

# ACADEMIC ANNUAL CYCLE (2021-2022) (Dental Hygiene) Latest Version

## Annual Program Reviews for Academic Departments/Disciplines:

Addictive Disorders Studies, Air Conditioning and Refrigeration, Anthropology, Assistive Computer Technology, Automotive Body Repair & Paint, Automotive Technology, Biological Science, Business & Accounting, Chemistry, Communication Studies, Culinary Arts & Restaurant Management, Dance, Dental Assisting, Dental Hygiene, Economics, Education, Engineering, English, English as a Second Language (ESL), English (Transitional), Film/TV/Electronic Media, Fire Academy (FT R170 Only), Geography, Geology, Global Studies, Health Education, Intercollegiate Athletics, Kinesiology, Math, Music, Paralegal Studies, Personal Growth, Philosophy, Physical Education, Physical Science, Psychology, Social Justice Studies, Sociology, Theatre

## AAT 1.0 INSTRUCTIONS

AAT 1.0 Instructions (R1-20210915) : Version by **Sandford, Art** on **10/01/2021 16:15**

Dean Sign Off	Sign Off Date
Art Sandford	10/01/2021

## AAT 2.0 PROGRAM DESCRIPTION AND UPDATE

AAT 2.0.1 Program Description and Update : Version by **McDonald, Susan** on **10/01/2021 17:34**

### 2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

The Dental Hygiene Program prepares the student for the practice of dental Hygiene. A Registered Dental Hygienist (RDH) is a licensed professional who is a part of the dental care team who performs services such as oral cancer examinations, oral prophylaxis including scaling, root planing, and soft issue curettage, taking digital radiographs, administering local anesthesia and nitrous oxide sedation for pain control, applying preventive substances such as topical fluorides and dental sealants along with instructing patients in oral disease control and nutrition. The Dental Hygiene program provides academic excellence and multiple pathways to success. Students enter the workforce with an AS Degree and command a median annual salary of 90K+ in Ventura County for full time employment according to the California EDD. Although dental hygienists usually work in private dental offices or clinics, there are opportunities for employment in alternative settings such as hospitals, community health programs, public health institutions, as well as teaching opportunities in educational programs. Students are encouraged to be life-long learners and are given opportunities to complete a bachelor's degree at West Los Angeles College or Foothill College for a very nominal fee with minimal required coursework. Additionally, there are multiple private institutions offering bachelor's degree completion programs and master's degrees in Dental Hygiene.

AAT 2.0.2 Program Description and Update : Version by **McDonald, Susan** on **10/01/2021 17:34**

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
3	8	12	2

AAT 2.0.3 Program Description and Update : Version by **Crawford, Jonas** on **11/16/2021 23:51**

### 2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report, (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

The Commission on Dental Accreditation is a specialized accrediting agency recognized by the Council on Post-secondary Accreditation and the US Department of Education to accredit dental and dental-related disciplines. The OCDHP is accredited by the Commission on Dental Accreditation. According to Standard number 3-5 "The number and distribution of faculty and staff must be sufficient to meet the dental hygiene program's stated purpose, goals and objectives." Likewise, "the faculty to student ratios must be sufficient to ensure the development of competence and ensure the health and safety of the public"

Full time faculty member, Margaret Neville, has submitted her Academic Resignation to HR effective 5/18/22. Our only other full time faculty member other than the Coordinator is Richard Enriquez who has also indicated that he intends to retire in May 2022. To ensure that we are compliant with our accrediting body we will need to hire two new full time faculty members for Fall 2022. We also lost a part time instructor in March 2021 who resigned for medical reasons. We have yet to replace her.

### 2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

The accreditation standards must be met. It seems that several faculty must be hired to replace the impending retirements. The question would be the need for full-time vs. part-time faculty status.

## AAT 3.0 EDUCATIONAL MASTER PLAN (EMP) ALIGNMENT

AAT 3.0 Educational Master Plan (EMP) Alignment : Version by **Crawford, Jonas** on **11/16/2021 23:52**

### 3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

One of our objectives last year was to maintain proper levels of infection control to meet accreditation standards and federal, state, and local regulations by maintaining appropriate materials and properly functioning equipment in order to protect our faculty, students, and staff and to safely treat patients in our dental clinic. The fact that the clinic was able to secure the necessary equipment and has remained open throughout the pandemic while maintaining a Covid-19 transmission rate of zero within our department, including our clinic, indicates that we were successful in meeting the objective. This allowed our 2nd year students to progress through the program, graduate, and find jobs which has transformed their lives. Our 1st year students advanced and are progressing through their 2nd year without incident.

