



## APPENDICES

# Appendices

## Appendix 1

### Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

To assist colleges in evaluating compliance with the Federal Regulations and Commission Policies, the Accrediting Commission for Community and Junior Colleges (ACCJC) provided a Checklist for evaluating status against the requirements described in federal regulations and Commission policies. The Checklist covers eight areas of compliance. To complete this portion of the self-evaluation process, Foothill College (FH) converted the Checklist for each area into a table and used the following codes to evaluate performance related to each component:

- **Meets** – Current FH practices address all of the stated requirements.
- **In Progress** – FH practices and processes address most of the stated requirements. Some remaining work is in progress to ensure that FH meets all of the associated requirements. All matters are being addressed by the existing systems, procedures and practices at FH. All matters with an “In Progress” status will be updated with the visiting team at the site visit and with the ACCJC prior to the Commission meeting in October 2017.

FH’s status on each component of the Checklist is reported in the first column of each of the following tables. The second column of each table contains the description of requirements conveyed via the Checklist, followed by FH’s narrative response addressing compliance with each federal regulation and Commission policy as relevant. The narrative response includes references to other parts of the Self-Evaluation Report, where appropriate, and relevant evidence supporting the analysis and conclusion of the College is also presented.

**Public Notification of an Evaluation Visit and Third Party Comment**  
 Regulation Citation: 602.23(b)

<b>FH Assessment</b>	<b>Item One:</b> The institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Foothill College (FH) provided opportunity to make third party comments about the evaluation visit through three key delivery methods: via the internet, in writing, and verbally.</li> <li>• Interested parties have been encouraged on the accreditation website to file their comments in writing, signed, and accompanied by the affiliation with a return address and telephone number.</li> <li>• FH also provided this information in writing via accreditation 2017 web page regular updates. Communication and information presented to the Board of Trustees was publicly shared via the accreditation 2017 web page. Information about the accreditation Town Halls was distributed via the <a href="#">accreditation 2017</a> web page.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard I.C.5, I.C.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>

<b>FH Assessment</b>	<b>Item Two:</b> The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<b>Meets</b>	<b>Analysis and Evaluation</b> <ul style="list-style-type: none"> <li>• The College has not received any notification of any third party comments and remains poised to work with the visiting team and with the Commission should any third party comments of concern come to light.</li> </ul>
	<b>Standards</b> <ul style="list-style-type: none"> <li>• See Response to Standard I.C.5, I.C.12</li> </ul> <b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>
<b>FH Assessment</b>	<b>Item Three:</b> The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comments.
<b>Meets</b>	<b>Analysis and Evaluation</b> <ul style="list-style-type: none"> <li>• FH has provided the correct link to the College community and to the public at large so that the third party comments can meet the Commission requirements (in writing, signed including accompanying affiliation with a return address and telephone number of the person making the comment).</li> <li>• The President of FH as the institution’s chief executive officer has led in meeting this expectation to inform the public in ample time for adequate comment before the Commission deadline of receipt no later than five weeks before the scheduled Commission consideration or meeting.</li> </ul>
	<b>Standards</b> <ul style="list-style-type: none"> <li>• See Response to Standard I.C.5, I.C.12</li> </ul> <b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>

## Standards and Performance with Respect to Student Achievement

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

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

<p><b>FH Assessment</b></p>	<p><b>Item Three:</b> The Institution-Set Standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.</p>
<p><b>Meets</b></p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Foothill College evaluates progress in fulfilling its mission and meeting the goals of its Educational Master Plan, including the ISS (Institution-Set Standards).</li> <li>• The Planning and Resource Council (PaRC) oversees and drives institutional planning. ISS outcomes are also discussed at PaRC meetings as part of its shared governance process.</li> <li>• Further, the student performance metrics are included in program review unit evaluations.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard I.B.2, I.B.3, 11.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul>
<p><b>FH Assessment</b></p>	<p><b>Item Four:</b> The institution analyzes its performance as to the Institution-Set Standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</p>
<p><b>Meets</b></p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Student performance metrics are included in program review unit evaluations.</li> <li>• The Operations Planning Committee’s Principles for Prioritizing Programs and Services, the rubric used to prioritize resource requests, provides for higher priority for requests that reflect on data-informed review that leads to improved institutional effectiveness, as well as requests that support various Master Plan Goals, which incorporate ISS.</li> <li>• Student performance indicators are incorporated into program review and they become part of the overall college continuous improvement efforts.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard I.B.2, I.B.3, 11.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul>

## Credits, Program Length, and Tuition

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

<b>FH Assessment</b>	<b>Item One:</b> Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• FH conforms to a commonly accepted minimum program length of 90 quarter units awarded for achievement of student learning for an associate degree.</li> <li>• Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.</li> <li>• FH as a college and through the District has in place written policies and procedures to determine a credit hour that generally meet commonly accepted academic expectations.</li> <li>• All programs and courses are approved under the California Education Code.</li> <li>• Board policies codify minimum accepted program length for associate degrees as 90 quarter units of course credit in a selected curriculum.</li> <li>• The FH Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.5; II.A.6; II.A.9; II.A.10; II.A.11; II.A.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 10, 12</li> </ul>

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



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

## Transfer Policies

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

<b>FH Assessment</b>	<b>Item One:</b> Transfer policies are appropriately disclosed to students and to the public.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Board policies on the transfer of credit are available on the FDHA website.</li> <li>• Administrative regulations on the transfer of credit are available on the FHDA website.</li> <li>• The College catalog describes the evaluation process and the necessary forms for students to complete the process are included on the College website and are also available in person.</li> <li>• The FH website provides students the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 20</li> </ul>
<b>FH Assessment</b>	<b>Item Two:</b> Policies contain information about the criteria the institution uses to accept credits for transfer.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• District policies of courses awarded as credit to satisfy degree requirements from an institution accredited by one of six U.S. regionally accredited associations. Official transcripts must be sent to Foothill or hand-delivered in a sealed, unopened college envelope. Policies are also in place regarding the process for petitioning for the transfer of credit from foreign colleges and universities as well as from non-regionally accredited institutions. This policy is outlined on pp 46-47 of the 2017-18 Foothill College catalog.</li> <li>• FHDA Administrative Procedure 5073 outlines the policies and criteria for the transfer and award of credit between FH and other institutions of higher learning. Credit for military training will be granted in accordance with the American Council on Education (ACE) Guide to the Evaluation of Education Experiences and Training Programs in the Armed Services, and the ACE National Guide to Educational Credit for Training Programs.</li> <li>• When certifying transfer general education using the Intersegmental General Education Transfer Curriculum (IGETC) pattern, FH may apply upper division courses following the guidelines outlined in the IGETC Standards Version 1.8 (2017). When certifying for transfer general education using the California State General Education Breadth pattern, FH may apply upper division courses as outlined in CSU Executive Order 1065.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 20</li> </ul>

<b>FH Assessment</b>	<b>Item Three:</b> The institution complies with the Commission Policy on Transfer of Credit.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• When evaluating incoming courses for possible transfer credit, discipline faculty and counselors rely on a variety of resources to ensure that students have successfully achieved the expected skills and content knowledge. Those include consultation with the articulation officer, review of the course outline of record or syllabi from sending institutions, and a comparison of articulation agreements between the sending institution and other institutions.</li> <li>• The California State Chancellor’s Office Course Identification Numbering System (C-ID) is one mechanism used to articulate lower-division major FH courses with some campuses of the California State University system. These courses are primarily lower-division courses required for the associate degree for transfer programs.</li> <li>• When appropriate, College counselors and transcript evaluators use the Transfer Evaluation System (TES) database to evaluate coursework taken at institutions of higher education in the U.S.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 20</li> </ul>

**Distance Education and Correspondence Education**  
 [Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

<b>FH Assessment</b>	<b>Item One:</b> The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College has a Distance Learning Program and employs a dean of distance learning who supports online instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.</li> <li>• The dean supports professional development for the College’s learning management system (Canvas) and the Quality Matters and Online Education Initiatives to enhance online, hybrid, and on-campus instruction.</li> <li>• At FH, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).</li> <li>• Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul>

<b>FH Assessment</b>	<b>Item Two:</b> There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• At FH, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).</li> <li>• Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.</li> <li>• Dialogue about success in online courses takes place during faculty meetings and in discussions between faculty department leads and the deans and vice president of instruction.</li> <li>• Student services departments review program efficiency and effectiveness with the delivery of online support as part of the discussions.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul>
<b>FH Assessment</b>	<b>Item Three:</b> The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The college uses Canvas as its learning management system for online, hybrid and web-enhanced classes. Canvas provides secure login for both faculty and students. Students are authenticated through FH’s MyPortal system.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 9, 15, 17</li> </ul>

