

Dental Hygiene

Comprehensive Academic Program Review 2006-2007

*Associate in Science Degree in
Dental Hygiene*



Department of Institutional Research
and Effectiveness
St. Petersburg College

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Dental Hygiene
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

Dental hygienists are licensed preventive oral health professionals, who provide educational, clinical, and therapeutic services supporting total health through the promotion of optimal oral health. After graduation a license is required to enter dental hygiene practice. A Florida dental hygiene license requires passing a National Dental Hygiene Board examination, and State clinical examination, as well as meeting other eligibility requirements determined by the Florida Board of Dentistry.

Program Performance

- *Actual Course Enrollment* has remained relatively stable in the Dental Hygiene program over the last two academic years, with lower enrollment during Summer sessions.
- *Student Semester Hour (SSH) Productivity* has remained consistent in the Dental Hygiene program over the last three semesters of the 2005-2006 academic year, hovering around 1.05. These numbers are slightly up from the previous academic year where the Fall and Spring semesters had a SSH of 0.98.
- The number of *program graduates* has been consistent over the last ten years with slight increases in 1998-1999 (35), 2000-2001 (36), and the recent ten-year high in 2005-2006 of 39 graduates.
- The vast majority of students in the program receive passing grades in the courses. One notable observation regarding the *grade distribution* was that the percentage of students receiving a grade of 'A' dropped in half from the Spring to Fall semesters.
- *Adjunct faculty* taught 26.3% of the course load for the 2005-2006 academic year as compared to 20.9% for the previous year. The highest semester was the Spring semester in which adjunct faculty taught 31.9% of the program's course load. All semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability

- The *Relative Profitability Index (RPI)* has remained steady over the last few academic years (0.26) for the Dental Hygiene program, increasing slightly since a five-year low in 2002-2003 (0.21).

Academic Outcomes

- The *2004-2005 Academic Program Assessment Report* indicated that the Dental Hygiene program used the National Dental Hygiene Board Examination (NDHB) to evaluate its students. This exam is required for Licensure throughout the United States. The Dental Hygiene program had a school average of 84.3 on the 2005





National Dental Hygiene Board Examination (NDHB). This was slightly higher than the national average of 83.3.

- The *2004-2005 Academic Program Assessment Follow-up Report* was completed in December of 2006. The summary of the report indicated that the outcomes “remain exceptional” for the Dental Hygiene program with the mean score of 84 on the 2006 National Dental Hygiene Board Examination. This is slightly higher than the national average of 82.9 and the program’s ranking was 81st out of the 263 schools in the United States.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Dental Hygiene program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Dental Hygiene *advisory committee* meeting was held on November 13, 2006. The meeting consisted of the nomination of Debi Thackrey as chair; a program enrollment update; new equipment discussion; curriculum changes; planning for ‘give kids a smile’ day; outcomes update; and discussion about the new medical history form.
- *Recent Graduate surveys* were provided to the 2004-2005 graduates of the Dental Hygiene program. Seventy-seven percent (77.1%) of the 35 graduates responded to the survey.

Notable results include:

- 72.7% of recent graduate survey respondents were employed fulltime.
- 75.0% of recent graduate survey respondents thought that SPC did ‘*Exceptionally well*’ preparing them for their current position, while the remaining 25.0% thought that SPC did ‘*Very well*’ preparing them for their current position.
- 100.0% of recent graduate survey respondents employed in a field related to their studies believed that their studies at SPC prepared them for their chosen career.
- For hourly employees, 83.3% of recent graduate survey respondents earned \$19.50 or more per hour, while the remaining 16.7% earned between \$10.00 and \$12.00 per hour.
- For salary employees, 50.0% of recent graduate survey respondents earned between \$50,000 and \$59,999 per year, while the remaining 50% earned between \$30,000 and \$49,999 per year.
- 100.0% of recent graduate survey respondents who are continuing their education are doing so in the upper division Dental Hygiene program.
- 95.7% of recent graduate survey respondents would recommend the Dental Hygiene program to others.
- In addition, the Dental Hygiene department conducted independent Graduate Surveys to be used for accreditation purposes. Thirty-six (36) Graduate Surveys were mailed. A total of 19 have been returned. The results averaged on a





Lickert Scale 1-4 were all above 3.2, indicating general overall satisfaction with the program.

- Fifty percent (50.0%) of the six employers surveyed responded to the *Employer survey*. Notable results include:
 - 66.7% of employers responding to the survey would hire another graduate from SPC.
 - Oral communication skills and effective computer skills had the highest mean values (6.7), while an appropriate level of responsibility/self-management (5.0), participates as a team player (5.0), and chooses ethical course of action (4.7) had the lowest.
- In addition, the Dental Hygiene department conducted independent Employer Surveys to be used for accreditation purposes. Thirteen (13) surveys were sent and 9 were returned at a return rate of 69%. The results averaged on a Lickert Scale 1-4 were all above 3.1, indicating general overall satisfaction with SPC graduates.

Occupation Profile

- *2005 median yearly income* for Dental Hygienists was \$60,900 in the United States, \$51,700 in the State of Florida, and \$45,100 in the Tampa-St. Petersburg metropolitan area.
- *Employment trend information* suggests a significant average annual increase (39% - 43%) in employment for the profession over the next 5 - 7 years for the country and state. For Pinellas County, the projection is slightly less at 28% with an average of thirty-five new job openings per year over the next twelve years. Of the thirty-five new job openings, twenty-eight are estimated to be the result of 'growth' and seven are estimated to be the result of 'openings due to replacement.'

State Graduates Outcomes

- *State Graduates Outcomes* data for Dental Hygiene indicated that almost two hundred and fifty (238) students completed a state Dental Hygiene program in 2003-2004, of those approximately two-hundred (204) had some matching state data. Ninety-three percent (189) of those state graduates were employed at least a full quarter and eighty-seven percent (178) were had training-related employment. SPC Dental Hygiene graduates exceed the state total for at least a full quarter of employment (97%) and percent with training-related employment (94%).

Summary

- The trends illustrated by the graphs may appear to indicate negative trends in SSI or graduation rates while they remain well about the standards for St. Petersburg College. The unique nature of the program is such that courses are only offered once a year. As students progress through the program and reach clinical competency and graduation benchmarks they are well qualified for the profession of dental hygiene as reflected by both the graduate and employer surveys.



- *Enrollment*: the enrollment of the program has remained consistent over the past decade.
- *Program Graduates and accreditation*: the program graduates very competent dental hygienists who perform well on national and state board examinations and perform well in the field. During the programs last accreditation site visit the program received no recommendations as the Commission determined the program met or exceeded all the dental hygiene standards.
- *Retention*: the Dental Hygiene program works hard to foster student's success in the classroom and clinical environment.
- *Faculty*: the outstanding faculty in the department work hard with students, patients, as well as the community and through our professional association to promote the profession of dental hygiene.

Recommendations/Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all SPC departments and units to establish measurable statements of intent that





are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education-based Assessments focus on the general learning outcome from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans



have improved learning in their program. The College has developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected



outcomes are achieved, and shall be the basis for necessary improvements.