### 3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the current Academic Year.

To meet accreditation standards and state regulations, the dental hygiene program must maintain proper levels of infection control. Personal protective equipment is still in great demand which continues to inflate supply costs. Appropriate materials and properly functioning equipment are mandatory to safely treat patients and ensure the well-being of the patients, students, faculty, and staff. General supplies, medical waste disposal, maintenance and repair of equipment, radiation badges, waterline testing, replacement filters for our extraoral suction system which is used to remove aerosols generated during dental procedures, and spore testing have all gone up in price as well. The fact that the HEPA filters in the twenty (20) extraoral aerosol units are biohazardous waste significantly increases our hazardous waste disposal fees. The health and safety of all within our program, as well as that of the patients we serve, is our number one priority. It also supports the reputation of program and the college when we utilize all available technologies to provide for their well being. Patients are aware of it, and appreciate our safety measures.

It is imperative that the program replaces the two full time faculty members who are retiring at the end of the school year in order to maintain the required faculty to student ratio as dictated by the accreditation standards for the program. The mandated faculty to student ratio in clinic is 1:5 and in labs 1:10. A part time faculty member resigned last March due to medical reasons and has yet to be replaced.

### 3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

OCDHP is proud to align with *Oxnard College's Goal to enhance student success* and transform students' lives by committing to the guiding principles of promoting academic *excellence, innovative instruction, and incorporating emerging knowledge and technologies to ensure students are prepared to participate in the rapidly changing world*. By keeping them safe while on campus with all of the current safety measures, technology, and equipment so that they can take advantage of the high quality academic experience, students will have the ability to progress through the program, graduate within the prescribed time frame, and secure a job that provides them with a higher than average income.

The *OC Goal to promote the college's reputation* is enhanced by providing a service of low-cost dental care to our community and outreach to elementary schools to deliver oral hygiene and nutrition education. Likewise, the program depends on the provision of adequate resources to facilitate the accomplishment of OC's *guiding principle to foster a safe, secure, and healthy environment and to foster civic engagement*.

Oxnard College's reputation is also promoted by the selection of the dental facility again this year to host the Central Regional Dental Testing Service Clinical Dental Hygiene Exam. In June 2021, over 40 dental hygiene students from throughout the United States were tested in the OC Dental Clinic. The program was selected to host the exam again next year on June 3-5, 2022. With adequate supplies, OCDHP strives to maintain its stellar reputation for providing a safe, transmission free environment.

The Dental Hygiene mission statement includes a clause that promises to "educate individuals in all necessary clinical, didactic, and management skills in an equitable and inclusive environment, and cultivate a foundation that inspires intellectual curiosity, lifelong learning, and community service." When recruiting for the full time faculty replacements, the program will work with the college to *advance social justice and equity-minded practices* in hiring.

### 3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

- Commendation is in order for DH as the program remained open throughout the pandemic while maintaining a Covid-19 transmission rate of zero.
- Replacement of faculty is mentioned again in section 3.2. The full-time faculty hiring process should be prioritized for replacing these positions
- Service to the community, and especially elementary schools is so important to the College reputation. The students gain tremendous experience working with community members, and hopefully students from outside the county decide to remain in the area as professionals.

## AAT 4.0 STUDENT LEARNING OUTCOMES

### AAT 4.0 Student Learning Outcomes (R1-20210916) : Version by Crawford, Jonas on 11/16/2021 23:52

#### 4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your CSLOs.

##### 4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

The ongoing review and revision of the course level SLO's and curriculum has been a great benefit to the Dental Hygiene Program. The Dental Hygiene program has witnessed an increase in student learning and engagement by the tracking of learning outcomes and regularly scheduling departmental faculty meetings to determine how best to improve teaching practices. All current dental hygiene courses were successfully updated through the college's curriculum review in fall of 2020. The program's assessments, evaluation instruments, and surveys target a variety of audiences and are consequently used toward program improvements. Student success outcomes are measured in the program by following national and state board results, course evaluations, course grades, patient satisfaction surveys, end of the semester course surveys, and graduate and employers survey results. This data is shared at department meetings.

In addition to several meetings throughout the semester, the department has an annual meeting where SLO's are evaluated and revised by the full-time and part-time faculty along with the program coordinator. As outcomes dictate, suggestions for solutions are gathered, the suggested solutions are evaluated, and changes are implemented if deemed appropriate. Any revisions that need to be made occur through the individual course instructor who makes the appropriate course changes.

##### 4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, action steps and resource requests.

Response and evaluation of the Curriculum Management Plans and SLO's at the end of the semester has led to the revision of content delivery methods by individual instructors, changes in faculty assignments, resource requests for purchasing additional teaching aids for enhanced student learning, and more communication and collaboration between faculty to incorporate and integrate information from other courses into their own course material in an effort to improve our mastery levels from Standard and Exceeds Standards to Exemplary.

**4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)**

Use the link to Tableau at the top of this initiative to navigate to and review your PSLOs.