<b>FH Assessment</b>	<b>Item Four:</b> The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Student performance metrics are included in program review unit evaluations, and questions guide units to consider reasons for underperformance in various areas.</li> <li>• The Principles for Prioritizing Programs and Services, the rubric used to prioritize resource requests, provides higher priority for requests that reflect on data-informed review that leads to improved institutional effectiveness, as well as requests that support various Master Plan Goals, which incorporate ISS.</li> <li>• Student performance indicators are incorporated into program review and they become part of the overall college continuous improvement efforts.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul>
<b>FH Assessment</b>	<b>Item Five:</b> The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College has a Distance Learning Program and employs a dean of distance learning who supports online instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.</li> <li>• The dean supports professional development for the College’s learning management system to enhance online, hybrid, and on-campus instruction.</li> <li>• At FH, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul>

## Student Complaints

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

<b>FH Assessment</b>	<p><b>Item One:</b> The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p>
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The Board Rules are accessible online at the District Website under the <i>Board of Trustees</i> link.</li> <li>• Administrative Procedure 5530 defines key terms for the student grievances (e.g. complaint and harassment) as described in Administrative Procedures promulgated under the rules which are available online at the District’s website.</li> <li>• To facilitate the complaint process, the board policies and procedures on complaints are found in the College catalog. In the catalog, the key components of the procedures and processes are laid out, such as: Student Grievance Procedure, Student Discipline, Grade Complaints, and Students Right to Know.</li> <li>• The language in the catalog describes the purpose of student grievances and directs a student to contact the dean of student affairs. Included on this page is a link to the state Chancellor’s Office complaint notice and procedures web page.</li> <li>• The <i>Student Grievance</i> link on the College website also explains the purpose of the student grievance and the process to resolve and initiate the grievance and other complaint processes. Students needing assistance with the grievance process can contact the ombudsperson for support.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>
<b>FH Assessment</b>	<p><b>Item Two:</b> The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedure.</p>
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The student complaint files for the previous six years (since the last comprehensive evaluation) are available to the site team for review.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>

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

<b>FH Assessment</b>	<b>Item Five:</b> The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The Board Rules are accessible online at the District Website under the <i>Board of Trustees</i> link.</li> <li>• Administrative Procedure 5530 defines key terms for the complaint process (e.g. complaint and harassment) as described in Administrative Procedures promulgated under the rules which are available online at the District’s website.</li> <li>• To facilitate the complaint process, the board policies and procedures on complaints are found in the College catalog.</li> <li>• The language in the catalog describes the purpose of student grievances and directs a student to contact dean of student affairs. Included on this page is a link to the state Chancellor’s Office complaint notice and procedures webpage.</li> <li>• The <i>Student Grievance</i> link on the college website also explains the purpose of the student grievance and the process to resolve and initiate the grievance and other complaint processes.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard I.B.2, I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>



**Institutional Disclosure and Advertising and Recruitment Materials**  
 [Regulation Citations: 602.16(a)(1)(vii); 668.6.]

<b>FH Assessment</b>	<b>Item One:</b> The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Integrity is insured through having multiple people across the College review major documents such as the catalog and class schedule, and College subject matter experts review publications and advertising pertaining to a specific area.</li> <li>• The College catalog accurately provides the College’s official name, address, telephone numbers, and website addresses. These are also provided in the class schedule. The catalog also provides the College mission statement, purpose and objectives, and entrance requirements and procedures. These can also be found in the class schedule and the “Admissions” and “About Us” web pages.</li> <li>• The catalog is revised and reissued every other year and the class schedule is published twice per year (Summer/Fall and Winter/Spring). Inaccuracies and ambiguities are corrected promptly with errata noted.</li> <li>• Staff and faculty who are well-versed in the College admissions procedures and programs handle student recruitment.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard I.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul>

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

## Title IV Compliance

[Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x);  
602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

<b>FH Assessment</b>	<b>Item One</b> The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• FH ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.</li> <li>• The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid assessment guide. Financial Aid Office staff also attends regular conferences, workshops, on-site and web training offered by the USDE and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.</li> <li>• The most recent audit of the FH programs was during the 2015-2016 award year. FH did have a site visit during the 2015-2016 audit cycle. The results were no findings and no recommended corrective action plans.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul>
<b>FH Assessment</b>	<b>Item Two:</b> The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• No issues have been addressed with the FH Financial Aid procedures and processes.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul>

	<p><b>Item Three:</b> The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range</p>
	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Foothill College's default rates on student loans fall within the acceptable range under federal guidelines and parameters.</li> <li>• According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. Foothill College's three-year cohort default rates during the last published cohort years were under 30 percent. Cohort default rates of colleges may be queried from the US Department of Education's website.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul>
	<p><b>Item Four:</b> Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</p>
<p><b>Meets</b></p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Student performance metrics are included in program review unit evaluations, and questions guide units to consider reasons for underperformance in various areas.</li> <li>• The Principles for Prioritizing Programs and Services, the rubric used to prioritize resource requests, provides higher priority for requests that reflect on data-informed review that leads to improved institutional effectiveness, as well as requests that support various Master Plan Goals, which incorporate ISS.</li> <li>• Student performance indicators are incorporated into program review and they become part of the overall college continuous improvement efforts.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul>

<b>FH Assessment</b>	<b>Item Five:</b> The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.
<b>Meets</b>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• FH ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.</li> <li>• The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid assessment guide. Financial Aid Office staff also attends regular conferences, workshops, on-site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.</li> <li>• FH did have a site visit during the 2015-2016 audit cycle. The results were no findings and no recommended corrective action plans.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul>

## Appendix 2

# Foothill College Special Report: Baccalaureate Degree

### **Submitted to:**

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

June 6, 2017

# ACCJC Protocol and Policy on the Accreditation of Baccalaureate Degrees

## Foothill College, Bachelor of Science in Dental Hygiene

### Eligibility Requirements

**1. Authority:** *The institution is authorized or licensed to operate as a postsecondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

#### Specified Baccalaureate Degree Program Evaluation Criteria:

- Authority requires that an institution be authorized or licensed as a postsecondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

#### Authority Eligibility Requirement

Foothill College is a public community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Foothill-De Anza Community College District. Foothill College is accredited by the Accrediting Commission for Community & Junior Colleges (ACCJC) of the Western Association of Schools & Colleges (WASC). The Foothill College dental hygiene program is accredited by the Commission on Dental Accreditation (CODA), without reporting requirements.

#### Verification the institution is authorized by its state/government to offer the proposed baccalaureate degree.

- ✓ Approved by the Board of Governors on March 16, 2015. ([22](#))

### STANDARD I.A: Mission

#### Standard I.A.1

*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

#### Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the institutional mission.
- Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

## **Foothill College Mission Statement**

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines and a baccalaureate degree in dental hygiene. [\(1\)](#)

*Approved by PaRC on April 19, 2017; Approved by Board of Trustees on May 1, 2017*

Supporting Evidence: [\(10\)](#), [\(14\)](#), [\(15\)](#), [\(16\)](#), [\(17\)](#), [\(18\)](#), [\(19\)](#), [\(20\)](#), [\(21\)](#).

Supporting Evidence: [\(8\)](#), [\(9\)](#), [\(13\)](#), [\(22\)](#).

## **Foothill College Dental Hygiene Mission Statement**

The purpose of the dental hygiene program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the dental hygiene practice. This education will provide the student with a foundation to pursue lifelong learning. [\(2\)](#)

The mission of Foothill College's dental hygiene program is in accord with the Foothill College mission statement to focus on "members of the workforce, as future students and as global citizens." Foothill College has a long history of serving students for career preparation and enhancement by offering a range of allied health and other career and technical education programs. The new baccalaureate degree will serve our community by providing career preparation urged by practitioners in the field, particularly in light of the changes in the scope of duties in the medical-dental workforce.

## **Program Goals for Foothill College Bachelor of Science Degree in Dental Hygiene**

The goals of the Foothill College dental hygiene program are to prepare the dental hygiene student upon graduation: 1) to provide comprehensive dental hygiene care in a variety of dental health care settings to individuals from diverse socioeconomic, educational and/or cultural backgrounds; 2) to assume responsibility for oral health wellness and disease prevention in the realm of dental hygiene care for individuals and the community; 3) to develop a graduate who practices and promotes ethical and legal considerations in dental hygiene practice; and 4) to interact effectively with other health professionals in a competent, collaborative, and ethical manner.

The bachelor's degree program will broaden the educational experiences of students by providing an in-depth curriculum, including, but not limited to, critical thinking, analysis, writing, communication, cultural sensitivity, researching, and reporting. The dental hygiene degree completion program will expand professional opportunities beyond the private dental office and promote career advancement in management, education, public health and research.

