Dental Hygiene - BAS

Enhanced Comprehensive Academic Program Review 2018-19

Bachelor of Applied Science Degree:
Dental Hygiene

Academic Effectiveness and Assessment

St. Petersburg College

September 2019

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Enhanced Comprehensive Academic Program Review Produced by

Dental Hygiene – BAS Program

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Executive Summary

Introduction
The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description
SPC's Bachelor of Applied Science degree in Dental Hygiene is the first and only bachelor's degree program in dental hygiene in Florida and is one of the largest degree completion programs in the nation. This online program can help licensed dental hygienists improve their career opportunities in management, education or sales.

Degree Offered
A Bachelor of Applied Science Degree in Dental Hygiene is offered at SPC.

Program Performance
- *Actual Course Enrollment* decreased in 2017 (419) from the previous year (424).
- *Unduplicated Headcount* decreased in 2017 (135) from the previous year (137).
- *SSH Enrollment* decreased in 2017 (1,617) from the previous year (1,629).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2018 (94.6%) from Fall 2017 (112.6%).
- The *course success rate* remained the same in 2017 and the previous year (97.9%).
- *Grade Distribution* indicated that almost all of the students (96.6%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Dental Hygiene, BAS program for evidence of certification attainment at the baccalaureate level. All students in the BAS program were required to complete and pass the National Dental Hygiene Board Examination (NDHB) prior to enrolling in the BAS program.
- *Internship Enrollment* for DEH4947 increased between Fall 2017 (23) and Spring 2017 (26), but decreased in Fall 2018 (18).
- *Program Plans Taken by Plan* revealed that more than half of the students who were enrolled in the program during fall 2016, and had not graduated, remained in the program by fall 2017. By fall 2018, less than one-tenth of the original (fall 2016) DENTAL-BAS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Dental Hygiene - BAS program increased in 2017 (45) from the previous year (42).
- *Fulltime Faculty* taught 64.2% of the ECHs in 2017-18 as compared to 32.0% in 2016-17. Adjunct Faculty taught 35.8% of the ECHs in 2017-18 as compared to 61.9% in 2016-17.
- The highest semester for Adjunct ECHs was Summer 2016-17 in which adjunct faculty taught 100.0% of the program's course load. The three-semester average

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for adjuncts (35.8%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile
- One *occupation description,* Dental hygienists was located in the Florida Department of Economic Opportunity (DEO) website for the Dental Hygiene – BAS program.
- The *2018 median hourly earnings* for Dental hygienists was $31.19 in Florida and $33.45 in Pinellas County.
- *Employment trend information* for Dental hygienists showed an average annual increase (17.7% - 22.0%) for the period between 2018 and 2026 across the state and county.
- The *major employers* of the Dental Hygiene – BAS graduates are Broward College, Dental Designs of Lakeland, BayCare Health, Premier Dental, University of Florida - College of Dentistry, Community Health Centers of Pinellas at Johnnie Ruth Clarke, Aspen Dental, Regional Doctor Recruiter for the West Coast of Florida, Heartland Dental and St. Petersburg College.
- *Total Placement* in the Dental Hygiene – BAS program increased in 2016-17 (78%) from the previous year (68%).

Academics
- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all four Program Learning Outcomes (PLOs) assessed in the Dental Hygiene – BAS Program.

- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in July 2017. The lone action item was completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

Stakeholder Perceptions
- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Dental Hygiene – BAS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.

- Forty-one *Recent Alumni surveys* were provided to the 2016-17 graduates of the Dental Hygiene – BAS program. Twenty-four percent of the graduates responded to the survey (10 of the 41). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question. Notable results include:
  - 60.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "Continue my

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education"; 30.0% selected "Change career fields"; while the remaining 10.0% selected "Obtain employment".

- o 60.0% of recent graduate survey respondents indicated that SPC did "Exceptionally well" in helping them meet their goal; 30.0% selected "Very well"; while the remaining 10.0% stated "Adequately".
- o 100.0% of recent graduate survey respondents would recommend SPC's Dental Hygiene - BAS program to another.
- Two *Employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2016-17 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Dean's Perspective: Issues, Trends, and Recent Successes

The BASDH program at SPC is one of the largest dental hygiene degree completion (bachelor) programs in the United States. Degree completion programs like SPC's are designed for the working, licensed dental hygiene professional desiring to attain a bachelor's degree. Most programs average only 8-10 students *per year*, whereas our program admits approximately 40-50.

The vast majority of dental hygiene programs are administered at the Associate in Science (AS) level (approximately 90% nation-wide). In Florida, there are approximately 20 AS entry level programs for dental hygienists, and our BASDH program remains the one and only option for a bachelor's degree in dental hygiene for Florida students. As we are totally online program, SPC provides an option for all graduates of the 20 AS programs to further their education with a bachelor's degree. Our program has graduated well over 700 students—many of whom have gone on for their master's degrees as well as doctorates.

The BASDH program is exemplary in its very high student success rate for courses (over 97%); very low withdrawal rate (less than 1%); and even lower WF rate. Post-graduation surveys verify that 100% of graduates would recommend this program to others.

In the Fall of 2016, SPC began an BAS-DH Automatic Admissions policy for all the graduating SPC ASDH students. This new initiative has helped increase enrollment of the BASDH program.

In the Fall of 2017, the SPC BASDH program implemented a Program Partnership (aka dual enrollment) where second year ASDH students are offered an opportunity to take upper division courses at the same time. To date, we have had ten students participate in this program (from SPC and Florida SouthWestern State College), with two graduating Spring 2019. This new initiative has helped increase enrollment of the BASDH program as well as help expedite the process of earing a higher degree in dental hygiene.

Much of the success of the BASDH program can be illustrated in the Student Survey of Instruction (SSI) data. Instructors are consistently described as being highly engaged in

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their courses, well prepared experts in their content areas, and with excellent online teaching skills.

Profession-wide, there is currently a push for a mid-level position in dentistry (known as a Dental Therapist) to address the access to oral health care crisis in the State of Florida as well as across the country. No timeline has been announced, but our degree completion program will become even more relevant should this come to fruition.

Recommendations/Action Plan
Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website http://web.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

> *(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

> *(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.
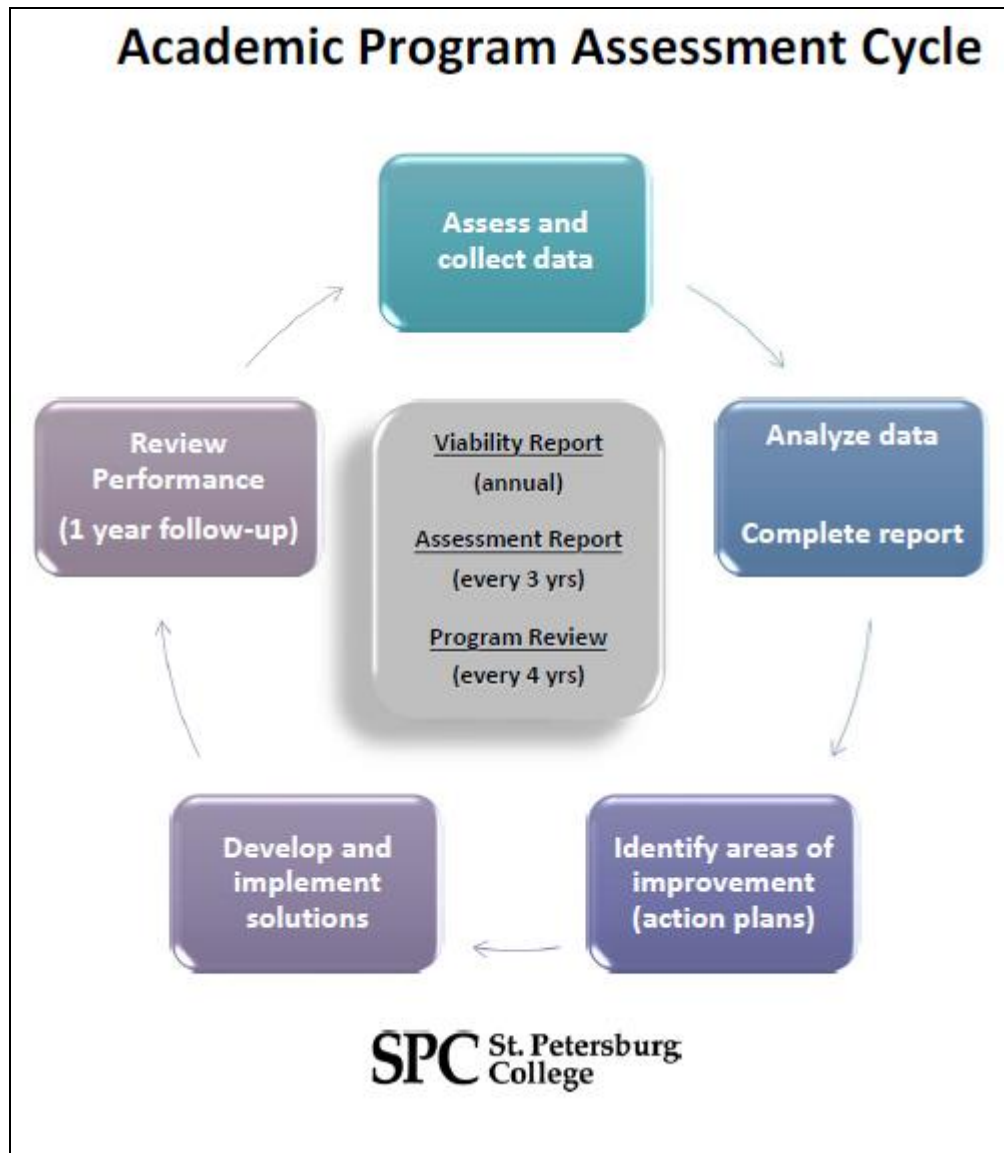
Figure 1: Academic Program Assessment Cycle

Program Description

SPC's Bachelor of Applied Science degree in Dental Hygiene is the first and only bachelor's degree program in dental hygiene in Florida and is one of the largest degree completion programs in the nation. This online program can help licensed dental hygienists improve their career opportunities in management, education or sales.

Degree Offered
A Bachelor of Applied Science Degree in Dental Hygiene is offered at SPC.

For a complete listing of all courses within the Dental Hygiene Program, please see Appendix A.

Accreditation
There is no accreditation information on file for the Dental Hygiene – BAS program.

Program Learning Outcomes
1. Acquire knowledge and develop skills that will increase opportunity for positions of responsibility in a variety of professional settings.
2. Enhance communication abilities and develop critical thinking skills for successful performance and progress in the dental hygiene profession.
3. Gain knowledge in a technologically advanced manner to facilitate commitment to lifelong learning for the promotion of personal and professional growth.
4. Develop leadership skills and facilitate team building within learning communities to adapt to the ever evolving aspects of the dental hygiene profession.

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Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2018. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #2: *Unduplicated Headcount*

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #3: *SSH Enrollment*

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

Measure #8: *Internship Enrollment (Course Groups)*

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: *Program Plans Taken by Plan*

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2016-17 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2016-17 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
  Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **All other filters:** All

Measure #10: *Graduates*

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All

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Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: *Revenue and Expenses (will be available by December 2019)*

Measure #13: *Capital Expenditures (will be available by December 2019)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2018) refers to the average annual job openings due to growth and net replacement; % Change (2018-2026) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections*

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #18: *Educational Outcomes*
End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: *Three-Year Course Review (will be available by December 2019)*

Measure #20: *Student Survey of Instruction*
The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: *Recent Alumni Survey*
Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: *Employer Survey*
Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Program Performance

SharePoint

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SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

CAPR > Enrollment

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Enrollment Count Graph

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Class Acad...
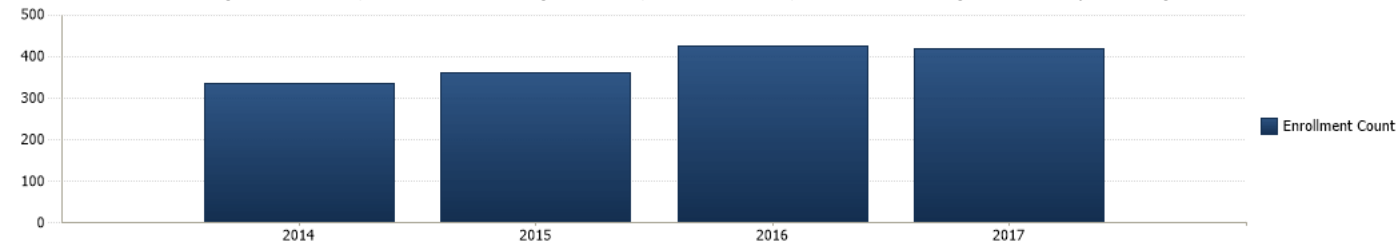
Enrollment Count

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Class Acad...

