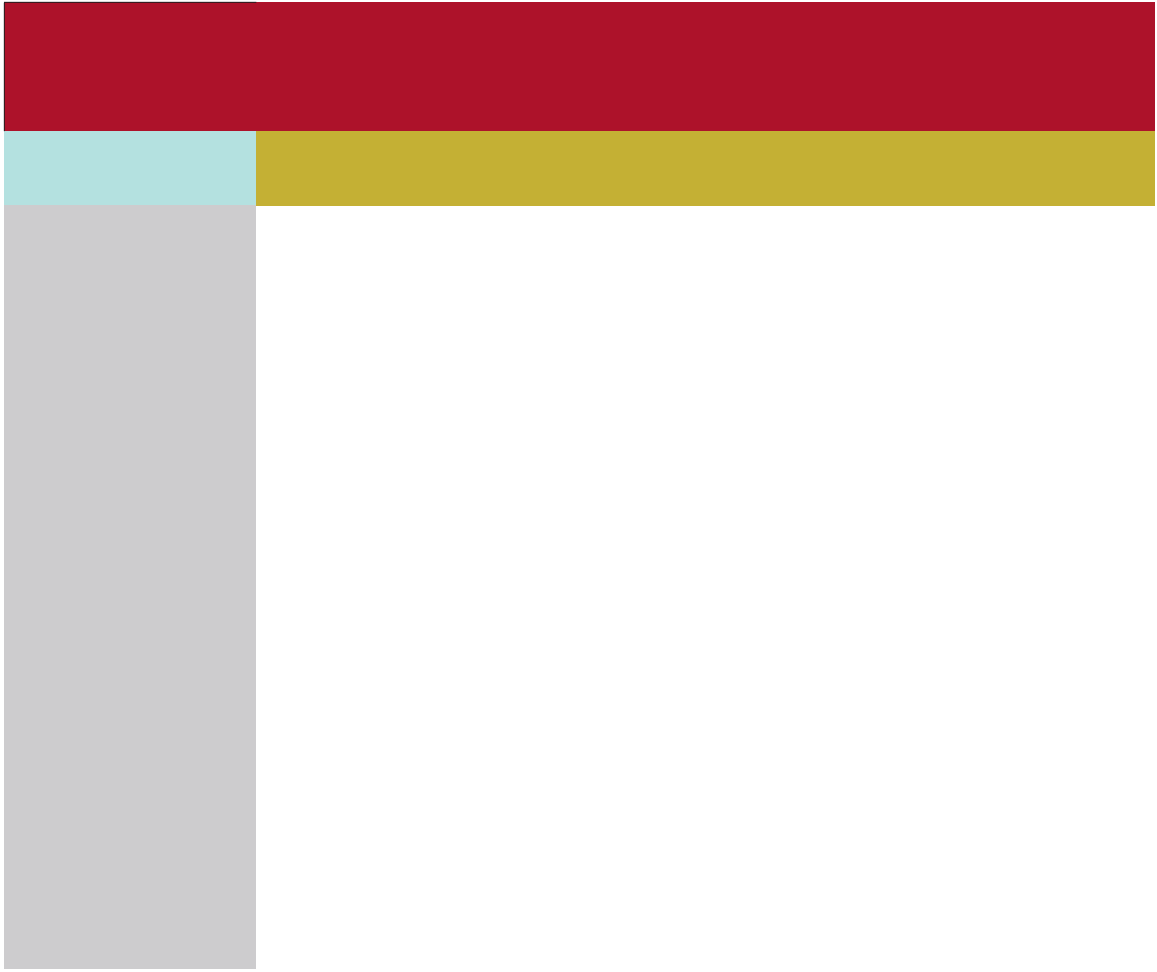




APPENDICES

Appendices

To assist colleges in evaluating compliance with the Federal Regulations and Commission Policies, the Accrediting Commission for Community and Junior Colleges (ACCJC) provided a Checklist for evaluating status against the requirements described in federal regulations and Commission policies.



