

Dental Hygiene - AS

Enhanced Comprehensive Academic Program Review 2018-19

*Associate in 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 - AS 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

With SPC's A.S. degree in Dental Hygiene, students gain the technical expertise to excel in this growing field. SPC's program has been educating student for 50 years and has excellent job placement rates. As part of the program, students in the SPC's dental clinic, which provides dental hygiene services (cleaning and x-rays) to more than 2,500 patients a year. The program also prepares students for the national board and state licensing exams.

Degree Offered

An Associate in Science Degree in Dental Hygiene is offered at SPC.

Program Performance

- *Actual Course Enrollment* increased in 2017 (908) from the previous year (896).
- *Unduplicated Headcount* increased in 2017 (103) from the previous year (102).
- *SSH Enrollment* increased in 2017 (1,942) from the previous year (1,907).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2018 (89.1%) from Fall 2017 (88.1%).
- The *course success rate* increased in 2017 (99.8%) from the previous year (98.9%).
- *Grade Distribution* indicated that almost all of the students (99.6%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification Attainment* for the Dental Hygiene - AS program revealed that a majority of students passed the national Dental Hygiene Board Examination (NDHB) and the clinical state exam between 2014-15 and 2017-18. As for the written state exam, the pass rate was 100.0% for all four years.
- *Internship Enrollment* for DEH2702C increased between Fall 2017 (9) and Spring 2017 (23), but decreased in Fall 2018 (10). *Internship Enrollment* for DEH2804L increased between Fall 2017 (32) and Fall 2018 (34); whereas, *Internship Enrollment* for DES1200L remained the same between Fall 2017 and Fall 2018 (35). There were no comparison data for DEH1800L, DEH2802L, and DEH2806L.
- *Program Plans Taken by Plan* revealed that less 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 2017, none of the original (fall 2016) DENTAL-AS 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 - AS program increased in 2017 (32) from the previous year (31).



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- *Fulltime Faculty* taught 35.4% of the ECHs in 2017-18 as compared to 40.6% in 2016-17. Adjunct Faculty taught 25.7% of the ECHs in 2017-18 as compared to 23.2% in 2016-17.
- The highest semester for Adjunct ECHs was Summer 2015-16 in which adjunct faculty taught 54.3% of the program's course load. The three-semester average for adjuncts (25.7%) 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 - AS 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 - AS graduates are the United States Air Force, Confident Smile Dentistry, Coast Dental, Heartland Dental, Smile Design Dentistry, Dr. Jessica Torres, and the Community Health Centers of Pinellas at Johnnie Ruth Clarke.
- *Total Placement* in the Dental Hygiene- AS program increased in 2016-17 (100%) from the previous year (96%).
- *State Graduates data* indicated that three-hundred and thirty-seven students completed one of eighteen state Dental Hygiene - AS programs in 2016-17, of those 259 had some matching state data and were employed. Eighty-six percent (86%) of those state graduates were employed at least a full quarter.

Academics

- The *2017-18 Academic Program Assessment Report* indicated that the desired results were met for seven of the fourteen Program Learning Outcomes (PLOs) assessed in the Dental Hygiene - AS Program. The criteria for success were met for PLOs 1, 3, 4, 8-10, and 12 for all three years. However, for PLOs 2, 5-7, 11, 13 and 14, the criteria for success were met for specific years but not others.
- The *2017-18 Academic Program Assessment Follow-Up Report* has not yet been completed.

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 - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.

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- Twenty-nine *Recent Alumni surveys* were provided to the 2016-17 graduates of the Dental Hygiene - AS program. Twenty-one percent of the graduates responded to the survey (6 of the 29). 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:
 - 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Obtain employment”; 33.3% “Change career fields”; while the remaining 16.7% selected “Continue my education”.
 - 16.7% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; while the remaining 83.3% stated “Very well”.
 - 83.3% of recent graduate survey respondents would recommend SPC’s Dental Hygiene - AS program to another.
- *Employer surveys* are sent out based on the permission provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.

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

Issues:

Full time Faculty /Adjunct Faculty Ratio within the program. Monitoring and review of scheduling over the 2019-2020 academic year.

Admission into the Dental Hygiene Program. Discussion among the faculty created a committee that will look at the admissions process possibly including the rating of the expectations of the profession, the rigors of the program, writing skills, interviewing, dexterity and soft skills.

Graduate survey responses The Program Director will work with Institutional Effectiveness to improve recognition of Dental Hygiene Program graduates for the College Graduate survey.

Trends:

Employment outlook for the profession of dental hygiene is good for the local area’s counties.

Successes:

Successful completion of the Programs Self Study in June of 2019.

Increased the number of students to 10 for the Study Abroad in Jamaica Practicum in Fall 2018.

82% Pass rate on the first attempt for the Clinical State Board Exam

94% Pass rate for the first attempt for the National Dental Hygiene Board Exam

100% Pass rate for the first attempt for the Computer State Board Exam

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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.



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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.

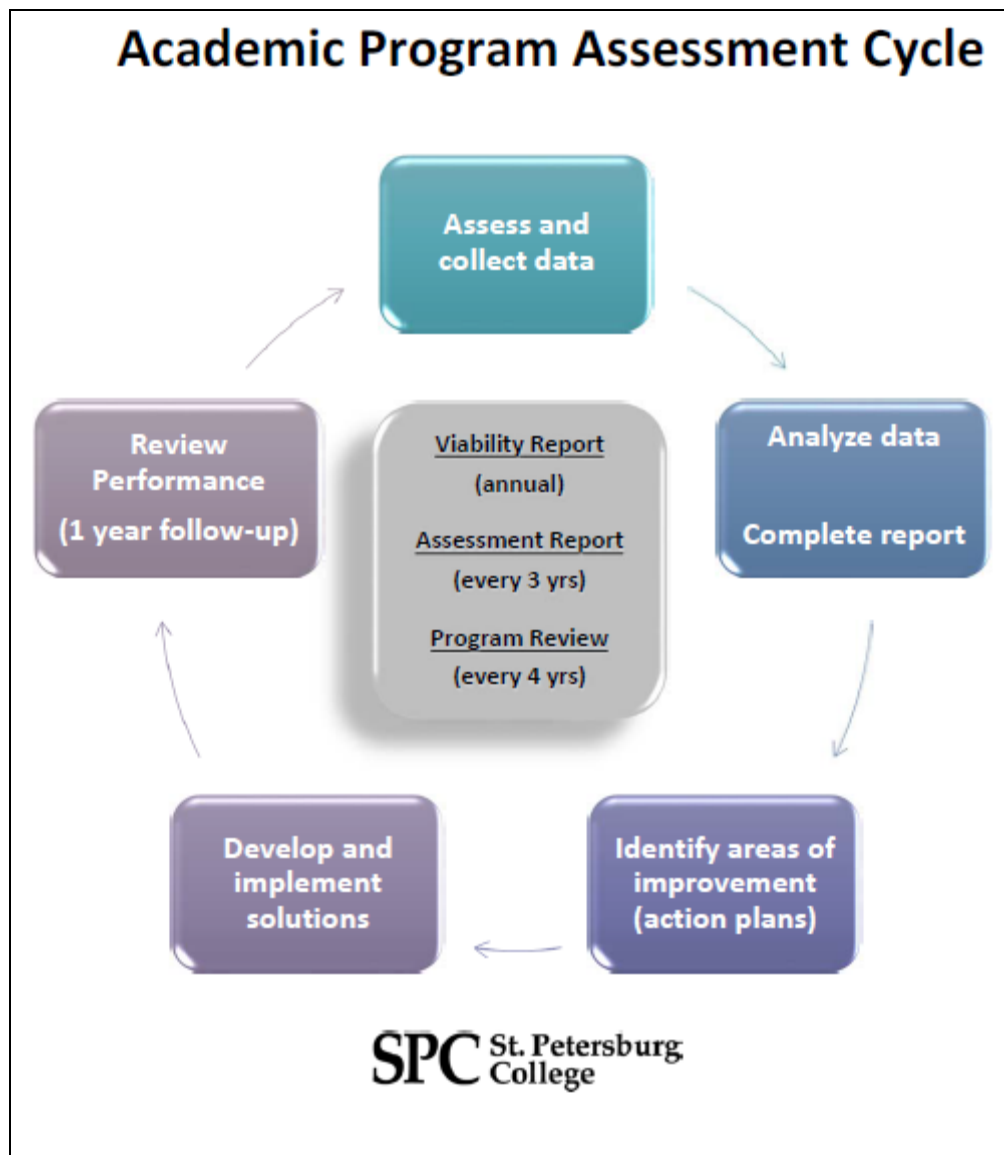


Figure 1: Academic Program Assessment Cycle



Program Description

With SPC's A.S. degree in Dental Hygiene, students gain the technical expertise to excel in this growing field. SPC's program has been educating student for 50 years and has excellent job placement rates. As part of the program, students in the SPC's dental clinic, which provides dental hygiene services (cleaning and x-rays) to more than 2,500 patients a year. The program also prepares students for the national board and state licensing exams.