Term Academic Year - Term Desc	Enrollment Count
▷ 2014	336
▷ 2015	361
▷ 2016	424
▷ 2017	419

Student System Cube Refresh

Last Refresh: 2/1/2019 7:28:06 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi   [2014, 2015, 2016, 2017 ▾]

Campus Description   [All ▾]

Academic Plan - Multi   [All ▾]

College - Group - Acad Org - Subject   [DENHY -UD ▾]

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All ▾]

Class Academic Group   [All ▾]

Age Group   [All ▾]

Ethnic Group   [All ▾]

Gender   [All ▾]

Custom Cohort   [All ▾]

Student Group   [All ▾]

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SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Academic Program Viability Report > Enrollment

Search this site

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, ⓒ...
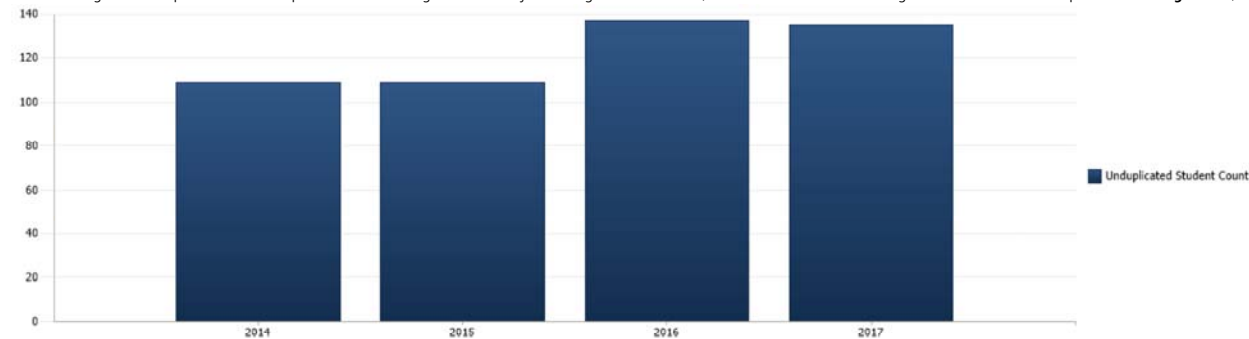
Unduplicated Student Count

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, ⓒ...

Term Academic Year - Term Desc	Unduplicated Student Count
▷ 2014	109
▷ 2015	109
▷ 2016	137
▷ 2017	135

Student System Cube Refresh

Last Refresh: 9/21/2018 5:57:40 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi | 2014, 2015, 2016, 2017 ▾ |

Campus Description | All |

Career - Program - Plan - Subplan - Multi | Undergraduate ▾ |

College - Group - Acad Org - Subject | DENHY -UD ▾ |

Course Instructional Method | All ▾ |

Student Type (FTIC) | All |

Age Group | All |

Ethnic Group | All |

Gender | All |

Custom Cohort | All ▾ |

Student Group | All ▾ |

Course Group | All ▾ |

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SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

Academic Program Viability Report > Enrollment
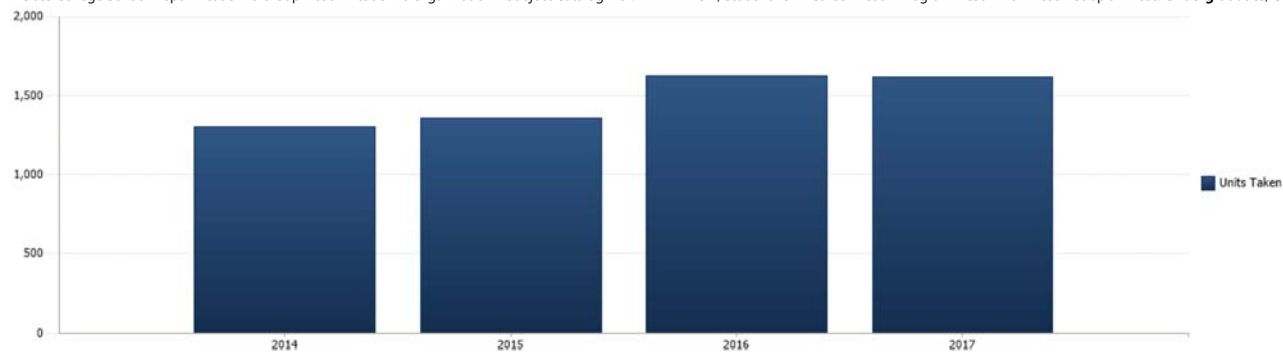
Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, ⊲...

SSH Enrollment

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, ⊲...

Term Academic Year - Term Desc	Units Taken
▷ 2014	1,301
▷ 2015	1,361
▷ 2016	1,629
▷ 2017	1,617

Student System Cube Refresh

Last Refresh: 9/21/2018 5:57:40 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi   [2014, 2015, 2016, 2017 ▾]

Campus Description   [All]

Career - Program - Plan - Subplan - Multi   [Undergraduate ▾]

College - Group - Acad Org - Subject   [DENHY -UD ▾]

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All]

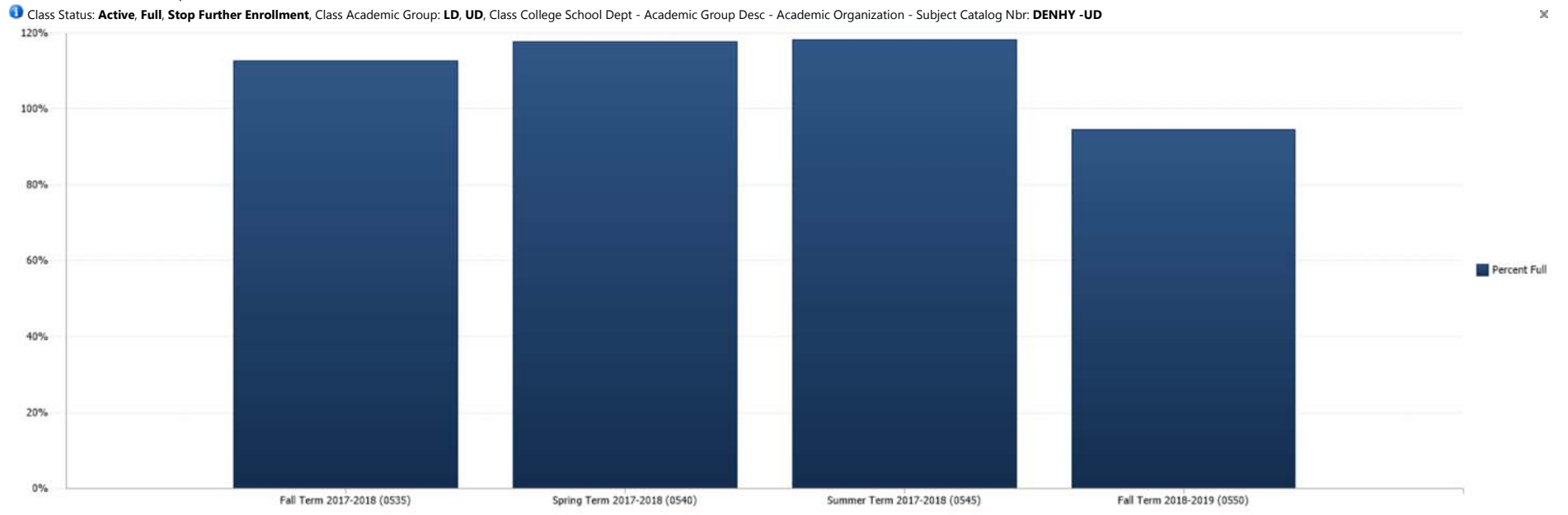Age Group   [All]

Ethnic Group   [All]

Gender   [All]

Custom Cohort   [All ▾]

Student Group   [All ▾]

Course Group   [All ▾]

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Newsfeed   OneDrive   Sites   Robert Mohr III ▾   ?

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

Academic Program Viability Report > Percent Full

Enrollment | Performance | Percent Full | Graduates | Course Groups

Percent Full Metric Graph

ⓘ Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**   ✖

## Percent Full Metric by Instructional Method

ⓘ Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENHY -UD**, Filter empty rows and columns   ✖

Term Academic Year - Term Desc	Measures	◢ All	Independent Study	Online
Fall Term 2017-2018 (0535)	Enrollment Count	196	1	195
Fall Term 2017-2018 (0535)	Standard Course Load	174	0	174
Fall Term 2017-2018 (0535)	Percent Full	112.6%	0.0%	112.1%
Spring Term 2017-2018 (0540)	Enrollment Count	152		152
Spring Term 2017-2018 (0540)	Standard Course Load	129		129
Spring Term 2017-2018 (0540)	Percent Full	117.8%		117.8%
Summer Term 2017-2018 (0545)	Enrollment Count	71		71
Summer Term 2017-2018 (0545)	Standard Course Load	60		60
Summer Term 2017-2018 (0545)	Percent Full	118.3%		118.3%
Fall Term 2018-2019 (0550)	Enrollment Count	227		227
Fall Term 2018-2019 (0550)	Standard Course Load	240		240
Fall Term 2018-2019 (0550)	Percent Full	94.6%		94.6%

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SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site 🔍

Academic Program Viability Report > Performance

Enrollment | Performance | Percent Full | Graduates | Course Groups

Success Rate Graph

ℹ️ Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization✖ ...
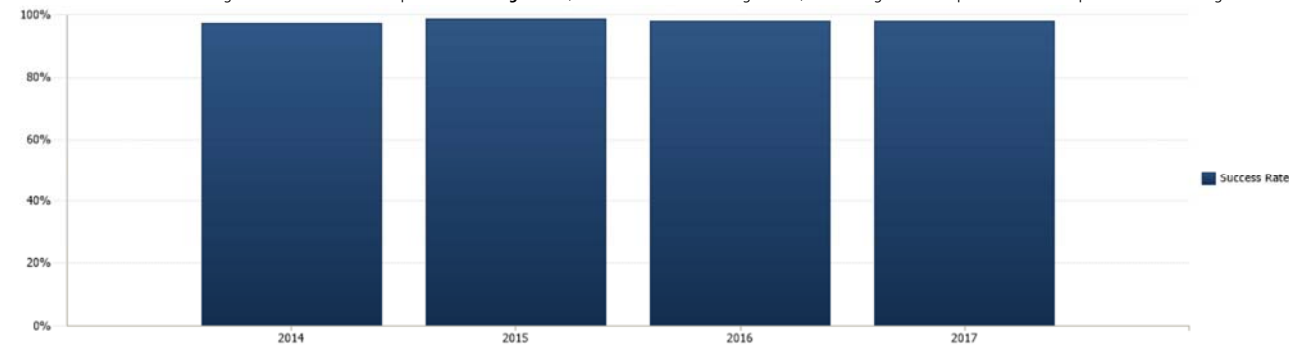
Performance

ℹ️ Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization✖ ...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▷ 2014	336	97.3%	0.9%	0.6%	0.0%
▷ 2015	361	98.6%	0.8%	0.6%	0.0%
▷ 2016	424	97.9%	1.7%	0.2%	0.0%
▷ 2017	419	97.9%	0.7%	0.0%	1.2%

Student System Cube Refresh

Last Refresh: 9/21/2018 5:57:40 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi   `2014, 2015, 2016, 2017 ▾`

Campus Description   `All`

Career - Program - Plan - Subplan - Multi   `Undergraduate ▾`

College - Group - Acad Org - Subject   `DENHY -UD ▾`

Course Instructional Method   `All ▾`

Student Type (FTIC)   `All`

Age Group   `All`

Ethnic Group   `All`

Gender   `All`

Student Group   `All ▾`

Course Group   `All ▾`

20

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site   ▾ 🔍

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **DENH-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care✕...

Legend: A, B, C, D, F, W, WF

Student System Cube Refresh

Last Refresh: 2/1/2019 7:28:06 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi   [2014, 2015, 2016, 2017 ▾]

Campus Description   [All ▾]

Academic Plan - Multi   [DENH-BAS ▾]

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All ▾]

Class Academic Group   [All ▾]

Age Group   [All ▾]

Ethnic Group   [All ▾]

Gender   [All ▾]

Student Group   [All ▾]

Course Group   [All ▾]
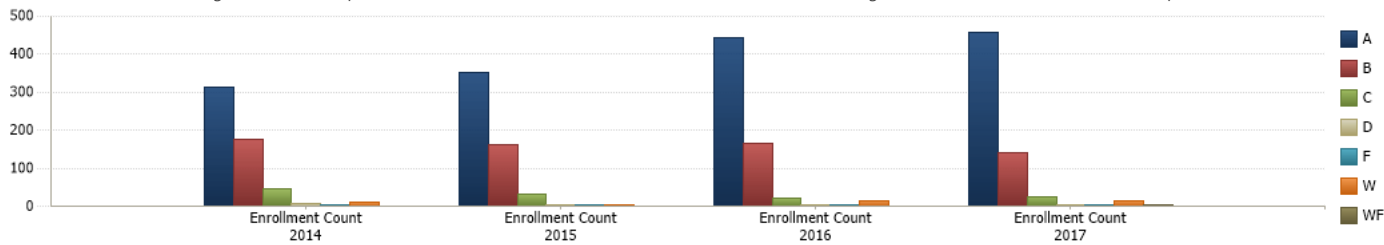
Student Grade Distribution

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **DENH-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care✕...