Regulation Citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

	<p>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</p>
	<ul style="list-style-type: none"> • FH has established institution-set standards at the college level. • Successful Course Completion is one of the measures of analysis; Successful Course Completion is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI). • FH has also set standards of institutional performance for degrees and certificates awarded, and transfer to 4-year colleges and universities. • The Institution-Set Standards were established as part of the participatory governance process.
	<ul style="list-style-type: none"> • See Response to Standard I.B.3 • Eligibility Requirement 11
	<p>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</p>
	<ul style="list-style-type: none"> • The pass rates in programs for which students must pass a licensure examination in order to work in their field of study. • Based on this examination, standards were set by ParRC, and were approved through the participatory governance process. • Institution-Set Standards for program completions were established in 2013. Standards In fall 2015.
	<ul style="list-style-type: none"> • Standard I.B.2, I.B.3, 11.A.1 • Eligibility Requirement 11

	<p>The Institution-Set Standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.</p>
	<ul style="list-style-type: none"> • • Foothill College evaluates progress in fulfilling its mission and meeting the goals of its Educational Master Plan, including the ISS (Institution-Set Standards). • The Planning and Resource Council (PaRC) oversees and drives institutional planning. ISS outcomes are also discussed at PaRC meetings as part of the planning process.



	<p>The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</p>
	<ul style="list-style-type: none"> • FH as a college and through the District has in place written policies and procedures to determine a credit hour that generally meet commonly accepted academic expectations. • All programs and courses are approved under the California Education Code. • Policies codify minimum accepted program length for associate degrees as 90 quarter units of course credit in a selected curriculum. • The FH Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement. <hr/> <ul style="list-style-type: none"> • See Response to Standard II.A.5; II.A.6; II.A.9; II.A.10; II.A.11; II.A.12 • Eligibility Requirements 9, 10, 12.
	<p>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).</p>
	<ul style="list-style-type: none"> • Tuition at FH is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise tuition is consistent. <hr/> <ul style="list-style-type: none"> • See Response to Standard I.B.2; I.B.3, II.A.1 • Eligibility Requirement 11

	<p>Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.</p>
	<ul style="list-style-type: none"> • FH does not offer courses based on clock hours. <hr/> <ul style="list-style-type: none"> • Standard II.A.9 • Not Applicable.
	<p>The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i>.</p>
	<ul style="list-style-type: none"> • FH conforms to a commonly accepted minimum program length of 90 quarter units awarded for achievement of student learning for an associate degree. • Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and course approval handbook. • FH as a college and through the District has in place written policies and procedures to determine a credit hour that generally meet commonly accepted academic expectations. • All programs and courses are approved under the California Education Code. • Board policies codify minimum accepted program length for associate degrees as 90 quarter units of course credit in a selected curriculum. • The FH Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
	<ul style="list-style-type: none"> • See Response to Standard I.B.2; I.B.3, II.A.1 • Eligibility Requirements 11

[Regulation Citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Transfer policies are appropriately disclosed to students and to the public.

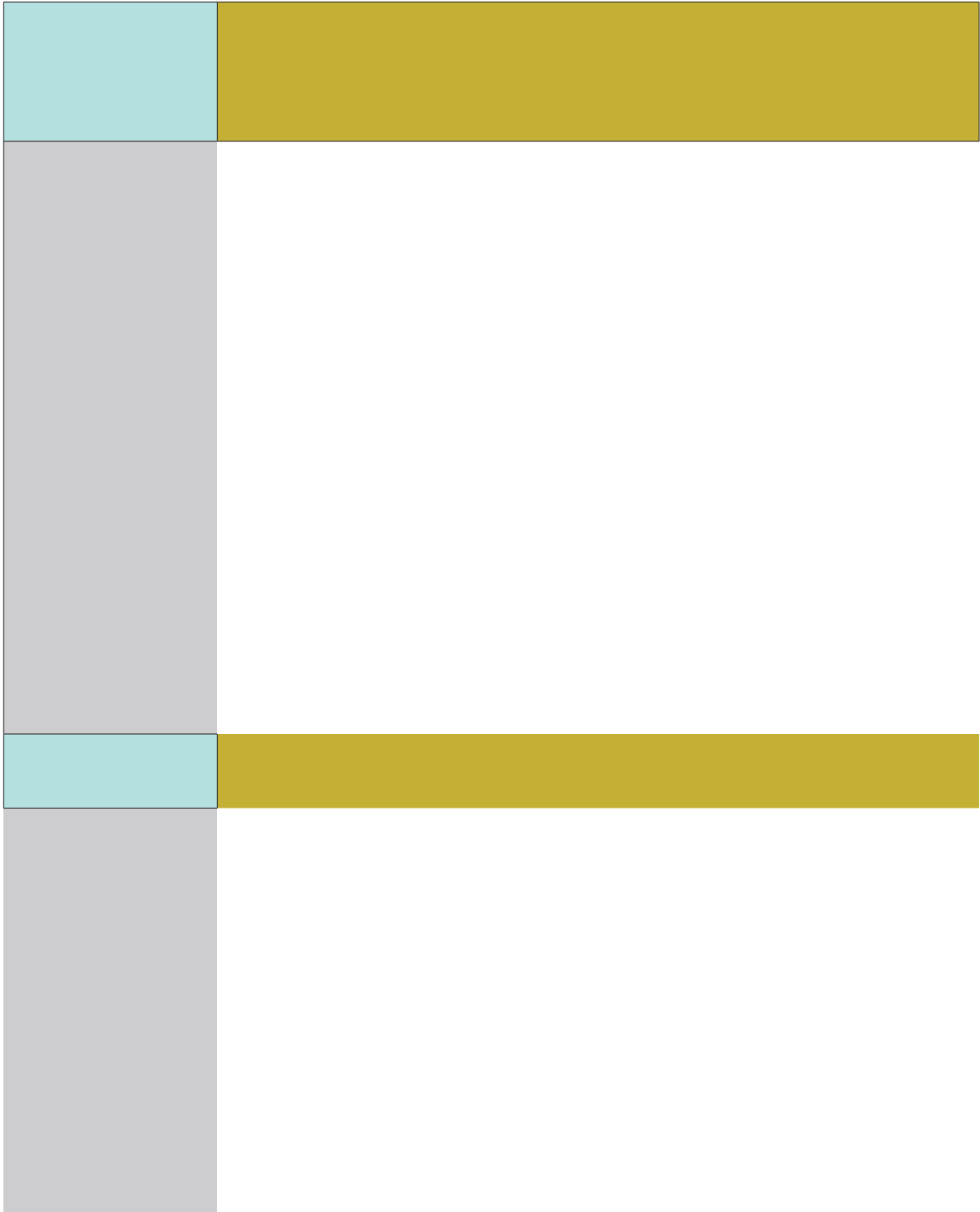
- Board policies on the transfer of credit are available on the FDHA website.
- Administrative regulations on the transfer of credit are available on the FHDA website.
- The College catalog describes the evaluation process and the necessary forms for students to complete the process are included on the College website and are also available in person.
- The FH website provides students the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor.