Degree Offered

An Associate in 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

The Dental Hygiene Program is accredited by the American Dental Association - Commission on Dental Accreditation. The program was last accredited in 2012, and the next accreditation is scheduled for 2019.

Program Learning Outcomes

1. The student will identify the anatomic structures including the human body, dental anatomy, tooth morphology, histology and embryology.
2. The student will identify the principles of physiology, biochemistry and nutrition and how they relate to dental hygiene care.
3. The student will describe the microbial count in periodontal disease and pathological conditions as well as the body's response to such invaders.
4. The student will analyze pathological disease conditions and how they relate to dental hygiene care and patient mortality.
5. The student will recognize the drugs commonly encountered in the dental office as well as their dosages, administration, contraindications and indications.
6. The student will describe and utilize current methodologies of assessment, prognosis and treatment planning for dental hygiene care.



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7. The student will describe the theoretical knowledge of radiography and demonstrate the ability to identify and interpret dental radiographs.
8. The student will describe all the components in the management of dental hygiene care.
9. The student will describe the classifications and features of periodontal diseases which will include etiological factors, contributing factors, host responses and treatments involved with the initiation and progression of periodontal diseases.
10. The student will identify and describe the agents available to patients for the prevention of dental disease.
11. The student will identify the roles and uses of supportive treatment in the comprehensive dental care of a patient.
12. The student will describe and utilize professional responsibility which includes ethical principles, regulatory compliance and both patient and professional communication.
13. The student will demonstrate an understanding of the principles of public health and the methodologies needed to present these concepts to the community.
14. The student will apply their comprehensive knowledge of dental hygiene care through dental hygiene cases.





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





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



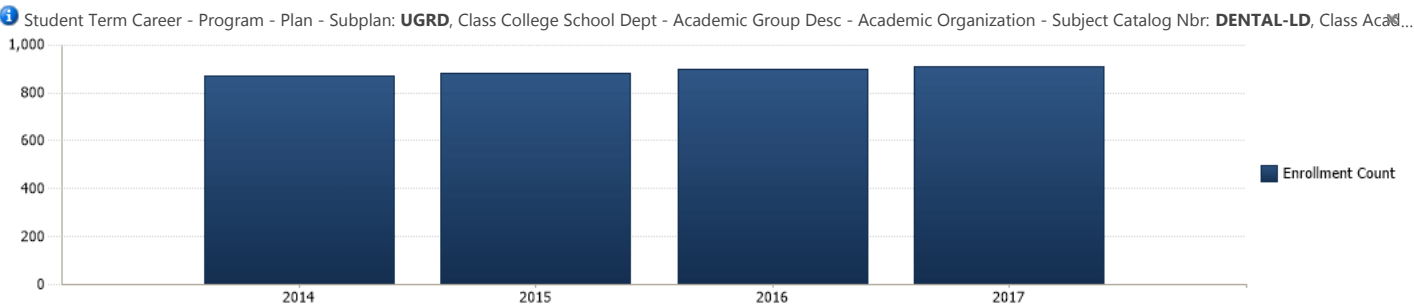
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[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph



Enrollment Count

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

Term Academic Year - Term Desc	Enrollment Count
2014	872
2015	881
2016	896
2017	908

Student System Cube Refresh

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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 DENTAL-LD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

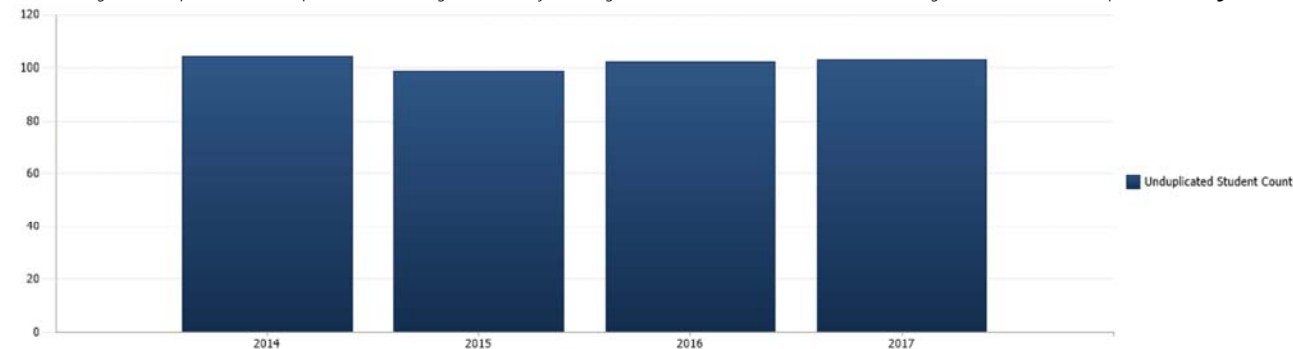
Custom Cohort All

Student Group All

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENTAL-LD**, 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: **DENTAL-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, @...

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2014	104
▸ 2015	99
▸ 2016	102
▸ 2017	103

Student System Cube Refresh

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Viability Report Process Document

 [Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

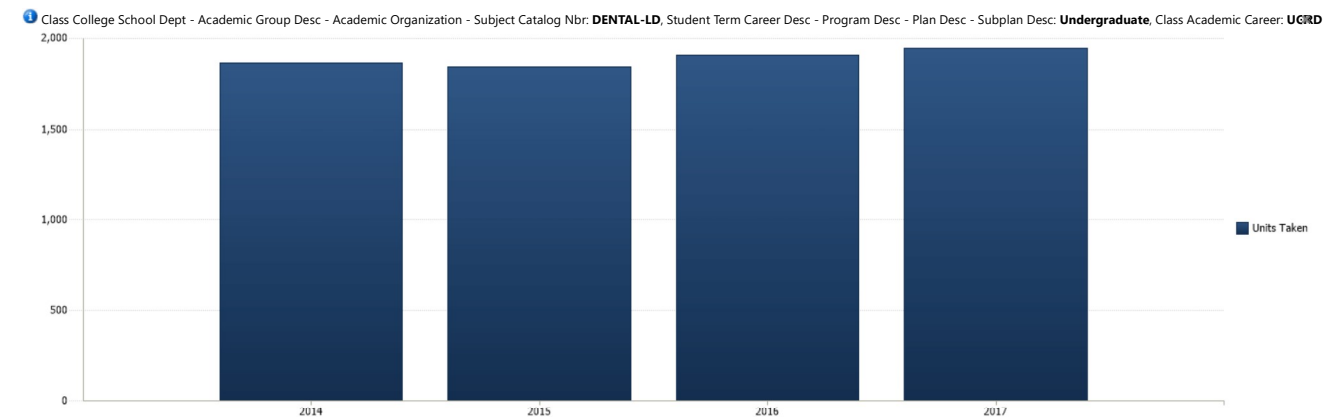
Custom Cohort

Student Group

Course Group

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DENTAL-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic Career: **UGRD**

Term Academic Year - Term Desc	Units Taken
2014	1,863
2015	1,845
2016	1,907
2017	1,942

