### 2008 Program Outcomes Assessment Summary Report

**Program:** Dental Hygiene - AAS-T Degree  
**Date:** 04 January 2008

#### Demonstration of Learning: What assignments or projects demonstrate student learning outcomes are achieved?  
[Note: evidence of learning contained in Assessment methods and Findings sections.]

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment methods</th>
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<tbody>
<tr>
<td>Treat diverse patients with high standard of dental hygiene care</td>
<td>- Required clinic instrumentation and skill competencies assessed for both first and second year students.</td>
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<td>- Students pass clinic requirements (quarterly and yearly).</td>
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<td>- As a part of comprehensive patient care, students are required to complete a Dental Hygiene Diagnosis on every patient seen in the SCCC Dental Hygiene clinic.</td>
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<td>- Nutritional counseling on two patients is part of the yearly requirements and Capstone project. Pass competency of skill Three Full-Mouth Series of Radiographs in the first and second quarter before performing on a live patient.</td>
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<td>- Demonstrate competency to correct reaction to medical emergencies.</td>
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<td>- Demonstrate knowledge of dental anatomy and tooth structure through drawings and carvings.</td>
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<td>Communicate effectively with all populations</td>
<td>- Students are required to complete nutritional counseling on a family member or friend to begin gaining confidence in the skill of nutritional counseling. During DHY 200 Fundamentals of Dental Hygiene IV, students are then required to complete nutritional counseling on a patient they are providing dental hygiene care to in clinic.</td>
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<td>- Students must select and develop an oral health educational session for two lower SES target populations taking into consideration the target populations’ educational background, age, ethnicity, and value or attitudes towards dental health and the outcome they will achieve by educating the target populations.</td>
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<td></td>
<td>- 2nd year students are required to complete a Patient Education Project on a chosen patient in DHY 201 Clinical Dental Hygiene IV and DHY 221 Clinical Dental Hygiene V.</td>
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</table>
## Work in Community
- Required extern site rotations to treat various selective populations (physically disabled, mentally disabled, medically compromised and low SES; including geriatric patients at the UW, periodontic cases at Odessa Brown, and head injury and cerebral palsy patients at Provail).

## Maintain License and Professional Association Membership
- To prepare the students to take the National Board exam, 2nd year students are:
  - Administered a Case Study examination in DHY 220 Fundamentals of Dental Hygiene V.
  - Required to complete and present a Case Study in DHY 230 Fundamentals of Dental Hygiene VI.

## Current in Scientific Literature and Treatment Modalities
- 2nd year students are required to complete a Capstone project incorporating various clinical skill sets and research methods developed over the entire program. The Capstone project is presented in the last quarter of the program utilizing a variety of presentation methods and multi-media.
  - To prepare students to read and understand the outcome of scientific research in research journals, students must write an annotated bibliography noting the research method used in support of completion of the scientific research by the authors.
  - In DHY 224 Community Health III, students must research journal articles indicating the disparities and barriers to dental care for lower socioeconomic status populations and write an annotated bibliography with the summary of each research article from professional journals.
  - Second year dental hygiene students must demonstrate comprehension of oral changes occurring due to medications, physical inabilities, and diseases in various selective populations by researching and presenting - utilizing various multi-media - on the conditions and diseases, the oral affects of the medications, physical limitations inhibiting good oral hygiene and possibly access to dental care, and the role dental hygienists play in helping selective populations achieve oral health.
Maintain High Professional Behavior

- Professional behavior is assessed throughout the program in clinical evaluations as well as in evaluation of all program courses and activities.

Obey all Washington State Health Related Laws that Impact Dental hygiene practice

- Students are prepared in DHY 203 (Ethics and Jurisprudence) for the Washington State Law and Legend Board Exam. Students must successfully pass this exam to practice in the State of Washington.

EXTERNAL EVIDENCE?

Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?

Student exit survey

Our Technical Advisory Committee members have been very supportive and active. We are actively recruiting new members and writing By-Laws. They have helped in the restructuring of the application process and program goals.

Dental Hygiene National Board: We have received final accreditation status with reporting duties with regards to our external clinic affiliation. We have sent in the response and are awaiting the approval.

Curriculum Review Committee: Our program completed the three-year program review Fall 2007. The outcome was very positive and the committee’s recommendation was in concurrence that we needed a bigger clinic to accommodate the student’s learning.

