Program Review

Form for External Review Committee

Instructional

Amarillo College

Form ID
61
Division
Allied Health
Department
Dental Hygiene
Program
Dental Hygiene
Review Year
2007-2008
Member Names
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of Amarillo College?

The purpose 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, while providing a resource for the institution.

The mission of Amarillo College is stated as the following "Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service areas." Program activities are developed and implemented for the purpose of preparing competent registered dental hygienists for success as dental healthcare providers. The purpose of the Dental Hygiene Program is directly related to Amarillo College's mission of education and community involvement. The purpose matches the mission statement of the college in that the Dental Hygiene Program trains students who enhance the quality of life for the population in this service area. The purpose and goals of the Dental Hygiene Program are a direct reflection of the College's mission statement. The faculty are confident that the program is contributing to the

college's mission as reflected by the success and diversity of its students and by its excellent reputation in the community. The majority of the dental hygienists in the community have been educated in the Amarillo College Dental Hygiene Program. The Dental Hygiene Program responds to the market demand for dental hygiene graduates in the Amarillo community and Panhandle area.

Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The program's purpose statement is reviewed annually by faculty and staff. The most recent review occurred in December, 2007.

Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the

answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Dental Hygiene Program does not offer continuing education credits.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Does the program have admissions policies?
yes
Where are the policies published?

Admission Policies for the Dental Hygiene Program are published on line at the following web address: http://www.actx.edu (click on Programs of Study, Department Website, Dental Hygiene, Student Application, Click Here for

Application) as a PDF download and also in written form for any applicant not having access to the online source. The application packet may also be obtained through the Call Center for Amarillo College, the Division Office located in the Allied Health Building, and by postal mail.

Are all the locations where the policies are published included in the answer?

Acceptable

Explain how these policies are consistent with the mission of Amarillo College.

According to Accreditation Standards for Dental Hygiene Education Programs, Standard 2.3 states: "Admissions of students must be based on specific written criteria, procedures and policies. Previous academic performance and/or performance on standardized national tests of scholastic aptitude or other predictors of scholastic aptitude and ability must be utilized as criteria in selecting students who have the potential for successfully completing the program".

Because enrollment is limited by facility capacity, special program admissions criteria and procedures are necessary to ensure that students are selected who have the potential for

successfully completing the program. Published admission criteria are detailed to ensure the quality of the program and applied consistently to all applicants to ensure non-discrimination practices. Applicants for the Dental Hygiene Program must meet all general requirements for admission to Amarillo College and have a minimum overall grade point average of 2.5. Admission policies are reviewed by faculty on an annual basis. The most recent review occurred in December, 2007.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

Is the program/department accredited?
yes
Which agencies or organizations accredit the department/program?

The organiziation responsible for accrediting the Dental Hygiene Program is the American Dental Association Commission on Dental Accreditation. The Commission on Dental Accreditation serves the public by establishing, maintaining and applying Standards that ensure the quality and continuous improvment of dental and dental

related education and reflect the evolving practice of dentistry. The scope of the Commission on Dental Accreditation encompasses dental, advanced dental and allied dental education programs.

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

How many years are in the accreditation cycle?
7

How many years are in the accreditation cycle?

Acceptable

When were the accreditations affirmed or granted?

The accreditation was affirmed on July 30, 2004 by the Commission on Dental Accreditation as "APPROVAL without reporting requirements". An accreditation classification granted to an education program indicates that the program achieves or exceeds the basic requirements for accreditation. In addition, the Commission on Dental Accreditation requires submission of an annual accreditation report that focuses primarily

on program statistics and demographics.

When were the accreditations affirmed or granted?

Acceptable

What is the current status of the accreditation?
Accredited

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

If not required, is the program eligible for accreditation?

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?
yes

Identify the external approver(s) for the department/program.

The Commission on Dental Accreditation does not approve each individual course in the curriculum but serves the public by establishing,maintaining and applying standards that ensure the quality and continuous improvement of dental and dental-related education and reflect the evolving practice of dentistry. The scope of the Commission on Dental Accreditation encompasses dental, advanced dental and allied dental education programs. The Accreditation Standards for Dental Hygiene Education Programs represent a revision of Requirements and Guidelines for Accredited Dental Hygiene Education Programs. These standards have been developed for the following reasons: (1) to protect the public welfare, (2) to serve as a guide for dental hygiene program development, (3) to serve as a stimulus for the improvement of established programs, and (4) to provide criteria for the evaluation of new and established programs. To be accredited by the Commission on Dental Accreditation, a dental hygiene program must meet the accreditation standards for dental hygiene education programs. These standards are national in scope and represent the minimum

requirements for accreditation. The Commission on Dental Accreditation is the specialized accreditation agency recognized by the United States Department of Education to accredit programs which provide basic preparation for licensure or certification in dentistry and the related fields. The Commission evaluates dental hygiene education programs on the basis of the extent to which program goals, institutional objectives and approved accreditation standards are met.

The Workforce Education Course Manual (WECM) defines course descriptions and learning outcomes specific for each class.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable

What approval schedule is required by the external approver(s)?

The Commission has established a seven-year site visit cycle for accreditation review.

Was the approval schedule required by the external approver(s) identified?

Acceptable

When did the program/department last receive approval?

The program last received APPROVAL without reporting requirements on July 30, 2004.

When did the program/department last receive approval?

Acceptable

Is the reason why the program/department is required to receive this approval clear?

Acceptable

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

One example of an improvement/revision which resulted from the annual PET forms for the last five years includes the 2006 PET evaluation which reviewed graduate participation on the National Dental Hygiene Board. In 2006, 27 of the 29 students passed the National Dental

Hygiene Board on the first attempt (93.10% pass rate). Faculty reviewed the scores of the National Dental Hygiene Board and made a decision to implement and focus more intensely on Case Study exercises to enhance critical thinking skills across the Dental Hygiene curriculum. The faculty also developed and implemented a Mock National Board which is administered four to six weeks prior to the Dental Hygiene National Board Examination. The changes proved successful. The Mock Dental Hygiene National Board experience serves as a highly reliable predictor of student performance. Areas of weakness can be identified for the development of a remediation plan for the student prior to the actual exam. The pass rate for 28 students on the first attempt for the National Dental Hygiene Board improved from 93.1% in 2006 to 100% in 2007.

The current PET form can be accessed at the following link:

www.actx.edu/archives/files/uplink/Dental_Hygiene_PET_2007_2008.pdf

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET

forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Acceptable

Identify at least one example of improvements/revisions which resulted from the last Program Review.

One example of improvement/revisions which resulted from the last Program Review includes the following: As stated from the Institutional Program Review Committee Report of June 2002: **Recommendation** "A space feasibility and cost study should be conducted to determine ways to alleviate the severe overcrowding which now plagues the program. Immediate action should be taken to reduce the College's liability due to numerous electrical cords and poor floor covering in the dental clinic which presents serious safety problems for students, faculty, and patients".

The facility is 35 years old and has inadequate technology and dental equipment in the clinic, storage, student areas, faculty space and business office space. The faculty have identified and prioritized needs based on factors that most

directly impact student learning. These revisions were a recommendation from the last Program Review. As a result, changes will take place with the recent successful bond election and the construction of a new Health Science Center located on the West Campus.

The last Division Response to the External Committee Report for Program Review is located at the following link. The Dental Hygiene Program response is located on pages 10-17 of the report.

www.actx.edu/archives/files/uplink/Allied_Health_Division_Response_to_External_Committee_Report_2001_2002.pdf

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)
traditional classroom,

After reviewing all delivery approaches for

courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

The Amarillo College Strategic Plan Through 2010 can be accessed at the following link: www.actx.edu/strategic/files/uplink/Strategic_Plan_Revision_07_Final.pdf

One example of an improvement/revision that is a response to accomplish a strategy or tactile objective within the Strategic Plan through 2010 includes the following:

Strategy 1.2- Align workforce development training with projected local demands. **1.2.2**- *To meet documented Nursing and Allied Health needs the college will expand facilities for these programs.* Strategy 1.2.2 can be located on page 2 of the stategic plan document.

With the recent successful bond election, the Dental Hygiene Program has begun planning for a new dental clinic which will be housed in the Health Science Center located on the West Campus. The construction of a new Health Science Center demonstrates the contribution and committment on the part of the College and the community to improve and support the Allied Health Programs.

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program

understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

1. **Donna Cleere**, BS, MEd, RDH

Professor/Program Director

2. **Jnita Collins**, BS, RDH

Assitant Professor

3. **Lynette Hayhurst**, AAS, RDH

Dental Hygiene Laboratory Manager

4. **Robert Henderson**, BS, DDS

Instructor/Supervising Dentist

5. **Karen Lester**, AAS, RDH

Dental Hygiene Laboratory Manager

6. **Jane McFarland**, BS, RDH

Instructor/Clinic Supervisor

7. **Jack Fong**, BS, DDS

Part-time Instructor

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Explain the primary reasons behind the competencies that were selected.

According to the American Dental Association Commission on Accreditation Standard 2-8: The dental hygiene program must define and list the competencies needed for graduation. These

competencies must be written and communicated to enrolled students.

The American Dental Education Association (ADEA), section on Dental Hygiene Education, Competency Development Committee drafted the competency statements presented in this document. Dental hygienists must exhibit competencies in five domains. The dental hygienist must possess, first, the **Core Competencies (C)** , the ethics, values, skills, and knowledge integral to all aspects of the profession. Second, in as much as **Health Promotion (HP) /Disease Prevention** is a key component of health care, changes within the health care environment require the dental hygienist to have a general knowledge of wellness, health determinants, and characteristics of various patient/client communities. Third is the dental hygienist's complex role in the **Community (CM)** . Dental hygienists must appreciate their role as health professionals at the local, state, and national levels. Fourth is **Patient/Client Care (PC)**, requiring competencies in ADPIE (Assessment, Development, Planning, Implementation, and Evaluation) format. Dental hygiene graduates must use their skills to assess, diagnose, plan, implement, and evaluate treatment. Fifth, like

other health professionals, dental hygienists must be aware of a variety of opportunities for **Professional Growth and Development (PGD)**. To graduate from the Dental Hygiene Program, all of the competencies must be met by the student. These competencies are supported by outcomes and objectives in each of the courses.

Do the selected competencies appear to be valid?

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

The primary reasons for the assessment tools selected are to measure how well the Dental Hygiene Program meets its goals and ultimately student success. Dental hygiene courses support the cognitive, psychomotor, and affective domains of learning which provide students with an opportunity to develop and/or enhance effective communication skills, technical competence, critical and analytical thinking, ethics, civic responsibility, leadership, cultural sensitivity, self awareness, aesthetic and lifelong learning. This statement appears to articulate the overall purpose of the program. The program

teaches not just technical skills but also a holistic approach to caring for patient/client, the family and the community.

Cognitive Domain - Tools needed to assess a student's ability to recall information, to understand and process information and to make judgments in how to use the information. The assessment tool selected to evaluate the Cognitive Domain is the credentialing examination constructed by the American Dental Association Joint Commission on Dental Hygiene. Successful completion of this examination awards the RDH credential and is recognized by each state for licensing purposes. This examination is taken each year on the last Tuesday in March before graduation in May. All students in an accredited Dental Hygiene Program across the nation take this exam on the exact same day. Earning the RDH credential recognizes the fact that the graduate has gained the entry level knowledge and intellectual skills to practice dental hygiene. Outcomes are excellent as evidenced by the consistent high percentage of pass rates by students on the Dental Hygiene National Board Examination on the 1st attempt.

Psychomotor Domain - Assessing psychomotor

skills requires different tools to measure performance as compared to the cognitive domain. Psychomotor skills are evaluated based on specific evaluation criteria by clinical instructors each time a student completes a procedure. If a student cannot perform selected procedures correctly, the student will fail either/or the process or end-product evaluation. A student must successfully complete each basic skill before advancing to more complex ones at a minimum level of 75% competency level for each skill. Assessment tools used to assess graduate technical proficiency skills (psychomotor domain) include Employer Surveys of graduate performance and results of the WREB (Western Regional Examining Board) clinical exam. These evaluations measure the technical skills performed by students. Outcomes are excellent as evidenced by the consistent high percentage of pass rates by students on the WREB clinical exam on the 1st attempt.