Student System Cube Refresh

Last Refresh: 8/31/2018 5:48:04 AM

Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

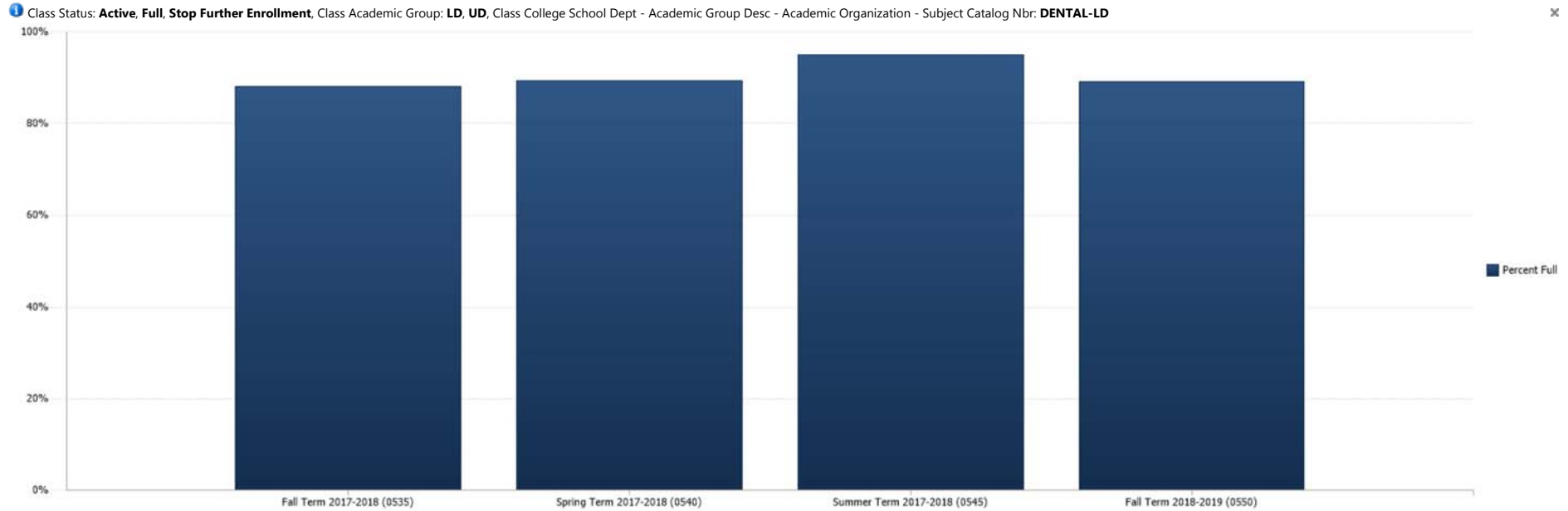
Custom Cohort

Student Group

Course Group

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

Percent Full Metric Graph



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: **DENTAL-LD**, Filter empty rows and columns

Term Academic Year - Term Desc	Measures	All	Face-to-Face	Independent Study
Fall Term 2017-2018 (0535)	Enrollment Count	347	338	9
Fall Term 2017-2018 (0535)	Standard Course Load	394	358	36
Fall Term 2017-2018 (0535)	Percent Full	88.1%	94.4%	25.0%
Spring Term 2017-2018 (0540)	Enrollment Count	319	319	
Spring Term 2017-2018 (0540)	Standard Course Load	357	357	
Spring Term 2017-2018 (0540)	Percent Full	89.4%	89.4%	
Summer Term 2017-2018 (0545)	Enrollment Count	242	242	
Summer Term 2017-2018 (0545)	Standard Course Load	255	255	
Summer Term 2017-2018 (0545)	Percent Full	94.9%	94.9%	
Fall Term 2018-2019 (0550)	Enrollment Count	350	340	10
Fall Term 2018-2019 (0550)	Standard Course Load	393	357	36
Fall Term 2018-2019 (0550)	Percent Full	89.1%	95.2%	27.8%

SharePoint

Newsfeed OneDrive Sites Joan Tonner ?

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

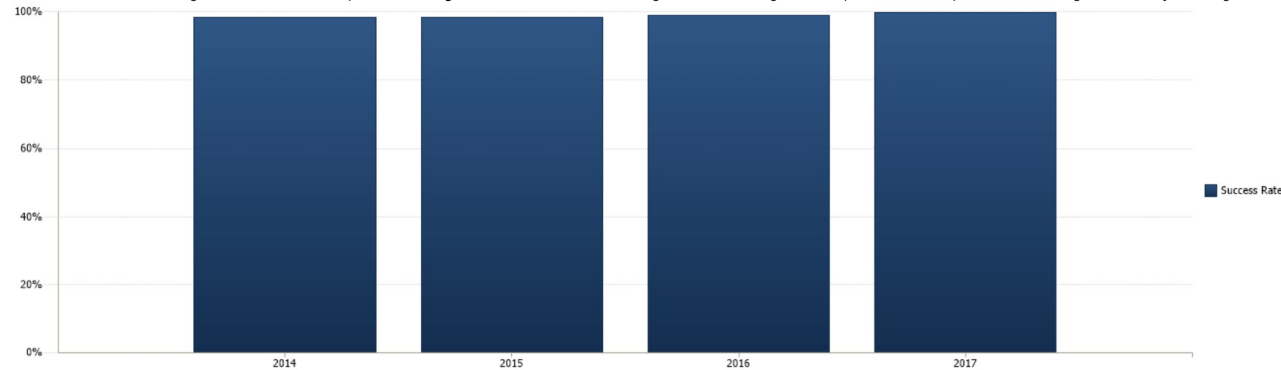
Search this site

Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

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 - Subject Catalog Nbr: **DENTAL-LD**



Performance

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 - Subject Catalog Nbr: **DENTAL-LD**

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2014	861	98.4%	1.2%	0.0%	0.0%
2015	873	98.4%	0.7%	0.0%	0.7%
2016	891	98.8%	1.0%	0.0%	0.0%
2017	896	99.8%	0.0%	0.1%	0.0%

Student System Cube Refresh

Last Refresh: 8/31/2018 5:48:04 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 DENTAL-LD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Student Group All

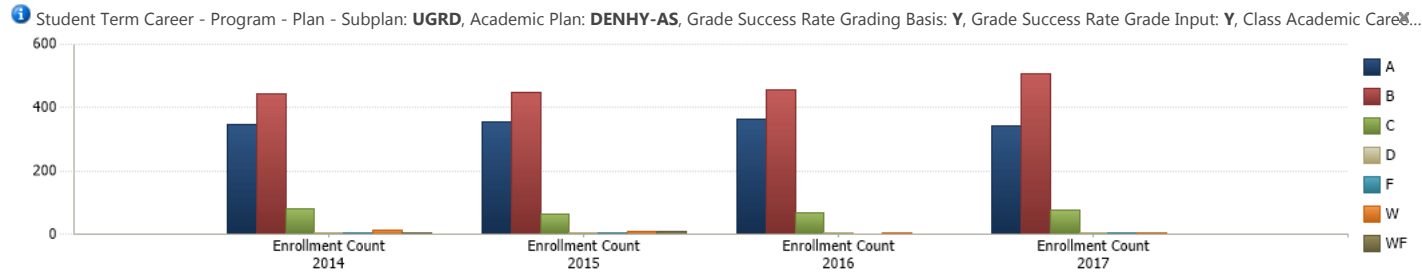
Course Group All



CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph



Student System Cube Refresh

Last Refresh: 1/30/2019 5:56:20 AM

CAPR Process Document

[CAPR Process Document](#)

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **DENHY-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care...

Term Academic Year - Term Desc	Enrollment Count						
	All	A	B	C	D	F	W
2014	891	344	444	82	5	3	11
2015	885	355	446	63	3	1	7
2016	889	361	454	69	2		3
2017	926	340	508	74	2	1	1

Academic Year - Term Desc - Multi2014, 2015, 2016, 2017

Campus DescriptionAll

Academic Plan - MultiDENHY-AS

Course Instructional MethodAll

Student Type (FTIC)All

Class Academic GroupAll

Age GroupAll

Ethnic GroupAll

GenderAll

Student GroupAll

Course GroupAll



Industry Certification Attainment

In the Dental Hygiene program, the National Dental Hygiene Board Examination (NDHB) is used to evaluate students. Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Dental Hygiene National and State Licensure Exam Passing Rates				
	2014-15	2015-16	2016-17	2017-18
National Exam	100.0%	97.0%	100.0%	97.0%
State Exam Written*	100.0%	100.0%	100.0%	100.0%
State Exam Clinical**	84.0%	83.0%	80.0%	87.5%

* Beginning in 2015-16, this exam is administered on a computer with proctor in a testing facility.