FINDINGS: What have you learned from your outcomes assessment activities?

- Student exit survey responses indicated lack of extra chair time for practice time. Secondarily, the students were unhappy with our first & second quarter advance science instructor of whom we replaced. We needed to add an instrumentation assessment at the end of the first three quarters of the program.

- We need to change our application criteria to make sure our students have more exposure to the field and fine motor skills prior to entering into the program. Our retention is satisfactory, but could be improved.

- We need to improve our National Board Examination passing rate and Western Regional Board Examination scores especially in the local anesthesia section.

- We need more clinical operatories to allow more practice time for the students and screening for patients for clinical board examinations as well as an improved schedule for the students that doesn’t span above and eight hour day.

ACTIONS TAKEN: What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?
### 2008 Program Outcomes Assessment Summary Report

**Program:** Dental Hygiene - AAS-T Degree  
**Date:** 04 January 2008

- A complete overhaul of the curriculum since the start of the program which was necessitated by the Commission on Dental Accreditation. New and revised courses have been submitted for review and approved.
- Added Capstone Project; Instrumentation Assessment; improved skill evaluations/competencies; improved patient chart and flow; Improved remediation courses; calibration; and methods of instruction.
- Revised Program Outcomes.
- Revised 75% of courses.
- Revised Sequence of Courses.
- Revised Numbering of Courses.

### Actions Planned: What program changes or new assessment activities are you planning for next year?

- Obtain an Expanded Functions Dental Auxiliary Program
- Implement a Community Dental Clinic on Saturdays
- Expand our Offerings of Continuing Education Courses
- Strategic Program Planning
- Increase Full-Time Faculty
- Hire Full-Time Patient Services Representative
Program Name: Dental Hygiene AAS-T Degree

Theme(s): Professionalism, patient care, applied research, community service, theory and evidenced-based decision making

Program Role: Prepare students for certification exams through a comprehensive program to prepare students for employment as clinicians, educators, researchers, public health professionals and health care promoters.

Prerequisites
- Apply to Seattle Central Community College
- Apply to Program Timely and Adhere to Application Process Procedures
- Background Check
- Immunizations
- High School Diploma
- Transcript Evaluation
- Interview
- Complete all Prerequisites* with grade of 2.5 or higher

*Courses
- DHY100, DHY101, DHY102
- DHY110, DHY112, DHY117
- DHY103, DHY105, DHY114
- DHY118, DHY120, DHY121
- DHY109, DHY113, DHY119
- DHY130, DHY131
- DHY107, DHY201, DHY208
- DHY220, DHY222, DHY233
- DHY215, DHY224, DHY230
- DHY231, DHY235, DHY238
- DHY203, DHY217, DHY236
- DHY240, DHY241

Assessment Tasks
- Instrumentation Assessment
- Capstone project
- Community Clinical rotation
- Mock boards exam
- Western Regional Examination Board exam
- Dental Hygiene National Board exam

Intended Outcomes
1. Treat diverse patients with high standard of dental hygiene care
2. Communicate effectively with all populations
3. Work in Community
4. Maintain License and Professional Association Membership
5. Current in Scientific Literature and Treatment Modalities
6. Maintain High Professional Behavior
7. Obey all Washington State Health Related Laws that Impact Dental hygiene practice

[Outcomes revised 10/2007]
**INTENDED ROLES**
- Clinician
- Educator
- Researcher
- Public Health
- Administrator
- Business
- Health Care Promoter

**ENTRY REQUIREMENTS**
- Apply to Seattle Central Community College
- High School Diploma
- Apply to Program Timely and Adhere to Application Process Procedures
- Background Check
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- Complete all Prerequisites with grade of 2.5 or higher

**INTENDED LEARNING OUTCOMES**
- Treat diverse patients with high standard of dental hygiene care
- Communicate effectively with all populations
- Work in Community
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**Legend:**
- Arrows demonstrate the connections from courses to another course or a sequence of courses.
- The heavier bold line connecting courses on the perimeter are providing the application knowledge to treat patients in the two sequenced clinical courses: Dental Hygiene Clinic & Restorative sequences.