	Enrollment Count						
	◢ All						
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
▷ 2014	553	313	174	44	6	5	11	
▷ 2015	556	353	162	33	2	2	4	
▷ 2016	646	442	164	21	2	2	15	
▷ 2017	643	456	142	23	2	1	14	5

Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the Dental Hygiene, BAS program for evidence of certification attainment at the baccalaureate level. All students in the BAS program were required to complete and pass the National Dental Hygiene Board Examination (NDHB) prior to enrolling in the BAS program.

Dental Hygiene - BAS
2018-19 Enhanced Comprehensive Academic Program Review
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View: **Course Groups**
Date: **9/19/2018**
Dashboard: **Course Groups**
Parameter: **Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All,Dental Hygiene,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2017-2018 (0535)		Spring Term 2017-2018 (0540)		Summer Term 2017-2018 (0545)		Fall Term 2018-2019 (0550)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
DEH4947	23	2	26	2			18	2

Academic Plan	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count	Summer Term 2016-2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count	Spring Term 2017-2018 (0540) Unduplicated Student Count	Summer Term 2017-2018 (0545) Unduplicated Student Count	Fall Term 2018-2019 (0550) Unduplicated Student Count
All	116	90	55	65	45	19	12
DENH-BAS	116	90	55	65	45	18	11
ENVSC-AS						1	1

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SharePoint   Newsfeed   OneDrive   Sites   Christine Patel ▾   ?

S▶	SPC-Business Intelligence Financial Information Recruitment and Admissions - Details Student Information **Student Information - Detail**

Search this site ▾ 🔍

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | Graduates | Course Groups

Overall Graduates Trend

ⓘ No background selections exist, Filter empty series and bottom axis items   ✕

■ DENH-BAS/Graduation Data Count
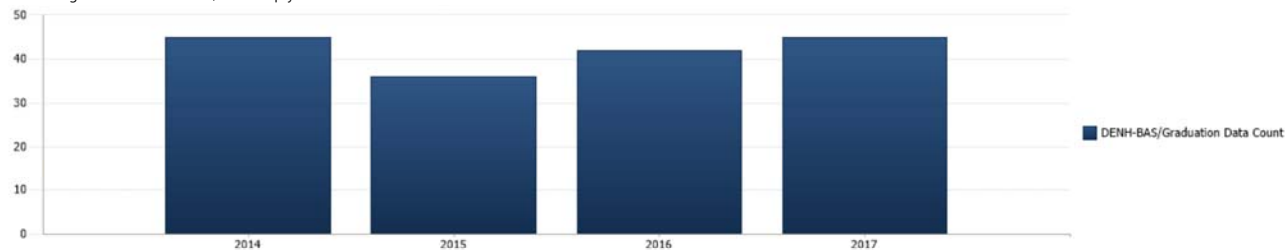
Overall Graduates Count

ⓘ No background selections exist, Filter empty rows and columns   ✕

Graduation Degree - Plan - Sub Plan	Measures	▷ 2014	▷ 2015	▷ 2016	▷ 2017
DENH-BAS	Graduation Data Count	45	36	42	45

Student System Cube Refresh

Last Refresh: 9/21/2018 5:57:40 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi | 2014, 2015, 2016, 2017 ▾ |
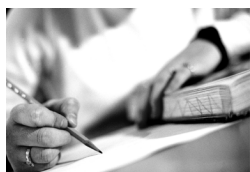
Graduation Degree Plan Subplan - Multi | DENH-BAS ▾ |

Age Group | All |

Gender | All |

Ethnic Group | All |

Custom Cohort | All ▾ |

Student Group | All ▾ |

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Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2014-2015	37.0	78.7%	3.0	6.4%	7.0	14.9%
Spring 2014-2015	35.0	77.8%	7.0	15.6%	3.0	6.7%
Summer 2014-2015	7.0	46.7%	4.0	26.7%	4.0	26.7%
2014-2015 Total	79.0	73.8%	14.0	13.1%	14.0	13.1%
Fall 2015-2016	38.0	79.2%	0.0	0.0%	10.0	20.8%
Spring 2015-2016	31.0	81.6%	4.0	10.5%	3.0	7.9%
Summer 2015-2016	4.0	26.7%	0.0	0.0%	11.0	73.3%
2015-2016 Total	73.0	72.3%	4.0	4.0%	24.0	23.8%
Fall 2016-2017	14.5	30.5%	6.0	12.6%	27.0	56.8%
Spring 2016-2017	17.0	44.7%	0.0	0.0%	21.0	55.3%
Summer 2016-2017	0.0	0.0%	0.0	0.0%	13.0	100.0%
2016-2017 Total	31.5	32.0%	6.0	6.1%	61.0	61.9%
Fall 2017-2018	31.5	66.3%	0.0	0.0%	16.0	33.7%
Spring 2017-2018	25.0	65.8%	0.0	0.0%	13.0	34.2%
Summer 2017-2018	8.0	53.3%	0.0	0.0%	7.0	46.7%
2017-2018 Total	64.5	64.2%	0.0	0.0%	36.0	35.8%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

Dental Hygiene - BAS
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Institutional Research and Effectiveness

Faculty/Adjunct Ratio

Percent Adjunct

	Fall	Spring	Summer
2014 - 2015	14.9	6.7	26.7
2015 - 2016	20.8	7.9	73.3
2016 - 2017	56.8	55.3	100.0
2017 - 2018	33.7	34.2	46.7

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

Dental Hygiene - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Occupation Profile

Occupation Description

The occupation description for Dental hygienists (29-2021) used by the DEO is shown below:

Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop X-rays, or apply fluoride or sealants.

State and County Trends and Wage Information

The distribution of 2018 wage information for Dental hygienists is located in the table below. The median hourly earnings for Dental hygienists was $31.19 in Florida and $33.45 in Pinellas County.

Employment trend information for occupations related to Dental Hygiene are also provided in the tables. An average annual increase in employment for Dental hygienists (17.7% – 22.0%) is shown for the period between 2018 and 2026, across the state and county.

Employment Data

Growth for Dental Hygienists

	Jobs (2018)	% Change (2018-2026)	Median Earnings
Florida	11,652	17.7%	$31.19/hr
Pinellas County	623	22.0%	$33.45/hr

Source: Florida Department of Economic Opportunity (DEO)
http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Major Employers

Graduates of SPC's Dental Hygiene – BAS program are employed in various areas related to their field. The primary local employers of these graduates are Broward College, Dental Designs of Lakeland, BayCare Health, Premier Dental, University of Florida - College of Dentistry, Community Health Centers of Pinellas at Johnnie Ruth Clarke, Aspen Dental, Regional Doctor Recruiter for the West Coast of Florida, Heartland Dental and St. Petersburg College, as depicted in the table below.

Major Employers

Employers of Dental Hygiene - BAS Graduates
Broward College
Dental Designs of Lakeland
BayCare Health
Premier Dental
University of Florida - College of Dentistry
Community Health Centers of Pinellas at Johnnie Ruth Clarke
Aspen Dental
Regional Doctor Recruiter for the West Coast of Florida
Heartland Dental
St. Petersburg College

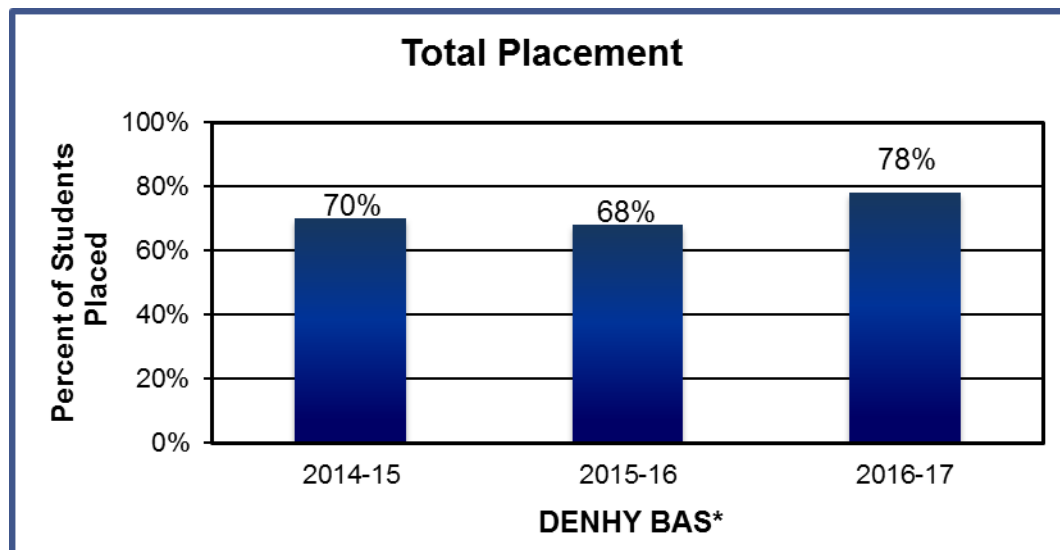*Source: Recent Alumni Survey reports and program administrator records*

Dental Hygiene - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Total Placement

DENHY BAS		
	Pool Count	**Percent Placed**
2014-15	31	70%
2015-16	26	68%
2016-17	32	78%

Source: Florida College System Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-reports.stml

*Refers to graduates found to be employed full-time or part-time.

Dental Hygiene - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Academics

Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Dental Hygiene – BAS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the four PLOs is listed below:

1. Acquire knowledge and develop skills that will increase opportunity for positions of responsibility in a variety of professional settings.
2. Enhance communication abilities and develop critical thinking skills for successful performance and progress in the dental hygiene profession.
3. Gain knowledge in a technologically advanced manner to facilitate commitment to lifelong learning for the promotion of personal and professional growth.
4. Develop leadership skills and facilitate team building within learning communities to adapt to the ever evolving aspects of the dental hygiene profession.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Dental Hygiene (BAS) program used the results of a professional portfolio assigned in Capstone course DEH4947 for PLOs 1 through 4 to evaluate students. However, PLO 2 also used the results of the Health Sciences Reasoning Test (HSRT) to evaluate students. The criteria for success stated students should attain a minimum score of 3 on the portfolio; whereas, students were expected to demonstrate improvement in their scores based on the administration of the pre- and post- HSRT test.

Data were collected during Fall 2014, Spring 2015, and Fall 2015. The students whom were assessed achieved a minimum score of 3 on the professional portfolio and met the criteria for success for all four PLOs. For

Dental Hygiene - BAS
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Institutional Research and Effectiveness

PLO 2, the overall scores of the HSRT indicated the students' scores had improved after the administration of the post-test and met the criteria for success.

The 2015-16 follow-up report was completed in July 2017. The lone action item was completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

For the complete 2015-16 Dental Hygiene, BAS Program Assessment Report, please see Appendix B.