The dental hygiene curriculum was completely revised from the associate degree courses to the bachelor's (upper-division courses). Course objectives and outcomes have been rewritten at the higher level of learning taxonomy, emphasizing critical thinking, analysis, writing, communication, cultural sensitivity, researching, and reporting. Student learning outcomes (SLOs) have been written for each course and will be assessed as each course is taught. The program learning outcomes (PLOs) and goals have been revised with the intention that graduates of the BSDH degree program will have additional opportunities for employment beyond clinical practice of dental hygiene in the fields of education, sales, marketing, public health policy, research and management.



## Student Demand

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

- 1) Labor market information projecting strong growth in dental hygiene employment in the San Francisco Bay Area.
- 2) Increasing demands for dental hygiene professionals who can educate and care for an aging and underserved population.
- 3) The quality reputation achieved by a program that has served the community for 50 years.

The Employment Development Department (EDD) published “2010-2020 Fastest Growing Occupations” for San Jose-Santa Clara-Sunnyvale, with the projected growth rate for dental hygiene at 29%, higher than the projected statewide growth of 23.4% (36). The economy of the greater Bay Area is booming and the robust regional economy is an additional reason that Foothill College is an excellent site for the baccalaureate pilot program (4).

### Standard I.A.2

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

#### Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

#### Dental Hygiene Department Level Data Collection and Evaluation

Planning for the Bachelor of Science Degree in Dental Hygiene (BSDH) degree program is based on the College mission, needs of the profession, and needs of the community. Dental hygiene department faculty members are responsible for conducting annual program review, CODA annual accreditation survey, curriculum development, and assessment of program and student learning outcomes. Faculty duties and responsibilities are outlined in the Faculty Agreement. Completed copies of the dental hygiene program review documents for 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, and 2016-2017 are posted at [http://www.foothill.fhda.edu/schedule/instructional\\_program\\_reviews.php](http://www.foothill.fhda.edu/schedule/instructional_program_reviews.php) (29)

The dental hygiene program monitors degree completion, licensure passage rates and job placement on an annual basis. The department engages in a continuous dialogue about student learning and program improvement within the College and with its advisory board. The program conducts annual graduate surveys, six months post-graduation, to assess program outcomes and employment status of graduates. Survey data show that Foothill College graduates are successful in gaining employment in the dental hygiene field in the San Francisco Bay Area. From 2005-2015, Foothill College dental hygiene program graduates have reported six months post-graduation on the alumni survey that 100% have found employment in the dental field. Some graduates choose to work part-time, but the majority (77%) report working full-time (four days/week). These outcomes are consistent with the labor market information showing high job demand and strong job placement for dental hygienists.

Foothill College continues to meet all eligibility requirements, accreditation standards, and commission policies while offering the BSDH.

## Dental Hygiene Program Effectiveness and Success

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

## Current Dental Hygiene Students by Ethnicity and Course Success Rates

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

### Standard I.A.3

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

## Specified Baccalaureate Degree Program Evaluation Criteria:

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

## Institutional Mission

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

## Dental Hygiene Program Mission

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

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

## The BSDH Involvement in Student Learning and Achievement, Planning and Decision Making

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

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

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

## **STANDARD I.B: Assuring Academic Quality and Institutional Effectiveness**

### **Standard I.B.2**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

#### **Student Learning Outcomes for Upper-Division Baccalaureate Courses**

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

The dental hygiene baccalaureate program is a 2 + 2 program. The first two years of the BSDH degree consist of the general education courses required for the major and the supporting science and social science courses, which include English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for the first two years of the program. The courses comply with CODA standards and the Dental Hygiene Committee of California regulations for dental hygiene education curricular content. The second two years of the BSDH pilot program consist of upper-division dental hygiene courses and upper-division general education. This curriculum plan brings the content up to bachelor's degree level and meets or exceeds other BSDH programs in California and the U.S.

**FIGURE 80:**

**Dental Hygiene Baccalaureate Degree Course Plan - LOWER DIVISION**

Term / Units	Course	Units
<b>Freshman Year</b>		
Fall / 14 units	ENGL 1A Composition & Reading (CSU GE A-2)	5
	CHEM 30A Inorganic & Organic Chemistry (CSU GE B-1)	5
	HLTH 21 Contemporary Health Concerns (CSU GE E)	4
Winter / 15 units	ENGL 1B Comp, Critical Read & Think (CSU GE A3)	5
	CHEM 30B Survey of Organic & Biochemistry	5
	PSYCH 1 General Psychology (CSU G D2)	5
Spring / 15 units	BIO 40A Human Anatomy & Physiology I (CSU GE B2)	5
	SOC 1 Introduction to Sociology (CSU GE D0)	5
	MATH 10 Elementary Statistics (CSU GE B4)	5
<b>Sophomore Year</b>		
Fall / 12.5 units	BIO 40B Human Anatomy & Physiology II	5
	BIO 41 Microbiology (CSU GE B3)	6
	DH 200L Introduction to Dental Hygiene	1.5
Winter / 17 units	BIO 40C Human Anatomy & Physiology III	5
	BIO 45 Introduction to Human Nutrition	4
	Humanities elective ( CSUGE C)	4
	Elective (CSU Area C GE)	4
Spring / 17 units	COMM 1A (CSU GE A1)	5
	BIO 58 Fundamentals of Pharmacology	4
	Elective (CSU Area C GE requirement)	4
	Elective (CSU GE D)	4
	<b>Total: Lower Division</b>	<b>90.5</b>

**FIGURE 81:**

**Dental Hygiene Baccalaureate Degree Course Plan - UPPER DIVISION**

Following Admission to the Program:

Term / Units	Course	Units	
<b>Junior Year</b>			
Summer / 1 unit	DH 50 Orientation to Dental Hygiene	1	
Fall / 18 units	DH 300A Oral Biology I	3	
	DH 302 Assessment Procedures in Dental Hygiene	3	
	DH 304 Pre-Clinical Dental Hygiene	5	
	DH 305A Introduction to Dental Radiography I	2	
	IDS 300 Research Methodology for Health Professionals (GE)	5	
	Winter / 17 units	DH 300B Oral Biology II	3
Winter / 17 units	DH 305B Dental Radiography II	1	
	DH 308 Clinical Technique	6	
	DH 310 Dental Materials	3	
	DH 312 Emergency Procedures	2	
	DH 314 Dental Health Education	2	
	Spring / 19 units	DH 316A Periodontics I	3
	Spring / 19 units	DH 318 Introduction to Clinic	5
DH 305C Dental Radiology III		2	
BIO 300 Human Pathophysiology & Pharmacology (GE)		4	
HLTH 300 Health Across the Lifespan (GE if needed)		5	
<b>Senior Year</b>			
Summer / 5.5 units	DH 320A Clinical Dental Hygiene I	3	
	DH 322 Clinical Local Anesthesia	2.5	
Fall / 16.5 units	DH 324 Oral Pathology	2	
	DH 316B Periodontics II	2	
	DH 326A Community Dental Health I	2	
	DH 320B Clinical Dental Hygiene II	8.5	
	DH 328A Clinical Dental Hygiene Theory I	2	
	Winter / 14.5 units	DH 326B Community Dental Health II	2
Winter / 14.5 units	DH 305D Dental Radiography IV	1	
	DH 320C Clinical Dental Hygiene III	8.5	
	DH 330 Nitrous Oxide/Oxygen Analgesia	1	
	DH 328B Clinical Dental Hygiene Theory II	2	
	Spring / 15.5 units	DH 326C Community Dental Health III	2
	Spring / 15.5 units	DH 320D Clinical Dental Hygiene IV	8.5
		DH 332 Ethics, Law & Office Practices	3
DH 328C Clinical Dental Hygiene Theory III		2	
<b>Total: Upper Division</b>		<b>107</b>	
<b>Total: Lower+Upper Divisions</b>		<b>197.5</b>	

## General Education

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

**FIGURE 82: Foothill College Dental Hygiene General Education Pattern Compared to CSU**

CSU GE	Subject Matter	Foothill College Course	Number of Required Units CSU	Number of GE Units - DH Bachelor's Degree
<b>LOWER DIVISION GENERAL EDUCATION</b>				
Area A-1	Oral Communication	COMM 1A		5
Area A-2	Written Communication	ENGL 1A	Area A 12-15 units	5
Area A-3	Critical Thinking	ENG 1B		5
Area B-1	Physical Science	CHEM 30 A		5
Area B-2	Life Science	BIO 40A	Area B 12-15 units	5
Area B-3	Laboratory Activity	BIO 41		6
Area B-4	Math	MATH 10		5
Area C-1	Arts	Elective	Area C 12-15 units	4
Area C-2	Humanities	Elective		4
Area C	Arts or Humanities	Elective		4
Area D-0	Sociology	SOC 1A	Area D 12-15 units	5
Area D-3	Ethnic Studies	COMM 12		5
Area D-2	Psychology	PSYCH 1A		5
Area E	Lifelong development	HLTH 21		4
<b>UPPER DIVISION GENERAL EDUCATION</b>				
	Research Methodology for Health Professionals	IDS 300		5
	Human Pathophysiology & Pharmacology	BIO 300		4
	Health Across the Lifespan	HLTH 300		5

The department has added upper-division coursework in critical thinking, writing and research at the upper-division level for the baccalaureate degree. This includes general education consistent with CSU requirements in statistics, composition, critical reading, analysis and thinking to bring depth to the baccalaureate level.