**Pass rate reflects the first attempt; actual results may be substantially higher.

Source: 2018-19 Factbook, Table 9



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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
DEH1800L			35	7				
DEH2802L					34	7		
DEH2804L	32	6					34	7
DEH2806L			32	6				
DES1200L	35	7					35	7

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
DEH2702C	9	1	23	1			10	1

View: **Program Plans Taken by Plan**

Date: **1/30/2019**

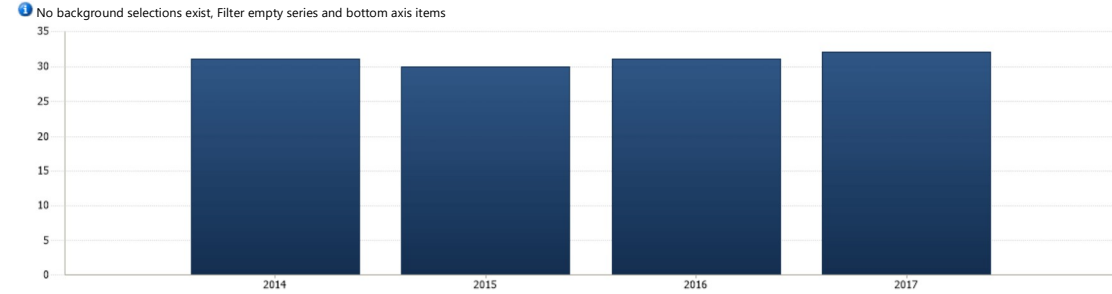
Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2016-2017 (0520), Fall Term 2016-2017 (0520), DENHY-AS, All, All, All, All, All, All, All, All, All, All, All, Fall Term 2016-2017 (0520), Spring Term 2016-2017 (0525), Summer Term 2016-2017 (0530), Fall Term 2017-2018 (0535), Spring Term 2017-2018 (0540), Summer Term 2017-2018 (0545), Fall Term 2018-2019 (0550), All**

Academic Plan	Fall Term 2016-2017 (0520)	Spring Term 2016-2017 (0525)	Summer Term 2016-2017 (0530)	Fall Term 2017-2018 (0535)	Spring Term 2017-2018 (0540)	Summer Term 2017-2018 (0545)	Fall Term 2018-2019 (0550)
Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	65	64	34	44	49	18	27
ENRCH-NO						2	
DENH-BAS				10	13	13	24
DENHY-AS	65	63	33	32	33		
HSA-BAS				1	2	2	3
MGTORG-BAS				1	1	1	
PPA-BS		1	1				

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

Overall Graduates Trend



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2014	2015	2016	2017
DENHY-AS	Graduation Data Count	31	30	31	32

Student System Cube Refresh

Last Refresh: 8/31/2018 5:48:04 AM

Viability Report Process Document

[Viability Report Process Document](#)

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

Graduation Degree Plan Subplan - Multi DENHY-AS

Age Group All

Gender All

Ethnic Group All

Custom Cohort All

Student Group All



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

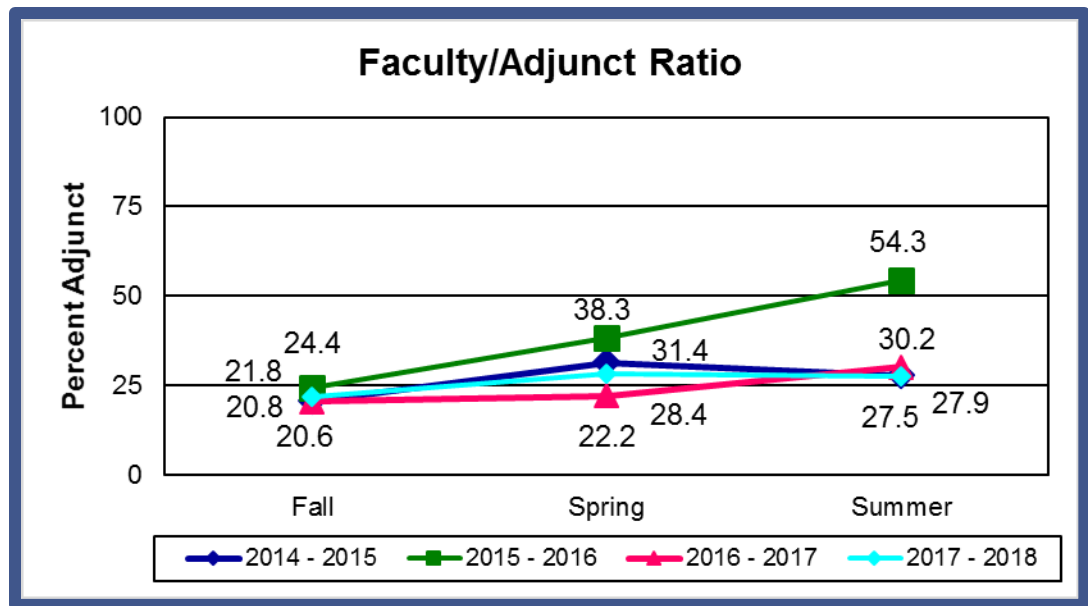
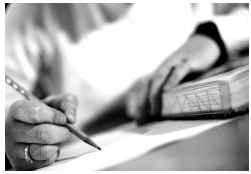
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2014-2015	60.8	48.1%	39.3	31.1%	26.3	20.8%
Spring 2014-2015	60.0	44.0%	33.5	24.6%	42.8	31.4%
Summer 2014-2015	25.3	41.4%	18.8	30.7%	17.0	27.9%
2014-2015 Total	146.0	45.1%	91.5	28.3%	86.0	26.6%
Fall 2015-2016	69.0	54.7%	26.5	21.0%	30.8	24.4%
Spring 2015-2016	57.3	42.0%	26.8	19.6%	52.3	38.3%
Summer 2015-2016	19.5	33.9%	6.8	11.7%	31.3	54.3%
2015-2016 Total	145.8	45.5%	60.0	18.8%	114.3	35.7%
Fall 2016-2017	55.5	43.6%	45.5	35.8%	26.3	20.6%
Spring 2016-2017	54.3	37.3%	59.0	40.5%	32.3	22.2%
Summer 2016-2017	29.3	42.1%	19.3	27.7%	21.0	30.2%
2016-2017 Total	139.0	40.6%	123.8	36.2%	79.5	23.2%
Fall 2017-2018	57.3	45.0%	42.3	33.2%	27.8	21.8%
Spring 2017-2018	43.3	29.7%	61.0	41.9%	41.3	28.4%
Summer 2017-2018	20.8	29.9%	29.6	42.6%	19.1	27.5%
2017-2018 Total	121.3	35.4%	132.9	38.8%	88.1	25.7%

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



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



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Occupation Profile



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Occupation Description

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

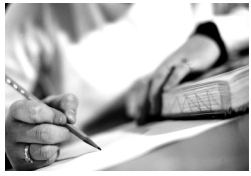
Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop X-rays, or apply fluoride or sealants.

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

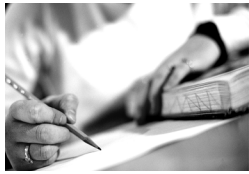
	Jobs (2018)	% Change (2018-2026)	Median Earnings
Florida	11,652	17.7%	\$31.19/hr
Pinellas County	623	22.0%	\$33.45/hr

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



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Major Employers

Graduates of SPC's Dental Hygiene- AS program are employed in various areas related to their field. The primary local employers of these graduates are the United States Air Force, Confident Smile Dentistry, Coast Dental, Heartland Dental, Smile Design Dentistry, Dr. Jessica Torres, and the Community Health Centers of Pinellas at Johnnie Ruth Clarke, as depicted in the table below.