- See Response to Standard II.A.1, II.A.10
- Eligibility Requirement 20

Policies contain information about the criteria the institution uses to accept credits for transfer.

- District policies of courses awarded as credit to satisfy degree requirements from an institution accredited by one of six U.S. regionally accredited associations. Official transcripts must be sent to Foothill or hand-delivered in a sealed, unopened college envelope. Policies are also in place regarding the process for petitioning for the transfer of credit from foreign colleges and universities as well as from non-regionally accredited

	The institution complies with the Commission Policy on Transfer of Credit.
	<ul style="list-style-type: none"> When evaluating incoming courses for possible transfer credit, discipline faculty and counselors rely on a variety of resources to ensure that students have successfully achieved the expected skills and content knowledge. Those include consultation with the articulation officer, review of the course outline of record or syllabi from sending institutions, and a



[Regulation Citations: 602.16(a)(1)(ix); 668.43.]

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- The Board Rules are accessible online at the District Website under the *Board of Trustees* link.
- Administrative Procedure 5530 defines key terms for the student grievances (e.g. complaint and harassment) as described in Administrative Procedures promulgated under the rules which are available online at the District's website.
- To facilitate the complaint process, the board policies and procedures on complaints are found in the College catalog. In the catalog, the key components of the procedures and

	<p>The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.</p>
	<ul style="list-style-type: none"> • The College remains prepared for any questions that the team members may have about the complaint files, procedures or policies.
	<ul style="list-style-type: none"> • Not Applicable. • Eligibility Requirement 21
	<p>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p>
	<ul style="list-style-type: none"> • The College lists all of the required information from the ACCJC on the College's main accreditation page. • The College lists all of the programmatic accreditors and organizations that accredit, approve or license the institution, and identifies a link for any student complaint. The College lists the contact information for complaints to the FHDA and the California Community College Chancellor's Office.
	<ul style="list-style-type: none"> • Not Applicable. • Eligibility Requirement 21

	<p>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</p>
	<ul style="list-style-type: none"> • The Board Rules are accessible online at the District Website under the <i>Board of Trustees</i> link. • Administrative Procedure 5530 defines key terms for the complaint process (e.g. complaint and harassment) as described in Administrative Procedures promulgated under the rules which are available online at the District's website. • To facilitate the complaint process, the board policies and procedures on complaints are found in the College catalog. • The language in the catalog describes the purpose of student grievances and directs a student to contact dean of student affairs. Included on this page is a link to the state Chancellor's Office.

[Regulation Citations: 602.16(a)(1)(vii); 668.6.]

