



DENTAL HYGIENE DEPARTMENT

PROGRAM REVIEW

A PROCESS FOR
SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT

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BERGEN COMMUNITY COLLEGE

PROGRAM: DENTAL HYGIENE
PROGRAM REVIEW TEAM: PROF. DEBORAH, A. COOK,
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DATE OF THIS REPORT: 5/2014
PERIOD OF YEARS BEING REVIEWED: 2007-2014

OVERVIEW

Description and Mission of the Dental Hygiene Program

The Dental Hygiene Program is designed to provide students with both an academic and clinical education that prepares them for employment opportunities primarily in Bergen County as well as in other locations within the Northeastern regional area. Dental hygiene students are educated in traditional didactic, clinical and expanded services methodologies that prepare them for employment primarily in private practice settings. The dental hygiene faculty subscribes to Bergen Community College's mission to educate not only within a specific curriculum but to provide a variety of student and community activities, which enhance professional development. The educational program is designed to prepare the student to be a professional dental hygiene practitioner. The program is based on a foundation of liberal arts, natural sciences, and social sciences. The dental hygiene content is unique in that it is derived from the dental sciences and is composed of both a didactic and practice component.

The program of learning is consistent with the standards and requirements set forth by the American Dental Association, Council on Dental Accreditation, and the New Jersey Dental Hygiene Practice Act. The Associate in Applied Science degree provides career preparation, however, it is recognized that rapidly changing technology necessitates continuing professional growth. The dental hygiene educator is responsible for creating an environment conducive to learning which includes receptivity to open exchange and the acceptance of students as members of the dental care team. Both full time and adjunct faculty serve as role models for those entering the profession and provide planned learning experiences.

The faculty enhances learning by creating a climate which enables the student not only to acquire knowledge and skills, but also encourages them to share their personal experiences with one another. An increase in cultural diversity in the college presents opportunities for educational, social and professional growth. In the dental hygiene program, learning is assessed by written examinations and the evaluation of clinical practice, with integration of didactic knowledge and technical skills. The faculty member has an inherent responsibility to assess student proficiency and to provide the student with regular evaluation of their progress. Students are encouraged to continue their education through recognized continuing education programs and/or advanced degrees.

The Dental Hygiene Department Goals and Objectives

1. To provide a high-quality educational program that prepares students for licensure and employment.
2. To effectively interact with diverse populations in the community by providing a variety of dental hygiene services.
3. To develop the skills and knowledge to competently, legally, and ethically assess, plan, implement, and evaluate dental hygiene services.
4. To encourage participation in professional associations for the advancement of dental hygiene and the promotion of oral health.
5. To foster an attitude of lifelong learning and scientific inquiry.
6. To promote the utilization of technological advances and state-of-the-art equipment and procedures.
7. To nurture a commitment to community service.
8. To graduate from an accredited dental hygiene program.
9. To successfully complete the National Board Dental Hygiene examination (NBDHE).
10. To successfully complete the American Dental Hygiene License Examination (ADHLEX).
11. To obtain a license to practice Dental Hygiene.

Bergen Community College offers many high quality, relevant educational and health service career programs to high school graduates and adult learners in the community. The Department goals are related in preparing students for graduation from an accredited degree program, enabling them to obtain employment, developing a commitment to the community

service, and fostering a desire for life-long learning. Both the college and the department are committed to engaging the student in our diverse population on campus as well as within the community.

Both the college and the department are committed to service. The goal is to collaborate with educational institutions, community organizations, public agencies, businesses, and employee groups to enhance opportunities for learning and for the economic development of the region, to prepare the student for the commitment to community service and interaction with diverse communities. All students participate in the Service Learning program at the college. A variety of community outreach activities and programs are planned throughout the two years of the dental hygiene program.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

The Dental Hygiene Program made significant enhancements and developments in: utilizing computer software EagleSoft Patterson Dental in the dental hygiene clinic, implementing electronic student grading and tracking via Typhongroup.net system, modifying recording of patient assessment forms to facilitate Electronic Health Records, and curriculum modification. Additionally, radiographic facilities were expanded by the construction of The Dental Hygiene Radiology lab, S 329 in 2007. In the spring of 2011 The Dental Hygiene Lab, S 319, was renovated.

The Dental Hygiene Program underwent curriculum modification in 2010 to incorporate the latest changes to the State of NJ Dental Practice Act through course modifications and new course additions.

FOCUS ON STUDENTS

Demographics

Demographics of Students Enrolled

For the 2013 – 2014 academic year, there are 35 students enrolled in the second year and 36 in the first year. The demographics are as follows:

Second Year 35	Female 33	Male 2	White 17	Hispanic 11	Black 2	Asian 2	Other 3
First Year 36	Female 34	Male 2	White 15	Hispanic 17	Black 0	Asian 2	Other 1

Second Year 35	In County 15	Out of County 15	Out of State 5
First Year 36	In County 14	Out of County 17	Out of State 5

Special Populations Being Served

The Department of Dental Hygiene complies with the college wide policies and with the following acts:

The Civil Rights Act of 1964-Title VII

The Americans With Disabilities Act (ADA)

The NJ Law Against Discrimination (NJ LAD)

The Drug-Free Workplace Act

Safe and Drug-Free Schools & Community Act

However, due to the nature of the clinical requirements of the program, some applicants cannot meet the physical challenges. Following is an explanation of the Essential Functions for Dental Hygiene:

- ❖ **Motor skills/physical health** – students must have sufficient physical ability and health to acquire specific technical skills that allow for the performance of the various oral hygiene procedures without inflicting harm to their well-being or that of their patients, peers, faculty, or staff. Ergonomic positioning of self and patient for the performance of

palpation, percussion, auscultation and other diagnostic procedures; manipulation of hand and motor instruments; basic life support; operating foot controls; positioning and moving dental equipment and responding to visual and aural equipment signals are among, but not all inclusive of the requisite skills.

- ❖ **Sensory ability** – students must have adequate visual acuity to recognize and gather material from printed or handwritten formats, slides, films, videos, DVDs and x-rays; to differentiate between variations in the depth of field, color, shade, size and shape of clinical findings or their diagrammatic representation; and to observe and respond to nonverbal communication. Auditory functions must be sufficient to facilitate communication with faculty, peers and patients; and to recognize and respond to sound emanating from malfunctioning equipment. Tactile sensitivity is crucial in differentiating between normal and abnormal structures of the head and neck.

- ❖ **Communication** – in order to provide effective patient care services, and become an integral dental team member, the student must have sufficient command of English. Excellent communication skills are vital in gleaning information from lectures, texts, journals and other written materials as well as conversations with dental personnel, and to convey gleaned information to patients, peers, faculty and staff. Writing skills are essential for documentation of clinical charts. Patient education, problem solving and collaborative exercises are all dependent upon the students' ability to communicate effectively.

- ❖ **Cognition** – administration of appropriate and timely dental hygiene care is a function of analysis, integration, and synthesis of a variety of sources. Problem solving requires the ability to calculate, summarize and interpret written, oral and diagrammatic/pictorial information. Furthermore, written documentation of relevant accurate and complete information in a prescribed, legally acceptable form is essential. Multi-tasking is also a requisite skill of the dental health care professional. The capacity to prioritize, in an appropriate sequence, may mean the difference between life and death in an emergency situation.

- ❖ ***Behavioral*** – students must possess the emotional stability necessary to fully utilize his/her intellectual capability in providing the patient with appropriate, efficient and safe treatment. This can be demonstrated by the exercise of good judgment; prompt completion of patient related responsibilities; development of compassionate and effective rapport with patients, peers and faculty; adaptation to change; display of flexibility; compliance with programmatic procedures and policies as well as standards of academic integrity; tactful and congenial management of apprehensive patients; and acceptance of reasonable feedback and constructive criticism. Maintaining a calm demeanor in the face of stress that is inherent in the clinical treatment of patients is another demonstration of the attitudinal and behavioral maturity required for success.

Trends and Patterns of Enrollment

In 2004-2005, the Dental Hygiene Clinic was renovated. The original clinic had 18 dental chairs and 4 were added for a total of 22. This increased the maximum number of students that could be enrolled from 36 per year to 44. Enrollment varies due to the number of students who fail/withdraw from a first or second semester course and have to repeat the course(s) the following fall and/or spring in order to progress through the program.

Table on Enrollment Data 2008-2014

	2014	2013	2012	2011	2010	2009	2008
First Year of the Program							
Number of applicants	204	175	255	283	297	326	250
Number meeting established admission criteria	100	85	68	111	92	127	96
Number to be admitted	40	41	44	41	38	40	34
Number to be admitted with advanced standing	0	0	0	0	0	0	0
Student Attrition Rate first year of program	TBD	4	4	5	8	0	1
Student Attrition Rate second year of program	TBD	3	0	1	2	0	0

Student Satisfaction

Student Surveys of Enrollees and Graduates

Current students complete evaluations of faculty each semester. In the past, these were paper and pencil forms which were reviewed and tabulated by an outside agency. During the following semester and/or year, the reports were then sent to the respective faculty and the department chair was copied for review. For the first time in fall 2013, an electronic version was utilized. Results were sent to the faculty via email. The categories were scored from strongly agree, to agree, neutral, disagree, and strongly disagree and included the following:

1. Challenged
2. Increase learning
3. Assignments = objectives
4. Texts relevant
5. Tests=content
6. Material logical
7. Workload
8. Recommend course
9. Attend
10. Prepped
11. Strong desire
12. Required
13. Organized manner
14. Communicate clearly
15. Positive environment
16. Helpful feedback
17. Support progress
18. Enhanced interest
19. Timely feedback
20. Overall instruction

Open ended questions included:

1. What did this instructor do well?
2. How can this instructor improve?

3. Is there anything about this course that we did not ask but you would like to tell us?

The results ranged from strongly agreed 50-94%, agree 6-39%, neutral 0-17%, disagree 0-6%, strongly disagree 0%. Unfortunately, this year surveys for other faculty were not received by the department chairs. In the past, both faculty and department chairs would receive the results of the paper and pencil surveys.

