

Substantive Change Proposal  
Baccalaureate Degree in Dental Hygiene

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Submitted to the Accrediting Commission for Community and Junior Colleges

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Foothill College Substantive Change Proposal  
Baccalaureate Degree in Dental Hygiene

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

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

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

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

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

The new program will replace the existing Associate in Science program and will use existing faculty, learning, and student support resources. Students will continue to take the same National Dental Hygiene Board examination.

## **Evidence that the field of study for the degree is consistent with the institutional mission**

Foothill College Mission Statement:

Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community. (1)

Dental Hygiene Program Mission Statement:

The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists and who will positively impact the oral health status of the community. This education includes courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of Dental Hygiene practice. This education will provide the students with a foundation to pursue life-long learning. (2)

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

### **Rationale for change**

The American Dental Hygienists’ Association (ADHA) has been advocating that the Commission on Dental Accreditation revise the Accreditation Standards for Dental Hygiene Education Programs and raise the minimum academic preparation requirement to a baccalaureate degree as the point of entry for dental hygienists. ADHA has had a policy statement since 1986 regarding advancing the educational preparation necessary for entering the Dental Hygiene profession. The policy “declares [the] intent to establish the baccalaureate degree as the minimum entry level for Dental Hygiene practice in the future.”

Given the aging population and advances in health care, there is a growing need for Dental Hygienists to be broadly trained on public health issues such as the connection between oral health and overall individual health. There are no public baccalaureate degree programs in Dental Hygiene in California. Estimated tuition costs for the proposed program are expected to be below \$10,000. This cost will be significantly lower than most other private or out of state options and will allow the new Foothill College program to serve students in our community.

The new program will provide pathways appropriate for bachelor degree graduates such as

- Employment in public health, research, and the health care industry
- Clinical supervision,
- Education,
- Master's degree programs.

**Description of the new program to be offered; level and rigor of upper division courses commonly accepted as appropriate to the baccalaureate degree; program length; identification of delivery mode for the courses**

The Foothill College Dental Hygiene curriculum is considered to be bachelor's equivalent in the California Business & Professions Code (1922) for the purposes of obtaining the RDHAP (Registered Dental Hygienist in Alternative Practice) license. Our students take the same National Dental Hygiene Board examination and the same clinical licensing board exams as students from baccalaureate degree programs. The Commission on Dental Accreditation (the accrediting body for Dental Hygiene programs - CODA) standards for associate and baccalaureate degree programs requires that the curriculum must deliver the same content. The difference between the associate and baccalaureate programs is (1) the total number of units and (2) the upper division general education courses. Entry to most Dental Hygiene programs requires approximately 3 semesters of prerequisite course work prior to the mandatory 2-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 first two years of the baccalaureate Dental Hygiene degree will be the general education courses required for the major and the supporting science and social science courses, which include: English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for a total of 86 quarter units for the first two years of the program. The second two years of the Dental Hygiene bachelor's degree pilot program would be 100 units of Dental Hygiene courses, inter-professional allied health courses, and upper division general education. This curriculum plan will bring content up to bachelor's degree level. The proposed course plan is depicted in Figure 1 below.

While we are still waiting for guidance from the Chancellor's Office, the current plan is that upper division general education and writing requirements will be met in the senior year Dental Hygiene research courses. The Dental Hygiene curriculum currently has two dental health/research courses. We plan to modify these two courses and add a third research course in the senior year to bring depth to the baccalaureate level.

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

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

During spring quarter, implementation, evaluation and final analysis of community dental health projects is emphasized. The final addition to the e-portfolio project includes written analysis of results and conclusion of project, including documenting their projects, research papers, patient competencies, community service and professional development. See below for outline of the 3 research courses.

Foothill College is also coordinating curriculum with West Los Angeles College to offer a path for students who have already completed the Associates in Dental Hygiene and who are board certified to obtain the bachelor's degree. Based on guidance from the Chancellor's office this may involve students taking additional units covering critical thinking, analysis, writing, communication, cultural sensitivity, researching, and reporting.

