

PROGRAM NAME: DENTAL HYGIENE

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GUIDELINES

Time Frames:

1. **Scope:**

The time frame of program review is five years, including the year of the review.
Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates:**

January 15th – Program Review Document due to Department Dean for review

February 1st – Program Review Document due to Program Review Steering Committee

3. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

a. **Sources:** This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.

b. **Examples of Evidence Statements:**

1. Poor example: Core values are integrated into coursework. (Not verifiable)

2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)

3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities.

(Replicable, Verifiable)

THE PROGRAM REVIEW PORTAL can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.985.3714).

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the program and its context?

This section is used to provide an overview description of the program, its relationship to the college and the community it serves.

Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

Requested points to address, but not limited to:

- *Program's purpose (Include the program's purpose/mission statement if one exists.)*
- *Brief explanation of the industry(s) the program serves*
- *Career paths and/or degree paths it prepares graduates to enter*
- *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*
- *Program outcomes*
- *Analyze the evidence provided. What does this show about the program?*

The philosophy of the Dental Hygiene Program is to achieve its mission by promoting the facilitation of learning in a positive and supportive manner and offer open involvement and active participation in the learning and decision-making process based on logical, ethical, and legal judgment. Positive and supportive learning in the Dental Hygiene Program includes a focus on problem based learning in entry level courses during the first year of the curriculum and case-based learning and the application of critical thinking skills during the second year of the curriculum.

The Dental Hygiene Program serves the dental healthcare workforce in Collin County and surrounding areas. Dental hygienists are professionally trained and licensed (state by state) as preventive specialists that are employed by most dental offices. Dental hygienists are trained in radiology, pharmacology, periodontology, anatomy of the head and neck, diseases of the head and neck, systemic diseases, oral pathology, microbiology, and in the management of medical emergencies. They provide preventive and periodontal (gum) therapies called non-surgical periodontal therapy, radiographs, oral cancer screenings, application of dental sealants, periodontal assessments, tobacco cessation, and nutritional counseling. Dentists rely on dental hygienists to properly treat each patient based on needs assessment, with professionalism/integrity, to work well as a team, to exhibit knowledge, to build strong relationships with each patient.

As a graduate of Collin College Dental Hygiene Program, each student is prepared to immediately (upon receipt of license from state) join the dental workforce as a Registered Dental Hygienist (RDH). As an added bonus, Collin graduates are invited to participate in a degree completion program with Texas Woman's University where they earn a Bachelor's degree online while employed as an RDH.

Collin College's dental hygiene students also have the opportunity to participate in a dual degree program with Texas Woman's University. Students that complete the dual degree program, graduate with an AAS from Collin and a BS from TWU. Hygienists with a Bachelor's degree and proper workforce experience are qualified to serve as faculty in a dental hygiene program that offers an AAS. Other career paths as an RDH include clinical community settings, research, insurance industry, and sales representatives for the dental supply and pharmaceutical industry.

Every 7 years, the program must meet the standards of an external accreditation from the Commission of Dental Accreditation (CODA). This is a very extensive process and Collin College's Dental Hygiene Program will be evaluated by CODA in 2020. The most recent CODA site visit to Collin College Dental Hygiene Department awarded the program exemplary standards with no recommendations. To be awarded a license in any state, candidates must pass a CODA accredited program, a 350 question National Board Dental Hygiene Examination, and a clinical exam (Western Regional Examination Board) in which candidates take live patients to a testing location. These exams are very costly for students, totaling \$1800-\$2000.

Collin College's Dental Hygiene Program consistently has a 100% pass rate on both the written National Board Dental Hygiene Examination (NBDHE) and the Western Regional Examination Board (WREB) clinical exam. Ninety percent of students become gainfully employed in a dental office within the first 12 months' post-graduation

Collin College's Dental Hygiene Program promotes pride and commitment to the profession, an appreciation of the roles of the individual members of the healthcare team and the importance of cooperation and sharing within the team. Faculty and staff prepare students for the workforce with practical applications in the practice of dental hygiene through teaching, challenging critical thinking, and leading by example in the live lab. Faculty meet bimonthly to discuss and plan the effectiveness of real world activities that are presented in the lab setting. Faculty constantly adjust to ensure practical applications align with workforce realities. This prevents outdated practices from being executed within the practice lab setting. For example, the process of patient care based on the American Dental Hygienists' Association (ADHA), OSHA standards, and rules and regulations are reviewed on a monthly basis by faculty. Any changes made by any of the listed entities are changed and implemented into the clinic protocol to reflect current

practices. Students are supported fully by faculty in preparation for the National Board Dental Hygiene Exam (NBDHE) and the Western Regional Examination Board (WREB) through learning, coaching, calibration, and critical thinking platforms (Appendix C: National Board Dental Hygiene Examination Result).

B. Executive summary: briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

The philosophy of Collin College's Dental Hygiene Program is to achieve its mission by promoting the facilitation of learning in a positive and supportive manner. Also, to offer open involvement and active participation in the learning and decision-making process based on logical, ethical, and legal judgment. The Dental Hygiene Program strongly promotes communication, professionalism, and workforce preparedness through continued applications in the live lab (dental hygiene clinic).

Collin College students consistently display a 100% pass rate on both the written National Board Dental Hygiene Examination and the clinical Western Regional Examination Board. The NBDHE consists of 350 written questions and WREB requires students to travel with a patient to a testing facility to perform advanced periodontal (gum) therapies under strict conditions and guidelines.

Collin College's Dental Hygiene Program prides itself on being student-centered and maintaining the college core values as it works to support strategic goals. The program has garnered a reputation that draws many incoming candidates from around the country. Dental hygiene curricula are governed and supported by Commission on Dental Accreditation (CODA) and undergoes an extensive accreditation review every 7 years. The most recent CODA site visit deemed Collin College's Dental Hygiene Program exemplary with no recommendations based on meeting all standards CODA has set (curricula and facility). The next accreditation will be in 2020.

The Dental Hygiene Program underwent partial remodel of the clinic in 2015. This remodel has provided students with a more realistic feel of a private practice setting and a safer experience in the sterilization area that better prepares them for the workforce.

Because of this renovation, faculty are able to demonstrate real-world competencies without compromising in the clinic setting. The dental materials lab portion of the clinic has yet to be remodeled, so students have received poor evaluations from employers regarding certain dental hygiene techniques related to this area due to lack of being able to be properly trained using state of the art equipment/facilities.)

The department is also in need of a proper meeting room, breakroom and lockers for all FT and PT faculty. Faculty are having to find space outside of the department due to inadequate facilities. In addition, the patient waiting area and front desk area are no longer functional for current needs of the department.

2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that document how the program supports the College's [mission statement](#):**
"Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."

The Dental Hygiene Program supports the college's mission by providing a supportive and an enriched learning environment, lifelong learning and this allows individual growth for each dental hygiene student. Faculty members help to assure the success of students by providing one-on-one mentoring and assistance in a program that maintains a high-rigorous curriculum, utilizing didactic, research-based, and practical learning strategies.

The Dental Hygiene Program organizes activities that benefit the students and faculty alike, including John R. Roach Juvenile Detention Center, Mission East Dallas, and the Texas Scottish Rite Hospital for Children. Providing the highest standards of care, within the resources available, the program meets individual and community needs.

The Dental Hygiene Clinic at the McKinney Central Park Campus serves approximately 1,300 community patients/clients each year, providing excellent oral care services at deeply discounted rates. In partnership with North Texas Dental Society, the program also provides free oral and preventive care services through the "Give Kids a Smile" program annually. Dental Hygiene students are challenged to engage in critical thinking each clinic session by progressing through the standards of the dental hygiene process of care which requires a high level of clinically based thinking. Students also participate in a variety of

service learning activities where they experience real-world dental clinics and interact with other dental teams on a weekly basis.

- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the College's [core values](#):** *"We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."*

The goals of the Dental Hygiene Program support the college core value of learning by creating an active learning environment that integrates the principles of evidence-based research while promoting critical thinking, self-evaluation, innovation, creativity, and lifelong learning.

Learning- Collin College's Dental Hygiene cohorts exhibit a 100% pass rate on written National Board Dental Hygiene Examination (NBDHE) and the Western Regional Examination Board (WREB) clinical licensure board examinations. The program has a selective admissions process that attracts candidates who are committed to a rigorous learning environment. Collin's dental hygiene students learn in real world environments through community partnerships and in a live lab on the McKinney Campus where dental services are provided to over 1,300 community members a year. These experiences prepare students for the realities of the dental workforce in a monitored lab that encourages critical thinking and a high standard of care that is set by our profession.

Learning through self-assessment is strongly promoted in the dental hygiene program. Faculty believe that professional and personal growth are achieved through self-reflection. A tool called SWOT (Strengths/Weakness/Opportunities/Threats) has been implemented department wide to facilitate quality self-reflection for students and faculty. SWOT asks the student to report their strengths, weaknesses, opportunities, and threats in reflection of hands-on experiences. This exercise is also done verbally in a daily clinic meeting called "huddle." It is also a written requirement by every faculty as a weekly log of clinical and community rotation experiences. SWOT helps students discern between their external and internal locus of control, promoting a realization of the difference between what they can change and what they must adapt to in a professional setting.

Service and Involvement- The program provides clinical experiences with community partners that promote a commitment to community service and civic involvement. Community partners with expertise in periodontology, pathology, pharmacology, and oral medicine provide students with the knowledge and clinical competence required to provide current, comprehensive dental hygiene services in a variety of settings for individuals of all ages and stages of life, including those with special needs.

Collin's dental hygiene students complete a total of over 2200 community outreach hours per year through partnerships that allow for advanced hygiene practices in community clinical settings, private practice environments, and educational programs to underserved populations. Community partners include, but are not limited to, John R. Roach Juvenile Detention Center, Mission East Dallas, VA Dallas, Plano Senior Center, Plano Head Start, and Texas Scottish Rite Hospital for Children. Each year students promote oral health at the Plano International Health Fair, the Collin College Health and Safety Fair, and Plano Families First Health and Job Fair. At these events, students speak with community members about proper oral hygiene and nutrition, provide screenings, and apply fluoride treatments for underserved children. In addition, students and faculty alike participate each semester in a community projects such as collecting items for Hope's Door Women's Shelter or preparing food at Feed My Starving Children Ministries.

Creativity and Innovation- Collin's Dental Hygiene Program partners annually with the Emergency Medical Services (EMS) department to create simulated emergency training scenarios (facilitated by program faculty member, Emily Henderson and the Director of Healthcare Simulation, Jackie Langford). Dental Hygiene and EMS students engage with one another and collaborate together by responding to staged medical emergencies in the dental office. Both departments are able to demonstrate assessing their patients and treatment skills while under the watchful eye of EMS and Dental Hygiene faculty. This creates an interdisciplinary collaboration that aligns with the core value of service and involvement while promoting learning, creativity, and innovation.

Dental Hygiene faculty continually strive to meet the needs of learners and changing generations through educational methodology and exploring new ways to facilitate active learning in the classroom. One dental hygiene classroom has transitioned to 100% team-based learning while others implement case studies, hands-on applications, and guest speakers that provide practical information for the workforce. Students participate in mock interviews with a local job placement agency prior to graduation.

Frequent faculty meetings allow for brainstorming and updating teaching strategies in a constantly changing healthcare atmosphere.

Academic Excellence- Collin students present evidence-based research to over 150 local dental community members at The Collin College Dental Hygiene Research Forum. Several students have presented at the Collin College Interdisciplinary Research Symposium. They also do oral presentations at the Annual Texas Dental Hygienists' Association and Greater Collin County Dental Hygienists' Association Meetings. These activities require a high level of understanding of the material presented and the ability to verbally relay scientific information.

As second year students, cohorts are required to write an extensive literature review based on an approved topic of their choice. These papers are considered for publication based on quality and accuracy of content. The publication venues include Pennwell Publishing RDH Graduate Magazine and Collin College's Quest Academic Journal. In the last 5 years, over 16 students have been published through Pennwell and 1 paper in the Quest Journal as a peer reviewed article.

As health science majors representing the dental hygiene program, students are challenged to maintain a higher level of academic standards. For example, a student must achieve a score of 93 or higher to earn an A for any dental hygiene course and must pass all courses with nothing less than a 75% in order move forward in the program.

Dignity, Respect and Integrity- Collin's Dental Hygiene Program supports the college core values of dignity, respect and integrity by creating an environment that promotes the importance of wellness in both students and patient/clients, and by understanding the relevance and integration of preventive dental hygiene services in an evolving health care system. Community partner rotation sites often involve patients from multicultural and/or underserved populations. Students learn to address each person from a place of respect and cultural sensitivity.

Dental hygiene faculty maintain a position of respect for each student by understanding needs and challenges that come with participating in a rigorous program. All faculty constantly remain current with licensure with the Texas State Board of Dental Examiners which requires 12 CE hours a year, OSHA/HIPAA training every year, basic life support certification every 2 years, and a jurisprudence test every 4 years. Faculty maintains integrity in the profession by continuing to work in private practice, being a member of the professional association American Dental Hygiene Association (ADHA), being involved in legislative advocacy, and being abreast of current science in dental medicine.

Integrity is promoted among the student population through a heavy emphasis on professionalism. Dental hygiene faculty have set high standards for maintaining a professional environment in a patient care setting. Criteria for professionalism and treating individuals with respect and integrity is not only discussed in daily meetings called “huddles” prior to each clinic session, but also displayed by faculty through preparation, appropriate language, proper attire, and timeliness. Dental hygiene curriculum includes a course in ethics. Students not only learn the Texas Dental Practice Act the Texas State Board of Dental Examiner’s Rules and Regulations; they also role play and discuss in detail specific ethical dilemmas that may occur in the dental office. This promotes awareness around making ethical decisions with integrity and respect for self, others, and the set laws that govern the profession of dental hygiene.

Provide program-specific evidence that documents how the program supports the College’s strategic plan:

https://www.collin.edu/aboutus/strategic_goals.html.

Requested points to address, but not limited to:

- *What evidence is there to support assertions made regarding how the program relates to the mission, core values and strategic plan?*
- *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
- *Analyze the evidence you provide. What does it show about the program?*

Strategic Goal #1: Finalize and Execute a Comprehensive Plan that Facilitates the Safety of Students, Faculty and Staff at Collin College.

In 2018, Collin College’s Dental Hygiene Program planned and implemented an active shooter safety plan. Needs were assessed through communication with the Collin College Police Department, local fire and police officials, and studying the current Collin College policies. An action plan was put into action starting in the Fall 2018 semester. Each student, faculty, and staff member was trained in how to respond in the event of an active shooter based on the unique configuration of the dental hygiene clinic as well as the classroom setting. This plan is in written form in the department manual which is available to all students, faculty, and staff. It was also introduced through a PowerPoint presentation and hands-on drill to each student, faculty, and staff member. This plan will be repeated to students and faculty every Fall and Spring semester.

Strategic Goal #2: Increase Outreach and Create Streamlined Pathways from High School.

Each semester Collin College’s Dental Hygiene Program Director attends career fairs at local high schools to raise awareness about the profession of dental hygiene and opportunities at Collin College. The director conducts 5 information sessions each academic year that are often times attended by high school students. Every Spring semester over 600 high school students from Collin County schools tour the dental hygiene clinic. They are exposed to the profession, participate in hands-on activities in the clinic, and made aware of the facility and application process for Collin College Dental Hygiene Program.

While on rotation at John R. Roach Juvenile Detention Center, faculty and students promote career and educational opportunities at Collin College to the incarcerated high school students. They encourage good life decisions and make them aware of the possibilities that are available.

Strategic Goal #3: Emphasize Student Achievement and Streamline Pathways to Four Year College and Universities.