Major Employers

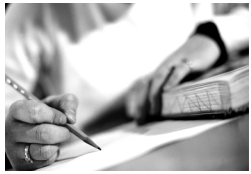
Employers of Dental Hygiene - AS Graduates
United States Air Force
Confident Smile Dentistry
Coast Dental
Heartland Dental
Smile Design Dentistry
Dr. Jessica Torres
Community Health Centers of Pinellas at Johnnie Ruth Clarke

Source: Recent Alumni Survey reports and program administrator records

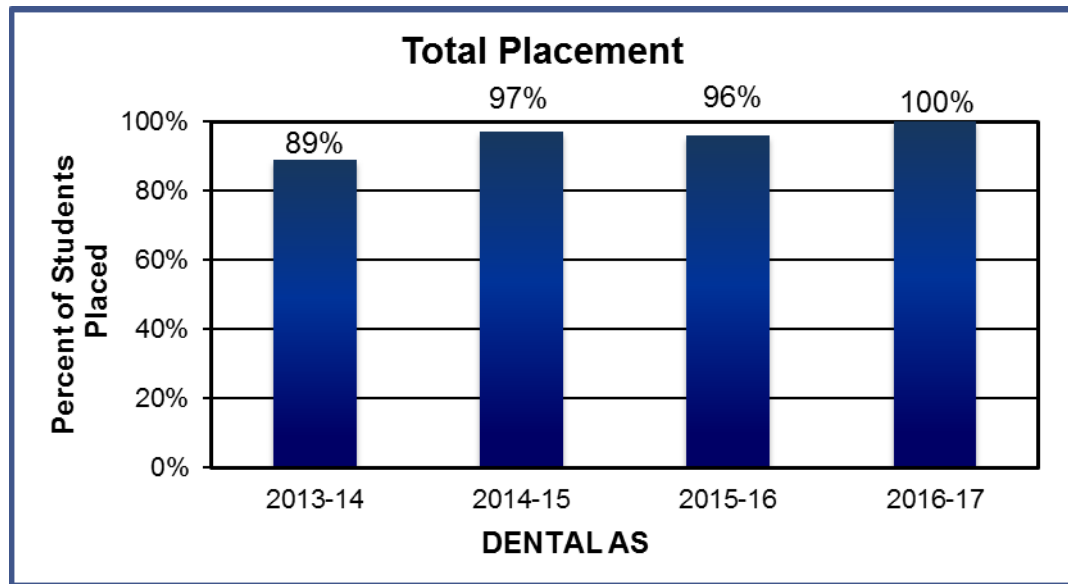


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2018-19 Placement Data



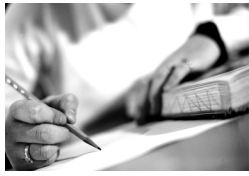
DENTAL AS		
	Pool Count	Percent Placed
2013-14	19	89%
2014-15	29	97%
2015-16	27	96%
2016-17	26	100%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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State Graduates Outcomes

Dental Hygiene Program Graduates 2016-17 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Pasco-Hernando Community College	12	11	10	83%	11	10	91%
Eastern Florida State College	11	11	11	100%	10	10	100%
Florida Southwestern State College	16	14	13	81%	13	13	100%
Daytona State College	15	15	14	93%	11	10	91%
Florida State College at Jacksonville	24	20	18	75%	18	17	94%
Gulf Coast State College	16	11	10	63%	11	11	100%
Indian River State College	12	10	10	83%	10	10	100%
Broward College	17	13	13	76%	13	12	92%
Pensacola State College	30	****	****	***%	****	****	63%
State College of Florida, Manatee-Sarasota	12	10	****	***%	11	11	100%
Miami Dade College	41	26	19	46%	22	22	100%

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Palm Beach State College	21	19	16	76%	18	17	94%
South Florida State College	****	****	****	100%	****	****	100%
Santa Fe College	27	26	23	85%	25	24	96%
Tallahassee Community College	20	19	18	90%	20	15	75%
Valencia College	18	17	16	89%	17	16	94%
Hillsborough Community College	15	15	15	100%	14	14	100%
St. Petersburg College	30	22	18	60%	26	26	100%
Total	337	259	224	86%	250	238	95%

**** Graduate values less than 10 but greater than 0.

****% Percentage based on numerator less than 10 and denominator 10 or more.

- Graduate value equal to 0.

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



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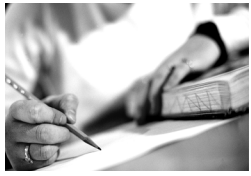


Academics

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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 - AS program was evaluated through an Academic Program Assessment Report (APAR).

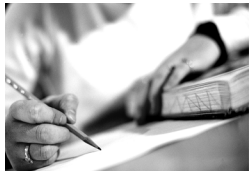
Each of the Program Learning Outcomes (PLOs) was evaluated during the 2017-18 assessment. Each of the fourteen PLOs is listed below:

1. The student will identify the anatomic structures including the human body, dental anatomy, tooth morphology, histology and embryology.
2. The student will identify the principles of physiology, biochemistry and nutrition and how they relate to dental hygiene care.
3. The student will describe the microbial count in periodontal disease and pathological conditions as well as the body's response to such invaders.
4. The student will analyze pathological disease conditions and how they relate to dental hygiene care and patient mortality.
5. The student will recognize the drugs commonly encountered in the dental office as well as their dosages, administration, contraindications and indications.
6. The student will describe and utilize current methodologies of assessment, prognosis and treatment planning for dental hygiene care.
7. The student will describe the theoretical knowledge of radiography and demonstrate the ability to identify and interpret dental radiographs.
8. The student will describe all the components in the management of dental hygiene care.
9. The student will describe the classifications and features of periodontal diseases which will include etiological factors, contributing factors, host responses and treatments involved with the initiation and progression of periodontal diseases.
10. The student will identify and describe the agents available to patients for the prevention of dental disease.

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11. The student will identify the roles and uses of supportive treatment in the comprehensive dental care of a patient.
12. The student will describe and utilize professional responsibility which includes ethical principles, regulatory compliance and both patient and professional communication.
13. The student will demonstrate an understanding of the principles of public health and the methodologies needed to present these concepts to the community.
14. The student will apply their comprehensive knowledge of dental hygiene care through dental hygiene cases.

Means of Assessment

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

The Dental Hygiene (AS) program used the results of the National Board Dental Hygiene Examination (NBDHE) to evaluate the students. The criteria for success stated the class average should exceed the national average.

Data were collected during 2016, 2017 and 2018. The students whom were assessed achieved a class average that exceeded the national average for PLOs 1, 3, 4, 8-10, and 12. However, for PLOs, 2, 5-7, 11, 13 and 14, the criteria for success were met for specific years but not others. During years where the class average did not exceed the national average, students were still technically able to pass the Board exam.

The 2017-18 follow-up report has not yet been completed.

For the complete 2017-18 Dental Hygiene Program Assessment Report, please see Appendix B.



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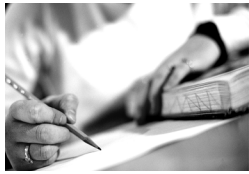


Stakeholder Perceptions

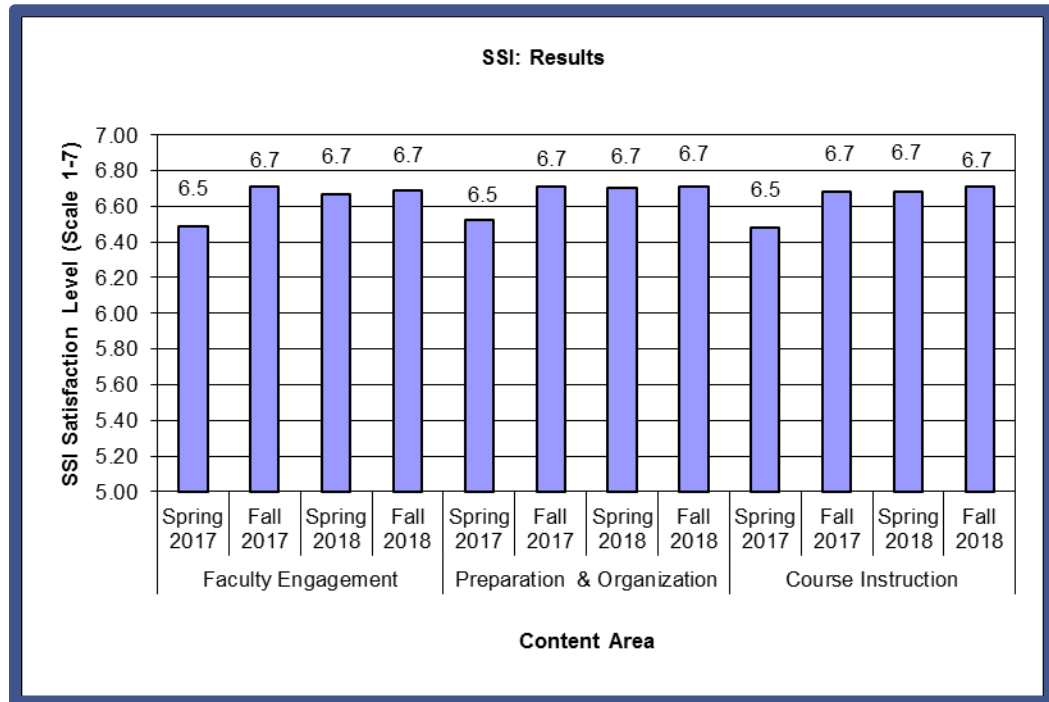


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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College **Dental Hygiene**
SPC 2017-18 Alumni Survey Report
Survey of 2016-17 Graduates

➤ 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.