The Employer Survey is administered every 2-3 years. Employing dentists are asked to evaluate dental hygiene graduate's skills and work performance. Specific questions inquire about the graduate's skills and work performance, level of training, ability to perform procedures and overall competency level of an entry level dental

hygienist. The Employer Survey of graduates is an excellent document which is utilized to assess the competencies of Amarillo College Dental Hygiene graduates and provides vital feedback which can be used to improve the program. The employer's response to these surveys is very beneficial and data gathered is analyzed and used to improve the program. Employer Survey results have been consistently positive.

Affective Domain - Tools used to assess the student's/graduate's behavioral skills include Student Exit Surveys, Employer Surveys, Alumni Surveys and Patient Surveys. A portion of these evaluations measure the behavioral skills demonstrated by the students. Analysis of the outcomes of these surveys are positive and students demonstrate the behavioral skills needed to work as a valuable member of a health care team. Employers are satisfied with the behavioral skills of dental hygiene graduates as evidenced by the positive ratings of the surveys. An analysis of the results of the Alumni Surveys show that graduates from this program are well prepared and comments from Patient Surveys show that they are very pleased with the care received at the Amarillo College Dental Hygiene Clinic.

Will the assessment tool(s) selected provide

valid and reliable results?

Acceptable

Commendation

Excellent evaluation tools. Congratulations of high pass rate on National Board Examination.

Evaluate the assessment approaches to date.

The assessment approaches used to measure the degree to which the program goals are being met include both subjective and objective data. Both subjective and objective data is obtained from surveys completed by students, patients, alumni and employers. Objective data include the Dental Hygiene National Board Examination and the Western Regional Examining Board.

The Dental Hygiene Graduate Survey is a well designed, detailed comprehensive document which is administered to assess student satisfaction with the curriculum, faculty and clinical experiences. The survey is administered yearly and an analysis of the results from this survey is used to make changes to improve the program. The Community Dental Clinic Rotation was dropped from the curriculum as a result of the consistent poor ratings from students. The Community Dental Clinic in no longer in operation.

The Employer Survey of Graduates and Alumni Survey are also excellent documents which are used to assess the competencies of Amarillo College Dental Hygiene graduates and provides vital feedback from employing dentists and alumni which can be used to improve the program. An analysis of Employer and Alumni Surveys resulted in a recent improvement in technology to reflect current practice. In the spring semester of 2008, the Dental Hygiene Program began to implement Eagle Soft which is a dental software program. Alumni and Employer surveys are administered every 2-3 years to former graduates who are employed as registered dental hygienists and their employing dentist.

Patient Surveys are an effective way to seek feedback on clinic services. The Dental Hygiene Clinic provides a critical source of student experience and the program must provide the patients with a high standard of care. An analysis of the survey indicated that patients give the quality of care very high ratings but had problems with access to the dental clinic. As a result of the analysis of Patient Surveys, Amarillo College provided reserved parking spaces on the West Campus for dental patients. This helped solve a potentially serious instructional issue

since students are completely dependent upon the dental clinic patients for their clinical education. Patient surveys are given to each dental patient after care is received in the clinic.

Analysis of annual scores from the Dental Hygiene National Board and Western Regional Board clinical exam are used to make revisions in the curriculum as needed. Implementation and an intense focus on Case Study exercises to enhance critical thinking skills across the Dental Hygiene curriculum and the implementation of a Mock National Board have been the most recent changes as a result of the analysis of the scores on these credentialing exams. Changes have been made to course content and to evaluation tools based on this analysis. Clinical evaluations are ongoing and changes can be made as problems arrive.

Curriculum is revised and changed as needed. Curriculum content is discussed formally at monthly faculty meetings and at the end of each semester during the ongoing "Curriculum Management Plan" meeting. Informal faculty discussions are ongoing. The curriculum is continuously evaluated and revised based on changes in expected competencies and student

evaluation.

In conclusion, the Dental Hygiene Program is actively engaged in assessment by using multiple methods of gathering data, administering surveys on a regular basis and spending time evaluating the data to improve the program.

Student Exit Survey (average response by year)

	2003	2004	2005	2006	2007		Five year Averag
upper survey av	3.76	3.83	3.71	3.86	3.88		**3.81**
lower survey av	3.65	3.73	3.66	3.66	3.76		**3.69**
Class Average	3.71	3.78	3.69	3.76	3.82		**3.75**
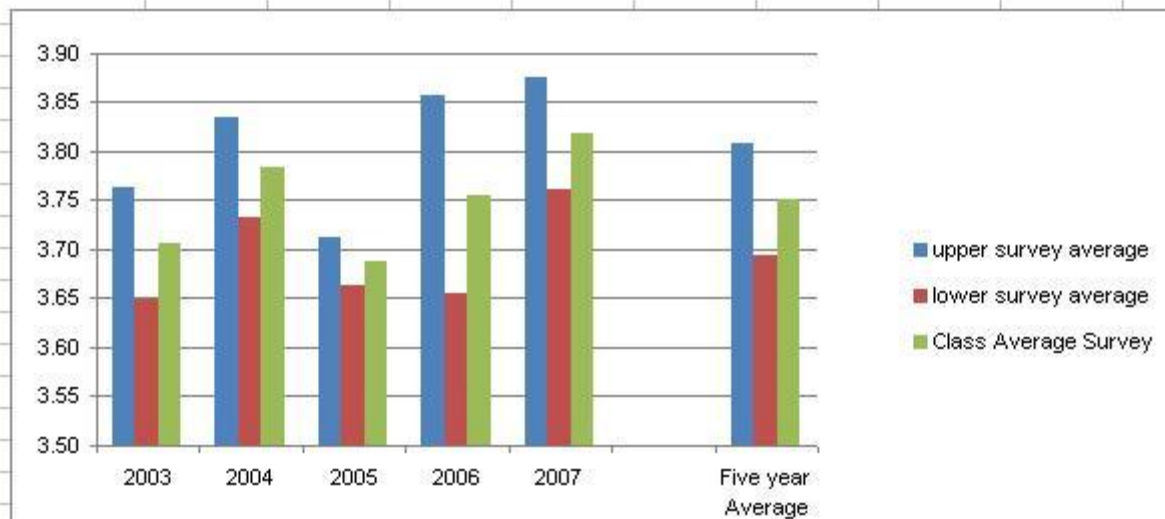
	2003	2004	2005	2006	2007		Five year Average
upper survey av	3.76	3.83	3.71	3.86	3.88		**3.81**
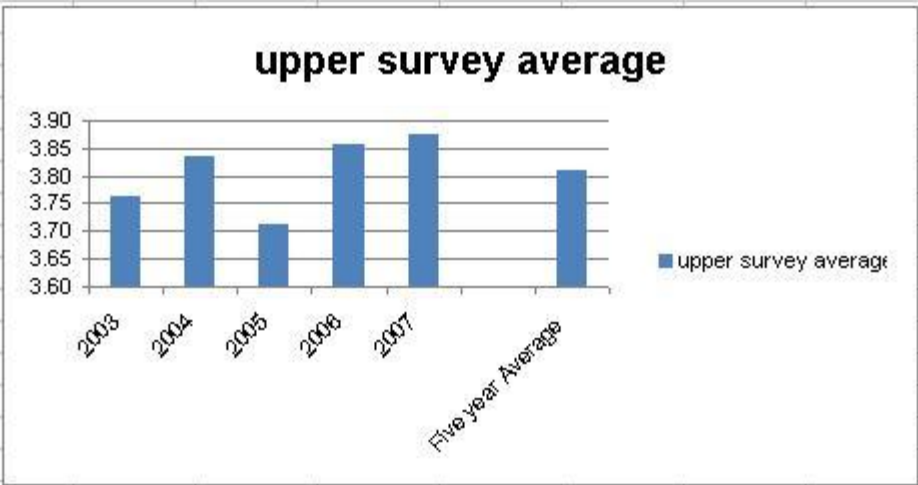
upper survey average

	2003	2004	2005	2006	2007		Five year Averag
lower survey av	3.65	3.73	3.66	3.66	3.76		**3.69**

lower survey average

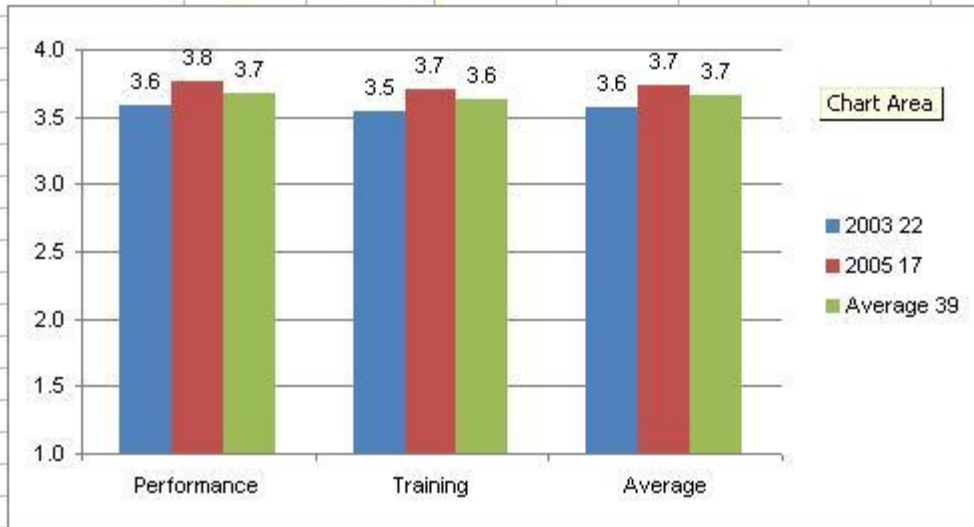|	2003	2004	2005	2006	2007		Five year Averag
Class Average	3.71	3.78	3.69	3.76	3.82		**3.75**
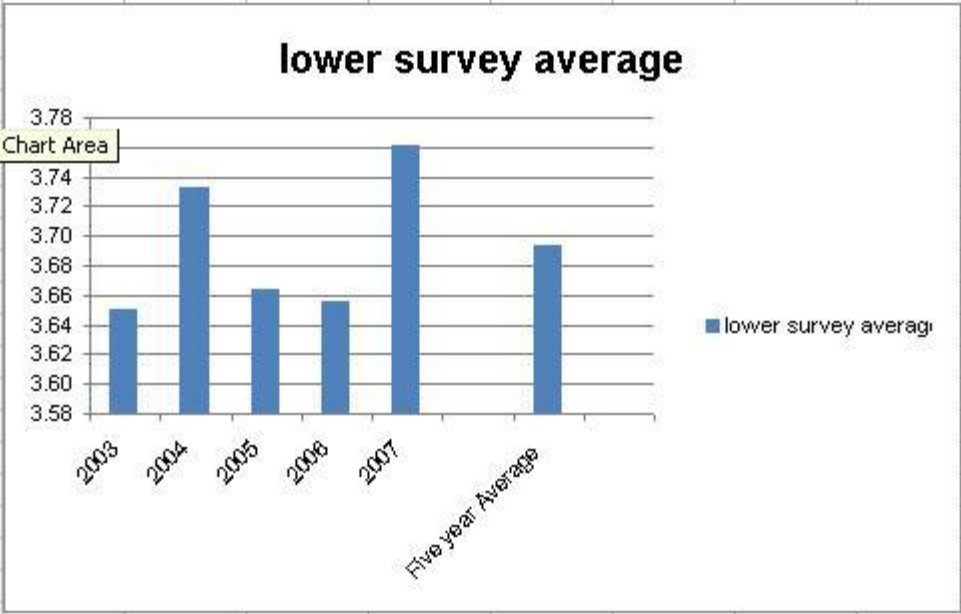
Class Average Survey Response
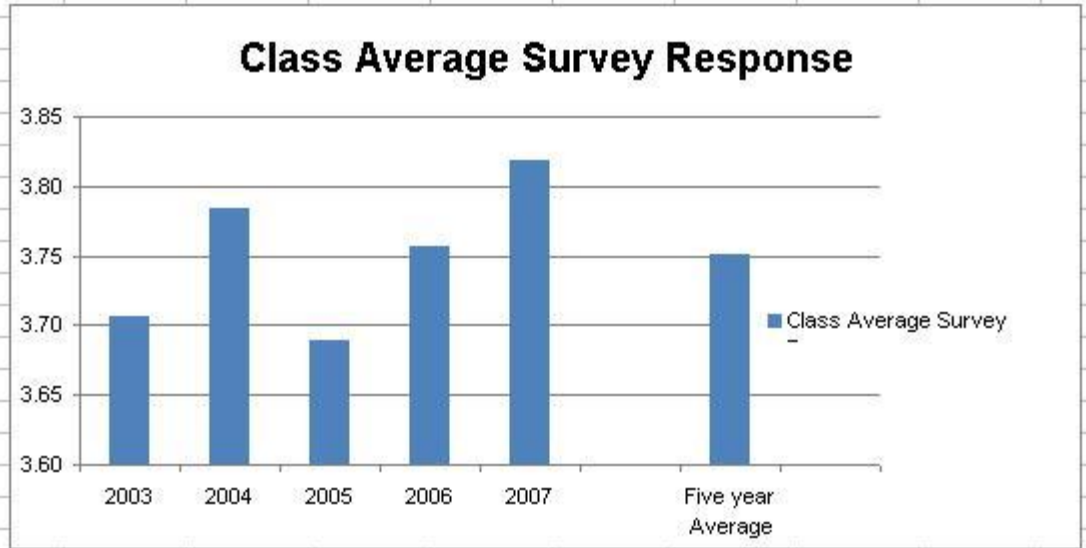
Employer Survey

