

Substantive Change Proposal

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Foothill College Substantive Change Proposal
Baccalaureate Degree in Dental Hygiene

Concise description of the change and request to add a baccalaureate program, including:

Foothill College is proposing that its existing Associate in Science Dental Hygiene program be modified to meet the requirements of a Bachelor of Science Degree in Dental Hygiene as part of the Board of Governors approved pilot program for California Community Colleges.

This modification will be accomplished through the following changes to curriculum:

- 1) Revision of 2 existing capstone courses - Community Dental Health I, II
(DH 58 A, B, Upper Division General Education: Communication (Proposed))
- 2) The addition of a new 3rd capstone course - Community Dental Health III
(DH 58 C, Upper Division General Education: Communication (Proposed))
- 3) New requirement for - Elementary Statistics
(Math, 10 GE Area: Communication & Analytical Thinking)
- 4) New requirement for - Composition, Critical Reading and Thinking
(English 1B, GE Area: Communication and Analytical Thinking)

The new program will begin in fall 2016 and includes 86 General Education quarter units spread across the lower and upper division, and 100 Dental Hygiene major quarter units, totaling 186 quarter units, or 124 semester units. The program will continue to meet all existing Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirements, Standards, and Policies, including new requirements regarding the Bachelor degree.

The first research course in the series of three emphasizes research methodology and oral health disparities. Course content consists of: research methodology, literature review project, field work with target populations and outreach programs. Target populations for the project are selected from diverse groups, such as under-served children, special needs teens, geriatric patients, cancer patients, pregnant women, limited English populations and others who lack knowledge and access to oral health services.

The second quarter emphasizes development of program proposal, including: assessment, analysis, goals and objectives, lesson plans/program activities and methods of evaluation. Students develop a timeline for implementation and evaluation of program. By end of winter quarter, students submit a literature review and program proposal for their e-portfolio , lessio

Figure 1

Gen Ed Course		Untis	Gen Ed Course		Untis
*	ENGL 1A Composition & Reading (GE)	5	DH 50 Orientation to Dental Hygiene		1
*	CHEM 30A Survey Inorganic & Organic Chem (GE)	5	D H 52A Oral Biology I		3
*	HLTH 21 Contemporary Health Concerns (GE)	4	D H 53 Assessment Procedures in the Dental Hygiene		3
*	ENGL 1B Comp, Critical Reading & Thinking (GE)	5	D H 54 Pre-Clinical Dental Hygiene		4
	CHEM 30B Survey of Organic & Biochemistry	5	D H 59 Survey of Dentistry		1
*	PSYCH 1 General Psychology (GE)	5	D H 60A Introduction to Dental Radiography I		2
*	Lifelong learning elective (GE)	1			