Per the Center for Institutional Effectiveness, Graduate Follow-up Surveys were conducted from 2007 to 2011. Graduates satisfaction was measured in Tables 7, 8, 11, and 12 (Appendix A). Table 7 looked at current employment status and those employed full time ranged from 29 – 61%, those employed part time 28 – 69%, those seeking employment 6 – 18%, and those not available for employment 0 – 6%. Table 8 reported the relevance of their program of study at BCC to their current job. Those responding that it was directly related ranged from 89 – 100% and somewhat related ranged from 0 – 11%. Not related reported 0%.

Table 11 inquired if the program of study at BCC helped in any of the following ways: to obtain a job 36 – 54%, with performance on the job 34 – 38%, to get a raise/promotion 8 – 17%, and other 0 – 14%. Table 12 asked how well the training you received at BCC prepared you for your current job. Scoring was done with 5 = excellent, 4 = good, 3 = average, 2 = fair, and 1 = poor. Over the five year period, scores ranged from 3.4 to 4.77, average to good.

Qualitative Measures

Open ended comments are also recorded on the Follow Up Surveys each year. The majority of responses were positive: excellent program, very pleased, prepares you for boards and future positions, wonderful, great experience, amazing teachers, challenging, etc. Some of the negative comments included: problems with registration, unaware of job placement program, problems with bursar/lost paperwork, desire for more radiographic practice and patient interaction, labs need to be updated, desire for local anesthesia course to be available to graduates, etc.

Graduate follow up survey inserts are program specific and scored from excellent to good, fair, poor, or skill not used. Categories included Traditional Skills, Expanded Function Skills, General Skills, and Affective Behavior and Professionalism. Graduates are asked to rate how well you feel the Dental Hygiene program at BCC prepared you for each skill.

In 2007, 14 responded, in 2008, 18, in 2009, 17, in 2010, 10, and in 2011, 8. Traditional skills ranged from excellent 33 – 100%, good 6 – 55%, fair 5 – 37 %, and poor 0 – 11%. Expanded Function skills ranged from excellent 5 – 77%, good 5 – 50%, fair 5 – 41%, poor 5 – 28%, and not used 7 – 50%. General skills ranged from excellent 33 – 90%, good 5 – 62%, fair 0 – 16%, poor 0 – 16%, not used - 16%. Affective Behavior and Professionalism ranged from excellent 42 – 83%, good 16 – 50%, fair 5 – 25%, poor 0%, and not used 0 – 7%.

Learning Outcomes Assessments

Faculty Participation in Assessment Activities

Learning outcomes are assessed by faculty on an ongoing basis throughout the twenty-one month curriculum. Clinical assessment is done through the Typhon electronic grading system for OH I, OH II, OH III, and OH IV (DHY 101, 201, 202, and 203 respectively). Didactic assessment is accomplished through examinations, quizzes, assignments, projects, and journaling. Moodlerooms is utilized in each course.

Results of Assessment

As indicated in our written and clinical board examinations, (NBDHE and ADHLEX/NERB), our students successfully pass their examinations in preparation for licensure as Registered Dental Hygienists. When required by changes in the State of NJ Dental Practice Act, the department has created new courses, such as Local Anesthesia (DHY 220) and modified existing courses as well as the curriculum.

Through student evaluations each semester as well as graduate surveys, feedback is received regarding how students/graduates perceive that they have been prepared for their profession.

Assessment Methods / Documented Outcomes

- ❖ National Dental Hygiene Board Examination Results (2006-2013)
- ❖ ADHLEX /NERB Examination Results (2006-2013)
- ❖ Dental Hygiene Program – Skills Assessment (Typhon)
- ❖ Extramural Rotation Experience Evaluation (Typhon)
- ❖ Dental Hygiene Program – Didactic Coursework (Moodlerooms)

**National Dental Hygiene Board Results
2006-2013**

Year	Pass	Fail
2013	97% (3% result pending)	0%
2012	100%	0%
2011	97%	3%
2010	100%	0%
2009	100%	0%
2008	97%	3%
2007	97%	3%
2006	100%	0%

**ADHLEX / NERB Board Results
2006-2013**

Year	Pass	Fail
2013	100%	0%
2012	100%	0%
2011	100%	0
2010	100%	0
2009	100%	0
2008	97%	3%
2007	97%	3%
2006	100%	0

Outcome Measures

Clinical Competence	<p>Measured by clinical evaluations in patient care including instrumentation, assessment, treatment planning, implementation, and evaluation.</p> <p>Graded in Typhon.</p>
Critical Thinking Skills	<p>Measured in both didactic and clinical knowledge and skills. Examinations, quizzes, papers, projects, discussion board postings.</p> <p>National Board Examination NBDHE</p>
Problem Solving Skills	<p>Measured through class activities, discussions, examinations, clinical judgment, discussion board postings.</p> <p>National Board Examination NBDHE ADHLEX / NERB Examination</p>
Knowledge	<p>Measured on examinations, quizzes, papers, projects, discussion board postings.</p> <p>National Board Examination NBDHE ADHLEX / NERB Examination CSCE</p>
Professionalism	<p>Measured by display of professional demeanor, development of professional values</p>
Ethics	<p>Measured on examinations, quizzes, projects, clinical scenarios, discussion board postings.</p> <p>National Board Examination NBDHE Jurisprudence Examination</p>
Community Service	<p>Participation in programs and events such as Special Olympics, Give Kids a Smile Day, Liberty Science Center, Health EASE Senior Wellness Fair, Head Start and Pre-school programs.</p> <p>Service Learning Partnership</p>
Cultural Competence	<p>Measured on projects, discussion board postings, patient interactions</p>

Student Success

As indicated in our course pass/fail rates, retention and completion rates for our program range from 90 – 100%.

Retention and Completion Rates

Course	2013 Pass	2013 Fail	2012 Pass	2012 Fail	2011 Pass	2011 Fail	2010 Pass	2010 Fail	2009 Pass	2009 Fail	2008 Pass	2008 Fail	2007 Pass	2007 Fail	2006 Pass	2006 Fail
DHY 101	37	0	37	1	39	0	36	3	40	0	36	0	37	0	34	0
DHY 108	36	1	37	1	38	0	33	2	40	0	36	2	38	0	34	1
DHY 109	37	0	38	0	39	0	35	1	40	0	37	0	37	1		
DHY 201	34	0	36	2	31	2	38	2	36	0	38	0	34	1		
DHY 205	34	0	36	1	33	1	39	1	36	0	39	1	43	3	39	3
DHY 209	34	0	38	0	34	0	37	0	36	0	38	0	34	0	36	0
DHY 200	34	0	38	0	38	0	38	0	36	0	38	0	36	1	40	0
DHY 220	34	0	38	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
DHY 202	35	0	38	0	32	1	38	0	35	0	38	0	34	0	36	0
DHY 204	34	0	38	0	33	0	38	0	35	0	38	0	34	0	36	0
DHY 206	34	0	38	0	33	0	38	0	38	0	38	0	34	0		
DHY 207	35	0	37	1	34	2	41	2	35	3	38	4	35	3	37	3
DHY 219	34	0	33	0	38	0	35	0	38	0	34	0	36	0	40	0
DHY 203	37	0	31	1	38	0	35	0	38	0	34	0	36	0	40	0
DHY 214	37	0	31	0	38	0	35	0	38	0	34	0			40	0
DHY 216	37	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Per the Center for Institutional Effectiveness, Graduate Follow-up Surveys were conducted from 2007 to 2011. Table 10 (Appendix A) of the report indicates the following:

Placement Data

When did you get your job?	2007	N=17	2008	N=18	2009	N=17	2010	N=13	2011	N=11
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Before Entering BCC	0	0%	2	12%	1	7%	1	8%	0	0%
While Attending BCC	2	13%	1	6%	0	0%	0	0%	1	10%
Within 3 months after graduation	6	38%	8	47%	5	33%	6	46%	5	50%
More than 3 months after graduation	8	50%	6	35%	9	60%	6	46%	4	40%

Per the Center for Institutional Effectiveness, Graduate Follow-up Surveys were conducted from 2007 to 2011. Tables 2 and 3 (Appendix A) of the report indicates the following:

Transfer Rates and Success

Have you enrolled in another college since your graduation from BCC?	2007	N=17	2008	N=18	2009	N=17	2010	N=13	2011	N=11
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Yes	2	12%	5	28%	2	12%	1	7.7%	4	36.4%
No	15	88%	13	72%	15	88%	12	92.3%	11	63.6%

Please indication your current status?	2007	N=17	2008	N=18	2009	N=17	2010	N=13	2011	N=11
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Full time student	1	33%	4	44%	0	0%	1	50%	1	25%
Part time student	1	33%	1	11%	2	50%	0	0%	0	0%
No longer enrolled	1	33%	4	44%	2	50%	1	50%	3	75%

Since the A.A.S. in Dental Hygiene is a terminal/career degree, transfer to a four year college/university is not a common occurrence among graduates. Of those who do continue, many transfer to a BSDH degree program, with 60+ credits transferring. The following colleges/universities in the area have been attended by our graduates:

- ❖ University of Bridgeport, CT
- ❖ Pennsylvania College of Technology, PA
- ❖ Thomas Edison State College (in collaboration with UMDNJ/Rutgers SHRP)
- ❖ Farmingdale State College, NY
- ❖ New York University, NY

In addition, some of our graduates have attended Felician College, and William Paterson University. The Program graduates returned to The Department as interns, to complete their bachelor degree requirements.

Graduates Perspectives and Employers Perspectives

The Department of Research Planning conducted Employer Surveys annually from 2006 to 2011. The results of the 2011 to 2012 survey showed a 91% positive feedback. The Department of Research Planning also conducted Graduate Surveys annually from 2007 to 2010. The results of the 2011 to 2012 survey showed a 93% positive feedback.