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

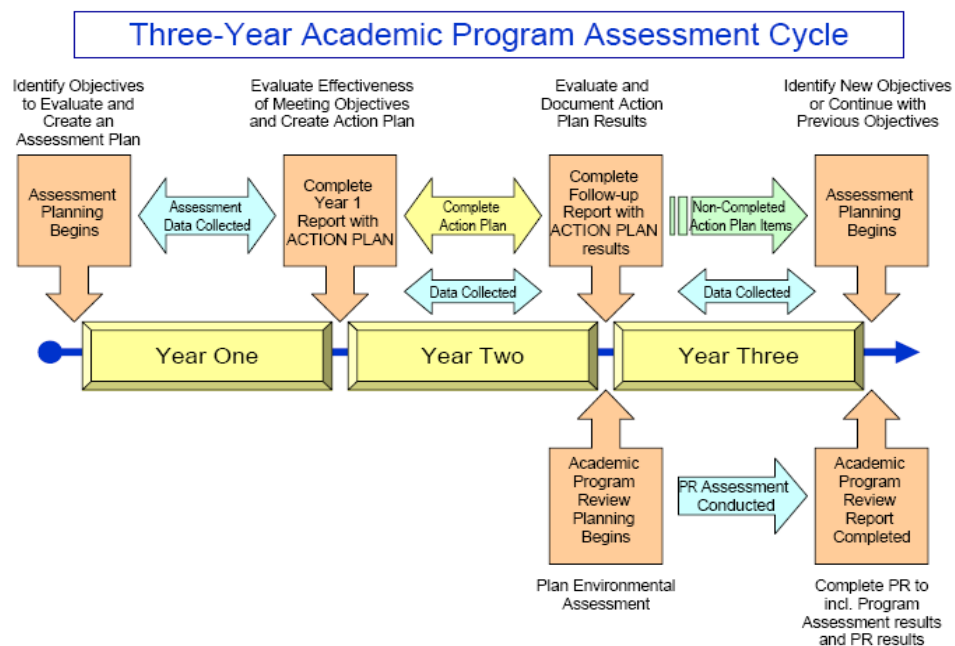


Figure 1: Three-Year Academic Program Assessment Cycle





Program Description

Dental hygienists are licensed preventive oral health professionals, who provide educational, clinical, and therapeutic services supporting total health through the promotion of optimal oral health. Graduates are awarded the Associate in Science degree in Dental Hygiene. After graduation a license is required to enter dental hygiene practice. A Florida dental hygiene license requires passing a National Dental Hygiene Board examination, and State clinical examination as well as meeting other eligibility requirements determined by the Florida Board of Dentistry.

A licensed dental hygienist is qualified for employment in a variety of settings, including private dental offices under the supervision of licensed dentists, industrial or hospital dental facilities, public health departments, and public or private school systems.

For a complete listing of all courses within the Dental Hygienist program, please see Appendix A.

Accreditation

The Dental Hygiene program was most recently reaccredited by the American Dental Association: Commission on Dental Accreditation in 2005. The next reaccreditation review date is in 2012.





Program Performance

Actual Course Enrollment

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has remained relatively stable in the Dental Hygiene program over the last two academic years, with lower enrollment during summer sessions as shown by Figure 2.

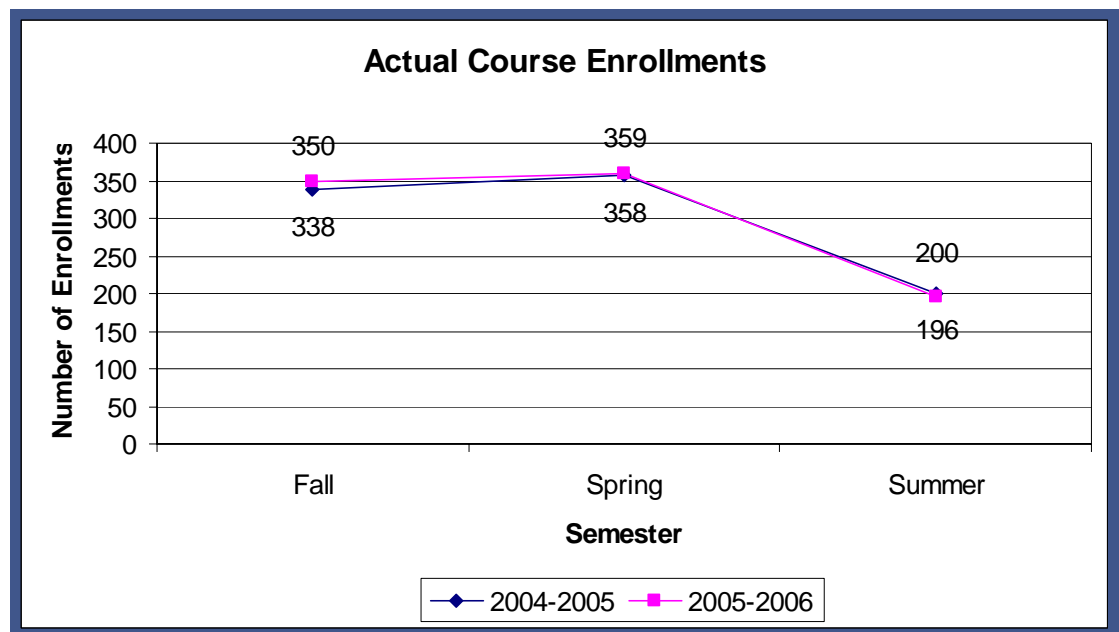


Figure 2: Actual Course Enrollments

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)



Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has remained consistent in the Dental Hygiene program over the three semesters of the 2005-2006 academic year hovering around 1.05 as shown by Figure 3. These numbers are slightly up from the previous academic year where the Fall and Spring semesters had an SSH of 0.98.

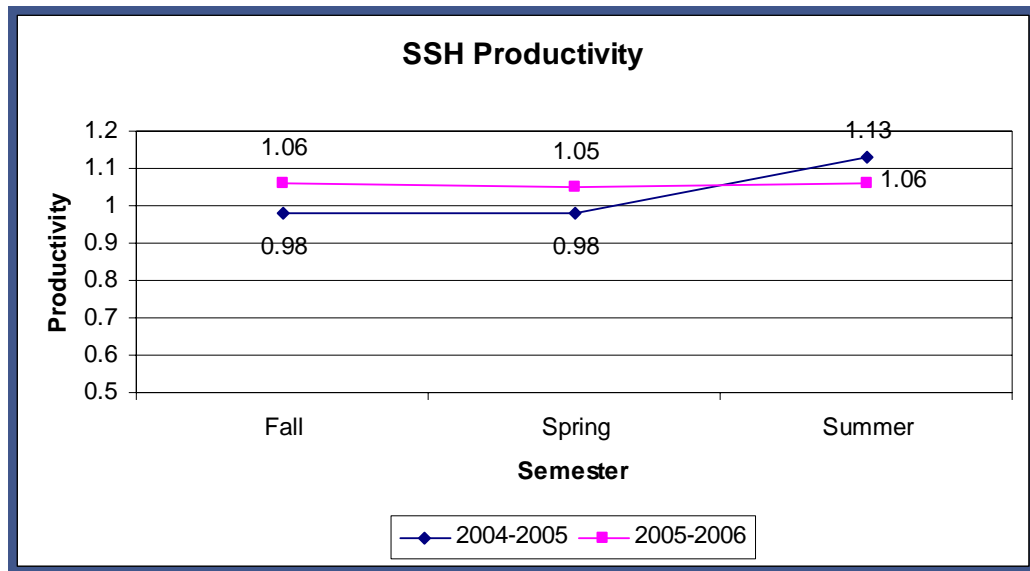


Figure 3: SSH Productivity

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)



Program Graduates

The number of program graduates has been consistent over the last ten years with slight increases in 1998-1999 (35), 2000-2001 (36), and the recent ten-year high in 2005-2006 of 39 graduates.