A description of the planning process which led to the request for the change

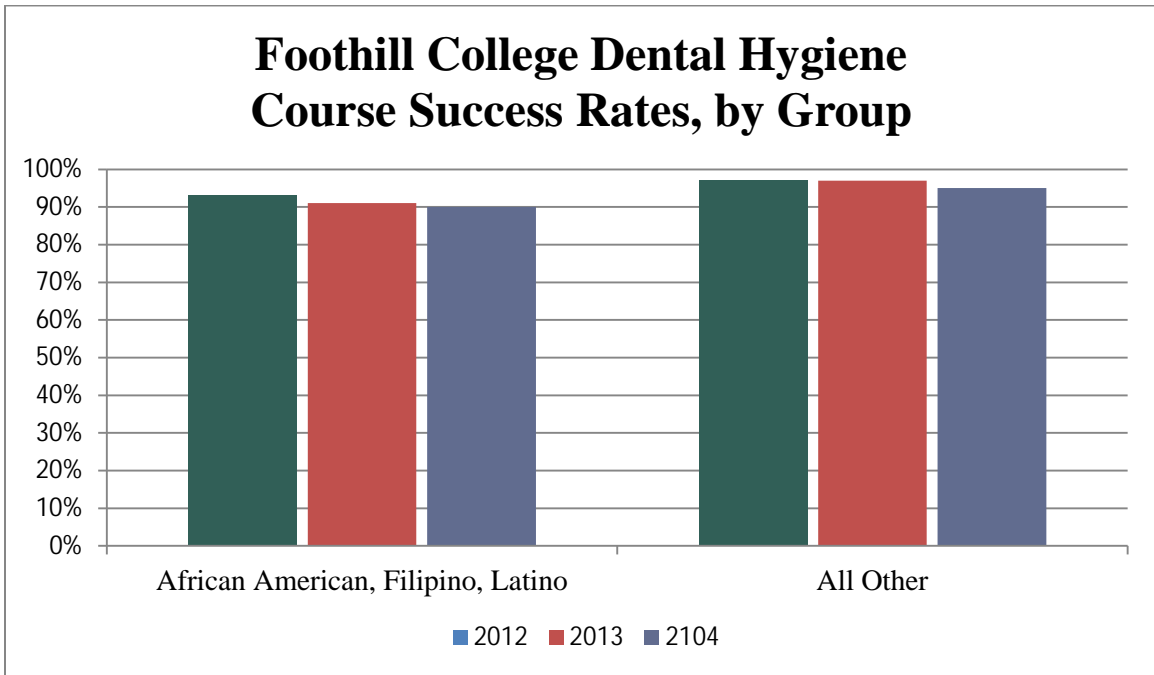
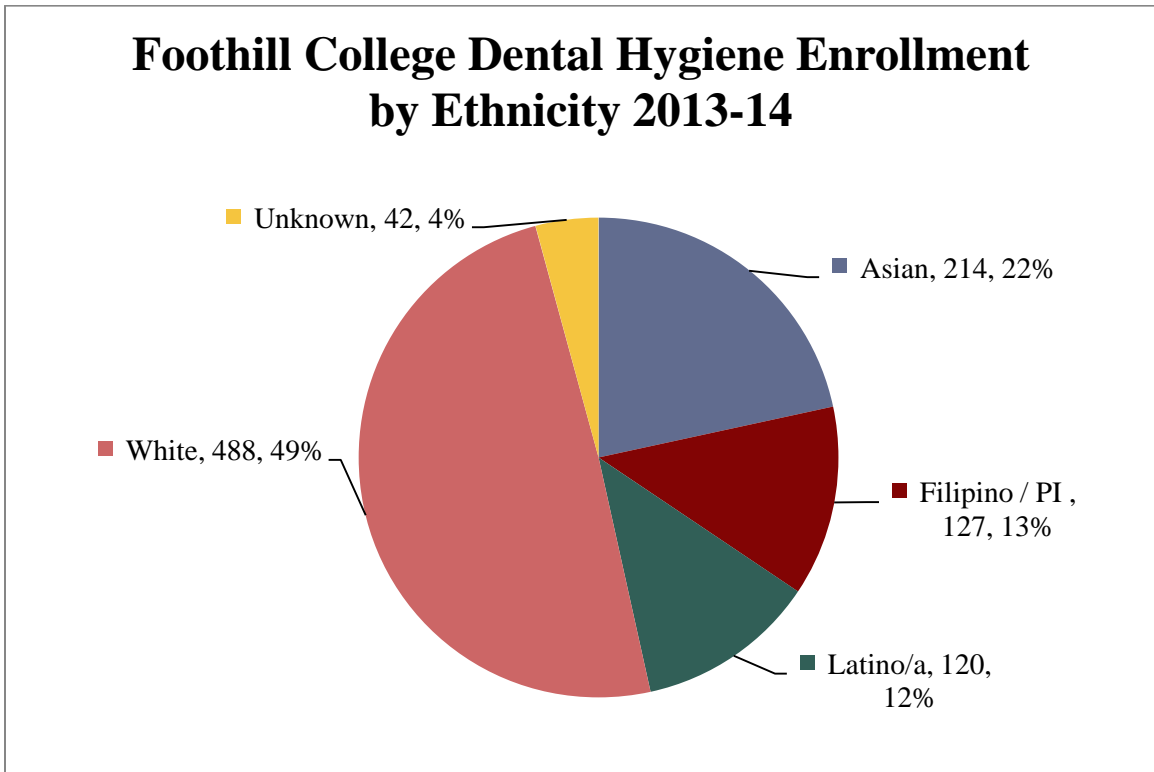
Planning for the program has been ongoing for many months and is based on the college mission, needs of the field, and needs of the community. As noted in Figure 2 below, the current program enrolls students from diverse backgrounds and achieves high course success rates. Foothill College's Student Equity Plan targets its equity efforts on improving the success rates of African American, Latino and Filipino students.