Degree to which Diverse Populations Succeed

The Center for Institutional Effectiveness collected data on Enrollment by Race/Ethnicity from fall of 2008 to fall of 2012. The majority of students (50 to 58%) defined themselves as White, Asian (12 to 16%), Black (1 to 4.8%), Hispanic (5 to 20%), and Hawaiian/Pacific Islander (1 to 2%). As indicated previously by Program Retention and Completion Rates, 90 to 100% of the students succeed, including those of diverse race and/or ethnicity.

Data Needs

More accurate statistical data from CIT.

FOCUS ON FACULTY AND STAFF

The Dental Hygiene Program is home to an extremely talented and educationally diverse instructional team comprised of 5 full time faculty and 27 adjunct faculties. This diverse group of educators provides a working example for students as to the priority of creating an interprofessional network in caring for the community at large.

Accreditation mandates require high standards for the educational demands for dental hygiene programs. Bergen Community College Dental Hygiene Program has adopted high departmental standards for full and part time faculties. Among them is increased training in educational methodologies and semester faculty development trainings to assist faculty development with technological and organizational information.

A major strength of Bergen Community College Dental Hygiene Program is that faculties enjoy teaching in the program. They are open to the continual ‘required’ faculty development opportunities within the program. Dental Hygiene Program values that faculty are involved professionally beyond the classroom, continually attending lifelong learning pursuits through ongoing professional continuing education. Faculties are encouraged and are continually working on advanced degrees. All of these activities serve as a living example for dental hygiene students that professionalism, compassion, and commitment are an integral component in providing comprehensive oral healthcare.

Professional Profiles

Full Time Faculty

Denise Avrutik, RDH, MS

Rank, Title and date of initial Appointment-Assistant Professor, Appointed September 1, 2011
Current Rank and Title, Date of Appointment- Assistant Professor, Appointed September 1, 2011
Full Time Salaried

Degrees	Credentials/Certifications	Teaching Experience	Content Areas
MS, Columbia University 1979	NJ License # 22H10022 3000 EXP: 12/31/15	Bergen Community College 2011-Current	Oral Hygiene I & II Clinical
BS, Columbia University 1978	NY License# 13315 Inactive NJ Expanded Functions	University of Medicine and Dentistry	Oral Hygiene III & IV Clinical

AAS, Middlesex County College 1976	Active	2006-2008	Periodontology I
	NJ Tobacco Dependence Treatment Specialist Inactive	Mercer County Vocational School 1997-2001	Oral Histology Dental Radiography, Laboratory
	CPR/BLS Healthcare Provider Exp. September 2014	Middlesex Community College 1981-1986 Union Count College 1980-1991	

Susan Callahan Barnard, DHSc, RDH

Rank, Title and date of initial Appointment-Adjunct Instructor, Appointed September, 1989

Current Rank and Title, Date of Appointment- Associate Professor, Appointed September, 2008

Dean, Health Professions Appointed December, 2008-present

Full Time Salaried

Degrees	Credentials/Certifications	Teaching Experience	Content Areas
DHSc, Nova Southeastern University 1994	NJ License # 22HI0041210 EXP: 12/31/15	Bergen Community College 1993-present	Community Oral Health Classroom
MS, Columbia University SDOS Dental Hygiene 1987	NY License# 017261-1 EXP: 2015	Fairleigh Dickinson University 1986-1990	Oral Hygiene I & II- Didactic and Clinical
BS, Thomas Jefferson University CAHS 1982	CPR/BLS Healthcare Provider Exp. December 2014		Grant Writing, Health Professions Opportunity Grant

Joanna Campbell, RDH, MA, MA

Rank and Title and date of initial Appointment- Instructor, Appointed September, 1979

Current Rank and Title, Date of Appointment- Professor, Appointed February 2010

Full Time Salaried

Degrees	Credentials/Certifications	Teaching Experience	Content Areas
MA, Teachers College Columbia University 2009	NJ License # 22HI00245100 EXP: 12/31/15	Bergen Community College 1977-present	Dental and Oral Anatomy and Physiology
MA, New York University 1978	NY License# 01442 EXP: 2014	New York City Community College 1978-1979	Dental Materials- Didactic and Laboratory
BA, University of Bridgeport 1974	NY License# LA00411 CPR/BLS Healthcare Provider Exp. February 1, 2015	Infection Control Taken and Taught CEU Courses	Dental Radiology- Didactic and Laboratory
AS, University of Bridgeport 1973			Oral Hygiene III Clinical Rotations
			Oral Hygiene IV Clinical Rotations
			Enhanced Clinical Techniques Clinical Rotation

Deborah A. Cook, RDH, MAEd

Rank and Title and date of initial Appointment-Adjunct Instructor, Appointed September, 1999

Instructor, Appointed September, September 1, 2004

Current Rank and Title, Date of Appointment- Assistant Professor, September 1, 2008

Clinical Coordinator, Appointed January 2008

Academic Department Chair-Effective July 2012

Full Time Salaried

Degrees	Credentials/Certifications	Teaching Experience	Content Areas
MA, University of Phoenix 2004	NJ License # 22HI00345300 EXP: 12/31/15	Bergen Community College 1999-present	Oral Hygiene III Didactic and Clinical
BS, Montclair State College, Allied	NJ License# LA00398 EXP: 6/20/15	CPR/BLS Healthcare Provider Trainer/Educator Active and current	Oral Hygiene IV Didactic and Clinical

Health Education 1984	CPR/BLS Healthcare Provider EXP: September 2016		Enhanced Clinical Techniques
AAS, Bergen Community College 1981	CPR trainer Certification: Valley Healthcare Systems E XP: September 2016		Clinical Coordinator
Bergen County Technical Dental Assisting I and II, Dental Radiology			Periodontology I & II Didactic

Tomira Luchynskyi, DHSc, RDH

Rank and Title and date of initial Appointment-Adjunct Instructor September, 2005

Current Rank and Title, Date of Appointment-Instructor September, 2010

Clinical Coordinator, Appointed-September, 2012

Full Time Salaried

Degrees	Credentials/Certifications	Teaching Experience	Content Areas
DHSc, Nova Southeastern University 2013	NJ License # 22HI00778800 EXP: 12/31/15	Bergen Community College 2005-current	Oral Hygiene I- Didactic and Clinical
MHSc, Nova Southeastern University-Higher Education Specialty 2008	CPR/BLS Healthcare Provider Exp. December 2015		Oral Hygiene II- Didactic and Clinical
BS, Allied Health Services 2005			General and Oral Pathology-Didactic
AAS, Bergen Community College 2001			Dental Radiography- Didactic and Laboratory

Linda Hall,

Rank and Title and date of initial Appointment-Adjunct Instructor 1993-1997, 2003-2007

Lecturer, Appointed 2000-2003

Current Rank and Title, Date of Appointment- Assistant Professor September 1, 2007

Full Time Salaried

Degrees	Credentials/Certifications	Teaching Experience	Content Areas
MS, Columbia University 1983	NJ License # 22HI00298200 EXP: 12/31/15	Bergen Community College 2000-current	Oral Hygiene I & II Clinical
BS, Fairleigh Dickinson University, 1981	NJ License# LA00407 EXP: June 2015	Clinical Rotation Supervision- Hackensack University Medical Center Dental Clinic- Instructor	Oral Hygiene I,II,III,IV Clinical and Didactic
AAS, Bergen Community College, 1979	New Jersey Expanded License-Active CPR/BLS Healthcare Provider Exp. December 2015	St. Joseph's Family Medical and Dental Center-Instructor	Dental Materials Didactic and Laboratory Nutrition Didactic Dental Radiology Laboratory Dental Anatomy & Physiology Laboratory Clinical Enhancement Techniques

A Detailed Curriculum Vita of Full Time Faculty can be found in Appendix B

Adjunct Faculty

Degree	Degree	Degree	Degree
DMD (9)	Master in Health Science (1)	Bachelor of Science Allied Health Services (6)	Bachelor of Arts Public Relations/Marketing (1)
DDS (3)	Master's Science Human Nutrition (1)	Bachelor of Science Pharmacy (1)	Bachelor of Science Allied Health Services (6)
MD (1)	Master of Arts Health Education (1)	Bachelor in Dentistry (1)	Bachelor of Science Natural Science/ Psych Minor (1)
Oral Surgery Specialty (1)	Master's Human Physiology (1)	Bachelor of Engineering (1)	Bachelor of Arts Organizational Management (1)
Orthodontic Specialty (1)	Master of Science Biology, Virology, Biochemistry (1)	Bachelor of Arts Biology (1)	
Pediatric Specialty (1)	Bachelor of Science Biology (6)	Bachelor of Science Dental Hygiene (1)	Bachelor of Science (1)
Doctorate in Health Science (1)		Bachelor of Science Healthcare Administration (1)	
Master's Public Health Health Education Policy Management (1)			

Detailed Curriculum Vitae of Part Time Faculties in Appendix C

Demographics

	Female	Male	White	Asian	Black	Hispanic	Other
Full Time	6	0	6	0	0	0	0
Part Time	15	10	23	1	0	1	0
Technical	1	0	1	0	0	0	0
Support	3	0	3	0	0	0	0

Location Demographics of Faculty

	In County	Out of County	Out of State
Full Time	4	1	1
Part Time	19	7	1

Professional Activities

The faculty members are encouraged to attend meetings of professional associations. If the meetings occur during scheduled classes, peer coverage of classes can be arranged. Faculty members are excused with permission of the Dean. Faculty members are also involved with the state and local dental hygiene associations and serve as component officers and state delegates. Faculty have also presented at several meetings. During the last calendar year, faculty members have attended:

- ❖ American Dental Hygienists Association Annual Session
- ❖ Northeast Regional Board Educator's Meeting
- ❖ Greater New York Dental Meeting
- ❖ New Jersey Dental Hygienist's Association Annual Session
- ❖ Clinical Educator's Conference, University of Bridgeport
- ❖ Garden State Educator's Conference, NJ
- ❖ Allied Dental Educator's Conference, Long Branch NJ
- ❖ Columbia University Conference
- ❖ Bergen Community College Best Practices Seminar, Lyndhurst, NJ

Adjunct Faculty

Hiring

The department of Dental Hygiene follows the college protocols with regard to the hiring process. A call for hiring is made and advertisements are developed and dispersed by the Human Resource department. Applicants are required to provide:

1. A Resume and Curriculum Vitae
2. One letter of recommendation
3. Interview with the Department Chair, The Departmental Dean and Human Resources

Applicants must hold and provide proof of New Jersey Dental Hygiene License and current CPR/BLS credential.