Stakeholder Perceptions

Student Survey of Instruction (SSI)

SSI: Results

SSI Satisfaction Level (Scale 1-7)

Content Area	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Faculty Engagement	6.5	6.9	6.8	6.9
Preparation & Organization	6.6	6.9	6.9	6.9
Course Instruction	6.5	6.8	6.8	6.9

Source: St. Petersburg College Student Survey of Instruction database
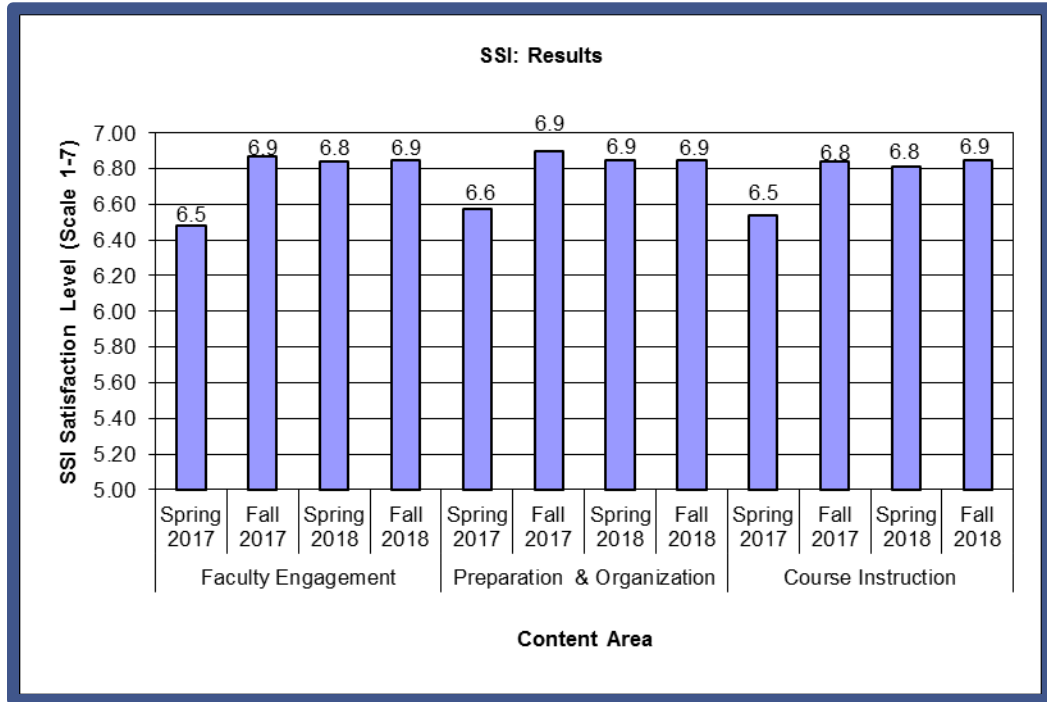
Dental Hygiene - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

St. Petersburg College SPC

Dental Hygiene, B.A.S.
2017-18 Alumni Survey Report

Survey of 2016-17 Graduates

➢ *B.A.S. Degree: Dental Hygiene*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Forty-one Alumni Surveys were provided to the 2016-17 graduates of the Dental Hygiene, B.A.S. program. Responses were received from 10 B.A.S. graduates.

Twenty-four percent (10/41) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:
- 88.9% (8/9) of recent graduate survey respondents, who were employed, were employed full-time.
- 90.0% (9/10)* of recent graduate survey respondents had a current position related to their studies.
- 60.0% (6/10) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 30.0% (3/10) *"Change career fields"*; and 10.0% (1/10) *"Obtain employment"*.
- 40.0% (4/10) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 30.0% (3/10) *"Earn more money"*; 20.0% (2/10) *"Change career fields"*; 10.0% (1/10) *"Get a promotion"*; 10.0% (1/10) *"Meet certification/training needs"*; 10.0% (1/10) *"Obtain employment"*; and 10.0% (1/10) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 60.0% (6/10) of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; 30.0% (3/10) *"Very well"*; and 10.0% (1/10) *"Adequately"*.
- 100% (9/9) of recent graduate survey respondents indicated that they earned $25.00 or more per hour ($52,000 or more annually).
- 30.0% (3/10) of recent graduate survey respondents indicated they are continuing their education.
- 100% (10/10) of recent graduate survey respondents would recommend SPC's Dental Hygiene, B.A.S. program to another.

- An evaluation of Dental Hygiene, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Nineteen outcomes received mean scores between 4.5 and 4.9, three received mean scores between 4.1 and 4.4, and three received mean scores between 3.8 and 3.9.

*Although only 9 respondents indicated that they were employed, 10 answered the question regarding whether their employment related to their studies.

Table 1
College Preparation Ratings for Recent Dental Hygiene, B.A.S. Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Communicating clearly and effectively with others through:			
Speaking	10	4.7	0.5
Listening	10	4.5	0.5
Reading	10	4.8	0.4
Writing	10	4.6	0.5
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	10	3.9	0.9
Using computational skills appropriately	10	3.9	0.9
Accurately interpreting mathematical data	10	3.8	0.9
Using the following forms of technology:			
Email	10	4.7	0.5
Word Processing	10	4.7	0.5
Spreadsheets	10	4.1	1.2
Databases	10	4.4	0.7
Internet Research	10	4.5	0.7
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	10	4.7	0.5
Inquiring about and interpreting information	10	4.7	0.5
Organizing and evaluating information	10	4.7	0.5
Analyzing and explaining information to others	10	4.6	0.7
Using information to solve problems	10	4.6	0.7

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	10	4.4	0.7
Working well with individuals from diverse backgrounds	10	4.8	0.4
Using ethical courses of action	10	4.7	0.5
Demonstrating leadership skills	10	4.7	0.7
Appreciating the importance of lifelong learning:			
Showing an interest in career development	10	4.9	0.3
Being open to new ideas and challenges	10	4.8	0.4
Willingness to take on new responsibilities	10	4.7	0.7
Pursuing additional educational opportunities	10	4.9	0.3

St. Petersburg College
SPC

Dental Hygiene, B.A.S.
2017-18 Employer Survey Report

Employer Survey of 2016-17 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2016-17 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Program Action Plan

Program: Dental Hygiene, BAS

Date Completed: September 2019

Prepared By: Christine Patel

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	The program has various levels of educational experiences and elevates in the level of expectations as the student progresses through the program. In some courses, such as research and capstone activities, it is a challenge to teach 24 students. If there is an opportunity to reduce the class size to 18 the students' experiences would be of better quality.	Retention	Spring 2020	Dean Stentiford
2	Recruiting for students is an ongoing event. Creating a more seamless pathway for students to move into our BASDH program would increase the enrollment and bolster the need for more advanced degrees for dental hygiene. An auto-	Enrollment	Summer 2020	Dean Stentiford

	grad system would encourage students to continue. Similar to our current practices at SPC (where all ASDH graduates are automatically admitted into our BASDH program), offering this to other AS Dental Hygiene programs across the state would be advantageous for enrollment purposes as well as expanding the profession of dental hygiene.			
3	The importance of making other AS Dental Hygiene programs across the state aware of the high quality of program that SPC has for the BASDH is crucial to growing the program. Working with other ASDH programs to allow a link to be placed on their college website would allow the students access to the materials about admission and the program. This could be offered to all colleges as the SPC BASDH program is offered completely online with no campus visits required.	Enrollment	Summer 2020	Dean Stentiford

II. Special Resources Needed:

A person dedicated solely to market our program and communicate with the other AS Dental Hygiene programs across the state.

III. Area(s) of Concern/Improvement:

The lack of technical support and EQUIPMENT; we need new computers!

References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved February 2018, from the Division of Community Colleges Web site: https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060

Contact Information

Please address any questions or comments regarding this evaluation to:

Maggie Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3195
tymms.magaly@spcollege.edu

Appendices

PROGRAM OF STUDY
College of Health Sciences
Dental Hygiene Bachelor of Applied Science
DENH-BAS

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Christine Patel, Instructor in Charge
patel.christine@spcollege.edu
(727) 341-3669

Deanna Stentiford, Dean of Allied Health Sciences
stentiford.deanna@spcollege.edu

Program Summary

SPC's Bachelor of Applied Science degree in Dental Hygiene is the first and only bachelor's degree program in dental hygiene in Florida and is one of the largest degree completion programs in the nation. This online program can help licensed dental hygienists improve their career opportunities in management, sales, public/community health, interprofessional health care disciplines, and academia.

This degree completion program is for licensed dental hygienists who want to progress from their associate to bachelor's degree.
- Offered completely online program - no campus or residency requirements
- Discussion boards foster professional camaraderie
- Courses are offered one at a time for six to eight weeks
- Students are accepted during the fall and spring and progress through the program together in a cohort
- A capstone course, which lasts 14 weeks, integrates career interests through teaching, interning or observing.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Careers:
This program is for licensed dental hygienists seeking a bachelor's degree.

Career Outlook:
Research linking oral health and overall physical health continues to increase the demand for preventive dental care. Nationally, dental hygiene employment is expected to increase 38 percent by 2020, faster than average for all occupations. In Florida, dental hygienists will remain in demand as job growth is expected to grow by more than 30% through 2018.

Dental hygiene programs seeking qualified faculty will require a minimum of a bachelor's degree.

Opportunities:
Graduates of our programs work in dental offices, public health clinics, hospitals, nursing homes, managed care facilities, dental hygiene education, dental and pharmaceutical sales and management.
Source: Bureau of Labor Statistics

Program Related Web Sites

www.spcollege.edu/dental-bas/

Admission Rules

Please review the **Dental Hygiene B.A.S. Admission Guide**.

The Admission Guide will outline the admission criteria specific to the Dental Hygiene B.A.S program as well as explain the timetable for evaluation and further admission correspondence. Please review this information carefully to ensure you submit a complete application at the appropriate time. Only students who satisfy all the application requirements and submit a complete application in accordance with the information detailed in the Admission Guide will be considered for admission.

To be admitted to the B.A.S. in Dental Hygiene program, a student must have:
- Officials transcripts showing completion of a dental hygiene degree of at least 60 credits from an institution accredited by the Commission on Dental Accreditation (CODA), such as SPC's
- Current dental hygiene license
- At least 15 hours of transferable general education courses with at least a 2.0 GPA

Graduation Rules
FOREIGN LANGUAGE:
If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.A.S. program.
Students must successfully complete all BASDH core courses and Electives, as well as meet all requirements for their AA degree (to include foreign language).

ADMISSIONS REQUIREMENT Lower Division Dental Hygiene	Credits
Transfer credits	44
Total Credits	**44**

A.S. degree students are required to complete the thirty-six (36) credit general education requirement of St. Petersburg College. Refer to the College Catalog for a list of specific courses for each category below. Lower and Upper division general education must total a minimum of thirty-six (36) credits.

ADMISSIONS COURSES

GENERAL EDUCATION COURSES	Credits
ENHANCED WORLD VIEW REQUIREMENT *	
A. COMMUNICATIONS	9
B. HUMANITIES/FINE ARTS	6
C. MATHEMATICS	6
D. NATURAL & PHYSICAL SCIENCES	6 - 7
E. SOCIAL AND BEHAVIORAL SCIENCES	6
F. ETHICS	3
G. COMPUTER/INFORMATION LITERACY COMPETENCY (see catalog for details)	
Total Credits	**36**

MAJOR CORE COURSES

Major Requirements (Complete 34 credits)		Credits
DEH 3730 📄	Dental Hygiene Educational Concepts	3
DEH 3813 📄	Contemporary Issues in Dental Hygiene	4
DEH 3814 📄	Introduction to Dental Hygiene Research	4
DEH 4607 📄	Advanced Periodontics	4
DEH 4851 📄	Practice Management for the Dental Hygienist	3
DEH 4852 📄	Advanced Ethics in Dental Hygiene	3
DEH 4854 📄	Leadership in Dental Hygiene	3
DEH 4947 📄	Dental Hygiene Capstone	7
HSC 3201 📄	Community Health and Epidemiology	3
Total Credits		**34**

MAJOR ELECTIVE COURSES

Elective Courses (Select 6 credits)		Credits
HSA 3113 📄	Contemporary Issues in Health Care & Human Services	3
HSA 4191 📄	Health Information Systems	3
HSA 4502 📄	Health Care Risk Management	3
HSC 3211 📄	Concepts of Health Promotion & Disease Prevention	3
HSC 4640 📄	Legal & Ethical Aspects of Health Care	3
HUS 3370 📄	Issues In Mental Health	3
HUS 3570 📄	Vulnerable Populations:Health and Health Care Issues	3
MAR 4413 📄	Sales, Negotiating and Customer Relationship Management	3
PAD 4232 📄	Grant Administration & Resource Development	3
HUS 4442 📄	Substance Abuse and the Family	3
HUS 4561 📄	Social Problems and Policy	3
MAN 3802 📄	Principles of Entrepreneurship	3

Total Credits	6

Total Credits	**120**

*Visit www.spcollege.edu/program/GENR-AA for details

Program Assessment Report

Program: College of Health Sciences: Dental Hygiene, BAS
Option: Dental Hygiene
Report Year: 2015-16

Drafted by Christine Patel on Aug 19, 2016

Data Files

- Portfolio journal article
- HSRT Results narrative pre_post Jan 2015-Fall 2014.docx
- HSRT results narrative pre_post Spring 2016.docx
- HSRT results narrative pre_post Fall 2015.docx
- End of Program Graduate Survey Fall 2015.pdf
- End of Program Graduate Survey Spring 2015.pdf
- End of Program Graduate Survey Fall 2014.pdf
- BASDH Portfolio from course syllabus.docx
- 798_Dental_Hygiene_newGoals_Mapping_July2012-2016.doc
- program outcomes rubric new Fall_2014-15-16.docx

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1:   Acquire knowledge and develop skills that will increase opportunity for positions of responsibility in a variety of professional settings.