Administrator and faculty leaders have been involved with efforts at the state level to authorize a baccalaureate pilot since 2013. Since only one program in the District could apply for the pilot the Chancellor requested programs at Foothill and De Anza to submit a rationale and need statement to her in October 2013. Based on this information, Chancellor Linda Thor selected the Foothill Dental Hygiene program to be the District's submission to the state pilot. The program was selected by a state review committee and received initial Board of Governor's approval in January 2015 with final approval on March 15, 2015. See Figure 3 below.

Beginning in fall 2014 the Dental Hygiene department has been working with other baccalaureate pilot programs around the state. They have also been examining their curriculum and student needs in a series of departmental discussions. Along the way the campus has been kept informed of the process at participatory governance meetings. In addition, the program has sought feedback from its Advisory Board and Division colleagues.

Discussions have begun with the financial aid and business offices to identify needed changes in those areas. The Marketing Office is also planning to support recruitment for the new program.
Department

Figure 2: Current Dental Hygiene Students by Ethnicity and Course Success Rates



(3)

Figure 3

Timeline of Planning Process Leading to a Request a B.S. in Dental Hygiene

Fall 2013

California Community Colleges Baccalaureate Degree Study Group

Chancellor Linda Thor and Associate Vice President of Instruction Andrew LaManque serve on the study group recommending a CC Baccalaureate Degree. (4)

March 3, 2014

FHDA Board of Trustees Passes Resolution Supporting CC Baccalaureate

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)

October 15, 2014

Foothill College Planning and Resource Council (PaRC)

President Miner announced that the process to select a baccalaureate pilot program had begun. Miner commented that only one application for each District would be considered. Chancellor Linda Thor would choose between Foothill's Dental Hygiene Program and De Anza's Automotive Management Program. (6)

October 24, 2014

Chancellor's Advisory Council

Chancellor Thor provided an update regarding the recently approved community college baccalaureate degree pilot program. She explained that it was very difficult to choose between the colleges' programs, but after much deliberation, she authorized Foothill College's Dental Hygiene program to proceed with developing a proposal. Linda noted that there is a November 12, 2014, deadline for districts to submit a notice of intent to the state Chancellor's Office; program proposals are due December 19, 2014; and the California Community Colleges Board of Governors is expected to announce pilot colleges on January 21, 2015. (7)

January 15, 2015

Board of Governors, California Community Colleges

Program receives initial approval for the pilot program to offer a baccalaureate degree. (8) (9)

April 2015

- * College and state curriculum review
- * Obtain final college approval for revised and new courses.
- * Submit curriculum for State approval.
- * Host a Program Information Night

2015-2016

- * Complete the course development for the revised and new courses (learning objectives, instructional materials and resources).
- * Finalize the pilot program Dental Hygiene application
- * Hold Applicant Information Nights
- * Work with Community College Partners on curriculum alignment

2016-2017

Admit the 1st DH pilot program class, graduation June 2018

2017-2018

Admit the 2nd DH pilot program class, graduation June 2019

- * Complete curriculum alignment with Community College Partners

2018-2019

Admit the 3rd DH pilot program class, graduation June 2020

- * CODA site visit for Foothill College Dental Hygiene Program
- * Admit students from Community College Partners

Figure 4 – Dental Hygiene Department Organization

The District has passed two bond measures, which have funded state-of-

Foothill College academic counselors and financial aid departments are aware of the pilot program and are ready to meet the needs of Foothill College bachelor degree students. A new evaluator position in Counseling has been assigned to provide support for the Biological Health Sciences Division, including the Dental Hygiene Program. The Foothill College Dental Hygiene program offers you state-of-the-art clinical facilities on campus.

Discussions have also begun on how best to implement new policies of on apportionment and tuition. These discussions will continue in the coming months as we receive guidance from the California Community College Chancellor's Office.

Evidence that the institution has received all necessary internal and/or external approvals

The proposal has received both campus and California CC Chancellor's Office approvals.