Collin College’s Dental Hygiene Program provides access to innovative higher education programs that prepare students for constantly changing academic, societal, and career/workforce opportunities. The program provides technical programs leading to associate degrees or certificates designed to develop marketable skills, and promoting economic development through transferable college credits. This enables students to continue their studies at the baccalaureate level.

Collin College Dental Hygiene Program partners with Texas Woman's University's Dental Hygiene Program to provide an articulation degree completion agreement. In addition, students enrolled in the dental hygiene program are eligible to enroll in a dual degree program with Texas Woman’s University Dental Hygiene Program. Upon graduation, students of the dual program will earn an AAS from Collin College and a BS in dental hygiene from TWU. Since 2015, 2 students have completed the dual program and 4 are currently enrolled.

Strategic Goal #4: Create an Increasingly Welcoming Environment for Students, Community Members, Faculty and Staff.

In the recent years, through a partial remodel of the clinic, the dental hygiene department was able to provide an improved environment for students, faculty, and the community in multiple ways. The remodeled clinic allows for up-to-date procedures to be performed which better prepares students for the workforce. Prior to the remodel, outdated technology was being utilized for instruction. The updates that have allowed for up-to-date instruction are: digital radiographs, cameras that take photos inside the mouth, digital medical records, properly functioning patient and operator chairs and air/water supply. This also allows faculty to teach with properly functioning equipment without compromising technique or integrity of the practice.

The clinic also provides a cleaner and better functioning healthcare environment for patients. Updated sterilization equipment and workspace gives peace of mind that all patients are being treated with the highest standards of infection control. Prior to the new sterilization workspace, 10 students/faculty incurred accidental needle sticks 2014 and 2015. Since the new area has been built, there have been zero needle sticks or any other incidents that would compromise student/faculty safety.

Students were afforded a new locker room area with the remodel. This was crucial as 32 students previously gathered in a very small locker room where there were no tables, chairs, or room to move around. They were eating lunch on the floor between classes and clinic sessions. The new locker room allows space to sit and eat a meal, have social time between classes, charge their devices and laptops, and properly store their belongings in lockers. This is important to student lifestyle and wellbeing as the program can be demanding with students spending approximately 40 hours a week on campus or at a community outreach site.

Future plans for a second phase of remodel on a currently non-functioning dental materials lab will provide similar benefits to student learning. Currently, faculty have a very small breakroom space that does not allow for gathering and collaborating. Full time and adjunct faculty are forced to take a lunch break outside of the department due to the lack of facility. In addition, the front desk area that facilitates administrative processes with patients in the live lab has not been updated since

1997. The cabinets and workspaces are outdated and broken. The department is hopeful that this improvement will be included in the next phase of remodel in the summer of 2019, so that the department may continue to satisfy strategic goal #4.

Strategic Goal #7: Expand the Physical Footprint of Collin College to Meet Emerging Programmatic Needs; Improve Facilities as Necessary, and Implement the Maintenance Plan to Elevate Services to Our Students.

Collin College’s Dental Hygiene Program is awaiting budget approval for the next phase of remodel. The current state of several areas of the clinic and department do not allow for proper learning. The dental materials lab is a non-functioning facility that has not been updated since 1997. The lab is a space intended for practice on typodonts (or models) prior to working in the live lab on real patients. The dental materials lab is where students learn the fundamentals of instrumentation among several other core skills. The state of the dental materials lab has left faculty to be creative in devising learning experiences for a multitude of competencies to the best of their ability with limited resources.

In addition to non-functioning units (no water or suction), there are only 12 seats at lab benches in the room. The department has always accepted 16 students into each cohort. This requires bringing in extra tables and chairs which leaves 4 students to sit in the back, separated from the rest of the class. The operator stools supplied to students in the lab no longer adjust for proper clinician seating and ergonomics. There are auxiliary lights at each bench station. These lights are intended to simulate dental unit lighting so the students learn to work with proper illumination. Six out of the twelve lights in the lab no longer function. They cannot be repaired as parts are no longer available. This leaves only a few students with the ability to work with proper lighting which compromises ergonomics as they are learning core techniques. Dental hygiene is a physically taxing profession. Forming poor ergonomic habits as a hygienist leads to early burnout due to back, neck, and carpal tunnel issues.

One wall of the lab consists of a row of cabinets for storage and to house equipment such as model trimmers which are essential to the dental material course. These cabinets are falling apart and don’t have the correct counter top to sustain the water usage in this area, because of that, mold is growing between the backsplash and the wall. This poses as a health hazard for students and faculty that spend a great deal of their time in the dental material lab. First year students spend a

total of 16-24 hours a week in this workspace, so they are constantly being exposed to these mold issues while working in the lab.

The dental materials course requires students to perform a competency on dental sealant placement. Sealants are an extremely technique sensitive skill and require access to water and high pressure air to perform. Due to the non-functioning water and air feature in the dental materials lab (floods the floor when turned on), the professor for this class must compromise her instruction. In the past, the professor for this course was able to work with a community clinic so students could meet the competency in a proper environment. That clinic has closed, leaving the professor with limited resources. Employer feedback about our graduates consistently states that the graduate is not proficient in sealants and needs additional training.

The approval of the next phase of remodel, would allow the dental hygiene department to align with strategic goal #7.

3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.

Requested points to address, but not limited to:

- *The number of students who completed the award in each of the last 4 years. What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain.*
- *What are the implications for the next 5 years if the enrollment pattern for the past 4 years continues?*
- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*
- *Analyze the evidence you provide. What does it show about the program?*

Each year, approximately 60-90 candidates submit applications to the dental hygiene program. From this candidate pool, 16 are accepted. Cohorts progress together through the program over a course of 2 years. They are referred to as “first year” or “second year” students. The program is rigorous and designed to build upon content each semester to develop well-rounded dental professionals.

The pattern from the past 4 years is that 15 of the 16 students per cohort have completed the program. This is an unusual trend that has not been demonstrated in the history of the program. History shows 16 students enter the program and graduate together once program has been completed. The recent change trend is attributed to personal circumstances that have arisen in students' lives. The 4 students that have voluntarily exited the program over the past 4 years have all had extenuating life circumstances that did not allow them to maintain the demands of the program. Faculty continually allow for open door policies that support student lifestyle so that each person has an opportunity to be successful in the dental hygiene program. Also, faculty meet monthly to discuss students that may be struggling and devise a plan to support the students. All faculty engage in educational methodology courses that teach effective processes to facilitate student success.

Based on the number of dental chairs in the clinic (8), future enrollment will remain status quo. Eight dental units allow for the assignment of 4 students per dental unit each semester. Students rotate between the clinic, classroom, and community rotation from day-to-day which allows each student to work independently in the assigned operatory unit. This emulates a private practice environment, preparing students for the workforce. It also allows for community members to receive quality dental services at a greatly reduced rate. Increasing enrollment in the dental hygiene department would require additional dental operatories, and faculty.

Identification and support of students in program-required courses comes by way of students attending information sessions and stopping by the department to ask questions or meet staff. Every student is welcomed and treated with respect. The staff works diligently to answer all questions that arise.

Collin College's Dental Hygiene Program's enrollment patterns are within the boundaries of equipment and work space. It is utilized to its fullest and maintains a large number of applicants each year. Students' ability to complete the program align with faculty support through mentoring, attainable curriculum requirements, proper timing and scheduling of progressive courses that build upon one another, open door policies, compassion, and encouragement. The high demand for the program attracts students that enter the program with strong work ethic and desire for completion.

The drop in applicants from 2013 to 2016 is due to an increase of available programs in the area. The chart below displays the applicants that completed the full application process. Several others submit partial applications which are not considered for review.

Dental Hygiene Program Student Applications
Each class is designed for 16 students

Date	Number of Applicants
2013	89
2014	87
2015	71
2016	67
2017	67
Total	381

4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that employers need and hire the program's graduates.

Some resources to utilize for information could be: Texas Workforce Commission, JobsEQ, O-Net, Career Coach, Tracer2

Requested points to address, but not limited to:

- *How many program-related, entry-level jobs are available in the DFW Metroplex for people with an associate's **degree or certificate**? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
- *What competing programs are in the area, and how does Collin compare?*
- *What proportion of the program's graduates found related employment within six months of graduation?*
- *How do salaries of program completers compare to those for high school graduates and baccalaureate holders?*
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
- *Identify and discuss the program's strengths and weaknesses related to market demand.*
- *Analyze the evidence you provide. What does it show about the program?*

Dental hygienists are responsible for providing preventive and periodontal therapy (gum disease treatments) in the dental office. This process of care includes a multitude of assessments (including radiographs), treatment planning, implementing treatment, evaluating the patient's progress and further needs, communicating effectively with the supervising dentist and specialists, exemplary patient communication, maintaining a high standard of clinical skills, staying abreast of current dental science, and

building trusting relationships with patients. Dental hygienists are trained in radiology, pharmacology, periodontology, anatomy of the head and neck, diseases of the head and neck, systemic diseases, oral pathology, microbiology, managing medical emergencies, tobacco cessation, and nutritional counseling. Employers (dentists) seek out graduates that are well-rounded in all the named proficiencies. Collin College's Dental Hygiene Program comprehensively trains students in all areas of practice through didactic and hands-on experiences. The live lab (dental hygiene clinic) and community partners give students the opportunity to experience practical applications during a majority of their studies. This prepares them for the workforce in a competitive market where dentists depend on the hygienist to be the "heartbeat" of the practice since the hygienist spends more time with patients than any other professional in the dental office.

The U.S. Department of Labor projects that by 2026 there will be over a 22% increase in new dental hygiene jobs in the state of Texas. Graduates of an accredited program that have passed all licensure exams and received a license from the state are eligible to immediately enter the workforce whether they have an AAS or BS.

The competing programs in the area are Texas Woman's University, El Centro College, Texas A&M School of Dentistry, Concorde Career College, Tarrant County College, and Tyler Junior College. Collin College's standards compete or surpass with many of the competing schools. Collin College Dental Hygiene was awarded accreditation in 2013 from CODA with exemplary standards and no recommendations. Many applicants report that Collin is their first choice based on the reputation of supportive faculty and workforce preparedness. Dental hygiene programs only have access to their own National Board results; therefore, a comparison of other schools cannot be provided.

Based on surveys, 98% of graduates find employment in a dental office within 6 months.

According to the U.S. Department of Labor, registered dental hygienists in Texas earn an average of \$35.61 an hour or \$74,070 annually. Dentists do not base salary on whether the hygienists have an associate's or bachelor's degree. Dental hygienists must have a high school diploma and a number of prerequisites to enter into any accredited dental hygiene program.

Dental hygiene jobs are highly competitive due to dentists looking for highly trained clinicians that can have exemplary patient communication and professionalism. Collin College's Dental Hygiene Program reinforces these abilities, along with clinical skills, to prepare graduates for the workforce. Communication and professionalism are discussed at most huddle meetings, in the classroom,

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

and students must pass competency exams on both subjects. The department office gets many phone calls from dental offices asking for recommendations for some hygienists as they only hire Collin grads.

See chart below

Year	<i>Out of Sixteen Program Completers Employed in the Fourth Quarter of the Year Following Completion</i>
2014	16
2015	15
2016	15
2017	15
2018	15
Total	76

Section II. Are We Doing Things Right?

5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

Requested points to address, but not limited to:

- *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
- *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
- *Review course enrollment patterns, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion. Address problems in the CIP.*
- *Analyze the evidence you provide. What does it show about the program?*

Fifteen out of sixteen students have completed the program each year for the past 4 years. There is no point in the program where a substantive percentage of students drops out. Each of the ones who have dropped out over the last 4 years has been a direct result

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

of extenuating personal circumstances. Collin College's Dental Hygiene Program has consistently displayed high numbers of applicants (see chart), acceptance of 16 students, and successful completion of 15 students (including achieving full licensure) over the past 4 years. Faculty conducts monthly or bimonthly meetings where barriers to student completion are discussed and strategized for improvement.

B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

- 1. Credit Hour Standard: There are no more than 60 credit hours in the program plan.**
Number of semester credit hours (SCH) in the program plan: 68 .
If there are more than 60 SCH in the plan, show revised degree and certificate plans. Work with the program's curriculum coordinator to bring the revised program plans to the Curriculum Advisory Board (CAB).
- 2. Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
Number of completers: 76 in last five years.
If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of student enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
- 3. Licensure Standard: 90% of test takers pass licensure exams.**
If applicable, include the licensure pass rate: 100%
For any pass rate below 90%, describe a plan for raising the pass rate.
- 4. Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**

Include the retention rate: ____93%__

If the retention rate is below 78%, describe a plan for raising the course completion rate.

C. Make a case with evidence that the program curriculum is current.

Requested points to address, but not limited to:

- *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
- *How does the program curriculum align with any professional association standards or guidelines that may exist?*
- *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*
- *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*

Collin College Dental Hygiene faculty meet biannually with coordinators and directors of all of the Texas dental hygiene programs. This gives faculty and opportunity to gain insight on how and what curriculum is presented at other programs.

Collin College's Dental Hygiene Program aligns with the professional association in many ways. The process of care set by the American Dental Hygienists' Association (ADHA) is followed in clinic and community settings. This gives students' proper and universal guidelines to carry out assessments, dental hygiene diagnosis, treatment planning, treatment implementation, evaluation of care, and proper documentation at a nationally set level of care. All students are also members of the Student Chapter American Dental Hygienists' Association where they participate in community service and advocate for the profession. They operate under the bi-laws the ADHA.

Dental hygiene programs receive accreditation from Commission on Dental Accreditation (CODA) and go through a rigorous accreditation process every 7 years. CODA sets standards and objectives for every dental hygiene program and extensively reviews every aspect of curricula to ensure all objectives are met completely, effectively, and measurably. Collin College's Dental Hygiene Program will go through CODA accreditation in 2020. CODA conducts a site visit in which every objective is explored to ensure implementation and evaluation are carried out appropriately by faculty. All of Collin College's full time faculty serve on the dental hygiene curriculum review committee. Every semester, 2 courses go through curriculum review. Each faculty member reviews the entire course and makes recommendations for improvement. Courses are evaluated for accurateness, innovation, spelling and grammar, systematic presentation of objectives, and appropriateness. Every course is reviewed on a 3-year rotation schedule.

Our department also closely follows all laws under the Texas Dental Practice Act, Texas State Board of Dental Examiners Rules and Regulations, OSHA, and HIPAA. As dental professionals, it is mandatory to be trained in all regulations, maintain proper infection control, and operate under strict HIPAA requirements. Our students and faculty participate in training once a year.

D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers. See Appendix B

1. How many employers does your advisory committee have? 4
2. How many employers attended the last two meetings? 4 Fall 2018 2 Spring 2018
3. How has the advisory committee impacted the program over the last four years (including latest trends, directions, and insights into latest technologies)? The advisory committee has recommended the removal of film radiograph processor in the lab as this method is rarely used in private practice. Advisory board members support the clinic phasing to digital medical records and using dental software more realistically. They continue to voice concerns about the non-functioning condition of the dental materials lab. Committee employers also see a trend over the past five years of how dental and dental hygiene students have a hard time communicating with their patients. At their request they recommend improving communication skills for graduates. In response to these requests, faculty has begun professional development training in order to teach students Motivational Interviewing (MI). MI is a growing and widely used communication practice in healthcare. These changes, in the last year, have expanded the students' ability to communicate more effectively in a clinical setting.

Advisory Committee members serve as judges for the Collin College Dental Hygiene Student Research Forum. Students present research in a formal continuing education setting. The judges follow a rubric to score and provide feedback.

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last four years. One committee member is a Registered Dietician. She reviewed and approved the new textbook for the nutrition class. No curriculum changes have been met due to the success and significant improvement of National Board Scores (see scores in Appendix E)

E. For any required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum. N/A

F. Make the case with evidence that the required courses in the program are offered in an appropriate sequence and at appropriate intervals to enable students to complete “on time” for students enrolled full-time and following the degree plan.