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- Integrity is insured through having multiple people across the College review major documents such as the catalog and class schedule, and College subject matter experts review publications and advertising pertaining to a specific area.
- The College catalog accurately provides the College's official name, address, telephone numbers, and website addresses. These are also provided in the class schedule. The catalog also provides the College mission statement, purpose and objectives, and entrance requirements and procedures. These can also be found in the class schedule and the "Admissions" and "About Us" web pages.
- The catalog is revised and reissued every other year and the class schedule is published twice per year (Summer/Fall and Winter/Spring). Inaccuracies and ambiguities are corrected promptly with errata noted.
- Staff and faculty who are well-versed in the College admissions procedures and programs handle student recruitment.

- See Response to Standard I.C.1
- Eligibility Requirement 21

	<p>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</p>
	<ul style="list-style-type: none"> • Foothill College makes all publications and advertising disseminated to the public clear, accurate, and free of any misrepresentations in the catalog, on the web and in promotional literature. Teams responsible for accuracy and completeness review all documents and web pages. • The use of the term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status (Part C). It is noted accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as “this program is accredited” unless it has a specific accreditation, such as the Dental Hygiene programs. <hr/> <ul style="list-style-type: none"> • See Response to Standard I.C.1 • Eligibility Requirement 21
	<p>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</p>
	<ul style="list-style-type: none"> • FH lists all of the required information from the ACCJC on the College’s main accreditation page. • FH lists all of the programmatic accreditors and organizations that accredit, approve or license the institution, and identifies a link for any student complaints. • FH lists the contact information for complaints to the FHDA and the California Community College Chancellor’s Office. <hr/> <ul style="list-style-type: none"> • See Response to Standard I.B.2, 11.A.1 • Eligibility Requirement 11

	<p>The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range</p>
	<ul style="list-style-type: none"> • Foothill College's default rates on student loans fall within the acceptable range under federal guidelines and parameters. • According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. Foothill College's three-year cohort default rates during the last published cohort years were under 30 percent. Cohort default rates of colleges may be queried from the US Department of Education's website.
	<ul style="list-style-type: none"> •

Foothill College Special Report: Baccalaureate Degree

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

June 6, 2017

The projected demand for the program is based primarily on three factors:

Labor market information projecting strong growth in dental hygiene employment in the San Francisco Bay Area.

Increasing demands for dental hygiene professionals who can educate and care for an aging and underserved population.

The quality reputation achieved by a program that has served the community for

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Student achievement and learning outcomes assessments are up to date. The dental hygiene program recently completed a comprehensive program review examining both student learning outcomes and achievement data. The Program Review Committee (PRC) examines program review data as part of its integrated planning and resource allocation process. [\(23\)](#), [\(24\)](#), [\(25\)](#)

The program enrolls students from diverse backgrounds and aims to achieve high course success rates. Success rate data that are reviewed regularly include students taking prerequisite dental hygiene courses, as well as students admitted to the dental hygiene program [\(3\)](#).

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision-making and planning processes, and in setting its goals for student learning and achievement.

Foothill College's educational mission statement is clearly defined, adopted, and published by the Board of Trustees. The Board of Trustees publicly affirms the college's educational mission statement, and reviews and updates it regularly. The mission statement appears in the Educational Master Plan and is published in the official course catalog. It is also published on the College website [\(1\)](#)

The mission of the Foothill College dental hygiene program is in accord with the mission of the Foothill-De Anza Community College District.

The purpose of the dental hygiene program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the dental hygiene practice. This education will provide the student with a foundation to pursue life-long learning.

Foothill College has established SLOs, SAOs and AUOs—planning and budgeting processes that place student learning and program review at its core. The dental hygiene department faculty have developed new upper-division dental hygiene and general education courses for the transition from the associate's to the bachelor's degree. New SLOs have been added for each course. The dental hygiene department engages in a continuous dialogue about student learning and program improvement within the department and with its advisory board, at the division-level and College wide. The division curriculum committee reviewed each upper-division course and approved the courses prior to approval by the College curriculum committee. Additionally, the department shared the SLOs added for each course. The department writes a program review

document annually, which addresses program outcomes, student demographics, changes in the profession, program needs and budget requests. These practices will continue with the move to the baccalaureate degree program (11), (12).

A systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation is an integral aspect of the outcomes assessment, decision-making and planning process each year. Data play a significant role in guiding discussion at PaRC and in other shared governance settings to ensure that recommendations to the president are evidence-based.