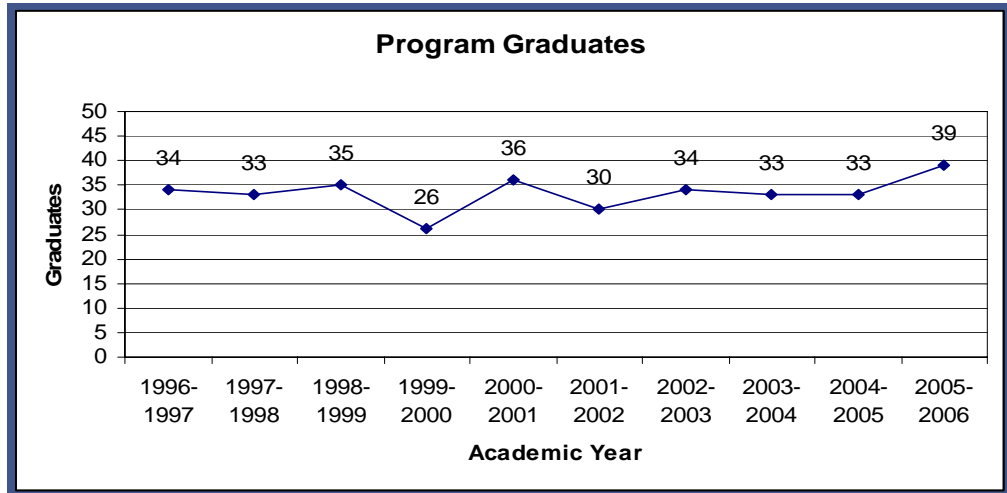


Figure 4: Program Graduates

Source: 2006-07 SPC Factbook, Table 31





Grade Distributions

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1
Program Core Course Grade Distributions

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	48.6%	41.2%	9.9%	0.0%	0.3%
Fall 2005	24.3%	54.1%	19.2%	2.1%	0.3%
Spring 2006	47.5%	45.5%	7.0%	0.0%	0.0%
Fall 2006	23.1%	65.6%	11.3%	0.0%	0.0%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

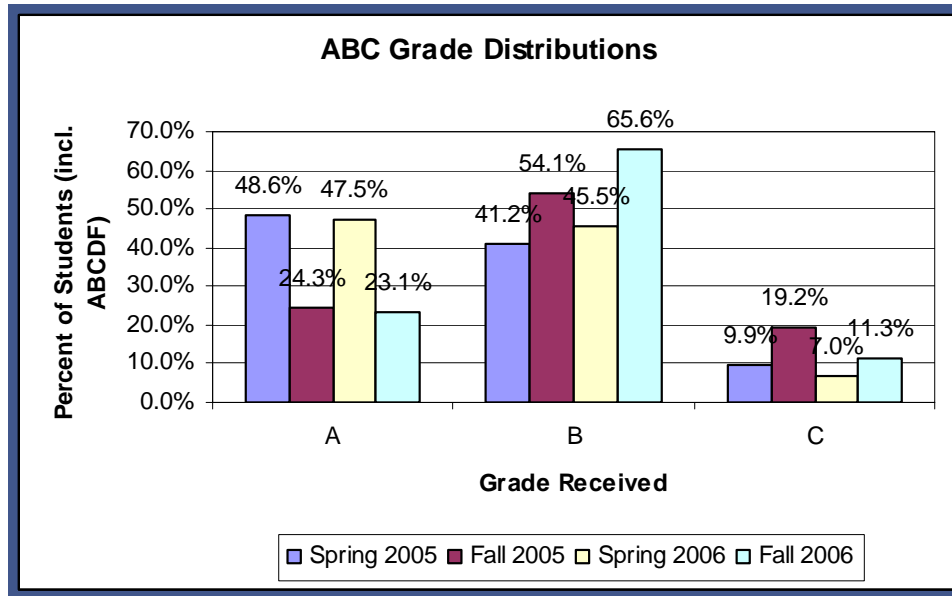


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students passing (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program receive a passing grade in the courses. In Spring and Fall of 2006, 100% of the students received a passing grade as compared to 99.7% and 97.0% in 2005. One notable observation regarding the grade distribution was that the percentage of students receiving a grade of A dropped in half from the Spring to Fall semesters.

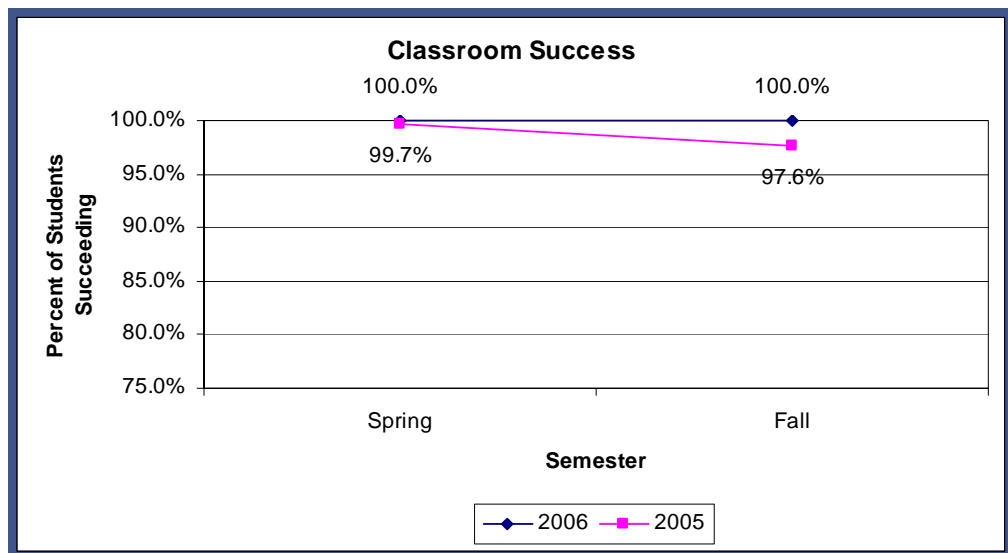


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



Fulltime/Adjunct Faculty Ratio

Table 2 displays the number and percentage of Dental Hygiene program equated credit hours (ECHs) taught by the individual faculty classifications. Fulltime faculty taught 41.4% of the ECH in 2005-2006, which is slight down from the 55.5% of ECHs in 2004-2005. Conversely, Percent of Load faculty taught 32.3% of the course load for the 2005-2006 academic year as compared to 23.7% for the previous year.

Table 2
ECHs by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2004-2005	82.00	67.91%	17.75	14.70%	21.00	17.39%
Spring 2004-2005	64.00	46.28%	39.25	28.38%	35.05	25.34%
Summer 2004-2005	29.75	51.52%	18.00	31.17%	10.00	17.32%
2004-2005 Total	175.75	55.48%	75.00	23.67%	66.05	20.85%
Fall 2005-2006	54.25	44.65%	41.00	33.74%	26.25	21.60%
Spring 2005-2006	54.75	40.18%	38.00	27.89%	43.50	31.93%
Summer 2005-2006	21.75	37.66%	23.00	39.83%	13.00	22.51%
2005-2006 Total	130.75	41.44%	102.00	32.33%	82.75	26.23%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)





The highest semester for the Adjunct ECHs was the Spring 2005-2006 semester in which adjunct faculty taught 31.9% of the program's course load as shown in Table 2. The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years. All semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