### **Standard I.B.3**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

#### **Standards of Performance**

Foothill College has established SLOs, SAOs, and AUOs—planning and budgeting processes that place student learning and program review at its core. The College has continued to foster a culture of evidence that serves as the foundation for a critical and continuous cycle of assessing and improving campus programs and policies. Institutional planning and program evaluation is systematic for all departments and divisions of the College, including instruction, student services and administrative services. The focus in all three areas is to enhance student learning. Foothill College continues to meet all commission policies, including the policy on institutional degrees and credits.

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

The dental hygiene department writes a program review document annually, evaluating the program outcomes and future needs and goals. The department meets to discuss Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs). Dental hygiene faculty participate in an annual faculty calibration meeting in which program evaluation, clinical evaluation, policies and procedures criteria are reviewed with all faculty members. The primary data used for PLOs are National Dental Hygiene Board Examinations, RDH Clinical Licensing Exams, California Law & Ethics Exam for the RDH License, and a comprehensive e-portfolio project that spans the two years of the dental hygiene program. The dental hygiene PLOs were rewritten to reflect higher levels of depth and rigor for the transition from the associate in science degree program to the Bachelor of Science degree program. The revised PLOs encompass the greater opportunities for employment available to graduates with a bachelor's degree, which was not possible with the associate in science degree.

#### **Dental Hygiene Bachelor of Science Degree Program Learning Outcomes**

##### **PLO I. Professionalism**

The Foothill College Bachelor of Science in Dental Hygiene degree graduate will demonstrate competence in his/her role as a health professional at the local, state, and national levels. The graduate will possess the ethics, values, skills, and knowledge integral to all aspects of the profession.

Outcomes Assessment:

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

Related Institutional Learning Outcomes:

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

**PLO II. Health Promotion and Disease Prevention**

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

Outcomes Assessment:

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

Related Institutional Learning Outcomes:

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

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



## **Foothill College Dental Hygiene Program Competencies**

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

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

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

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

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

### **Standard I.B.7**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

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

## **STANDARD I.C: Institutional Integrity**

### **Standard I.C.1**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

#### **Specified Baccalaureate Program Information**

Foothill College publishes its catalog and schedule of classes in electronic format available through its website. Foothill College publishes in its catalog and schedule, and posts on its website, precise and up-to-date information on the following: general information, including educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of Board of Trustees members; as well as requirements, including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements; and major policies affecting students.

<http://www.foothill.edu/schedule/catalog.php> (34)

Specified baccalaureate program information can be found on the program's website.

<http://www.foothill.edu/bio/programs/dentah> (32)

#### **BSDH Degree-Specific Student Notifications**

The department holds quarterly informational meetings for prospective students. Information about the program requirements, curriculum, financial aid, student services, and the profession of dental hygiene is presented.

Upon acceptance to the dental hygiene program students receive a program policy manual which gives detailed information about the District, College and program policies and procedures, including educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; as well as requirements, including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements; and major policies affecting students.

#### **Accreditation Information**

The College maintains its accreditation by fulfilling criteria that are determined by the ACCJC.

Throughout its continuous six-year review cycle, Foothill College conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self-evaluation, and an evaluation review by a team of peers. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status,

and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the College are complete, accurate and honest.

The Commission on Dental Accreditation (CODA), hereafter referred to as “the Commission,” accredits the Foothill College Dental Hygiene Program. The Commission is a specialized accrediting agency recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. The Commission conducts the accreditation and site visit process and recommends re-accreditation. The most recent accreditation for the Foothill dental hygiene program took place in 2011 and reaffirmed the program accreditation without reporting requirements. The next site visit will take place in 2018. The dental hygiene program’s master plan, policies, and curriculum are modeled after Commission guidelines. Copies of the accreditation report for the Foothill College dental hygiene program are also on file in the program director’s office. The CODA Standards for Dental Hygiene Programs can be reviewed at <http://www.ada.org/en/coda/current-accreditation-standards/> (30)

### **Standard I.C.2**

*The Institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all the facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The catalog and other information for students shall include accurate and current information concerning all requirements for the baccalaureate degree including admissions criteria, enrollment processes, academic requirements, and all other relevant and pertinent information.

#### **Specified Baccalaureate Degree Program Evaluation**

The Foothill College catalog contains all relevant information regarding the baccalaureate degree.

### **Standard I.C.3**

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

#### **Specified Baccalaureate Degree Program Evaluation**

The dental hygiene program participates in the process of program review annually and evaluates SLOs using the TracDat system to record the SLO outcomes, reflections, and plans for course improvements or changes. This will continue under the BSDH degree pilot program. In addition, the program maintains CODA accreditation status by ongoing program outcome assessments and curriculum review, planning and implementation. The department will continue to evaluate program outcomes and student learning outcomes with the process used at Foothill College.

The dental hygiene program monitors degree completion, licensure passage rates and job placement on a continuous basis. The department engages in a continuous dialogue about student learning and program improvement within the College and with its advisory board. The Foothill College dental hygiene program annually conducts graduate surveys, six months post-graduation, to assess program outcomes and employment status of our graduates.

### **Standard I.C.4**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

#### **Specified Baccalaureate Program Information**

Specified baccalaureate program information can be found on the program's website, including program learning outcomes, program goals, accreditation status, application procedures, degree requirements, curriculum sheet for the current academic year, course information, "frequently asked questions" for prospective students, clinic information, links to the directory of faculty contact information, CTE licensure, pass and placement rates, a job board, career information, and links to professional organizations and resources.

<http://www.foothill.edu/bio/programs/dentalh/> (32)

#### **Course Content, Requirements and Student Learning Outcomes**

Dental hygiene students receive a program policy manual upon admission that lists all the degree requirements and courses. Each quarter students are given a course syllabus or "green sheet" by the instructor of record that includes the student learning outcomes, learning objectives and goals, grading criteria, assignments, projects and evaluation methodology for the course. Instructors review the course SLOs and all other course policies at the beginning of the quarter with students. Instructors evaluate the SLOs at the end of each quarter and complete a reflection and course planning document on TracDat. The program faculty discuss curriculum outcomes and student course satisfaction survey results as part of the department curriculum management and development plan.

## **STANDARD II.A: Instructional Programs**

### **Standard II.A.1:**

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

#### **Institutional Mission**

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

## **Dental Hygiene Program Mission**

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

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

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

## **Demand for the Program**

### **FHDA Board of Trustees Passes Resolution Supporting CC Baccalaureate**

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

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

1. Labor market information projecting strong growth in dental hygiene employment in the San Francisco Bay Area.
2. Increasing demands for dental hygiene professionals who can educate and care for aging and underserved populations.
3. The quality reputation achieved by a program that has served the community for 50 years.

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

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

### **Standard II.A.3**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

The College Curriculum Committee (CCC) is a sub-committee of the academic senate and has been tasked with the responsibility to establish and approve campus-wide curriculum policies. This body approves new degrees and certificates; oversees general education requirements; establishes processes for implementations of state mandates; and provides conflict resolution regarding curriculum issues. Academic senate and CCC were consulted on the BSDH degree pilot program and curriculum approval process. CCC determined the policy for upper-division numbering of courses and approval of all upper-division curriculum, both dental hygiene and general education courses. There were thoughtful discussions of the difference between lower- and upper-division coursework at the department, division and College level. All the courses for the BSDH degree are currently approved at the division level, curriculum committee level, and are detailed in the 2016-17 catalog.

#### **Dental Hygiene Program Course Outlines and Student Learning Outcomes**

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

Dental hygiene students are given a course syllabus or “green sheet” each quarter by the instructor of record that includes the student learning outcomes, learning objectives and goals, grading criteria, assignments, projects and evaluation methodology for the course. Instructors review the course SLOs and all other course policies at the beginning of the quarter. Instructors evaluate the SLOs at the end of each quarter and complete a reflection and course planning document on TracDat. The SLOs are submitted annually with the program review document for evaluation by administrators and college governance committees. The dental hygiene program is up to date on review and submission of program review documents, SLOs and PLOs.

