoring
- c) Course Redesign

b) Tutoring within our department includes the following activities:

1. Bimonthly student mentoring with all faculty
2. Lunch and Learn Sessions presented by faculty – Used to focus on different subjects and or skill development as requested by the students
3. Mock Clinical Boards in the fall and spring semester

4. HESI Assessment; National Board Review in the spring semester
5. Focused Chair-side Clinical Remediation
6. Clinical Entrance and Exit Exams administered every semester

c) Course Redesign

We are currently working with CTL in Course Redesign for DHYG 1331 – Preclinical Dental Hygiene. The department has also begun testing in Blackboard in DHYG 1215 Community Dentistry and DHYG 1239 General and Oral Pathology. Our goal is to move toward more online testing through Blackboard and incorporate student e-books and tablets in the fall semester of 2015.

PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

One strategy from AC's Strategic Plan that our program currently addresses is the following:

The faculty are committed to adhering to the AC mission of enriching the lives of our students and community by adopting the core values in creating a No Excuse philosophy through actions which display the values adopted by the college which includes: 1) Caring through WOW, 2) Caring through FUN, 3) Caring through INNOVATION, 4) Caring through FAMILY and 5) Caring through YES.

We can demonstrate support of AC's Strategic Planning by the successful graduation rates of our students, low attrition rates once students are in our program, and consistently high pass rates on the dental hygiene written national and clinical boards. Also, by creating a partnership with our community, lives are enriched by the services that are provided in our dental clinic.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

At this time, we are not aware of any additional item(s) that should be addressed in AC's Strategic Plan.

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	DHYG "All Courses"
Critical Thinking Skills	DHYG "All Courses"

Empirical & Quantitative Skills	DHYG "All Courses"
Teamwork	DHYG "All Courses"
Personal Responsibility	DHYG "All Courses"
Social Responsibility	DHYG "All Courses"
Professionalism and Ethics	DHYG "All Courses"

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Our department has recently identified and ensured that general education objectives are taught throughout each course section in the following manner:

These objectives are tied to our accreditation standards and are addressed throughout our curriculum. Educational objectives are identified in all course syllabi.

Examples to demonstrate communication skills are taught in the curriculum include the following: Effective communication skills are essential for all dental professionals. Dental hygienists must interact with many people each day. Instructors assess students' clinical communication skills by observing patient care and presentation of treatment plans. Dental patients can assess students' clinical communication skills by completing a patient satisfaction survey. Students must also video one tobacco cessation project while in the program.

An example to demonstrate critical thinking skills are taught in the curriculum includes the following: Dental hygienists must think critically and develop problem solving strategies during their formal education. Dental hygiene students must self-assess during patient experiences. Self assessment is one of several components in evaluating clinical skill development. The ability to accurately self assess is a cornerstone for developing strong critical thinking and problem solving skills and is considered a hallmark of clinical competence.

An example to demonstrate empirical and quantitative skills are taught in the curriculum includes the following: Dental Hygiene research and evidence - based decision making is incorporated into the curriculum. Students use Pub Med to search for current abstracts. Students go to the Cochrane library website, attend library training with one of the AC library staff, and read a systematic review on a current topic of interest. Students integrate empirical data into practice.

Examples to demonstrate teamwork skills are taught in the curriculum include the following: Students must work in groups to complete community service activities. Team summaries of assigned readings and case studies are also an example of promoting teamwork skills.

Examples to demonstrate personal responsibility is taught in the curriculum include the following: Students must apply the principles of professional and ethical behavior in providing care to individuals of all populations. Students must display personal responsibility and understanding of the requirements of the program and the profession. Students must also assume responsibility for dental hygiene actions based on comprehensive, evidence - based patient care.

Examples to demonstrate social responsibility is taught in the curriculum include the following: The principle of beneficence should guide the action of dental hygienists. Students must apply the principles of professional and ethical behavior in providing care to individuals of all populations. Students complete rotation assignments at the Amarillo Veterans Hospital and the J.O. Wyatt Indigent Dental Clinic.

Examples to demonstrate professionalism and ethics are taught in the curriculum include the following: Students demonstrate professionalism by taking responsibility for learning and making constructive contributions to the learning of others through course activities and projects. Instructor assessment of student professionalism occurs with each patient in all clinic sessions. Students must give priority to the needs of the public they serve. Case studies with written assignments designed to develop ethical reasoning and judgment are utilized throughout the curriculum.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	DHYG "All Courses"
Embedded Questions	DHYG "All Courses"
Licensure Exam	DHYG "All Courses"
Portfolios	DHYG "All Courses"
Projects/Essays	DHYG "All Courses"
Testing (i.e. course-based testing; finals)	DHYG "All Courses"
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Improvements made in our department based on data findings include the following:

1. Early clinical remediation of students who are failing.
2. Adopted an ongoing curriculum management plan which includes textbook revisions and mapping of all course objectives by faculty.
3. Mentoring and coaching by faculty of all students twice a semester throughout the program.
4. Recently Implemented Health Education Systems Incorporated (HESI) which is a United States company that provides exams and other educational materials designed to prepare student dental hygienists for professional licensure and predict their likely success in tests such as the Dental Hygiene National Board Examination.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Critical reading and thinking strategies are implemented across the curriculum. Throughout the curriculum, the education program uses teaching and learning methods that support the development of critical thinking and problem solving skills.