Overall rating of recent AC Hygiene Graduate

Overall Average ratings (1-4 scale)

	2003	2005	2 Year Average	
# of respones	22	17	39	# of respones
Performance	3.6	3.8	3.7	Performance
Training	3.5	3.7	3.6	Training
Average	3.6	3.7	3.7	Average

Employer Survey Respones

Importance of this question

By Category	2003	2005	Combined
A	3.4	3.4	3.4
B	3.2	3.2	3.2
C	3.7	3.7	3.7
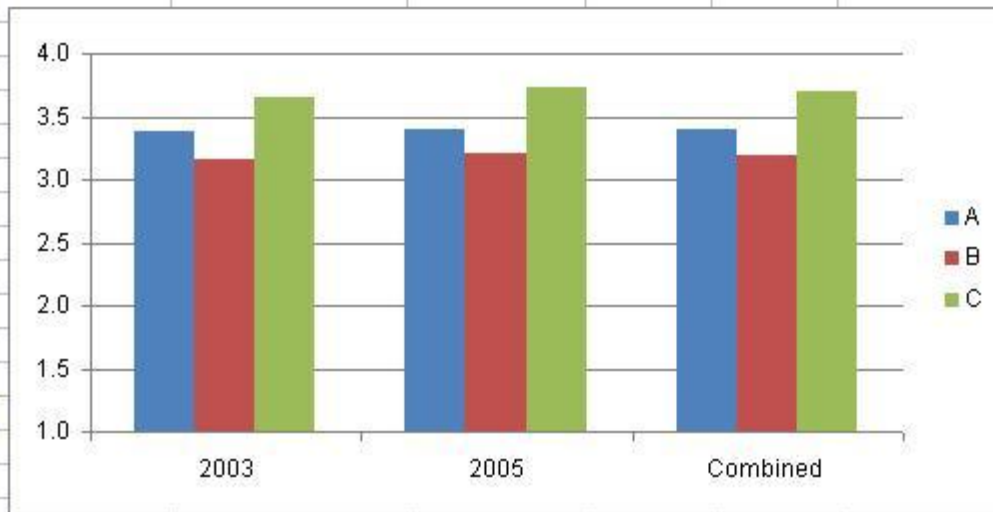
Employer Survey Respones

Perfomance of this question

By Category	2003	2005	Combined
A	2.9	3.2	3.1
B	2.8	3.1	2.9
C	3.0	3.3	3.2
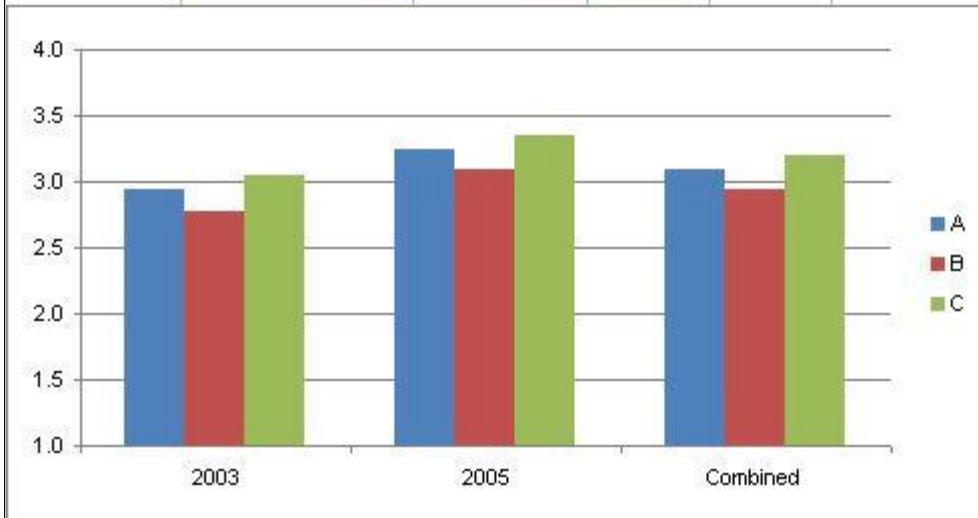
Employer Survey Respones 2003

By Category	Importance 2003	Performance 2003
A	3.4	2.9
B	3.2	2.8
C	3.7	3.0
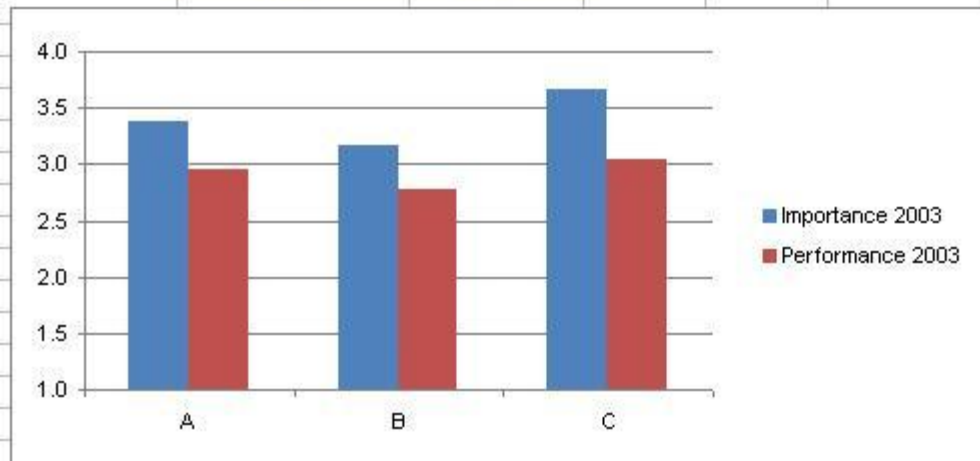
Employer Survey Respones 2005

By Category

	Importance	Performance
	2005	2005
A	3.4	3.2
B	3.2	3.1
C	3.7	3.3

Employer Survey Respones Combined

By Category	Importance	Performance
A	3.4	3.1
B	3.2	2.9
C	3.7	3.2
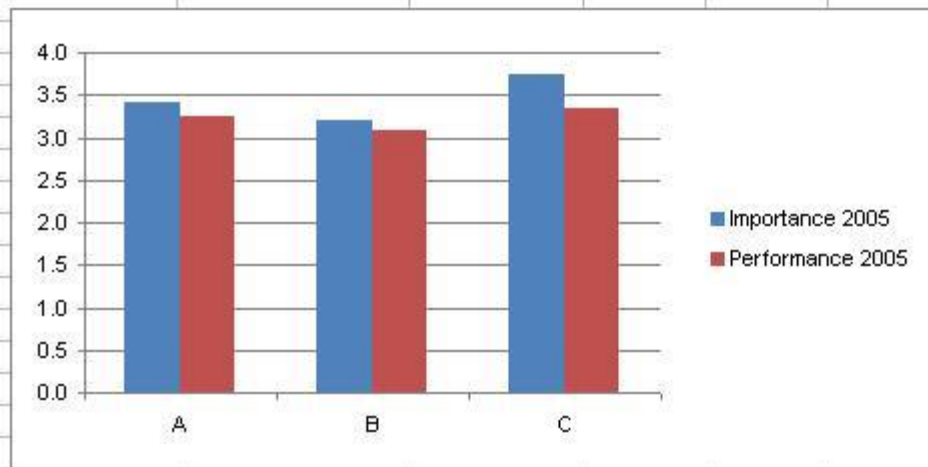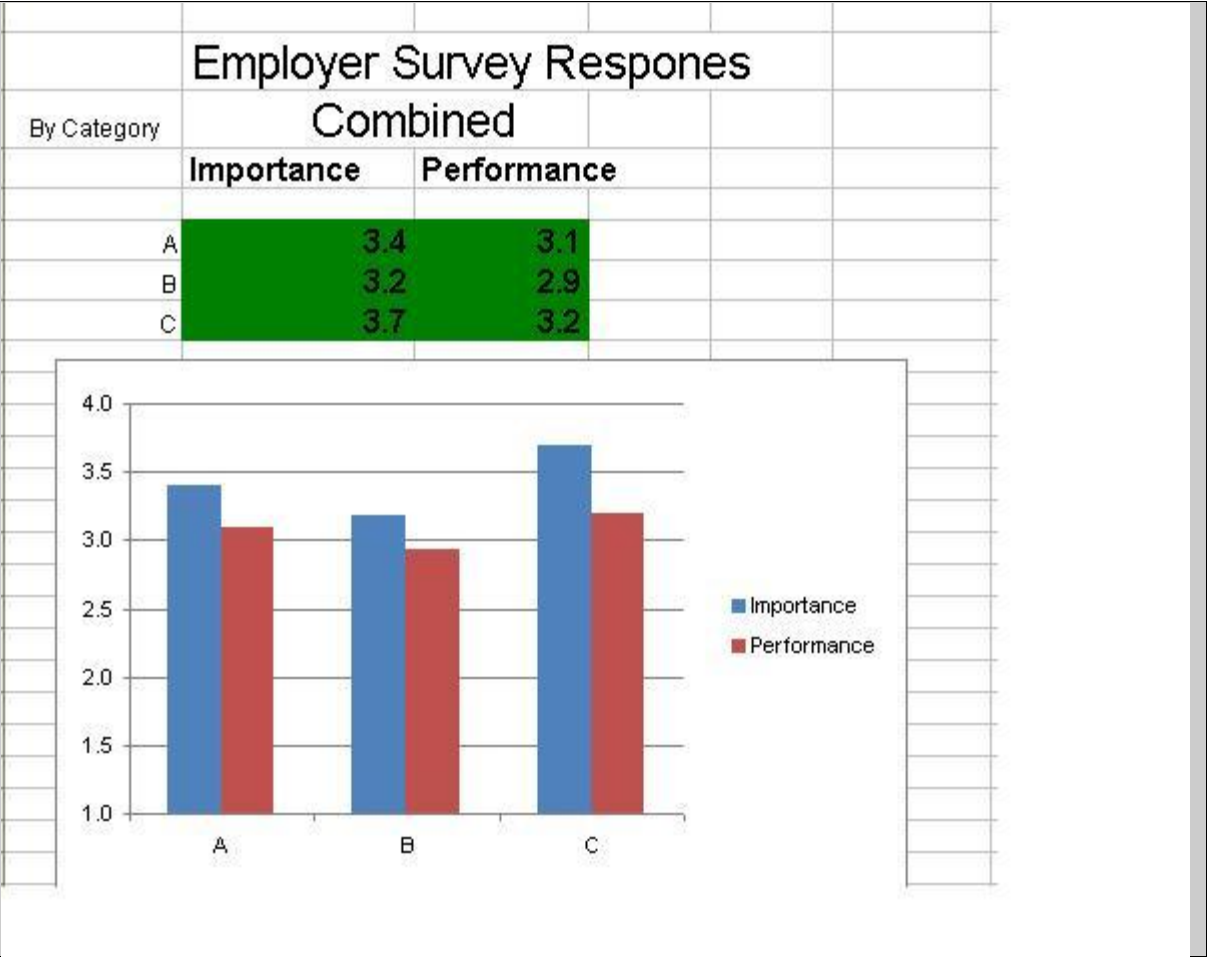
2003 Alumni Survey