Figure 1

| Proposed Dental Hygiene Baccalaureate Degree Course Plan |  |       |                |  |           |
|--|--|-------|----------------|--|-----------|
| Lower Division   |  |       | Upper Division |  |           |
| Gen Ed   | Course   | Units | Gen Ed         | Course   | Units     |
| *  | ENGL 1A Composition & Reading (GE)             | 5     |                | DH 50 Orientation to Dental Hygiene                | 1         |
| *  | CHEM 30A Survey Inorganic & Organic Chem (GE)  | 5     |                | D H 52A Oral Biology I                             | 3         |
| *  | HLTH 21 Contemporary Health Concerns (GE)      | 4     |                | D H 53 Assessment Procedures in the Dental Hygiene | 3         |
| *  | ENGL 1B Comp, Critical Reading & Thinking (GE) | 5     |                | D H 54 Pre-Clinical Dental Hygiene                 | 4         |
|  | CHEM 30B Survey of Organic & Biochemistry      | 5     |                | D H 59 Survey of Dentistry                         | 1         |
| *  | PSYCH 1 General Psychology (GE)                | 5     |                | D H 60A Introduction to Dental Radiography I       | 2         |
| *  | Lifelong learning elective (GE)                | 1     |                | AHS 50 Introduction to Allied Health Programs      | 1.5       |
|  | BIO 40A Human Anatomy & Physiology I           | 5     |                | D H 52B Oral Biology II                            | 3         |
| *  | SOC 1 Introduction to Sociology (GE)           | 5     |                | D H 60B Dental Radiography II                      | 1         |
| *  | MATH 10 Elementary Statistics (GE)             | 5     |                | D H 61A Clinical Technique                         | 6         |
|  | BIO 40B Human Anatomy & Physiology II          | 5     |                | D H 71 Office Emergency Procedures                 | 2         |
|  | BIO 41 Microbiology                            | 6     |                | D H 72 Dental Materials                            | 3         |
|  | AHS 200 Introduction to Allied Health Programs | 3     |                | D H 73 Dental Health Education                     | 2         |
|  | DH 200L Introduction to Dental Hygiene         | 1     |                | AHS 50B Interprofessional Patient Competencies     | 0.5       |
|  | BIO 40C Human Anatomy & Physiology III         | 5     |                | D H 55A Fundamentals of Pathology I                | 2         |
|  | BIO 45 Introduction to Human Nutrition         | 4     |                | D H 56 Applied Pharmacology in Dentistry           | 2         |
| *  | Humanities elective (GE I) – student choice    | 4     |                | D H 57A Periodontics I                             | 3         |
| *  | COMM 1A (GE)                                   | 5     |                | D H 61B Introduction to Clinic                     | 5         |
|  | BIO 58 Fundamentals of Pharmacology            | 4     |                | D H 68A Radiographic Interpretation                | 2         |
| *  | US Cultures & Communities elective (GE)        | 4     |                | D H 62A Clinical Dental Hygiene I                  | 3         |
|  | Lower Division Quarter Units                   | 86    |                | D H 65 Clinical Local Anesthesia                   | 2.5       |
|  |  |       |                | D H 55B Fundamentals of Pathology II               | 2         |
|  |  |       |                | D H 57B Periodontics II                            | 2         |
|  |  |       | *              | D H 58A Community Dental Health I                  | 2         |
|  |  |       |                | D H 60C Dental Radiography III                     | 1         |
|  |  |       |                | D H 62B Clinical Dental Hygiene II                 | 8.5       |
|  |  |       |                | D H 75A Clinical Dental Hygiene Theory I           | 2         |
|  |  |       | *              | D H 58B Community Dental Health II                 | 2         |
|  |  |       |                | D H 60D Dental Radiography IV                      | 1         |
|  |  |       |                | D H 62C Clinical Dental Hygiene III                | 8.5       |
|  |  |       |                | D H 67 Nitrous Oxide/Oxygen Analgesia              | 1         |
|  |  |       |                | D H 75B Clinical Dental Hygiene Theory II          | 2         |
|  |  |       | *              | D H 58B Community Dental Health III                | 3         |
|  |  |       |                | D H 62D Clinical Dental Hygiene IV                 | 8.5       |
|  |  |       | *              | D H 64 Ethics, Law & Dental Office Practices       | 2         |
|  |  |       |                | D H 75C Clinical Dental Hygiene Theory III         | 2         |
|  |  |       |                | Upper Division Quarter Units                       | 100       |
|  |  |       |                | Total Program Quarter / Semester Units             | 186 / 124 |
|  |  |       |                | Total GE Quarter / Semester Units                  | 57 / 38   |