Examples of strategies used include the following:

- 1) Critical thinking and decision making skills are necessary to provide effective and efficient dental hygiene services. Students are required to develop patient-centered treatment plans which include all phases of assessment such as taking and recording medical histories, looking up medications and thinking about indications and contraindications for dental treatment. A written dental hygiene treatment plan requires a student to assimilate all of the patient data and provide individual treatment based on the need of each patient. Problem solving strategies are utilized for comprehensive patient care and management of patients.
- 2) Self- Assessment Skills – Students must self-assess before having a clinical instructor assess the patient for a grade.
- 3) Students are required to complete a Research Paper to document evaluation of current and classic scientific literature in DHYG 2201 Contemporary Dental Hygiene Care I.
- 4) Students must complete a comprehensive case study for DHYG 2260 Clinical Dental Hygiene III. Students complete a Nutritional Counseling Project in DHYG 1207 General and Dental Nutrition. Students complete a Tobacco Cessation Project in DHYG 1239 Oral Pathology.
- 5) Other applications in the dental clinic include the use of ADPIE (Assessment, Diagnosis, Planning, Implementation and Evaluation) and Risk Assessment Strategies.
- 6) Faculty promotes and advocate for life-long learning.

Our success in implementing these strategies is demonstrated by the consistent high pass rates on the regional clinical and national board exams. We are in the early stages of getting feedback from the Nursing Division to learn about their experiences with HESI and how it is incorporated into their curriculum. Yes, it is important to have professional development opportunities to implement critical reading and thinking strategies to promote and encourage life-long learning.

PART E: Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

For this review year, the program's most important goals include:

Goal Number 1 – To comprehensively prepare competent-entry level dental hygiene practitioners through excellent academic and clinical instruction.

Goal Number 3 – To build the entry-level skills required for the graduate to secure employment as a dental hygienist in a variety of settings.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

For this review year, our program's most important measurable outcome(s) that helped achieve our goals include the following:

Goal Number 1 – Upon completion of the dental hygiene curriculum, at least 80% or better of a 28 student sample will score a 75% or better on both the written Dental Hygiene National Board and the Clinical Regional Board.

Goal Number 3 – Upon completion of the dental hygiene curriculum, at least 80% or better of a 28 student sample will be employed as a dental hygienist as reported by alumni and employer surveys administered every 2-3 years.

3. Identify your results and analyze your data.

Results and analysis of the data include the following:

Goal Number 1 – Licensing Exam Data

Goal Number 3 – Data compiled from alumni, graduate and employer surveys

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

Key changes our department has made in the past year based on our assessment data include the following:

1. Continue to incorporate HESI Assessment and Testing in Dental Hygiene. Students must achieve a score of 75% or higher on the HESI exam to be approved to take the National Dental Hygiene Board.
2. Administer Mock Clinical Boards earlier in the fall and spring semesters to allow adequate time and opportunity for focused student remediation.
3. Incorporate Tal Evil computerized clinical grading system which is a comprehensive, objective grading format. It gathers data about the student's performance on specific procedures and items over a span of time on a variety of patients of various levels of difficulty. Students know which particular skills they performed at a level of competency and which are in need of improvement. Students do not fail for the day for making one critical error since that skill performance is compared to all times they performed the skill on all patients treated. Students and instructors are less stressed in clinic with this grading system since it is not about a "grade for the day", it is about patient care and individual skill development. This electronic grading system promotes an authentic learning environment.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results. Supporting documentation is attached and includes the following: Licensure Exam Data, Compilation of results from Employer, Alumni and Student Surveys.



2014 Licensure Pass
Rate Documents for



Copy of Alumni
Survey Data 2014.xls



Copy of Employer
Survey Data 2014.xls



Student_Survey_201
2(1)[1].xls

IV: Conclusions

- 1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?**

Faculty and staff have adjusted pedagogy to improve academic quality and student success by doing the following:

- 1) Participating in course redesign for DHYG 1331 Preclinical Dental Hygiene through CTL
- 2) Implementing online testing through Blackboard in DHYG 1239 Oral Pathology and DHYG 1215 Community Dentistry
- 3) Incorporated an electronic clinical grading system called TalEval.
- 4) Dental hygiene faculty are participating in the Online Certification Program through ENMU and sponsored by Amarillo College CTL
- 5) Beginning in the fall semester of 2015, the program is requiring all students to purchase a tablet and e-books to incorporate more on line learning and testing in the program.
- 6) The program has begun to work with students in completing an e-portfolio. Please visit the following link: <http://sallykennon.wix.com/sallykennon> to see an example of a dental hygiene students' e-portfolio.