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**Seattle Central Community College Dental Hygiene Program Curriculum Map**
Program Assessment Inventory

Program: Dental Hygiene – AAS-T Degree

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

<table>
<thead>
<tr>
<th>Students are prepared to learn (prerequisites)</th>
<th>Pre-program</th>
<th>Mid program</th>
<th>End of program</th>
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</thead>
<tbody>
<tr>
<td>ASSET test scores</td>
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<tr>
<td>COMPASS test scores</td>
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<tr>
<td>SLEP test scores</td>
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<tr>
<td>Other?</td>
<td>60 Credits of Prerequisite Courses</td>
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<table>
<thead>
<tr>
<th>Students are assessed as they move through the program</th>
<th>Pre-program</th>
<th>Mid program</th>
<th>End of program</th>
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</thead>
<tbody>
<tr>
<td>Competencies assessment</td>
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<td>integrated throughout program</td>
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<td>Internship feedback</td>
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<tr>
<td>Pre-Mid-Post assessment</td>
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<td>Service Learning experience feedback</td>
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<td>Student course evaluations</td>
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<td>quarterly</td>
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<td>Student focus groups</td>
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<td>Student grades</td>
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<td>Student interviews</td>
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<td>Student self assessment</td>
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<tr>
<td>Student surveys</td>
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<table>
<thead>
<tr>
<th>Students are assessed as they complete the program</th>
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<th>Mid program</th>
<th>End of program</th>
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<tbody>
<tr>
<td>Completion statistics</td>
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<td>X</td>
</tr>
<tr>
<td>Capstone projects</td>
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<tr>
<td>Graduation statistics</td>
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<td>by college</td>
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<td>Portfolios</td>
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<td>Presentations</td>
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<tr>
<th>External assessment data is collected</th>
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<th>by college</th>
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<td>Transfer rates</td>
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<td>Employer surveys</td>
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<tr>
<td>Technical Advisory Committee</td>
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<td>meets quarterly</td>
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<td>License certification success rates</td>
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<td>by program</td>
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<td>Performance in 4 year programs</td>
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<td>Outside Professional Association Completes</td>
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<tr>
<td>Employment rates</td>
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<td>Salary statistics</td>
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<td>Outside Professional Association Completes</td>
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<td>Survey of former students</td>
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<td>Other?</td>
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Dental Hygiene (AAS-T) – 2007 Learning Outcomes

1. Treat diverse patients with high standard of dental hygiene care
2. Communicate effectively with all populations
3. Work in Community
4. Maintain License and Professional Association Membership
5. Current in Scientific Literature and Treatment Modalities
6. Maintain High Professional Behavior
7. Obey all Washington State Health Related Laws that Impact Dental hygiene practice

[Outcomes revised 10/2007]

Dental Hygiene (AAS-T) – 2006 Learning Outcomes

8. To qualify students to sit for national and regional examinations to obtain recognition by the State of Washington for licensure as a Registered Dental Hygienist (RDH).
9. To ensure that students utilize the highest standard of the dental hygiene process of care in the treatment and management of patients.
10. To increase student sensitivity and skills to act as a provider in the delivery of culturally competent care.
11. To be competent in providing dental hygiene care for the child, adolescent, adult, geriatric and medically compromised patient in providing the dental hygiene process of care which includes:
   - The systematic collection and analysis of the following data to identify patient needs and oral health problems.
   - The establishment of realistic goals and treatment strategies to facilitate optimal oral health.
   - Provision of treatment as identified in the assessment and planning phase.
   - Measurement of the extent to which goals identified in the treatment plan were achieved.
12. To be competent in providing dental hygiene care for all types of classifications of periodontal disease including patients who exhibit moderate to severe periodontal disease.
13. To be competent in interpersonal and communication skills to effectively interact with diverse population groups.
14. To be competent in assessing, planning, implementing and evaluating community-based oral health programs including, health promotion and disease prevention activities.

15. To be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice.

16. To be competent in the evaluation of current scientific literature.

17. To be competent in problem solving strategies related to comprehensive patient care and management of patients.

18. Compliance with OSHA, WISHA, HIPPA Regulations.

19. Competent restorative clinical skills.


21. Competence in providing nutritional counseling to patients.

22. Safely administers local and nitrous oxide anesthesia.

23. Able to take clear comprehensive radiographs.

24. Maintains professional appearance and conduct.

25. Effectively manages time and resources.

26. Effective teamwork/communication skills.

27. Effectively takes responsibility for self and takes initiative.

28. Provides case management for patients over time.

29. Integrates theoretical knowledge with clinical services.

30. Successful pass rates of national, regional and state exams in written and skills exams.