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

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

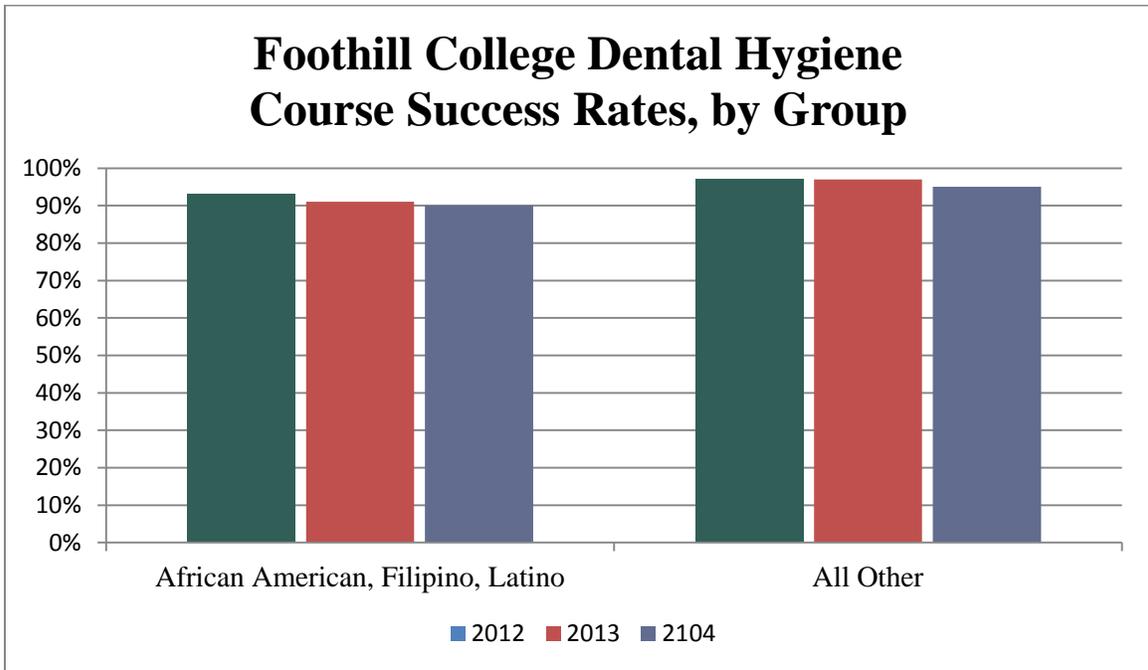
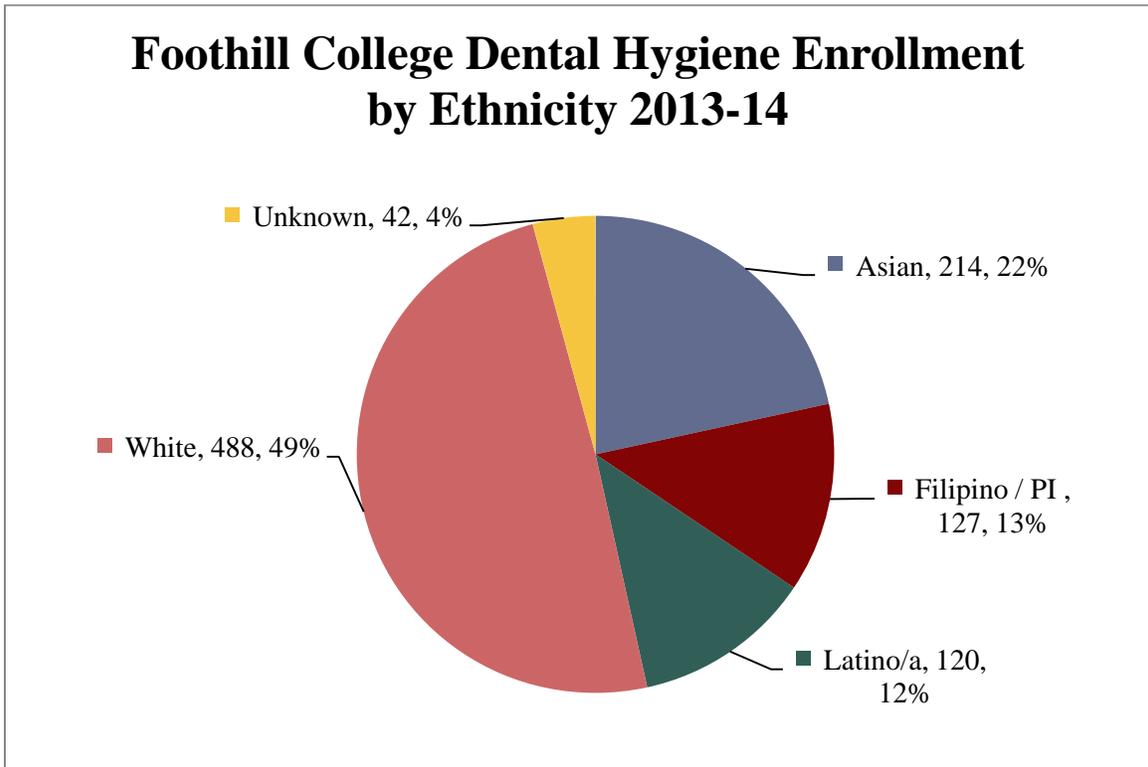
Administrator and faculty leaders have been involved with efforts at the state level to authorize a baccalaureate pilot since 2013. Since only one program in the District could apply for the pilot the Chancellor requested programs at Foothill and De Anza to submit a rationale and need statement to her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

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

Discussions have begun with the financial aid and business offices to identify needed changes in those areas. The Marketing Office is also planning to support recruitment for the new program. Department faculty members have begun the process for approval of necessary curricular change through the division and college curriculum committees.

The program director will receive a sabbatical leave in spring 2015 to work on baccalaureate curriculum and accreditation processes. Planning and implementation costs will be funded by a combination of CTE Enhancement Funds, Perkins, Chancellor's Circle, President's Innovation Fund, and divisional operating budgets.

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



(3)

Figure 3

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

Fall 2013

California Community Colleges Baccalaureate Degree Study Group

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

March 3, 2014

FHDA Board of Trustees Passes Resolution Supporting CC Baccalaureate

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

October 15, 2014

Foothill College Planning and Resource Council (PaRC)

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

October 24, 2014

Chancellor's Advisory Council

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

January 15, 2015

Board of Governors, California Community Colleges

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

January 21, 2015

Foothill Planning and Resource Council (PaRC)

Dean of Biological & Health Sciences Nanette Solvason announced that the Foothill College Dental Hygiene was one of fifteen programs to participate as a pilot program to offer a baccalaureate degree. ([10](#))

January 28, 2015

Dental Program Advisory Board Meeting

UCSF Affiliation: Elena Ortega announced that UCSF is very excited about the Bachelor pilot program at Foothill, as the Foothill students in their Masters program are amazing. They have had 4 classes in the Masters program, and have had excellent graduates. ([11](#))

March 13, 2015

Biological and Health Sciences Division Meeting ([12](#))

March 16, 2015

Board of Governors Approves Program for Pilot

The California Community Colleges Board of Governors gave final approval on Monday for 12 community colleges to participate in a landmark pilot program that allows them to offer bachelor's degrees in fields such as respiratory therapy, Dental Hygiene and aerospace manufacturing technology. ([13](#))

March 18, 2015

Foothill Planning and Resource Council (PaRC)

First read of substantive change proposal. ([14](#))

April 6, 2015

FHDA Board of Trustees

Board of Trustees ratifies substantive change proposal. ([15](#))

April 15, 2015

Foothill Planning and Resource Council (PaRC)

Second read of substantive change proposal. ([16](#))

**April 2015**

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

**2015-2016**

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

**2016-2017**

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

**2017-2018**

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

- \* Complete curriculum alignment with Community College Partners

**2018-2019**

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

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

**2019-2020**

Admit the 4th DH pilot program class, graduation June 2021

**2020-2021**

Admit the 5th DH pilot program class, graduation June 2022

**2021-2022**

Admit the 6th DH pilot program class, graduation June 2023

**2022-2023**

Graduation for the last class in the pilot program June 2023

- \* Baccalaureate pilot program ends June 30, 2023
- \* Pilot program participant final report due August 31, 2023

**Recurring annual tasks:**

- \* Pilot Program reporting,
- \* CODA accreditation reports,
- \* Collecting program data and outcomes,
- \* Curriculum review and planning with faculty,
- \* College program review,
- \* Reporting on Student Learning Outcomes & Program Learning outcomes,
- \* Advisory Board meeting / consultation.