Dental Hygiene is a 68 hour program (in lieu of 60) based on an agreement with THECB. Dental hygiene program has a 100% pass rate on both WREB and NBDHE with progressive improvement on NBDHE scores (see Appendix E)

G. Make a case with evidence that the program is well managed.

Requested points to address, but not limited to: (Definitions of data elements can be found on CougarWeb under Workplace>Institutional Effectiveness>Program Review>Institutional Research Files for Program Review [in the right-hand column].)

- *Student/Faculty Ratios*
- *Average Class Size*
- *Unduplicated, actual, annual enrollment data*
- *Grade Distributions*
- *Contact Hours Taught by Full-Time and Part-Time Faculty*
- *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
- *How well are general education requirements integrated with the technical coursework?*
- *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

Student/faculty ratios are set by CODA. Collin College has the best ratios compared to other programs in the area. Biannual meetings with other Texas Directors and clinic coordinators allows for exchange of verbal information about program policies, competencies, and ratios. These meetings continually validate Collin’s ratios ranking the best in the state while maintaining CODA standards. Pre-clinic ratio is set at 1:3, while clinic I, II, and III are set at 1:4. This provides the lowest ratio environment for students in the clinical setting under CODA guidelines. Full-time faculty contact hours consist of 15-20 hours a week, while part-time vary from 4-14 hours per week. The average class size for every dental hygiene cohort is 16 students.

See Appendix D for faculty load

See Appendix E for coursework chart

See Appendix F for student outcomes

See chart below.

Contact Hours Taught by Faculty Employment Status	Full-Time Faculty		Part-Time Faculty		Total Cont. Hrs.
	Number	Percent	Number	Percent	
Fall 2018	6,160	50%	6,064	50%	12,224
Fall 2017	5,584	46%	6,640	54%	12,224
Fall 2016	5,872	43%	7,888	57%	13,760
Fall 2015	6,160	49%	6,384	51%	12,544
Fall 2014	6,288	52%	5,744	48%	12,032

UNDUPLICATED ENROLLMENT DATA: See Appendix F

6. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?

A. Provide website URLs (for both the program website and the catalog information posted by the Curriculum Office): If no program website is available, describe plans for creation of website.

See chart below

B. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program's recruitment plan, retention plan and completion plan.

Requested points to address, but not limited to:

- *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *Designate who is responsible for monitoring and maintaining the unit's website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

Collin College's Dental Hygiene Program's website is maintained and reviewed by the department administrative assistant and program director every 3 months, or sooner as application process changes are made. Applicants utilize the website for current information regarding the application process. The Facebook page is utilized to demonstrate what students and the program are doing in the community and to promote the program to perspective candidates. It is monitored daily by one FT faculty (Kandice Swarhout-Roan) and the program director. Any person that inquiries about program requirements through the Facebook page is directed to the dental hygiene office and website for information.

See chart below for details.

C. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.

All electronic sites are reviewed by faculty and the program director on a 6-12 month basis. The Facebook page is monitored daily by faculty, staff, and program director.

D. In the Program Literature Review Table, below, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.

Program Literature Review Table

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
Dental Hygiene Website	http://www.collin.edu/dentalhygiene	11/2018	<input checked="" type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Christine McClellan Linda Trop

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

<p>Dental Hygiene Program Information</p>	<p>Brochure</p>	<p>11/2018</p>	<p><input checked="" type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available</p>	<p>Christine McClellan Linda Trop</p>
<p>Collin College Dental Hygiene Program Manual</p>	<p>Volume I, II & III Manual</p>	<p>7/2018 and ongoing at monthly faculty meetings</p>	<p><input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available</p>	<p>Tammy Hale Emily Henderson Christine McClellan</p>

<p>Collin College Catalog</p>	<p>On-line Catalog http://www.collin.edu/academics/catalog.html</p>	<p>3/2018</p>	<p><input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available</p>	<p>Christine McClellan</p>
<p>Degree Plans and Program</p>	<p>Web Site http://www.collin.edu/academics/programs/index.html</p>	<p>3/2018</p>	<p><input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available</p>	<p>Christine McClellan</p>

<p>Health Sciences and Emergency Services (HSES)</p>	<p>HSES Printed Color Brochure</p>	<p>2015</p>	<p><input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available</p>	<p>Christine McClellan Dean's office</p>
<p>Collin College Dental Hygiene Facebook Page</p>	<p>https://www.facebook.com/Collin-College-Dental-Hygiene-860708944007717/</p>	<p>Daily</p>	<p><input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available</p>	<p>Kandice Swarhout-Roan Chris McClellan</p>

7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

A. Make a case that the program enlists business, industry, government, college, university, community, and/or consultant partnerships to advance the program outcomes.

Requested points to address, but not limited to:

- *Partnership types include: Co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated program scholarship donors; mentors, association affiliation, other.*

B. Complete the Partnership Resources Table, below.

Partnership Resources Table

Partner	Description (See Points to Consider)	Briefly Describe Partnership Value to Program
North Texas Dental Society	Program Agreement: No program agreement	We work together and bring educational experience in GKAS (Give Kids a Smile) to our students and support the community with free dentistry.
North Texas Dental Hispanic Society	Program Agreement: No program agreement	We work together and bring educational experience in GKAS (Give Kids a Smile) to our students and support the community with free dentistry.
Greater Collin Dental Hygiene Association	Association Affiliation: Program scholarships & Mentors	\$750 donated annually to assist the second year student with their written board exam review course; Provides practicing registered dental hygienist mentors for the second year students.

Advisory Committee Members	Program Support: Workforce	Members support the program/faculty and help prepare the students for employment. This past year (2018) \$2,000 was given to our dental hygiene excellence fund for future scholarships.
Children’s Medical Center of Dallas, TX	Program Agreement: Externship	Provides supervised hands on experience for the second year students with special needs pediatric patients.
Dallas VA Hospital	Program Agreement: Externship	Provides supervised hands on experience for the second year students with special needs and medically compromised adult patients
Texas A&M University College of Dentistry-Dallas, Texas	Program Agreement: Externship	Provides the opportunity for second year students to observe the residents in the stomatology clinic
Mobile Dental Care Unit	Program Agreement: Externship	Provides the opportunity for second year students to observe the registered dental hygienist provide care to nursing home and assisted living residents
Denton State Supported Living Center	Program Agreement: Externship	Provides supervised hands on experience for the second year students with special needs adult patients
Texas Scottish Rite Hospital for Children-Dallas, Texas	Program Agreement: Externship	Provides supervised hands on experience for the second year students with special needs pediatric patients

Mission East Dallas	Program Agreement: Externship	Provides supervised hands on experience for the second year students with a diverse adult and pediatric population
Plano ISD Head Start	Program Agreement	Provides dental screenings and oral health education for underserved children participating in the Head Start Program. 175 served each semester.
McKinney Senior Center	Program Agreement	Provide individualized oral health education and professional denture cleaning for adults over 55.
City of Plano(Wait Group)-Plano Families First	Program Agreement	In collaboration with local dentists, provide oral screenings, orthodontia screenings, oral health education and professional fluoride varnish treatments to underserved children in Collin County. 250 served at last event.
Plano Senior Center	Program Agreement	Provide individualized oral health education and professional denture cleaning for adults over 55.
Dr. Larry Stewart	Program Agreement	Students observe oral surgery in the private practice setting to understand the contrast between private and community process of care. Also, to understand patient experience during oral surgery.

Dr. Christine Coke	Program Agreement	Students observe oral surgery in the private practice setting to understand the contrast between private and community process of care. Also, to understand patient experience during oral surgery.
Area High Schools	Program Agreement	Many local middle school and high school students from surrounding cities take tours of the dental hygiene clinic throughout the spring semester
John R. Roach Juvenile Detention Center	Program Agreement	Provide oral health education to incarcerated juveniles.
Dr. Steve Williams	Visiting class presenter	Provides an annual lecture to the second year students regarding pain management
Dr. David Canfield	Visiting class presenter	Provides an annual lecture for the first and second year students regarding medical emergency management; provides nitrous oxide monitoring certification for the graduating seniors estimated value of \$2250; dedicated program scholarship donor
Johnson and Johnson Clinical Essentials Program/ Scott Peterson	Partnership/Visiting class presenter	Provides oral hygiene supplies for the dental hygiene clinic estimated value of \$4000
Orapharma/Marie Marksbury, RDH	Partnership/Student Access Program/Visiting class presenter	\$7500; Provides each senior student with didactic and hands on experience with their product; provides each senior student with twenty four Arestin cartridges for use with their patients in the dental hygiene clinic

8. ARE WE HIRING QUALIFIED FACULTY AND ADJUNCTS, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT?

Make a case with evidence that faculty are qualified, keep current, and advance the program and the College. List program employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

Requested points to address, but not limited to:

- *Document that all faculty meet SACSCOC standards in the table (or add an appendix**)*
- *Professional development related to discipline and/or teaching*
- *Related scholarly efforts by program faculty*
- *Outreach and engagement efforts*
- *Analyze the evidence you provide. What does it show about the program?*

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Christine McClellan	Program Director	B.S., MEd, RDH St. Joseph’s College of Maine, MEd 2014 Texas Woman’s University, BS 1999 Collin College, AAS 1997 Teaching: Collin College: PT 2003-2007 FT 2007-present Associations: American Dental Hygienists’ Association 1999-Present Texas Dental Hygienists’ Association 1999-Present Texas Dental Hygiene Educators’ Association 2007-Present Texas Dental Hygiene Directors’ Association 2014-Present	Remediation in Clinical Education: Harold Henson 2-3-18 Courageous Leadership: Scott Hobart 6-2-18 Becoming the leader you were born to be: Katherine Eitel Belt 6-4-18 Communicating with Students in a Clinical Environment: Maribeth Stitt 1-28-17 Faculty Ultrasonics Teaching Methodology Program: Marianne Dryer 8-19-16 Invigorate Your Leadership: Tami Grzesikowski 6-4- 16 Educate: Can You Be That Change Agent?: Colleen Brickle 6-5-16 Interprofessional Education: Breaking Down the Silos, IPE: Karen Novak 2-22-16