#### **Institutional Processes**

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

### **Standard II.A.5**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- A minimum of 40 semester credits or equivalent of total upper-division coursework including the major and general education is required.
- The academic credit awarded for upper-division courses within baccalaureate programs is clearly distinguished from that of lower-division courses.
- The instructional level and curriculum of the upper-division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations in the upper-division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

#### **The Degree and Programs Follow Practices Common to American Higher Education**

Foothill College continues to meet all commission policies, including the policy on institutional degrees and credits. Regarding the policy on institutional degrees and credits, the BSDH degree program has 194-quarter units (129 semester units). This number of units is comparable to other accredited dental hygiene programs—for example, in California, private colleges with dental hygiene programs: University of the Pacific, University of Southern California and Loma Linda University. This plan follows other allied health programs at institutions offering the bachelor's degree. For example, The University of Pacific (WASC Accredited) Dental Hygiene Curriculum is similar to the Foothill BSDH degree pilot program. (26)

The Commission on Dental Accreditation (CODA) must accredit all dental hygiene programs. CODA has subject matter mandates for curriculum that must be adhered to in all dental hygiene programs. The Foothill College Dental Hygiene Program is CODA-accredited without reporting requirements. The last self-evaluation and site visit were in 2011. The next site visit will be in 2018.

#### **Evidence That the Baccalaureate Program Meets the Minimum Baccalaureate-Level General Education Requirement**

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

**Evidence That the Baccalaureate Program Meets the Minimum Requirements for the Degree (120 Semester Units or Equivalent)**

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

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



### **Standard II.A.6**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

#### **Program Completion Within a Period of Time Consistent with Established Expectations in Higher Education**

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

### **Standard II.A.9**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Baccalaureate degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper-division courses.

#### **Program and Student Learning Outcomes for Baccalaureate Courses**

Foothill dental hygiene faculty have based the BSDH degree curriculum on CODA curricular mandates, California Dental Hygiene Committee regulations for dental hygiene education programs, and professional standards for the practice of dental hygiene from the American Dental Hygienists Association (28). Graduates of the Foothill College dental hygiene program are eligible to take the National Dental Hygiene Board Exam, and clinical licensing exams to receive licensure as a Registered Dental Hygienist (RDH), which is required prior to practicing dental hygiene.

Every course in the dental hygiene program has an approved course outline with objectives, student learning outcomes, evaluation methodology, outline of content areas, textbooks and resources. The dental hygiene curriculum was thoroughly revised with upper-division rigor, assignments, objectives and outcomes assessment. The standard numbers of hours to unit value calculations were used to assign courses units. All courses have been approved at the department, division and College level. Courses and curriculum requirements for the BSDH degree are published in the 2016-17 Foothill College catalog and available online.

<http://www.foothill.edu/bio/programs/dentalh/catalog.php?Department=D%20H&act=1> (2)

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

The dental hygiene program participates in the process of program review annually and evaluates program and student learning outcomes using the TracDat system to record SLOs, reflections and plans for course improvements or changes. This will continue under the BSDH degree pilot program. In addition, the program maintains CODA accreditation status by ongoing program outcome assessments and curriculum review, planning and implementation. The department will continue to evaluate program outcomes and student learning outcomes with the process used at Foothill College.

### **Standard II.A.10**

*The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

#### **Transfer-of-Credit Policies**

The first two years of the BSDH degree program are preparation for the major. Students may take the required preparation and prerequisite courses at other accredited institutions. The dental hygiene website has a chart showing equivalent courses offered by other California community colleges. Foothill College has assigned an evaluator to serve part-time for the allied health programs to assist students and the programs in determining course equivalency.

### **Standard II.A.11**

In all of its programs, Foothill College includes student learning outcomes appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

## **Institutional Learning Outcomes**

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

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

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

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

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

## **Foothill College Dental Hygiene Program Learning Outcomes**

### **PLO I. Professionalism**

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

#### Outcomes Assessment:

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

#### Related ILOs:

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

## **PLO II. Health Promotion and Disease Prevention**

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

### Outcomes Assessment:

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

### Related ILOs:

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

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

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

Student achievement and SLO assessments are up to date and recorded in the TracDat system. The dental hygiene program recently completed a comprehensive program review examining both SLOs and achievement. The Program Review Committee, as part of an integrated planning and resource allocation process, examines program review data, PLOs and SLOs. (23), (24), (25)

### **Standard II.A.12**

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- At least 36 semester units or equivalent of lower-and upper-division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.
- At least 9 semester units or equivalent of upper-division general education coursework is required.
- The general education requirements are integrated and distributed to both lower-division and upper-division courses.
- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level SLOs and competencies.

#### **General Education Component**

The general education requirements are consistent with levels of quality and rigor appropriate to higher education (ER 12, Standard II.A.5 and II.A.12). Students awarded the Foothill College BSDH degree must complete a CSU or IGETC transfer pattern for the lower-division general education, which totals 67 quarter units. We have added upper-division coursework in critical thinking, writing and research at the upper-division level for the baccalaureate degree. This includes 13 units of upper division general education consistent with CSU requirements in statistics, and composition, critical reading, analysis and thinking to bring depth and rigor to the baccalaureate level. The figure on page 40 compares the general education for the Foothill BSDH degree to the CSU GE pattern. (See Figure 82, **Dental Hygiene General Education Pattern Compared to CSU**).

### **Standard II.A.13**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

## **Focused Study**

The dental hygiene curriculum is a focused study of dental hygiene and the related sciences, social sciences and general education that support the major, as mandated by CODA. The upper division core dental hygiene courses address the full scope of practice of the registered dental hygienist in various employment roles including clinician, corporate, public health, educator and administrator. The upper-division course work includes didactic, clinical and laboratory experiences. Each course has SLOs, objectives and expected outcomes. The program also has four major competency areas: 1) the dental hygiene process of care, 2) health education, 3) infection and hazard control, 4) legal and ethical practice. The competencies are evaluated across the curriculum and are the foundation for the e-portfolio project which spans the two years of upper-division dental hygiene curriculum. The curriculum is in compliance with the CODA standards for dental hygiene education and the Dental Hygiene Committee of California education regulations.

The three upper-division general education courses, Research Methodology for Health Professionals, Health Across the Lifespan, and Human Pathophysiology and Pharmacology, are interdisciplinary in nature and cover the areas of research methodology, critical reading and writing, data interpretation, public health issues and concerns, the pathophysiology of disease and pharmacology associated with various disease states. In current medical and dental practice, an interdisciplinary or inter-professional approach is critical to evidence-based care and positive outcomes. Much has been written recently regarding the substantial and positive impact that collaborative care and practice has on the health delivery system in the nation, and more importantly, on patients' overall health. But without exposing health professional students to inter-professional education (IPE) during their studies, the outcomes of collaborative practice, also known as the "triple aim"—better health outcomes, improved patient experience, and lower overall costs—are difficult to achieve. The BSDH curriculum was designed to match this current need in dental hygiene and health professions in general.

### **Standard II.A.14**

*Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

CODA standards for associate and baccalaureate degree programs requires that the curriculum must deliver content so that all graduates of dental hygiene programs are competent. The graduates of dental hygiene programs take the same National Dental Hygiene Board examination and the same clinical licensing board exams, regardless of the level of degree awarded. The standards for clinical practice must be met in all dental hygiene programs. The difference between the associate and baccalaureate programs is: 1) the total number of units, 2) the upper-division general education courses, and 3) preparation for employment in non-clinical settings such as education, business/corporate, public health and research. Entry to most dental hygiene programs requires approximately three to four semesters of prerequisite coursework prior to the mandatory two-year dental hygiene curriculum. The curriculum includes comprehensive courses in basic sciences, oral anatomy, public health, nutrition, clinical dental hygiene, periodontics, pathology, and radiology.

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

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

## **STANDARD II.B: Library & Learning Support Services**

### **Standard II.B.1**

*The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Learning support services for the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

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

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

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

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

## **STANDARD II.C: Student Support Services**

### **Standard II.C.6**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

#### **Admission Policies**

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

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

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

The dental hygiene department holds quarterly program preview nights and applications nights for prospective students to learn about the program, admissions and prerequisite courses. Information is also available on the program website.

The Foothill College Biological and Health Sciences Division employs an allied health program coordinator who is available to assist prospective students with information about the allied health programs and the application process. The counseling division provides an evaluator on a part-time basis to the biological and health sciences division to assist students with evaluation of their courses and graduation petitions. The counseling division does not assign counselors to specific programs, but has identified two counselors who are well-versed on the BSDH degree program and who train other counselors in their department on the BSDH degree program requirements (27).



## **STANDARD III.A: Human Resources**

### **Standard III.A.1**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

#### **Faculty and Staff**

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

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

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

1. Program director/instructor/first-year clinic coordinator,
2. Radiology instructor/coordinator (shared with the dental assisting and program), and
3. Second-year clinic coordinator.