Coordination

Adjunct Clinical Instructors work under the supervision of full time Dental Hygiene faculty in clinical or laboratory educational settings. All clinical dental hygiene instructors work under the supervision of Licensed Dentists.

Communication

Communication occurs verbally, via email, and via the Hybrid Moodlerooms in the Dental Hygiene Program Section. The Program Director and all faculties have the ability to contact each other via email and Moodlerooms at all times.

In clinical and laboratory sessions daily calibration meetings take place immediately prior to sessions. These mini sessions serve to keep faculty apprised of the current curriculum pace of students, required skill checks needed for monitoring student performance and to provide daily calibration with regard to clinical changes and updates.

All part time faculties attend semi-annual faculty conferences at the beginning of each semester. These conferences serve to keep part time faculty apprised of college wide changes and issues.

All part time faculty attend semi-annual Dental Hygiene department meetings after the faculty conference at the beginning of each new semester. Any changes to the program are discussed at the semiannual meetings. Training may be provided as necessary at semiannual department meetings.

Full time faculties attend monthly mandatory faculty meetings in order to coordinate and maintain the high standards with curricular, departmental and student outcomes, performance and success.

Support

All faculty are trained on the EagleSoft Patient Management Software and the Typhon electronic grading system which is utilized in the clinic to track student clinical progress. Training on all technological equipment used in the clinic is available in scheduled workshops. Additional online training is available 24 hours a day for faculty convenience. Support from full time faculty specialists is available and reachable via email, Moodlerooms and in person.

Staff

The Dental Hygiene Department requires the assistance of several additional support personnel.

1 Full Time Professional/Technical Assistants

Position Title: Professional/Technical Assistant, Dental Hygiene Clinic

Primary Function: To facilitate the function of the Dental Hygiene Clinic as a learning laboratory for the students, while coordinating those activities to enhance the efficient operation of the clinic.

Work to be Performed:

1. Preparation of the clinic and laboratory for all oral hygiene clinic/laboratory periods.
2. Assist the students with the scheduling of client appointments.
3. Coordinate the assignment of patients to satisfy their needs, while meeting the academic requirements for the dental hygiene students.
4. Enforce and maintain infection control measures in the clinic, as designated by policy, and reporting any violations to the Academic Department Chair and Clinical Coordinator.
5. Enforce and maintain procedures for disposal of medical waste in the clinic, as designated by policy, and report violations to the Academic Department Chair and Clinical Coordinator.
6. Maintain an inventory of hazardous materials, as required by policy and the “Right-to-Know” legislation.
7. Establish a liaison with the suppliers of dental materials and equipment, as necessary, to facilitate the operation of the clinic.
8. Check that proper laboratory supplies and equipment are available for use at specified laboratories and times, as required by the faculty and students.
9. Dispenses equipment and supplies from the supply room to the students, as required. Retrieves the temporarily-loaned equipment from the student(s) at the end of the session.
10. Supervise and coordinate the work of the student aide.
11. Maintain the laboratories, supply room, client’s reception area and clinic in a neat and orderly condition at all times.

Clerical Responsibilities:

1. Assist in the revision of the clinic manual.
2. Maintain the filing system of patient records and radiographic series.
3. Maintain a record of clinic income, and deposit all funds with the bursar.
4. Maintain statistics on clinic utilization, as required.
5. Requisition supplies for each academic semester; and to check those supplies against the invoices received.
6. Maintain an inventory of supplies and equipment, and to keep an up-to-date inventory during the year.
7. Provide invoices from the suppliers to the accounting office to ensure timely payment of supplies.
8. Recommend changes in budget allocations, when necessary.
9. Inspect equipment, as necessary, in order to ensure proper functioning.
10. Arrange for repair of equipment when necessary.
11. Adhere to all policies and procedures in the clinic manual and to report any problems to the Academic Department Chair, and/or the Clinical Coordinator.
12. Receive recommendations from the faculty for ordering new instructional equipment and supply items.

Supervision:

The Professional Assistant is provided direction by the Dental Hygiene Academic Department Chair, and the Clinical Coordinator. The Professional Assistant is responsible to the Academic Department Chair, and through the Academic Department Chair, to the Dean of the Health Professions.

Qualifications Needed:

1. Formal education (minimal schooling)
2. Associate degree in dental hygiene related programs, or a high school diploma.
3. At least two years' experience in a dental clinic office.
4. Clerical skills in filing, record maintenance, etc.
5. Able to work 8:00a.m. – 4:00 p.m., five days per week from September 1 through June 30 of each academic year.

6. Knowledge of principles and techniques of supervision and training.
7. Able to work independently on a variety of assignments and to perform those duties without constant supervision.
8. An ability to assemble information for preparing bids for instructional supplies.

1 Full Time Secretary

Primary Function: The secretary for the Dental Hygiene Department will facilitate the academic programming of the department for the students, the faculty, the staff, and the community. The secretary works with the Academic Department Chair, the Clinical Coordinator, both full time and adjunct faculty, both full time and part time staff, and the public.

Work to be performed:

1. Answer telephones for the department and for the dental hygiene clinic.
2. Interact with students and patients in scheduling appointments for clinical appointment times.
3. Utilize math skills to interact with the Datatel system to record time and attendance information.
4. Management of purchase order requisitions.
5. Utilize EagleSoft Patient Management System.
6. Interact with technical support departments regarding technology issues within the department and the dental hygiene clinic.
7. Maintain and update records for clinical compliancy.
8. Maintain patient as well as student confidentiality.
9. Assist with departmental event planning.
10. Have knowledge and familiarity with accreditation protocols and procedures.
11. Possess time management and prioritizing skills.
12. Have the ability to take direction from faculty, clinical coordinator, and academic department chair.

Supervision:

The department secretary is provided direction by the Dental Hygiene Academic Department Chair, the Clinical Coordinator. The secretary is responsible to the Academic Department Chair.

1-3 Student Aides depending on semester. These support personnel are paid through the Federal Work Study Program.

Request for Student Aides is made through the Center for Student Success. The Academic Department Chair completes an On Campus Employment request Form to secure these positions.

Primary Function: The Student Aide (s) will facilitate the operation of the dental hygiene Clinic.

Work to be performed:

1. Answer the telephones in the dental hygiene clinic.
2. Pull patient records for clinical sessions.
3. File patient records after clinical sessions.
4. Schedule patient appointments in EagleSoft Patient Management Software for dental hygiene students.

Supervision:

The student Aides are provided direction by the Academic Department Chair and the Clinical Coordinator.

Data Needs

Not Applicable

FOCUS ON CURRICULUM

Summary of Program Curriculum

The Dental Hygiene Program prepares graduates to perform competently in providing preventive oral care. The curriculum incorporates didactic, clinical, technological, and laboratory teaching approaches throughout the program. The curriculum is challenging one that provides a “hands-on” approach and incorporates a variety of educational experiences and environments from the traditional classroom to the laboratory and clinic. The most current sequence of master (DHY) and general education courses is as follows:

First Semester

BIO-104 Microbiology	4
BIO-109 Anatomy and Physiology I	4
DHY-101 Oral Hygiene I	3
DHY-108 Dental and Oral Anatomy and Physiology	2
DHY-109 Oral Embryology and Histology	2
WRT-101 English Composition I	3

Total: 18

Second Semester

BIO-209 Anatomy and Physiology II	4
DHY-201 Oral Hygiene II	3
DHY-205 Dental Radiology	3
DHY-209 Periodontology I	1
WEX-101 Dynamics of Health and Fitness	2
WRT-201 English Composition II	3

Total: 16

Summer Session

CHM-110 Basic Biochemistry	4
DHY-200 Pharmacology for Dental Hygiene	2
DHY-220 Local Anesthesia	1

Total: 7

Third Semester

DHY-202 Oral Hygiene III	4
DHY-204 Dental Materials	2
DHY-206 Community Oral Health I	2
DHY-207 General and Oral Pathology	3
DHY-219 Periodontology II	1
COM-100 Speech Communication	3
WEX... Dynamics of Health & Fitness Experience Elective	1

Total: 16

Fourth Semester

DHY-203 Oral Hygiene IV	4
DHY-214 Nutrition in Dental Health	2
DHY-216 Community and Oral Health II	1
PSY-101 General Psychology	3
SOC-101 Sociology	3
..... Humanities Elective	3

Total: 16

Degree Total Credits: 73

Completion of all general education dental hygiene coursework and the completion of all clinical requirements, clinical hours and experiences are required for graduation. The degree awarded upon satisfactory completion of the curriculum is The Associate in Applied Science in Dental Hygiene (A.A.S.). The curriculum competencies are listed in the Core Competencies document (Appendix D), the course outlines (Appendix E) and specified in the Curriculum Mapping (Appendix F). Criteria based competencies are used in clinical courses and the evaluation is entered in Typhon electronic grading system. These competencies include preparation, assessment, instrumentation, support therapies, radiographs, and patient care. Laboratory procedures are graded on specific skill-set grading worksheets, recorded into excel and factored into the laboratory portion grade for that particular course. In the laboratory, preclinical and clinical courses, faculty evaluation and student self- assessment are important to skill development. The student/faculty ratios support the individualized instruction throughout the curriculum's lab and clinical course components.

Program Learning Outcomes

- ❖ Apply a professional code of ethics in all endeavors.
- ❖ Adhere to state and federal laws, recommendations, and regulations in the provision of dental hygiene care.
- ❖ Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
- ❖ Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
- ❖ Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.
- ❖ Continuously perform self-assessment for lifelong learning and professional growth.
- ❖ Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
- ❖ Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
- ❖ Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
- ❖ Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
- ❖ Record accurate, consistent, and complete documentation of oral health services provided.
- ❖ Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
- ❖ Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
- ❖ Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training and knowledge.