I. Use of Past Results

2012-13 is the first administration of the BASDH Program Outcomes rubric as well as scoring on a 1-5 scale for each of the program outcomes. **In the Fall of 2014**, the rubric was revised to reflect the addition of a score of "0". This addition was included for students who neglected to validate an Outcome through the portfolio. Currently, the scale of the rubric is as follows: 0 (Outcome not met), 1(Outcome is poor), 2(Outcome is fair), 3 (Outcome is good), 4(Outcome is excellent), and 5 (Outcome is outstanding). Students that received less than 3 on any Outcome were directed to revise their work to incorporate the necessary material that was missing. The 2015-2016 report is a compilation of three semesters (**beginning with the Fall of 2014, when the new, revised rubric was implemented)** from the Capstone course.

II. Methodology

Means of Assessment: The skills covered in PLO #1 are demonstrated by students in the Capstone course via the development and presentation of a **professional portfolio**. It is a way for students to piece together the fragmented nature of their varied activities, and courses into a presentation of their educational and professional development. **Included in this Report (in the Data Files above)**, is a current article from our national organization, that explains the importance and relevance of a professional portfolio in dental hygiene education, as well as the dental hygiene profession as a whole. As the BASDH program is totally online, the portfolio is presented electronically via the services of LiveText. The electronic portfolio includes a compilation of work completed throughout the various courses in BASDH program. Students choose and submit to the portfolio one piece of work (research papers, projects, PowerPoint and SWAY presentations, etc.) representative of each of the courses previously taken in the BASDH curriculum. Students are required to compose a 200 word summary paragraph that includes why they chose this particular project/paper/document to represent their work within the course, and to reflect on how this particular sample of work relates to and validates the particular program outcome as having been accomplished or met. All students must satisfactorily present content within their portfolio that verifies that each of the 4 outcomes has been achieved as a condition of passing the Capstone course. If a student is lacking in supportive evidence of one or more of the program outcomes, he/she is required to re-submit work, and or re-write the descriptive summary paragraph in the portfolio that will successfully validate the outcome.

The demonstration of each PLO is further verified in the **end of program survey** that all capstone students complete. While this survey does not serve as a means of assessing the demonstration of the PLO, the results provide rich and meaningful feedback to the program that is reviewed in conjunction with the e-Portfolio data. Therefore, the results of specific survey questions related to PLO #1 are included with the data for the e-Portfolio.

Date(s) of Administration: Fall 2014, Spring 2015, Fall 2015

Method: The primary method of evaluation of each PLO is via the electronic portfolio, using a rubric developed specifically for program outcomes assessment. Beginning with the first course in the BASDH program, Contemporary Issues in Dental Hygiene, students are introduced to each of the program outcomes. The assignments required in core courses are carefully crafted to be aligned with the program outcomes and to allow demonstration of student achievement of each PLO. Students are required to save all work from each course with the knowledge that a comprehensive portfolio showcasing achievement in the program will be required in the final Capstone course. In the Capstone course, detailed directions are provided guiding the students in completing each section of the portfolio, as well as instructions on developing the descriptive summary paragraph highlighting the course and work chosen for the learning outcome. The guidelines provided to students specify that one piece of work that is representative of each course throughout the program should be submitted. Examples of such work include essays, research papers, projects, and the like. Students are directed to only submit samples that are able to verify, exemplify, and validate the achievement of the program outcomes.

Assessment Instrument: Students are evaluated by the capstone faculty using the Evaluation of BASDH Program Outcomes rubric. Faculty assess the descriptive paragraph summarizing the relation between the work chosen and program outcome #1, as well as evaluating the work submitted by the student as part of the electronic portfolio. Note: The work submitted was previously assessed by the instructor in the course in which it was assigned. All corrections and edits in the original document must be made prior to presenting in the portfolio to reflect the best example of the students work. The rubric evaluates the degree to which the student demonstrated meeting the particular program outcome on a Likert scale of 0 to 5, with zero being the lowest (Outcome not met), and 5 representing the highest (outstanding) achievement

Population: All students enrolled in the DEH 4947 Capstone Course for BAS Dental Hygiene are assessed on the Portfolio.

III. Criteria for Success

Students must receive a minimum score of 3 (good) to validate that the learning outcome has been adequately demonstrated and achieved. Students who receive a score of 0, 1 or 2 on MLO #1 must resubmit work and or re-write the descriptive summary paragraph as part of the portfolio that would result in a passing of score of 3. As stated in the Capstone syllabus, all students must demonstrate successful achievement of each outcome (a minimum score of 3) as a condition of passing the Capstone course.

IV. Summary of Assessment Findings

Results via Face-to-Face

The BASDH program at St. Petersburg College is offered completely online. All content, assignments, and assessments are completed online and no campus visits are required.

Results via Distance Delivery (Online, Blended, etc)

Rubric PLO #1			
Fall 2014 **N=16**	**Spring 2015** **N=23**	**Fall 2015** **N= 15**	**3 Semester Average** **N= 54**
Mean Sore = 4.4	Mean Score= 4.5	Mean Score= 4.4	4.4
Minimum score = 3	Minimum score = 3	Minimum score = 3	3
Maximum score = 5	Maximum score = 5	Maximum score = 5	5

PLO #1 Survey Data					
Q12. Do you feel the BASDH program provided the educational foundation and confidence to pursue a more advanced position in the field of dental hygiene?					
	Total N	**Fall 2014 (n=16)**	**Spring 2015 (n=23)**	**Fall 2015 (n=14)**	**N=53**
Yes	52	100%	96%	100%	98.7%
Maybe	1	0%	4%	0%	1.3%
No	0	0%	0%	0%	0%
Total	53	100%	100%	100%	100%
Q19. Do you plan on pursuing a position other than traditional clinical dental hygiene that utilizes your BASDH degree?					
	Total N	**Fall 2014 (n=16)**	**Spring 2015 (n=23)**	**Fall 2015 (n=14)**	**N=53**
No	2	0%	4%	2%	2%
Undecided	12	12%	26%	33%	23%
Yes	39	88%	70%	65%	75%
Total	53	100%	100%	100%	100%

V. Discussion and Analysis of Assessment Findings

The findings indicate that 100% (54 out of 54) of students in fall 2014, spring 2015, fall 2015 semesters achieved a minimum score of 3 (good), successfully demonstrating learning Outcome #1. The mean score for this goal was 4.41 out of 5, an 88% average. In addition, we are proud that 49 out of 54 students (91%) of students exceeded the minimum criteria for success with a score of 4 (excellent) or 5 (outstanding).

The demonstration of PLO #1 was further verified by two questions on the survey that is administered at the end of the program. The results of the survey indicated that 98.7% of students responded with a "yes" (n=53) reporting that they feel the program provided them with the education and confidence to pursue a more advanced position in Dental Hygiene (Q#12). Not one student responded with a "no", while a total of 1.3% indicated "maybe". On the Question (#19) regarding whether students planned on pursuing a position other than traditional clinical dental hygiene that utilizes their BASDH degree, 75% of students responded with a "yes", 23% undecided and with only 2% indicating a "no". The results of both of these questions strongly indicate that students have acquired knowledge and skills that give them the confidence to pursue careers outside the traditional dental hygiene practice setting

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#2: Enhance communication abilities and develop critical thinking skills for successful performance and progress in the dental hygiene profession.

I. Use of Past Results

The BASDH program seeks to align PLO #2 with SPC's overall mission to improve critical thinking skills in all students and all degree programs. Critical thinking is defined as "the active and systematic process of communication, problem solving, evaluation, analysis, synthesis, and reflection, both individually and in the community, to foster understanding, support sound decision-making, and guide action". Each course in the BASDH program seeks to implement assignments that foster the communication abilities and develop critical thinking skills for successful performance and progress in the dental hygiene profession. Critical thinking is mission critical! The DEH 4947 Dental Hygiene Capstone is the final course in the BASDH curriculum, and is the course that seeks to formally evaluate and assess each of the 4 program outcomes. Two Methods to measure the program outcomes were utilized to assess PLO#2.

Method 1: In 2013, the first administration of the BASDH Program Outcomes Rubric was implemented with a 1-5 scale for each of the program outcomes. The scores seemed relatively high overall which was due to not having adequate descriptions qualifying what each number on the 1 to 5 scale represented (poor to outstanding on a Likert scale). In the subsequent Capstone course, a revised rubric with criteria described for each score of 1, 2, 3, 4, and 5 had been developed and implemented. This revision provided clearer data relative to the degree of success for each of the program outcomes, and affected the overall scores of students. In the Fall of 2014, the Rubric was revised to include the addition of a score of 0 to reflect students that neglected to validate an Outcome.

Method 2: In the fall of 2012, the BASDH program implemented a critical thinking test(HRST) in which all students are required to complete (pretest in their first course in the program, DEH 3813 Contemporary Issues in Dental Hygiene and then students take a posttest in their last course, Capstone) . The pretest scores in 2013 resulted in an overall "not manifested" score for the majority of students. The program aspires to significantly reduce the number of students that test into the "Not manifested" category, and to increase the percentage of students that test into the "Moderate", "Strong" and "Superior" categories.

In addition to the actual critical thinking test, students are initially asked 10 questions on the HSRT that help to identify the demographic make-up of the cohort entering into the program. These questions provide qualitative feedback via student self-assessment of their perception of skill/ability level in key areas. On a Likert type scale of 0-5, where 0 indicates no ability/skill level, 3 indicates average ability/skill level, and 5 indicates exceptional ability/skill level, students are asked to rate their current ability and/or skills in various areas. Students will again respond to these same questions when they take the post-test as part of the Capstone course.

One question asked on the HSRT is related to directly to PLO #2 in regards to critical thinking and communication skills:

Q2: To critically analyze and synthesize information and evidence-based research.

• In 2013, the average self-assessment of this skill was a value of 2.48. This falls just below "average" ability on the Likert scale of 0-5 (from no ability to exceptional ability). Scores ranged from a low of 1 to a high of 4 (no one scored him/herself in the 5 category), with most (56%) self-assessing in the 2 or 1 point range (below average).

II. Methodology

Means of Assessment: The communication and critical thinking skills covered in PLO #2 are demonstrated by students in the Capstone course via the development and presentation of a **professional portfolio** and through the **HSRT assessment**.

The portfolio is a way for students to piece together the fragmented nature of their varied activities/assignments in courses into a presentation of their educational and professional development. As the BASDH program is totally

online, the portfolio is presented electronically via the services of LiveText. The electronic portfolio includes a compilation of work completed throughout the various courses in BASDH program. Students choose and submit to the portfolio one piece of work (research papers, projects, PowerPoint presentations, etc.) representative of each of the courses previously taken in the BASDH curriculum. Students are required to compose a 200 word summary paragraph that includes why they chose this particular project/paper/document to represent their work within the course, and to reflect on how this particular sample of work relates to and validates the particular program outcome as having been accomplished or met. All students must satisfactorily present content within their portfolio that verifies that each of the 4 outcomes has been achieved as a condition of passing the Capstone course. If a student is lacking in supportive evidence of one or more of the program outcomes, he/she is required to re-submit work, and or re-write the descriptive summary paragraph in the portfolio that will successfully validate the outcome.

As part of an effort to independently demonstrate development and enhancement of critical thinking skills, the BASDH program decided to implement the **Health Sciences Reasoning Test (HSRT)** administered by Insight Assessment. The HSRT measures high-stakes reasoning and decision-making processes. Scores on this instrument have been found to predict successful professional licensure and high clinical performance ratings. The test is presented in a multiple choice format and is administered online in a 50 minute timeframe. This test will help to measure the degree to which PLO# 2 is met within the program regarding development of critical thinking skills for successful performance and progress in the dental hygiene profession.

The demonstration of each PLO is further verified in the **end of program survey** that all capstone students complete. While this survey does not serve as a means of assessing the demonstration of the PLO, the results provide rich and meaningful feedback to the program that is reviewed in conjunction with the e-Portfolio data. Therefore, the results of specific survey questions related to PLO #2 are included with the data for the e-Portfolio.

Date(s) of Administration: Fall 2014, Spring 2015, Fall 2015

Method 1: The primary method of evaluation of each PLO is via the electronic portfolio, using a rubric developed specifically for program outcomes assessment. Beginning with the first course in the BASDH program, Contemporary Issues in Dental Hygiene, students are introduced to each of the program outcomes. The assignments required in core courses are carefully crafted to be aligned with the program outcomes and to allow demonstration of student achievement of each PLO. Students are required to save all work from each course with the knowledge that a comprehensive portfolio showcasing achievement in the program will be required in the final Capstone course. In the Capstone course, detailed directions are provided guiding the students in completing each section of the portfolio, as well as instructions on developing the descriptive summary paragraph highlighting the course and work chosen for the learning outcome. The guidelines provided to students specify that one piece of work that is representative of each course throughout the program should be submitted. Examples of such work include essays, research papers, projects, and the like. Students are directed to only submit samples that are able to verify, exemplify, and validate the achievement of the program outcomes.

