

Regents Teaching Excellence Award

Nominee

Floyd College

Dental Hygiene Department Portfolio

January 13, 2003

**Departmental Statement
Philosophies, Goals, and Strategies:
Making a Difference in the Academic Success of Students**

The mission of the Floyd College Dental Hygiene Program is to provide a quality, student focused education toward the Associate of Science degree. Graduates are competent to provide educational and therapeutic dental hygiene services in a professional, compassionate and ethical manner. Graduates are prepared to generate public trust, work within the dental profession and are committed to life long learning. All aspects of the program are continually assessed to provide on-going excellence and to guide improvement.

PHILOSOPHY

The philosophy of the Floyd College Dental Hygiene Program reflects the importance of self-development as well as intellectual growth. Education is a multidimensional process involving the acquisition of knowledge with understanding, continual self-growth and maturation, and scholarly inquiry. Thus, the educational format of the Dental Hygiene Program interweaves the basic and clinical sciences, liberal arts, and interpersonal communication to produce a responsible citizen who shows interest and concern for the welfare of self, family and community.

An essential for any professional is the development of a genuine concern for the public's wellbeing. The Dental Hygiene Program encourages the development of non-prejudicial attitudes that recognize people as individuals with personal needs. Ethical principles are actively promoted as the basis for relationship and service. Each graduate is responsible for professional actions and judgements when rendering public service.

The educational program strives to meet the oral health needs of individuals and groups with the utmost competence and empathy.

The faculty of the Dental Hygiene believes in the development of democratic ideas that will enable students and graduates to participate as active members of society. Student-to-student and student-to-faculty interactions aid both in molding leadership qualities and in promoting the ability to work cooperatively while retaining individuality. Each professional must be able to work in a cooperative setting with other health professionals in a united effort to provide quality total patient care. Support and participation is expected in professional and civic organizations as well as in proposed legislation affecting health services to the public. To be competent and effective, the professional must become a life long student, one who seeks and applies new knowledge and skills. The student should work continuously and diligently to improve and advance the standards by which the profession is governed. Equally important, the hygienist must educate and motivate the public to appreciate and practice excellent oral health habits, promote overall general health, and encourage the acceptance of responsibility for health conscious behavior.

The Dental Hygiene Program recognizes its responsibility to establish and maintain exemplary educational service standards. The delivery of excellent patient care is facilitated by open communication between the department and other programs on and off campus whereby the exchange of information of the latest advancements in health care and educational modes is encouraged.

GOALS

The goals of the Dental Hygiene Program are designed to meet legal standards for the profession, to promote professional activities, and to encourage community service.

- Prepare a qualified dental hygienist that is competent to practice legally in the State of Georgia.
- Provide a quality educational program which meets the standards of the Commission on Dental Accreditation of the American Dental Association.
- Participate in professional activities on the local, state and national levels.
- Provide quality patient care for our patient population.
- Explore recruitment avenues to maintain pool of qualified applicants.
- Maintain a knowledgeable and productive faculty and staff through a continuous environment of professional development.
- Participate in community service initiatives.
- Provide an academic basis which facilitates articulation with other educational programs and from which students may progress toward additional academic advancement.

STRATEGIES

Competencies for Dental Hygiene Graduates identifies and organizes the knowledge, skills and attitudes that graduates must attain for entry into dental hygiene practice. The competencies define the core content of the curriculum. The competencies set standards for identifying relevant content and provide guidance in making decisions related to the educational program.

Three domains represent broad categories of professional activity and concern that occur in dental hygiene practice: 1) Professionalism; 2) Health Promotion and Disease Prevention; and 3) Patient Care. The concept of domains is intended to encourage a structure and process in the curriculum that is interdisciplinary, coordinated and applicable to practice.

Competencies: Within each domain, competencies are identified. A competency is the ability to provide a particular, but complex, task or service. For example, the dental hygienist must be able to systematically collect, analyze and accurately record baseline data on the general and oral health status of patients using methods consistent with medicolegal principles.

Supporting Skills: The more specific abilities could be considered subdivision of competencies. An example of a supporting skill is: “Obtain, review and update a complete medical, family and dental history.” The acquisition and demonstration of a competency require a level of mastery of all supporting skills related to that particular service or task. Similarly, supporting skills also require acquisition of more specific abilities.

Foundational Abilities: Foundational abilities are obtained through didactic and laboratory instruction that provide the information and experience needed for satisfactory mastery of supporting skills. Foundational ability encompasses knowledge, skill and attitudes. Foundational knowledge is the ability to use information and correctly answer specific questions when asked, for example, on an examination. Foundational technical skill is the ability to follow specific rules to produce acceptable results in standardized situations for example, periodontal probing on a simulator. Foundational attitudes are

positive intellectual and behavioral actions, such as addressing a patient's chief complaint prior to proceeding with the planned treatment. The basic medical and dental sciences, behavioral sciences, and clinical sciences all provide instruction at the foundation. Course objectives are designed to provide foundational abilities.

