

NHTI – Concord’s Community College

Academic Department Program Review

Academic Department: Allied Dental Education Date: FY19 - AY2019-2020

Submitted by: Debra Albrecht, Dept Chair

I. DEPARTMENT OVERVIEW

A. Mission Statement

1. Alignment of department mission with NHTI Mission, Vision, Values

The Allied Dental Education Department (ADED) consists of two academic programs:

- Dental Assisting Professional Certificate
- Dental Hygiene Associate of Science Degree

Both programs are accredited by the Commission on Dental Accreditation and have been granted the accreditation status of “approval without reporting requirements”. The individual program mission statements are aligned with the NHTI Mission, Vision, and Values (MVV), as well as the Educated Person Philosophy Statement and Institutional Learning Outcomes (EPO). The Dental Assisting and Dental Hygiene Program mission statements are consistent with NHTI’s mission in that they each offer a rigorous education that provides graduates with a strong foundation for lifelong learning, career advancement, and civic engagement. Each program provides didactic and clinical curricula integrated with liberal arts coursework that equip students with the necessary knowledge and skills to treat a diverse population of patients through externship and community-based experiences. Mutual respect, engagement with members of the dental team, health professions, and community partners, as well as accountability and integrity, are expected of students throughout enrollment in each program. Critical thinking, and life-long learning are fostered through educational experiences, and in keeping with technical standards required of the professional dental assistant and dental hygienist.

Dental Assisting Program Mission Statement: The Dental Assisting program strives to provide a learning environment in which each dental assisting student is instilled with the knowledge, skills and values to offer the most comprehensive educational, preventive, and therapeutic services reflecting the competencies vital to the profession of dental assisting.

Dental Hygiene Program Mission Statement: The mission of the NHTI, Concord’s Community College Dental Hygiene Program is to advance the mission of the college by providing a learning environment in which each dental hygiene graduate gains the knowledge, skills, and values to provide comprehensive educational, preventive, and therapeutic services reflecting the competencies vital to our community and the profession of dental hygiene.

Both ADED programs are aligned with the NHTI Strategic Plan by aligning with the four components of the institution's shared governance model. The ADED Department promotes student success and diversity through its clinical and academic advising structure, provision of a variety of externship and community clinical experiences, and affiliation and articulation agreements. The Dental Assisting and Dental Hygiene programs share in Institutional Effectiveness on a continual basis by collecting relevant data from students, graduates, employers, and patients to measure outcomes using benchmarks determined to define success both programmatically, and among the dental professionals educated at NHTI. As the only CODA accredited Dental Assisting and Dental Hygiene programs in NH, NHTI is solely responsible for developing highly skilled and educated dental professionals to meet New Hampshire's dental workforce needs.

II. PROGRAM ASSESSMENT

This entire Program Assessment section reflects the department's on-going efforts to continually improve the program by specifying and analyzing data gathered from assessment tools, and outcome measures overall. Describe how program learning outcomes link to the Educated Person Statement.

The Dental Assisting and Dental Hygiene program learning outcomes align with the Educated Person Statement and Institutional Learning Outcomes in the same way as the program missions align with the NHTI Mission, Vision, Values.

Dental Assisting Program Learning Outcomes (PLO):

1. *To prepare students for all aspects of employment in a dental assisting career, including traditional and non-traditional settings, working with diverse multicultural populations.*
2. *To encourage students in the development of leadership skills to facilitate the advancement of dental assisting in all areas of the dental assisting profession.*
3. *To promote critical thinking within a quality curriculum to invite students to pursue advanced degrees and value lifelong learning.*
4. *To guide students in the discovery of global perspectives and the achievement of self-esteem, to adapt to the social needs of self and society.*
5. *To aid students in the formation of collaborative skills to work with multi-disciplined health terms in a changing profession.*
6. *To instill in students the value of community service.*
7. *To act as a resource and provide continuing education to the professional community.*

Elements of the Educated Person Philosophy Statement and Institutional Learning Outcomes (EPO) are incorporated into each program outcome leading to the development of the student as a professional dental assistant and as a "citizen, family member, consumer, and life-long learner". Specifically, Dental Assisting PLO 1, 2 and 3 reflect the EPO by preparing students for all aspects of a career in dental assisting, with the skills to respect patients from various cultures, think critically, problem-solve to improve health of patients and advance the profession. Reflected in EPO 3-6 are Dental Assisting PLO 4,5,6,7. NHTI Dental Assisting graduates demonstrate themselves as collaborators and communicators by working

as skilled and compassionate team members inter-professionally and intra-professionally, while practicing self-evaluation and self-determination, ultimately achieving self-esteem.