Curricular Issues

Since the A.A.S. in Dental Hygiene is a terminal/career degree, transfer to a four year college/university is not a common occurrence among graduates. Of those who do continue, many transfer to a BSDH degree program, with 60+ credits transferring. Students have a choice regarding the educational format between traditional instructions and distance/online educational environment.

In 2010, Dental Hygiene Program modified the curriculum to incorporate changes in the State of NJ Dental Practice Act. Additionally, the sequence of the master (DHY) courses was modified to provide students with better educational foundation to succeed in the program.

The modification of the curriculum:

Modification to the sequence of master courses:

- ❖ DHY 209 was relocated from the Third Semester to the Second Semester.
- ❖ DHY 219 was relocated from the Fourth Semester to the Third Semester.
- ❖ DHY 207 was relocated from the Second Semester to the Third Semester.

Modification to the existing master courses:

- ❖ DHY 204 credit load was decreased from 3 credits to 2 credits
- ❖ DHY 206 credit load was decreased from 3 credits to 2 credits

These modifications in credit load in DHY 204 and DHY 206 allowed credit allocation to two new DHY courses.

New master courses developed to accommodate changes in the State of NJ Dental Practice Act:

- ❖ DHY 216 (Community and oral Health II) 1 credit
- ❖ DHY 220 (Local Anesthesia) 1 credit

Lead-in Courses

Potential candidates to the Program must be prepared for the demands of college reading and writing as well as basic mathematical calculations and critical thinking. Based upon the results of the English portion of the Basic Skills Assessment Test, a student may be placed in one of four entry level English courses:

- ❖ Developmental Skills I and Developmental Skills II (EBS 014 / 015 and EBS 016 / 017)
- ❖ English Skills (EBS 023 / 024)
- ❖ Directed Studies in Writing and Composition I (EBS 031 and WRT 101)
- ❖ Composition I alone (WRT 101)

Based upon the results of the Math portion of the Basic Skills Assessment and placement test, a student may be placed in one of four entry level Math courses:

- ❖ Basic Arithmetic MAT-011
- ❖ Elementary Algebra MAT-031 and MAT-032 (Two Semester Course)
- ❖ Elementary Algebra MAT-040 (One Semester Course)
- ❖ Basic Arithmetic MAT-012 and Elementary Algebra MAT-031 or MAT-040 (One Semester Course)

The minimum entrance requirements for Dental Hygiene program are:

- GPA 2.5
- High school chemistry with a lab
- Biology with a lab
- Algebra

If these courses have been taken more than five years prior to application, the college substitutions are CHM 100 (college chemistry), BIO 109 (Anatomy and Physiology I) and MAT040 (Remedial Algebra). All applications and transcripts are due by February 1 and are reviewed by the Dental Hygiene Department Chair. Those meeting the minimum requirements proceed in the admissions process.

Students are permitted to transfer general education and general sciences courses, as per the college's transfer policies. All core dental hygiene courses must be taken in the Bergen Community College Dental Hygiene Department.

No Dual Enrollment or articulation agreement with high schools is offered.

Follow-up Courses

As the curriculum progresses, the level of skill development increases and level of challenge and integration of previous knowledge is used to successfully complete the required skill performance. Higher order knowledge and application are expected as the student progresses through each semester. Didactic material builds on the foundations taught and the student is expected to apply theory through case based scenarios. Grading criteria reflect the increase in ability expected with each successive semester.

In preclinical and clinical Dental Hygiene courses students must achieve progressively higher competency level in the instrumentation area:

Oral Hygiene I (DHY 101) clinical-75%
 Oral Hygiene II (DHY 201) clinical-80 %
 Oral Hygiene III (DHY 202) clinical-90%
 Oral Hygiene IV (DHY 203) clinical-100%

Additionally Clinical Competency grading criteria progressively changes from the first to the second year of the curriculum. Deductions for “Needs Improvement” and “Not Competent” grades change from OHI and OHII to OHIII and OH IV as the level of student clinical competence increases from semester to semester.

	<u>OH I and OHII</u>	<u>OH III and OH IV</u>
Needs Improvement	-3	-5
Not Competent	-6	-10

Please refer to Appendix E for each course outline

The students have a variety of activities throughout the two years. Community outreach experiences in the Oral Hygiene II, III, IV clinics, and Community Oral Health course provided a consistent commitment to the community. These exposures provide valuable experiences to the student’s learning and development of a commitment to community oral health. Service Learning off campus participation is scheduled during OH III and OH IV. The learning objectives and evaluation system is the same as that utilized in clinic. Each rotation site has a Typhon evaluation and the faculty assigned to supervise the students at that site complete the evaluation. The rotation site list includes:

- ❖ Paterson School Dental Clinic
- ❖ North Jersey Developmental Center
- ❖ St. Joseph’s Hospital Family Dental Center
- ❖ Alpine Learning Center

Scheduling

Enrollment varies due to the number of students who fail/withdraw from a first or second semester course and have to repeat the course(s) the following fall and/or spring in order to progress through the program. Detailed information regarding enrollment patterns and trend has

been discussed and outlined in the Table on Enrollment Data in section Focus on Students, page 12.

The master dental hygiene courses: lectures, clinics, and laboratory sessions are scheduled during the day. General education courses are available to students during day, afternoon, evening, and weekend.

At the present time, all master dental hygiene courses are in hybrid format utilizing Moodlerooms platform.

Assessment

The Dental Hygiene Program is committed to ongoing improvement in assessment and evaluation of the Program learning outcomes. The Dental Hygiene curriculum is competency based. All competencies required for graduation are listed in master courses syllabi including evaluation methods (written examinations, assignments, projects, workshops, and clinical evaluations). Additionally, all syllabi state the benchmark required to succeed in the course (75%) and detailed grading system. Upon completion of a semester student achievement is assessed through numerical and letter grades. Faculty assess students based on the competencies expected in each course outline. Curriculum review is implemented as part of the Curriculum Management Plan, an ongoing evaluation of the courses being taught to facilitate changes needed to keep the courses current. Course content is reviewed periodically to assure consistency throughout the program and any changes needed are implemented through required modification procedure by College Wide Curriculum Committee, Faculty Senate, and Board of Trustees.

Assessment Methods / Documented Outcomes

- ❖ National Dental Hygiene Board Examination Results (2006-2013)
- ❖ ADHLEX /NERB Examination Results (2006-2013)
- ❖ Dental Hygiene Program – Skills Assessment (Typhon)
- ❖ Extramural Rotation Experience Evaluation (Typhon)
- ❖ Dental Hygiene Program – Didactic Coursework (Moodlerooms)

Innovations or Changes in Last Five Years

The Dental Hygiene Program innovation and changes in last five years:

- ❖ Implementation of electronic student grading and tracking via Typhongroup.net system (2008-2009).
- ❖ Modification of the recording format of patient assessment forms to facilitate Electronic Health Records (2012-2014).
- ❖ Curriculum modification through changes in the sequence of courses, modification of existing courses and addition of the new ones as outlined in section Curricular Issues, (2010) page 36.
- ❖ Radiographic facilities were expanded by the construction of The Dental Hygiene Radiology lab, S 329 (2007).
- ❖ The Dental Hygiene Lab, S 319, was renovated (2011).
- ❖ As of Fall 2012 all dental hygiene faculty have been utilizing hybrid format for the master courses.

Data Needs

Not applicable

FOCUS ON SUPPORT

Technology

Hardware and Software

The dental hygiene clinic has 26 dell desk top and 3 dell laptop computers. Each full time faculty and staff member also has a dell desk top computer in their respective offices. In addition to the college supplied software, the dental hygiene clinic, the department chair, the clinical coordinator, and the department secretary have Eaglesoft software on their computers for patient appointments and records. The dental hygiene clinic, the department chair, and the clinical coordinator have Typhon software on their computers for student clinical grading. This software is also available off campus through the Typhon web site for faculty to complete student grading at off campus rotation sites.

For a complete list of all hardware, software, and peripherals, please see the Lab Equipment Inventory Audit, compiled in November 2013 (Appendix G).

Technical Support

There are several service/maintenance contracts in existence for the maintenance of the clinic and the software.

- ❖ Emerson X-Ray- dental processor tanks are cleaned, filled with solutions and monitored regularly
- ❖ STERIS Corporation- Autoclave Maintenance
- ❖ Patterson Dental (2)-Dental Equipment & Repair, Eaglesoft Software Technical Support
- ❖ TyphonGroup Healthcare Solutions-Allied Health Student Tracking Program & EASI (Evaluation & Survey Instrument)
- ❖ BCC IT department is called as needed for technical issues

Instructional Issues and Support

All dental hygiene courses are supported by Moodlerooms. Hybrid courses allow for lectures, web links, and other materials to be posted online. In addition, didactic evaluation is accomplished through online assignments, case studies, board reviews, journaling, and online tests. Students also complete a variety of group based, individual, and community projects and

present these programs and projects in class. All full time faculty have received training in Moodleroom through TOPP and a variety of Moodleroom courses and workshops.

All adjunct faculty have received training in Typhon through the dental hygiene department chair and/or clinical coordinator. In addition, adjunct as well as full time faculty have receive Educational Methodology for Dental Hygiene Educator's in 2012 and New Jersey PEOSH Chemical Hazard Communication and Right to Know Training in 2013 via Moodleroom.

The Faculty Manual, the Student Handbook, and the Clinic Manual are available on campus in the clinic. The Faculty Manual is revised every year and distributed to all faculty at the adjunct conference in September or on their first day of classes. Adjunct faculty also receive information and updates relative to clinical issues during the adjunct conference, department meeting, held at the beginning of the fall and spring semesters.

Training for Faculty

Faculty members are encouraged to attend meetings of professional associations. If the meetings occur during scheduled classes, peer coverage of classes can be arranged. Faculty members are excused with the permission of the dean. Faculty members are also involved with the state and local Dental Hygiene Associations and serve as component officers and state delegates.