**Evidence that the institution has analyzed, has the capacity, and has provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the baccalaureate program and to assure that the activities undertaken are accomplished with acceptable quality**

Foothill College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The most recent reaffirmation of accreditation was January, 2012 and the College enjoys a sanction free history.

The Foothill College Dental Hygiene program was accredited by the American Dental Association's Council on Dental Education from the inception of the program in 1964 until the Commission on Dental Accreditation (CODA) was established in 1974. The last CODA accreditation site visit was in 2011, with a status of "approval without reporting requirements". The next accreditation site visit will be 2018.

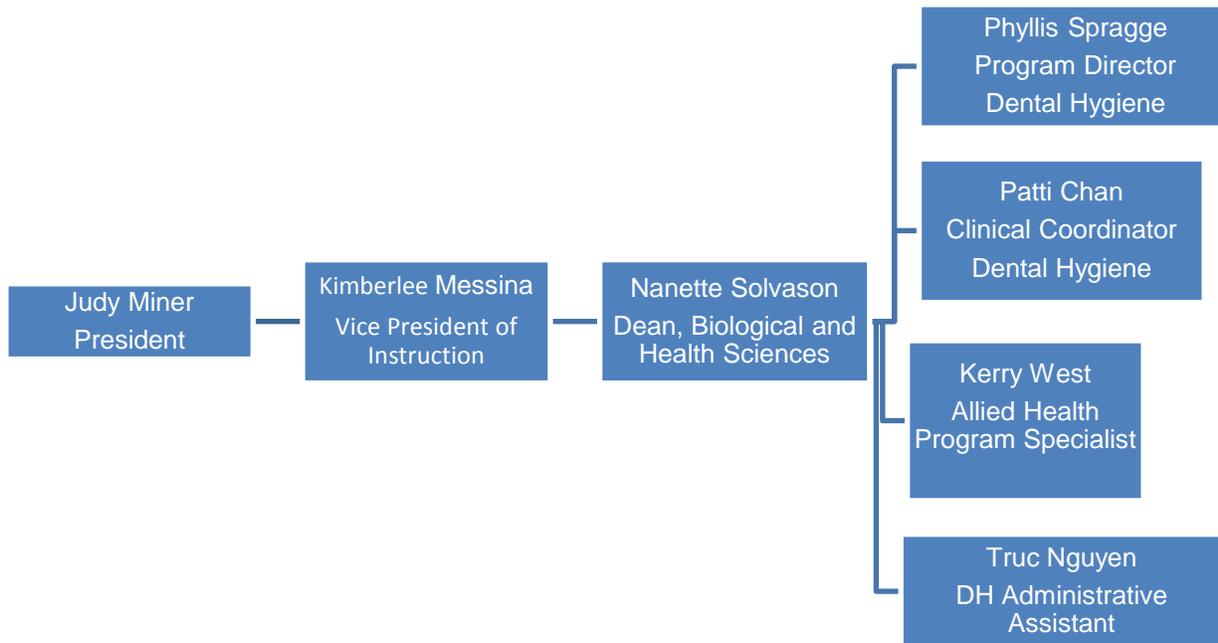
Financially, the district is among the strongest in the state. From fiscal year 2007 through 2014, balances in the general fund have totaled between 20-30% of general fund revenues. Unreserved fund balances have similarly been sound and stable at about 18% over that period. No short-term cash borrowing 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.

Phyllis Spragge, RDH, MA, was hired as a faculty member in 1998 and appointed Director of the Dental Hygiene Program in 2000. She receives 40% reassigned time for program administration and may receive up to 75% for CODA accreditation site visits. She has been granted a sabbatical leave in Spring 2015 to work on baccalaureate curriculum and accreditation processes if Foothill were to be selected for the pilot.

Patti Walter Chan, RDH, MS, serves as the clinical coordinator of the Dental Hygiene program. She has an extensive background in research, clinical education and community dental health. She will be working with the program director on the curriculum for the pilot program.

The Dental Hygiene program has a full-time administrative assistant who provides secretarial and clerical services. Additionally, an allied health program specialist supports the eight allied health programs, including Dental Hygiene. See Figure 4 below.

Figure 4 – Dental Hygiene Department Organization



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.

Dental Hygiene has traditionally been a high-unit program with 101-quarter units in major courses. The redesign of courses to meet baccalaureate standards will require a one-time investment, but the faculty load can be drawn from existing FTEF allocations. The current staffing of the program is adequate to launch the pilot program and track the outcomes of the pilot program. Dental hygiene programs have extensive reporting requirements for the Commission on Dental Accreditation and the pilot program would fit in with the data collection, analysis and reporting expected of a Dental Hygiene program. Foothill College Institutional Research has the staffing to assist with surveys and data analysis. Our current facility meets the needs of the pilot program.