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

- Student learning outcomes for upper-division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

The dental hygiene department undertook an extensive revision of all dental hygiene courses to create the curriculum for the BSDH degree. Courses were reviewed at the department level, division level and by college curriculum committee. Upper-division numbering was chosen for the new dental hygiene courses, using the 300-numbering designation. The courses were written using high-level learning objectives and outcomes in keeping with the upper-division level of the courses. SLOs were written for each course and will be evaluated as each course is taught.

The dental hygiene baccalaureate program is a 2 + 2 program. The first two years of the BSDH degree consist of the general education courses required for the major and the supporting science and social science courses, which include English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication



• The CSU or IGETC transfer pattern for general education is required for the BS degree in dental hygiene. The current Foothill BSDH degree includes 67 lower division units and 13 upper-division units in general education distributed across the curriculum (see Figure 82 below).

• **Foothill College Dental Hygiene General Education Pattern Compared to CSU**

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

- The institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.

Outcomes Assessment:

- National Board exam scores
- RDH licensing exams
- E-portfolio capstone project

Related Institutional Learning Outcomes:

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

The Foothill College Bachelor of Science in Dental Hygiene degree graduate will be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings. The graduate will be able to exercise evidence-based practice, critical thinking and communicate effectively in all professional employment settings.

Outcomes Assessment:

- National Board exam scores: Professional Responsibility and Liability section
- State of California Law & Ethics for the RDH exam scores
- E-portfolio law and ethics project

Related Institutional Learning Outcomes:

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

One-hundred percent of dental hygiene graduates will submit a comprehensive e-portfolio demonstrating competency in the four domains: dental hygiene process of care, health education, infection and hazard control, and ethical/legal practices.

One of the capstone projects is the electronic portfolio that students create throughout the two years of the dental hygiene program. The e-portfolio is based on the four competency domains listed below. Each quarter students have a major submission to their e-portfolio that involves current evidence-based research and original project-based work by the student. Our e-portfolio project has been presented at the League for Innovation, California Dental Hygiene Educators meeting and the American Dental Education Allied Program Directors meeting. It is also featured in the seminal textbook for dental hygiene education, "Theory and Practice of Dental Hygiene" (Darby, M. L., & Walsh, M. M. (2010), Saunders/Elsevier, 4th edition).

Dental Hygiene Process of Care: Dental hygiene graduates must be competent in assessing the oral health needs of diverse populations and providing comprehensive dental hygiene care for persons of all ages/stages of life.

Health Education Strategies: Dental hygiene graduates must be competent in health education strategies for the prevention of disease and the promotion of health for individual clients and the community.

Infection & Hazardous Waste Management: Dental hygiene graduates must be competent in infection and hazard control procedures to prevent the transmission of infectious diseases.

Legal & Ethical Principles: Dental hygiene graduates must be competent in the ethical and legal principles underlying the practice of dental hygiene.

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

The dental hygiene program participates in the process of program review annually, and is continuing to do so under the BSDH degree pilot program. In addition, the program maintains CODA accreditation status by ongoing program outcome assessments and curriculum review, planning and implementation. The department will continue to evaluate program outcomes and student learning outcomes with the process used at Foothill College.



The mission of the Foothill College Dental Hygiene Program is in accord with the mission of the Foothill-De Anza Community College District.

The purpose of the dental hygiene program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health, with emphasis on the clinical aspect of the dental hygiene practice. This education will provide the student with a foundation to pursue lifelong learning.

The dental hygiene program is consistent with the College mission statement and so is its dental hygiene BS pilot. (1) The new dental hygiene program is consistent with the College mission statement to offer a BS degree in dental hygiene and it also provides students with "career preparation and enhancement" which is also consistent with the mission of the College. Foothill College was selected as one of twelve bachelor's degree pilots in the state of California. The new baccalaureate degree will serve the community by meeting the professional needs of the College's students and the communities it serves.

On March 3, 2014, Trustees approved a resolution in support of California community colleges offering baccalaureate degrees in applied and technical fields, citing the need to address critical workforce demands and meet the needs of students by offering degrees at colleges that are convenient, accessible and affordable. (5), (7).

The projected demand for the program is based primarily on three factors:

- Labor market information projecting strong growth in dental hygiene employment in the San Francisco Bay Area.

- Increasing demands for dental hygiene professionals who can educate and care for aging and underserved populations.

- The quality reputation achieved by a program that has served the community for 50 years.