All full-time faculty hold master's degrees and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. An additional seven part-time faculty have master's degrees or doctorate degrees in dentistry, and two have bachelor's degrees, RDH licensure, experience in the dental field and are qualified to teach baccalaureate students. The program has requested the replacement of a full-time faculty member who retired in 2015, the supervising dentist position. A hiring committee has been formed to search for a full-time dentist in the spring 2017 and the College anticipates filling the position in time to start in the fall 2017.

The program director was hired as a faculty member in 1998 and appointed director of the dental hygiene program in 2000. She receives 50% reassigned time for program administration and may receive up to 75% for CODA accreditation site visits. She was granted a sabbatical leave in spring 2015 and spring 2016 to work on baccalaureate curriculum and accreditation processes.

The dental hygiene program has a full-time staff position, dental office administrative assistant, who staffs the clinic office, assists patients with appointments, and supports the program director and clinical coordinator with numerous tasks.

### **Standard III.A.2**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The qualifications for faculty teaching upper-division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no master's degree is available for the field of study, the qualifications for faculty teaching upper-division courses in the baccalaureate program include a bachelor's degree in the discipline or closely related discipline, and a master's degree in any discipline, along with demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.
- The commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

#### **Faculty Qualifications**

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

#### **The BSDH Degree Program Currently Has Two and a Half Full-Time Faculty Members:**

1. Program director/instructor/first-year clinic coordinator,
2. Radiology instructor/coordinator (shared with dental assisting and program), and
3. Second-year clinic coordinator.

The full-time faculty hold master's degrees and qualify to teach at the baccalaureate level and have experience with research, curriculum development, educational methodology, and program evaluation. Three part-time faculty have doctoral degrees in dentistry. An additional seven part-time faculty have master's degrees and are qualified to teach baccalaureate students. Two part-time faculty have bachelor's degrees, RDH licensure, experience in the field and only teach in a clinical setting. All dental hygiene faculty have licensure as a dental hygienist or dentist in the State of California. Copies of faculty qualifications and licenses are available in the program director's office.

### **Standard III.A.7**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

#### **Full-Time Qualified Faculty**

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

#### **The BSDH Program Currently Has Two and a Half Full-Time Faculty Members:**

1. Program director/instructor/first year clinic coordinator,
2. Radiology instructor/coordinator (shared with the dental assisting program), and
3. Second-year clinic coordinator.

All faculty hold master's degrees or higher and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation.

## **STANDARD III.B: Physical Resources**

### **Standard III.B.3**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

#### **Facilities and Physical Resources**

The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for the program. The Foothill College community takes great pride in showcasing dental hygiene, and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment.

The dental hygiene clinic, the classrooms assigned exclusively to the dental programs and the laboratory area, were remodeled in 2008 and 2009. Remodeling of the dental hygiene clinic involved replacement of all equipment and cabinets, new flooring, a new delivery system, and installation of hardware and software for patient records and digital X-rays. A new suction system was recently installed this year. Remodeling of the classrooms and the laboratory area involved

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

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

The department monitors equipment, and the clinical, laboratory and classroom facilities for needed upgrades to keep current with dental technology and science. The department has been given funding through the program review and resource allocation process annually to update facilities and dental-related technology such as digital radiographic equipment, electronic patient records, lasers, ultrasonic scalers, instruments for interim therapeutic restorations, new student chairs and desks, and improvements to classroom facilities. Student achievement and learning outcomes assessments are up to date. The dental hygiene program completes an annual program review examining both SLOs and achievement, as well as making resource requests. The PRC examines program review data as part of its integrated planning and resource allocation process. (23), (24)

## **STANDARD III.C: Technology Resources**

### **Standard III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

#### **Technology Resources**

Foothill College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and the improvement of institutional effectiveness.

The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for the program. The Foothill College community takes great pride in showcasing the dental hygiene program, and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment.

The current facility meets the needs of the pilot program. The facility is continually upgraded as new dental or educational technology is available. Requests for new equipment are made through the program review process. For the 2016-17 year, the program upgraded the dental hygiene classroom fixtures, and in the dental hygiene clinic a dental laser and several ultrasonic scaling units were added. The clinic has digital radiographic equipment and electronic patient records. The classroom and laboratory has the following available: two overhead projectors, two projection screens, video visualizer, projection system for computer, VCR/DVD player, and laser pointer.

The District has an Educational Technology Services (ETS) department that assists faculty and staff with technical support for computers, hardware, software and class or lab equipment. All classrooms and labs have appropriate technology resources for the BSDH degree program.

In addition, Foothill College distance education has one of the largest offerings of online and hybrid courses in the state. The program has experience and infrastructure to assist the BSDH degree pilot program with coursework that may be offered in a hybrid format.

## STANDARD III.D: Financial Resources

### Standard III.D.1

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

#### Specified Baccalaureate Degree Program Evaluation Criteria:

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

#### Financial Resources

Foothill College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated SLOs, and to improve institutional effectiveness.

The human resources the College commits to the dental hygiene program remains strong. In addition to the number of outstanding faculty already working in the program, the College recently hired a full-time dentist to support the students and the program. This position rose up through the program review process that starts in the department and was approved by the president after a recommendation from the members of the Planning and Resource Council in October 2016. (35) Human capital is one of the program's greatest strengths, and the College remains committed to providing the resources need to maintain the quality and rigor of the program.

Financially, the District is among the strongest in the state. From fiscal year 2007 through 2014, balances in the general fund have totaled between 20-30% of general fund revenues. Unreserved fund balances have similarly been sound and stable at about 18% over that period. No short-term cash borrowing has been required since 1996. The District has earned AAA and AA ratings by Moody's Investors Service and Standard & Poor's on all or most of its general obligation bond issues and consecutive refinancing. Sound management of resources and implemented controls resulted in no audit findings for Foothill College in the past three years.

The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for the program. The Foothill College community takes great pride in showcasing the dental hygiene program and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment.

Foothill College's dental hygiene program has a strategic plan and stable financial resources sufficient to support the mission and goals of the BSDH degree program. The dental hygiene program is a core College program with recurrent funding from the state, as well as the BS degree differential fees of \$56 per unit in the quarter system, which remains with the College in order to support the BSDH pilot program. The pilot program was awarded \$350,000 through the legislature and the State Chancellor's Office to implement the BSDH program. In September 2016 an additional \$15,000 was given for marketing and promotion of the BSDH program. The dental hygiene director identifies program needs and submits requests for equipment, faculty, staff and services to the division dean through the program review document. The division dean and vice president prioritize requests for the department and make recommendations to the Planning

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

## **STANDARD IV.A: Decision-Making Roles & Processes**

### **Standard IV.A.4**

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

#### **Specified Baccalaureate Degree Program Evaluation Criteria:**

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

#### **Decision-Making Roles and Processes**

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

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

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

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

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

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

**a. Curriculum development and coordination**

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

**b. Faculty recruitment, assignments, supervision and evaluation**

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

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

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

**d. Assessing, planning and operating program facilities**

- Works closely with dental assisting program to assess, share, and operate the program facilities.
- Works closely with dental assisting program to develop plans for upgrading dental equipment for the programs.

**e. Budget preparation and fiscal administration**

- Meets with faculty to determine equipment needs and supplies, and prioritizes requests.
- Orders and remits payment of program supplies and equipment.
- Is responsible for budget development and account reconciliation.
- Is responsible for grant requests and tracking of grant funds.

**f. Coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria**

- Responsible for evaluating, planning, revising, and implementing admission criteria and procedures within accreditation guidelines.
- Meets with and coordinates faculty to determine student academic and clinical status.

## **Links to Evidence**

1. College Mission Statement

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

2. Dental Hygiene Mission Statement

<http://www.foothill.edu/bio/programs/dentalh/index.php#miss>

3. Program Review Data

[https://foothill.edu/staff/irs/programplans/PR\\_Data\\_16-17/DH\\_Overall.pdf](https://foothill.edu/staff/irs/programplans/PR_Data_16-17/DH_Overall.pdf)

4. CCC Bachelor's Degree Study Group

[http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014\\_01\\_BacDegree\\_Study-Group\\_WEB.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_Study-Group_WEB.pdf)

5. FHDA Board of Trustees Resolution

[http://www.fhda.edu/\\_downloads/Highlights03.03.14.pdf](http://www.fhda.edu/_downloads/Highlights03.03.14.pdf)

6. Minutes of Planning and Resource Council (PaRC) on October 15, 2014

[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc11.19.14/parc\\_minutes10.15.14.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc11.19.14/parc_minutes10.15.14.pdf)

7. Minutes of Chancellor's Advisory Council on October 24, 2014

[http://www.fhda.edu/\\_about-us/\\_participatorygovernance/\\_CACSum\\_102414.pdf](http://www.fhda.edu/_about-us/_participatorygovernance/_CACSum_102414.pdf)