Twenty-nine Alumni Surveys were provided to the 2016-17 graduates of the Dental Hygiene program. Responses were received from 6 A.S. graduates.

Twenty-one percent (6/29) of the graduates surveyed responded to the survey. None of the respondents provided permission to contact an employer related to their program, so no 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:

- 60.0% (3/5) of recent graduate survey respondents, who were employed, were employed full-time.
- 100% (4/4) of recent graduate survey respondents had a current position related to their studies.
- 50.0% (3/6) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Obtain employment"*; 33.3% (2/6) *"Change career fields"*; and 16.7% (1/6) *"Continue my education"*.
- 83.3% (5/6) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 50.0% (3/6) *"Obtain employment"*; 33.3% (2/6) *"Change career fields"*; 33.3% (2/6) *"Continue my education"*; and 16.7% (1/6) *"Meet certification/training needs"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 16.7% (1/6) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; and 83.3% (5/6) *"Very well"*.
- 100% (5/5) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually).
- 80.0% (4/5) of recent graduate survey respondents indicated they are continuing their education.
- 83.3% (5/6) of recent graduate survey respondents would recommend SPC's Dental Hygiene program to another.

- An evaluation of Dental Hygiene graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. One outcome received a mean score of 5.0, six received mean scores between 4.5 and 4.8, twelve received mean scores between 4.0 and 4.3, three received mean scores between 3.5 and 3.8, and three received mean scores between 3.0 and 3.3.

*Table 1**College Preparation Ratings for Recent Dental Hygiene Program Graduates*

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	6	4.3	0.8
Listening	6	4.5	0.5
Reading	6	4.7	0.5
Writing	6	4.2	0.8
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	6	3.3	0.5
Using computational skills appropriately	6	3.5	0.5
Accurately interpreting mathematical data	6	3.5	0.8
<i>Using the following forms of technology:</i>			
Email	6	4.0	1.1
Word Processing	6	4.2	1.0
Spreadsheets	6	3.0	0.6
Databases	6	3.3	1.0
Internet Research	6	3.8	1.0
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	6	4.2	1.0
Inquiring about and interpreting information	6	4.3	1.0
Organizing and evaluating information	6	4.0	1.1
Analyzing and explaining information to others	6	4.3	1.0
Using information to solve problems	6	4.2	1.0
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	6	4.7	0.5
Working well with individuals from diverse backgrounds	6	5.0	0.0

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
Using ethical courses of action	6	4.7	0.5
Demonstrating leadership skills	6	4.0	1.3
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	6	4.7	0.5
Being open to new ideas and challenges	6	4.8	0.4
Willingness to take on new responsibilities	6	4.3	0.5
Pursuing additional educational opportunities	6	4.3	0.5

St. Petersburg College



Dental Hygiene

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.

Employer Surveys are sent out based on the permission provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.



Program Action Plan

Program: Dental Hygiene, AS

Date Completed: September 2019

Prepared By: Joan Tonner

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Investigate and monitor the Faculty /Adjunct Ratio measure	Equated Credit Hours by Faculty Classification	July 2020	Joan Tonner
2	Refine the Admissions process for dental hygiene candidates	Actual Enrollment	July 2020	Joan Tonner
3	Improve graduation survey responses	Major Employers	July 2020	Joan Tonner



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

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II. Special Resources Needed:

Not applicable

III. Area(s) of Concern/Improvement:

Concern is the full time faculty to adjunct faculty ratio based on the loss of a full time faculty position. The Program will monitor the ratio for the 2019-2020 academic year. Full time faculty should teach the foundation courses for the program. Focus for improvement will be for the schedule to reflect this by having full time faculty and the program director teach foundation courses.

Admission into the dental hygiene program is too broad so that some students admitted into the program are not prepared for the rigors of the program. Multiple factors are involved that may contribute to this that include but are not limited to students taking a light general education load, repeat courses for higher grades and no true knowledge of the profession of dental hygiene. The Program director will revitalize the Program's Admissions Committee to address these concerns and develop strategies to improve the admissions process.

The Program Director will work with Institutional Effectiveness to improve recognition of Dental Hygiene Program graduates for the College Graduate survey.





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



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Appendices

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PROGRAM OF STUDY
College of Health Sciences
Dental Hygiene Associate in Science
DENHY-AS

Effective Catalog Term: Summer 2016 (0515) through Present (CIP# 1351060200)

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

Joan Tonner, Program Director
(727) 341-3671

Deanna Stentiford, Dean
stentiford.deanna@spcollege.edu

Program Summary

Fully transferable to Dental Hygiene or Health Services Administration BAS programs at SPC.

Program begins every year in May.

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

NA

Program Related Web Sites

NA

Admission Rules

Please review the [Dental Hygiene Admission Guide](#).

The Admission Guide will outline the admission criteria specific to the Dental Hygiene 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.

Before entering the first term of the Dental Hygiene “program courses” students must complete a minimum of 12 credits from the general education and/or support courses listed below.

Prior to admission, students must complete:













BSC 2085
BSC 2085L
BSC 2086
BSC 2086L
MCB 2010
MCB 2010L
























General education and support courses do not have to be taken in the order listed. Candidates will also complete the Health Programs Application form. Please see a counselor or advisor.

Graduation Rules

Minimum grade of "C" required in all courses.

AS GENERAL EDUCATION REQUIREMENTS		Credits
Communications - Composition		
Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.		3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Communications - Speech		
Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.		3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Humanities and Fine Arts		
Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.		3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Mathematics		
Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.		3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Ethics		
Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.		3
Total Credits		3

AS GENERAL EDUCATION REQUIREMENTS		Credits
Computer/Information Literacy Competency		
Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.		
Total Credits		0
AS GENERAL EDUCATION REQUIREMENTS		Credits
Enhanced World View		
Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.		
Total Credits		0
SUPPORT COURSES		Credits
Biology (Complete 12 credits)		
BSC 2085 	Human Anatomy & Physiology I	3
BSC 2085 L 	Human Anatomy & Physiology Lab I	1
BSC 2086 	Human Anatomy & Physiology II	3
BSC 2086 L 	Human Anatomy & Physiology Laboratory II	1
MCB 2010 	Microbiology	3
MCB 2010 L 	Microbiology Laboratory	1
Total Credits		12
SUPPORT COURSES		Credits
Psychology (Select 3 credits)		
Completion of this requirement satisfies the General Education Social and Behavioral Science requirement for this AS degree.		
PSY 1012 	General Psychology	3
PSY 1012 H 	Honors General Psychology	3
Total Credits		3
MAJOR CORE COURSES		Credits
1st Summer Term (Complete 6 credits)		
DEH 1000 	Introduction to Dental Hygiene	2
DES 1020 	Orofacial Anatomy	2
DES 1020 L 	Orofacial Anatomy Laboratory	1
DES 1601 	Emergencies in Dental Hygiene	1
Total Credits		6
MAJOR CORE COURSES		Credits
1st Fall Term (Complete 12 credits)		

DEH 1003 	Dental Hygiene I	2
DEH 1003 L 	Dental Hygiene I Clinic	4
DEH 1130 	Oral Histology and Embryology	2
DES 1200 	Dental Radiography	2
DES 1200 L 	Dental Radiography Laboratory	1
DEH 1720 	Preventive Dentistry	1
Total Credits		12
MAJOR CORE COURSES		
1st Spring Term (Complete 13 credits)		Credits
DEH 1710 	Biological Chemistry & Applied Nutrition	2
DEH 1800 	Dental Hygiene II	2
DEH 1800 L 	Dental Hygiene II Clinic	4
DES 2100 	Dental Materials	2
DES 2100L 	Dental Materials Laboratory	1
DEH 2602 	Periodontics I	2
Total Credits		13
MAJOR CORE COURSES		
2nd Summer Term (Complete 6 credits)		Credits
DEH 2300 	Dental Pharmacology	2
DEH 2802 L 	Dental Hygiene III Clinic	3
DEH 2802 	Dental Hygiene III	1
Total Credits		6
MAJOR CORE COURSES		
2nd Fall Term (Complete 11 credits)		Credits
DEH 2400 	General and Oral Pathology	2
DEH 2701 	Community Dental Health	3
DEH 2804 L 	Dental Hygiene IV Clinic	4
DEH 2804 	Dental Hygiene IV	2
Total Credits		11
MAJOR CORE COURSES		
2nd Spring Term (Complete 10 credits)		Credits
DEH 2702C * 	Community Dental Health Practicum	1
DEH 2806 L 	Dental Hygiene V Clinic	5
DEH 2806 	Dental Hygiene V	2
DEH 2604 	Periodontics II	2
Total Credits		10
Total Credits		88

*DEH 2702C is also offered in the 2nd Fall Term internationally as a Learning Abroad in Jamaica Practicum for selected students.