- 9 The program received Letters of Support from numerous individuals, colleges, and organization for its application to the California CC Chancellor's Office for the Bachelor program. ([17](#))
- 9 Campus leadership, including the Academic Senate President, signed off on the program application to the California CC Chancellor's Office on December 4, 2014. ([18](#))
- 9 Initial discussion at the Foothill College Planning and Resource Council (PaRC) on March 18, 2015. ([19](#))

There is sufficient demand for the program within the area served by the college

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

- 1) Labor Market Information projecting strong growth in Dental Hygiene employment in the San Francisco Bay Area.
- 2) Increasing demands for Dental Hygiene professionals who can educate and care for an aging and underserved population.
- 3) 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 state wide growth of 23.4%. The economy of the Greater Bay Area is booming and the robust regional economy is an additional reason the Foothill College Dental Hygiene program is an excellent site for the baccalaureate pilot program.

Foothill College Dental Hygiene program conducts annual graduate surveys, six months post-graduation, to assess program outcomes and employment status of our graduates. Our survey data show that our 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.

Despite this record of employment, eighteen percent of our graduates have continued their education while working, pursuing a bachelor’s or master’s degree. The primary reasons stated for pursuing a higher-level degree than the AS in Dental Hygiene, is the ability to work in education, corporate, or research fields related to Dental Hygiene. Furthermore, when Foothill College Dental Hygiene alumni were polled this October on their interest in a bachelor’s degree, 65% were “highly motivated” and “highly interested” in pursuing a bachelor’s degree if Foothill College were to offer a bachelor’s completion program. Therefore, our internal surveys provide evidence of the underlying appreciation and drive for attaining the baccalaureate degree within our local dental hygienist community.

Policy makers in a number of states are considering the creation of new types of licensed professionals who would work with dentists to deliver primary dental care to children and other underserved patients. A 2010 Pew Charitable Trusts report “It Takes a Team: How New Dental

Providers Can Benefit Patients and Practices,” examines the impact that hiring new types of providers — dental therapists and hygienist-therapists — would have on the productivity and profits of a private dental practice, where more than 90 percent of the nation's dentists work. The findings include:

- x Allied providers (dental hygienists and dental therapists) can strengthen the productivity and financial stability of dental practices;
- x Allied providers can help practices treat more Medicaid-insured patients in a financially sustainable way;
- x Fully utilizing allied providers is key to realizing productivity and profit gains.

Data from the annual Early and Periodic Screening, Diagnostic and Treatment (EPSDT) Participation Report by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, fiscal year 2011, showed that 58.6% of Medicaid-enrolled children did not receive dental care in 2011 in California. In a California Dental Association (CDA) report (2011) “Phased Strategies for Reducing the Barriers to Dental Care in California,” the CDA acknowledged that

The Foothill College Dental Hygiene program has a 100% pass rate on Dental Hygiene National Board Examination for the 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 2 – 6%, 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 fourteen subject matter areas compared to the national average.

Foothill College has consistently scored above the national average in every one of the subject matter areas on the Dental Hygiene National Board Examination. (JCDE) 2008

Evidence that each Eligibility Requirement and Accreditation Standards will still be fulfilled, specifically related to the change, and that all relevant Commission policies are addressed

Foothill College will continue to meet all Eligibility Requirements, Accreditation Standards, and Commission Policies while offering the proposed Dental Hygiene Bachelor Degree.

Eligibility Standards

1. Authority

Foothill College is a public community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Foothill-De Anza Community College District. Foothill College is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. Foothill College is also accredited by the American Veterinary Medical Association, American Dental Association Commission on Dental Accreditation, American Medical Association Council on Medical Education, and Commission on Accreditation of Allied Health Education Programs.

2. Operational Status

Foothill College is fully operational, with most students actively pursuing the college's degree programs.

3. Degrees

In fall 2014 more than 90% of credit course sections run were degree applicable, including certificates and associates degrees.

4. Chief Executive Officer

Foothill College's chief executive officer is Judy C. Miner, Ed.D., who began her position as Foothill College President in July 2007. The chief executive officer is appointed to her role as president by the board and her primary responsibility is to the institution. The board delegates to the president the authority to administer board policies for the college. Neither the college president nor the district chancellor serves as chair of the board.

5. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. The board of trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.

6. Mission

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 (<http://www.foothill.edu/president/mission.php>).

The proposed Dental Hygiene program is consistent with the college mission statement to focus on "career preparation and enhancement." Foothill College has a long history of serving students for career preparation and enhancement offering a range of Allied Health and other Career and Technical Education programs. The new baccalaureate degree will serve our community by providing career preparation demanded by practitioners in the field.

7. Governing Board

The seven-member board of trustees of the Foothill-De Anza Community College District is an independent policymaking board, which ensures that the district's educational mission and the missions of both colleges are being implemented. The board also ensures the quality, integrity, and financial stability of Foothill and De Anza colleges. Members are elected to staggered four-year terms by voters who reside within the district. Board members have no employment, family or personal financial interest in the colleges or the district. A student trustee from each college serves as a representative to the board. Student trustees, who are elected annually by the student body of each college, serve in an advisory capacity.

8. Administrative Capacity

Administrative staff members at Foothill College support the services necessary to carry out the institution's mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.

9. Educational Programs

The college's course catalog contains a comprehensive statement of educational purpose and

student contact in laboratory. The college awards academic credit based on this standard of

development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

The Dental Hygiene bachelor program will have four full-time faculty members:

1. Program director/instructor/first year clinic coordinator,
2. Radiology instructor/coordinator,
3. Second year clinic coordinator,
4. Classroom instructor.

All have master's degrees or higher and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. An additional nine part-time faculty are qualified to teach baccalaureate students.

15. Student Support Services

Comprehensive student services are available including but not limited to: academic counseling, financial aid, library services, health services, psychological services, legal services, tutoring, veteran's services, disability resource center, ride sharing, transfer services, and transition to work. The baccalaureate pilot will have focused strategies to ensure broad diversity of participants to fulfill the college mission and Educational Master Plan goals.

16. Admissions

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.

It is anticipated that there will be Title 5 Education code changes in light of California Community College Baccalaureate pilot program, including admissions to the bachelor degree pilot programs.

Preparation for the Dental Hygiene bachelor degree program will include lower division requirements in the sciences, social sciences, and general education. The first two years will continue to be open admissions, as it is now. The Title 5 changes are likely to be consistent to requirements for the nursing program: including pre-requisites, a minimum GPA, recency requirements for science courses critical to the major, and perhaps an entrance exam used by healthcare degree programs used to ensure students are ready to handle the demands of the profession as well as test critical thinking skills, basic math, science and reading comprehension, and determine a student's preferred learning style. The HOBET (Health Occupations Basic Entrance Test) is one possible example.

17. Information and Learning Support Services

Responsibility for management of the Learning Resource Center and Library is under the responsibility of the dean of Language Arts and Learning Resource Center. The college houses a variety of media collections and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. The college is committed to enhancing its learning resources, regardless of location or delivery method.

The Foothill College Learning Resources Center (Library) maintains access to a collection of learning resources appropriate for Dental Hygiene. Students currently access the library to support research papers. These services will continue to satisfy the needs of the new program.

18. Financial Resources

The college maintains and documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

19. Institutional Planning and Evaluation

The college has continued to foster a culture of evidence that serves as the foundation for a critical and continuous cycle of assessing and improving campus programs and policies.

Institutional planning and program evaluation is systematic5(a)nr61.14 0 Td2(g)2(a)6(lu)2(l d-1(en Tc 02(g65 -

20.

Accreditation Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The college planning and resource prioritization process is documented in the annual planning calendar, which is posted on the PaRC website. The calendar, which sets the agenda and priorities for the year, is reviewed every summer and presented for approval at the first PaRC meeting in the Fall Quarter. The annual calendar is aligned with the six-year planning calendar that captures a more extended timeline for key planning processes, including accreditation, SLOs/PLOs, program review, planning and resource prioritization. Both documents are publicly available and distributed to the college community so that all constituents are informed of the upcoming agenda items.

PaRC serves as the centralized organization where planning and resource prioritization discussions occur and these conversations are documented through detailed minutes and posted on the PaRC website, all of which are accessible to any interested constituents. This communication is also used to help with evidence-based decision-making related to planning and resource allocation. The annual governance survey continues to serve as a primary vehicle to evaluate the college's planning and resource prioritization process.