Question #	Average
1	3.51
2	3.28
3	3.31
4	3.10
5	3.54
6	3.21
7	3.54
8	3.10
9	3.44
10	3.18
11	3.41
12	2.59
13	3.49
14	3.38
Average	3.29

2003 Average response by question satisfaction 1-4 scale, 39 surveys

Question	Value
1	3.51
2	3.28
3	3.31
4	3.10
5	3.54
6	3.21
7	3.54
8	3.10
9	3.44
10	3.18
11	3.41
12	2.59
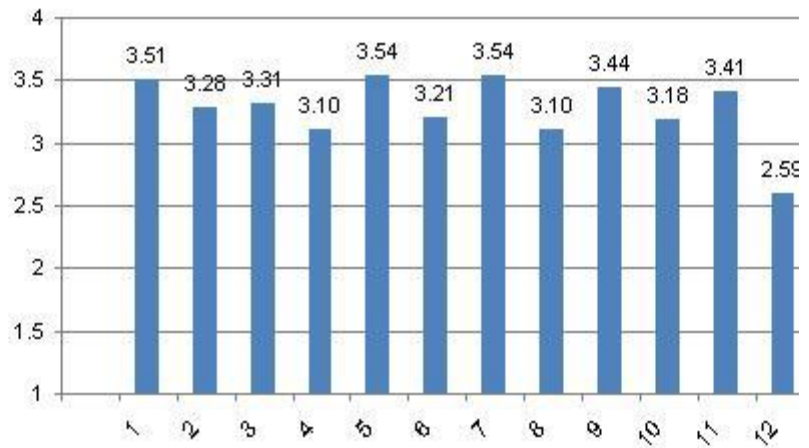
2003 Alumni Survey

Overall Rating of Satisfaction 1-4 scale, 39 responses

Performance	*3.85*
Training	*3.84*
Average	**3.84**

Chart showing Overall Rating of Satisfaction with tooltip: Series 1 Point "Training" Value: 3.84

- Performance: 3.85
- Training: 3.84
- Average: 3.84

2005 Alumni Survey

survey #	Average
Question #	
1	3.20
2	3.14
3	3.22
4	2.98
5	3.14
6	3.32
7	3.46
8	3.08
9	3.34
10	2.96
11	3.30
12	2.42
13	3.42
14	3.45
Ave of survey	3.17

2005 Average response by question satisfaction 1-4 scale, 50 surveys

Question # : 1 = 3.20, 2 = 3.14, 3 = 3.22, 4 = 2.98, 5 = 3.14, 6 = 3.32, 7 = 3.46, 8 = 3.08, 9 = 3.34, 10 = 2.96, 11 = 3.30, 12 = 2.42

"2005 Alumni Survey Average" Data Label
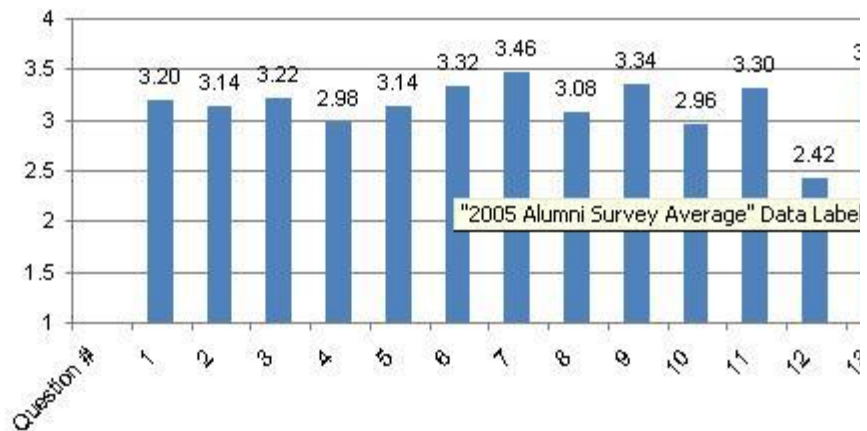
2005 Alumni Survey

Overall Rating of Satisfaction 1-4 scale, 50 responses

Performance	3.68
Training	3.72
average	3.70

Combined 2003/2005 Alumni Surveys
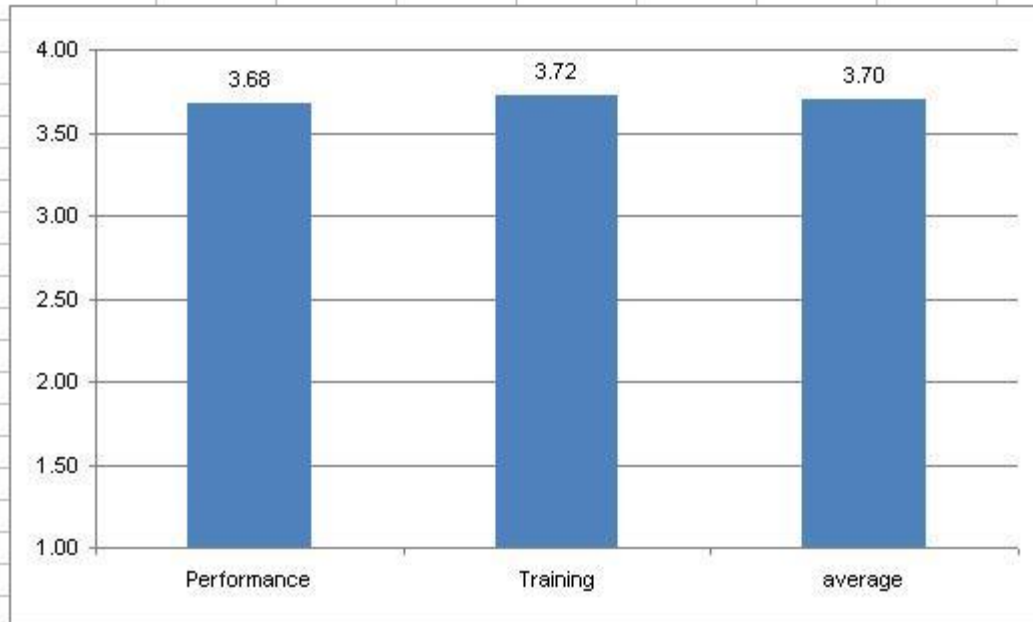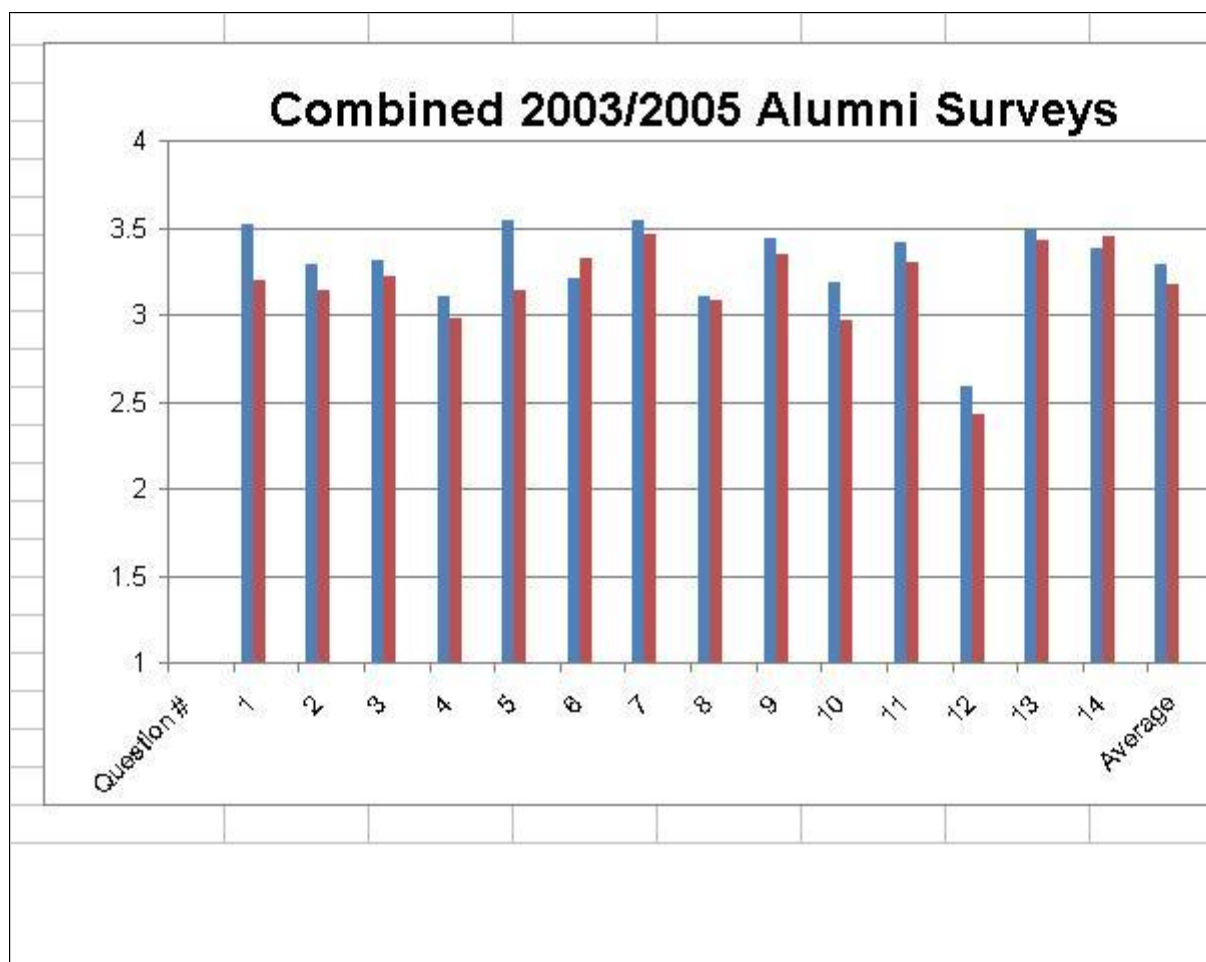
Combined 2003/2005 Alumni Surveys

Overall Satisfaction with the Program

# of responses	39	50
Year	2003	2005
Performance	*3.85*	*3.68*
Training	*3.84*	*3.72*
Average	**3.84**	**3.70**
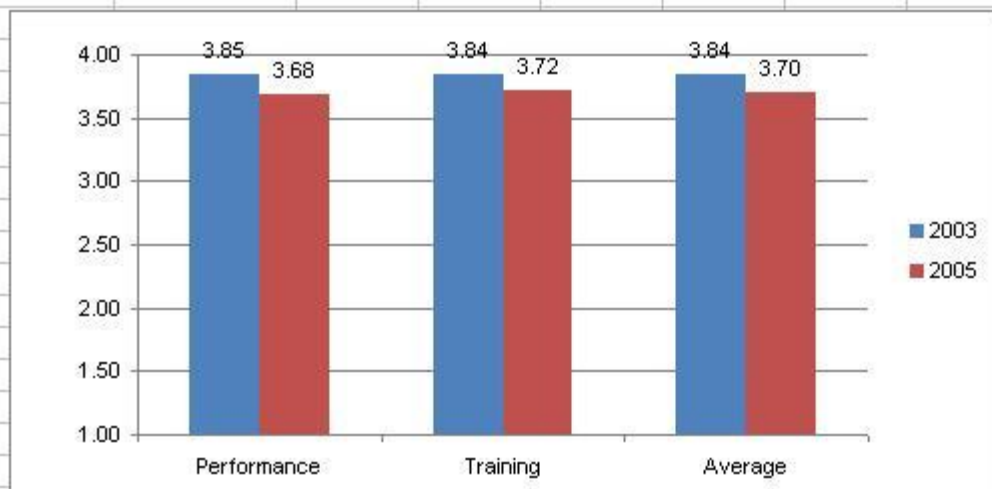
Will the assessment approaches(s) selected provide valid and reliable results?