Program Assessment Report

Program: Dental Hygiene

Report Year: 2017-18

Drafted by Joan Tonner on Aug 27, 2018

Data Files

- ☐ NBDHE reports 
 - ☐ NBDHE reports 
 - ☐ NBDHE reports 
 - ☐ NBDHE reports 
-
-

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student 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:** The student will identify the anatomic structures including the human body, dental anatomy, tooth morphology, histology and embryology.
-

I. Use of Past Results

The data for 2013, 2014, and 2015 indicated that the program scores were above the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will identify the anatomic structures including the human body, dental anatomy, tooth morphology, histology and embryology.

III. Criteria for Success

The class average for this PLO, on the National Board Dental Hygiene Examination (NBDHE), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.53
2017	31	0.79
2018	32	0.19

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO fluctuated from a 2016 score above the national average, to a higher score in 2017, then scores dropped below previous years in 2018. This PLO has different instructors teaching the skill sets in different courses which may reflect the difference in scores over the three years. Although there was a drop in the 2018, scores remained above the national average all three years.

#2: The student will identify the principles of physiology, biochemistry and nutrition and how they relate to dental hygiene care.

I. Use of Past Results

The data for 2013 and 2014 indicates a standard deviation less than 1 below the national average. The data shows improvement each year and in 2015 the data showed the program is slightly higher than the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each

student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will identify the principles of physiology, biochemistry and nutrition and how they relate to dental hygiene care.

III. Criteria for Success

The class average for this PLO, on the National Board Dental Hygiene Examination (NBDHE), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	-0.43
2017	31	0.88
2018	32	2.20

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO include a 2016 score below the national average, followed by scores over the last two years (2017 & 2018) that remained above the national average. A negative score (-) that is below the national average can occur but the student still passes the Board exam. The same instructor taught the course throughout the 3 years as the scores continued to climb to very high above the national average. The instructor changed text books and incorporated more case studies into the course which the program believes contributed to the increase in student performance.

#3: The student will describe the microbial count in periodontal disease and pathological conditions as well as the body's response to such invaders.

I. Use of Past Results

The data for 2013, 2014, and 2015 have been less than 1 standard deviation below the national average or almost directly the national average. General Education Microbiology and lab were support courses prior to 2015. These courses could be taken after applying for the program therefore these grades were not reflected in the admission

process. Starting with the fall of 2015 Microbiology and lab will be required prior to admission into the program.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will describe the microbial count in periodontal disease and pathological conditions as well as the body's response to such invaders.

III. Criteria for Success

The class average for this PLO, on the National Board Dental Hygiene Examination (NBDHE), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.41
2017	31	0.32
2018	32	1.33

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend shows an increase in the scores for this PLO. The class of 2017 and 2018 were the first to have Microbiology and Microbiology lab grades as a part of their selective admissions process. The scores increased significantly in 2018 and remained above the national average for all three years.

-
- #4:** The student will analyze pathological disease conditions and how they relate to dental hygiene care and patient mortality.
-

I. Use of Past Results

The data indicates a decline in the standard deviation from 2013 but the program is less than 1 standard deviation below national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will analyze pathological disease conditions and how they relate to dental hygiene care and patient mortality.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.49
2017	31	0.07
2018	32	0.67

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course, students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO is remaining just above national average. A new instructor took over the course in 2016 which may explain the increase in scores with the Class of 2018.

-
- #5:** The student will recognize the drugs commonly encountered in the dental office as well as their dosages, administration, contraindications and indications.
-

I. Use of Past Results

The data from 2013 showed the program above the national average. The data from 2014 indicated the program was slightly more than 1 standard deviation below the national average. The data from 2015 was improved upon to be less than 1 standard deviation below the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will recognize the drugs commonly encountered in the dental office as well as their dosages, administration, contraindications and indications.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	-0.51
2017	31	0.32
	32	0.48

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

Student Scores were below the National Average in 2016. A negative score (-) below the national average can occur but the student can still pass the Board exam. The trend for this PLO is increasing from below the national average to maintaining being above the national average over the final two years (2017 & 2018). Another instructor started teaching this section in 2016 which may explain the Class of 2018 higher score.

#6: The student will describe and utilize current methodologies of assessment, prognosis and treatment planning for dental hygiene care.

I. Use of Past Results

Data from 2013, 2014, and 2015 showed the program was above the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will describe and utilize current methodologies of assessment, prognosis and treatment planning for dental hygiene care.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average

2016	30	0.26
2017	31	0.82
2018	32	-0.15

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO has always been above the national average. The Class of 2018 scored just below the national average. A negative score (-) below the national average can occur but the student can still pass the Board exam. This PLO is directly tied to clinical care of the patient and the clinical courses. More clinical communication and calibration is already occurring within the program's faculty. This will be monitored in future reports.

VI. Action Plan and Timetable for Implementation

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

- Clinical calibration workshops and in service meetings have been scheduled to increase communication between multiple faculty who are adjunct in clinic. These workshops and meetings are in addition to the bi weekly meetings routinely held to discuss clinic issues for consistency in teaching.
- Joan Tonner/Course Instructor / Aug 2019

Budget / Planning Implications:

None

#7: The student will describe the theoretical knowledge of radiography and demonstrate the ability to identify and interpret dental radiographs.

I. Use of Past Results

Data from 2013 showed the program was almost 1 standard deviation above the national average. In 2014 the program was still above the national average. In 2015 the program was below the national average but less than 1 standard deviation.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 1 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will describe the theoretical knowledge of radiography and demonstrate the ability to identify and interpret dental radiographs.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.69
2017	31	-0.11
2018	32	-0.49

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO is always just below, at or slightly above the national average. A negative score (-) below the national average can occur but the student can still pass the Board exam. This course is taught four semesters before they take their national exam. The program instituted a HESI Exit Exam in 2015 that is a reporting tool that assists the students in seeing their area of weakness, so they can remediate before taking the NBDHE. This exit exam is available to them a semester before they take the NBDHE.

VI. Action Plan and Timetable for Implementation

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

- In addition to the HESI Exit exam as a resource for remediation, the instructor for this subject matter has analyzed the areas of weakness on the HESI from the previous two years (2017, 2018) and will institute a review prior to the students taking the NBDHE.
- Joan Tonner/Course Instructor / Aug 2019

Budget / Planning Implications:

None

#8: The student will describe all the components in the management of dental hygiene care.

I. Use of Past Results

Data in 2013 & 2014 shows the program below the national average by less than 1 standard deviation. The data from 2015 shows considerable improvement with the program at a greater than 2 standard deviations over the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 8 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will describe all the components in the management of dental hygiene care.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.76
2017	31	0.35
2018	32	0.58

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO has been above the national average for each of the three years (2016, 2017, 2018). This PLO is directly tied to clinical care of the patient and the clinical courses.

#9: The student will describe classifications and features of periodontal diseases which will include etiological factors, contributing factors, host responses and treatments involved with the initiation and progression of periodontal disease.

I. Use of Past Results

The data for 2013, 2014, and 2015 indicated that the program scores were above the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 9 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will describe classifications and features of periodontal diseases which will include etiological factors, contributing factors, host responses and treatments involved with the initiation and progression of periodontal disease.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.96
2017	31	1.45
2018	32	0.75

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

For each of the three years included scores have been above the national average. The trend for this PLO has been up and down depending on the year.

#10: The student will identify and describe the agents available to patients for the prevention of dental disease.

I. Use of Past Results

Data from 2013 showed the program less than 1 standard deviation below the national average. The data in 2014 showed the program greater than 1 standard deviation above the national average. The data in 2015 showed the program greater than 1 standard deviation below the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 10 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will identify and describe the agents available to patients for the prevention of dental disease.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.75
2017	31	1.94
2018	32	1.22

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO has been above the national average for the last three years. For the last two years (2017 & 2018), scores were one standard deviation above the national average.