Dental Hygiene Program Learning Outcomes (PLO): *The NHTI Dental Hygiene Program goals reflect the curricular, clinical, ethical, and self-assessment competencies required of effective dental hygiene professionals. The NHTI Dental Hygiene Program outcomes are:*

- 1. Provide a curriculum that integrates general education, biomedical sciences, dental sciences and the knowledge of current dental hygiene theory, practice, and the provision of dental hygiene care.*
- 2. Prepare students to think critically and implement the dental hygiene process of care to promote and maintain oral and systemic health for diverse populations in the collaborative practice of dental hygiene.*
- 3. Prepare students to exercise principles of professional, regulatory, and ethical behavior in implementing oral health care.*
- 4. Prepare students to commit to professional growth and lifelong learning to maintain compliance and competence through self-assessment and evidence-based decision-making in an evolving health care system.*

NHTI Dental Hygiene PLOs reflect the curricular, clinical, ethical, and self-assessment competencies required of effective dental hygiene professionals, and represent three major competencies of Professionalism, Health Promotion and Disease Prevention, and Patient Care.

Dental Hygiene Student Learning Outcomes (SLO): *The new dental hygiene graduate must be able to:*

- 1. Discern and manage the ethical issues facing dental hygiene practice in a rapidly changing environment.*
- 2. Acquire and synthesize information in a critical, scientific, and effective manner.*
- 3. Contribute to improving the knowledge, skills, and values of the profession.*
- 4. Provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.*
- 5. Initiate and assume responsibility for health promotion and disease prevention activities for diverse populations in a variety of settings.*
- 6. Systematically collect, correlate, critically analyze, and document data on the general oral, and psychosocial health status for diverse patients using methods consistent with medico-legal-ethical principles.*
- 7. Formulate a comprehensive dental hygiene care plan that is evidence-based and patient-centered.*
- 8. Provide specialized care that includes educational, preventative, and therapeutic services designed to assist the patient in achieving and maintaining oral health goals.*
- 9. Critically evaluate the effectiveness of implemented educational, preventive, and therapeutic services and make modifications as necessary.*

The Dental Hygiene PLOs serve as the foundation for the SLOs, and both stem from NHTI's mission, vision, values statement by providing a rigorous curriculum culminating in lifelong learning, career advancement, and community engagement. Elements of the Educated Person Philosophy Statement and Institutional Learning Outcomes (EPO) are incorporated into each PLO leading to the development of the student as a professional dental hygienist and as a "citizen, family member, consumer, and life-long learner". Specifically, EPO 1 is reflected in Dental Hygiene PLO 2 and

SLO 1-9 as the dental hygiene graduate learns to respect and understand the diverse patients and populations treated. EPO 2, 3, 4 are aligned with PLO 2,3,4 and SLO 2-9 in that critical thinking, problem solving, collaboration and communication with co-professionals both intra-professionally, and inter-professionally with other members of the healthcare team are critical to success in the field of dental hygiene. EPO 5 directly correlates to PLO 3 and SLO 1 during the educational process and throughout the career. EPO 6 is most supported in PLO 2, 4 and SLO 9, as time management, documentation, self-evaluation, self-determination and personal and professional growth are evidence of mastery of the dental hygiene process of care and evidence-based decision making required for success as a dental hygienist in a dynamic environment.

- A. Program Concerns (may summarize elements of section IV, as well as include progress on previously identified concerns, academic, programmatic, structural, etc.).

The following concerns are addressed in greater detail in Sections IV-VI below.