The Employment Development Department (EDD) published "2010-2020 Fastest Growing Occupations" for San Jose-Santa Clara-Sunnyvale, with the projected growth rate for dental hygiene at 29%, higher than the projected statewide growth of 23.4% (36). The economy of the greater Bay Area is booming and the robust regional economy is an additional reason that Foothill College is an excellent site for the baccalaureate pilot program.

The Foothill College dental hygiene program conducts annual graduate surveys, six months post-graduation, to assess program outcomes and employment status of graduates. Survey data show that graduates are successful in gaining employment in the dental hygiene field in the San Francisco Bay Area region. From 2005-2014, Foothill College dental hygiene graduates have reported six months post-graduation on the alumni survey that 100% have found employment in the dental field. Some graduates choose to work part-time, but the majority (77%) report working full-time (four days/week). These outcomes are consistent with the labor market information showing high job demand and strong job placement for dental hygienists.

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

- A minimum of 40 semester credits or equivalent of total upper-division coursework including the major and general education is required.
- The academic credit awarded for upper-division courses within baccalaureate programs is clearly distinguished from other programs.

The general education requirements are consistent with levels of quality and rigor appropriate to higher education (ER 12, Standard II.A.5 and II.A.12). Students awarded the Foothill College BSDH degree must complete a CSU or IGETC transfer pattern for the lower-division general education, which totals 67 quarter units. Upper-division coursework in critical thinking, writing and research have been added at the upper-division level for the baccalaureate degree. This includes 13 units of upper-division general education consistent with CSU requirements in statistics, composition, critical reading, analysis and thinking to bring depth and rigor to the baccalaureate level. Figure 82 compares the general education for the Foothill BSDH degree to the CSU GE pattern.

The Foothill College BSDH is 194-quarter units (129 semester units), exceeding the minimum number of units in general education and core courses. The first two years of the baccalaureate dental hygiene degree is preparation for the major and includes the general education courses required for the major and the supporting science and social science courses, which include English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for a total of 94 quarter units for the first two years of the program. The first two years of preparation for the major can be taken at another accredited college as long as the courses are equivalent. Following acceptance to the dental hygiene program, the second two years of the BSDH degree pilot program would be 100 units of dental hygiene core courses, inter-professional allied health courses, and upper-division general education. This curriculum plan and coursework has the rigor and depth of the bachelor's degree level. (See Figure 82, **Dental Hygiene General Education Pattern Compared to CSU**).

* Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc.):
Shared and time-honored principles, values and practices within the American community of higher education.

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

Regarding the policy on institutional degrees and credits, the program will be 197.5 quarter units. This plan follows other accredited dental hygiene programs at institutions offering the bachelor's degree. (See Figures 80 & 81, Lower Division & Upper Division Courses for a sample year-by-year course plan.)

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

ILOs encompass the whole student experience. Foothill has defined four core competencies (4-Cs) as its Institutional Learning Outcomes.

Communication: Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.

Computation: Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.

Creative, Critical, and Analytical Thinking: Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.

Community/Global Consciousness and Responsibility: Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

Foothill College Bachelor of Science degree graduates will demonstrate their competence in their role as health professionals at the local, state, and national levels. Graduates will possess the ethics, values, skills, and knowledge integral to all aspects of the profession.

Outcomes Assessment:

- National Board exam scores
- RDH licensing exams
- E-portfolio capstone project

Related ILOs:

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

Foothill College Bachelor of Science degree graduates will be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings. Graduates will be able to exercise evidence based practice, critical thinking and communicate effectively in all professional employment settings.

Outcomes Assessment:

- National Board exam scores: Professional Responsibility and Liability section
- State of California Law & Ethics for the RDH exam scores
- E-portfolio law & ethics project

Related ILOs:

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

One-hundred percent of dental hygiene graduates will submit a comprehensive e-portfolio demonstrating competency in the four domains: Dental hygiene process of care, health education, infection & hazard control and ethical/legal practices.

The dental hygiene program collects data on the program learning outcomes annually, including degree completion, National Dental Hygiene Board Exam, California Dental Hygiene Law & Ethics exam, clinical RDH licensure passage rates and job placement. The department engages in a continuous dialogue about SLOs and program improvement within the College and with its advisory board. These practices will continue with the move to the BSDH degree program.

Student achievement and SLO assessments are up to date and recorded in the TracDat system. The dental hygiene program recently completed a comprehensive program review examining both SLOs

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The Foothill College dental hygiene program has a 100 percent pass rate on the Dental Hygiene National Board Examination for the 50-year history of the program. This is a remarkable achievement, particularly given that the average failure rates on the Dental Hygiene National Board Examination range from two to six percent, depending on the year cited. In 2008 the Joint Commission on National Dental Examinations (JCNDE) discontinued program ranks based on Dental Hygiene National Board Examination results. However, the JCNDE continues to report data on Dental Hygiene National Board Examination results and dental hygiene programs receive data on their students' performance in each of the 14 subject matter areas compared to the national average.