**4.2.1 Describe PSLO Data Discussions**

Describe when and how substantive and collegial discussion of your SLO data took place.

Patient care and the development of a competent health care provider is the core of the dental hygiene program from which everything radiates. The SLO's describe the basics of the profession of dental hygiene. They all link directly to teaching, patient care, and the fundamental role of the dental hygienist. Critical thinking and research methodologies are threaded throughout many of our dental hygiene course to enable the students to analyze and apply information to the practice of dental hygiene. Program Level Assessments take place during department meetings along with discussions involving course level assessments. Department meetings are scheduled at least twice a semester and more frequently if needed. Clinical faculty meetings for teaching calibration take place on a weekly basis prior to clinic sessions. Any faculty member can suggest the need for a department meeting.

Advisory Committee meetings occur once a semester. The Committee informs the program on matters relative to the dental community that allow the program to remain progressive and state-of-the-art. They provide information about industry standards and practices and make recommendations on new equipment being utilized. Resource requests may be driven by the consensus that equipment and additional training would enhance the graduates employability.

**4.2.2 Explain PSLO Discussion Outcomes**

Explain how the discussion informs your program objectives, actions steps and resource requests.

Similar to the CSLO discussions, program objectives, action steps, and resource requests and revisions come out of the department meetings after review and agreement by the full time and part time faculty and the program coordinator. All requests for resources that will enhance student learning and prepare students to manage their fundamental role in the dental practice by providing knowledgeable and skillful patient care are taken into consideration.

Opportunities for professional development for faculty specific to ones assignments are encouraged and supported keep faculty competent and current. The faculty continues to be involved in keeping up with the latest in teaching trends by attending courses and webinars specific to their teaching assignments and participating annually in the California Dental Hygiene Educators Association Meeting with every effort being made to implement the information learned to keep OCDHP at the top of dental hygiene education. Faculty must demonstrate current teaching methodology to meet accreditation standards which also requires constant professional development. To renew a dental license every two years as required, a minimum number of continuing education credits must be earned. Educators have the opportunity to set the example as lifelong learners with regular participation and attendance at their professional organizational meetings and continuing education seminars. Faculty registered for the National Conference for Dental Public Health Educators held online in September 2021 utilizing one institutional registration fee allowing 10 educators access, which allowed all of the Dental Hygiene faculty to participate.

As health care providers the safe delivery of services is a top priority. The necessity of portable extra-oral evacuation systems to trap aerosols produced during treatment of patients requires the replacement of filters and the disposal of the filters. The filters are considered biohazardous waste since they trap particulates that may carry viruses or pathogens. To ensure that they are functioning properly the filters must be replaced within specific time frames. There are 3 filters within the unit that are due to be replaced next year. The filters must be disposed of properly which will significantly increase the cost of our regular hazardous waste fees for the year.

**4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2**

SLO discussion- it is good to know that changes are implemented if deemed appropriate in pedagogy. It is great professional development if the instructor can use the SLO data to make real-time changes during the semester, and proves that the DH SLO process is working as intended.

## AAT 5.0 KEY INDICATORS

AAT 5.0 Key Indicators : Version by **Crawford, Jonas** on **11/16/2021 23:52**

**5.1 ENROLLMENT TRENDS**

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

**5.1.1 Enrollment Indicators**

Have your enrollments increased, decreased, or remained relatively stable?

Enrollment remains very strong in spite of Covid-19. The OCDH program accepts 20 students every fall and is limited in the number of students it can admit due to the size of the clinic. We continue to have 3x the number of qualified applicants to fill the 20 available spots. Many apply year after year because there is no waiting list with some having to retake their science courses due to the 5 year recency requirement on the science prerequisites. Many try to take their prerequisites at Oxnard College which puts them in the first priority pool in the lottery selection for admission.

**5.1.2 Enrollment Assessment**

What is your assessment of this trend?

Based on the successful job placement for OCDHP graduates, it has been determined that there is a perfect balance so that demand doesn't exceed the supply and similarly the market isn't flooded with graduates unable to find employment. This year saw many dental hygienists retire due to concerns early in the pandemic over working in a field that was considered very high risk. Currently, there is a great demand for our graduates, evidenced by weekly phone calls from local dentists looking for hygienists. They are highly valued since they have been working throughout the pandemic and are accustomed to wearing all of the necessary PPE and are very educated about providing for their patients safety as well as their own.

**5.2 PRODUCTIVITY**

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

**5.2.1 Productivity Indicators**

Has your productivity increased, decreased, or remained relatively stable?

In spite of the capped class size and the mandated faculty to student ratios of 1:10 in lab settings and 1:5 in clinic settings, as well as the ongoing institutional changes due to Covid-19, the dental hygiene program has maintained a relatively high level of productivity.

**5.2.2 Productivity Assessment**

What is your assessment of this trend?