- 2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

Program improvement opportunities available to our faculty and staff include the following:

<p>1) Opportunities through AC's Center for Teaching and Learning which includes one – on- one tutoring and training in Blackboard, Online Certification through ENMU, Course Redesign</p> <p>2) Examples of current courses that faculty and staff have recently completed include the following:</p> <ul style="list-style-type: none"> • Effective Online Instruction • Effective Instructional Design • Assessment in Online Instruction • Software and Media Online Instruction • Lateral Train the Trainers Workshop • Dental Hygiene Clinical Teaching Methodology Workshop • Dental Hygiene Curriculum Management • Dental Hygiene Accreditation Workshop • New Faculty Academy • Central Regional Dental Testing Service (CRDTS) annual workshop • Radiology Educators' Workshop • ADEA/AAL Teaching Foundations • ADEA/AAL Clinical Teaching Best Practices • CAMBRA- Unveiling the Mystery of Caries Management • USTI DENTSPLY Clinical Educators' Workshop • Dental Public Health Workshop • Texas Oncology Workshop and Grant Opportunity • Reviewed Current Article in October 2014, The 67 Worst Teaching Mistakes <p>3) Skip Chisum (Former WT A&M instructor) has provided the following workshops for faculty:</p> <ul style="list-style-type: none"> • Time Management • Generational Differences • Personality Assessment 	
<p>4) Skip Chisum (Former WTA&M Instructor) has provided the following workshops for dental hygiene students:</p> <ul style="list-style-type: none"> • Note Taking Skills • Test Taking Skills • Memory Skills – “Making the Most of Your Memory” • Time Management • Generational Differences • Diversity • Values Assessment • Personality Assessment 	
<p>5) Opportunities for dental continuing education are provided by the local Panhandle District Dental Society and Panhandle Academy of General Dentistry.</p>	

- 6) **What is the biggest issue/obstacle that your program currently faces?**
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

The biggest issue or obstacles the program currently faces includes the following:

1. One obstacle that our program will continue to face is the need to complete advanced educational methodologies coursework specific to dental hygiene and clinical teaching. The Commission on Dental Accreditation Standard 3-7-b states all dental hygiene program faculty must have documented background in educational methodology consistent with teaching assignments. Courses to satisfy this particular accreditation standard and related to dental hygiene and dentistry are often offered out of state and are very expensive for faculty to attend. However, the information gleaned from these courses /workshops is invaluable and not only supports accreditation standards but also strengthens the program's curriculum which in turn has a direct impact on student success. The program needs continued and regular financial support for faculty to have an opportunity to travel outside of the state of Texas to keep current in national trends for dental hygiene education.
2. Our on-site dental clinic serves not only Amarillo but the surrounding Panhandle and neighboring states. To keep in compliance with the Texas State Dental Practice Act, all new patients must initially be seen by a dentist and then once a year thereafter. We need to hire another part-time 19 hour position for a clinic dentist. By doing so, we can relieve the backlog and wait time for both students and patients. This dentist can also assist in the administration of local anesthesia which is required for many of our dental patients. Data supports the continued growth and use of the Amarillo College Dental Clinic by our local and surrounding citizens.
3. Continued financial support of equipment and budget to maintain the operation of our live patient dental clinic.
4. Continued support from the IT Department to manage all of the computers used in the dental clinic, dental software updates, and server issues that may arise.
5. Continued awareness of electronic patient records and institutional HIPAA compliance rules and regulation. May need college attorney oversight/input.
6. Risk Management across the institution should be a priority. May need college attorney oversight/input.

7) Additional Comments Pertinent to this Review (Not Required):

The Amarillo College Dental Hygiene Program continues to have an excellent reputation for student success. Our enrollment remains consistent. Amarillo College dental hygiene graduates are sought after not only in Texas, but in other neighboring states. The clinical facility used for teaching is one of the best in the United States. Our citizens are taking advantage of utilizing such a beautiful state -of- the- art dental clinic. The community partnership with the J. O. Wyatt Indigent Dental Program and our local Veteran's administration rotation continues to be positive and rewarding. Community service and outreach continues to grow. Amarillo College was the first in the state to host the Central Regional Dental Testing. The opportunity to be a host school for the CRDTS exam is a huge plus for our students to be able to test on their "own turf". Our faculty and staff are dedicated to student success as evidenced by the supporting data in this Program Review.