In 2012 through 2013, faculty members have attended:

- American Dental Hygienists Association Annual Session
- Northeast Regional Board Educator's Meeting
- Greater New York Dental Meeting
- New Jersey Dental Hygienist's Association Annual Session
- Clinical Educator's Conference, University of Bridgeport
- Garden State Conference, East Brunswick, NJ
- Allied Dental Educators Conference, Long Branch, NJ
- Columbia University Conference
- ADHA 100th Anniversary Annual Session, Boston, MA

In July 2011, the Perkins Grant funded the Local Anesthesia course for faculty. The 32 hour course was attended by twelve faculty and many passed the Northeast Regional Board Examination in Local Anesthesia. Those faculty obtained a local anesthesia permit for the state of New Jersey. Other courses are offered throughout the year and include: the HuFriedy Advanced Instrumentation workshop, the J & J Brush, Floss, and Rinse program, Orascoptic Loupes presentation, Premier Dental Products presentation, Arestin workshop, Financial Planning for Health Professionals presentation, and Colgate tour and product presentation.

On a college wide basis, the faculty development program invites all faculty members to participate. The program, started in 1991, is funded by the faculty development budget and is supported by the institution.

The following are samples of the programs offered:

- ❖ **New Faculty Orientation** -Started in 2009, this program meets monthly to discuss topics such as class management, assessment, calibration, and methodology
- ❖ **Partners in Learning Project** (1988 to present)-This statewide project sponsored by the New Jersey Institute for Teaching and Learning pairs faculty for the purpose of sharing ideas, peer evaluation, and developing a support system.
- ❖ **Faculty Mentoring Project** (1994 to present)-This voluntary program brings together veteran faculty with new faculty to assist them in academic and administrative areas
- ❖ **Food for Thought**-A series of monthly luncheon meetings where faculty from across the disciplines meet to discuss pedagogical concerns.
- ❖ **Womens Institute**-This program offers faculty an opportunity to network and work with one another on career development
- ❖ **Center for the Study of Intercultural Understanding**-CSIU fosters greater understanding and appreciation of the diverse cultures in our society and strives to improve communication among the various cultures
- ❖ **Adjunct Faculty Institute**-Adjunct faculty members can participate in professional development through this program
- ❖ **Sabbaticals**-A limited number of sabbatical leaves are granted to the faculty each year for the purpose of study and research, educational travel, and professional growth.
- ❖ **Center for Instructional Technology**-CIT works with faculty to improve student learning through the use of technology

- ❖ **CIRD Grants**-Support for faculty research projects that focus on teaching, research, and development
- ❖ **Grants Administration Office**-The college's full-time grants director has served as a resource for enabling the dental hygiene department to obtain funds for the recent renovations to our lab and for the technology incorporated into the clinic.

Facilities and Equipment

Facilities and Equipment, Improvements, and Future Plans

The existing facility was opened in 1971, including the dental hygiene clinic, laboratory and offices. The dental hygiene area is located on the 3rd floor of the "S" wing of the college. The area also includes: student locker/changing area and student/faculty restrooms, faculty offices, and secretary's office. There are two entrances to the dental hygiene clinic (S-335, near dental hygiene secretary's office and S-327 which is directly across from the dental radiology lab).

The entire Dental Hygiene Clinic was remodeled in 1995 with ADEC Cascade units (chairs, units, lights, and cabinetry). This model features a "no touch" design. The construction also moved the student locker area across from its original location to allow for the construction of additional central supply and storage areas.

In July, 2004 the clinic facility was expanded to add 4 units. In the Spring 2007, a new Dental Radiology lab was constructed. In the Spring of 2011, the Dental Hygiene Lab was renovated.

Entrances are wheelchair accessible and are located at opposite ends of the clinic. There is a center aisle, which facilitates access for wheelchairs, or those needing ambulatory assistance. The bathroom located in the clinic facility is handicap accessible. NOTE: The dental hygiene department has one wheelchair available and it is stored in the front clinic storage room Room S-327E. Units #'s 1 and 2 are wheelchair accessible in the clinic.

For a complete list of all equipment, labs, clinic facilities, and supplies, please see the Lab Equipment Inventory Audit, compiled in November 2013 (Appendix G).

Scheduled to open in fall of 2015, the new Health Professions Building will house the new dental hygiene clinic and labs on the first floor. The plans include 24 dental units designed

in four hubs of six units each. There will also be offices for faculty and staff, a Central Supply storage area, an instrument preparation area (for sterilization on the second floor), and a reception area for patients. The new dental radiology lab will have four rooms for lab practice and the dental materials lab will include 22 student stations and two dental units for student practice.

For complete details, please see architects blue prints (currently in Dean's office).

Learning Resources

The major collection of books and periodicals related to dental hygiene is in the Sidney Silverman Library. Faculty can make arrangements to visit and borrow materials from other New Jersey colleges through the Virtual Academic Library Environment (VALE), of New Jersey, of which BCC is a member. The Sidney Silverman Library is also a member of OCLC, which provides access to the books and periodicals held in thousands of libraries. Students, faculty and staff can request materials not owned by the Library by completing an online Inter Library Loan form.

The Sidney Silverman Library subscribes to more than 90 online databases, including encyclopedias, periodical articles, and streaming video and music. E-books are also continually being added to the Library's collection. All these resources are available to students, faculty and staff both on and off campus.

The library liaison to the Dental Hygiene Department is Barbara Walcott, a reference and instructional librarian. She is responsible for working with the dental hygiene faculty to select and order new library materials to support the curriculum. Required textbooks for the Library's Reserve collection can be ordered and placed on reserve.

Instructional materials housed in the Sidney Silverman Library on the Paramus campus are available to students and faculty Monday through Friday 7:40 am to 10:30 pm and Saturday 9 am to 4:30 pm. The library is open 81.5 hours a week. Access to online resources is 24/7. For a list of books and periodicals available, please see Appendix H and Appendix I.

In addition to books and periodicals, other learning resources include a variety of instructional aids for lectures, labs, and clinical sessions, such as:

- ❖ Anatomical models
- ❖ Sample restorative and prosthodontic models

- ❖ Intra-oral photographs
- ❖ VCR tapes
- ❖ DVDs
- ❖ Internet
- ❖ Moodlerooms instruction
- ❖ Radiographs
- ❖ Journals
- ❖ Podcasts
- ❖ Smart rooms equipped with computer, projector, screen, DVD/VCR player, and digital presenter

Marketing and Public Relations

Brochures/Print Materials

In the past, brochures and print materials were prepared to market the department of Dental Hygiene. Due to the college's efforts to have a green campus, most material is now available online only.

One exception is our Dental Hygiene Pinning Ceremony. The Public Relations Department and Graphic Arts Department, in collaboration with the Academic Department Chair, print invitations and programs for our annual event.

Website

Prior to 2014, the web site was maintained and updated by the Executive Secretary to the Department of Health Professions. Each semester, the Academic Department Chair was consulted regarding additions, deletions, and modifications to the site. As of January 2014, a new college wide web site has been launched. Modifications have been requested but not implemented at this time.

Special Events

The Dental Hygiene Department participates in a number of special events such as:

- Give Kids a Smile Day
- Health EASE Senior Wellness Fair
- Liberty Science Center Dental Fair

- Special Olympics, Special Smiles
- Oral Cancer Screening Day
- Great American Smoke Out
- Bright Smiles sponsored by Colgate

Each of these events has a majority of our students as well as faculty provide numerous services including:

- Dental screenings
- Prophylaxis
- Blood pressure screenings
- Oral cancer screenings
- Fabrications of mouth guards
- Oral physiotherapy techniques
- Smoking cessation information
- Nutritional counseling
- Patient education

Events such as Give Kids a Smile Day and Oral Cancer Screening Day are advertised through the Public Relations Department. The contact person, Larry Hlavenka, processes Department's requests for advertising on the Electronic Bulletin Board on Paramus Road, advertising through email blasts on campus and in the Bergen Daily (email newsletter), and for photography/video-taping the day of the event.

Recruitment

Faculty participate in college wide information sessions, representing the Department of Dental Hygiene. As previously stated, the department is also represented at the Health Professions Information Sessions. When requested, faculty also provide presentations to local area high schools. Due to the competitive application process, further recruitment is not required at this time.

Support Services

Advisement

The Division of Health Professions holds nine Information Sessions; the Dental Hygiene Department is represented at each of the session by at least one full time faculty. During the Information Sessions the applicants are informed about the program's criteria and procedures for admission, program goals, curricular content, services performed by the dental hygienists, and employment opportunities through the college catalog, department website, and orientation handout.

High school career events, counselors, college open houses, alumni, and professional association networking, and individual advisement by the dental hygiene faculty, provide opportunities to inform potential applicants.

The Division of Health Professions holds an orientation to all newly admitted students in June. The Dental Hygiene Freshmen Orientation is held the same day. Both faculty and 2nd year dental hygiene students welcome new class at an informational session. During DH Freshmen Orientation, students receive the Orientation Package that includes Dental Hygiene Student Handbook and all necessary forms.

Additional Advisement and Policies

The college has established policy on due process. Educational rights and privacy, sexual harassment, grievance procedures, nonsmoking environment, compliance with the American with Disabilities Act, safety, fire and traffic regulations, noise and sound, Campus Sexual Assault Victim's Bill of Rights are provided by the college.

The college catalogue and Dental Hygiene Student Handbook outline the institution's policies related to these ethical standards. Prior to the start of classes, a College Wide Freshman Orientation program is available to address these policies as well as assist students with facilities, college objectives and college programs and activities.

The Dental Hygiene Department follows the protocols established by the college related to due process, grievance, grade appeal, and complaints regarding faculty. The academic regulations are found in the college catalog.