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

		<p>Greater Collin Dental Hygiene Association Board of Directors (Program committee, Student Liaison) 2006-Present</p> <p>Student Chapter Advisor for SCADHA Organization 2008-2014</p> <p>Western Regional Examination Board-Examiner 2012-Present</p>	<p>Teaching and Learning with Technology: Social Media-Instruction & Professionalism: Lizabeth Spoons & Risa Nettles 2-7-15</p> <p>Advanced Hygiene Therapy-Developing a Comprehensive Approach: Dianne Watterson 10-27-18</p> <p>Texas Rules and Regulations/Dental Practice Act: Dr. Vernon Krueger DDS,JD 10-3-18</p> <p>Potential Medical Complications and Management: Dr. D Canfield 9-28-18</p> <p>WREB: EIOE assessment, radiographic evaluation, calculus detection, tissue management, Periodontal assessment 8-2-18</p> <p>Human Trafficking and Exploitation: Freda O’Brien 6-27-18</p> <p>WREB: EIOE assessment, radiographic evaluation, calculus detection, tissue management, Periodontal assessment 6-7-18</p> <p>Handling Most-cited CODA Standards: Ann O’Kelley Wetmore 6-3-18</p>
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			<p>Current Issues in Allied Dental Administration: Janet Kinney 6-3-18</p> <p>Student Research Forum: Collin College 4-4-18</p> <p>Students Table Clinics: ADHA 2-2-18</p> <p>Implant Methodology: Elijah Desmond 2-3-18</p> <p>Product Presentations, : ADHA 2-2-18</p> <p>TDHD Professional Development: TDHA Annual Session 2-2-18</p> <p>Health Strategies to Avoid Workplace Tragedy”:Cindy Purdy 10-28-17</p> <p>Texas Rules nad Regulations/Dental Practice Act: Dr. Vernon Krueger, DDS JD 10-11-17</p> <p>TDHDA: TJC 10-6-17</p> <p>Potential Medical Complications and Management: Dr. D Canfield 9-29-17</p>
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<p>Tammy Hale</p>	<p>1st Year Clinical Coordinator-FT Faculty</p>	<p>B.S.,MSEd., RDH Baylor College of Dentistry, Caruth School of Dental Hygiene, 1983 Saint Joseph’s College of Maine, MSEd, 2017 Teaching: Collin College: PT 2004-2008 FT 2008-present Associations: American Dental Hygienists’ Association Texas Dental Hygienist’s Association Greater Collin Dental Hygienists’ Association-Mentor Chair, 2004- present</p>	<p>TDHA Annual Session, Dr. Harold Henson Educational Methodology: Remediation in Clinical Education, 2/3/18 National Institute for Staff and Organizational Development: Classroom Management: Enough with the Nonsense! Webinar. 1/18/18 Collin Professional Development, Allison Venuto, I taught it...why don’t they know it? 1/5/18 Collin Professional Development, Khimen Cooper, Sean Sutherlin. Engaging Education: Methods for Encouraging Student Interaction. 1/5/18 TDHA Annual Session, Maribeth W. Stitt, RDH, M.Ed.: Communicating with Students in a Clinical Environment. 1/28/17 Collin College, Marianne Dryer, RDH, Med. Faculty Ultrasonics Teaching Methodology Program. 8/19/16 TDHEA, Lizabeth Spoons, Risa Nettles. Teaching and Learning with Technology: Social Media-Instruction & Professionalism. 2/7/15 Collin Professional Development,</p>
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			<p>Scott Barry Kaufman. Discussed Intelligence Redefined. 8/14/14</p> <p>Collin Professional Development, Mike Cohick. Death by Power Point. 1/10/14</p> <p>Collin Professional Development, Katie Johnson, Thomas Pickens. The Flipped Classroom: Best Practices-A Roundtable Discussion. 1/10/14</p> <p>Collin Professional Development, Cathy Donald-Whitney, Cheri Jack. Syllabi Gone Awry. 1/10/14</p> <p>Collin Professional Development, Linda Sears, Jules Sears. Creativity: A Key to Being Resilient. 1/10/14</p> <p>Leah Garcia Collin Dental Hygiene Faculty Workshop. Identafi, a Multi-spectral Oral Cancer Screening Device. 8/20/13</p> <p>GCDHA, Dianne Glasscoe Watterson, RDH. Advanced Hygiene Therapy-Developing a Comprehensive Approach. 10/27/18</p> <p>Collin College Dental Hygiene Department, Dr. David Canfield. Potential Medical Complications and Management. 9/28/18</p>
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			<p>GCDHA, Vernon Krueger. TSBDE Rules and Regulations for the Dental Hygienist. 7/28/18</p> <p>GCDHA, Kandice Roan, RDH, LPC, Sarah Biggs, RDH. Oral and Systemic Effects of Soda. 7/28/18</p> <p>Dentalcare.com CE Online Interactive Course, Vickie P. Overman, RDH, Med. Professional Dental Terminology for the Dental Assistant and Hygienist. 7/18/18</p> <p>VIVA Learning, Leann Keefer, RDH, MSM Children Hospitalized from Contaminated Dental Unit Water—Could this Happen in Your Office? 6/12/18</p> <p>VIVA Learning, Leann Keefer, RDH, MSM. Sterility Assurance: Begin With the End in Mind. 6/12/18</p> <p>ADHA, Marianne Dryer, RDH, Med. Hot Topics: The Art of Furcation Navigation. 5/30/18</p> <p>PennWell Corporation, Pamela Maragliano-Muniz, DMD. Safety First! Protect Yourself, Your Patients and Your Practice. 5/3/18</p> <p>Collin College, Second Year Dental Hygiene Students. Student Research Forum. 4/4/18</p> <p>Olivia Wann, Why the Role of Infection Control/Safety Coordinator Matters Webinar. 3/25/18</p>
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			<p>TDHA Annual Session, Clinical Coordinators. Professional Development. 2/2/18</p> <p>TDHA Annual Session, Multiple Presenters. Product Presentations. 2/2/18</p> <p>TDHA Annual Session, Texas Dental Hygiene Students. Table Clinics/Research Presentations</p> <p>GCCDHS, Cindy Purdy, RDH, CEAS. Health Strategies to Avoid Workplace Tragedy. 10/28/17</p>
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<p>Emily Henderson</p>	<p>2nd Year Clinical Coordinator-FT Faculty</p>	<p>B.S., MEd., RDH Collin County Community College- AAS in Dental Hygiene, 2000 Texas Woman’s University-B.S., 2005 Saint Joseph’s College of Maine, MEd., 2017 Teaching: Collin College: PT August 2006- December 2010 FT January 2011-Present Associations: American Dental Hygienists’ Association Texas Dental Hygienists’ Association Texas Dental Hygiene Educators’ Association-Vice President/ Clinical Coordinators Greater Collin Dental Hygienists’ Association-Vice President and Director of Continuing Education Program Western Regional Examining Board- Dental Hygiene Examiner</p>	<p>Harold Henson, RDH, Ph.D: “Remediation in Clinical Education” 2018 Collin College Faculty Development Conference: “I Taught It...Why Don’t They Know It” presented by Allison Venuto. 2018 “Engaging Education: Methods for Encouraging Student Interaction” presented by Khimen Cooper and Sean Sutherlin. 2018 Maribeth Stitt, RDH, M.Ed. “Communicating with Students in a Clinical Environment”. 2017 Marianne Dryer, RDH, MS-Dentsply International “Faculty Ultrasonics Teaching Methodology Program 2 hours Ed. Method”. 2016 Dentsply International, York, Pennsylvania “Ultrasonic Scaling Teaching Institute Lecture and Hands On Application-3 Day Course”. 2015 Lizabeth Spoons, RDH, MS and Risa Nettles, RDH, MDH “Teaching and Learning with Technology: Social Media-Instruction and Professionalism”. 2015 Textbook Chapter Review for “Clinical Practice for the Dental Hygienist, Dr. Esther Wilkins, 12th Edition. 2015 Collin College Website Workshop CMS Migration Workshop. 2014</p>
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			<p>Collin College ELearning Day “Online Remote Proctoring Collaborate: Setting Up and Using in Your Classroom”. 2014</p> <p>Collin Professional Development, Scott Barry Kaufman. Discussed Intelligence Redefined. 2014</p> <p>Collin Professional Development, Mike Cohick. Death by Power Point. 2014</p> <p>Collin Professional Development, Katie Johnson, Thomas Pickens. The Flipped Classroom: Best Practices-A Roundtable Discussion. 2014</p> <p>Collin Professional Development, Cathy Donald-Whitney, Cheri Jack. Syllabi Gone Awry. 2014</p> <p>Collin Professional Development, Linda Sears, Jules Sears. Creativity: A Key to Being Resilient. 1/10/14 Donna Walls and Pam Schenks from Elsevier Publishing Page Burst e-Book Training”. 2013</p> <p>Proctor and Gamble: Cynthia C. Gadbury-Amyot, MSDH, EdD “Strategies for Developing a Quality Course”. 2013</p>
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			<p>Collin College Faculty Development Conference- Jennifer O’Loughlin Brooks: “Exploring the Benefits of Using Social Media Tools” and Core Objectives Assessment Team “How Do We Teach Communication Skills?”. 2013</p> <p>Dianne G. Watterson, RDH, MBA: Advanced Hygiene Therapy: A Comprehensive Approach. 2018</p> <p>Dr. David Canfield, DDS: Potential Medical Complications and Management. 2018</p> <p>Dr. Vernon Krueger, DDS, JD: Texas State Board of Dental Examiners Rules and Regulations. 2018</p> <p>Kandice Roan, RDH, MS-LPC and Sarah Biggs, BS, RDH: Oral and Systemic Effects of Soda. 2018</p> <p>Western Regional Examining Board-Loma Linda University-Dental Hygiene Examiner. 2018</p> <p>Western Regional Examining Board-University of New Mexico-Dental Hygiene Examiner. 2018</p> <p>Collin College Dental Hygiene Department: Student Research Forum. 2018</p> <p>Texas Dental Hygienists’ Association Annual Session: Product Presentations: Proctor and Gamble/Q-Optics/Phillips Health/Sunstar. 2018</p>
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			<p>Texas Dental Hygienists’ Association Annual Session: Student Table Clinic Presentations 2018</p> <p>Western Regional Examining Board-Utah College of Dental Hygiene-Dental Hygiene Examiner 2018</p> <p>Dr. David Canfield, DDS: Medical Emergency Management 2017</p> <p>Western Regional Examining Board-Foothills College-Dental Hygiene Examiner 2017</p> <p>Greater Collin County Dental Hygienists’ Society/Baylor Rehabilitation Center, Physical Therapy:TMJ Disorders-A Multidisciplinary Approach 2018</p> <p>Kandice Roan, RDH, MS-LPC and Linda Tran, RDH: The Oral Implications of Celiac Disease. 2018</p>
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<p>Kandice Swarouth-Roan</p>	<p>Community Dental Health Coordinator- FT Faculty</p>	<p>BSDH, M.S., RDH, LPC, NCC Licensed Professional Counselor Nationally Certified Counselor Texas Woman’s University-B.S. Dental Hygiene 1997 Texas Woman’s University-M.S. Counseling and Development 2013 Teaching: Collin College Associate Faculty August 2012-May 2014 Collin College Full Time Faculty August 2014-Present Presenter-Kandice Roan, RDH, MS-LPC and Linda Tran, RDH: The Oral Implications of Celiac Disease 2017 Presenter-Kandice Roan, RDH, MS-LPC and Sarah Biggs, BS, RDH: Oral and Systemic Effects of Soda 2018 American Dental Hygienists’ Association Associations: Texas Dental Hygienists’ Association Greater Collin Dental Hygienists’ Association-Legislative Affairs Chair</p>	<p>Harold Henson, RDH, Ph.D: “Remediation in Clinical Education” 2018 Collin College Faculty Development Conference: “I Taught It...Why Don’t They Know It” presented by Allison Venuto 2018 Motivational Interviewing and Patient Engagment. Rebecca Long. 2018 How to Create Your Own Instructional Whiteboard Videos in Minutes. Aparna Godbole. 2018 Maribeth Stitt, RDH, M.Ed. “Communicating with Students in a Clinical Environment” 2017 Marianne Dryer, RDH, MS-Dentsply International “Faculty Ultrasonics Teaching Methodology Program 2 hours Ed. Method” 2016 Lizabeth Spoons, RDH, MS and Risa Nettles, RDH, MDH “Teaching and Learning with Technology: Social Media-Instruction and Professionalism” 2015 Dianne G. Watterson, RDH, MBA: Advanced Hygiene Therapy: A Comprehensive Approach 2018 Dr. Vernon Krueger, DDS, JD: Texas State Board of Dental Examiners Rules and Regulations 2016,2017 Collin College Dental Hygiene Department: Student Research Forum 2015, 2016, 2017, 2018</p>
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		<p>TDHA Governmental Affairs Counsel</p> <p>Texas Counseling Association</p> <p>American Counseling Association</p> <p>Texas Coalition of Oral Health</p> <p>National Science Teachers Association</p> <p>Phi Kappa Phi Counseling Association</p> <p>Chi Sigma Iota Honors Society</p>	<p>Texas Dental Hygienists' Association Annual Session: Product Presentations: Proctor and Gamble/Q-Optics/Phillips Health/Sunstar 2018</p> <p>Texas Dental Hygienists' Association Annual Session: Student Table Clinic Presentations 2015,2016,2017,2018</p> <p>Dr. David Canfield, DDS: Medical Emergency Management 2012-2018</p> <p>Greater Collin County Dental Hygienists' Society/Baylor Rehabilitation Center, Physical Therapy:TMJ Disorders-A Multidisciplinary Approach 2017</p> <p>Texas Oral Health Summit. Texas Oral Health Coalition. 2015, 2017</p> <p>Conquering Biofilm with Ease. Cathy Blunk. Hu-Friedy. 2017</p> <p>Public Health Educators Workshop. University of New Mexico. 2015</p>
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<p>Jennifer Swetmon</p>	<p>PT Faculty</p>	<p>M.S., RDH</p> <p>TWU 1997: Bachelor of Science of Dental Hygiene</p> <p>2011 Boston University: Master of Science in Health Communication</p> <p>Teaching: Collin College: PT-Jan 2005-Present</p> <p>Associations: ADHA Member TDHA Member GCCDHA Member</p>	<p>“A Practical Guide for Teaching Ultrasonic Instrumentation” - presented by Marie George, RDH Aug 2011</p> <p>“Busting the Myth of Insert Selection” - presented by Theresa Johnson, RDH Nov 2014</p> <p>Marianne Dryer, RDH, MS-Dentsply International “Faculty Ultrasonics Teaching Methodology Program Ed. Method”2016</p> <p>October 28, 2017: “Health Strategies to Avoid Workplace Tragedy” - presented by Cindy Purdy, RDH</p> <p>April 4, 2018: Student Research Forum</p> <p>July 28, 2018: “Oral and Systemic Effects of Soda” - presented by Kandice Swarhout RDH, MS</p> <p>July 28, 2018: “TSBDE Rules and Regulations for the RDH” - presented by Vernon Krueger DDS</p> <p>September 28, 2018: “Potential Medical Complications and Management” - presented by David Canfield DDS</p> <p>October 28, 2018: “Advanced Hygiene Therapy” - presented by Dianne Watterson, RDH, MS</p>
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<p>Deborah Testerman</p>	<p>PT Faculty</p>	<p>BS, MS, RDH</p> <p>Texas Woman’s University, Denton, Texas 2000, Masters of Science, Health Studies.</p> <p>Texas Woman’s University, Denton, Texas, 1986 Bachelor of Science, Dental Hygiene.</p> <p>Madison Area Technical College, Madison, Wisconsin, 1978, Vocational diploma, Dental Assisting</p> <p>Teaching:</p> <p>Collin College, McKinney, Texas, Associate Faculty, 2006-current.</p> <p>Collin College, McKinney, Texas Associate Faculty, 1998-2000</p> <p>Texas Woman’s University, Denton, Texas, Adjunct Faculty, Dental Radiology, Pre-Clinic, Senior Clinic 2017-current.</p> <p>Concorde Career College, Dallas, Texas, Associate Faculty, Dental Radiology, Periodontics, Nutrition, Pathology, Pre-Clinic, Senior clinic. 2013- current.</p>	<p>Adaptive Learning, Max Knowledge/Center For Excellence in Education, 8/3/2018</p> <p>Instructional Strategies, Max Knowledge/Center For Excellence in Education, 8/2/2018</p> <p>Flipped Classroom, Max Knowledge/Center for Excellence in Education, 8/7/2018</p> <p>Remediation in Clinical Education, Harold Henson, Texas Dental Hygienists’ Association. 2/3/2018</p> <p>WREB Faculty Observation, WREB Tyler Texas, 4/2018</p> <p>Strategies for Developing a Quality Course: Teaching Methodologies/Faculty Development, Faculty Development, Dental Care.com 1/6/2018</p> <p>Orientation and First Week Activities, Faculty Development, Max Knowledge/Center For Excellence in Education. 2/6/2017</p> <p>Active Learning Methods, Active Learning, Max Knowledge/Center For Excellence in Education, 2/17/2017</p> <p>CREDTS Appointment from State Board of Dental Examiners, State Board of Dental Examiners, 4/27/2017</p>