In addition, Foothill College Online Learning has one of the largest offerings of online and hybrid courses in the state. They have the experience and infrastructure to assist the pilot program with course work that might be offered in a hybrid format.

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

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

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

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

- ✓ The program received Letters of Support from numerous individuals, colleges, and organization for its application to the California CC Chancellor's Office for the Bachelor program. ([17](#))
- ✓ Campus leadership, including the Academic Senate President, signed off on the program application to the California CC Chancellor's Office on December 4, 2014. ([18](#))
- ✓ Initial discussion at the Foothill College Planning and Resource Council (PaRC) on March 18, 2015. ([19](#))
- ✓ FHDA Board of Trustee Minutes April 6, 2015 ([20](#))
- ✓ Second reading / approval at PaRC on April 15, 2015 ([21](#))

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

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

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

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

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

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

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

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

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

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

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

Data from the annual Early and Periodic Screening, Diagnostic and Treatment (EPSDT) Participation Report by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, fiscal year 2011, showed that 58.6% of Medicaid-enrolled children did not receive dental care in 2011 in California. In a California Dental Association (CDA) report (2011) “Phased Strategies for Reducing the Barriers to Dental Care in California,” the CDA acknowledged the potential to improve children’s health, and passed a resolution encouraging a study of the safety and effectiveness of mid-level providers to help the underserved. According to the report:

“There is evidence that additional dental providers who provide basic preventive and restorative oral health care to low-income children, in or close to where they live and go to school, have the potential to reduce the disease burden in the population most in need.”

A California HealthCare Foundation survey found that 24 percent of children aged 0-11 in the state have never visited a dentist. California children's dental health was ranked third from the bottom in a recent National Survey of Children's Health, above only Arizona and Texas, in a study of all 50 states.

Access to dental care is an issue for a significant part of the California population. AB 1174 was recently introduced and would expand the scope of practice for all dental hygienists, RDH and RDHAP alike, allowing the placement of Interim Therapeutic Restorations, in the office as well as in other settings with tele-health supervision, with additional education.

The Foothill College Dental Hygiene began in 1964, with the first graduating class in 1966, and has a long history of excellence. During the years Dental Hygiene programs were ranked based on Dental Hygiene National Board Examination scores, Foothill College ranked among the top ten schools in the United States consistently, and was often anywhere in the top 1 to 5 scoring institutions in the US, and frequently out-scored four-year bachelor’s degree programs.

The Foothill College Dental Hygiene program has a 100% pass rate on Dental Hygiene National Board Examination for the history of the program. This is a remarkable achievement, particularly given that the average failure rates on the Dental Hygiene National Board Examination range from 2 – 6%, depending on the year cited. In 2008 the Joint Commission on National Dental Examinations (JCNDE) discontinued program ranks based on Dental Hygiene National Board Examination results. However, the JCNDE continues to report data on Dental Hygiene National Board Examination results and Dental Hygiene programs receive data on their students’ performance in each of the fourteen subject matter areas compared to the national average.

Foothill College has consistently scored above the national average in every one of the subject matter areas on the Dental Hygiene National Board Examination. The academic rigor and success of the Foothill College Dental Hygiene program make it an ideal candidate for the development of a bachelor’s degree under the pilot program.

A survey of current Dental Hygiene students (Class of 2015 and 2016) was conducted in fall 2015. 100% of the students (n=46) were strongly supportive of bachelor's degree program. Both DH Classes also wrote letters of support to Dr. Brice Harris.

Alumni were surveyed at our October 2014 Continuing Education/Alumni Day and 123 completed a survey on the CE course, with one question on the need for a bachelor's degree in Dental Hygiene at Foothill College. Eighty-four percent indicated they strongly agreed that a bachelor's degree in Dental Hygiene needed, 14% agreed that a bachelor's degree was needed in Dental Hygiene, and 2% had no opinion.

Figure 5 below summarizes our enrollment projections based on potential partnerships with Bay Area community colleges offering Dental Hygiene. The program currently admits twenty-four students each year and this would continue for the first two years of the program, with increases planned beginning in 2018-19.

Figure 5: Dental Hygiene Enrollment Projections

|                 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------------|---------|---------|---------|---------|---------|---------|
| Foothill        | 50      | 50      | 50      | 50      | 50      | 50      |
| Partnering CCs* | 0       | 0       | 20      | 40      | 60      | 80      |
| TOTAL           | 50      | 50      | 70      | 90      | 110     | 130     |

\* Partnering CCs: Cabrillo College, Chabot College, Diablo Valley College, Santa Rosa Junior College

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

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

Eligibility Standards

**1. Authority**

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

**2. Operational Status**

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

**3. Degrees**

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

**4. Chief Executive Officer**

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

**5. Financial Accountability**

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

## **6. Mission**

Foothill College's educational mission statement is clearly defined, adopted, and published by the board of trustees. The board of trustees publicly affirms the college's educational mission statement, and reviews and updates it regularly. The mission statement appears in the Educational Master Plan and is published in the official course catalog. It is also published on the college website (<http://www.foothill.edu/president/mission.php>).

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

## **7. Governing Board**

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

## **8. Administrative Capacity**

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

## **9. Educational Programs**

The college's course catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the college's mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline contains course objectives and student learning outcomes statements that are achieved through class content, assignments and activities.

## **10. Academic Credit**

Foothill College awards academic credits in accordance with Division 6, Chapter 6 (California Community Colleges: Curriculum and Instruction), of Title 5 of the California Code of Regulations. The quarter unit is based on 12 hours of student contact for lecture and 36 hours of

student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the course catalog.