The college has sufficient standards and policies in place to protect the student as a consumer. All policies are listed in the Bergen Community College 2012-2013 Catalog. The institution is in compliance with the Family Educational Rights and Privacy Act of 1974. In addition, the college has policies related to:

- ❖ Student Conduct
- ❖ Academic Conduct
- ❖ Alcohol and Drug
- ❖ Delinquent Students
- ❖ Demonstrations
- ❖ Dress Regulations
- ❖ Eating and Drinking
- ❖ Educational Privacy
- ❖ Emergencies
- ❖ Gambling
- ❖ Good Neighbor Policy
- ❖ Grievance Procedures
- ❖ Public Safety
- ❖ Sexual Harassment
- ❖ Noise & Sound
- ❖ Off Campus Trips
- ❖ Petitions
- ❖ Posters, Notices Circulars
- ❖ Safety and Fire Regulations
- ❖ Smoking
- ❖ Solicitation and Fundraising
- ❖ Traffic Regulations
- ❖ Use of College Name or Seal
- ❖ Victims Bill of Rights

Assessment

Assessment is an ongoing process all through the curriculum. Didactic assessment is accomplished through online quizzes, tests, case studies, journaling, and assignments, and with classroom oral presentations of projects; graded with rubrics. Clinical assessment is accomplished with online grading of patient care, radiographs, and support therapies. Patient care requirements, external rotation requirements, radiographic requirements, and support therapy requirements, as well as didactic requirements, are listed in the course syllabi for Oral Hygiene II, III, and IV (DHY 201, 202, and 203 respectively). All students are graded either online through Moodlerooms or online through Typhon.

All dental hygiene courses have an online component through Moodlerooms and lab courses also require lab competencies. Each of the assessment modalities are listed in the respective syllabi for Oral Hygiene I (DHY101), Dental and Oral Anatomy and Physiology (DHY108), Oral Histology (DHY 109), Dental Radiology (DHY205), Periodontology I (DHY 209), Pharmacology (DHY 200), Local Anesthesia (DHY220), Dental Materials (DHY204), Community Oral Health I (DHY206), Oral and General Pathology (DHY207), Periodontology II (DHY219), Nutrition (DHY214), and Community Oral Health II (DHY216).

For a complete list of courses and assessment criteria, please see the individual course syllabi, Curriculum Mapping, and the Core Competencies for the Dental Hygiene Department (Appendices D-F).

For a sample of assessment instruments, please see www.typhongroup.com

Testing

Since the 2009 academic year, the Dental Hygiene Department implemented Health Education Systems Incorporated (HESI) Admission Assessment examination (Dental Hygiene Entrance Examination) into the admission process. The HESI examination provides a better overview of reading comprehension, channels student's level of critical thinking, determines student's level of mastery thinking, and determines if student follows directions correctly. The following modules are incorporated into the HESI examination for dental hygiene:

- ❖ Reading Comprehension
- ❖ Vocabulary
- ❖ Grammar

- ❖ Math
- ❖ Biology
- ❖ Chemistry
- ❖ Learning styles
- ❖ Personality styles

In addition, all students must take the Basic Skills Entrance Examination. Students must test out of all EBS (English Basic Skills) and remedial Math (including algebra), as part of the minimum requirements for consideration during the application process. If the student has taken their SATs and have scores of 540 or above for Critical Reading and 530 or above for Math, they are exempt from the Basic Skills Entrance Examination.

During their final semester, all students are required to take their National Board Dental Hygiene Examination (NBDHE) which is their written board examination, the American Dental Hygiene Licensing Examination (administered by the Northeast Regional Board Examination) (ADHLEX/NERB) which is their clinical examination, and the Jurisprudence Examination, which is administered by the New Jersey State Board of Dentistry. A grade of 75 or better must be obtained on both the NBDHE and the ADHLEX/NERB. A grade of 80 or better must be obtained on the Jurisprudence Exam. All three are required to apply for licensure as a Registered Dental Hygienist in the State of NJ.

Job Placement

The college has a Career Development Center, which hosts an on campus Job Fair each semester to assist students with career placement. Students are advised to go to room A 123 or call 201-447-7171 for further information.

Resources/Budget

Staffing

There are five full-time faculty allocated to the dental hygiene department. Currently, there are 28 adjunct faculties, who teach in the clinical component of the program.

The institution's policy on teaching load and how it is calculated is determined by the union contract negotiated between the BCC Faculty Association and the Board of Trustees of the Bergen Community College.

Full-time faculty are required to teach fifteen contact hours per semester. An additional six hours contact hours (overload) is permitted per semester. Part-time faculty are allowed to teach up to nine contact hours per semester.

Institutional policy exists for:

Contact load hours:

15 week semesters 50 minute period One contact hour

In compliance with CODA standards, the faculty to student ratio during preclinical, radiology laboratory, and clinical courses does not exceed 1:5. In the dental anatomy and dental materials laboratories the ratio does not exceed 1:9.

Supervision of Service Learning Experiences / off campus clinical experiences is a component of the assigned clinical teaching responsibilities. Advising and counseling of students is a component of the required office hours and the contractual requirement for advising via Health Professions Information Sessions, online advising hours, on-campus advising hours, and/or other advising activities.

Support staff include one full time professional assistant and one full time secretary.

The institution provides the following services:

- ❖ Center for Instructional Technology
- ❖ Library and Learning Resources
- ❖ Testing Center
- ❖ Cerullo Tutoring Center
- ❖ Academic Counseling
- ❖ Audiovisual / Media Technologies
- ❖ Instructional Resources
- ❖ Distance Learning Resources
- ❖ Maintenance
- ❖ Health Services
- ❖ Service Learning Center
- ❖ Cooperative Learning Center

Operating and Capital Budgets

The operating budget for the 2013-2014 academic year is \$1,078,840.00. This includes salary and benefits for faculty and staff, instructional materials, clinic supplies, lab supplies, office supplies, and equipment maintenance, repairs, and replacement. The faculty salary schedule shows the range of salaries based on rank for 2012. At present, due to the contract negotiations no salary increases have occurred. There has not been any capital budget for the previous three years.

For details on the budget, please see Program Budget for Previous and Current Fiscal Years (Appendix J) and Salary Schedules for Full and Part Time Faculty (Appendix K).

Grants

The Dental Hygiene Program received a Beuhler Grant for the 2010-2011 Fiscal year. These funds were used to renovate the dental hygiene lab, S 319. Since the renovation project has been completed, replacement of funds will not be necessary. The department does not rely on grant monies for the day to day operation of the clinic/program.

Perkins federal funds supported the purchase of the new radiology equipment.

The creation of the Health Professions Building, which includes the new dental hygiene clinic, dental hygiene labs, and faculty offices, will be funded by Go Bond from the state and Bergen County.

Data Needs

Web pages and sites that are correct and functioning.

FOCUS ON COMMUNITY

Community Groups

High School Connections

The college sponsors a number of college wide open houses that our faculty participate in to promote the dental hygiene program. In addition, the Health Professions Information Sessions, sponsored by the division several times each year, also councils prospective students in the related disciplines. While these sessions are recommended for all who are interested in health professions, a number are high school students attend these events and speak with the faculty regarding dental hygiene.

As requested, the department also visits area high schools to meet with students and present information about the practice of dental hygiene and how our program prepares students for careers in this field.

Community Agency Connections

There are several community agencies that the Dental Hygiene department collaborates with during the school year. Service learning is an integral component of the program and as previously stated in Special Events, the students participate in a number of community events.

The Health EASE Senior Wellness Fair is done in collaboration with Bergen County Senior Services, Special Olympics, Special Smiles with New Jersey Special Olympics, Give Kids a Smile Day with both GKAS New Jersey and the American Dental Association the Oral Cancer Screening with the Oral Cancer Foundation, and Bright Smiles with Colgate and the Greater New York Dental Meeting. Depending on the event, a variety of services, including patient education, dental screenings, prophylaxis, blood pressure screenings, and oral cancer screenings are performed on/for senior citizens, school age children, and special needs children and adults.

Community Issues Related to Program

Trends

As previously stated in Graduate Surveys, the Center for Institutional Effectiveness conducts Graduate Follow- up Surveys. The data obtained from 2007 to 2011 was reported in Tables 7, 8, and 12. Table 7, current employment status, indicated that those employed full time ranged from 29 – 61%, those employed part time 28 – 69%, those seeking employment 6 – 18%,

and those not available for employment 0 – 6%. Table 8, the relevance of their program of study at BCC to their current job reported that 89 – 100% felt it was directly related and 0 – 11% reported that it was somewhat related. Not related reported 0%.

Table 12 asked how well the training you received at BCC prepare you for your current job. Scoring was done with 5 = excellent, 4 = good, 3 = average, 2 = fair, and 1 = poor. Over the five year period, scores ranged from 3.4 to 4.77, average to good. These statistics indicate that the majority of graduates are able to obtain employment and that they feel prepared as they enter the field (Appendix A).

Employment Projections

The Bureau of Labor Statistics, May 2012 report shows that 5440 dental hygienists (code #292021) are employed in New Jersey, with a mean hourly rate of \$38.61 and a mean annual salary of \$80,300. The downturn in the economy has affected employment rates in many sectors. With the advent of the Affordable Health Care Act, employment opportunities in health care may increase as more citizens obtain insurance and providers will be needed to meet the growing number of people seeking services.

Retrieved 2/6/14 from <http://data.bls.gov/oes/datatype.do#oes.f.1>

External Requirements or Considerations

Certifications

In order to become a registered dental hygienist in the state of New Jersey the following board examinations must be successfully passed with a score of 75 or better: National Board Dental Hygiene Examination (NBDHE) and the American Dental Hygiene Licensing Examination (ADHLEX/NERB). The NBDHE is a 350 question written examination, covering both didactic information as well as case studies. The ADHLEX/NERB, administered by the North East Regional Board, has two parts: a clinical examination which requires a live patient and a computer simulated exam (CSCE) which is approximately 100 slides and questions. In addition, the state also requires the Jurisprudence Examination which must be passed with a score of 80 or better.