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		<p>Texas Woman’s University, Denton, Texas, Adjunct Faculty, Oralfacial Biology, 2012-2012</p> <p>Texas Woman’s University, Denton, Texas, Adjunct Faculty, Dental Radiology, Periodontics, 2008-2009.</p> <p>Texas Woman’s University, Denton, Texas, Assistant Clinical Professor, Clinic Coordinator, Dental Radiology, Dental Materials, Practice Management, Clinic, Seminar, Perio Lab, 2000-2004</p> <p>Associations:</p> <p>American Dental Hygiene Association member</p> <p>Texas Dental Hygiene Association</p> <p>America Dental Hygiene Educators Association member</p>	<p>Faculty Clinical Calibration: A Hands-On Experience, Calibration American Eagle Instruments, Karen Siebert, 7/7/2017</p> <p>Beyond Compliance: Doing the Right Thing, Faculty Development, Max Knowledge/Center for Excellence in Education, 11/19/2017</p> <p>What are the Secrets to Providing Highly Effective Feedback to Students. Magna Publications, TWU, 9/10/2017</p> <p>CRDTS Faculty Observation, CREDTS, Stanford Brown College, Dallas, Texas 4/1/2016</p> <p>Class Room Management, Faculty In-service/Concorde Career College, 6/7/2016</p> <p>Enhancing Student Learning, Max Knowledge/Center for Excellence in Education 8/30/2016</p> <p>Teaching Gen Y Students, Teaching Methodology, Max Knowledge/Center for Excellence in Education, 10/21/2015</p> <p>Student Retention Methods, Max Knowledge/Center for Excellence in Education, 10/21/2015</p> <p>Flipping Your Classroom, Teaching Methodology, Max Knowledge/Center for Excellence in Education 5/29/2015</p>
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			<p>Principles of Ultrasonic Instrumentation: Is Your Curriculum Aligned with the Current Evidence? Collin College Faculty In-Service, 2015</p> <p>Instructional Methodologies for Ultrasonic Instrumentation, Theresa Johnson, RDH MBA, Dentsply 8/8/2014</p> <p>Developing Effective Interactions with Today's Faculty and Dental Students, Steven Schwartz, DDS, Procter & Gamble Interactive Course, 4/2/2014</p> <p>DH Methods of Education, How to teach periodontal Instrumentation and Clinical Dental Hygiene Teaching, November 11& 12, 2011 Cynthia Leiseca.</p> <p>Introduction to Lasers: Physics, Safety and Regulatory Guidelines and Clinical Application, Advanced Dental Hygiene 9/27/2018</p> <p>Medical Emergencies in the Dental Office, North Texas Dental Hygiene Association, Dr, Leslie Carroll 8/23/2018</p> <p>Digital Panoramic Radiography, Kavo/Kerr, Richard Centala, 8/10/2018</p> <p>Oral and Systemic Effects of Soda, Greater Collin Dental Hygienist's Association, Kandace Roan RDH, MS Sara Biggs RDH, 7/28/2018</p> <p>TSBDE: Rules and Regulations for the Dental Hygienist' Greater Collin Dental Hygienists' Association, Vernon Krueger DDS. 2018</p>
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			<p>Implant Methodology, Texas Dental Hygienist’s Association, Elijah Demmond 2/2/2018</p> <p>Student Table Clinics, Texas Dental Hygienists’ Association, 2/2/2018</p> <p>Student Research Forum, Collin College Dental Hygiene Program, 4/4/2018</p> <p>Infection Control and OSHA, Greater Collin Dental Hygiene Association, Kaycee Hollingsworth, 2/17/2018</p> <p>HIPAA and HB 300 Greater Collin Dental Hygiene Association, Kaycee Hollingsworth. 2/17/2018</p> <p>Health Strategies to Avoid Workplace Tragedy, Greater Collin Dental Hygienists’ Association, Cindy Purdy/ 10/28/2018</p> <p>Probiotics Food and the Immune System, INR Seminars, Dr. Michelle Albers, 12/13/2018</p> <p>Managing Medical Emergencies in the Dental Office, Dental Care.com 9/27/2017</p> <p>OSHA, HIPPA, Greater Collin Dental Hygienists’ Association, 2,18,2017</p> <p>Advanced Periodontal Instrumentation, Anna Pattison, 6/24/2017</p>
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			<p>America on Drugs, Texas Dental Hygienists' Association, 1/28/2017</p> <p>The Pharmacy in Your Kitchen: An Overview of Medical and Medicinal Foods, Institute For Brain Potential, Michael E. Lara, M D2/19/2016</p>
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<p>Dr. Michele Johnson</p>	<p>PT Faculty-DDS</p>	<p>DDS UTHSCSA, Dental School 1988-DDS</p> <p>Teaching: Collin College: PT Jan 2001-present</p> <p>Associations: N/A</p>	<p>“Strategies for Developing a Quality Course: Teaching Methodologies/Faculty Development”- Cynthia Gadbury-Amyot, MSDH, EdD; September 3, 2013</p> <p>“Busting the Myth of Insert Selection”-Theresa Johnson, RDH; November 15, 2014</p> <p>January 13, 2017: “Conquering Biofilm with Ease” - Cathy Blunck</p> <p>April 1, 2017: “7 Ways to Lose Your License” - Duane Tinker</p> <p>April 5, 2017: “Student Research Forum” - Collin College Dental Hygiene</p> <p>July 15, 2017: “Oral Implications of Celiac Disease” - Kandice Roan, RDH, MS.</p> <p>July 15, 2017: “TMJ Disorders-A Multidisciplinary Approach” - Jaelyn Crawford, PT, DPT</p> <p>September 29, 2017: “Potential Medical Complications and Management” - Dr. David W. Canfield</p> <p>April 4, 2018: “Student Research Forum” - Collin College Dental Hygiene</p> <p>September 28, 2018: “Potential Medical Complications and Management” - Dr. David W. Canfield</p>
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			October 27, 2018: "Advanced Hygiene Therapy: A Comprehensive Approach" – Dianne Watterson, RDH.
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<p>Dr. Doris Woodruff</p>	<p>PT Faculty-DDS</p>	<p>DDS Baylor College of Dentistry graduated 1979</p> <p>RDH Baylor College of Dentistry graduated 1970</p> <p>Teaching:</p> <p>Collin College: PT 1-15-2011-Present</p> <p>Baylor College of Dentistry 1980-82 Part-time Dentistry</p> <p>Baylor College of Dentistry Dental Hygiene Full Time Instructor 1970-1976</p> <p>Associations:</p> <p>Member: ADA, TDA, North Texas Dental Society</p> <p>Diode Laser Certification Texas Advanced Laser Certification Texas</p>	<p>All courses were taken between 7/2017 and 11/4/18 Per DDS</p> <p>Perscription Narcotic Use/abuse: Update by North TX Dental Society Advanced laser Analgesia by Dr William Chen</p> <p>Managing Adult Medical Emergencies in the Dental Office by Palma Freydingler, DDS</p> <p>Environmental Infection Prevention/Control by Geza Terezhalmay, DDS</p> <p>Aging, Systemic Disease/Oral Health by Pam Hughes, RDH</p> <p>Bruxism Grind of the Matter by Lara James, RDH</p> <p>Panoramic Radiographs: Technique and Anatomy Review by Shelly Withers, RDS</p> <p>Intraoral Imaging: Basic Principles, technique, error correction by Gail Williamson, RDH</p> <p>Lasers in Dentistry: Minimally Invasive Instruments by Steven Pohlhaus, DDS</p> <p>Orthodontics: A Review by Calogero Dolce, DDS Aesthetic Dentistry/All Ceramic Restorations by Amirali Zandinejad, DDS</p> <p>Management of Endodontically/Periodontally compromised Teeth by Karl Woodmansey DDS</p>
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<p>Dr. Celeste Abraham</p>	<p>PT Faculty-DDS</p>	<p>BS, MS, DDS</p> <p>M.S. Oral Pathology and Diagnosis, University of Michigan School of Dentistry, Ann Arbor, Michigan August 1991</p> <p>D.D.S. Howard University College of Dentistry, Washington, D.C., May 1988</p> <p>B.S. General Biological Sciences, University of Maryland, College Park, Maryland, June 1984</p> <p>Teaching:</p> <p>Collin College: Part Time- McKinney Campus 1998-present</p> <p>Pharmacology Course-began Spring 1998- to present</p> <p>General and Oral Pathology Course-began Fall 1998- to present</p> <p>Associations:</p> <p>American Academy of Oral Medicine: Member</p> <p>American Dental Association: Member</p> <p>Texas Dental Association: Member</p>	<p>Arthur Merritt Memorial Lecture in Periodontics: August 4, 2018 Dr. Nico Geurs: Success in Oral Reconstruction and Regeneration Through Minimally Invasive Techniques: Dallas, Texas: Texas A&M University, College of Dentistry</p> <p>Faculty Development and Calibration Program: Treatment Planning Decisions: Endo, Perio and Fixed-When to Treat and When to Refer with faculty presenters Drs. Crump, Cho, and Glickman at Texas A&M University, College of Dentistry – July 11, 2018</p> <p>National Board Test Construction Committee: ADA DH1: Chicago, Illinois: 23 CE: June 24-27, 2018:</p> <p>Faculty Development and Calibration Program: Geriatric Dentistry: Dr. Helena Tapias-Perdigon at Texas A&M University, College of Dentistry – May 24, 2018</p> <p>Faculty Development and Calibration Program: Oral Pathology: Dr. John Wright at Texas A&M University, College of Dentistry – May 22, 2018</p> <p>American Academy of Oral Medicine Annual Meeting: San Antonio, Texas, April 12-14, 2018: Clinical Cases Expert Panel(Tumor Board Model), The Mouth as an Immunological Treasure Trove: Diseases, Treatments, and Outcomes, OTOD Session: Case Report Award Presentations, New Therapeutics: From an Idea to an Approved</p>
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		<p>Dallas County Dental Society: Member</p>	<p>Therapy, Oral Abstracts Session 2, Weird Science: How to Make Sense of it All, Meet the Expert Session, Controversies in Oral Medicine: CE</p> <p>Dallas Asian Dental Association: 1 CE: March 22, 2018: Prescription Opioid Abuse: A Review and Update: Dallas, Texas: North Park Mall</p> <p>Arthur Merritt Memorial Lecture in Periodontics: August 5, 2017 Inflammation, Periodontitis, and the Link to Systemic Diseases with Dr. Thomas Van Dyke at Texas A&M University College of Dentistry</p> <p>AAOM (American Academy of Oral Medicine) Annual Meeting: Orlando, Florida: April 4-8, 2017: Various Topics in Oral Medicine</p>
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<p>Angela Faris</p>	<p>PT Faculty</p>	<p>B.S., RDH Collin County Community College 2000-AAS-DH Texas Women’s University 2018- BSDH Teaching: Collin College: PT August 2018- present Associations: N/A</p>	<p>Oral Health in Cancer Therapy-Dr. Jacqueline Plemons 2018 What is your Gut Saying about Your Health?-Pam Smith, RDN 2018 Managing Dental Conditions of a Boomer Generation-Dr. Sam Low 2018 Patients, Pills And Pathologies: Why Medical History Clues Are Critical To Dental Treatment-Amber Riley RDH, MS 2018 Is this Endo?-Dr. David Witherspoon 2018 Forensic Odontology-Dr. Brumit 2018 Sleep Disordered Breathing-Dr. Bender 2018 Pediatric Dentistry-Dr. Rozas 2018 Minimal Invasive Periodontal Surgery-Dr. Tunnel Review of Oral Lesions- Spoontz, RDH 2018 Craniofacial Airway and Malocclusion-Dr. Capps 2018 Peri-implantitis-Dr. TanurSleep Apnea- Dr. Jamison Spencer 2018 Emergency Management-Dr. Canfield 2018</p>
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Phong Vu	PT Faculty	<p>B.S, RDH</p> <p>Collin College, Associates in Dental Hygiene 2012</p> <p>Texas Woman’s University, Bachelor of Science in Dental Hygiene 2014</p> <p>Teaching: Collin College: PT Fall 2015-present</p> <p>Associations: American Dental Hygienists’ Association</p> <p>TDHA</p> <p>Greater Collin Dental Hygienists’ Association, President-Elect</p>	<p>10/27/2018 – “Advance Hygiene Therapy: A Comprehensive Approach”, Dianne Watterson, RDH</p> <p>8/19/2016 – Faculty Ultrasonics Teaching Methodology Program, Marianne Dryer, RDH Med</p> <p>9/26/18 – “Potential Medical Complications and Management”, Dr. David Canfield</p> <p>7/28/18 - "Oral and Systemic Effects of Soda", Kandice Roan, RDH, LPC; Sarah Biggs, RDH</p> <p>"TSBDE Rules and Regulations for the Dental Hygienist", Vernon Krueger 6/22/18 “Pharmacology of Selected Therapeutic Agents in Oral Medicine”, David Leonard Ojeda Diaz, DDS; Michael A. Huber, DDS</p> <p>10/28/18 – “Health Strategies to Avoid Workplace Tragedy”, Cindy Purdy, RDH, CEAS</p> <p>9/29/17 - “Potential Medical Complications and Management”, Dr. David Canfield</p>
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<p>Mandy Weems</p>	<p>PT Faculty</p>	<p>B.S, RDH</p> <p>Associates Degree in Dental Hygiene from Collin College 2011</p> <p>Bachelor’s Degree in Dental Hygiene from TWU 2016</p> <p>Teaching: Collin College: PT Aug 2017-present</p> <p>Associations: Member of TDHA and TDA</p> <p>Board member of Greater Collin-DHA</p> <p>Delegate for GCDHA</p>	<p>04/17 Student Table Clinics</p> <p>04/09/18 <u>“Pit & Fissure Sealants: The Added Link in Preventative Dentistry”</u>- <u>Richie Kohli BS, MS, Mary Ann Haisch RDH, MPA</u></p> <p>04/09/18 <u>“Bruxism: The Grind of the Matter”</u> -Lara James, RDH</p> <p>04/09/18 <u>“An Overview of Dental Anatomy”</u> -Vickie P. Overman, RDH, Med</p> <p>09/26/18 <u>“Potential Medical Complications and Management”</u>- -Dr. Canfield</p> <p>09/29/17 <u>“Potential Medical Complications and Management”</u> -Dr. Canfield</p>
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<p>Tara Roberts</p>	<p>PT Faculty</p>	<p>B.S, RDH Associate of Arts, Journalism, Northeast Texas Community College, 1995</p> <p>Bachelor of Arts, Journalism/Public Relations, Texas A&M University, 1998</p> <p>Associate of Science, Dental Hygiene, Collin College, 2007</p> <p>Teaching: Collin College: PT Jan 2014-present</p> <p>Associations: American Dental Hygienists Association member</p> <p>TDHA: Texas Dental Hygiene Association</p> <p>Greater Collin Dental Hygienists Association (Communications Chairperson)</p>	<p>Faculty Ultrasonics Teaching Methodology Program presented by Marianne Dryer 2016</p> <p>Collin College Student Research Forum presented by Collin College Dental Hygiene Students 2018</p> <p>Unusual Periodontal Surgical Procedures presented by Dr. Ellen Hall Is this Endo? presented by Dr. David E. Witherspoon 2018</p> <p>Advanced Hygiene Therapy-Developing a Comprehensive Approach presented by Dianne Watterson 2018</p> <p>Oral and Systemic Effects of Soda presented by Kandice Swarhout and Sarah Biggs 2018</p> <p>TSBDE Rules and Regulations for the Dental Hygienist presented by Dr. Vernon Krueger 2018</p> <p>Medical Emergencies presented by Dr. David Canfield 2018</p>
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<p>Lisa Sarrett</p>	<p>PT Faculty</p>	<p>B.S, RDH Texas Woman’s University-Denton, Texas Bachelor of Science in Dental Hygiene 2013-2014 Coastal Carolina Community College Jacksonville, NC Associate of Applied Science of Dental Hygiene 1994-1997 Associate of Arts 1995 Teaching: Collin College: PT 2014-present Associations: ADHA member TDHA member</p>	<p>Abfraction, Abrasion and Erosion; What is the difference- Dr Mark Glover 2018 Ergonomics: The Art of Protective Positioning - Nancy Dewhirst, RDH, BS 2018 A Clinical Update on Common Oral Lesions- Lizabeth Spoons, RDH, MS 2018 Smell it Like it is: Addressing Halitosis- Cathy Stewart, RDH, BS 2018 The Effect of Airway on Malocclusions- Chad Capps, DDS, MS 2018 Peri-Implantitis: Is this the New Normal?- Eduardo Tanur, DDS, MS, MBA 2018 The Oral Systemic Interface- Maryanne Butler, DDS, MS 2018 Potential Medical Complications and Management- Dr. David W Canfield 2018</p>
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<p>Dr. Cindy Gay</p>	<p>PT Faculty-DDS</p>	<p>DDS (Doctor of Dental Surgery) Bachelor of Arts; The University of Texas at Austin (1993) Doctor of Dental Surgery, Baylor College of Dentistry (1997) Teaching: Collin College Associate Faculty Since Fall 2014 Instruct and grade hygiene students and dental students in a community clinic setting- Community Dental Care (Adjunct professor Collin College School of Dental Hygiene and Arizona School of Dentistry and Oral Health) Associations: N/A</p>	<p>What’s the Secret to Creating Classroom Discussions that Work (NISOD-Webinar) Classroom Management: Enough with the Nonsense! (NISOD-Webinar) 2018 What Three Things Could I do to Improve my Blended Course? (Starlink-Webinar) Keeping Students Engaged (NISOD-Webinar) 2018 Diagnodent Laser Caries Detection (Dental Didactics) Prescription Narcotic Use and Abuse: Update on Epidemic and Potential Regulatory Changes Affecting Texas Dentists (Dr. Jacque Plemmons) 2018 Conquering Biofilm with Ease (Cathy Blunk) 2017 Advances in Veneer Restorations (Dr. Mohsen Taleghani) 2018 Abfraction, Abrasion, and Erosion: What’s the Difference? (Dr. Mark Glover)2018 Electronic Cigarettes: The Past, Present and Future (David Nyguyen & Gail Aamodt) 2018 An Update on Demineralization/Remineralization (Dr. Mark Jensen & Robert Faller) 2018 Implant Imaging-Review of Image Evaluation and Workflow (Dr. Shailesh Kottal) 2018 Potential Medical Complication and Management (Dr. David Canfield) 2018</p>
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			<p>Managing Adult Emergencies in the Dental Office (Dr. Palma Freydinger & Dr. Fady Faddoul) 2018</p> <p>Oral and Systemic Effects of Soda (Kandice Roan and Sarah Biggs) 2018</p> <p>TSBDE Rules and Regulations for the Dental Hygienist (Dr. Vernon Krueger)2018</p>
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Employee Resources Table