### **11. Student Learning and Student Achievement**

Foothill College has established Student Learning Outcome (SLO), Service Area Outcome (SAO) and Administrative Unit Outcome (AUO) planning and budgeting processes that place student learning and program review at its core.

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. These practices will continue with the move to the baccalaureate degree program.

### **12. General Education**

In 2009, the Foothill College Curriculum Committee reviewed and revised the general education requirements. The revisions standardized the criteria for courses to qualify as meeting requirements in each of seven areas: Humanities, English, Natural Sciences (with lab), Social and Behavioral Sciences, Communication and Analytical Thinking, United States Cultures and Communities, and Lifelong Learning. All degree programs require a minimum of 30–35 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated in the above requirements. The institution's general education program is scrutinized for rigor and quality by the college curriculum committee.

The proposed Dental Hygiene baccalaureate degree program course plan follows other allied health programs at institutions offering the bachelor degree. For example, The University of Pacific (WASC Accredited) Dental Hygiene Curriculum is similar to the Foothill proposal. The General Education requirements are consistent with levels of quality and rigor appropriate to higher education.

### **13. Academic Freedom**

The college's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the Board Policy 4190 on academic freedom.

### **14. 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 Dental Hygiene bachelor program will have four full-time faculty members:

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

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

### **15. Student Support Services**

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

### **16. Admissions**

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

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

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

## **17. Information and Learning Support Services**

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

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

## **18. Financial Resources**

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

## **19. Institutional Planning and Evaluation**

The college has continued to foster a culture of evidence that serves as the foundation for a critical and continuous cycle of assessing and improving campus programs and policies. Institutional planning and program evaluation is 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's current planning model, first implemented in 2009–2010, has become an institutionalized process for planning and resource prioritization. The Planning and Resource Council (PaRC) serves as the main shared governance body, with representatives from all campus constituents, including Academic Senate, Classified Senate, Associated Students of Foothill College (ASFC), Administrative Council and President's Cabinet. PaRC is the centralized body where planning discussions and decisions occur. PaRC recommendations are sent to the college president.

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.

## **20. Integrity in Communication with the Public**

Foothill College publishes its catalog and schedule of classes in both print and electronic formats available through its website. The schedule of classes is available online. 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.

## **21. Integrity in Relations with the Accrediting Commission**

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 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-study, and an evaluation review by a team of peers.

## Accreditation Standards

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

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

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

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

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

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

## **Standard II: Student Learning Programs and Services**

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

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

The implementation of TracDat provides a centralized repository to identify, create, access and reflect on student learning outcomes (SLOs), which also allows the college to easily track and document how the SLO cycle is occurring at the course and program levels.

Figure 6 below includes a proposed year by year course plan. This plan follows other allied health programs at institutions offering the bachelor degree. For example, The University of Pacific (WASC Accredited) Dental Hygiene Curriculum is similar to the Foothill proposal. (26) 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).

The program has four full-time faculty members:

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

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

Figure 6

### Dental Hygiene Baccalaureate Degree Course Plan

| Term Units            | Course   | Units |
|-----------------------|--|-------|
| <b>Freshman Year</b>  |  |       |
| Fall (14 units)       | ENGL 1A Composition & Reading (GE)             | 5     |
|                       | CHEM 30A Survey Inorganic & Organic Chem (GE)  | 5     |
|                       | HLTH 21 Contemporary Health Concerns (GE)      | 4     |
| Winter (16 units)     | ENGL 1B Comp, Critical Reading & Thinking (GE) | 5     |
|                       | CHEM 30B Survey of Organic & Biochemistry      | 5     |
|                       | PSYCH 1 General Psychology (GE)                | 5     |
|                       | Lifelong learning elective (GE)                | 1     |
| Spring (15 units)     | BIO 40A Human Anatomy & Physiology I           | 5     |
|                       | SOC 1 Introduction to Sociology (GE)           | 5     |
|                       | MATH 10 Elementary Statistics (GE)             | 5     |
| <b>Sophomore Year</b> |  |       |
| Fall (15 units)       | BIO 40B Human Anatomy & Physiology II          | 5     |
|                       | BIO 41 Microbiology                            | 6     |
|                       | AHS 200 Introduction to Allied Health Programs | 3     |
|                       | DH 200L Introduction to Dental Hygiene         | 1     |
| Winter (13 units)     | BIO 40C Human Anatomy & Physiology III         | 5     |
|                       | BIO 45 Introduction to Human Nutrition         | 4     |
|                       | Humanities elective (GE I) – student choice    | 4     |
| Spring (13 units)     | COMM 1A (GE)                                   | 5     |
|                       | BIO 58 Fundamentals of Pharmacology            | 4     |
|                       | US Cultures & Communities elective (GE)        | 4     |
|                       | Total Lower Division                           | 86    |