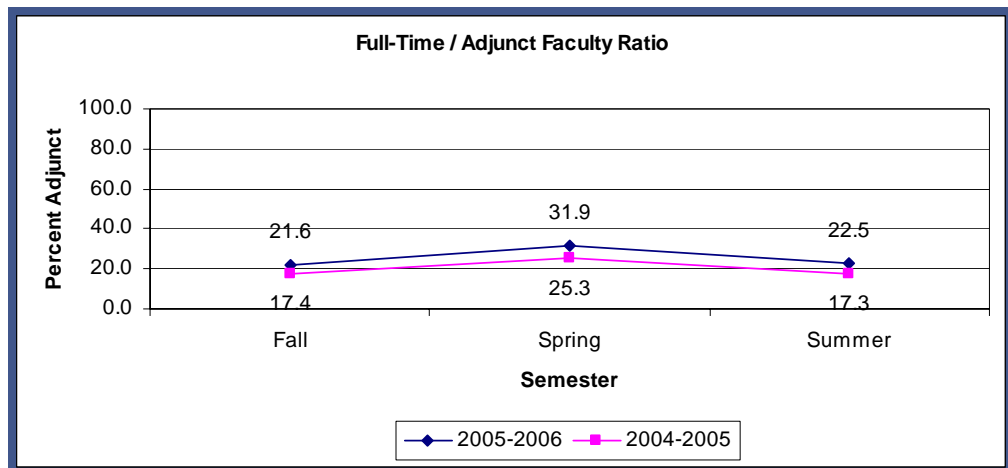


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)



Program Profitability

Relative Profitability Index (RPI)

Relative Profitability Index (RPI) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI has remained steady over the last few academic years (0.26) for the Dental Hygiene program, increasing slightly since a five-year low in 2002-2003 (0.21). Figure 8 displays the RPI over the last six years.

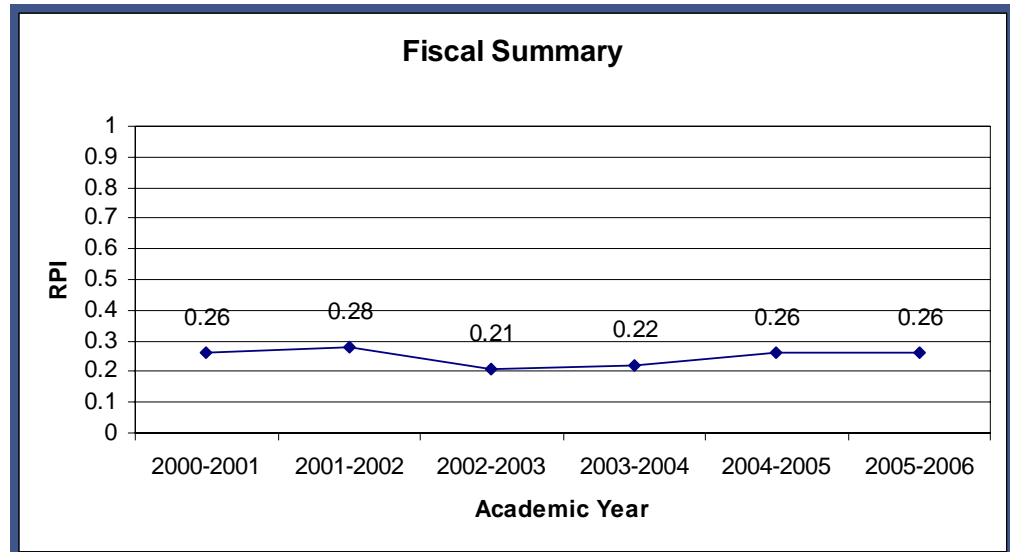


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Dental Hygiene program was recently evaluated through an Academic Program Assessment Report (APAR) in 2004-2005. Each of the program's thirteen major learning outcomes (MLOs) was evaluated during the assessment. Each of the thirteen MLOs are listed below:

1. The student will identify the anatomic structures including the human body, dental anatomy, tooth morphology, histology and embryology.
2. The student will identify the principles of physiology, biochemistry and nutrition and how they relate to dental hygiene care.
3. The student will describe the microbial count in periodontal disease and pathological conditions as well as the body's response to such invaders.
4. The student will analyze pathological disease conditions and how they relate to dental hygiene care and patient mortality.
5. The student will recognize the drugs commonly encountered in the dental office as well as their dosages, administration, contraindications and indications.
6. The student will describe and utilize current methodologies of assessment, prognosis and treatment planning for dental hygiene care.
7. The student will describe the theoretical knowledge of radiography and demonstrate the ability to identify and interpret dental radiographs.
8. The student will describe all the components in the management of dental hygiene care.
9. The student will describe classifications and features of periodontal diseases which will include etiological factors, contributing factors, host responses and treatments involved with the initiation and progression of periodontal disease.
10. The student will identify and describe the agents available to patients for the prevention of dental disease.
11. The student will identify the roles and uses of supportive treatment in the comprehensive dental hygiene care of a patient.



12. The student will demonstrate an understanding of the principles of public health and the methodologies needed to present these concepts to the community.
13. The student will apply their comprehensive knowledge of dental hygiene care through dental hygiene cases.

The program used the National Dental Hygiene Board Examination (NDHB) to evaluate its students. The exam is required for Licensure throughout the United States. Dental Hygiene students are eligible to take the Examination when they are within four months of completing the requirements for graduation.

The Dental Hygiene program had a school average of 84.3 on the 2005 National Dental Hygiene Board Examination (NDHB). This was slightly higher than the national average of 83.3.

The individual results from the National Board are provided to each student as well as to the program director. Approximately three months following each exam the program director also receives its "5 year summary report". This report provides the scores for the exam as well as the past 4 years as a comparison. Each subject area contains the school's mean, national mean, and standard deviation for each of the 5 years in each of the 13 subject areas. These subject area scores were used as the criteria for program success and are listed in Table 3.



Table 3
National Dental Hygiene Board Examination (NDHB) Subject Area Scores

Subject Area	Scores			
	Possible Points	SPC Average	National Average	Difference
A. Anatomic Sciences	15	9.5	9.6	-0.1
B. Phys-Biochem-Nutrition	11	5.8	5.9	-0.1
C. MicroBio-Immunology	11	6.8	6.7	0.1
D. Pathology	13	7.7	6.5	1.2
E. Pharmacology	11	8.3	8.3	0.0
F. Patient Assessment	68	46.5	46.1	0.4
G. Radiology	56	43.5	41.1	2.4
H. Management of D. H. Care	63	37.2	38.7	-1.5
I. Periodontology	35	24.1	22.5	1.6
J. Preventive Agents	16	9.7	10.4	-0.7
K. Supportive Treatment	10	6.6	6.0	0.6
L. Community Health	17	15.4	15.2	0.2
M. Professional Responsibility	24	9.9	9.0	0.9
Case-Based	150	100.2	99.2	1.0

Source: Academic Outcomes from 2004-05 Academic Program Assessment Report (APAR)

The 2004-2005 follow-up report was completed in December of 2006. This report indicated that eleven of the thirteen action items had been successfully completed and that the remaining two were pending completion over the next few months. The summary of the report indicated that the outcomes “remain exceptional” for the Dental Hygiene program with the mean score of 84 on the 2006 *National Dental Hygiene Board Examination*. This is slightly higher than the national average of 82.9 and the program’s ranking was 81st out of the 263 schools in the United States.





Stakeholder Perceptions

Student Survey of Instruction (SSI)

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the survey exist including lecture, non-lecture, clinical, and eCampus (on-line) classes. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- **Evaluation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.





Lecture. The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. While the results show a steady decline for the Dental Hygiene program over the last four semesters, the average scores for the most recent semester (Fall 2006) are still well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown in Figure 9.