**Floyd College
Dental Hygiene Program
Fact Sheet**

History:

- The Dental Hygiene Program at Floyd College began in 1990 as a satellite program of the Medical College of Georgia.
- The Dental Hygiene Program became an independent program of Floyd College in 1998.
- In spring 2000, the first graduating class of the Floyd College Dental Hygiene Program received their degrees.

National Dental Hygiene Boards (Written Test):

<u>Floyd College Pass Rate</u>		<u>National Pass Rate</u>
2000:	100%	91.5%
2001:	100%	95.4%
2002:	100%	94.8%

Southern Regional Testing Authority (Clinical Test):

<u>Floyd College Pass Rate</u>		<u>Region/State Pass Rate</u>
2000:	100%	Data Not Available
2001:	100%	Data Not Available
2002:	100%	Data Not Available

- Clearly, the perfect (100%) pass rate for graduates of the Dental Hygiene Program on licensure exams (written and clinical) over a three-year period is exemplary. The importance of teaching excellence is reflected in these superior outcomes which exceed the national averages for licensure exams.

**Floyd College
Dental Hygiene Program
Student Success Data**

Retention/Graduation Rates:

2000: 85% (12 of 14)

2001: 92% (13 of 14)

2002: 100% (14 of 14)

- Over a brief three-year period, the Dental Hygiene Program has increased retention/graduation to 100%, while maintaining a 100% pass rate on regional and national licensure exams.

Graduate Survey:

A survey of Dental Hygiene Graduates (2000-2002) provides additional evidence regarding student success:

Class of 2000:

Full-Time Employment: 75% (9 of 12 graduates)
1 working part-time
Continuing Education: None are in the process of continuing education
75% (3 graduates) have plans to continue education
Community Service: 33% (4 graduates) have participated in community service

Class of 2001:

Full-Time Employment: 92% (12 of 13 graduates)
1 working part-time
Continuing Education: One graduate is completing bachelors' degree
No other graduates have plans to continue education
Community Service: 38% (5 graduates) have participated in community service

Class of 2002:

Full-Time Employment: 71% (10 of 14 graduates)
4 working part-time (2 of these students completing degrees)
Continuing Education: Two graduates are completing bachelor's degrees
79% (11 graduates) plan to continue education
Community Service: 36% (5 graduates) have participated in community service

Evidence of Efforts to Foster Student Learning

1. Individual and collective faculty efforts to improve teaching and student learning:

- Faculty members seek advice from community partners through the utilization of the Dental Hygiene Advisory Committee that meets twice each year.
- Curriculum review, based on program outcomes during the previous year, is scheduled to address issues and improve outcomes. (Refer to #2 and #6 below.)
- Faculty members (individually and collectively) attend professional educational meetings and seminars to continuously improve their knowledge of content and to improve teaching methods. Collectively, the Dental Hygiene faculty (of 3) receives an average of 40 hours of continuing education each year.
- During fall 2002, student learning clusters were established on campus and at the dental hygiene clinic.
- PowerPoint presentations are available for all classes.

2. Comprehensive assessment of student learning and use of the results to inform teaching practices and curricular development and revision:

- Individual, confidential student conferences are held every three weeks in order to:
 - 1) identify student strengths and needs;
 - 2) evaluate academic progress;
 - 3) identify clinical strengths/areas for improvement;
 - 4) identify needs for tutoring;
 - 5) identify needs for outside assistance; and
 - 6) provide opportunities for verbal, one-on-one feedback
- On an annual basis, the Dental Hygiene faculty participates in a thorough curriculum review that incorporates information and assessment from a broad range of sources. Course and curriculum revisions are implemented based on a thorough review of these measurable outcomes after extensive faculty discussions regarding same.

Student Evaluations (clinical and didactic – completed each semester)

Patient Surveys

Employer Surveys

Graduate Surveys (conducted 6 months after graduation)

Exit Surveys (most recent graduates)

Advisory Committee minutes

End of Term Reports (completed by each course director for each course taught). These reports assess evaluation methods utilized, textbooks, course content, audiovisual needs, resources needed, faculty needs, distribution of grades, grading criteria and percentages, and faculty plans for the next term.

3. **Efforts to enable faculty to use innovative and effective forms of pedagogy and technology:**

- All faculty members use PowerPoint in all presentations.
- Internet services are available on campus and at the dental hygiene clinic, utilized by students for timely clinical research.
- The program has purchased current software and up-to-date equipment including a portable projector to support PowerPoint presentations in the classroom and clinic (for faculty, students and guest speakers) as well as portability to accommodate community presentations/education.
- The program has obtained new laboratory space and equipment to facilitate teaching of pre-clinical instrumentation and better use of clinical space.

4. **Strong links between good teaching and various awards, e.g. compensation, promotion, tenure, grants, leaves, travel, departmental or program-based awards:**

- Continuing education programs are encouraged that help prepare faculty for current classroom education. The Director has attended 70 hours of continuing education this past year. The faculty maintains a collective average of 20 hours/year of continuing education related to teaching responsibilities.
- Promotions are based on performance. Two faculty members have been promoted to associate professor and three faculty members are presently preparing portfolios for promotion or tenure.