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

The program's/department's five year graph(s) of quantitative results are excellent as evidenced

by the consistent high pass rates for both the Dental Hygiene National Board Examination and the Western Regional Examining Board clinical exam.
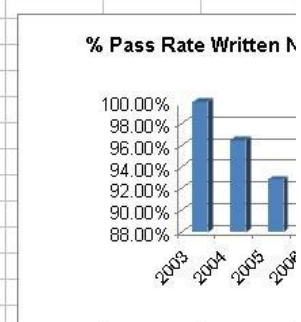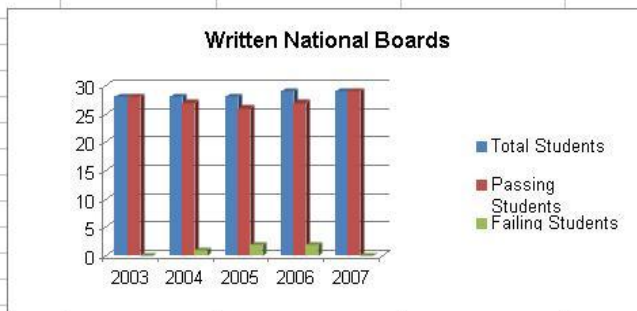
Students must complete qualitative (competencies) and quantitative clinical requirments prior to program completion in addition to the overall curriculum requirements. Final exams, practicals, mock exams, research papers, case-study presentations, group projects and service-learning projects are examples of the summative evaluation process. Service learning is defined as an educational methodology in which a structured learning experience occurs that combines community service with preparation and reflection.

Results of the National Dental Hygiene Board Examination are reviewed by the department and used to measure student progress. Students must achieve a competency level of 75% or higher to pass. Analysis of these results are also used as part of the annual curriculum review process in the consideration of course/program revisions.
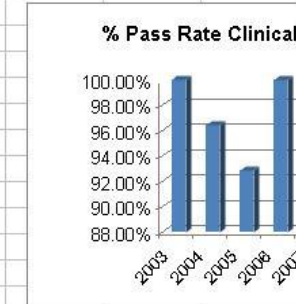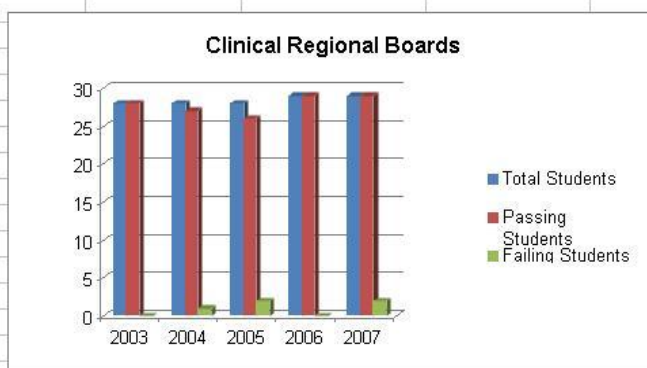
To practice in the state of Texas, students must also take the Western Regional Examining Board

clinical exam. This exam is composed of a human subject clinical exam. Students must achieve a competency level of 75% or higher to pass. Analysis of the results of the clincal examination is also used in the curriculum review process.

Written National Boards

	Total Students	Passing Students	Failing Students	% Pass Rate			% Pass Rate	
2003	28	28	0	100.00%		2003	100.00%	
2004	28	27	1	96.43%		2004	96.43%	
2005	28	26	2	92.86%		2005	92.86%	
2006	29	27	2	93.10%		2006	93.10%	
2007	29	29	0	100.00%		2007	100.00%	
Totals	142	137	5	96.48%				

Written National Boards

% Pass Rate Written N

Clinical Regional Boards - WREB

	Total Students	Passing Students	Failing Students	% Pass Rate			% Pass Rate	
2003	28	28	0	100.00%		2003	100.00%	
2004	28	27	1	96.43%		2004	96.43%	
2005	28	26	2	92.86%		2005	92.86%	
2006	29	29	0	100.00%		2006	100.00%	
2007	29	29	2	100.00%		2007	100.00%	
Totals	142	139	5	97.89%				

Clinical Regional Boards

% Pass Rate Clinical

Amarillo College

CIP & Program	2003 Test	Pass	%	2004 Test	Pass	%	2005 Test	Pass	%	Te
12.0300 Funeral - Texas Law Exam				11	9	82%				
12.0301 Funeral Director				5	4	80%				
12.0301 Funeral Director - Embalmer	8	5	63%	3	1	33%				
12.0301 Funeral Embalmer	4	0	0%	8	5	63%				
43.0102 Law Enforcement, Corrections Academic	1	1	100%							
43.0104 Law Enforcement, Peace Officer Academic	1	1	100%							
43.0201 Fire Protection (Officer 1)							3	3	100%	
43.0201 Fire Protection (Aircraft Rescue)	37	35	95%	44	44	100%	45	45	100%	
43.0201 Fire Protection (Officer 2)	1	1	100%	1	1	100%	1	1	100%	
43.0203 Fire Protection (Hazardous Materials)	49	49	100%	41	40	98%	50	49	98%	
43.0203 Fire Protection (Driver/Operator-Pumper)	14	13	93%	8	8	100%	5	5	100%	
43.0203 Fire Protection (Structure)	39	39	100%	47	44	94%	46	43	93%	
47.0607 Aircraft Maint Tech - Airframe							2	2	100%	
47.0607 Aircraft Maint Tech - Powerplant										
47.0607 Aircraft Maint Tech - General							2	1	50%	
51.0602 Dental Hygienist - WREB clinical [2]	28	28	100%	28	27	96%	28	26	93%	
51.0803 Occupational Therapy Assistant	3	3	100%	3	2	67%	6	6	100%	
51.0806 Physical Therapy Assistant	11	8	73%	4	4	100%				
51.0904 Emergency Medical Technician - Intermediate				1	0	0%				
51.0904 Paramedic	25	10	40%	10	5	50%	6	4	67%	
51.0904 Emergency Medical Technician - Basic	100	48	48%	88	44	50%	50	36	72%	
51.0905 Nuclear Medicine Technology	14	10	71%	13	13	100%	19	17	89%	

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Acceptable

What changes have been made in the curricula of the program/department because of the analysis of these results?

The changes that have been made in the curricula of the program/department because of the analysis of these results have already been addressed in question (II E3). The changes have proved positive for the program.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

The benchmark for course completion is that 85% of all students will earn a grade of "C" or better in the courses taken in the Dental Hygiene Program. An analysis of the five-year graph of course completion demonstrates that this score has been exceeded for the past five years. There has been no major increases or decreases during this time.

Amarillo College Institutional Research Self-Service St

DT_DEPT ▼	TermType ▼	AcaYrs ▼
DHYG	All	All

Allied Health - Course Completion
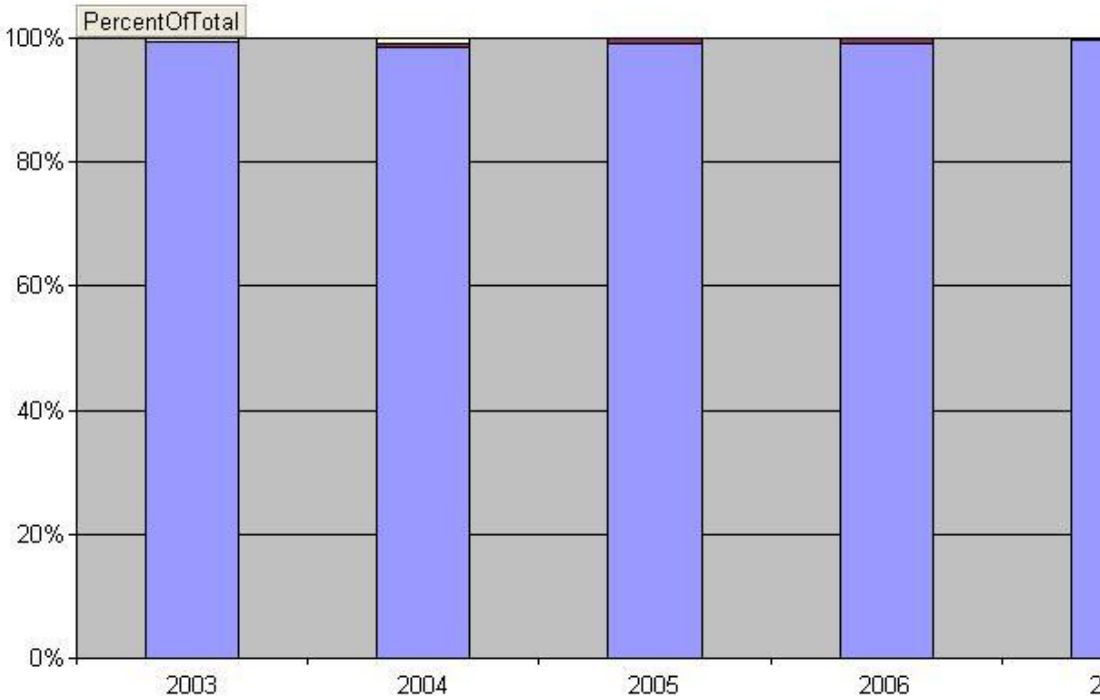
AcaYr ▾

DT_DEPT ▾	TermType ▾	AcaYrs ▾	
DHYG	All	All	

		GradeCatg ▾			
		A-C	AU-W	D-F	Grand Total
		+ −	+ −	+ −	+ −
AcaYr ▾		PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal
2003	+ −	436		2	438
2004	+ −	510	4	4	518
2005	+ −	487	4		491
2006	+ −	500	5		505
2007	+ −	482		2	484
Grand Total	+ −	2415	13	8	2436

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

There have been no statistically significant

increases or decreases in course completion during the last five years. The program will continue to monitor course completion and implement a plan of action if needed.

Will the plan of action likely improve the number of course completers?

Acceptable

Does the program/department provide for alternative methods of awarding credit?
CLEP

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

The Dental Hygiene Program requires general education courses that not only fulfill the degree requirements for the AAS degree but also the general education competencies set forth by the institution.

General Education Requirements

Communication Competency

ENGL 1301: Freshman Composition I

SPCH 1318: Interpersonal Communication

Humanities/Fine Arts

SOCI 2319: Minority Studies

Mathematics/Natural Sciences

BIOL 2401: Human Anatomy and Physiology I

BIOL 2402: Human Anatomy and Physiology II

BIOL 2421: Microbiology

CHEM 1406: General Organic and Biological Chemistry

MATH 1332: Contemporary Mathematics or
MATH 1314: College Algebra

Social/Behavioral Sciences

PSYC 2301: General Psychology

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

The requirment to include general education courses in the Dental Hygiene curriculum is determined by Amarillo College, Texas Higher Education Coordinating Board, and the American Dental Association Commission on Dental Accreditation. The program attracts a particularly focused group of students. This group comes into the program well prepared in the basic sciences and most if not all general education coursework is completed. Competencies for general education courses are measured by the department offering the course and by the College's General Education Competency Committee. Some skills taught in the general

educuation courses are also evaluated in the Dental Hygiene courses. Written communication skills are assessed when students submit written reports, case studies, and research papers and complete discussion questions on examinations. Oral communication skills are evaluated when students give oral patient reports in the clinical setting and case study presentations before faculty and peers. Meeting the health needs of individuals involves using critical thinking and problem solving daily. Students learn the process of assessment of client's needs, develop a treatment plan, implement the services identified in the plan and evaluate the results. Students are involed in cultural awareness from the on-site dental clinic which serves as a multicultural segment of the community. Students provide care for a wide variety of clients from varying cultural and ethnic backgrounds. Lastly, students participate in volunteer health projects and use their skills in community clinical settings as part of service learning experiences. See previous documentation in question IIF (WREB and Dental Hygiene National Board results) for documentation of competencies.

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the

analysis of the results accurate? Have links to documentation which verify the assessment results been included?

Acceptable

Outline a plan for correcting any weaknesses.