## Dental Hygiene Baccalaureate Degree Course Plan (Cont)

| Junior Year                                    |  |  |     |
|--|--|--|-----|
| Summer (1 units)                               | DH 50 Orientation to Dental Hygiene                        | 1  |     |
| Fall (14.5 units)                              | D H 52A Oral Biology I                                     | 3  |     |
|  | D H 53 Assessment Procedures in the Dental Hygiene Process | 3  |     |
|  | D H 54 Pre-Clinical Dental Hygiene                         | 4  |     |
|  | D H 59 Survey of Dentistry                                 | 1  |     |
|  | D H 60A Introduction to Dental Radiography I               | 2  |     |
|  | AHS 50 Introduction to Allied Health Programs              | 1.5                                      |     |
|  | Winter (17.5 units)  | D H 52B Oral Biology II                  | 3   |
| D H 60B Dental Radiography II                  |  | 1  |     |
| D H 61A Clinical Technique                     |  | 6  |     |
| D H 71 Office Emergency Procedures             |  | 2  |     |
| D H 72 Dental Materials                        |  | 3  |     |
| D H 73 Dental Health Education                 |  | 2  |     |
| AHS 50B Interprofessional Patient Competencies |  | 0.5                                      |     |
| Spring (14 units)                              | D H 55A Fundamentals of Pathology I                        | 2  |     |
|  | D H 56 Applied Pharmacology in Dentistry                   | 2  |     |
|  | D H 57A Periodontics I                                     | 3  |     |
|  | D H 61B Introduction to Clinic                             | 5  |     |
|  | D H 68A Radiographic Interpretation                        | 2  |     |
| Senior Year                                    |  |  |     |
| Summer (5.5 units)                             | D H 62A Clinical Dental Hygiene I                          | 3  |     |
|  | D H 65 Clinical Local Anesthesia                           | 2.5                                      |     |
| Fall (17.5 units)                              | D H 55B Fundamentals of Pathology II                       | 2  |     |
|  | D H 57B Periodontics II                                    | 2  |     |
|  | D H 58A Community Dental Health I (GE)                     | 2  |     |
|  | D H 60C Dental Radiography III                             | 1  |     |
|  | D H 62B Clinical Dental Hygiene II                         | 8.5                                      |     |
|  | D H 75A Clinical Dental Hygiene Theory I                   | 2  |     |
|  | Winter (14.5 units)  | D H 58B Community Dental Health II (GE)  | 2   |
| D H 60D Dental Radiography IV                  |  | 1  |     |
| D H 62C Clinical Dental Hygiene III            |  | 8.5                                      |     |
| D H 67 Nitrous Oxide/Oxygen Analgesia          |  | 1  |     |
| D H 75B Clinical Dental Hygiene Theory II      |  | 2  |     |
| Spring (14.5 units)                            |  | D H 58B Community Dental Health III (GE) | 3   |
|  |  | D H 62D Clinical Dental Hygiene IV       | 8.5 |
|  | D H 64 Ethics, Law & Dental Office Practices (GE)          | 2  |     |
|  | D H 75C Clinical Dental Hygiene Theory III                 | 2  |     |
|  | Total Upper Division                                       | 100                                      |     |
| Total Units                                    |  | 186                                      |     |

## **Student Support Services:**

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

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

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

## **Library and Learning Support Services:**

Library and learning support services are readily available for distance education students. Librarians are available for one-to-one assistance to distance education students during normal working hours via the Ask a Librarian link in the library website. Librarians also teach research skills in a course offered online and through workshops and tutorials. The Tutorial Center is exploring ways to make its services more available to distance education students.

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

- ***Dentistry & Oral Sciences Source:*** The premier database in the field, it covers all areas of dentistry including dental public health, endodontics, facial pain & surgery, odontology, oral & maxillofacial pathology/surgery/radiology, orthodontology, pediatric

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

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

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

### **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

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 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.

Dental Hygiene has traditionally been a high-unit program with 101-quarter units in major courses. The redesign of courses to meet baccalaureate standards will require a one-time investment, but the faculty load can be drawn from existing FTEF allocations. The current

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

In addition, Foothill College Online Learning has one of the largest offerings of online and hybrid courses in the state. They have the experience and infrastructure to assist the pilot program with course work that might be offered in a hybrid format.

All courses will continue to be offered face to face at the Foothill Campus. While some courses may incorporate hybrid teaching technology teaching tools, no courses will be taught fully on-line.

#### **Standard IV: Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The academic and classified senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC). Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure.

Effective leadership is evident at Foothill College at all levels. Many administrators, faculty and staff serve in leadership roles in state and national organizations. The college has a rich and enduring tradition of innovation, excellence in learning and stewardship in campus initiatives and through partnership with the League for Innovation in the Community College.

The FHDA Board of Trustees has supported Chancellor Thor's work on the Baccalaureate Degree pilot initiative. The FHDA Trustees have 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.

### Commission Policies

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

Regarding the Policy on Institutional Degrees and Credits, the proposed program will be 186 quarter units (124 semester units). The first two years of the baccalaureate Dental Hygiene degree will be the general education courses required for the major and the supporting science and social science courses, which include: English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for a total of 86 quarter units for the first two years of the program. The second two years of the Dental Hygiene bachelor's degree pilot program would be 100 units of Dental Hygiene courses, inter-professional allied health courses, and upper division general education. This curriculum plan will bring content up to bachelor's degree level.

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

As noted in Figure 6 above, the proposed program will be 186 quarter units (124 semester units). The first two years of the baccalaureate Dental Hygiene degree will be the general education courses required for the major and the supporting science and social science courses, which include: English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for a total of 86 quarter units for the first two years of the program. The second two years of the Dental Hygiene bachelor's degree pilot program would be 100 units of Dental Hygiene courses, inter-professional allied health courses, and upper division general education. This curriculum plan will bring content up to bachelor's degree level.

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

The CSU pattern for general education can be met with the courses that are required support courses for a degree in Dental Hygiene. The General Education requirement at CSU is 36 units (54 quarter units). The CSU pattern for general education can be met with the courses that are required support courses for a degree in Dental Hygiene. The current Foothill proposal includes 61 GE units distributed across the curriculum – see Figure 7 below.