Both quantitative and qualitative data are used in the planning and resource prioritization process, specifically as it relates to evaluation and assessment of institutional effectiveness. The district's Institutional Research & Planning Office continues to play a key role regarding data dissemination, discussion and interpretation. One example includes the use of program review data sheets that provide detailed information regarding enrollment, student demographics, and success rates down to course-level detail. Labor market data are also generated to assist with the program review process.

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. Program review data is examined by the Program Review Committee as part of an integrated planning and resource allocation process. [\(23\)](#), [\(24\)](#), [\(25\)](#)

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Instructional Programs:

As of the 2012–2013 planning cycle, Foothill College formalized the program review process to make student learning outcomes a prominent focus, especially as it relates to assessment, dialogue and reflection. With the establishment of the Program Review Committee (PRC), which conducts a review of all programs, services and units participating in a comprehensive program review cycle, a rubric was created, where some of the criteria reviewed included whether the SLO discussion is student-focused and how such dialogue is leading to any changes in course and program-level SLOs.

The implementation of TracDat provides a centralized repository to identify, create, access and

Figure 6

Dental Hygiene

Dental Hygiene Baccalaureate Degree Course Plan (Cont)

Junior Year

Summer (1 units)

Student Support Services:

Foothill College academic counselors and financial aid departments are aware of the pilot program and are ready to meet the needs of Foothill College bachelor degree students. A new evaluator position in Counseling has been assigned to provide support for the Biological Health Sciences Division, including the Dental Hygiene Program. The Foothill College Dental Hygiene program offers you state-of-the-art clinical facilities on campus.

Foothill College's 3SP and Student Equity plans include robust outreach and retention programs to increase the enrollment and success of underrepresented populations, including but not limited to Latinos, African-Americans, and Filipinos. While the current program student population includes a higher percentage of Filipino students than the college average, more work needs to be done to attract and prepare African American and Latino students to the program.

Comprehensive student services are available including but not limited to: academic counseling,

dentistry, periodontology, and prosthodontics. Includes more than 255 full-text journals, including many of the top-ranked titles in the discipline.

- x **Elsevier ScienceDirect Health & Life Sciences College Edition:** Although originally targeted to research universities, this database is an essential resource for the most current research in the allied-health fields. It provides access to more than 900 peer-reviewed scientific journals, including the full-text of more than 50 peer-reviewed dental journals. As an example, it offers the full-text of the *Journal of the American Dental Association* from 1995 to the present.
- x **Health Source: Nursing/Academic Edition:** nearly 550 scholarly full-text journals focusing on many medical disciplines, with especially strong coverage of nursing and allied health.

Online resources are available 24/7 to faculty and students from off campus using their employee or student IDs to authenticate. An online guide to library resources on Dental Hygiene introduces students to our offerings, and reference assistance is available to students in person, by phone, or online via the “Ask a Librarian” service. Research assistance is also provided

staffing of the program is adequate to launch the pilot program and track the outcomes of the pilot program. Dental hygiene programs have extensive reporting requirements for the Commission on Dental Accreditation and the pilot program would fit in with the data collection, analysis and reporting expected of a Dental Hygiene program. Foothill College Institutional Research has the staffing to assist with surveys and data analysis. Our current facility meets the needs of the pilot program.

In additio

need to address critical workforce demands and meet the needs of students by offering degrees at colleges that are convenient, accessible and affordable.

Commission Policies

Foothill College continues to meet all Commission Policies, including the Policy on Institutional Degrees and Credits.

Regarding the Policy on Institutional Degrees and Credits, the proposed program will be 186 quarter units (124 semester units). The first two years of the baccalaureate Dental Hygiene degree will be 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 86 quarter units for the first two years of the program. The second two years of the Dental Hygiene bachelor's degree pilot program would be 100 units of Dental Hygiene courses, inter-professional allied health courses, and upper division general education. This curriculum plan will bring content up to bachelor's degree level.