- Equipment maintenance, supplies and inventory, as well as sterilization monitoring and maintenance continue to be challenges in the ADED Department for both programs.
- Staffing – 2 faculty members retired; One of these positions was for the Supervising Dentist (10-month faculty). Part-time clinic office dental assistant position was also vacated in AY 19-20 and remains open.
- Aging equipment and increase in service calls
- Student recruitment, retention & operating margins

- B. Program Enrollment/Persistence/Retention/Completion (**information from Institutional Research Office**, ideally this information will be distributed immediately upon the end of the spring semester).

Fall 2019 Program Enrollment/Persistence/Retention/Completion (from Institutional Research Office, received 5-26-20)

Department	Registered Fall 2019	Registered Spring 20* (persistence)	Registered Fall 20* (retention)	Graduated Fall 2019**
Dental				
DHYG	69	63 94.0%	34 50.7%	2
DNTA	19	11 61.1%	1 5.6%	1
Dental Total	88	74 87.1%	35 41.2%	3

* % is less graduates

*Fall 2019 Cohort

Data provided above by the IRO and data retained by the program differ. To clarify persistence, retention, and graduation for each program:

- Dental Assisting is a 10-month curriculum with graduation in summer (end of June), and therefore would not need to be registered for a second fall semester.
 - Dental Assisting Class of 2020 graduation is expected to be at 95% on July 24, 2020 (late, due to pandemic)
 - Dental Assisting fall 2019 to spring 2020 persistence was 89% (17 of 19 students returned for spring 2020)
 - Dental Assisting spring to summer 2020 persistence was 94% (16 of 17 students returned for summer 2020; and one student re-enrolled maintaining total enrollment at 17)
 - Dental Hygiene overall fall 2019 to spring 2020 persistence (Class of 2020 & Class of 2021) was 89% (62 of 70 students returned for spring 2020)
 - Dental Hygiene overall spring to fall persistence (Class of 2021) is 88% (29 of 33 are enrolled for fall 2020;3 left the program and 1 was readmitted in to Class of 2022)
 - Dental Hygiene completion occurs in May and was 71% for Class of 2020 (29 graduated of 41 initially enrolled)
- C. Program Learning Outcomes-Program Learning Outcomes (use LOA form and steps 1-7). *Accredited programs may substitute current program-specific accreditation forms for this section only.*

See matrices on the following pages.

Learning Outcome Analysis – AY: ‘19 - ‘20

Dental Assisting:

Submitted by Lisa Scott, Program Coordinator

Step 1		Step 2 Course(s) Alignment	Step 3 Assessments of Learning (D=direct, I=indirect]	Step 4 Measurements of Student Learning			Step 5 Learning Outcome Review Schedule (Date & Owner) and Results of Data Collection
Program Learning Outcomes. <i>Program completers will</i>	Institutional Alignment MVV, EPO			Criteria	Instrument(s)	Thresholds for Satisfactory / Exemplary Performance	
PLO 1 Prepare for all aspects of employment in a dental assisting career, including traditional and non-traditional settings, working with diverse multicultural populations	1,2,3,4,5,6	ADED 110	D	Exams, Quizzes,		70% passing	75% earned >70% (Fall & Course instructor)
		ADED 191	D	Instrument ID exam		75% passing	95% earned >75% (Fall & Course instructor)
		ADED 196	I	Office Evals & Experiential papers I	Requirements completed	85% Positive evals Rules and Regulations paper	88% positive eval. Rate. For ADED 196C first half of the semester. (Spring & Course instructor)
						100% completion of Simulations, Case Studies, Role playing	100% were completed requirements second half of semester (Spring & Course instructor)
		ADED 275	D	Exams, Quizzes, Instrument ID Exam		70% passing 75% Passing	88% earned > 74% 85% earned >84% (Spring & Course instructor)
		ADED 298	I	Office Evals.	Requirements completed	100% Positive Evals	298 Delayed due to COVID19 will be completed 7/24/20