Assessment Instrument: Students are evaluated by the capstone faculty using the Evaluation of BASDH Program Outcomes rubric. Faculty assess the descriptive paragraph summarizing the relation between the work chosen and program outcome #2, as well as evaluating the work submitted by the student as part of the electronic portfolio. Note: The work submitted was previously assessed by the instructor in the course in which it was assigned. All corrections and edits in the original document must be made prior to presenting in the portfolio to reflect the best example of the students work. The rubric evaluates the degree to which the student demonstrated meeting the particular program outcome on a Likert scale of 0 to 5, with one being the lowest (poor), and 5 representing the highest (outstanding) achievement.

Population: All students enrolled in the DEH 4947 Capstone Course for BAS Dental Hygiene are assessed on the Portfolio.

Method 2: All students enrolled in the BASDH program take Contemporary Issues in Dental Hygiene as their first course in the program. As part of the orientation that takes place in the first week of this course, students are required to complete the initial HSRT assessment as a pre-test. Students then repeat this test in the final course in the program, the Dental Hygiene Capstone. Since implementing this test in August of 2012, we have administered it to several cohorts of students. The results of the pre-tests will provide baseline scores for all new students, and will be the entry data on which future analysis of successful achievement of PLO #2 will be based when students complete the posttest.

Assessment Instrument: The assessment instrument for independently measuring the level of success of PLO #2 is the Health Sciences Reasoning Test (HSRT) administered online via the services of Insight Assessment. Reports are given for each student with an overall critical thinking score as well as scores on analysis, inference, evaluation, induction and deduction.

Population: All students enrolled in the first course in the BASDH program: Contemporary Issues in Dental Hygiene for the pre-test, and all students enrolled in the final course: Dental Hygiene Capstone for the post-test.

III. Criteria for Success

Method 1: Students must receive a minimum score of 3 (good) on the PLO rubric to validate that the learning

outcome has been adequately demonstrated and achieved. Students who receive a score of 1 or 2 on PLO #2 must resubmit work and or re-write the descriptive summary paragraph as part of the portfolio that would result in a passing of score of 3. As stated in the Capstone syllabus, all students must demonstrate successful achievement of each outcome (a minimum score of 3) as a condition of passing the Capstone course.

Method 2: *Insight Assessment* provides cut scores for the HSRT including **Overall Score** (utilizing the 33 point version/form) and categorical scores. For the **Overall Score,** the following are the point ranges:

0-14 = "Not manifested": This result is consistent with possible insufficient test-taker effort, cognitive fatigue, or possible reading or language comprehension issues.

15-20 = "Moderate": This result indicates the potential for skills related challenges when engaged in reflective problem solving and reflective decision making associated with learning or employee development.

21-25 = "Strong": This result is consistent with the potential for academic success and career development.

26 or higher = "Superior": This result indicates critical thinking skill that is superior to the vast majority of test takers. Skills at the superior level are consistent with the potential for more advanced learning and leadership

The criteria for success on this test and measurement of PLO #2, will be based on the degree of improvement in all categories (Induction, Deduction, Analysis, Inference, Evaluation, and Overall) in students' scores from the beginning (pre-assessment) of the program to the end (post-assessment).

The scores will also reflect a comparison of the overall score percentiles of our BASDH students in each semester to an aggregate sample of HSRT Dental Hygiene 4YR Undergraduate.

IV. Summary of Assessment Findings

Results via Face-to-Face

The BASDH program at St. Petersburg College is offered completely online. All content, assignments, and assessments are completed online and no campus visits are required.

Results via Distance Delivery (Online, Blended, etc)

Method 1: The findings indicate that 96% (52 out of 54) of students in all three semesters achieved a minimum score of 3 (good), successfully demonstrating learning outcome #2. The mean score for this outcome was 4.34 out of 5, and 91% of students fall between "excellent and outstanding" on the 0-5 Likert scale. The results show that 3 students met the required score, and 49 students exceeded the minimum required score.

Rubric PLO #2			
Fall 2014 **N=16**	**Spring 2015** **N=23**	**Fall 2015** **N=15**	**3 Semester Average** **N=54**
Mean Score = 4.187	Mean Score = 4.45	Mean Score = 4.4	Mean Score = 4.34
Minimum Score **=** 0	Minimum Score = 3	Minimum Score = 4	Minimum Score = 2.3
Maximum Score **=** 5	Maximum Score = 5	Maximum Score = 5	Maximum Score = 5

PLO #2 Survey Data					
Q2. Evaluate your ability to critically analyze and synthesize information and evidence-based research.					
	Fall 2014	Spring 2015	Fall 2015	Total N	N=53

	N=16	N=23		N=14		
No ability	0%	0%		0%	0	0%
Average ability	1%	2%		0%	4	1%
Good ability	14%	33%		25%	12	24%
Exceptional ability	85%	65%		75%	37	75%
Total	100%	100%		100%	57	100%

Method 2:

A. The Health Sciences Reasoning Test (HSRT) was administered as a pre-test for the entering **cohort of students in January 2013**. These same students took their posttest when they entered their final **Capstone course in Fall 2014** semester.

The chart below depicts across the board improvement in all categories, as well as a **3-4 point improvement** in the overall scores of each of the students in this particular cohort.

Pre-Test (HSRT#4):
According to Insight Assessment, based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of HSRT Dental Hygiene 4 YR Undergraduate, the average percentile score of this group of **test takers is 26.**

Post-Test (HSRT #9):
According to Insight Assessment, based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of HSRT Dental Hygiene 4 YR Undergraduate, the average percentile score of this group of **test takers is 52.**
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Pre				**Post**			
	Mean	Median		Mean	Mean Difference	Median	Median Difference
Induction	7.1	7		7.6	+0.5	8	+1
Deduction	4.7	5		5.7	1	6	+1
Analysis	3.4	3		4.2	+.8	4	+1
Inference	2.5	3		4.2	+1.7	4	+1
Evaluation	4.8	5		4.9	+0.1	5	0
Overall score	17.1	18		21.1	+4	21	+3

B.The Health Sciences Reasoning Test (HSRT) was administered as a pre-test for the entering **cohort of students in January 2014.** These same students took their posttest when they entered their final **Capstone course in Fall 2015** semester.

The chart below depicts across the board improvement in all categories, as well as a **2.4-4 point improvement** in the overall scores of each of the students in this particular cohort.

Pre-Test (HSRT#6):
According to Insight Assessment, based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of HSRT Dental Hygiene 4 YR Undergraduate, the average percentile score of this group of **test takers is 41.**

Post-Test (HSRT #13):
According to Insight Assessment, based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of HSRT Dental Hygiene 4 YR Undergraduate, the average percentile score of this group of **test takers is 54.**
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Pre				Post			
	Mean	Median		Mean	Mean Difference	Median	Median Difference
Induction	7	8		7.5	+0.5	8	0
Deduction	5.3	6		6.2	+.09	7	+1
Analysis	3.5	4		4.7	+1.2	5	+1
Inference	3.7	4		4.3	+.6	5	+1
Evaluation	4.4	5		4.9	+0.5	6	+1
Overall Score	18.6	18		21	+2.4	22	+4

C.The Health Sciences Reasoning Test (HSRT) was administered as a pre-test for the entering **cohort of students in August 2014**. These same students took their posttest when they entered their final **Capstone course in Spring 2015** semester.

The chart below depicts across the board improvement in all categories, as well as a **2 point improvement** in the overall scores of each of the students in this particular cohort.

Pre-Test (HSRT#10):
According to Insight Assessment, based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of HSRT Dental Hygiene 4 YR Undergraduate, the average percentile score of this group of **test takers is 37.**

Post-Test (HSRT #15):
According to Insight Assessment, based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of HSRT Dental Hygiene 4 YR Undergraduate, the average percentile score of this group of **test takers is 48.**

Pre			Post			
	Mean	Median	Mean	Difference	Median	Difference
Induction	7.2	7	7.2	0	8	+1
Deduction	4.9	5	6.5	+1.6	6	+1
Analysis	3.5	4	4.4	+.9	5	+1

Inference	3.6	4	3.9	+.3	4	0
Evaluation	4.9	5	4.5	-.4	5	0
Overall Score	18.8	18	20.8	+2	20	+2

V. Discussion and Analysis of Assessment Findings

Method 1: As mentioned above, the findings indicate that 96% (52 out of 54) of students in all three semesters achieved a minimum score of 3 (good), successfully demonstrating learning outcome #2. The mean score for this outcome was 4.34 out of 5, and 91% of students fall between "excellent and outstanding" on the 0-5 Likert scale. The results show that 3 students met the required score, and 49 students exceeded the minimum required score.

The demonstration of PLO #2 was further verified by one question (Q# 2) on the survey that is administered at the end of the program. The results of the survey indicated that an average of 99% of students responded that they had good (24%) and/or exceptional (75%) ability and to critically analyze and synthesize information and evidence-based research (n=53). The results of this question strongly indicate that students graduating from our BASDH program have enhanced their communication abilities and developed greater critical thinking skills for successful performance and progress in the dental hygiene profession.

Method 2: Based on the positive improvements shown in the above data from the HRST Critical Thinking Assessment test, the BASDH program now has data that confirms that student's critical thinking skills are enhanced, improved or developed as a result of the various courses in the curriculum. All of the above data helps to validate Program Outcome #2: Enhance communication abilities and develop critical thinking skills for successful performance and progress in the dental hygiene profession.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Up to now, the BASDH program has utilized a critical thinking assessment tool (HSRT) that has shown how our students have improved their critical thinking skills. However, we have now discovered that this tool has become cumbersome and time-consuming for both students and faculty, due to technology incompatibility issues. With this said, it has been decided by the Program Administration to discontinue this HSRT tool beginning in the Fall 2016.We will, however, continue utilizing the other methods (ie Program Portfolio and Program Surveys) which are also very effective ways to show how students have improved their critical thinking skills. Further assessments are not warranted at this time.
- / Aug 2016

Budget / Planning Implications:

The discontinuation of the HSRT assessment tool will be a cost saving plan for the program.

#3: Gain knowledge in a technologically advanced manner to facilitate commitment to lifelong learning for the promotion of personal and professional growth.

I. Use of Past Results

2012-13 was the first administration of the BASDH Program Outcomes rubric as well as scoring on a 1-5 scale for each of the program outcomes. The scores seemed relatively high overall which might have been due to not having adequate descriptions qualifying what each number on the 1 to 5 scale represents (poor to outstanding on a likert scale). The average score for PLO # 3 in 2012-2013 equated to approximately 89% success rate for the outcome, with 97% meeting the program goal. In addition, nearly 85% of students exceeded the minimum criteria for success with a score of 4 (excellent) or 5 (outstanding). In the subsequent Capstone course that was conducted (Summer 2013 session), a revised rubric with criteria described for each score of 1, 2, 3, 4, and 5 had been developed and implemented. The revision provided more clarity in the data relative to the degree of success for each of the program outcomes, and affected the overall scores of students.

In the Fall of 2014, the rubric was revised again and used to reflect the addition of a score of "0". This addition was included for students who neglected to validate an Outcome through the portfolio. Currently, the scale of the rubric is as follows: 0 (Outcome not met), 1(Outcome is poor), 2(Outcome is fair), 3 (Outcome is good), 4(Outcome is

excellent), and 5 (Outcome is outstanding). Students that received less than 3 on any Outcome were directed to revise their work to incorporate the necessary material that was missing. This report is a compilation of three semesters (**beginning with the Fall of 2014, when the new, revised rubric was implemented**) from the Capstone course.

II. Methodology

Means of Assessment: The skills covered in PLO #3 are demonstrated by students in the Capstone course via the development and presentation of a professional portfolio. It is a way for students to piece together the fragmented nature of their varied activities, and courses into a presentation of their educational and professional development. As the BASDH program is totally online, the portfolio is presented electronically via the services of LiveText. The electronic portfolio includes a compilation of work completed throughout the various courses in BASDH program. Students choose and submit to the portfolio one piece of work (research papers, projects, PowerPoint presentations, etc.) representative of each of the courses previously taken in the BASDH curriculum. Students are required to compose a 200 word summary paragraph that includes why they chose this particular project/paper/document to represent their work within the course, and to reflect on how this particular sample of work relates to and validates the particular program outcome as having been accomplished or met. All students must satisfactorily present content within their portfolio that verifies that each of the 4 outcomes has been achieved as a condition of passing the Capstone course. If a student is lacking in supportive evidence of one or more of the program outcomes, he/she is required to re-submit work, and or re-write the descriptive summary paragraph in the portfolio that will successfully validate the outcome.