Evidence that the baccalaureate program meets the minimum requirements for the degree (120 semester units or equivalent)

As noted in Figure 6 above, the proposed program will be 186 quarter units (124 semester units). The first two years of the baccalaureate Dental Hygiene degree will be 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 86 quarter units for the first two years of the program. The second two years of the Dental Hygiene bachelor's degree pilot program would be 100 units of Dental Hygiene courses, inter-professional allied health courses, and upper division general education. This curriculum plan will bring content up to bachelor's degree level.

Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements

Evidence that library and learning resources are sufficient in quality, currency, variety, quantity, and depth to support the baccalaureate program

The Foothill College Learning Resources Center (Library) maintains access to a collection of learning resources appropriate for Dental Hygiene. Students currently access the library to support research papers. These services will continue to satisfy the needs of the new program.

Summary of Foothill Library Resources & Services for Dental Hygiene

The Foothill Library offers a rich collection of information resources in print and online to support Dental Hygiene students and faculty. Resources on site include core reference titles, books, and print periodicals in dentistry. In addition to providing access to the library's online catalog, the library website (www.foothill.edu/library) is the gateway to the library's growing and robust collection of e-books, online dental and medical encyclopedias, streaming educational videos, and more than 300 dental periodicals in full-text via the library's periodical databases. These databases include:

- x **Dentistry & Oral Sciences Source** The premier database in the field, it covers all areas of dentistry including dental public health, endodontics, facial pain & surgery, odontology, oral & maxillofacial pathology/surgery/radiology, orthodontology, pediatric dentistry, periodontology, and prosthodontics. Includes more than 255 full-text journals, including many of the top-ranked titles in the discipline.
- x **Elsevier ScienceDirect Health & Life Sciences College Edition:**

Evidence that faculty qualifications are rigorous and appropriate in regard to:

- 1. Discipline expertise**
- 2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)**

Links to Evidence

1. College Mission Statement
<http://www.foothill.edu/president/mission.php>
2. Dental Hygiene Mission Statement
<http://www.foothill.edu/bio/programs/dentaltl/index.php#miss>
3. Program Review Data
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/BHS-DH-1314.pdf>
4. CCC Bachelor Degree Study Group:
http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WEB.pdf
5. FHDA Board of Trustees Resolution: http://www.fhda.edu/_downloads/Highlights03.03.14.pdf
6. Minutes of Planning and Resource Council (PaRC) on October 15, 2014
http://www.foothill.edu/president/parc/minutes/parc2014-15/parc11.19.14/parc_minutes10.15.14.pdf
7. Minutes of Chancellor's Advisory Council on October 24, 2014
http://www.fhda.edu/about-us/participatorygovernance/CACSum_102414.pdf
8. Announcement of initial California Community College Board of Governors Approval
http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR_4yrDegree-January-20-2015_final.pdf
9. California Community College list of initially approved programs, January 2015
http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2015_age

Links to Evidence Continued

16. PaRC Second Read and approval of substantive change proposal, April 15, 2015
<http://www.foothill.edu/president/documents/parcaprilminutes.pdf>
17. Letters of Support from various organizations for the Bachelor Degree program application
http://www.foothill.edu/president/documents/DH_Pilot_Letters_of_Support.pdf
18. Campus leadership, including the Academic Senate President, signed off on the program application to the Chancellor's Office for California Community Colleges, on December 4, 2014
http://www.foothill.edu/president/documents/DH_Pilot_Application.pdf
19. Initial discussion at PaRC on March 18, 2015
http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda_3.18.15.pdf
20. FHDA Board of Trustee Minutes April 6, 2015
<http://www.foothill.edu/president/documents/boardminutes.pdf>
21. Second reading and approval at PaRC on April 15, 2015
<http://www.foothill.edu/president/documents/parcaprilminutes.pdf>
22. California Community College Board of Governor's Approval on March 16, 2015
http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR_4YearDegreeMarchApp_March-16-2015.pdf
23. 2014-15 Dental Hygiene Comprehensive Program Review
http://www.foothill.fhda.edu/cms/slo.download.php?act=downipr&rec_id=305
24. Dental Hygiene Comprehensive Program Review Data Sheet
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/BHS-DH-1314.pdf>
25. Dental Hygiene Comprehensive7.8(4)0.5-10.j EMo3;j r8(p)Fatb30.3(e)-7.87.8(4)3k <</MC5.1(e)-75(u)-1.5-7.8(/pan <</Met)64.5(4