One of the positive aspects of Foothill College students graduating with a BSDH degree in the future is that more varied job opportunities will be open to them in fields such as education, sales and marketing, public health and research. The ASDH graduate is qualified for clinical practice, but does not meet minimum qualifications for these other job opportunities.

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The Foothill College Learning Resources Center (Library) maintains access to a collection of learning resources appropriate for dental hygiene at the baccalaureate level, including professional journals, online medical-dental databases, textbooks and references for the dental field. Students currently access the library to support research papers. These services are continuing to satisfy the needs of the new program.

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathway to complete degrees, certificate and transfer goals. (ER 16)*

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

Foothill College maintains an open-door admissions policy consistent with the College mission statement, the Education Code, Title 5 regulations, and the statewide mission for the California community colleges. These policies are printed in the course catalog and made available via the Foothill College website.

Preparation for the BSDH degree program includes lower-division requirements in the sciences, social sciences, and general education. The first two years continue to be open admission as it is now. The handbook for the baccalaureate pilot programs allows for admissions criteria to be similar to requirements for the nursing program, including prerequisites, a minimum GPA, recency requirements for science courses critical to the major, and an optional entrance exam used by health care degree programs that ensure students are prepared for the demands of the profession, as well as testing critical-thinking skills, basic math, science and reading comprehension, and determining a student's preferred learning style. The HOBET (Health Occupations Basic Entrance Test) is one possible example. The Foothill College Dental Hygiene Program is using a minimum overall college GPA of 2.5 and science GPA of 2.75. The application is posted on the dental hygiene website and can be downloaded by prospective applicants or counselors.

<http://www.foothill.edu/bio/programs/dentalh/> (33)

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

Foothill College's new dental hygiene program will replace the existing associate degree program and will use existing faculty, staff, learning resources and student support resources.

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

The BSDH degree program currently has 2.5 full-time faculty members:

Program director/instructor/first-year clinic coordinator,

Radiology instructor/coordinator (shared with the dental assisting and program), and

Second-year clinic coordinator.

All full-time faculty hold master's degrees and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. An additional seven part-time faculty have master's degrees or doctorate degrees in dentistry, and two have bachelor's degrees, RDH licensure, experience in the dental field and are qualified to teach baccalaureate students. The program has requested the replacement of a full-time

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

- There is at least one full-time faculty member assigned to the baccalaureate program.

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

dividing the space into two classrooms, one for dental hygiene and the other for dental assisting. Measure C and E funds were allocated for these projects.

The dental program classrooms have a maximum capacity of 35. The classroom has the following available: two overhead projectors, two projection screens, video visualizer, projection system for computer, VCR/DVD player, and a laser pointer.

The department monitors equipment, and the clinical, laboratory and classroom facilities for needed

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Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain the program's student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability

& Resource Council (PaRC). The College is dedicated to providing and maintaining high-quality educational opportunities to the students in the dental hygiene program. It is anticipated that fiscal support from the legislature and the College for this program will remain a high priority.

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

The institutional administrators of Foothill College maintain an open-door policy, which allows for direct communication between the dental hygiene program director and the institutional administrators. Additionally, the director of the dental hygiene program and the division dean meet to discuss program issues. Because the division dean and other administrators have an open-door policy, the program director has not encountered any difficulty with this process of communication. Electronic meeting software has facilitated the process and ease of making appointments when necessary. College administrators attend the program advisory board meetings annually. All major decisions concerning the dental hygiene program are made collectively between the institutional administrators and the program director and program faculty. When necessary, the dental hygiene advisory committee is consulted.

The dental hygiene program director has full authority under the supervision of the division dean to conduct the day-to-day operations of the program. In general, the dental hygiene program director is responsible for and has authority over:

- budget development and fiscal administration
- annual program review
- monitoring of class schedules
- communication with other academic departments
- student counseling
- part-time faculty selection and evaluation
- student recruitment and selection

- curriculum development
- planning, operating and assessing facilities
- monitoring faculty teaching loads and program productivity
- advisory board meetings and member selection
- updating and maintaining student policy manuals
- overseeing dental hygiene student registration
- supervision of dental programs administrative assistant