The demonstration of each PLO is further verified in the end of program survey that all capstone students complete. While this survey does not serve as a means of assessing the demonstration of the PLO, the results provide rich and meaningful feedback to the program that is reviewed in conjunction with the e-Portfolio data. Therefore, the results of specific survey questions related to PLO #3 are included with the data for the e-Portfolio.

Date(s) of Administration: Fall 2014, Spring 2015, Fall 2015

Method: The primary method of evaluation of each PLO is via the electronic portfolio, using a rubric developed specifically for program outcomes assessment. Beginning with the first course in the BASDH program, Contemporary Issues in Dental Hygiene, students are introduced to each of the program outcomes. The assignments required in core courses are carefully crafted to be aligned with the program outcomes and to allow demonstration of student achievement of each PLO. Students are required to save all work from each course with the knowledge that a comprehensive portfolio showcasing achievement in the program will be required in the final Capstone course. In the Capstone course, detailed directions are provided guiding the students in completing each section of the portfolio, as well as instructions on developing the descriptive summary paragraph highlighting the course and work chosen for the learning outcome. The guidelines provided to students specify that one piece of work that is representative of each course throughout the program should be submitted. Examples of such work include essays, research papers, projects, and the like. Students are directed to only submit samples that are able to verify, exemplify, and validate the achievement of the program outcomes.

Assessment Instrument: Students are evaluated by the capstone faculty using the Evaluation of BASDH Program Outcomes rubric. Faculty assess the descriptive paragraph summarizing the relation between the work chosen and program outcome #3, as well as evaluating the work submitted by the student as part of the electronic portfolio. Note: The work submitted was previously assessed by the instructor in the course in which it was assigned. All corrections and edits in the original document must be made prior to presenting in the portfolio to reflect the best example of the students work. The rubric evaluates the degree to which the student demonstrated meeting the particular program outcome on a Likert scale of 0 to 5, with zero being the lowest (Outcome Not Met), and 5 representing the highest (outstanding) achievement.

Population: All students enrolled in the DEH 4947 Capstone Course for BAS Dental Hygiene are assessed on the Portfolio with the BASDH Program Outcomes rubric.

III. Criteria for Success

Students must receive a minimum score of 3 (good) to validate that the learning outcome has been adequately demonstrated and achieved. Students who receive a score of 1 or 2 on PLO #3 must resubmit work and or re-write the descriptive summary paragraph as part of the portfolio that would result in a passing of score of 3. As stated in the Capstone syllabus, all students must demonstrate successful achievement of each outcome (a minimum score of 3) as a condition of passing the Capstone course.

IV. Summary of Assessment Findings

Results via Face-to-Face

The BASDH program at St. Petersburg College is offered completely online. All content, assignments, and assessments are completed online and no campus visits are required.

Results via Distance Delivery (Online, Blended, etc)

Rubric PLO #3			
Fall 2014 N=16	**Spring 2015 N=23**	**Fall 2015 N=15**	**Average of all three semesters N=54**
Mean Score = 4.8	Mean Score =4.6	Mean Score =4.4	4.5
Minimum score = 2	Minimum score = 3	Minimum score = 4	3
Maximum score = 5	Maximum score = 5	Maximum score = 5	5

Q24. Do you plan on continuing your education and pursuing a Master's degree, or any other professional degree?				
	Fall 2014 (n=16)	**Spring 2015 (n= 23)**	**Fall 2015 (n= 14)**	**Total N** **3 Semester Average** **N= 53**
Yes	58%	42%	50%	25 50%
Maybe	32%	44%	37%	20 37%
No	10%	14%	13%	8 13%
Total	100%	100%	100%	53 100%

V. Discussion and Analysis of Assessment Findings

The findings indicate that 98% (53 out of 54) of students in all three semesters achieved a minimum score of 3 (good), successfully demonstrating learning outcome #3. The mean score for this outcome was 4.45 out of 5, and 90% of students fall between "excellent and outstanding" on the 0-5 Likert scale. The results show that 3 students met the required score, and 49 students exceeded the minimum required score.

The demonstration of PLO #3 was further verified by one question in the program survey that is administered at the end of the program. Commitment to life-long learning was addressed in Q#24 inquiring if students planned to continue their education and pursue a Master's degree, or other professional degree. The responses indicate that a remarkable 87% of students were thinking about or absolutely intending to continue their education and only 13% answered "no". This finding significantly indicates that students intend to continue their formal education, which can certainly enhance personal and professional growth with lifelong learning.

#4: Develop leadership skills and facilitate team building within learning communities to adapt to the ever evolving aspects of the dental hygiene profession.

I. Use of Past Results

The educational benefits of students working cooperatively in groups are well recognized. Studying and working on projects collaboratively has been shown to directly enhance learning. Also, employers value the team building skills that group work helps to foster. In this process, students also develop leadership skills while facilitating team building within their learning communities, both of which are directly addressed in PLO#4. In each core course of the BASDH program, at least one group activity is included as a team assignment. This ensures that students learn how to work in a virtual learning community, as well as in small groups of learning teams.

The BASDH curriculum includes an entire course on leadership that all students are required to take: Leadership in Dental Hygiene. In this course, emphasis is placed on the individual development of leadership skills related to personal behavior, communication, organization and self-evaluation. Students are encouraged to discover their core strengths as leaders and to develop leadership roles appropriate to the dental hygiene profession. PLO#4 is largely met in this course, as students will submit work in their portfolio that represents the achievement and development of leadership skills and team work related to this program outcome.

2012-13 was the first administration of the BASDH Program Outcomes rubric as well as scoring on a 1-5 scale for each of the program outcomes. The scores seemed relatively high overall which was due to not having adequate descriptions qualifying what each number on the 1 to 5 scale represents (poor to outstanding on a likert scale). The average score for PLO # 4 equated to approximately 90% success rate for this outcome, with 100% meeting the program goal. In addition, nearly 94% of students exceeded the minimum criteria for success with a score of 4 (excellent) or 5 (outstanding). It was noted that PLO #4 had the highest overall scores of any of the 4 program outcomes during this time frame. In subsequent Capstone courses, a revised rubric with criteria described for each score of 1, 2, 3, 4, and 5 had been developed and implemented. The revision provided clearer data relative to the degree of success for each of the program outcomes, and affected the overall scores of students. In the Fall of 2014, a revised rubric was used to reflect the addition of a score of "0". This addition was included for students who neglected to validate an Outcome through the portfolio. Currently, the scale of the rubric is as follows: 0 (Outcome not met), 1(Outcome is poor), 2(Outcome is fair), 3 (Outcome is good), 4(Outcome is excellent), and 5 (Outcome is outstanding). Students that received less than 3 on any Outcome were directed to revise their work to incorporate the necessary material that was missing. This report is a compilation of three semesters (beginning with the Fall of 2014, when the new, revised rubric was implemented) from the Capstone course. The revision to the rubric should provide clearer data relative to the degree of success for each of the program outcomes, and may affect the overall scores of students. Results of this administration of the rubric are reported in this Assessment Report.

II. Methodology

Means of Assessment: The skills covered in PLO #4 are demonstrated by students in the Capstone course via the development and presentation of a professional portfolio. It is a way for students to piece together the fragmented nature of their varied activities, and courses into a presentation of their educational and professional development. As the BASDH program is totally online, the portfolio is presented electronically via the services of LiveText. The electronic portfolio includes a compilation of work completed throughout the various courses in BASDH program. Students choose and submit to the portfolio one piece of work (research papers, projects, PowerPoint presentations, etc.) representative of each of the courses previously taken in the BASDH curriculum. Students are required to compose a 200 word summary paragraph that includes why they chose this particular project/paper/document to represent their work within the course, and to reflect on how this particular sample of work relates to and validates the particular program outcome as having been accomplished or met. All students must satisfactorily present content within their portfolio that verifies that each of the 4 outcomes has been achieved as a condition of passing the Capstone course. If a student is lacking in supportive evidence of one or more of the program outcomes, he/she is required to re-submit work, and or re-write the descriptive summary paragraph in the portfolio that will successfully validate the outcome.

The demonstration of each PLO is further verified in the end of program survey that all capstone students complete. While this survey does not serve as a means of assessing the demonstration of the PLO, the results provide rich and meaningful feedback to the program that is reviewed in conjunction with the e-Portfolio data. Therefore, the results of specific survey questions related to PLO #4 are included with the data for the e-Portfolio.

Date(s) of Administration: Fall 2014, Spring 2015, Fall 2015

Method: The primary method of evaluation of each PLO is via the electronic portfolio, using a rubric developed specifically for program outcomes assessment. Beginning with the first course in the BASDH program, Contemporary Issues in Dental Hygiene, students are introduced to each of the program outcomes. The assignments required in core courses are carefully crafted to be aligned with the program outcomes and to allow demonstration of student achievement of each PLO. Students are required to save all work from each course with the knowledge that a comprehensive portfolio showcasing achievement in the program will be required in the final Capstone course. In the Capstone course, detailed directions are provided guiding the students in completing each section of the

portfolio, as well as instructions on developing the descriptive summary paragraph highlighting the course and work chosen for the learning outcome. The guidelines provided to students specify that one piece of work that is representative of each course throughout the program should be submitted. Examples of such work include essays, research papers, projects, and the like. Students are directed to only submit samples that are able to verify, exemplify, and validate the achievement of the program outcomes.

Assessment Instrument: Students are evaluated by the capstone faculty using the Evaluation of BASDH Program Outcomes rubric. Faculty assess the descriptive paragraph summarizing the relation between the work chosen and program outcome #4, as well as evaluating the work submitted by the student as part of the electronic portfolio. Note: The work submitted was previously assessed by the instructor in the course in which it was assigned. All corrections and edits in the original document must be made prior to presenting in the portfolio to reflect the best example of the students work. The rubric evaluates the degree to which the student demonstrated meeting the particular program outcome on a Likert scale of 0 to 5, with zero being the lowest (Outcome Not Met), and 5 representing the highest (outstanding) achievement.

Population: All students enrolled in the DEH 4947 Capstone Course for BAS Dental Hygiene are assessed on the Portfolio with the BASDH Program Outcomes rubric.

III. Criteria for Success

Students must receive a minimum score of 3 (good) to validate that the learning outcome has been adequately demonstrated and achieved. Students who receive a score of 1 or 2 on PLO #4 must resubmit work and or re-write the descriptive summary paragraph as part of the portfolio that would result in a passing of score of 3. As stated in the Capstone syllabus, all students must demonstrate successful achievement of each outcome (a minimum score of 3) as a condition of passing the Capstone course.

IV. Summary of Assessment Findings

Results via Face-to-Face

The BASDH program at St. Petersburg College is offered completely online. All content, assignments, and assessments are completed online and no campus visits are required.

Results via Distance Delivery (Online, Blended, etc)

PLO #4 Rubric			
Fall 2014 **N= 16**	**Sprin 2015** **N= 23**	**Fall 2015** **N= 15**	**3 Semester Average N=54**
Mean Score=4.375	Mean Score =4.60	Mean Score =4.53	Mean Score=4.5
Minimum Score=0	Minimum Score = 3	Minimum Score = 4	Minimum Score = 2.33
Maximum Score=5	Maximum Score = 5	Maximum Score = 5	Maximum Score = 5

PLO #4 Survey Data					
Q9. On a scale of 1 to 4, rate the effectiveness of learning through group/team activities and projects.					
	Fall 2014	**Spring 2015**	**Fall 2015**	**Total N**	**3 Semester Average**

63

	N=16	N=23	N=14		N=53
1= not effective	1%	1%	0%	2	.34%
2= minimally effective	12%	17%	21%	9	16.7%
3=effective	25%	44%	57%	22	42%
4=very effective	62%	38%	22%	20	41%
Total	100%	100%	100%	53	100%

V. Discussion and Analysis of Assessment Findings

The findings from the BASDH Program Outcomes rubric indicate that 53 out of 54 students (54) during the three semesters used in this report achieved a minimum score of 3 (good), successfully demonstrating learning outcome #4. The mean score for this Outcome was 4.5 out of 5 (the highest of all four Outcomes), and 91% falls between "excellent and outstanding" on the 0-5 Likert scale.

The demonstration of PLO #4 was further verified by one question in the survey that is administered at the end of the program. This question (Q#9) addressed students' perception of the effectiveness of learning through team activities and group projects. A concerted effort is made in each course's group activity to employ effective team management processes, with clear assessment guidelines presented along with valid and fair grading processes. However, even with these efforts, group work and team collaboration does present challenges for the student as well as the faculty. The group process is consistently presented to help teams successfully navigate through and satisfactorily complete projects. This helps to ensure the likelihood of positive learning outcomes and student satisfaction with group activities as validated in the data below. The results show that a full 83% of students rated their group experience as effective or very effective, which clearly indicates success with PLO#4. The highest percentage for each score on the scale of 1 to 4 was given to the rating of 4 (very effective) which received 41% of student responses.