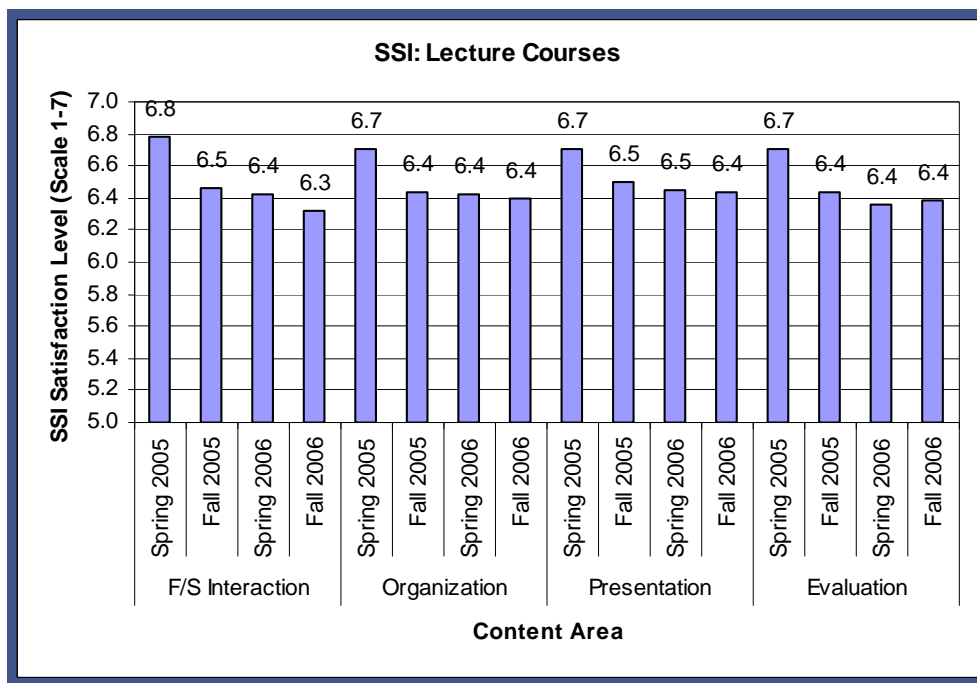


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS





Non-Lecture. Lab courses and self-paced or directed individual study use the non-lecture version of the survey. Results indicate an increase in the average Dental Hygiene program survey scores for Fall 2006 over the prior semester. In Spring 2006, average survey scores in all four content areas dipped below 6.0 for the only time in the four semester comparison. This change suggests that something significant occurred in the non-lecture Dental Hygiene class during this past semester. The average survey results by semester and content area are shown in Figure 10.

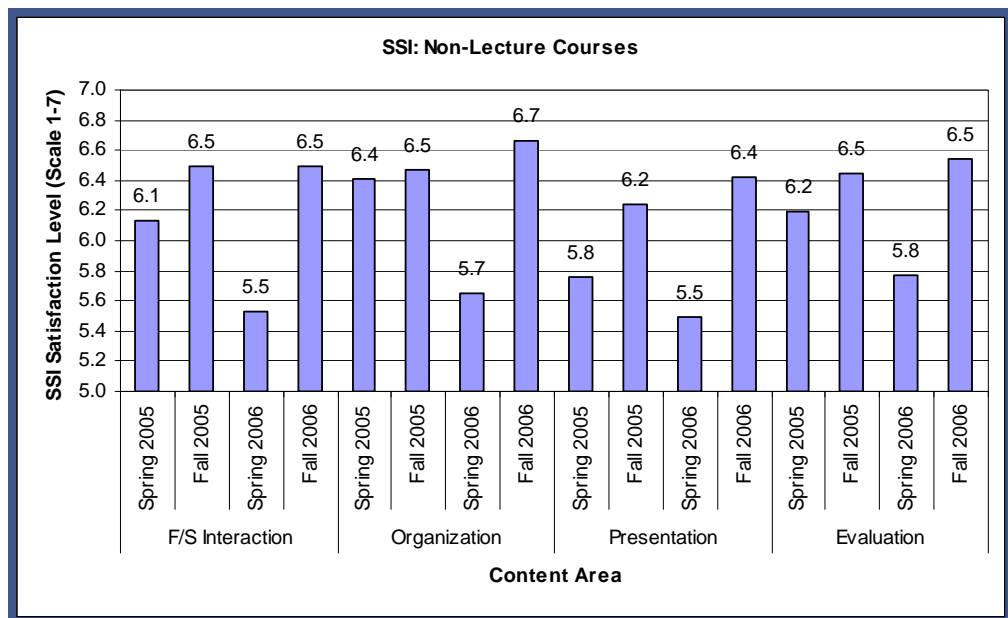


Figure 10: SSI Non-Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS



Clinical. The clinical version of the survey is distributed to all students enrolled in a clinical specific class. This typically only includes health-related programs such as the Dental Hygiene program. While the survey results are generally lower than the four semester highs in Spring 2005 (Evaluation remained the same and is the exception), the average scores for the most recent semester (Fall 2006) are still well above the traditional College threshold (an average of 5.0). The average survey results by semester and content area are shown in Figure 11.

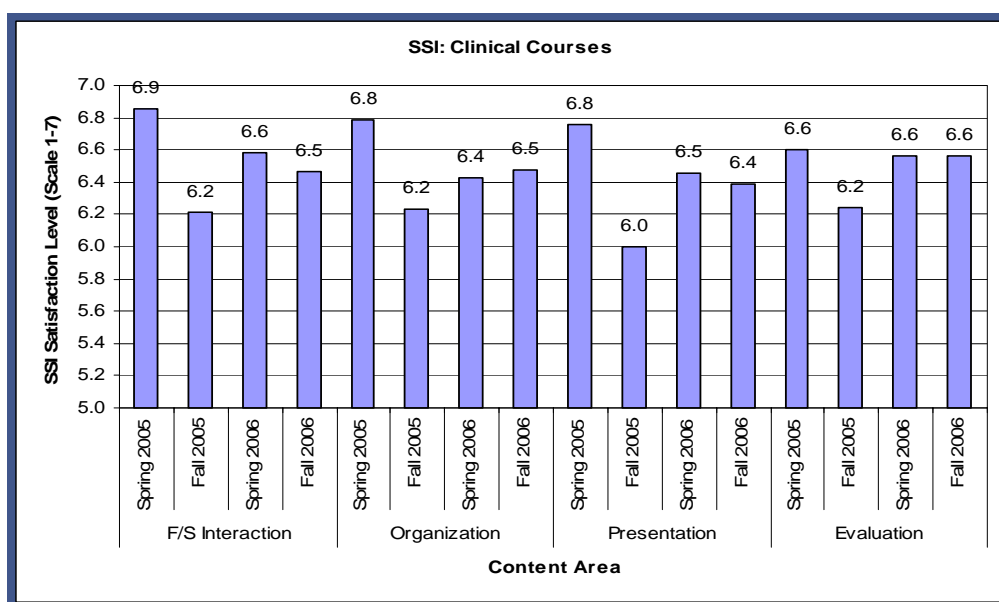


Figure 11: SSI Clinical Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS

eCampus. The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). There were no eCampus classes in the Dental Hygiene program during the time of the review.

Summary. All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for

Dental Hygiene
 2006-2007 Comprehensive Academic Program Review
 Department of Institutional Research and Effectiveness





evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Dental Hygiene program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

Technical Education Advisory Committee

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of this community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and



10. discuss proposed equipment purchases in excess of \$9,999.99.

Recent Meeting Summary. A Dental Hygiene advisory committee meeting was held on November 13, 2006. The meeting consisted of the nomination of Debi Thackrey as chair; a program enrollment update; new equipment discussion; curriculum changes; planning for 'give kids a smile' day; outcomes update; and discussion about the new medical history form.

Nomination. Debi Thackrey was nominated as Chair.

Program Activities. Current Enrollment was reported.