5. **Department/unit policies that encourage collaborative faculty efforts, including team teaching, teaching discussion groups, interdisciplinary courses, mentoring, etc.**

- All clinics associated with the program utilize collaborative clinical teaching.
- Student/Faculty Group Reflection discussion groups are held every three weeks. Group and individual mentoring occurs during these open group meetings, when faculty, staff and students discuss policies, procedures, personal and patient concerns.
- Weekly faculty meetings are conducted during which time student concerns and individual needs of students are discussed.
- The Dental Hygiene Program in collaboration with the Health Sciences Division has been instrumental in the formation of an institutional interdisciplinary committee of Floyd College faculty members who teach health science students in required general education courses. This new

committee (formed in Fall 02) will meet regularly to coordinate instruction between general education, dental hygiene and other health sciences programs in order to strengthen students' foundational knowledge. The committee will also work to develop interdisciplinary class projects and assignments for Dental Hygiene students during their general education courses.

6. An on-going process for reviewing and reshaping curricula so that achieving academic excellence and serving the needs of all students remain as top priorities.

On an annual basis, the Dental Hygiene faculty participates in a thorough curriculum review that incorporates information and assessment from a broad range of sources. Course and curriculum revisions are implemented based on a thorough review of these measurable outcomes after extensive faculty discussions regarding same.

- Student Evaluations (clinical and didactic)
- Patient Surveys
- Employer Surveys
- Graduate Surveys (conducted 6 months after graduation)
- Exit Surveys (most recent graduates)
- Advisory Committee minutes
- End of Term Reports (completed by each course director for each course taught). These reports assess evaluation methods utilized, textbooks, course content, audiovisual needs, resources needed, faculty needs, distribution of grades, grading criteria and percentages, and faculty plans for the next term.

7. **Exemplary programs for advising, mentoring, recruiting, and retaining students; co-curricular work with students; out of class learning:**

- Second-year students conduct Table Clinics for the community, local and regional professional meetings and state professional meetings.
- Second-year students conduct a minimum of six (6) Community Presentations on Oral Health for a diverse audience, including, but not limited to local public schools and special needs group (elderly, substance abuse patients, deaf, etc.)
- Students conduct Dental Screenings for minority and disadvantaged youth each summer as part of Floyd College's National Youth Sports Program (NYSP).
- Students and faculty conduct Health Fairs for community education and recruitment of patients.
- Faculty designed a web page for the program that includes a brochure and program information.
- Each semester faculty members participate in advising dental hygiene students, other health science students and pre-health science students.
- Purposeful advising and mentoring efforts have resulted in a retention rate of 92.8% over the past 10 years (beginning with the satellite program of the Medical College of Georgia in 1990). The retention rate for the past three years has been 85% (2000), 92% (2001) and 100% (2002).

8. **Success of the department's or program's students, e.g. graduation, job placement, acceptance in graduate school, etc.:**

- The Fact Profile (page 7) and Student Success Data (page 8), reflect the following success:

- **Retention/Graduation Rates:**

2000:	85% (12 of 14)
2001:	92% (13 of 14)
2002:	100% (14 of 14)

The average graduation rate for the past 10 years (1992-2002) is 92.8%.

Over a brief three-year period, the Dental Hygiene Program has increased retention/graduation to 100%, while maintaining a 100% pass rate on regional and national licensure exams (exceeding the national pass rates).

National Dental Hygiene Boards (Written Test):

	<u>Floyd College Pass Rate</u>	<u>National Pass Rate</u>
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Prior to the program transitioning from a satellite of the Medical College of Georgia to an independent program of Floyd College, graduates of the satellite program also enjoyed a 100% pass rate on the National Dental Hygiene Boards. Thus, for the past 11 years (from 1992 through 2002), both the satellite and independent Floyd College programs have achieved perfect scores on the national licensure exam.

Clearly, the perfect (100%) pass rate for graduates of the Dental Hygiene Program on licensure exams (written and clinical) over a three-year period is exemplary. The importance of teaching excellence is reflected in these superior outcomes which exceed the national averages for licensure exams.

Job Placement:

Job placement over the past 10 years is 100% (for all graduates seeking full-time or part-time employment).

**Floyd College
Dental Hygiene Program
Summary**

Although the Floyd College Dental Hygiene Program began as an independent program of Floyd College only three years ago, the track record for this program is excellent. Given the importance of benchmarking licensure examinations, the Dental Hygiene Program sets the standard of excellence for the University System of Georgia. With pass rates of 100% for the past three years (as an independent Floyd College program) and pass rates of 100% for the preceding seven years (as a satellite of the Medical College of Georgia), this programs reflects excellence in teaching which results in superior student performance and success.

In addition to perfect pass rates on regional and national licensure examinations, the program has maintained a graduation rate of 92.8% over the past ten years (1992-2002 graduates). Over a brief three-year period, the Floyd College Dental Hygiene Program has increased retention/graduation rates to 100%, while maintaining perfect pass rates on regional and national licensure examinations.

All academic divisions at Floyd College recognize the excellent, documented success of the Dental Hygiene Program and unanimously supported the submission of application for the Regents' Teaching Excellence Awards at a meeting of Division Chairs in Fall 2002.