No weaknesses have been identified at this time.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

Do students/graduates in this program/department have to be certified or licensed?

yes

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.
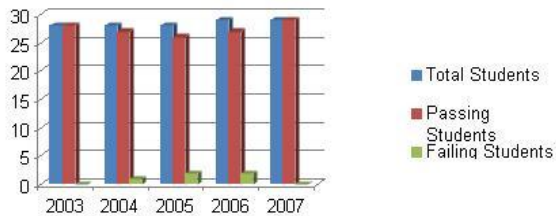
Written National Boards

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2006	29	27	2	93.10%			2006	93.10%	
2007	29	29	0	100.00%			2007	100.00%	
Totals	142	137	5	96.48%					

Written National Boards

% Pass Rate Written N

Clinical Regional Boards - WREB

	Total Students	Passing Students	Failing Students	% Pass Rate				% Pass Rate	
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2005	28	26	2	92.86%			2005	92.86%	
2006	29	29	0	100.00%			2006	100.00%	
2007	29	29	2	100.00%			2007	100.00%	
Totals	142	139	5	97.89%					

Clinical Regional Boards

% Pass Rate Clinical

Texas Higher Education Coordinating Board
2006 Statewide Licensure Report [1]

Amarillo College

CIP & Program	2003 Test	2003 Pass	2003 %	2004 Test	2004 Pass	2004 %	2005 Test	2005 Pass	2005 %	Te
12.0300 Funeral - Texas Law Exam				11	9	82%				
12.0301 Funeral Director				5	4	80%				
12.0301 Funeral Director - Embalmer	8	5	63%	3	1	33%				
12.0301 Funeral Embalmer	4	0	0%	8	5	63%				
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51.0904 Emergency Medical Technician - Basic	100	48	48%	88	44	50%	50	36	72%	
51.0905 Nuclear Medicine Technology	14	10	71%	13	13	100%	19	17	89%	

After reviewing the results for certification/licensure results of the program/department and/or job placement for the past five years, there has been no increase or decrease that are more than a one-year anomaly. Pass rates on the 1st attempt for both the Dental Hygiene National Board and the

Western Regional Examining Board clinical exam have been consistently high.

Provide a plan of action for the identified problem.

No plan is required at this time.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?
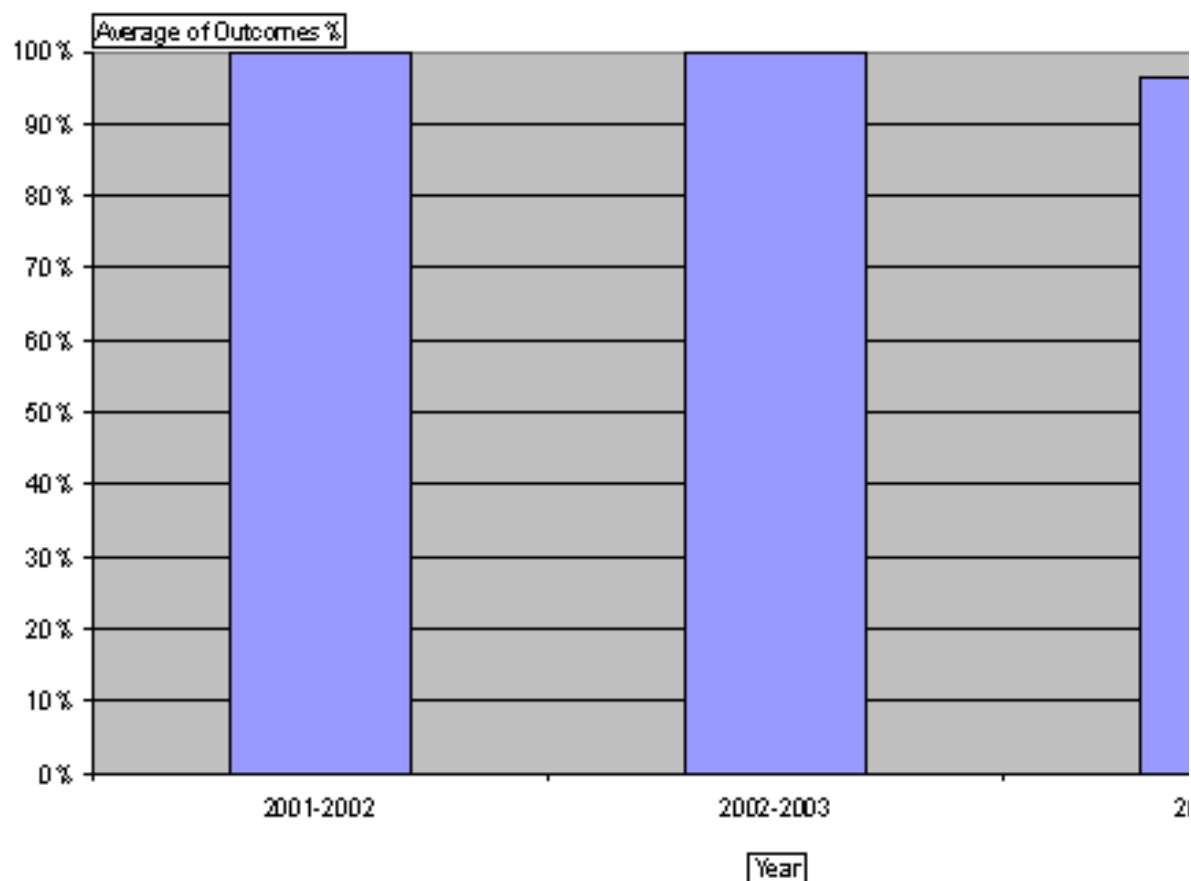
Acceptable

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

The top graph demonstrates the results of job placement during the past five years for the Dental Hygiene Program. The second graph, which is provided for the purpose of comparison, demonstrates the job placement for the entire Allied Health Division. The third graph demonstrates the Associate In Applied Science Degree offered by the Dental Hygiene Program.
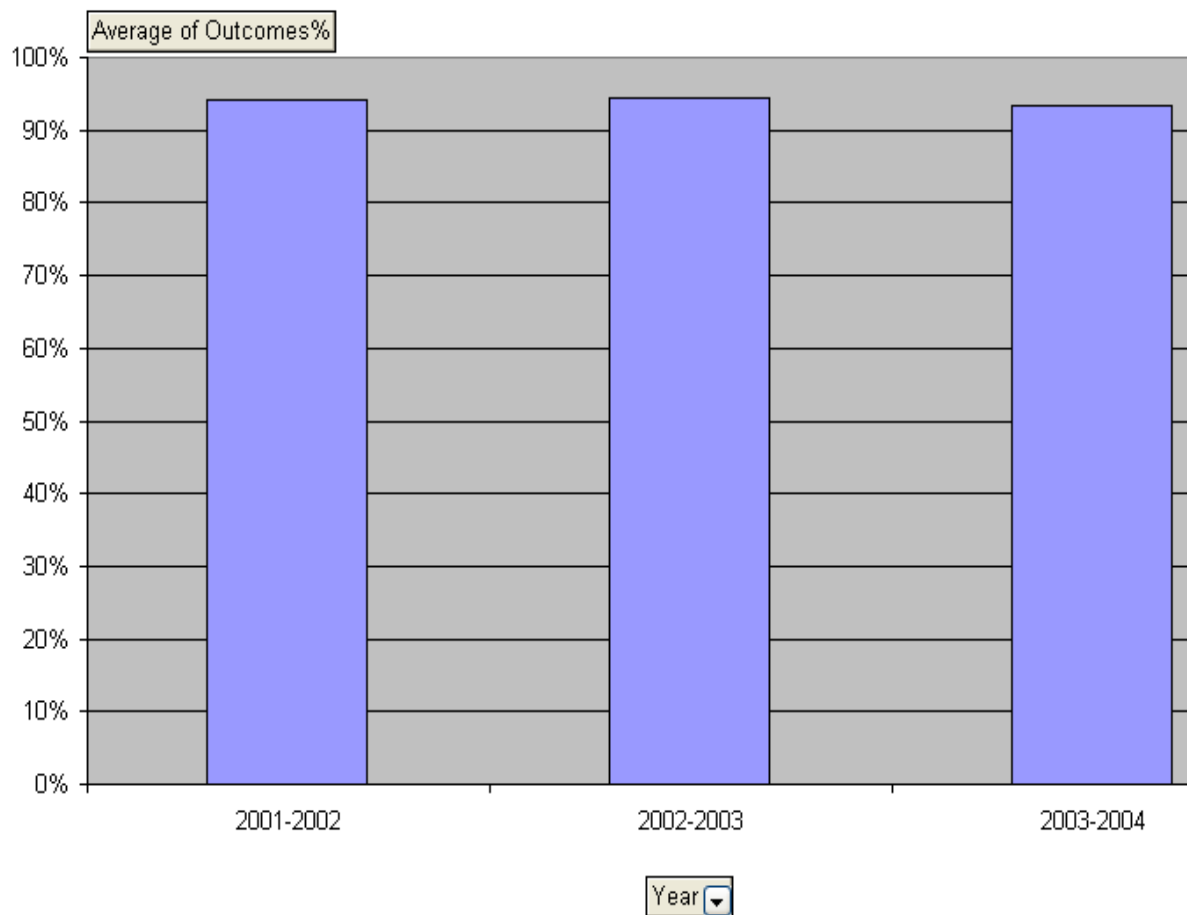
Division	Allied Health Division	Department	(All)	CIP Desc	DENTAL HYGIENE/HYGIENIST

Texas Higher Education Coordinating Board - 2006 Annual Data Profile
Cumulative Outcomes for Graduates 2001-2004
Workforce Education Program

Average of Outcomes %

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%

0%

2001-2002   2002-2003   2

Year

Texas Higher Education Coordinating Board - 2006 Annual Data Profile
Cumulative Outcomes for Graduates 2001-2004
Workforce Education Program

Average of Outcomes%

	2001-2002	2002-2003	2003-2004

Year ▾

Texas Higher Education Coordinating Board - 2006 Annual Data P
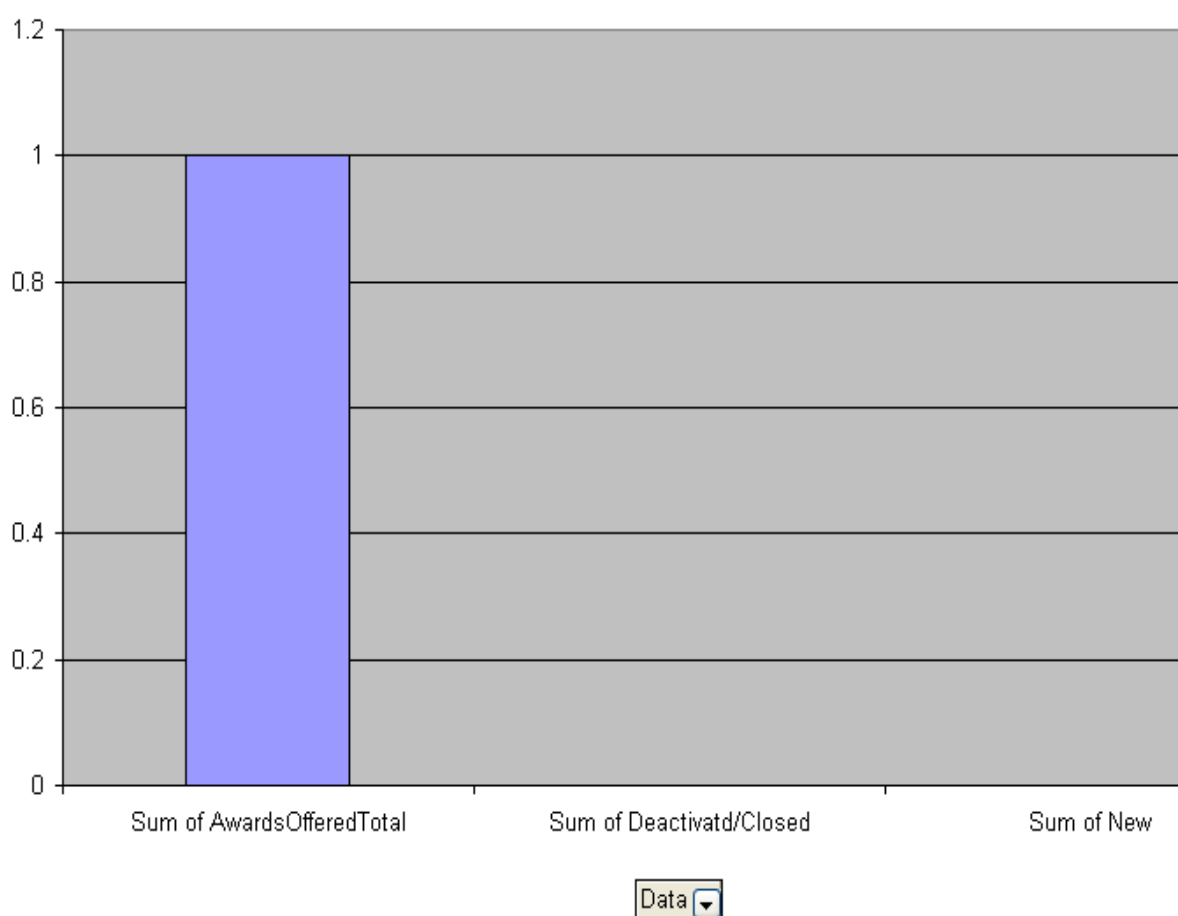**Cumulative Outcomes for Graduates 2001-2004**
Workforce Education Program

	Sum of AwardsOfferedTotal	Sum of Deactivatd/Closed	Sum of New

Data ▾

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

As a result of the analysis of the

program's/departments graphs of the results for job placement during the past five years, no plan of action is required at this time. The program will continue to monitor the needs of the community and make adjustments to meet those needs.