- AS 38 new students
35 second year students
- BAS Program juniors and seniors
Currently about 100 enrolled with 40 to begin in January

New Equipment.

- Software finally arriving (Eaglesoft) with training in December.
- Florida Probe Opportunity was discussed.
- Members suggested exploring other technology.
- Tami Grzesikowski asked for input on digital camera.

Curriculum Changes. New courses in Preventive Dentistry, Emergencies, and Periodontics will begin in May.

Give Kids a Smile Day.

- February 2 at Health Center.
- Tami Grzesikowski is working with Chris Wujick on planning.

Outcomes.

- Graduate surveys coming in: employer surveys will then go out. Tami Grzesikowski will provide that data in Spring.
- FTD's taking board exams remains an issue in Florida

Medical History Form. New medical history form and disclosure by minors was discussed. Chris Patel asked how offices handle these situations.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C and D.



Recent Graduate Survey Information

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Dental Hygiene program by Institutional Research. Seventy-seven percent (77.1%) of the 35 graduates responded to the survey. Six of the respondents provided permission to contact their employers.

Notable results include:

- 11.0% of recent graduate survey respondents were in the military.
- 72.7% of recent graduate survey respondents were employed fulltime.
- 100.0% of recent graduate survey respondents had a current position related to their studies.
- 75.0% of recent graduate survey respondents thought that SPC did '*Exceptionally well*' preparing them for their current position, while the remaining 25.0% thought that SPC did '*Very well*' preparing them for their current position.
- 100.0% of recent graduate survey respondents employed in a field related to their studies believed that their studies at SPC prepared them for their chosen career.
- For hourly employees, 83.3% of recent graduate survey respondents earned \$19.50 or more per hour, while the remaining 16.7% earned between \$10.00 and \$12.00 per hour.
- For salary employees, 50.0% of recent graduate survey respondents earned between \$50,000 and \$59,999 per year, while the remaining 50% earned between \$30,000 and \$49,999 per year.
- 100.0% of recent graduate survey respondents who are continuing their education are doing so in the upper division Dental Hygiene program.
- 95.7% of recent graduate survey respondents would recommend the Dental Hygiene program to others.

In addition, the Dental Hygiene department conducted independent Graduate Surveys to be used for accreditation purposes. Thirty-six (36) Graduate Surveys were mailed. A total of 19 have been returned. The results averaged on a Lickert Scale 1-4 are shown in Table 4.



Table 4
Results of a Graduate Survey conducted by the Dental Hygiene program

Area		Average
1.	Patient Assessment Skills	3.89
2.	Radiography - Expose/Process	3.83
3.	Infection Control	3.93
4.	Scaling Root Planning Prophylaxis	3.79
5.	Oral Hygiene Instruction/Dietary Counseling	3.89
6.	Expanded Functions (sealants, impressions, adjunctive perio aids)	3.47
7.	Instrument Sharpening	3.84
8.	Practice Management (administration, marketing, etc.)	3.21
9.	Ethics	3.95
10.	Communication Skills (verbal/nonverbal)	3.84
11.	Preparation for National Board	3.79
12.	Preparation for State Board	3.84
13.	Preparation for Private Practice	3.37
14.	Preparation for Special Needs Patients	3.74

Source: Graduate Survey Conducted by Dental Hygiene Program





Employer Survey information

Six employer surveys were sent out by Institutional Research to employers, based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Fifty-percent (50.0%) of the six employers surveyed responded to the employer survey.

Notable results include:

- 100.0% of employers responding to the survey had graduate employees who earned \$19.50 or more per hour.
- 66.7% of employers responding to the survey would hire another graduate from SPC.
- An employer evaluation of the graduates' general education competencies are displayed in Table 5. Oral communication skills and effective computer skills had the highest mean values (6.7), while an appropriate level of responsibility/self-management (5.0), participates as a team player (5.0), and chooses ethical course of action (4.7) had the lowest. The item referencing mathematical skills only had a single response and may not be as reliable as the other item ratings.





Table 5
Employer Competency Ratings for Recent Dental Hygienists Program Graduates

Competency Area (Seven point rating scale with 7 being the highest value)	Item Ratings		
	N	Mean	SD
1. Possesses necessary reading skills.	3	5.7	1.2
2. Uses written communication skills effectively.	3	5.3	1.5
3. Uses oral communication skills effectively.	3	6.7	0.6
4. Posses effective computer skills (e.g., for computing, word processing)	3	6.7	0.6
5. Possesses necessary mathematical skills	1	7.0	N/A
6. Exhibits an appropriate level of responsibility and self-management.	3	5.0	2.0
7. Chooses ethical courses of action.	3	4.7	2.5
8. Participates as a team player.	3	5.0	2.6
9. Works well with individuals from diverse backgrounds.	3	6.0	1.0
10. Acquires, interprets and uses information effectively.	3	6.0	1.0

Source: 2004-05 Employer Survey Results

In addition, the Dental Hygiene department conducted independent Employer Surveys to be used for accreditation purposes. Thirteen (13) surveys were sent and 9 were returned at a return rate of 69%. The results averaged on a Lickert Scale 1-4 are shown in Table 6.





Table 6
Employer Competency Ratings for 2006 Graduate Dental Hygienists

	Area	Average
1.	Patient Assessment Skills	3.44
2.	Radiography - Expose/Process	3.44
3.	Infection Control	4.00
4.	Office Emergencies	3.33
5.	Debridement (scaling, polishing)	3.44
6.	Soft Tissue Mgt. (periodontal scaling)	3.44
7.	Oral Hygiene Instruction	3.62
8.	Expanded Functions	3.38
9.	Instrument Sharpening	3.44
10.	Dietary Counseling	3.60
11.	Marketing Dentistry	2.89
12.	Ethics	3.80
13.	Dependability/Punctuality	4.00
14.	Communication Skills:	3.11
	a. with patients	3.11
	b. with employer	3.56
	c. with office staff	3.22
15.	Participation/Overall Contribution to Office	3.67
16.	Organized and Neat	3.78

Source: Employer Survey Conducted by Dental Hygiene Program



Occupation Profile

Occupation Description

The occupation description used by the Bureau of Labor Statistics is shown below:

Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop X-rays, or apply fluoride or sealants.

US, State, and Area Wage Information

The distribution of 2005 wage information for Dental Hygienists is located in Table 7. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 7
Wage Information for Dental Hygienists

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$18.49	\$23.62	\$29.28	\$34.36	\$41.18
	Yearly	\$38,500	\$49,100	\$60,900	\$71,500	\$85,700
Florida	Hourly	\$14.66	\$18.88	\$24.87	\$30.18	\$33.24
	Yearly	\$30,500	\$39,300	\$51,700	\$62,800	\$69,100
Tampa-St. Petersburg- Clearwater, FL MSA	Hourly	\$13.82	\$15.71	\$21.67	\$29.52	\$32.62
	Yearly	\$28,700	\$32,700	\$45,100	\$61,400	\$67,800

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



National, State, and County Trends

Employment trend information is included in Table 8 and divided by country, state, and county. The Table displays a significant average annual increase (39% - 43%) in employment for the profession over the next 5 - 7 years for the country and state. For Pinellas County, the projection is slightly less at 28% with an average of thirty-five new job openings per year over the next twelve years. Of the thirty-five new job openings, twenty-eight are estimated to be the result of 'growth' and seven are estimated to be the result of 'openings due to replacement.'