**For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success. As part of your response, complete the resources tables, below, to support your narrative.

Requested points to address, but not limited to:

- *The useful life of structures and equipment,*
- *Special structural requirements, and*
- *Anticipated technology changes impacting equipment sooner than usual.*
- *If you plan to include new or renovated facilities or replacement of equipment in your program improvement plan in Sections 13 & 14, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*
- *Analyze the evidence provided. What does this show about the program?*

Collin College's Dental Hygiene Program is awaiting budget approval for the next phase of remodel. The current state of several areas of the clinic and department do not allow for proper learning. The dental materials lab is a non-functioning facility that has not been updated since 1997. The lab is a space intended for practice on typodonts (or models) prior to working in the live lab on real patients. The dental materials lab is where students learn the fundamentals of instrumentation among several other core skills. The state of the dental materials lab has forced faculty to become creative in devising learning experiences for a multitude of competencies to the best of their ability with limited resources.

In addition to non-functioning units (no water or suction), there are only 12 seats at lab benches in the room. The department has always accepted 16 students into each cohort. This requires bringing in extra tables and chairs which leaves 4 students to sit in the back, separated from the rest of the class. The operator stools supplied to students in the lab no longer adjust for proper clinician seating and ergonomics. There are auxiliary lights at each bench station. These lights are intended to simulate dental unit lighting so the student can learn to work with proper illumination. Six of the twelve lights in the lab no longer function. They cannot be repaired as parts are no longer available. This leaves only a few students with the

ability to work with proper lighting, which ultimately compromises ergonomics. Dental hygiene is a physically taxing profession. Forming poor ergonomic habits as a hygienist leads to early burnout due to back, neck, and carpal tunnel issues.

One wall of the lab consist of a row of cabinets for storage and to house equipment such as model trimmers which are essential to the dental material course. These cabinets are falling apart and have mold growing between the backsplash and the wall. This poses as a health hazard for students and faculty that spend a great deal of their time in the dental material lab. First year students spend a total of 16-24 hours a week in this workspace, so they are constantly being exposed to these mold issues while working in this lab.

The dental materials course requires students to perform a competency on dental sealant placement. Sealants are an extremely technique-sensitive skill and require access to water and high pressure air to perform. Due to the non-functioning water and air feature in the dental materials lab (floods the floor when turned on), the professor for this class must compromise her instruction. In the past, the professor for this course was able to work with a community clinic so students could meet the competency in a proper environment. That clinic has closed, leaving the professor with limited resources. Employer feedback about our graduates consistently states that the graduate is not proficient in sealants and needs more training. The dental hygiene department submitted in June 2018 a “Request for Facilities Services” (RFS) form. In October of 2018, only half of the budget to complete the lab was approved.

Our students participate in the Texas Dental Hygienists’ Association Table Clinic Presentations where they present research that is completed in Community Dentistry Research Lab. If they place in this event, they are invited to the national competition. These events require students to print proper scientific posters to specs set by the ADHA. Our students also present this research at the Collin College Dental Hygiene Research Forum where over 150 dental professionals from the community attend. Collin College’s print shop does not offer the student the correct size poster (which is standard for scientific poster presentations), which leaves students having to compromise their work by printing a much smaller poster. This limits their ability to engage in the rules and regulations for the ADHA and TDHA competition.

There are approximately 5-10 dental hygiene faculty on campus on any given work day. The faculty breakroom contains several lockers for adjunct faculty to store personal belongings and a small table with 2 chairs (purchased by a faculty member with personal funds), and a small refrigerator. The room is so small that the table and chairs must be moved around daily for faculty to access lockers. The size of this space does not allow faculty to utilize it as a true breakroom. All faculty typically take their lunchbreak off campus, in another part of campus, their car, or FT faculty in their offices. This situation completely eliminates opportunity for faculty networking in a common area and the ability to take a much needed break as clinic labs are 4-8 hours a day. See chart below.

Classroom Utilization Table

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N) Current For Next 5 Years		Analysis of Classroom Utilization
A119 Reception Area	Chairs, end tables, computers, printer, & cabinets	N	N	Waiting room for patients and Front Desk Area for Staff
A119A Administrative Asst. Space	Computer, printer, book shelves, desk, chair	Y	N	Office space (not an office)
A114B	Clinic Supplies	Y	Y	Storage
A126	Student Locker Room: Lockers, table, chairs	Y	Y	Student Locker room
A125	Clinic Supplies	Y	Y	Storage
A128	Compressor, air dryer	Y	Y	Compressor Room
A123	Radiology units, view box, computers	N	N	Radiology Lab
A124	Computers, student instrument lockers	N	N	Care Planning room and student instrument storage
A127	Sink, commode	Y	Y	Restroom

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

A121	Table, chairs, bookshelves	Y	N	Conference Room
A122	Faculty Lockers	N	N	Locker Room
A118	Computers, operator chairs, patient chairs, assistant chairs, dental delivery units, radiology units	Y	Y	Clinical Area
B112	Desks, chairs, computer, projector	Y	Y	Classroom
A117	Lab tables, chairs, computer, TV screen, model trimmer machines, bleach tray vacuum forming machines	N	N	Dental Materials Lab

Equipment/Technology Table

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current For Next 5 Years		Analysis of Equipment Utilization
		Y	N	
8 dental operatory units including; patient chair, operator stool, assistant stool, LED light, delivery system with Cavitron, assistant table, 12 o'clock cabinet, side cabinets		Y	Y	Utilized five days a week in both the fall and spring semesters to treat patients in the community
4 steam autoclaves located in the sterilization area in the dental hygiene clinic	Sterilization	Y	Y	Utilized five days a week for sterilization of dental instruments
2 ultrasonic cleaners located in the sterilization area in the dental hygiene clinic	Disinfection	Y	Y	Utilized five days a week for disinfection of dental instruments
2 Compressors; one located in the dental hygiene clinic and one located in the dental materials laboratory	Provides air supply to all dental operatory units and sterilization area; provides air supply to the twelve laboratory stations	Y	N	Utilized five days week to power all eight dental operatory units

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

4 intraoral X-ray units located in the radiology laboratory	Intraoral radiographs	Y	N	Utilized 4 days a week in the fall semester and five days a week in the spring semester
2 portable dental chairs located in the radiology laboratory and dental materials laboratory	For use during clinical hours and for community health screening events off campus	Y	Y	Portable chairs are used weekly in the fall and spring semesters
1 digital Sirona panoramic machine located in the radiology laboratory	Ability to provide radiographic view of the temporomandibular joint; cephalometric capabilities	Y	Y	Digital panoramic machine is used weekly in the fall and spring semesters
8 intraoral cameras located in the radiology laboratory, portable	Ability to provide visual assessment of each patient treated in the dental hygiene clinic; ability to save images into electronic chart	Y	Y	Cameras are used three days a week in the fall semester and five days a week in the spring semester
3 vacuum form machines located in dental materials laboratory		Y	Y	Vacuum for machines are used weekly in the fall and spring semesters
11 digital radiographic sensors located in the radiology laboratory, portable		Y	N	Sensors are used daily in both semesters; can become outdated frequently due to software changes
3 model trimmers located in the dental materials laboratory	Ability to trim study models	Y	Y	Model trimmers are used weekly in the fall and spring semester
12 stations with air/water and suction capabilities in the dental materials laboratory		N	N	Unable to use the current stations due to non-functioning air/water and suction; There is a need for use two days a week in the fall and 3 days a week in the spring semester; Only having 12 stations makes it difficult for a class of 16 students to utilize

Office Space Table

Office Location	Description	Meets Needs (Y or N):		Analysis of Office Utilization
		Current	For Next 5 Years	
A114	Faculty Office	Y	Y	Utilized daily in Fall and Spring
A114A	Faculty Office	Y	Y	Utilized daily in Fall and Spring
A114D	Faculty Office	Y	Y	Utilized daily in Fall and Spring
A120	Faculty Office	Y	Y	Utilized daily in Fall and Spring

Financial Resources Table

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
	Current	For Next 5 Years		
State Support	Y	Y		
Local Support	Y	Y		
Student Tuition	Y	Y		
Clinic Revenue	N	N	Dental Hygiene department does not have access to these funds	Department administration is not privy to where the funds are applied

Section III. Continuous Improvement Plan (CIP)

10. HOW HAVE PAST PROGRAM REVIEWS CONTRIBUTED TO SUCCESS?

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

Please describe how you have used your continuous improvement plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):

- a. Student Learning Outcomes**
- b. Overall improvements to your program**

Over the 5 past years, the dental hygiene clinic has undergone a remodel to the patient treatment portion of the department. This has allowed for up-to-date technology that allows for proper training of hygienists for the workforce. This technology includes, but not limited to: digital radiology, proper functioning chairs and dental units, a safe sterilization area, digital medical records, and proper OSHA regulation workspaces. In addition, the dental hygiene department made considerable faculty and staff changes that was essential for the progression of the program to catch up to and remain current with workforce demands. These improvements have significantly increased the program's rankings on the National Board Exam. Students consistently scored lower than the national average prior to faculty and staff changes. These improvements are shown on charts in Appendix C. Appendix C shows the level of improvement (outcomes) the students have made through the program's changes. The student's outcomes were below the national average in eleven of the fifteen categories (See Appendix H) and barely over the national average in the other four areas.

Previous CIP attached in Appendix H

CIP-2013 Program Review:

Based on the program data and the results and finding in the past two CIPs, explain how the program action plans logically flow from the data presented.

Action Plan: 1. Continue annual evaluation of content area by curriculum committee to increase student performance score from current level. Will continue case studies to support successful outcomes

2. Ethical dilemma case study presentations/class discussions will continue and student will be required to attend a professional meeting approved by the professor and write a reflection paper on their experience

3. Annual evaluation of content area by curriculum committee to increase student performance score from current level. Will continue to add current information and case studies to support successful outcomes

4. Annual evaluation of content area by curriculum committee to increase student performance score from current level. Continue with current curriculum and methodologies

***Please attach previous CIP Tables in the appendix**

11. HOW WILL WE EVALUATE OUR SUCCESS?

NOTE: THE CIP HAS BEEN REVISED AS OF SEPTEMBER 2018. PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS OFFICE IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program's CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

Strengths of the program include the clinic patient treatment area remodel, personnel changes, National Board averages, WREB pass rates, supportive faculty and staff, increased access to technology, and improved curriculum through review. The combination of these strengths has allowed the dental hygiene program to implement the necessary teaching tools to train quality hygienists that are prepared for the workforce. National board scores reflect the improvements the students have made because of the program changes listed.

Weaknesses include a non-functioning dental materials lab which hinders the proper training in ergonomics, sealant placement, instrumentation. At one time we had access to local community dental clinics that supported our program in these areas to give the students additional practice to perfect their skills in these areas.

These weaknesses can pose a threat and deficiency for student development in multiple core skills and set students up for poor working habits even before entering the workforce. Faculty continue to be creative in the classroom and put in additional time

when they can get into the clinic and use the correct equipment. This is very challenging at times, when the clinic is a live lab for other students to meet their requirements per accreditation.

Students are very involved in research and presenting their work to the public. It would be helpful if the students had access to affordable scientific posters to prepare for state and national level research table clinics.

12. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one student learning outcome**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

Table 1. CIP Outcomes, Measures & Targets Table (choose up to 5 outcomes)

A. Expected Outcome(s) Results expected in this program (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301)	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. surveys, end of term class results, test results, focus groups, etc.)	C. Target(s) Level of success expected (e.g. 80% success rate, 25 graduates, etc.)
Sealant Placement	Student competencies, employer evaluations	16 graduates will have the opportunity to be deemed competent on sealant placement. 100% of employer evaluations will reflect this skill competency
Functioning Dental Materials Lab	If the lab is completed	Goal for completion is Summer 2019 100%
Increase supportive treatment and patient assessment on National Board averages	Results from National Board Exam	Meet national average with a d value =0

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Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You must have at least one student learning outcome. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.

- A. Outcome(s)** - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).
- B. Measure(s)** - Instrument(s)/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).
- C. Target(s)** - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan** - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings** – Describe how you used your findings and analysis of the data to make improvements to your program.

Table 2. CIP Outcomes 1 & 2

A. Outcome #1 Sealant Placement	
B. Measure (Outcome #1) Student competencies, employer evaluations	C. Target (Outcome #1) 16 graduates will have the opportunity to be deemed competent on sealant placement. 100% of employer evaluations will reflect this skill competency
D. Action Plan (Outcome #1) Continue to pursue funds for dental materials lab to properly teach sealant placement. Continue to brainstorm with faculty and advisory committee on how to navigate around non-functioning facilities and find new ways to teach sealant placement.	
E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Functioning Dental Materials Lab	
B. Measure (Outcome #2) If the lab is completed	C. Target (Outcome #2) Goal for completion is Summer 2019
D. Action Plan (Outcome #2) Continue to pursue funding for the full remodel of dental materials lab. If half funding is provided, work as a team to devise the best plan for a half remodel so students can receive some benefit from a partial facility.	
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. What additional funding beyond the program's base budget is needed to implement your Continuous Improvement Plan?

Briefly describe steps your department will take to secure these funds.

The department has completed a list of needs for our Dental Materials Lab and Radiology Lab. We have reached out to vendors for quotes, added to our supplemental list during budget time and have had leadership look at facilities. We have completed a RFS form as directed to Plant Op's for these repairs as well. (See multiple comments above regarding budgeting and improvement needs). We have to wait until funds are approved to be able to remodel Dental Materials lab and Radiology lab.

B. With these additional funds, please explain how funds will be used to improve student learning or other program outcomes.

See possible examples below:

- *Increase and retain enrollment*
- *Increase completers*
- *Develop resources*
- *Update facilities*
- *Expand curricular opportunities*
- *Partner to increase post-graduation employment opportunities*
- *Increase transfers to related baccalaureate institutions*
- *Increase effectiveness and/or efficiency*
- *Improve student performance levels*
- *Expand or transform services*
- *Anything else? Briefly describe.*

The funding to complete remodeling and updates to clinic and department will improve student learning, better prepare students for the workforce, expand curricular opportunities, increase effectiveness and efficiency of clinical skills, improve student performance levels, and teach proper ergonomics for career longevity. The students learn the foundation to all the skills and responsibilities that they will be responsible for as a licensed dental hygienist. This will help them transition from the labs to clinic and then the real world. It will give the student a true sense of what is to be expected from their employers and to have all the proper training for a long career.

What happens next? The Program Review Report Pathway

A. Following approval by the Steering Committee,

- Program Review Reports will be evaluated by the Leadership Team;
- Reports will be posted on the intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the department.

B. Program responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.

C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.

Appendix A: Duplicated Enrollment in Courses by Term

*Duplicated Enrollment in Courses by Term
FY2014 through FY2018
Program Review 2018-2019*

Dental Hygiene

Courses	FY2014					FY2015			FY2016				FY2017				FY2018			
	Fall 2013	Spring 2014	Maymester 2014	Summer I 2014	Summer II 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2016	Spring 2017	Summer 2017	Fall 2017	Winter 2017	Spring 2018	Summer 2018
BIOL2420	191	216	-	82	-	251	195	68	252	-	188	107	262	-	231	108	274	-	238	98
DHYG1201	-	-	-	-	-	-	-	-	16	-	-	-	16	-	-	-	16	-	-	-
DHYG1207	-	15	-	-	-	-	15	-	-	-	16	-	-	-	15	-	-	-	15	-
DHYG1211	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	-	14	-	-	-
DHYG1215	16	-	-	-	-	15	-	-	15	-	-	-	15	-	-	-	15	-	-	-
DHYG1219	-	-	-	-	-	-	-	-	-	-	16	-	-	-	15	-	-	-	15	-
DHYG1227	-	15	-	-	-	-	15	-	-	-	16	-	-	-	15	-	-	-	15	-
DHYG1235	-	15	-	-	-	-	15	-	-	-	16	-	-	-	15	-	-	-	15	-
DHYG1239	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	-	14	-	-	-
DHYG1261	-	15	-	-	-	-	15	-	-	-	16	-	-	-	15	-	-	-	15	-
DHYG1301	16	-	-	-	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DHYG1304	16	-	-	-	-	16	-	-	16	-	-	-	16	-	-	-	16	-	-	-
DHYG1311	16	-	-	-	-	15	-	-	15	-	-	-	-	-	-	-	-	-	-	-
DHYG1319	-	15	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-
DHYG1331	16	-	-	-	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DHYG1339	16	-	-	-	-	15	-	-	15	-	-	-	-	-	-	-	-	-	-	-
DHYG1431	-	-	-	-	-	-	-	-	16	-	-	-	16	-	-	-	16	-	-	-
DHYG2102	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	-	-	-	15	-
DHYG2153	16	-	-	-	-	15	-	-	15	-	-	-	15	-	-	-	15	-	-	-
DHYG2201	16	-	-	-	-	15	-	-	15	-	-	-	15	-	-	-	15	-	-	-
DHYG2231	-	16	-	-	-	-	15	-	-	-	15	-	-	-	15	-	-	-	15	-
DHYG2275	-	16	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-
DHYG2361	16	-	-	-	-	15	-	-	15	-	-	-	15	-	-	-	15	-	-	-
DHYG2363	-	16	-	-	-	-	15	-	-	-	15	-	-	-	15	-	-	-	15	-
DHYG2375	-	16	-	-	-	-	15	-	-	-	15	-	-	-	-	-	-	-	-	-

Note: The program course list is a composite from 2014-2018 catalogs. If values appear in blue, that course was not included in this program's curriculum during that term. Core courses may be excluded from the list for this program.