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering

instructional content?

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

The Dental Hygiene Program currently maintains affiliation agreements/contracts with the following entities:

- Northwest Texas Hospital J.O. Wyatt Indigent Clinic
- Thomas E. Creek Department of Veteran Affairs Medical Center

The program is especially proud for its role in negotiating the move of Northwest Texas Hospital's Wyatt Indigent Dental Clinic to the Amarillo College Dental Hygiene Clinic. AC dental hygiene students now have access to a more diverse patient case load and are exposed to "more advanced" dental hygiene cases. Students are provided with a wonderful opportunity to serve the community and to provide care to clients who are mentally challenged and/or socioeconomically disadvantaged with whom they might otherwise have little contact.

The affiliation agreeements are written in accordance with the Amarillo College Administration and Amarillo College legal counsel. The current affiliation agreements are meeting the needs of the Dental Hygiene Program.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Acceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?
1
Which steps in the curricula change process had faculty involvement prior to submitting the

curricula proposal(s) to the Academic Affairs Committee?

The program director reviews curriculum changes with faculty prior to submission to the Dental Hygiene Advisory Committee. Curriculum changes are then sent to the Academic Affairs Committee for final approval prior to implementation.

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Is any program within the department a technical program (e.g. AAS or certificate)?
yes
When was the last Advisory Committee meeting?

The last advisory committee meeting was held on November 29, 2007.

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

The Dental Hygiene Program seeks the advice of the leaders in dental hygiene and dentistry through the Dental Hygiene Program Advisory Committee. The purpose of the Committee is to provide communication between the College and dental community to assure that the program is kept abreast of developments in dentistry. The Committee becomes an active liaison to provide a mutual exchange of information for improving the program and meeting employment needs of the community. A link to the minutes of the last advisory committee minutes is found below:

www.actx.edu/archives/files/uplink/Dental_Hygiene_Advisory_Committee_Minutes_(r)_113007.pdf

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

The link for the committee membership of the advisory committee is found below:

www.actx.edu/archives/files/uplink/Allied_Health_Advisory_Committees_Membership_2007_2008.pdf

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

Acceptable

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

Results of the five year enrollment graph were reviewed for trends. Very few students leave the program before completion. The admission process requires the applicant to research the profession through job shadowing or experience in a dental environment. When an applicant is accepted into the program, he/she has had ample opportunities to the observe the Dental Hygiene profession and are well prepared for the program requirements. If students leave early it is almost always for reasons of personal difficulties/family responsibilities and occasiionally, academic problems. After reviewing the five-year graphs, it has been determined there is no anomaly.
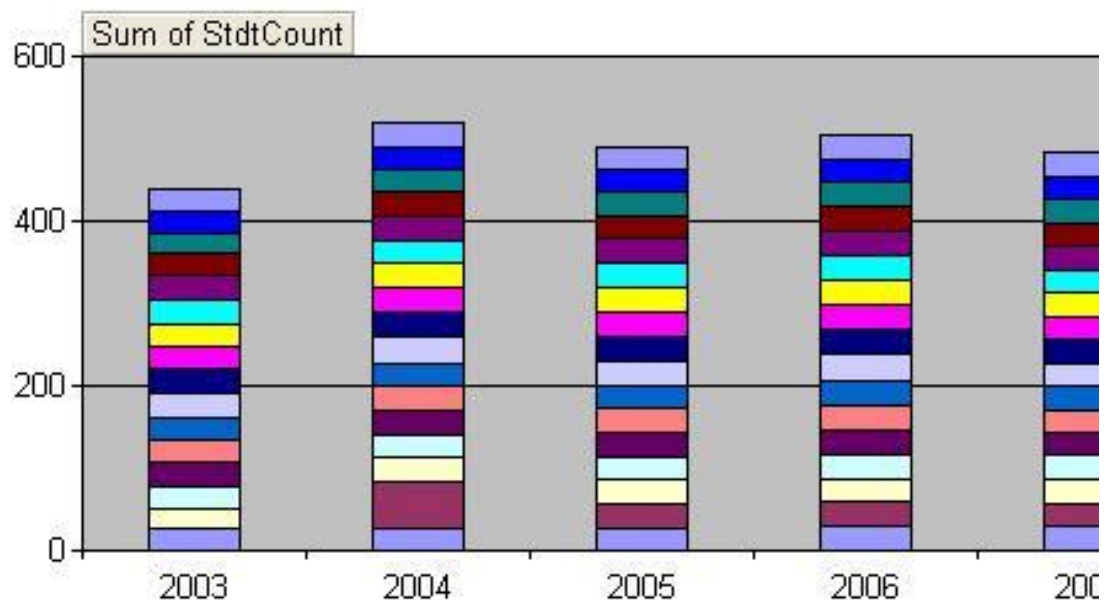
Amarillo College Institutional Research Self-Se

DT_DEPT ▼	TermType ▼	AcaYrs ▼
DHYG	All	All

Allied Health - Enrollments in Dept by Aca Year

PivotTable1

DT_DEPT ▾	TermType ▾	AcaYrs ▾
DHYG	All	All

AcaYr ▾		DHYG 1123 +/−	DHYG 1207 +/−	DHYG 1215 +/−	DHYG 1227 +/−	DHYG 1235 +/−	DHYG 1239 +/−	DHYG 1260 +/−
		Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt
2003	+/−	26		26	26	28	28	28
2004	+/−	27	58	27	28	30	29	29
2005	+/−	28	30	28	28	29	29	29
2006	+/−	29	30	29	29	30	30	30
2007	+/−	29	28	29	29	28	28	28
Grand Total	+/−	139	146	139	140	145	144	144

DHYG 1304 +/−	DHYG 1311 +/−	DHYG 1319 +/−	DHYG 1431 +/−	DHYG 2201 +/−	DHYG 2261 +/−	DHYG 2331 +/−	DHYG 2360 +/−	G +
Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	Sum of Stdt	S
28	26	29	30	27	26	26	26	
29	28	29	30	28	27	28	28	
29	28	30	30	29	28	28	28	
30	29	30	30	30	29	29	29	
28	29	28	28	28	29	29	29	
144	140	146	148	142	139	140	140	

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

No obvious problems have been identified. Statistics remain steady.

Create an action plan for needed improvement and commendation for any dramatic improvement.

As a result of the analysis, no action plan is

needed at this time. No commendation is necessary for dramatic improvement due to the program's consistency over the past five years.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Acceptable

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

No further recommendations.

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.
Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

The results for Dental Hygiene head count and

contact hours were reviewed for trends. An analysis of these results indicated no anomalies were noted at this time. No commendation is necessary for dramatic improvement due to the program's consistency over the past five years.

Amarillo College Institutional Research Self-Servi

DT_DEPT ▼	TermType ▼	AcaYrs ▼	PROGRAM ▼
DHYG	All	All	All

Allied Health - Headcount by Program by Aca Year
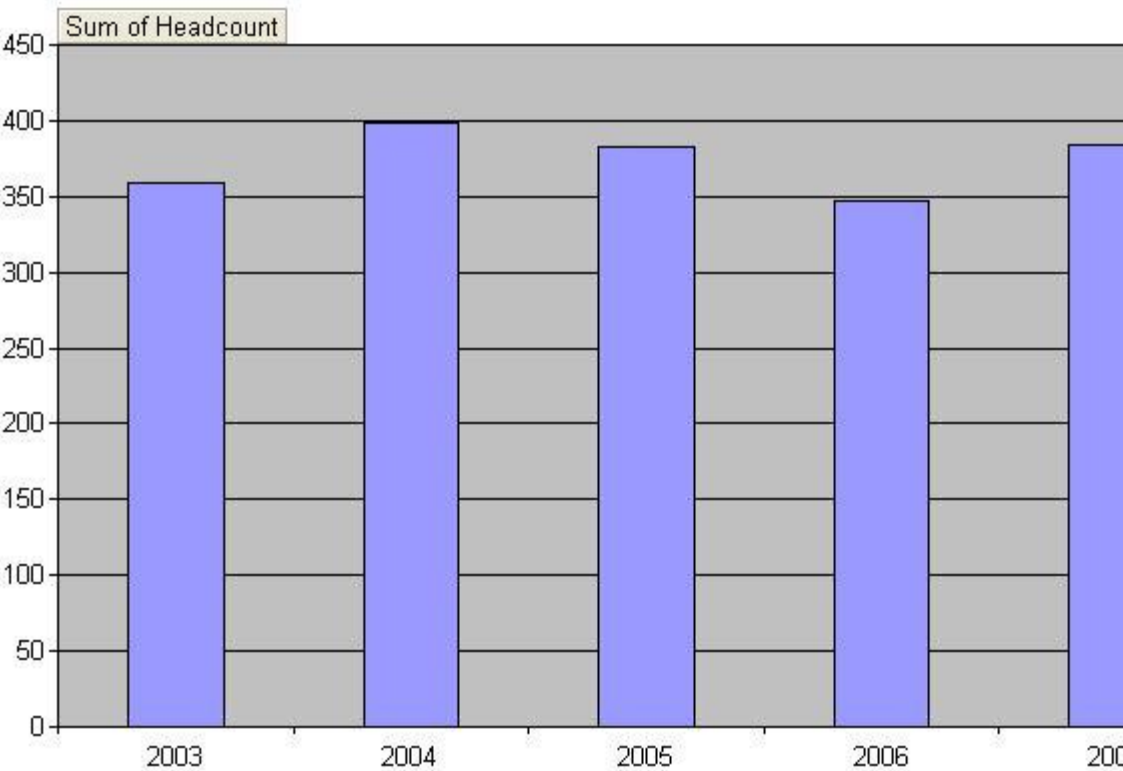
PivotTable1

DT_DEPT ▼	TermType ▼	AcaYrs ▼	PROGRAM ▼
DHYG	All	All	DHYG.AAS

Drop Column Fields Here

AcaYr ▼	Sum of Headcount
2003	359
2004	399
2005	383
2006	347
2007	384
Grand Total	1872

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this

program's/department's data?