Accreditations

The Commission on Dental Accreditation (CODA) requires a self-study to be completed every seven years and conducts a site visit upon review of the accreditation documents submitted. This self study is a comprehensive review of the following:

- Standard One, entitled Institutional Effectiveness, addressed items such as planning and assessment, financial support, institutional accreditation, and community resources.
- Standard Two, Educational Program, evaluated instruction, admissions, and curriculum, which required an in-depth study of each course taught in the department.
- Standard Three, Administration, Faculty, and Staff, looked at the program administrator, full time and part time faculty and staff, and faculty development / continuing education.
- Standard Four, Educational Support Services, assessed our clinical, radiographic, laboratory, and classroom facilities, as well as our library / learning resources and student services.
- Standard Five, Health and Safety Provisions, appraised policies and procedures related to infectious disease and bloodborne pathogens, radiation management, and medical and other emergencies.
- Standard Six, Patient Care Services, examined the scope of dental hygiene care provided to our patients, including quality assurance mechanisms such as our chart audits and patient surveys.

Licensures

Once the above examinations are successfully passed, the student/graduate can apply to the State Board of Dentistry for licensure as a Registered Dental Hygienist. In addition, a Local Anesthesia Permit can be obtained after successfully passing a written examination administered by NERB.

All of our dental hygiene faculty currently hold their RDH license and twelve also have their Local Anesthesia Permit. All of our dental faculty currently have a license to practice dentistry in the State of New Jersey.

Professional Organization Status

The Program is a member of the American Dental Education Association (ADEA) which is the voice of dental education. The mission of ADEA is to lead individuals and institutions of

the dental education community to address contemporary issues impacting dental education and dental and craniofacial research, higher education, and the delivery of oral health care for the health and well-being of the public.

Retrieved 2/7/14 from http://www.adea.org/about_adea/who_we_are/Pages/JobsatADEA.aspx

In addition, all of our full time faculty are members of the American Dental Hygienist's Association (ADHA), as well as members of the New Jersey Dental Hygienist's Association (NJDHA) and their local components. All second year students are members of the student American Dental Hygienist's Association.

Advisory Boards

Advisory Board Composition and Input

The Dental Hygiene Advisory Committee was created at the beginning of the Dental Hygiene program. Dentists and dental hygienists from the community serve on a one to three year term. The Academic Department Chair of the Dental Hygiene Department acts as the chair of the Advisory Committee. While faculty may sit on the committee, the majority of the members are from the community.

The following currently serve on the Advisory Board:

DENTAL HYGIENE

2013-2014

Dr. Hillel Ephros, DMD, MD	St. Joseph's Regional Medical Center 703 Main Street Paterson, NJ 07503	2 13-15
Ms. Patricia Fernandez, RDH, BS	197 Zabriskie Place River Edge, NJ 07661	2 13-15
Ms. Janet Finkle	Johnson & Johnson 61 Pierpont Place Staten Island, NY 10314	2 13-15
Ms. Diane King Hallgren, RN	Alpine Learning Group	1

	777 Paramus Road Paramus, NJ 07652	13-14
Dr. Manni Levi, DDS	5 McKinley Avenue West Caldwell, NJ 07006	2 13-15
Dr. Marie DePaola Madonna, DDS	375 Bedford Road Ridgewood, NJ 07450	2 13-15
Ms. Joan McCaffrey, RDH, BS	7 Ramsey Road Lebanon, NJ 08833	2 13-15
Mrs. Oxana Piskun, RDH	282 North Main Street Apt. 4 Lodi, NJ 07644	2 13-15
Ms. Maria Workman, RDH, MS	80 Prospect Avenue Westwood, NJ 07675	2 13-15
Ms. Deborah Cook, RDH, MAEd	Academic Department Chair Dental Hygiene Department Bergen Community College	
Ms. Linda Hall, RDH, MS	Faculty Representative Bergen Community College	
Lorena Camacho Rodriguez, RDH	15 Livingston Ave Lyndhurst, NJ 740071	1 13-14

Functions and Activities

The Advisory Board attended the luncheon and meeting during our accreditation site visit on December 4, 2012. The academic department chair corresponds with the board members via email and regular mail. In the fall of 2013, three new members were appointed to the board. On May 9, 2014, the board met in S 118. The board will be invited to the meeting that is planned for fall 2014.

Data Needs

Not Applicable

SUMMARY

Program Achievements, Progress Made Since Last Review

The major achievements, changes, and implementations since the last review are as follows:

- ❖ An increase in / new community affiliations and activities
- ❖ Annual survey updates and revisions
- ❖ Annual course content revision
- ❖ Conversion of WebCT to Moodle room online course components
- ❖ Change in course teaching assignments
- ❖ Update of EagleSoft to maintain state-of-the-art technology in clinic
- ❖ Integration of Typhon electronic grading system in clinic
- ❖ Use of “smart rooms” in the classroom
- ❖ Use of hybrid courses via Moodle rooms
- ❖ Annual update and revision of Student Handbook
- ❖ Annual update and revision of Faculty Manual
- ❖ Update and revision of Clinic Manual
- ❖ Curriculum modification

Mission/Goals/Objectives

The department goals address teaching, patient care, research, and service. The students receive a comprehensive and diversified education which provides the knowledge and skills necessary to graduate from an accredited program, prepare them for licensure, and employment. Students are encouraged to pursue life-long learning and / or advanced degrees

Patients are treated in our state-of-the-art dental hygiene clinic as well as at our rotation sites. Students are supervised at all times by faculty at all clinical sites.

The goal to collaborate with educational institutions, community organizations, public agencies, businesses, and employee groups, and to enhance opportunities for learning and for the economic development of the region prepare the student for the commitment to community service and interaction with diverse communities.

Both the institution and the department are committed to service. All students participate in the Service Learning program at Bergen Community College. A variety of community outreach activities and programs are planned throughout the two years of the dental hygiene program.

Outcomes are measured by:

- ❖ Individual faculty assessments
- ❖ Patient satisfaction surveys
- ❖ Graduate surveys
- ❖ Employer surveys
- ❖ National Dental Hygiene Board Examination Results
- ❖ American Dental Hygiene Licensing Examination (ADHLEX) Results
- ❖ Jurisprudence Examination (state) Examination Results
- ❖ Daily clinical evaluations in Typhon
- ❖ Daily laboratory evaluations
- ❖ Competency evaluations in Typhon
- ❖ Course Examinations
- ❖ Course Reviews and Outcomes

Strengths

As previously indicated, The Bureau of Labor Statistics, May 2012 report shows that 5440 dental hygienists (code #292021) are employed in New Jersey, with a mean hourly rate of \$38.61 and a mean annual salary of \$80,300. Dental hygiene remains within the top ten list of job careers which confirms the need for continuation for the degree program.

Challenges

As previously mentioned, the downturn in the economy has affected employment rates in many sectors. With the advent of the Affordable Health Care Act, employment opportunities in health care may increase as more citizens obtain insurance and providers will be needed to meet the growing number of people seeking services.

Celebration and Recognition

The Dental Hygiene Department was honored to celebrate with the Alpine Learning Center on May 14, 2013 in Princeton when they received an award for their program which works with children and adults with ASD (Autistic Spectrum Disorders).

Our accrediting body, the Commission on Dental Accreditation, notified The Department in August of 2013, that we passed our site visit without any recommendations (items that must be corrected within a specific time frame) and with only one suggestion (which must be addressed before the next site visit in 2019). At present, all full time faculty are complying with the suggestion.

The Department participated in Bright Smiles, sponsored by Colgate, at the Greater New York Dental Meeting on December 2, 2013. In January of 2014, we received a thank you letter and a donation for The Department.

Recommendations for Change

The Dental Hygiene Department, along with several other Health Professions departments, will be housed in the new Health Professions Building, which is under construction. The Program will expand the clinic to 24 chairs, that would have new state of the art equipment, upgrades to the computer hardware and software, and new radiology and dental materials laboratories. The new location of the Dental Hygiene Clinic will make the facility more accessible to the public.

Additionally, an ongoing evaluation of the Curriculum must continue to facilitate changes needed to keep the Program and courses current. Course content must be reviewed periodically to assure consistency throughout the program and any changes needed to be implemented.

ACTION PLAN

The Dental Hygiene Department developed the following Strategic Plan for the years 2012-2015. Our Action Plan, below, is derived from these goals.

Dental Hygiene Department, Strategic Plan 2012-2015

Administration	Curriculum	Clinical Care	Technology	Community Outreach	Professional Development
Provide the highest caliber of education to the students	Evaluate new sequencing of curriculum/ courses	Expand external clinical experiences	Provide communication / email through Moodleroom	Advertise / increase public awareness of dental hygiene clinic	Provide faculty development workshops / continuing education each semester
Prepare students for life-long learning / advancement of education	Evaluate new courses developed	Identify equipment needs and funds	Offer all hygiene courses as hybrid courses by 2013	Expand community outreach / identify new facilities and sites	Encourage membership and participation in Alumni Network
Provide state of the art program, equipment, and technologies	Identify potential for technology in new courses	Evaluate patient recruitment strategies	Provide support to faculty and students for technology integration	Continue Service Learning Partnership	Utilize corporate partnerships to enhance student and faculty development
		Conversion to electronic health records	Upgrade clinical software		Explore opportunities for grant projects and development

1) Goal: Upgrade Clinical Software

- a) Objective: Contact IT. Make appointments for upgrade in collaboration with ADC/CC
 - i) Timeframe: Summer 2014
 - ii) Responsible Party(ies): ADC and CC
 - iii) Resource Implications: Eaglesoft Version 17
- b) Objective: Train faculty and students
 - i) Timeframe: Fall 2014
 - ii) Responsible Party(ies): ADC and CC
 - iii) Resource Implications: Access to clinic computers and time for training

2) Goal: Evaluate New Sequencing of Curriculum and Reduce Total Credits

- a) Objective: Have Dental Hygiene Curriculum reduced to 64-66 credits
 - i) Timeframe: Spring to Fall 2014
 - ii) Responsible Party(ies): ADC, CC, FT faculty
 - iii) Resource Implications: Current Curriculum
- b) Objective: Select courses to delete from program / require as pre-requisites
 - i) Timeframe: Spring – Fall 2014
 - ii) Responsible Party(ies): ADC, CC, FT faculty
 - iii) Resource Implications: Curriculum Committee, Faculty Senate, Board