Appendix B: Advisory Board Committee list, Meeting Minutes

ADVISORY BOARD MEMBERS

Name	Discipline	Appointment & Renewal Dates (terms are for 3yrs)
Cathy Nobles, RDH Chair: 2007-Present	Program Alumnus Former Dental Assistant Registered Dental Hygienist	Initial Appointment 2004 Renews: Fall 2019
Lana Crawford, RDH	Registered Dental Hygienist	Initial Appointment 2010 Renews: Fall 2019
Dr. Jessica Lee, DDS, MS Partnership/Employer		Initial Appointment 2018 Renews: 2021
Dr. Brad Dean	Periodontist Past President of the 4th District Dental Society	Founding Member 1996 Renews: Fall 2020

Dr. David Canfield	General Dentist Specialty in Dental Anesthesia	Initial Appointment 2007 Renews: Fall 2019
Dr. Carlos Nurko Employer	Orthodontist	Initial Appointment: Fall 2015 Renews: Fall 2021
Dr. Henry Liao Employer	General Dentist	Initial Appointment: Fall 2013 Renews: Fall 2019
Dr. John Wise Employer	Orthodontist	Founding Member 1996 Advisory Committee Chair 2004-2017 Renews: Won't be able to return, suggested Dr. Jessica Lee

Susan Moss, RDH	Registered Dental Hygienist	Initial Appointment: Fall 2014 Renews: Fall 2020
Terra Newingham, RDH	Registered Dental Hygienist Collin College 2011 Graduate	Initial Appointment: Fall 2015 Renews: Fall 2021
Christie Eastep, BS Registered & Licensed Dietitian	Consumer Advocate	Initial Appointment: Fall 2015 Renews: Fall 2021
Sally Barden, BSN, RN	Consumer Advocate	Initial Appointment: Fall 2015 Renews: Fall 2021
Tammy Hale, RDH, MEd	Dental Hygiene Faculty Ex-Officio	
Emily Henderson , RDH, MEd	Dental Hygiene Faculty Ex-Officio	
Kandice Swarthout, RDH MS	Dental Hygiene Faculty Ex-Officio	

Christine McClellan, RDH MSEd	Dental Hygiene Faculty Ex-Officio	
Dean Gary Hodge	Dean of Health Science and Emergency Services, Ex-Officio	
Dr. Jon Hardesty	VP/Provost CPC	
Current 1st & 2nd yr students	Class Presidents or Class Rep	

CHAIRPERSON: Cathy Nobles		
MEETING DATE: October 17 th 2018	MEETING TIME: 6:30-8:00 pm	MEETING PLACE: CPC Room C121 Conference Ctr/CPC
RECORDER: Christine McClellan		PREVIOUS MEETING: 4/4/2018

MEMBERS PRESENT: (Yes/No)

Name and Title		Name and Title		Name and Title	
YES	Cathy Nobles, RDH (Chair)	YES	Lana Crawford, RDH	NO	Dr. David Canfield
YES	Terra Newingham, RDH	YES	Dr. Brad Dean	NO	Dr. Carlos Nurko
YES	Christine McClellan, RDH MSEd (Director)	YES	Tammy Hale, RDH MSEd (Faculty)	YES	Priscilla Garcia
NO	Dean Gary Hodge	YES	Dr. Henry Liao	YES	Dr. Elizabeth Goldman
NO	Dr. Jon Hardesty	YES	Emily Henderson, RDH MSEd	YES	Dr. Jessica Lee
Yes	Britney Pittman (2 nd yr Class President)	NO	Christie Eastep, BS	YES	Sally Barden, BSN, RN
Yes	Claire Toney (1 st yr Class Rep)	YES	Kandice Roan, RDH, MS (Faculty)	YES	Susan Moss, RDH, MSEd

Agenda Item	Action Discussion Information	Responsibility
Call to Order		Cathy Nobles/ Chair-elect
Approval of minutes from last meeting	Motion, Discussion Vote Minutes approved	Cathy Nobles/ Chair-elect

Review of Advisory Committee Membership	<ol style="list-style-type: none"> 1. Introduction by <u>Cathy Nobles</u>. Members signed in and contact information updated. 2. No Memberships up for renewal 	1.Cathy Nobles/Chair-elect
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<p>Student Reports</p>	<p><u>Class President: 2nd yr Britney Pittman</u> Lecture and clinic is going well with the class. They have started going to Enrichment sites and working on Research papers for April's presentation.</p> <p><u>Class Rep: 1st yr Claire Toney</u> Students are learning the Probe and Explorer right now in Pre-clinic. Radiology they are learning how to take BW, PA's, recognizing the landmarks and benefits of taking x</p>	<p>Cathy Nobles/Chair-elect</p>
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<p>Clinical Coordinator & Community/Research Reports</p>	<p>1st Year (Tammy Hale): Class of 2020 has 16 students. Students are doing well and are learning how to use the explorer and probe. Darby textbook has been implemented this semester. Tammy discussed how she is encouraging mindfulness in her classroom, in order to decrease anxiety and increase self-compassion.</p> <p>2nd Year (Emily Henderson): Class of 2019 has 15 students. We have implemented glucose monitoring in clinic on all diabetic patients (the patients are welcome to bring their own device to use). Faculty and students are doing their annual “Give Back Project” at “Feed My Starving Children” located in Richardson, TX.</p> <p>Community/Research (Kandice Swarhout-Roan):</p> <p>Students have done two outreach programs this month on Saturdays. Plano Families First; Collaborated with Dr. Liao, Dr. Wise, Dr. Jessica Lee, and Dr. Bhaumik with the program at Plano Event Center. Also participated in the Plano International Festival Health Fair.</p> <p>Kandice has had her research published in RDH magazine. Topic was in Substance Use and Abuse. She has also mentored a 2018 graduate in getting her research paper published.</p> <p>Kandice has also started the CE speaking circuit.</p>
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Program Director Report:

OLD BUSINESS:

Old Business:

- **Tammy & Emily completed their Master's Degree. Congrats! MEd**
- **Students took Nat. Board and passed 100%**
- **New class selected for Fall 2018 met with new class on March 7th**
- **Family Night for new class**
- **Dual BS degree/TWU**
- **GKAS**
- **Pinning: May 11th 10 am**
- **Scholarships Needs**
- **Budget**
- **Curriculum Review**
- **THECB**
- **Dr. Canfield: Nitrous Course**
- **FB Page**
- **Lana Crawford: Is working on the Oral Cancer Awareness 5K**

<p><u>NEW BUSINESS:</u></p>	<p><u>New Business:</u></p> <ul style="list-style-type: none"> ● CODA Self-study starts in Jan-CODA visit will be in 2020: We will be starting our self-study in Jan 2019. CODA working on having these reports sent electronically. We will keep you all posted on how it is going and if we need any help. ● Our program is going through Collin College’s “Program Review”-starting report now and will be submitted in Jan 2019. All faculty will be involved in this process and will have training on how to put this report together. The college has all programs on a 5 yr cycle to complete this report. It is then reviewed by the Dean/VP etc... ● CODA Annual Survey-complete. This is done each year in the month of Sept/Oct. It asks information about students/faculty/support for the program, how many students are on financial aid, etc... ● DM Lab-remodel: We are waiting for approval. We are struggling with how to teach our students sealants better in this room right now. We submitted new bids/paperwork for a remodel. ● Employer & Graduate Surveys: We only got back 2 responses from employers. The employer responses suggested more preparation /adequately prepared in sealant placement and Charting Suspicious lesions from both oral examinations and radiographs. Our DDS’s are aware of this and will be taking a more active role in helping the students. ● Thoughts on the need to keep teaching Traditional Radiographs: Advisory Board is ok to stop teaching the technique but make the student aware that it is used in some offices. Sensors are the way to go.
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	<ul style="list-style-type: none">● SBDE: Monthly newsletter indicated there will be staggered to a biennial renewal of licensees. Dr. Brad Dean shared information on the Anesthesia inspections that have changed and that we can go to the SBDE website and see the Emergency check list to be sure we have everything we need. All info listed on SBDE website.● Licensing Expo: On May 25th and June 8th 214 hygienists and 265 dentists were able to get approved for their license. Success!● Jurisprudence every 4yrs: Advisory Board is aware of this.● Perio Professor: Angela Faris: Angela is our new professor teaching this Fall. She recently had her sister Jackie Plemons come speak to the class/faculty in regards to the new Staging & Grading classification for Perio.● Perio: Staging & Grading: We will be implementing the new classification in Fall 2019. We have been informed that the National Boards in 2019 will have the current case type.● New Staff member: Linda Trop● Dual BS Degree: 1, 2nd yr. student 3, 2nd yr. students● Dental Assisting CE program: trying out an afternoon class this Fall: Priscilla Garcia is in charge of this program and they are in clinic on Wednesday and Friday afternoons when needed. It has worked out good.
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	<ul style="list-style-type: none">● Curriculum Review: DHYG 1227 & 1261: Tammy's courses have been reviewed by faculty/director. Every handout, book, syllabus, exam, quiz etc.. is reviewed in depth and changes are made if necessary.● Darby Textbook: Tammy has implemented the new textbook Fall 2018.● Scholarship/Excellence Fund: Your donations are helping students attend a National Board Review in Jan 2019. This is a 3-day review in helping prep the students for the Board Exam in March 2019.● Application Deadline: To apply to our program the deadline is Jan 18th 2019. Applications are coming in and we are currently sorting thru them.● Dr. Canfield: Emergency Medical Training: A big thank you to Dr. Canfield in helping students, faculty and DDS's in getting our annual Emergency Medical Training completed. This is a 4-hour CE. Thank you!● GKAS: We are hoping to have GKAS this Spring 2019. We have had some donations of instruments made and now need to work on the x-ray side of things. Meeting is set with the NTX dentists to see when or how GKAS will be handled.● Commercial: Filming of our clinic/program will be done on Oct 26th. Two 2nd yr students will be helping along with Kandice.● PPT shown to Advisory Board members: shared the pictures that were taken of both classes at orientation day, when 1st years received their new instruments and 2nd yr participating in community projects.
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Dean's Report: Gary Hodge	Unable to attend, sick
VP/Provost: Dr. Jon Hardesty	Not in attendance
Advisory Committee Comments and feedback:	Next meeting Wednesday April 3rd @ 6-7pm Research Forum April 3rd @7pm
Adjournment	Chair adjourns the meeting

CHAIRPERSON SIGNATURE

Cathy A. Nilles

Date:

October 31, 2018

NEXT MEETING :4-3-19

@ 6:00pm

Research Forum: 7pm

Appendix C: National Board Dental Hygiene Examination Results

Licensure/Certification
Exam Pass Rates
Collin College
Fiscal Years 2014 - 2018

Instructional Program	2013-2014				2014-2015				2015-2016			
	Students Attempting Exam	Students Passing Exam	Pass Rate	Meets 90% Standard	Students Attempting Exam	Students Passing Exam	Pass Rate	Meets 90% Standard	Students Attempting Exam	Students Passing Exam	Pass Rate	Meets 90% Standard
Central Sterile Processing	9	9	100%	X	10	9	90%	X	8	6	75%	
Dental Hygiene	15	15	100%	X	15	15	100%	X	15	15	100%	X
Emergency Medical Serv.	109	97	89%		143	117	82%		157	135	86%	
Fire Science	160	157	98%	X	208	199	96%	X	207	200	97%	X
Health Information Mgt.	36	30	83%		20	16	80%		29	23	79%	
Health Professions Interpreter Preparation	4	2	50%		0	0	na		3	3	100%	X
Law Enforcement	131	131	100%	X	103	103	100%	X	151	150	99%	X
Nursing	106	102	96%	X	104	95	91%	X	114	111	97%	X
Polysomnographic Tech.	9	9	100%	X	8	8	100%	X	13	12	92%	X
Real Estate	na	na	na		na	na	na		na	na	na	
Respiratory Care	18	18	100%	X	20	20	100%	X	21	21	100%	X
Surgical Technology	20	20	100%	X	13	12	92%	X	16	16	100%	X
Veterinary Assistant	12	12	100%	X	10	9	90%	X	6	6	100%	X
Total	629	602	95.7%	9	654	603	92.2%	9	740	698	94.3%	9

Licensure: An affirmation of competence within an employment field that is based on test/assessment performance which must be attained in order to obtain gainful employment within the field.

Certification: An affirmation of competence within an employment field that is based on test/assessment performance which may be attained in order to improve or expand employment opportunities within the field, but is not required to obtain gainful employment within the field.

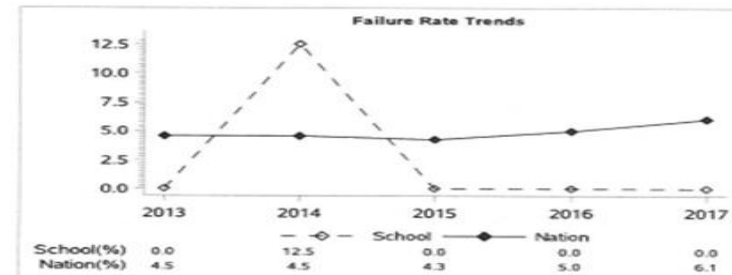
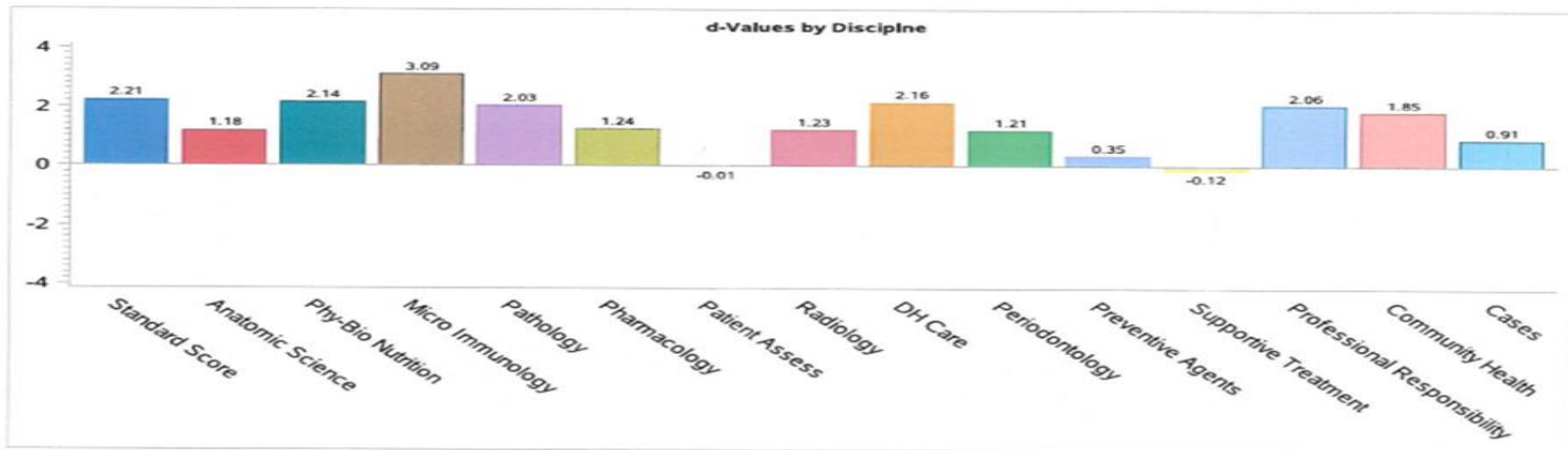
**Licensure/Certification
Exam Pass Rates
Collin College
Fiscal Years 2014 - 2018**