The program administrator, a full-time dental hygiene faculty member, is given the authority by the division dean to take responsibility of all of the items cited above, with the exception of faculty supervision in relation to disciplinary actions, dismissal and reduction in teaching loads. The following are examples of the program director's authority and responsibilities:

a. Curriculum development and coordination

- Coordinates the schedule of classes and faculty assignments.
- Develops and implements student, graduate and employer surveys for the purposes of curriculum evaluation.
- Coordinates state-required updates for course outline.
- Plans, develops or obtains approval for new courses or revised courses, in consultation, with program faculty, administration and/or the advisory board.
- Coordinates SLOs for each dental hygiene course and document through the College Curriculum Management System (C3MS) on the Foothill College website.

b. Faculty recruitment, assignments, supervision and evaluation

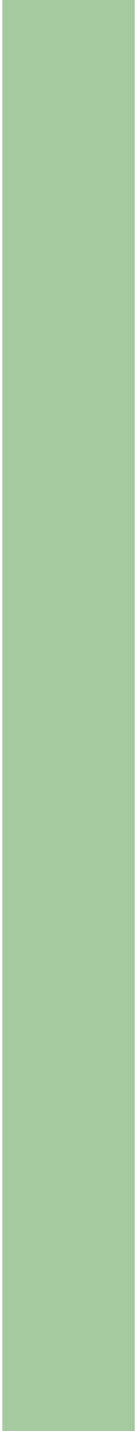
- Works with the employment services department to promote, interview and hire part-time instructors for the program.
- Is responsible for assigning courses to instructors following the guidelines of the faculty union contract as indicated.
- May perform faculty evaluations at the request of the division dean. However, faculty supervision in relation to disciplinary actions, dismissal and reduction in teaching loads is the responsibility of the division dean.

c. Initiation of program or department in-service and faculty development

- Meets with faculty to determine dates for faculty meetings, calibration and other forms of faculty development.
- Appoints and supervises faculty chair(s), such as clinic coordinator, and dental radiology coordinator.

d.

Foothill College Dental Hygiene Curriculum:



DH 305D	DENTAL RADIOGRAPHY IV	<p>SLO #1 Students will be able to list the advantages of using the buccal object rule in dentistry and perform the SLOB rule on a dental mannequin.</p> <p>SLO #2 Given a list of technical or procedural radiographic errors, students in groups of three will recreate the error and demonstrate or illustrate the correction to the class.</p>
DH 308	CLINICAL TECHNIQUE	<p>SLO #1 The student will perform assessments on a student partner, document the exam findings and prepare a patient assessment project research paper, including treatment plan and scientific evidence-based research related to the patient's specific needs with a score of at least 75% on the grading rubric.</p> <p>SLO#2 The student will differentiate between dental hygiene instruments, including sickle scaler, universal curets and gracey curets, and demonstrate safe instrumentation technique on a final clinical examination.</p>
DH 310	DENTAL MATERIALS	<p>SLO #1 Students will be able to assess and categorize a patient's caries risk and propose a plan to either arrest the patient's caries process or reduce further risk of decay.</p> <p>SLO #2 Students will be able to evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation.</p>
DH 312	EMERGENCY PROCEDURES	<p>SLO #1 Students will be able to describe the signs and symptoms of common medical emergencies and perform the appropriate intervention.</p> <p>SLO #2 Students will be able to identify the medications in an emergency drug kit, including the use, dosing and indications/contraindications.</p>
DH 314	DENTAL HEALTH EDUCATION	<p>SLO #1 Students will be able to research and submit an e-portfolio project on an oral health product as documentation of their</p>

DH 326A	COMMUNITY DENTAL HEALTH I	<p>SLO#1 The dental hygiene student will differentiate between epidemiologic study designs.</p> <p>SLO#2 The dental hygiene student will analyze oral health disparities and barriers that exist in defined populations.</p>
DH 326B	COMMUNITY DENTAL HEALTH II	<p>SLO#1 The dental hygiene student will design goals for a community dental health program.</p> <p>SLO#2 The dental hygiene student will develop objectives, including all essential components, for a community dental health program.</p>
DH 326C	COMMUNITY DENTAL HEALTH III	<p>SLO#1 The dental hygiene student will prepare a scientific poster on a community dental health topic and present to an audience of peers.</p> <p>SLO#2 The dental hygiene student will critically evaluate alternative practice opportunities for dental hygienists and the potential impact on oral health disparities.</p>
DH 328A	CLINICAL DENTAL HYGIENE THEORY I	<p>SLO#1 The student will assess anatomical features of the teeth and apply appropriate advanced techniques for effective root</p>

Foothill College Dental Hygiene Curriculum:



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