OCDHP's class size is capped due to clinic space and is also regulated by accreditation standards that dictate the faculty to student ratio in labs and clinics and the course work that is required. This impacts the productivity (WSCH/FTES) However, affordability and access have remained constant. And the true value of their education, measured by the skills and knowledge gained, transforms students' lives and allows them to contribute to society and the economy.

**5.3 RETENTION AND SUCCESS**

Use the link to Tableau at the top of this initiative to navigate to Key Indicators

**5.3.1 Retention Indicators**

Have your retention rates increased, decreased, or remained relatively stable?

Retention rates remain high, although students are often lost between the fall and spring semester of the junior year for a number of reasons. One factor is the lack of student readiness even with the number of prerequisites required for the program. Students often feel that the rigor of the program is excessive however, these standards are required by both the Commission on Dental Accreditation (CODA) and the Dental Hygiene Board of California (DHBC) and must be maintained. In the fall of 2020 the retention was 100% and in the Spring of 2021 it was 97.8%. The lower success rate in the spring of 2021 was due to the need for a retake on the Dental Hygiene National Board Exam by one student.

**5.3.2 Retention Assessment**

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

Retention and success are affected by the students own characteristics such as ability, work ethic, and student readiness despite the number of prerequisites required for the program and opportunities for remediation. Many students take 2-3 courses per semester and are not accustomed to the heavy load of between 5-6 classes per semester in the dental hygiene program. Others just decide that the program is not for them.

Likewise, the transition to online and hybrid didactic coursework and the effects of COVID-19 have impacted learning due to equity gaps affecting access to devices and connectivity, access to a quiet study space, stress over safety, taking on additional family roles, and financial worry. The ability to focus and make the time commitment required to succeed has been extremely challenging for students.

**5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3**

**5.4.1 Review of Data**

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain. It is refreshing to hear that one silver lining from the pandemic is that more DH students are sought after. I was not aware that supply vs demand for graduates was data that needed to be monitored. Due to the relatively low productivity, there is pressure to produce high success rates, but it appears the department is nearly perfect on the Dental Hygiene National Board Exam.

**5.4.2 Program's Performance in Meeting the Needs of the Students**

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

The true value of the education provided is shown by the demand and contribution the students make to society and the economy. The program demonstrates high performance with the tangible number of graduates and placement into high-paying DH positions.

## AAT 6.0 REVIEWER SUMMARY COMMENTS FOR ANNUAL REPORT

### AAT 6.0 Reviewer's Summary Comments for Annual Report : Version by Crawford, Jonas on 11/16/2021 23:52

**6.1 ANNUAL QUALITY AND THOROUGHNESS**

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.

Strengths:

- High demand for the education provided
- Success on the Dental Hygiene National Board Exam
- Graduates placed into the workforce

Challenges:

- The report detailed the staffing needs and it is clear that the College must support these requests. There does not appear to be challenges other than retaining qualified faculty.

**6.2 ANNUAL STATUS AND PERFORMANCE**

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Exemplary. Year-after-year, the program succeeds in accomplishing graduation goals. DH did a terrific job to pivot during the pandemic in order to keep offering services and education.

## AAT 7.0 RESOURCE REQUEST

### AAT 7.0 Resource Request (R1-20210915) : Version by McDonald, Susan on 10/01/2021 17:34

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
---------------------------	----------	----------	-----------	--------------	---------------	-----------------------	--------------

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
B	Instructional Equipment	Critical/Urgent	HS	MVP	Without the proper PPE and safety equipment, the program would be out of compliance with Cal/OSHA, the Dental Hygiene Board of Dental Hygiene, State and Local Public Health guidelines so the students would not be able to complete requirements needed for graduation. The HEPA filters and their disposal are critical to provide for the safety of our students, faculty, and patients in the clinic.	No	Susan McDonald, Dental Programs Coordinator
H	Faculty	Critical/Urgent	PA, P	MVP, EMP	Two full time faculty are retiring this year and will need to be replaced to stay in compliance with accreditation standards set by our accrediting body, Commission on Dental Accreditation which requires a specific faculty to student ratio in labs and clinics. Both retirees have been with the program for over 20 years.	No	Susan McDonald, Dental Programs Coordinator
D	Instructional Supply	Critical/Urgent	PA, HS	MVP	Constant replenishment of PPE supplies and ensuring that all equipment is maintained and in working order is essential to the ability to continue providing services to the public and assure that the students will be able to complete their education.	No	Susan McDonald, Dental Programs Coordinator

## AAT 8.0 PRIOR RESOURCE REQUEST CONTRIBUTION

AAT 8.0 Prior Resource Request Contribution (R1-20210916) : Version by **McDonald, Susan** on **10/01/2021 17:34**

### 8.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT*

*APPLICABLE.*

Not applicable.