Instructional Program	2016-2017				2017-2018				Five-Year Totals			
	Students Attempting Exam	Students Passing Exam	Pass Rate	Meets 90% Standard	Students Attempting Exam	Students Passing Exam	Pass Rate	Meets 90% Standard	Students Attempting Exam	Students Passing Exam	Pass Rate	Meets 90% Standard
Central Sterile Processing	6	3	50%		3	3	100%	X	36	30	83%	
Dental Hygiene	15	15	100%	X	15	15	100%	X	75	75	100%	X
Emergency Medical Serv.	162	135	83%		198	158	80%		769	642	83%	
Fire Science	248	237	96%	X					823	793	96%	X
Health Information Mgt.	13	12	92%	X	22	20	91%	X	120	101	84%	
Health Professions	68	52	76%		70	59	84%		138	111	80%	
Interpreter Preparation	7	4	57%						14	9	64%	
Law Enforcement	113	113	100%	X	93	93	100%	X	591	590	100%	X
Nursing	112	111	99%	X	180	151	84%		616	570	93%	X
Polysomnographic Tech.	17	16	94%	X	11	11	100%	X	58	56	97%	X
Real Estate	na	na	na		na	na	na		0	0	na	X
Respiratory Care	20	20	100%	X	18	17	94%	X	97	96	99%	X
Surgical Technology	9	8	89%		19	16	84%		77	72	94%	X
Veterinary Assistant	17	11	65%		20	13	65%		65	51	78%	
Total	807	737	91.3%	7	649	556	85.7%	6	3,479	3,196	91.9%	8

Licensure:

Certification:

NBDHE Profile Report For 2017 3660 COLLIN COUNTY COMMUNITY COLLEGE



YEARS: 2013-2017

Appendix D: Faculty Assignments

Faculty/Department Assignments 2018-2019

1. Infection Control Coordinator: (HIPAA/OSHA/Hazard Communications)

- **Lead:** Tammy **Co Lead:** Kandice

- ▶ Tammy: will train new 1st year students Fall semester & Faculty/DDS, Update Policies and Procedures,
- ▶ Kandice: will help with training at faculty workshops, collecting faculty documentation, documentation of new ck list for Op's being cleaned, spill kits, Posters/Signage/Labeling, emergency phones in order,

2. SDS Maintenance: (Auto SDS Program thru Patterson)

- Tammy Hale: Administrator
- Sarah Peeples: Viewer

3. Equipment: Maintenance, repair record keeping, student orientation and instruction

- Emily Henderson: Clinic/Distiller
- Emily: SOPRO (intra oral camera)
- Emily Henderson: Digital radiography (sensors), Pano
- Tammy Hale: Autoclaves, Ultrasonic, Water lines
- Deb Testerman: Radiology supplies
- Dr. Gay: Dental Materials (supplies and equipment)

4. Emergency Equipment Monitor/Maintain records: AED, Oxygen tank, Eye wash

- Emily Henderson

5. Department Manual / Policy, Procedures and Revisions

- Emily Henderson:
- Tammy Hale:
- Chris McClellan: Radiology Compliance

6. Front Desk Manual/Policy, Procedures and Revisions

- Linda Trop & Sarah

- 7. **Entering Clinical Grades**
 - Sarah Peeples: assisted by Emily and Tammy
 - TalEval: Emily and Tammy

- 8. **Inventory/Supplies**
 - Sarah Peeples: Inventory
 - Linda: Ordering Supplies
 - Faculty weekly schedule

- 9. **Outcomes Assessment Studies**
 - Chris McClellan

- 10. **Clinic Rotation Schedule**
 - Emily Henderson

- 11. **Community Rotation Schedule**
 - Kandice Roan

- 12. **Quality Assurance**
 - **Emily Henderson**
 - ▶ Emergency Drugs: Health First Automatic Refill service 1-800-331-1984
 - ▶ Radiology Compliance:
 1. Lead Aprons
 2. Step wedge records
 3. Light Leak
 4. Digital x-rays/Sensor Testing: Jan/May/Aug
 5. Pano machine
 6. Radiology logs/retake Binder

 - **Chris McClellan**
 - ▶ **Faculty/DDS/Student records:** CastleBranch
 - ▶ Licenses Renewal
 - ▶ CPR
 - ▶ Immunizations
 - ▶ Professional Liability
 - ▶ Drug Screening
 - ▶ HIPAA/OSHA training for all Fac, DDS, staff, IT and Plant OP's
 - ▶

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

13. **Chart Audit/Patient Records: In Depth Review & Monthly Chart Audit**
 - ▶ **Kandice 2018-2019**
 - ▶ **Emily 2019-2020**
 - ▶ **Tammy 2020-2021**

14. **Student Instrument Ordering:**
 - Emily & Tammy
 - Linda

15. **Sigma Phi Alpha: Omicron Chapter**
 - Chris McClellan President/Secretary

16. **Radiation Safety Officer**
(Compliance for State of Texas)
 - Chris McClellan

17. **Council on Dental Accreditation Compliance and Self Study Documents**
 - Chris McClellan and Faculty

18. **WECM Documents**
 - Chris McClellan

19. **WREB/Mock WREB**
 - Emily Henderson
 - ▶ Mock WREB patient check-in (Calibration required with 2 faculty)
 - ▶ Mock WREB Organization
 - Emily Henderson
 - ▶ WREB Lecture (2 hours)
 - Emily Henderson
 - ▶ WREB Application Registration
 - ▶ WREB Screening Day

20. **Mock National Board Exam:** This is a Friday morning 8-12pm
 - Kandice Roan: Spring 2019
 - Chris McClellan: Spring 2020
 - Emily Henderson: Spring 2021
 - Tammy Hale: In Clinic on Fridays

21. Emergency Medical Management & Training

- Emily Henderson
 - ▶ Arrange yearly training for faculty, students and staff
 - ▶ Clinic Mock Emergencies

22. Jurisprudence Exam for students

- Chris McClellan
- Application and completion

21. National Board Information

- Chris McClellan & Emily Henderson
- Application and completion

23. Pinning Ceremony

- Chris McClellan/Faculty
- Linda

24. SCADHA Advisors

- Tammy Hale-Primary: 1st yr Students
- Emily Henderson: 2nd yr students
 - ▶ SCADHA Give Back Project: Tammy is the lead on this

25. GKAS: This will be on a rotating schedule as to who is the lead for that year.

- **Kandice: 2019**
- **Emily: 2020**
- **Tammy: 2021**

26. Faculty Orientation/Workshops: This will be on a rotating schedule as to who is the lead for that year.

- **Fall Orientation/Workshop 2018: Tammy**
- **Spring Workshop 2019: Kandice**
- **Fall Orientation/Workshop 2019: Emily**
- **Spring Workshop 2020: Tammy**
- **Annual OSHA/HIPAA: Tammy & Kandice** Fall/Spring

27. FaceBook Page: Kandice (FT Faculty & Chris (Director)

28. Eaglesoft: code changes run from Jan to Jan

- **Emily:** CDT codes: This book is in the Library, Call# RK28.C37 2018
 - ▶ Updates will be corrected in computer and faculty will be notified; online version is available Call#RK28.C37 2017

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

Appendix E: 68 Hour Curriculum Outline

Collin College

Curriculum Outline

68 Hr Schedule/AAS-Dental Hygiene

Prerequisite Courses	<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
<u>BIOL 2401 A&P I</u>	3	4	0	112	4
<u>BIOL 2402 A&P II</u>	3	4	0	112	4
BIOL 2420 Microbiology for Non-Science Majors	3	4	0	112	4
CHEM 1405 Introduction to Chemistry I	<u>3</u>	<u>4</u>	<u>0</u>	<u>112</u>	<u>4</u>
Total Hours:	12	16	0	448	16

First Year

First Semester	<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
DHYG 1201 Orofacial Anatomy, Histology/Embryology	1	3	0	64	2
DHYG 1304 Dental Radiology	2	3	0	80	3
DHYG 1431 Preclinical Dental Hygiene	2	8	0	160	4
<u>ENGL 1301 Composition I</u>	3	1	0	64	3
<u>SPCH 1311 Intro to Speech Communication</u>	3	0	0	64	3
Total Hours:	11	15	0	432	15

Second Semester	<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
DHYG 1207 General and Dental Nutrition	2	0	0	32	2
DHYG 1219 Dental Materials	1	2	0	48	2
DHYG 1227 Preventive Dental Hygiene Care	2	1	0	48	2
DHYG 1235 Pharmacology for the D Hyg	2	0	0	32	2
DHYG 1261 Clinical I-Dental Hygienist	0	0	8	128	2
<u>PSYC 2301 General Psychology</u>	3	0	0	48	3
Total Hours:	10	3	8	336	13

Second Year

First Semester	<u>Lec</u>	<u>Lab</u>	<u>Ext</u>	<u>Cont</u>	<u>Credit</u>
DHYG 1211 Periodontology	2	0	0	32	2
DHYG 1215 Community Dentistry	1	4	0	80	2
DHYG 2153 Dental Hygiene Practice	1	0	0	16	1
DHYG 2201 Dental Hygiene Care I	2	0	0	32	2
DHYG 1239 General and Oral Pathology	2	1	0	48	2
DHYG 2361 Clinical II-Dental Hygienist	<u>0</u>	<u>0</u>	<u>18</u>	<u>288</u>	<u>3</u>
Total Hours:	8	5	18	496	12
 Second Semester	 <u>Lec</u>	 <u>Lab</u>	 <u>Ext</u>	 <u>Cont</u>	 <u>Credit</u>
DHYG 2231 Dental Hygiene Care II	2	1	0	48	2
DHYG 2363 Clinical III-Dental Hygienist	0	0	18	288	3
DHYG 2102 Applied Community Dentistry	1	2	0	48	1
<u>Humanities/Select one Humanities/Fine Arts</u>	2-3	0-3	0	48-80	3
<u>SOCI 1301 Introduction to Sociology</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>48</u>	<u>3</u>
Total Hours:	8-9	3-6	18	480-512	12
Total Credit Hrs: 68					

Appendix F: Student Outcomes

PART IV: Assessment of Dental Hygiene program goals

Table 10. Please indicate your agreement/disagreement with the following statements regarding how well the Dental Hygiene Program met its program goals.

		4-Point Scale				Total	Mean response on 4-point scale
		1=Strongly disagree	Disagree	Agree	4=Strongly agree		
To create an active learning environment for faculty and students reflective of ongoing scientific advancements	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To provide an environment that promotes the development of optimal clinical, judgmental and communicative skills as a foundation for growth and proficiency	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To provide clinical experiences that are relevant to life and work experiences	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To provide students with the knowledge and clinical competence required to provide current comprehensive dental hygiene services	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To provide the highest standards of care to all individuals	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To create environment that promotes the importance of wellness in both students and patients/clients	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To understand the importance of preventive dental hygiene services in an evolving health care system	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To assist students in accomplishing their educational, career and personal goals	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To encourage the philosophy that professional learning is a lifetime commitment	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	
To understand the importance of professional community service	Count	0	0	1	8	9	3.9
	%	0%	0%	11%	89%	100%	

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 J:\IRO\Snap Webhost Surveys\Mirza\Dental Hygiene\DH 2018\GraduateSurvey\Analysis and Report\DH Graduate 2018.xlsx

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

Appendix G: Unduplicated Enrollment

Unduplicated Student Enrollment by Program per Term

FY2014 through FY2018

Program Review 2018-2019

Dental Hygiene

Term	Dental Hygiene Majors	"Pre-" Majors	Count of Enrolled
FY2014			
Fall 2013	279		*
Spring 2014	258		*
Maymester 2014	12		*
Summer I 2014	96		*
Summer II 2014	61		*
FY2015			
Fall 2014	284		*
Spring 2015	278		*
Summer 2015	134		*
FY2016			
Fall 2015	337		*
Winter 2015	5		*
Spring 2016	312		*
Summer 2016	149		*
FY2017			
Fall 2016	280		58
Winter 2016	10		5

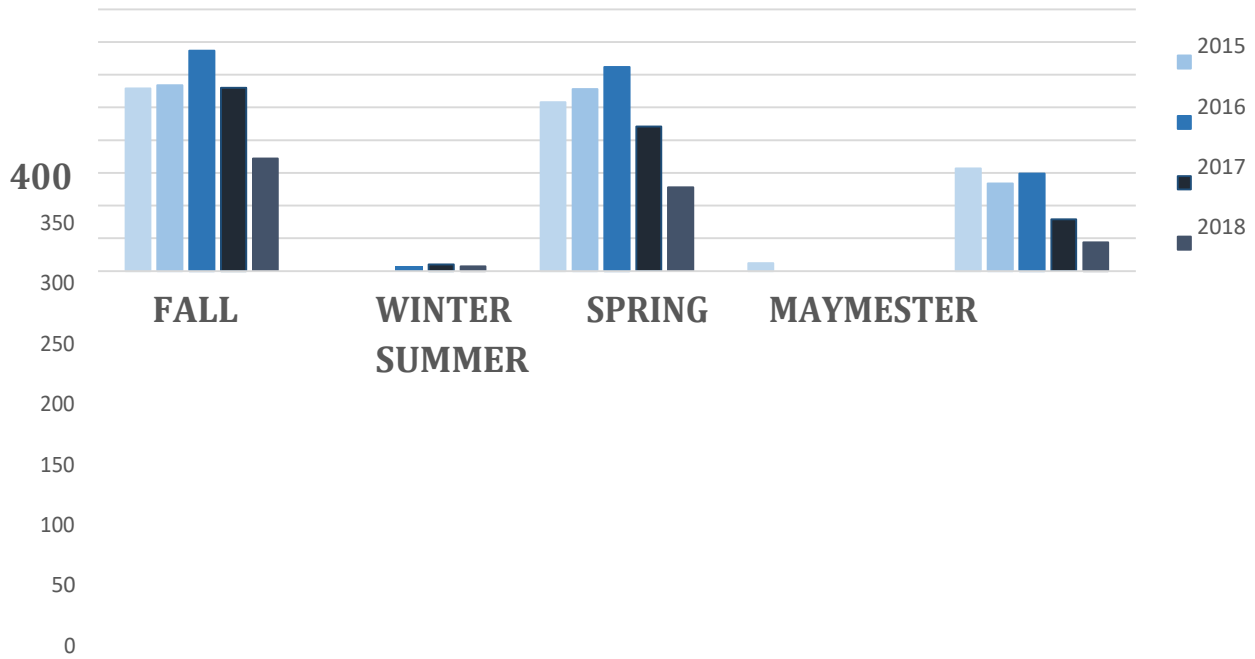
Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

Spring 2017	221	71
Summer 2017	79	45
FY2018		
Fall 2017	172	109
Winter 2017	7	10
Spring 2018	128	121
Summer 2018	44	63

Note: Students counted were enrolled during the specified term and are identified based on their Banner declared major. Pre- major students were not yet accepted into the program. Red values indicate 25% or greater decline from the previous year.

** Pre-Dental Hygiene program student classification not available for this term.*

Unduplicated Counts of Enrolled Program Majors by Term



Appendix H: NBDHE Profile Report for 2014



Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.