*Table 8
State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> ¹
	2004	2014		
Dental hygienists	157,800	226,200	+ 43 %	8,180
Florida	Employment		Percent Change	<u>Job Openings</u> ¹
	2002	2012		
Dental hygienists	7,770	10,810	+ 39 %	370
Pinellas	Employment		Percent Change	<u>Job Openings</u> ¹
	2002	2014		
Dental hygienists	817	1,043	+ 28 %	35

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections





State Graduates Outcomes

To provide reference information for the employment trend information, Dental Hygiene program graduate state outcome data is provided in Table 9. Almost two hundred and fifty (238) students completed a state Dental Hygiene program in 2003-2004, of those approximately two hundred (204) had some matching state data. Ninety-three percent (190) of those state graduates were employed at least a full quarter. SPC's Dental Hygiene program exceeded the state total for graduates with at least a full quarter of employment (97%).

Table 9
Dental Hygiene Program Graduates 2003-2004 Outcomes by Florida Community College

Florida Community College	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
Pasco	9	8	8	100%
Brevard	11	11	11	100%
Daytona	14	12	10	83%
Edison	18	14	13	93%
FCCJ	26	24	24	100%
Gulf Coast	12	7	3	43%
Indian River	10	10	9	90%
Broward	12	10	9	90%
Miami - Dade	32	24	23	95%
Palm Beach	27	23	23	100%
St. Petersburg	33	31	30	97%
Tallahassee	15	8	7	88%
Valencia	24	22	20	91%
Total	238	204	190	93%

Source: Florida Education and Training Placement Information Program (FETPIP): Community College Vocational Reports (<http://www.firn.edu/doe/fetpip/>)



Summary

The trends illustrated by the graphs may appear to indicate negative trends in SSI or graduation rates while they remain well about the standards for St. Petersburg College. The unique nature of the program is such that courses are only offered once a year. In the Fall for example there are numerous sections of non-lecture courses taken by both first year and second year students. In the Spring of each year there is only one lab, taken by first year students during their most challenging semester due to being in 6 courses simultaneously.

As students progress through the program and reach clinical competency and graduation benchmarks they are well qualified for the profession of dental hygiene as reflected by both the graduate and employer surveys.

- Enrollment: The enrollment of the program has remained consistent over the past decade. Selective Admissions process was re-instituted in May 2006 whereby students are admitted based on their GPA's and the number of courses in the curriculum that they have completed. The program continues to have many more applicants who meet the minimal requirements for entry than can be accepted. In May of 2003 a partnership with the US Air Force was signed. That partnership supports 6 additional students each year to the program who also meet the minimum requirements for admissions to the program.
- Program Graduates and accreditation: The program graduates very competent dental hygienists who perform well on national and state board examinations and perform well in the field. During the programs last accreditation site visit the program received no recommendations as the Commission determined the program met or exceeded all the dental hygiene standards.
- Retention: The Dental Hygiene program works hard to foster student's success in the classroom and clinical environment. A professional tutor (registered dental hygienist) and peers work with struggling students in evenings and week-end to provide them with one on one tutoring in the specific courses that they need assistance with.
- Faculty: The outstanding faculty in the department work hard with students, patients, as well as the community and through our



professional association to promote the profession of dental hygiene. The adjunct faculty are well calibrated and come to workshops and methodology sessions to improve consistency in the program.





Recommendations/Action Plan

Program: Dental Hygiene

Date Completed: March 7, 2007

	Action Item	Completion Date	Responsible Party
1	Review entire curriculum with curriculum management committee members. Propose changes to curriculum. Make modifications through C and I.	C and I changes approved in 1/07 after 18 mos of review and revision.	CMC, faculty and led by the Dean.
2	Implement new curriculum	Program begins 5/07	Faculty under the supervision of the Dean.
3	Evaluate new curriculum	Completion 5/09 but at the close of each term will evaluate the success of new curriculum	Dean
4	Revise end of program survey tools for graduates and employers. Increase response rate.	Tools revised in Jan 07	Dean

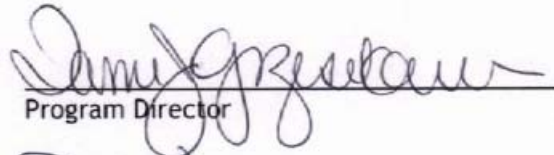
Special Resources Needed: None

Dental Hygiene
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 Department of Institutional Research and Effectiveness

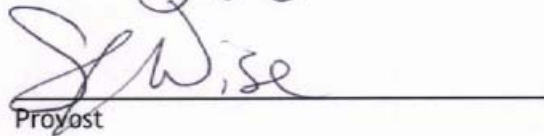




Area(s) of Concern/Improvement:


Program Director

4-16-07
Date


Provost

04/16/07
Date





President's Cabinet Review

Summary of observations, recommendations, and decisions:


President's Signature


Date

Dental Hygiene
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Action Plan Follow-up and Evaluation Report

Program: Dental Hygiene

Date Completed:

Prepared By:

I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



III. Evaluation of the Impact of Action Plans on Program Quality

Provost

Date

Responsible VP

Date



References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved October 2002, from the Division of Community Colleges
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

Contact Information

Please address any questions or comments regarding this evaluation to:

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St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3059
weideman.carol@spcollege.edu





Appendix A: Program Overview (2006)

DENTAL HYGIENE (DENHY-AS) ASSOCIATE IN SCIENCE DEGREE

Program begins every May

Before entering the first term of the Dental Hygiene "program courses" students must complete a minimum of 12 credits from the general education and/or support courses listed below. General education and support courses do not have to be taken in the order listed. Candidates will also complete the Health Programs Application form. Please see a counselor or advisor.

PRE-ENTRY REQUIREMENT (4 credits)

BSC	1085/1085L	Human Anatomy and Physiology I and Lab	3,1
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GENERAL EDUCATION (17 credits)

ENC	1101	Composition I (or Honors)	3
		Humanities/Fine Arts Approved Course	3
SPC	1600	Introduction to Speech Communication OR (SPC 1600H, 1016, 1060 or 1060H)	3
		Mathematics	3
PSY	1012	One college-level course with a MAC, MGF, MTG or STA prefix	3
PHI	1803	General Psychology (or Honors)	3
		Applied Ethics OR (PHI 1600, 1802H, 1631, 2635 or 2640)	2
		Computer/Information Literacy Competency Requirement	

SUPPORT COURSES (8 credits)

BSC	1086/1086L	Human Anatomy and Physiology II and Lab	3, 1
MCB	2010/2010L	Microbiology and Lab	3, 1

PROGRAM COURSES

1ST SUMMER TERM (5 credits)

DEH	1000	Introduction to Dental Hygiene	2
DES	1020	Orafacial Anatomy	2
DES	1020L	Orafacial Anatomy Lab	1

1ST FALL TERM (11 credits)

DEH	1003	Dental Hygiene I	2
DEH	1003L	Dental Hygiene I Clinic	4
DEH	1130	Oral Histology and Embryology	2
DES	1200	Dental Radiography	2
DES	1200L	Dental Radiography Laboratory	1

1ST SPRING TERM (14 credits)

DEH	1710	Biological Chemistry and Applied Nutrition	2
DEH	1800	Dental Hygiene II	1
DEH	1800L	Dental Hygiene II Clinic	6
DES	2100	Dental Materials	2
DES	2100L	Dental Materials Lab	1
DEH	2602	Periodontics	2

2ND SUMMER TERM (7 credits)

DEH	2300	Dental Pharmacology	2
DEH	2602L	Dental Hygiene III Clinic	5

2ND FALL TERM (12 credits)

DEH	2400	General and Oral Pathology*	2
DEH	2701	Community Dental Health	2
DEH	2602	Dental Hygiene III	2
DEH	2604L	Dental Hygiene IV Clinic	6

2ND SPRING TERM (10 credits)