Figure 7: Dental Hygiene General Education Pattern Compared to CSU

| CSU GE            | Subject matter                 | Foothill course | Number of required units - CSU | # GE units DH bachelor's degree |
|-------------------|--------------------------------|-----------------|--------------------------------|---------------------------------|
| Area A-1          | Oral Communication             | COMM 1A         |                                | 5                               |
| Area A-2          | Written Communication          | ENGL 1A         | Area A 12-15 quarter units     | 5                               |
| Area A-3          | Critical Thinking              | ENG 1B          |                                | 5                               |
| Area B-1          | Physical Science               | CHEM 30A        |                                | 5                               |
|                   |                                | CHEM 30 B       |                                | 5                               |
| Area B-2          | Life Science                   | BIO 40A         | Area B 12-15 quarter 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 quarter units     | 4                               |
| Area C-2          | Humanities                     | Elective        |                                | 4                               |
| Area D-0          | Sociology                      | SOC 1A          | Area D 12-15 quarter units     | 5                               |
| Area D-3          | Ethnic studies                 | COMM 12         |                                | 5                               |
| Area D-2          | Psychology                     | PSYCH 1A        |                                | 5                               |
| Area E            | Lifelong development           | HLTH 21         |                                | 4                               |
|                   |                                |                 |                                | 52 units                        |
| Upper division GE |                                |                 |                                |                                 |
| DH 58A            | Community Dental Health I      |                 |                                | 2                               |
| DH 58B            | Community Dental Health II     |                 |                                | 2                               |
| DH 58C            | Community Dental Health III    |                 |                                | 3                               |
| DH 64             | Law, Ethics & Office Practices |                 |                                | 2                               |
| Total units       |                                |                 |                                | 9 + 52 above = 61               |

We are proposing additional coursework in critical thinking, writing and research at the upper division level for the baccalaureate degree. This would include general education consistent with CSU requirements in statistics, and composition, critical reading and thinking, and adding a third research course and an ethics course in the senior year to bring the depth to the baccalaureate level.

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

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

### **Summary of Foothill Library Resources & Services for Dental Hygiene**

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

- ***Dentistry & Oral Sciences Source***: The premier database in the field, it covers all areas of dentistry including dental public health, endodontics, facial pain & surgery, odontology, oral & maxillofacial pathology/surgery/radiology, orthodontology, pediatric dentistry, periodontology, and prosthodontics. Includes more than 255 full-text journals, including many of the top-ranked titles in the discipline.
- **Elsevier ScienceDirect Health & Life Sciences College Edition**: Although originally targeted to research universities, this database is an essential resource for the most current research in the allied-health fields. It provides access to more than 900 peer-reviewed scientific journals, including the full-text of more than 50 peer-reviewed dental journals. As an example, it offers the full-text of *the Journal of the American Dental Association* from 1995 to the present.
- **Health Source: Nursing/Academic Edition**: nearly 550 scholarly full-text journals focusing on many medical disciplines, with especially strong coverage of nursing and allied health.

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

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

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

Phyllis Spragge, RDH, MA, was hired as a faculty member in 1998 and appointed Director of the Dental Hygiene Program in 2000. She receives 40% reassigned time for program administration and may receive up to 75% for CODA accreditation site visits. She has been granted a sabbatical leave in Spring 2015 to work on baccalaureate curriculum and accreditation processes if Foothill were to be selected for the pilot.

Patti Walter Chan, RDH, MS, serves as the clinical coordinator of the Dental Hygiene program. She has an extensive background in research, clinical education and community dental health. She will be working with the program director on the curriculum for the pilot program.

The program has four full-time faculty: (1) a program director/instructor/first year clinic coordinator, (2) a radiology instructor/coordinator, (3) second year clinic coordinator, (4) classroom instructor. All have master's degrees or higher and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. (27) An additional nine part-time faculty are qualified to teach baccalaureate students.

## 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/dentah/index.php#miss>
3. Program Review Data  
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/BHS-DH-1314.pdf>
4. CCC Bachelor Degree Study Group:  
[http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014\\_01\\_BacDegree\\_StudyGroup\\_WEB.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WEB.pdf)
5. FHDA Board of Trustees Resolution: [http://www.fhda.edu/\\_downloads/Highlights03.03.14.pdf](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>

## Links to Evidence Continued

16. PaRC Second Read and approval of substantive change proposal, April 15, 2015  
<http://www.foothill.edu/president/documents/parcaprilminutes.pdf>
17. Letters of Support from various organizations for the Bachelor Degree program application  
[http://www.foothill.edu/president/documents/DH\\_Pilot\\_Letters\\_of\\_Support.pdf](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. 2014-15 Dental Hygiene Comprehensive Program Review  
[http://www.foothill.fhda.edu/cms/slo.download.php?act=downipr&rec\\_id=305](http://www.foothill.fhda.edu/cms/slo.download.php?act=downipr&rec_id=305)
24. Dental Hygiene Comprehensive Program Review Data Sheet  
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/BHS-DH-1314.pdf>
25. Dental Hygiene Comprehensive Program Review Workforce Data  
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/WorkforceDentalHygiene.docx>
26. College of the Pacific Curriculum Plan  
<http://www.pacific.edu/Admission/Dental-Hygiene/Dental-Hygiene-Program/Curriculum.html>
27. Dental Hygiene Program faculty resumes  
<http://www.foothill.edu/president/documents/dhfacultyresumes.pdf>