PLO 2 Encourage students in the development of leadership skills to facilitate the advancement of dental assisting in all areas of the dental assisting profession	2,3,4,5	ADED 182	D	Group Projects Resume Project	C- or better B or better		Class Average 86% Class average 89.5% (Spring & Course instructor)
		ADED 155	D	Teaching Project	B or better		Class Average 98% (Spring & Course instructor)
				Exams	C- or better		94% earned 70 or better
		ADED 110	D	Group Project	C- or better		Class average 87.5
PLO 3 To Promote self-esteem to encourage critical thinking with a quality curriculum and in the field	2345	ADED 191	D	Instrument ID exam Quizzes	75% 70%		100% earned 75% or better (Fall & Course instructor) 85% earned >70%
		ADED 196	I	Office Evals	85%		88% positive rate (Spring & Course instructor)
		ADED 298	I	Office Evals	100% office evals		To be completed July 24, 2020
		ADED 105	D	Radiation, Health and Safety Exam	75%		82% passed the first attempt (January & Program Coordinator)
		ADED 161	D	Exams, quizzes and Performance Evals	70% 80%		82% earned 70% or better 71% earned >80% (Fall & Course instructor)
PLO 4 To entice students to pursue critical continuing education courses, advanced	1,2,4,6	191	D	Exams, Quizzes, Performance Evals.	75% 70% 75%		100% earned 75% or better 88% pass first attempt (Fall & Course instructor)
		196	I	Office Evals	85% Positive		88% Positive rate (Spring & Course instructor)

degrees and value lifelong learning		298	I	Office Evals	100% Positive		To be completed July 24, 2020
		161	D	Exams, Quizzes, Performance Evals	70% 80%		82% earned 70% or better 71% earned >80% (Fall & Course instructor)
		182	D	Resume Quality	80%		Class average 89.5% (Spring & Course instructor)

Step 6: Analysis of Student Performance Data-Describe the findings from analysis of student performance data.

18% of students failed the DANB Radiation Health and Safety Exam on the first attempt. 3 Students did not pass the Disinfection skill evaluation on the first attempt in ADED191C Clinic I. Interruption of Education for ADED 196 Clinic II due to COVID19 pandemic. The students were able to complete the requirements of this course with 100 hours of Flexibility from CODA with simulations, DANB board exam reviews, roleplaying with faculty and peers and case studies. The goal was for all of the remaining students to pass the DANB Radiation Health and Safety Exam and the Disinfection Skill Evaluation on the second attempt,

Step 7: Performance Goal: Specific, Measurable, Achievable, Realistic/Reasonable, Time-Bound

Passing of all Skill Evaluations in ADED 191C Clinic I with second attempt.
90% Positive Evaluations from Externship sites for ADED 196C Clinical II.
Send out Graduate Surveys via Survey Monkey in August, 2020.

Step 8: Action Plan for Improvement- Describe the actions that will be taken to improve student performance data.

The faculty will meet with the students to discuss areas where students were having difficulty with the Radiation, Health and Safety Exam. The students will continue with adaptive quizzes from Elsevier for review of Radiology Safety, Exposure Techniques and processing errors. The faculty will review DANB practice exams with the students.
Increased remediation instruction with students due to failed Skill Evaluations. The students will be encouraged to meet with their advisor on a weekly basis to help them be successful in the program.
Instructors will continue to discuss the evaluation forms from the externships and the areas in need of improvement with the students.
Trying a new online Dental Assisting Science course for high school students who will apply the credits when they are accepted into the Dental Assisting program.

Learning Outcome Analysis – AY: '19 - '20

Dental Hygiene:

Submitted by Debra Albrecht, Dental Hygiene Director

**Program Master Matrix Program Learning Outcomes and Review Schedule
Dental Hygiene**

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments	Step 4 Measurements of Student Learning		Learning Outcome Review Schedule (Date and Owner)
Program Learning Outcomes <i>Program completers will</i>	Institutional Alignment MVV, EPO			Step 4a Instrument(s) aka (Tool/ Method of Assessment)	Step 4b Thresholds for Satisfactory/Exemplary Performance	
Program Goal (PLO 1) Provide a curriculum that integrates general education, biomedical sciences, dental sciences and the knowledge of current dental hygiene theory, practice, and the provision of dental hygiene care. Student Learning Outcome (SLO 2) The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.	EPO: 2, 3, 4, 6	ADED 225C	D	Community Clinic Portfolio	All students will achieve 90% or higher	Dec/May - Katrina
		ADED 242C ADED 243C	D	EBD Research Project	All students will achieve 85% or higher	May - Katrina
		ADED 201C ADED 212C ADED 221C	D	Senior Case Study	All students will achieve 85% or higher	May - Barb & Deb
		ADED 126C ADED 212C ADED 221C	D	Dietary Analysis Project	All students will achieve 85% or higher	May - Sandy
			D	ADEX - CSCE	95% first time pass rate (minimum 75%)	June – Deb