8. Announcement of Initial California Community College Board of Governors Approval  
[http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR\\_4yrDegree-January-20-2015\\_final.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR_4yrDegree-January-20-2015_final.pdf)
9. California Community College List of Initially Approved Programs, January 2015  
[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2015\\_agendas/January/California\\_Community\\_Colleges\\_Baccalaureate\\_Degree\\_RECOMMENDED\\_PILOT\\_PROGRAMS\\_final\\_Jan-2015.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2015_agendas/January/California_Community_Colleges_Baccalaureate_Degree_RECOMMENDED_PILOT_PROGRAMS_final_Jan-2015.pdf)
10. Biological and Health Sciences Division Dean Discussion at PARC, January 21, 2015  
[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc2.18.15/parcminutes1.21.15\\_final.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc2.18.15/parcminutes1.21.15_final.pdf)
11. Foothill College Dental Program Advisory Board Minutes  
<http://www.foothill.edu/president/documents/DH-advbrd-minutes-2015jan28.pdf>
12. Biological and Health Sciences Division Meeting, March 13, 2015  
<http://www.foothill.edu/president/documents/divisionminutes.pdf>
13. California Community College Board of Governors Approves Program for Pilot, March 16, 2015  
[http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR\\_4YearDegreeMarchApp\\_March-16-2015.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR_4YearDegreeMarchApp_March-16-2015.pdf)
14. PaRC, First Read of Substantive Change Proposal, March 18, 2015  
[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda\\_3.18.15.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda_3.18.15.pdf)
15. FHDA Board of Trustees Ratifies Substantive Change Proposal, April 6, 2015  
<http://www.foothill.edu/president/documents/boardminutes.pdf>
16. PaRC Second Read and Approval of Substantive Change Proposal, April 15, 2015  
<http://www.foothill.edu/president/documents/parcaprilminutes.pdf>
17. Letters of Support from Various Organizations for the Bachelor's Degree Program Application  
[http://www.foothill.edu/president/documents/DH\\_Pilot\\_Letters\\_of\\_Support.pdf](http://www.foothill.edu/president/documents/DH_Pilot_Letters_of_Support.pdf)
18. Campus Leadership, Including the Academic Senate President, Signed Off on the Program Application to the Chancellor's Office for California Community Colleges, on December 4, 2014  
[http://www.foothill.edu/president/documents/DH\\_Pilot\\_Application.pdf](http://www.foothill.edu/president/documents/DH_Pilot_Application.pdf)
19. Initial Discussion at PaRC on March 18, 2015  
[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda\\_3.18.15.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda_3.18.15.pdf)
20. FHDA Board of Trustee Minutes April 6, 2015  
<http://www.foothill.edu/president/documents/boardminutes.pdf>
21. Second Reading and Approval at PaRC on April 15, 2015  
<http://www.foothill.edu/president/documents/parcaprilminutes.pdf>
22. California Community College Board of Governor's Approval on March 16, 2015  
[http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR\\_4YearDegreeMarchApp\\_March-16-2015.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR_4YearDegreeMarchApp_March-16-2015.pdf)

23. 2015-16 Dental Hygiene Annual Program Review  
[https://foothill.edu/cms/slo.download.php?act=downipr&rec\\_id=338](https://foothill.edu/cms/slo.download.php?act=downipr&rec_id=338)
24. Dental Hygiene Annual Program Review Data Sheet  
[https://foothill.edu/staff/irs/programplans/PR\\_Data\\_16-17/DH\\_Overall.pdf](https://foothill.edu/staff/irs/programplans/PR_Data_16-17/DH_Overall.pdf)
25. Dental Hygiene Comprehensive Program Review Workforce Data  
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/WorkforceDentalHygiene.docx>
26. University of the Pacific Curriculum Plan  
[http://www.pacific.edu/Admission/Undergraduate/Applying/Dental-Hygiene.html?utm\\_source=Link&utm\\_medium=Redirect&utm\\_campaign=DentalHygiene](http://www.pacific.edu/Admission/Undergraduate/Applying/Dental-Hygiene.html?utm_source=Link&utm_medium=Redirect&utm_campaign=DentalHygiene)
27. Dental Hygiene Program Faculty Resumes  
<http://www.foothill.edu/president/documents/dhfacultyresumes.pdf>
28. American Dental Hygienists Association: White Paper on Transforming Dental Hygiene Education  
<http://www.adha.org/adha-transformational-whitepaper>
29. Instructional Program Reviews  
[http://www.foothill.fhda.edu/schedule/instructional\\_program\\_reviews.php](http://www.foothill.fhda.edu/schedule/instructional_program_reviews.php)
30. Commission on Dental Accreditation  
<http://www.ada.org/en/coda/current-accreditation-standards/>
31. Planning and Resource Council  
<http://www.foothill.edu/president/parc/index.php>
32. Dental Hygiene Program Course Catalog  
<http://www.foothill.edu/bio/programs/dentalh/catalog.php?Department=D.H&act=1>
33. Dental Hygiene Program  
<http://www.foothill.edu/bio/programs/dentalh/>
34. Foothill College Catalog  
<http://www.foothill.edu/schedule/catalog.php>
35. Dentist Hiring Approved  
[http://www.foothill.edu/president/parc/minutes/parc2015-16/10.7.15/bhs\\_progcreation\\_dentalhygiene\\_ba.pdf](http://www.foothill.edu/president/parc/minutes/parc2015-16/10.7.15/bhs_progcreation_dentalhygiene_ba.pdf)
36. Fastest Growing Occupations  
[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjZkZK-Up6fUAhXBIVQKHS\\_SBCwQFggkMAA&url=http%3A%2F%2Fwww.calmis.ca.gov%2Ffile%2Foccpj%2Fsjos%24occfastest.xls&usg=AFQjCNG3\\_DleJQ6kWEUKh-oGKXP\\_tM-HJg&sig2=n2-8sVSU9BYvO7X5bl](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjZkZK-Up6fUAhXBIVQKHS_SBCwQFggkMAA&url=http%3A%2F%2Fwww.calmis.ca.gov%2Ffile%2Foccpj%2Fsjos%24occfastest.xls&usg=AFQjCNG3_DleJQ6kWEUKh-oGKXP_tM-HJg&sig2=n2-8sVSU9BYvO7X5bl)

**FIGURE 83:**

**Foothill College Dental Hygiene Curriculum:  
Student Learning Outcomes for BS Degree, Upper-Division Dental Hygiene Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Course Level SLOs</b>
DH 300A	ORAL BIOLOGY I	<p>SLO #1 The student will be able to identify the location in the dental arch, the name and universal tooth number when shown individual extracted teeth (75% or better)</p> <p>SLO #2 The student will identify the branches of cranial nerve V (Trigeminal nerve) and the oral structures innervated by the nerve.</p>
DH 300B	ORAL BIOLOGY II	<p>SLO #1 The student will be able to trace the origin of mature oral tissues back to the trilaminar disc.</p> <p>SLO #2 The student will be able to list the origin and formation of enamel.</p>
DH 302	ASSESSMENT PROCEDURES	<p>SLO #1 The student will create their e-portfolio and submit a project on infection control as documentation of their competency in infection control procedures.</p> <p>SLO #2 The student will explain the ethical obligations to maintain the standards of dental care adhering to infection control protocols that are consistent with current federal, state, and local laws and guidelines.</p>
DH 304	PRE-CLINICAL DENTAL HYGIENE	<p>SLO #1 The student will correctly demonstrate dental hygiene assessment procedure skills on a student partner including: review of health, dental history vital signs, extraoral/intraoral examination, periodontal examination, caries examination, classify occlusion.</p> <p>SLO #2 The student will identify a variety of dental hygiene assessment instruments, the proper use of each type, and the correct adaptation and use of explorers and periodontal probes.</p>
DH 305A	INTRODUCTION TO DENTAL RADIOGRAPHY I	<p>SLO #1 Students will be able to describe radiation interaction with biological matter (chromosomal, carcinogenesis) and identify the radiation protective factors provided to the patient to reduce radiation absorption and exposure.</p> <p>SLO #2 Students will be able to understand the steps that occur to produce an x-ray photon, and describe the purpose for each material component within the tubehead.</p>
DH 305B	DENTAL RADIOGRAPHY II	<p>SLO #1 Students will be able to master the use of digital information obtained by CCD sensors, PSP plates &amp; scanners and integrate it with dental software technology.</p> <p>SLO #2 Students will produce a diagnostic set of bitewing radiographs on a patient, then evaluate and analyze each image for technical and operator errors.</p>
DH 305C	DENTAL RADIOGRAPHY III	<p>SLO #1 Students will be able to critically evaluate the presence or absence of caries using computerized contrast discrimination features of enamel, dentin, and embrasure space.</p> <p>SLO #2 Students will be able to recognize and describe periodontal bone loss on a dental radiograph.</p>