Action Plan

Category Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology		
D9. Other		
Up to now, the BASDH program has utilized a critical thinking assessment tool (HSRT) that has shown how our students have improved their critical thinking skills. However, we have now discovered that this tool has become cumbersome and time-consuming for both students and faculty, due to technology incompatibility issues. With this said, it has been decided by the Program Administration to discontinue this HSRT tool beginning in the Fall 2016.We will, however, continue utilizing the other methods (ie Program Portfolio and Program Surveys) which are also very effective ways to show how students have improved their critical thinking skills. Further assessments are not warranted at this time. **Budget / Planning Implications:** The discontinuation of the HSRT assessment tool will be a cost saving plan for the program.	#2	Aug 2016

Approvals

Program Administrator:
Christine Patel - Faculty

Approved by Christine Patel - Faculty on Aug 19, 2016

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Aug 19, 2016

Dean:
Rebecca Ludwig - Dean

Approved by Rebecca Ludwig - Dean on Aug 19, 2016

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Aug 19, 2016

Program Assessment Followup Report

Program: College of Health Sciences: Dental Hygiene, BAS
Option: Dental Hygiene
Report Year: 2015-16

Drafted by Rebecca Ludwig on Jul 25, 2017

Data Files

- Portfolio journal article
- HSRT Results narrative pre_post Jan 2015-Fall 2014.docx
- HSRT results narrative pre_post Spring 2016.docx
- HSRT results narrative pre_post Fall 2015.docx
- End of Program Graduate Survey Fall 2015.pdf
- End of Program Graduate Survey Spring 2015.pdf
- End of Program Graduate Survey Fall 2014.pdf
- BASDH Portfolio from course syllabus.docx
- 798_Dental_Hygiene_newGoals_Mapping_July2012-2016.doc
- program outcomes rubric new Fall_2014-15-16.docx

Program Learning Outcomes

#1: Acquire knowledge and develop skills that will increase opportunity for positions of responsibility in a variety of professional settings.

#2: Enhance communication abilities and develop critical thinking skills for successful performance and progress in the dental hygiene profession.

#3: Gain knowledge in a technologically advanced manner to facilitate commitment to lifelong learning for the promotion of personal and professional growth.

#4: Develop leadership skills and facilitate team building within learning communities to adapt to the ever evolving aspects of the dental hygiene profession.

Action Plan

Completed Action Items

Category Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology		
D9. Other		
Up to now, the BASDH program has utilized a critical thinking assessment tool (HSRT) that has shown how our students have improved their critical thinking skills. However, we have now discovered that this tool has become cumbersome and time-consuming for both students and faculty, due to technology incompatibility issues. With this said, it has been decided by the Program Administration to discontinue this HSRT tool beginning in the Fall 2016.We will, however, continue utilizing the other methods (ie Program Portfolio and Program Surveys) which are also very effective ways to show how students have improved their critical thinking skills. Further assessments are not warranted at this time. **Explanation:** Assessment test discontinued. See above.	#2	Aug 2016

Incomplete Action Items

Category Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

Results confirm critical thinking improved, so the assessment is no longer necessary.

Approvals

Program Administrators:
Christine Patel - Faculty
Rebecca Ludwig - Dean, College of HealthScience

Approved by Rebecca Ludwig - Dean, College of HealthScience on Jul 25, 2017

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jul 25, 2017

Dean:
Rebecca Ludwig - Dean

Approved by Rebecca Ludwig - Dean on Jul 25, 2017

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 31, 2017

Appendix C: 2018 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for April 2018 and September 2018 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees

Dental Hygiene - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Advisory Committee Meeting Agenda
April 10, 2018
Epi Center 13805 58th Street North
Clearwater FL

General Meeting 4:00-5:00 PM - Board Room
Dental Hygiene Meeting 5:10-6:00 PM- Room 1-122

Attendance: Erin Dougherty, Robin Nousiainen, Christine Patel, Chris Wujick, Elizabeth Douglas, Susan Park, Amanda Gremal, Melanie Poirier, Amy Krueger, Monica Roberts, Richard Flora, Todd Britten, Patty Call, guest Mark Diburro

Not in Attendance: Darla Chaisson, Gregg Langston, Steven Bloom, Katerina Sacher, Sharon Grisanti

- Call the meeting to order –Dr. Dougherty 5:10 PM

- Welcome – Tonner

    o   Introductions – Dean Flora (Clinical Health Sciences) and Acting Dean Woods
        (Allied Health Sciences).
- AS DH Update- Viability Reports - Tonner
    - Number of Freshmen 37 / Sophomores- 34
    - Incoming Class of 2020 average- 3.87 GPA
    - Commission on Dental Competency Assessments -Clinical Boards
        - Hosted Clinical Exam for the first time in SPC history April 6,7 & 8th
        - 4 out of 32 did not pass – 87.5% pass rate
    - National Board results – all passed but one ((96.8% on first try)
- BASDH Update- Viability Reports -Patel
    - New FT faculty member Robin Nousiainen is working out well; pleasure to work with
    - Current enrollment: 101 students; we have 6 program partnership (aka dual enrolled) students that are doing exceptional
    - IPE activity with BASDH and BS Nursing students is still going strong; well received
    - Update with QM course revitalization; pilot courses are being taught now; one new course currently being revitalized
    - Marketing/ informational sessions (via Skype) have been scheduled for Florida State College at Jacksonville, Pasco, Santa Fe, Florida Southwestern; face-to-face session with SPC and State College of Florida in Manatee; discuss program partnership opportunities
    - Current capstone students are being offered new job opportunities; teaching position (clinic and didactic), VA dental center in Mississippi, dental hygiene consultant
    - FT faculty very involved with college-wide committees
- AS DH Update
    o   Jamaica Study Abroad – Krueger Fall of 2017
        - 9 students /one alumni going
        - Saw 407 patients for total of $240,000 worth of dental hygiene services

- AS DH new equipment requests- Tonner
    o   Committee approved the following requests for equipment:
        - Hand pieces for CDCA exam since teaching Air Flow - $6500
        - Pre clinical Simulator $9000
        - Iris DigitalDoc intraoral camera -$ 3,800
        - DXTTR Simulator for x ray - $15,000
Discussed the advantage of using only digital images in clinic (periapicals, BW's and Panorex) but also conventional film will be taught in lecture and demonstrated in lab or video. Joan checked and the Radiographer Certificate is not specific to either analog or digital experience.
- AS DH Community Activities
    o   Community Dental Sealant Program through Pinellas County School Board- Poirier

- - - 57 second graders screened and treated with sealants, as applicable, and varnish
  - o Interprofessional Exercise – Poirier
    - - 65 students attended from Nursing, Respiratory, Radiology, EMS, DH and HIM
  - o Special Olympics March in Tampa – Woods
    - - 3 students screened 60+ athletes and applied varnish

- Accreditation site visit dates – Tonner
  - o TBA in 2019 – all Committee members are needed for support on the day of site visit

- AS DH Local Anesthesia CE update –upcoming sessions for 2018- 390 so far –Tonner

- Questions/Announcements /Adjournment- Dougherty
  - o Open House at HEC April 19th 5:30-7:30 – all invited to attend
  - o Amy to forward glycine /Air flow therapy information to Dr. Britten and Committee members
  - o Dental Therapy Bill removed from consideration and postponed indefinitely. Resource – https://www.flsenate.gov/Session/Bill/2018/01498
  - o Adjourned at 6:15 PM

Dental Hygiene Advisory Committee Minutes
September 26 2018 Provost Conference Room
Health Education Center 6:00-7:00 PM

Call to order –Tonner

Attendance: Joan Tonner, Polly Ward, Jessica Allbritten, Barry Jacobs, Steven Bloom, Mark Diburro, Deanna Stentiford, Christine Patel, Dina Roubal, Liz Smylie, Chris Wujick, Robin Nousiainen, Amy Krueger, Sharon Grisanti, Melanie Poirier, Richard Flora

Not in Attendance: Minna Hanna, Darla Chaison, Julie Walker, Greg Langston, Todd Britten, Erin Dougherty

Welcome & Introductions: Members of Committee, Administration and Faculty Nomination/Appointment of Chair for Committee 2018-2019-
- o Dr. Wujick DMD has agreed to be the Committee Chair for 2018-2019

Program Activities:

Enrollment and Program Updates

BASDH Update: Patel
- Enrollment-----currently enrollment is 126 students; we had a large fall enrollment (total of 54 students; typically, we have between 30-40)
- Inter professional curriculum----BAS-DH and BS Nursing collaborate online in their capstone course
- Course revitalization—currently, two courses are being revitalized; three courses remain
- Capstone experiences------dental hygiene education, cardiologist office, state prison, sales, public health, practice management
- Partnership Program----second year to offer this opportunity; pilot students(began Fall 2017) all graduated (AS-DH degree) and passed all Board examinations; we have 4 new students for Fall 2018 (3 from FSW and 1 SPC)

BASDH Alumni Honors and Employment

- **Chief Master Sergeant Crystal (Shelly) Jarvis-----**The first Air Force dental hygienist to achieve the grade of Chief Master Sergeant (the highest enlisted rank). This position is the highest grade for enlisted personnel and only 1 percent attain at any given time.
- **Sandra Arill**--- FDHA Swann D. KNOWLES ACHIEVEMENT AWARD winner Fall 2018
- **Denise Wisham**---University of Tennessee Masters in Dental Hygiene; full-time instructor AS Dental Hygiene at Santa Fe State College
- **Julie Walker---**Regional Doctor Recruiter for the West Coast of Florida; Heartland Dental,

AS DH Update: Tonner

1

- Freshmen and Sophomores class enrollment – 34 sophomores and 34 freshmen
- Clinical Exam update for 2019- new dates April 26th, 7th and 28th and June 8th and 9th
    - Hosted 96 candidates in April and 64 candidates in June 2018

COHS Update - Dr. Flora

- Thanked the Committee for their continuous support especially needed this upcoming year due to accreditation.
- Stated Joan may ask the Committee to assist, as needed, for the document or the site visit.

Community Events- BASDH/ AS DH

- FDHA meeting----our program had a table in the vendor's area; well attended; several questions regarding dental therapist and Master's degree in Dental Hygiene in Florida
    - Discussion around dental therapist and legislature and FL DH programs interested in developing a 3 year program (Valencia, Miami Dade and Palm Beach)
- FDHA Symposium –student participation – Krueger/ Grisanti
    - FSADHA President was SPC sophomore Michael Riggins
    - Next year Sarah Choi will be FSADHA President and Heather Dalton will be the Treasurer

News: Tonner

- New Periodontal Grades/Stages –
    - discussed with Committee how freshmen will be introduced to the new grades/stages in 2019
    - Committee members are just becoming aware of these
    - Jessica Allbritten, Committee member, has written an article for RDH magazine regarding these and has instituted in her office.
- Accreditation dates – luncheon for Advisory Committee to meet Site Visitors – August 27th at 11:30-1:00.
    - Joan is asking all Committee members to plan to attend this luncheon in support of the program.
    - Site Visitors will want to meet with the Committee after lunch

Program Participation:

- Jamaica – October 2018 – Krueger
    - 10 students going this year
    - Fund raising completed
    - Liz Smylie, committee member, talked about how an amazing experience it was

2

DH Clinic: Equipment wish list: Tonner

The following equipment has been approved by the committee to purchase as available :

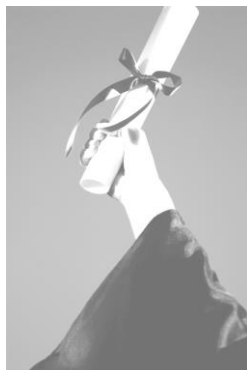- Autoclave   14,129
- ADEC Fndtn 41L Simulator w/bins & locks   7,470
- Instruments for Clinical rotation kits   2,207
- Ultrasonic Inserts for Clinical rotation kits   3,219
- 10 Universal Rinn Holders   2,188
- Rinn Bite Blocks   668
- Handy Air Flow   1,897
- Acteon Air N Go   325

Local Anesthesia Continuing Education Update- summer and fall registration 42 for total of **441** outside practicing dental hygienists taught by end of fall semester. Tonner

Announcements/ Adjournment

- The DH faculty and staff are grieving the loss of Dr. Jerry Reynolds and Sandi Marcil.
- Katherine Woods has left the AS DH degree program as of July 1st and assumed the role of Academic Chair of AS Health Sciences (not announced during the meeting)
- HEC Open House invitation to all to attend SHOWCASE of student's work in the form of table posters or displays.
    - Thursday November 15th 5:30-7:30 PM at HEC

Meeting Adjourned by Chair Wujick at 7:00 PM