Acceptable

Enrollments are steady and the program appears to attract many applicants with the opportunity to choose the best applicants.
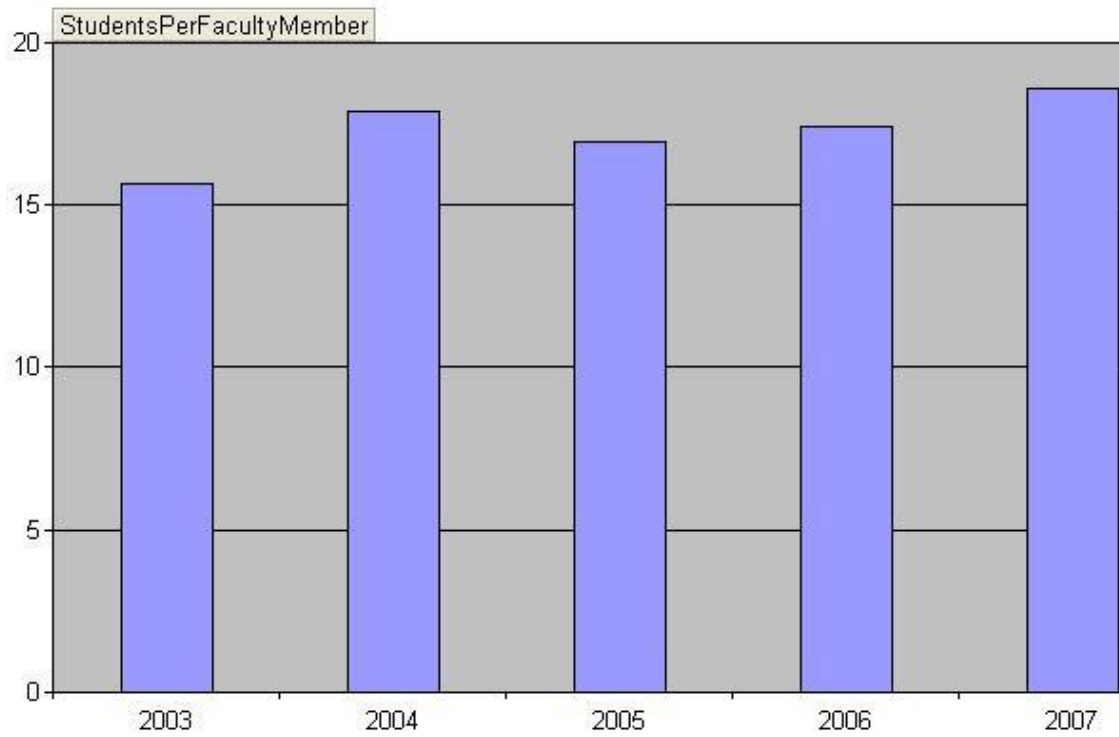
<u>Resources</u>

Review the five-year graph(s) of the student-to-faculty ratio in the program/department.
Explain any increase or decrease that is more than a one-year anomaly.

Amarillo College Institutional Research Self-Service

DT_DEPT ▾	TermType ▾	AcaYrs ▾
DHYG	All	All

Allied Health - Average Students per Faculty Member per Section

PivotTable1

DT_DEPT ▾	TermType ▾	AcaYrs ▾
DHYG	All	All

Drop Column Fields Here

AcaYr ▾	StudentsPerFacultyMember
2003	15.64285714
2004	17.86206897
2005	16.93103448
2006	17.4137931
2007	18.61538462
Grand Total	17.27659574

Analysis of the five-year graphs of the student to faculty ratio in the program/department show no anomalies.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Acceptable

There are no obvious problems or anomalies.

Provide an action plan for improvement of any identified problem.

The results for Dental Hygiene head count and contact hours were reviewed for trends. No anamolies were noted at this time. The graph reveals a student/faculty ratio that varies from 15.6 to 18.6 students per faculty member. Faculty to student ratios are driven by the Commission on Dental Accreditation Standards for Dental Hygiene Education Programs.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Acceptable

What is the acceptable ratio or standard?

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether

additional documentation is significant to grant an exemption.

All full-time and part-time faculty members meet the SACS and THECB requirements.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Evaluations:

Donna Cleere - Last evaluated by Bill Crawford, Chairman, Allied Health Division, Spring 2007

Jnita Collins - Last evaluated by Donna Cleere, Program Director, Spring 2008

Lynette Hayhurst - Last evaluated by Donna Cleere, Program Director, Fall 2007

Robert Henderson - Last evaluated by Donna Cleere, Program Director, Spring 2008

Karen Lester - Last evaluated by Donna Cleere, Program Director, Fall 2007

Jane McFarland - Last evaluated by Donna Cleere, Program Director, Spring 2008

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of

Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Dr. Jack Fong- Last evaluated by Donna Cleere, Program Director, Spring 2008

Dr. Jack Fong - Last evaluated by students, Spring 2007

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must

not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?
no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)
Classroom instuction Electronic journals Personalized instruction Proprietary databases Reference collection Tutorials/guides

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?
Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Institutional library holdings must include or provide access to a diversified collection of current dental, dental hygiene and multidisciplinary literature and references necessary to support teaching, student learning needs, service, research and development. There must be a mechanism for program faculty to periodically review and select current titles. When electronic access is relied on to supplement the basic collection, the institution should provide access to interlibrary loan services and prepare students to identify and evaluate online resources.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Does your program/department have discipline accreditation?
yes

How has the library participated in this discipline's accreditation?

Kaki Hoover from the Amarillo College Library staff has consistently supported the Dental Hygiene Program faculty and students. She compiled a list of periodicals and texts related to the Dental Hygiene Program before the 2003 accreditation site visit. She also assisted the site visitors in accessing these resources while they were on campus. A commendation should be given to her for her efforts in the accreditation process. She has consistently assisted Dental Hygiene students with instruction for accessing reference materials, both online and in the physical holdings of the library. She has also assisted students in preparation of research assignments, gathering information for abstracts, and locating information for research assigments.

Student assignments and projects require assessing resources from outside the classroom. These include general library resources, dental journals and texts and the internet. Students use critical thinking skills to evaluate the validity and reliability of all resources, studies and products, and apply evidence-based knowledge in the clinic setting.

Does the program/department have a

discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Improvements that would ensure that students have access and training in the use of technology should include student access to general computer labs on all academic campuses, with staff that are trained and can assist students at various times during the day, night, and possible weekends.

The program must also have a sufficient budget to buy new equipment/software when it becomes obsolete. Funding must continue to support the Dental Hygiene budget at a level which will ensure students have access to technology. Support from ITS must be timely.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of

technology?

Acceptable

What improvements would ensure that students use technology?

Improvements that would ensure that students use technology include student training in the use of WebAdvisor and student accessible, general computer labs on all academic campuses. Staff should be provided at various times during the day, evening and weekends to assist students in accessing computer resources. The dental hygiene students need to have computers available at each dental chair in the clinic in order to be trained on current dental software which is fast approaching an industry standard. The use of technology must also have the support of ITS in a timely and professional manner.

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Review program/department operations. Does

any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

Acceptable

What changes need to be made to prevent violations of this nature?

Which support services need to be strengthened to better serve students in this program/department?

Support services which need to be strengthened to better serve students include the following:

1. A West Campus counselor is particularly valuable in assisting faculty with advising students about how to interpret college placement test results and how to determine which developmental courses are required.

2. Operate a satellite technology center for the West Campus that can respond to immediate requests for assistance.

3. Police officer(s) readily available to protect the safety and security of students, faculty, staff, dental patients, visitors, equipment and buildings.

4. West Campus bookstore service to students need to be improved. Feedback from Student Surveys state that " West Campus bookstore staff is unfriendly and not helpful".

5. Students would like a place where they would have access to a copy machine.

6. Parking is always a topic of concern for students and faculty.

Explain what aspects of the services need to be strengthened.

The aspects of the services which need to be strengthened have been previously addressed in

question D1.
Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?
Acceptable
The recommendations appear valid.
Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.
The lack of full-time security on the West Campus has the potential for future problems especially in light of acts of violence across college campuses around the nation. Also, the West Campus is growing and much larger than it use to be.
Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?
Acceptable
Security issues are most urgent.
Describe any indicators or problems that hamper

adequate physical facilities, both on and off campus, to meet the needs of the program/department.

Adequate facilities needed for the Dental Hygiene Program are being addressed with the recent successful bond election and the construction of a new Health Science Center on the West Campus.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Acceptable

Budget

Which program/department outcomes have resulted in budget requests to date?

In the analysis of the Employer, Alumni and Graduating Student Surveys, one area of need which has been repeatedly mentioned is the training in dental software and the use of more advanced technologies in the Dental Hygiene curriculum.

Program/department outcomes which have resulted in budget requests to date include the following: As a result of the budget process of 2007, the Dental Hygiene Program requested and received the Eagle Soft Dental Software package to be used in the dental clinic. Implementation and use of the software in the dental clinic has allowed a much more effective and efficient method of scheduling dental patients, charting and documenting treatment performed, tracking student competencies and evaluating the estimated cost of services provided for the Amarillo and Texas Panhadle service regions. Educating students in the use of this new dental software will allow the graduating students to attain more marketable skills in a very competitive and high tech profession.

The use of the dental software will increase further as the program moves into the new facilities. The the software will be expanded to be used chairside during all patient care appointments. Employer and Alumni Surveys have assisted in the acquisition and implementation of advancing the use of technology in the educational setting and the need to reflect the current standard of care.

Have any of this program's/department's outcomes resulted in budget requests to

date? If not, why not?

Acceptable

Yes, and they have been addressed and received.

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

The Dental Hygiene Program's intitiatives for the next five years are very bright and well planned. As a result of the recent successful outcome of the bond election for Amarillo College in November of 2007, the Dental Hygiene Program will be updating facilities. The Health Science Center will become its new home. In conjunction with new facilities, technological advances will be made to meet the standard of care found currently in dental offices in the Panhandle and surrounding communities. Graduates will have the necessary skills to gain employment when they leave Amarillo College.

The classrooms will also be better equipt with technology that is needed in the department.and will enhance student learning.

Overall, the sum of the initiatives for the next five years are based on the construction of a

"state of the art" Health Science Center and the relocation of the department and the Amarillo College Dental Hygiene Clinic and the Wyatt Indigent Dental Clinic into the new building. The Dental Hygiene Program will continue to monitor for technological changes in dentistry and implement those changes into the curriculum.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

The program has developed and is advancing toward several strategic initiatives over the next five years.

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents

(electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

IF anything appears to be inaccurate, identify the apparent violation.

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?
no
Are the references in compliance with SACS approved statement?
Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern

Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

<u>Other</u>

State any additional comments/concerns which may impact this program/department during the next five years.

All indicators show dental hygiene to be a growth area. The job market for dental hygienists in the private practice sector is strong and this trend is expected to continue throughout the first quarter of the century, with the federal government projecting large opportunities. A New Direction, an article regarding the future of dental hygiene

may be accessed in the professional journal: <u>Dimensions of Dental Hygiene</u> December 2006 issue. The following is a link to the article online:

www.dimensionsofdentalhygiene.com/ddhright.asp?id=1013&terms=December%202006

Additional Comments:

Strengths of the Program:

1. High success rate for passing national and regional examination credentialing exams

2. Meets the needs of the community by providing therapy, preventive and oral health education services

3. High retention rate in program completion

4. Instructors active in professional organizations and community involvement

5. Steady applicant pool; meet high educational standards; goal driven

6. Assist in the recruitment efforts of the Dentist Aid Program by sharing applicant portfolios of students who are not accepted into the Dental Hygiene Program. By doing so, this helps in recruiting efforts for the Division and the College.

Concerns which may impact this program/department during the next five years include the following:

1. A nationwide shortage of dental and allied dental faculty - As stated in the <u>Dimensions of Dental Hygiene</u>: "Palmer views the acute faculty shortage as one of the most serious recruitment issues facing the profession". This article may be accessed in the professional journal: Dimensions of Dental Hygiene. September 2004 issue. The following is a link to the article online.

http://www.dimensionsofdentalhygiene.com/ddhright.asp?id=335&terms=faculty%20shortages

2. A budget to support needed technology which is fast becoming an industry standard.

3. Technology and Equipment Upgrades and ITS support in a timely and professional manner.

4. The program must have institutional fundig for faculty development and institutionally funded travel resources.

5. Program needs additional secretarial support for the program director and faculty. The Allied Health Division only has one secretary for all of the programs. Additional clerical help in the division to assist program directors and faculty

was a recommendation for the Division of Allied Health on the last Program Review (Overall Recommendations #2).

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable

The recommendation from the program for updated and new technology is highly warranted. The need for more secretarial support is also warranted based on program information.

The program needs commendation for its hard work and obvious success in training dental hygenists for the region.