DH 305D	DENTAL RADIOGRAPHY IV	<p>SLO #1 Students will be able to list the advantages of using the buccal object rule in dentistry and perform the SLOB rule on a dental mannequin.</p> <p>SLO #2 Given a list of technical or procedural radiographic errors, students in groups of three will recreate the error and demonstrate or illustrate the correction to the class.</p>
DH 308	CLINICAL TECHNIQUE	<p>SLO #1 The student will perform assessments on a student partner, document the exam findings and prepare a patient assessment project research paper, including treatment plan and scientific evidence-based research related to the patient's specific needs with a score of at least 75% on the grading rubric.</p> <p>SLO#2 The student will differentiate between dental hygiene instruments, including sickle scaler, universal curets and gracey curets, and demonstrate safe instrumentation technique on a final clinical examination.</p>
DH 310	DENTAL MATERIALS	<p>SLO #1 Students will be able to assess and categorize a patient's caries risk and propose a plan to either arrest the patient's caries process or reduce further risk of decay.</p> <p>SLO #2 Students will be able to evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation.</p>
DH 312	EMERGENCY PROCEDURES	<p>SLO #1 Students will be able to describe the signs and symptoms of common medical emergencies and perform the appropriate intervention.</p> <p>SLO #2 Students will be able to identify the medications in an emergency drug kit, including the use, dosing and indications/contraindications.</p>
DH 314	DENTAL HEALTH EDUCATION	<p>SLO #1 Students will be able to research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products.</p> <p>SLO #2 Students will be able to research an oral health product and write a research paper citing evidence-based data on the product. The student will give an oral presentation on their research project to the class. Both parts of the project must be passed with a score of 75% or higher.</p>
DH 316A	PERIODONTICS I	<p>SLO #1 Students will be able to indentify the enamel, gingival connective tissue, junctional epithelium, internal basal lamina, external basal lamina, epithelial cells, desmosomes, and hemidesmosomes on an unlabeled drawing depicting the microscopic anatomy of the junctional epithelium and surrounding tissues.</p> <p>SLO #2 Students will be able to list, describe and differentiate the various periodontal diseases according to the current classification system established by the American Academy of Periodontics.</p>
DH 316B	PERIODONTICS II	<p>SLO #1 Students will be able to identify the 3 mechanisms in which local factors can increase the risk of periodontal disease.</p> <p>SLO #2 Students will be able to list 4 out of 6 systemic risk factors that influence the progression of periodontal disease.</p> <p>SLO #3 Students will be able to distinguish the phases involved in the management of patients with periodontitis.</p>

Course #	Course Title	Course Level SLOs
DH 318	INTRODUCTION TO CLINIC	<p>SLO #1 The student will choose an appropriate pediatric or adolescent patient to complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, with a score of 75% or higher.</p> <p>SLO #2 The student will select an appropriate quadrant, analyze periodontal assessment data and complete a periodontal probing evaluation with a grade of 75% or higher.</p>
DH 320A	CLINICAL DENTAL HYGIENE I	<p>SLO#1 The student will analyze periodontal assessment data and complete a probing evaluation with a score of at least 75%.</p> <p>SLO#2 The student will evaluate assessment findings and prepare a patient competency project, including clinical dental hygiene treatment and scientific evidence-based research on the child or adolescent patient with a score of at least 75% on the grading rubric.</p>
DH 320B	CLINICAL DENTAL HYGIENE II	<p>SLO#1 The student will evaluate assessment findings and prepare a patient competency project, including the clinical dental hygiene treatment and scientific evidence-based research on the geriatric patient with a score of at least 80%.</p> <p>SLO#2 The student will apply the principles of dental hygiene instrumentation and complete a clinical mock board examination with a score of at least 75%.</p>
DH 320C	CLINICAL DENTAL HYGIENE III	<p>SLO#1 The student will apply the principles of dental hygiene instrumentation and complete a test case examination with a score of at least 75%.</p> <p>SLO#2 The student will evaluate periodontal assessment data and complete a probing evaluation with a score of at least 85%.</p>
DH 320D	CLINICAL DENTAL HYGIENE IV	<p>SLO#1 The student will evaluate assessment findings and prepare a patient competency project, including the clinical dental hygiene treatment and scientific evidence-based research, on the periodontally-involved patient with a score of at least 85%.</p> <p>SLO#2 The student will create a seminar presentation on a dental specialty including all components within the grading rubric.</p>
DH 322	LOCAL ANESTHESIA	<p>SLO #1 Students will be able to analyze the pharmacology of local anesthetic drugs used for dental hygiene care and state the rationale applied in choosing anesthetic agents for patient care.</p> <p>SLO #2 Students will be able to apply principles of correct local anesthesia technique for the Inferior Alveolar and Posterior Superior Anterior nerve blocks as outlined on the grading rubric on a patient.</p>
DH 324	ORAL PATHOLOGY	<p>SLO #1 Students will be able to describe oral lesions using appropriate terminology, stating etiology, clinical features, pathogenesis and dental implications.</p> <p>SLO #2 Students will be able to create a differential diagnosis of oral lesions based on reasonable, accurate appraisal of all available information.</p>

DH 326A	COMMUNITY DENTAL HEALTH I	<p>SLO#1 The dental hygiene student will differentiate between epidemiologic study designs.</p> <p>SLO#2 The dental hygiene student will analyze oral health disparities and barriers that exist in defined populations.</p>
DH 326B	COMMUNITY DENTAL HEALTH II	<p>SLO#1 The dental hygiene student will design goals for a community dental health program.</p> <p>SLO#2 The dental hygiene student will develop objectives, including all essential components, for a community dental health program.</p>
DH 326C	COMMUNITY DENTAL HEALTH III	<p>SLO#1 The dental hygiene student will prepare a scientific poster on a community dental health topic and present to an audience of peers.</p> <p>SLO#2 The dental hygiene student will critically evaluate alternative practice opportunities for dental hygienists and the potential impact on oral health disparities.</p>
DH 328A	CLINICAL DENTAL HYGIENE THEORY I	<p>SLO#1 The student will assess anatomical features of the teeth and apply appropriate advanced techniques for effective root surface debridement.</p> <p>SLO#2 The student will differentiate between advanced dental hygiene instruments and assess the benefits of the instruments to dental hygiene treatment.</p>
DH 328B	CLINICAL DENTAL HYGIENE THEORY II	<p>SLO#1 The student will analyze dental hygiene instrumentation techniques and appreciate the complexity of removing dental deposits while maintaining the integrity of the root surface.</p> <p>SLO#2 The student will evaluate patient assessment data and recommend interim therapeutic restorations according to selection criteria.</p>
DH 328C	CLINICAL DENTAL HYGIENE THEORY III	<p>SLO#1 The student will prepare an action plan for successfully passing the dental hygiene licensing examination.</p> <p>SLO#2 The student will assess and identify acceptable patients according to criteria for the dental hygiene licensing examination.</p>
DH 330	NITROUS OXIDE/ OXYGEN ANALGESIA	<p>SLO #1 Students will be able to demonstrate the procedures to safely achieve sedation in patients.</p> <p>SLO #2 Students will be able to describe the function of all the parts of a fail-safe nitrous oxide/oxygen machine.</p>
DH 332	ETHICS, LAW & BUSINESS PRACTICES	<p>SLO #1 As a capstone project for graduation from the dental hygiene program, students will create a final e-portfolio which demonstrates their competency in the four dental hygiene competencies: Dental Hygiene Process of Care, Health Education Strategies, Infection &amp; Hazard Controls, Legal &amp; Ethical Principles.</p> <p>SLO #2 Given a legal/ethical dilemma the student will apply the Six-Step Decision Making Model and analyze the evidence, legal facts, ethical principles involved and details of the dilemma to reach an appropriate decision.</p>

**Foothill College Dental Hygiene Curriculum:  
Student Learning Outcomes for BS Degree, Upper-Division General Education Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Course Level SLOs</b>
BIOL 300	HUMAN PATHOPHYSIOLOGY & PHARMACOLOGY	<p>SLO #1 The student will be able to demonstrate a working knowledge of the implications for dental hygiene care for common physiological diseases or conditions and cite the appropriate modifications to care.</p> <p>SLO #2 The student will be able to research and report on the indications for the use of a commonly prescribed drug for given physiological diseases or conditions.</p>
IDS 300	RESEARCH METHODOLOGY FOR HEALTH PROFESSIONALS	<p>SLO #1 Students will be able to critically analyze a research article using accepted criteria.</p> <p>SLO #2 Students will be able to develop a research problem statement and write a hypothesis.</p>
HLTH 300	HEALTH ACROSS THE LIFESPAN	<p>SLO #1 Students will be able to analyze how the health status of a population is measured.</p> <p>SLO #2 Students will be able to describe how a longitudinal and lifespan approach leads to an expanded understanding of the determinants of health.</p>