#11: The student will identify the roles and uses of supportive treatment in the comprehensive dental hygiene care of a patient.

I. Use of Past Results

The data for 2013 and 2014 showed the program above the national average. The data for 2015 showed the program slightly below the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 11 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will identify the roles and uses of supportive treatment in the comprehensive dental hygiene care of a patient.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	-0.16
2017	31	0.04
2018	32	-1.01

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The trend for this PLO has been to be just below or just above the national average. A negative score (-) below the national average can occur but the student can still pass the Board exam. The program instituted a HESI Exit Exam in 2015 that is a reporting tool that assists the students in seeing their area of weakness, so they can remediate before taking the NBDHE. This exit exam is available to them a semester before they take the NBDHE.

VI. Action Plan and Timetable for Implementation

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

- In addition to the HESI Exit exam as a resource for remediation, the instructor for this subject matter has analyzed the areas of weakness on the HESI from the previous two years (2016, 2018) and will institute a review prior to the students taking the NBDHE.
- Joan Tonner/Course Instructor / Aug 2019

Budget / Planning Implications:

None

#12: The student will describe and utilize professional responsibility which includes ethical principles, regulatory compliance and both patient and professional communication.

I. Use of Past Results

Data from 2013 and 2014 was well above the national average by greater than 1 standard deviation. The data from 2015 shows the program is above the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 12 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will describe and utilize professional responsibility which includes ethical principles, regulatory compliance and both patient and professional communication.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.87
2017	31	0.25
2018	32	0.44

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

Scores for this PLO have been above the national mean for the last three years. The trend for this PLO has differed depending on the year.

#13: The student will demonstrate an understanding of the principles of public health and the methodologies needed to present these concepts to the community.

I. Use of Past Results

Data from 2013 through 2015 indicate the program is less than 1 standard deviation below the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 13 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will demonstrate an understanding of the principles of public health and the methodologies needed to present these concepts to the community.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	-0.01
2017	31	1.14
2018	32	0.22

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

The score for this PLO was less than one standard deviation below the national average in 2016, to climbing above the national average over the next two years. A negative score (-) below the national average can occur but the student can still pass the Board exam. The Class of 2017 was over one standard deviation above the national average. The Class of 2018 remained above the national average but did decline over the prior year.

#14: The student will apply their comprehensive knowledge of dental hygiene care through dental hygiene cases.

I. Use of Past Results

Data from 2013 through 2015 show the program is above the national average.

II. Methodology

Means of Assessment: The results of the National Board Dental Hygiene Examination (NBDHE) were used to assess the Dental Hygiene students.

Date(s) of Administration: 2016, 2017, and 2018

Assessment Method: Conduct domain analysis of the performance of SPC Dental Hygiene graduates on the National Board Dental Hygiene examination. The individual results from the National Board are provided to each student as well as to the program director, although students can choose to not report to the school. This can mean that one or two students are successful in passing the NBDHE but their individual scores are not calculated into the report summary. In 2012, the report was revised to provide the findings in a standardized value (d-value) representing the distance between SPC's average and the national average, in standard deviation units. A positive d-value of 1.0 indicates that SPC's average is one standard deviation above the national average. A d-value of -1.0 indicates that SPC's average is one standard deviation below the national average. The NBDHE also sends a profile report with the results of that year in a bar graph. It also shows comparison of the previous four years with the Standard Score d-Value Trend and the Failure Rate Trends compared to the nation.

Assessment Instrument: National board Dental Hygiene Examination (NBDHE). This section of the exam covers PLO 14 described in the Domain below.

Population: Dental Hygiene students are eligible to take the examination when they are within four months of

completing the requirements for graduation. The exam is required for licensure throughout the United States.

Domain: The student will apply their comprehensive knowledge of dental hygiene care through dental hygiene cases.

III. Criteria for Success

The class average for this PLO, on the National Dental Hygiene Board Examination (NDHB), should be above the national average.

IV. Summary of Assessment Findings

Results via Face-to-Face

Year	N	SPC program Standard Deviation Above/Below the National Average
2016	30	0.56
2017	31	0.58
2018	32	-0.11

Results via Distance Delivery (Online, Blended, etc)

The NBDHE exam is not tied to a specific course; students register to sit for the exam within four months of completing the requirements for graduation.

V. Discussion and Analysis of Assessment Findings

This PLO was above the national average for 2016 and 2017. The Class of 2018 were less than one standard deviation below the national average. A negative score (-) below the national average can occur but the student can still pass the Board exam. The program instituted a HESI Exit Exam in 2015 that is a reporting tool that assists the students in seeing their area of weakness, so they can remediate before taking the NBDHE. This exit exam is available to them a semester before they take the NBDHE and includes multiple case studies. Faculty are adding case based activities in multiple courses also.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success			
A1. Identify needs and address ways to improve overall student success			
	Clinical calibration workshops and in service meetings have been scheduled to increase communication between multiple faculty who are adjunct in clinic. These workshops and meetings are in addition to the bi weekly meetings routinely held to discuss clinic issues for consistency in teaching. Budget / Planning Implications: None	#6	Joan Tonner/Course Instructor Aug 2019
	In addition to the HESI Exit exam as a resource for remediation, the instructor for this subject matter has analyzed the areas of weakness on the HESI from the previous two years (2017, 2018) and will institute a review prior to the students taking the NBDHE. Budget / Planning Implications: None	#7	Joan Tonner/Course Instructor Aug 2019
	In addition to the HESI Exit exam as a resource for remediation, the instructor for this subject matter has analyzed the areas of weakness on the HESI from the previous two years (2016, 2018) and will institute a review prior to the students taking the NBDHE. Budget / Planning Implications: None	#11	Joan Tonner/Course Instructor Aug 2019

Evaluation of the Impact of Action Plan Items on Program Quality

There are only three areas that require action plans out of fourteen PLO's. Action has already been implemented in these areas with communication with course instructors, curriculum review, the introduction of the HESI Exit exam program assessment tool and planning a specific topic area review by the instructor in two PLO's prior to the NBDHE. The programs quality remains premier as the majority of the scores remain above the national average and only one for one year was more than one standard deviation below the national average.

Approvals

Program Administrator:

Joan Tonner - Dental Hygiene Program Director

Approved by Joan Tonner - Dental Hygiene Program Director on Aug 27, 2018

Educational Outcomes Coordinators:

Joe Boyd - Coord, Accredited & Bacc Assessment

Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredited & Bacc Assessment on Sep 5, 2018

Dean:

Richard Flora - Dean, Clinical Health Sciences

Approved by Richard Flora - Dean, Clinical Health Sciences on Sep 5, 2018

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Sep 10, 2018



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 - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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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
 - 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
 - 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
 - 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
 - Community Dental Sealant Program through Pinellas County School Board- Poirier

- 57 second graders screened and treated with sealants, as applicable, and varnish
 - Interprofessional Exercise – Poirier
 - 65 students attended from Nursing, Respiratory, Radiology, EMS, DH and HIM
 - Special Olympics March in Tampa – Woods
 - 3 students screened 60+ athletes and applied varnish
- Accreditation site visit dates – Tonner
 - 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
 - Open House at HEC April 19th 5:30-7:30 – all invited to attend
 - Amy to forward glycine /Air flow therapy information to Dr. Britten and Committee members
 - Dental Therapy Bill removed from consideration and postponed indefinitely. Resource – <https://www.flsenate.gov/Session/Bill/2018/01498>
 - 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-

- 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

- 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

DH Clinic: Equipment wish list: Tonner

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

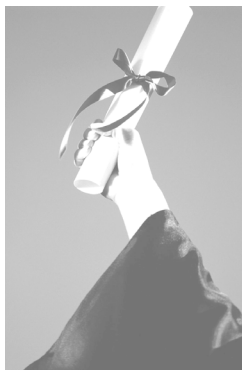
• Autoclave	14,129
• ADEC Fndtn 41L Simulator w/bins & locks	7,470
• Instruments for Clinical rotation kits	2,207
• Ultrasonic Inserts for Clinical rotation kits	3,219
• 10 Universal Rinn Holders	2,188
• Rinn Bite Blocks	668
• Handy Air Flow	1,897
• Acteon Air N Go	325

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



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