DEH	2702C	Community Dental Health Practicum	1
DEH	2806L	Dental Hygiene V Clinic	7
DEH	2812	Dental Hygiene IV	2

TOTAL PROGRAM HOURS 88

DEH	2930	Dental Hygiene Topics (a review course)	
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Appendix B: Advisory Board Committee Minutes, 2006-2007

**ST. PETERSBURG COLLEGE
SCHOOL OF DENTAL HYGIENE ADVISORY COMMITTEE
MINUTES
November 13, 2006**

Members Present:

**Dr. Steven Bloom
Dr. Leslie Brown
Ms. Renee Bush RDH
Ms. Dina Canasi RDH**

**Dr. Gordon Krueger
Ms. Holly Moons RDH
Dr. Steve Kobernick
Ms. Barbara Thomas CDA**

**Debi Thackrey
RDH
Michele Furu
Dr. John Thee
Mr. Aaron Gause**

Additional Attendees:

**Ms. Tami Grzesikowski, Program Director
Dr. Sandra Pepicello, Provost
Ms. Marta de La Torre, Faculty
Ms. Jeanette Siladie, Faculty**

**Ms. Christine Patel
Ms. Valerie Carter, Faculty
Ms. Linda Johnson, Faculty
Ms. Katherine Woods, Faculty**

- I. Welcome and Introduction of Members
Debi Thackrey was nominated as chair.
- II. Program Activities were discussed
 - a. Program enrollment update given.
 - AS 38 new students
 - 35 second year students

 - BAS Program juniors and seniors
Currently about 100 enrolled with 40 to begin in January
 - b. New Equipment was discussed.
Software finally arriving (Eaglesoft) with training in December.
Florida Probe Opportunity was discussed. Members suggested exploring other technology. Tami asked for input on digital camera. Suggestions made.
 - c. Curriculum changes were discussed.
New courses in Preventive Dentistry, Emergencies, Periodontics will begin in May.
 - d. Give Kids a Smile Day: February 2 at Health Center. Tami working with Chris Wujick on planning.
 - e. Outcomes
 - Graduate surveys coming in: employer surveys will then go out. Tami will provide that data in spring.
 - FTD's taking board exams remains an issue in Florida
 - f. New medical history form and disclosure by minors was discussed. Chris Patel asked how offices handle these situations.
- III. No Committee concerns were brought up.
- IV. Adjournment and next meeting in Spring 2007





Appendix C: Advisory Board Committee Minutes, 2005-2006

ST. PETERSBURG COLLEGE DENTAL HYGIENE ADVISORY COMMITTEE MINUTES

June 5, 2006

Members Present:

Dr. Leslie Brown
Dr. Gordon Krueger
Ms. Barbara Thomas
Debi Sibley

Dr. Betty Hughes
Lori Guettler
Dr. Steve Kobernick

Debi Thackrey
Michele Furu
Lisa Barron

Additional Attendees:

Ms. Tami Grzesikowski, Program Director
Dr. Sandra Pepicello, Provost
Ms. Marta de La Torre, Faculty
Ms. Jeanette Siladie, Faculty

Ms. Claudia Beard, Faculty
Ms. Valerie Carter, Faculty
Ms. Linda Johnson, Faculty
Ms. Katherine Woods, Faculty

- I. Welcome and Introduction of Members
Meeting called to order at 7:10 pm with general consent from committee to begin the meeting without the Chair present.
Introductions of the new faculty included, Marta de La Torre, and two additional members, Lisa Barron and Michele Furu.
Debi Sibley is retiring from the committee so Tami contacted PCDHA for names and will do the same for PCDA (upper and lower). Dr. Reynolds is in Gainesville doing Boards and therefore is not present at this meeting.
- II. Program Activities
 - a. Current Enrollment was reported.
 - AS Program
42 new students
36 second year students
37 graduated in 2006 and are taking their Boards this weekend.
 - BAS Program
Valerie reported on enrollment, graduation, and Capstone experiences of the students.
At present, we have completed several national presentations, and are one of largest degree completion programs in the United States.
 - b. Accreditation Report
No recommendations from last site visit and the next visit/report will be in 2012.
Tami thanked committee for their support and attendance to the visit.
 - c. Board Results
School average: 84 National average: 82.9
Our students will be taking their State Board exams this weekend and the law exam is currently being taken by the students.





Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

Minutes – Dental Hygiene
June 5, 2006
Page 2

- III. Job Placement and Labor Market Review
 - <http://www.workforceflorida.com/wages/wfi/partners> is a website available to keep up to date on job projections. A hard copy was given to members for 2005-2006.
 - Discussion of our Commons and job placement board ensued. The committee recommended a Disclaimer on each of the sites be added so potential employee don't see the program endorsing any of the employers.

- IV. Community Activities
 - a. GKAS: This was a successful event this year. We had more providers than patients. Plans for next year are already started. This event will be scheduled for February 2 and February 10, 2007.
 - b. Community sites: Marta shared the areas where students are providing community service.
 - c. Clinical affiliations: Linda updated the committee on current sites we are affiliated with in the community and that we are trying to obtain an affiliation with Bay Pines.

- V. Recommendations from the Committee
 - a. Medical History form was reviewed and additional recommendations were made to include these on the form.
 - b. New member recommendation should be sent to Tami. Anyone that does not want to be reappointed should contact Tami as soon as possible.
 - c. Discussion of cabinets or mechanisms to protect patient records from wind and water from a possible hurricane in this area. Committee recommended that we look into acquiring a fireproof and waterproof cabinet.



Appendix D: Advisory Board Committee Minutes, 2004-2005

ST. PETERSBURG COLLEGE
SCHOOL OF DENTAL HYGIENE

ADVISORY COMMITTEE MINUTES

JUNE 28, 2005

Members Present:

Richardeen Bowden, RDH
Leslie Brown, DDS
Stephen Kobernick, DDS
Gordon Krueger, DDS
Debi Sibley, RDH
Sandra Pepicello, RN, PhD

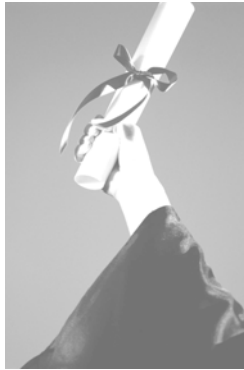
Additional Attendees:

Tami Grzesikowski
Claudia Beard
Linda Johnson
Christine Patel
Katherine Woods

- I. Welcome
Dr. Stephen Kobernick will be chairperson for next academic year.
- II. Program Activities:
 - a. Current Enrollment:
42 first year and 37 second year students in AS Program
 - b. National and Board Results:
All students except one passed. She will retake on July 12.
State Boards are coming in right now.
 - c. New Equipment:
Continued discussion of digital radiography and computer software programs. Committee supported approval of replacing outdated equipment. Dr. Pepicello provided Committee of an overview of the Status of Budget for College with regard to purchase of new equipment.
 - d. BASDH Program:
Update given. We are now largest degree completion program in the nation. Currently have 120 students enrolled.
 - e. Partnership with United States Air Force is continuing.
 - f. GKAS report was provided.
 - g. Site visit from ADA: CODA
Will be on Thursday and Friday September 8 & 9. All committee members are to attend a luncheon meeting at noon on September 8. It will last approximately 60-90 minutes. Please let Tami know if you can not attend. Accreditation process and timetable was reviewed with committee members. Shared results of employer graduate and patient survey with committee.
 - h. New Admission Process discussed
 - i. Other

Reminded Committee members to take and review handbook. Members present did not think an additional meeting would be needed prior to site visit. Tami explained that accreditation documents went to printer. All members were welcome to review them prior to visit, if they wanted.





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