<p>PLO 2 Think critically and implement the dental hygiene process of care to promote and maintain oral and systemic health for diverse populations in the collaborative practice of dental hygiene.</p> <p>SLO 5 The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations in a variety of settings</p>	EPO: 1,2,3,4,5,6	ADED 114C	D	Medical Dental Integration Paper	All students will achieve 80% or higher	April - Maggie
			D	Tal Eval DHPCE	90% of freshmen meet the determined level (80% Median)	
		ADED 212C	D	Tal Eval DHPCE	95% of seniors meet the determined level (80% Median)	Dec - Barb
		ADED 221C	D	Clinic IV self-reflection essay	Class average at least 95%	April – Barb & Billie
			D I	Exit Survey Employer Survey	90% positive	May – Deb Every 3 years – due 2022

Program Learning Outcome Analysis of SLO 2 For the Academic Year of 2019-2020

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments D=direct, I=indirect	Step 4 Measurements of Student Learning		Step 5 Results of Data Collection
Program Learning Outcomes <i>Program completers will</i>	Institutional Alignment MVV, EPO			Step 4a Instrument(s) aka (Tool/ Method of Assessment)	Step 4b Thresholds for Satisfactory/Exemplary Performance	
<p>Program Goal (PLO 1) Provide a curriculum that integrates general education, biomedical sciences, dental sciences and the knowledge of current dental hygiene theory, practice, and the provision of dental hygiene care.</p> <p>Student Learning Outcome (SLO 2) The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.</p>	EPO: 1,2, 3, 4	ADED 225C	D	Community Clinic Portfolio	All students will achieve 90% or higher	93% achieved 90% grade or higher
		ADED 242C ADED 243C	D	EBD Research Project	All students will achieve 85% or higher	100% of students achieved 85% or higher Avg grade 94%
		ADED 201C ADED 212C ADED 221C	D	Senior Case Study	All students will achieve 85% or higher	100% of students achieved 85% or higher Avg grade 94%
		ADED 126C ADED 212C ADED 221C	D	Dietary Analysis Project	All students will achieve 85% or higher	100% of students achieved 85% or higher Avg grade 94%
			D	ADEX - CSCE	95% first time pass rate (minimum 75%)	100% passed (25 tested) June – Deb

<p>Step 6: Analysis of Student Performance Data. Describe the findings from analysis of student performance data. Data shows students are prepared for the 3 final capstone projects. 2 of 29 seniors did not achieve 90% on the Community Clinic portfolio. Their grades were 87% and 83%. To date, 4 seniors are yet to take the CSCE.</p>
<p>Step 7: Performance Goal. Specific measurable, achievable, realistic/reasonable, time bound. Retain benchmark – offer early instructor feedback with first portfolio assignments to guide any students having difficulty</p>
<p>Step 8: Action plan for improvement. Describe the actions that will be taken to improve student performance. Any student scoring below the benchmark must meet with the instructor for additional feedback following grading of the portfolio for a discussion about how to improve on self-reflection and self-assessment.</p>

Program Learning Outcome Analysis of SLO 5 For the Academic Year of 2019-2020

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments D=direct, I=indirect	Step 4 Measurements of Student Learning		Step 5 Results of Data Collection
Program Learning Outcomes <i>Program completers will</i>	Institutional Alignment MVB, EPO			Step 4a Instrument(s) aka (Tool/ Method of Assessment)	Step 4b Thresholds for Satisfactory/Exemplary Performance	
PLO 2 Think critically and implement the dental hygiene process of care to promote and maintain oral and systemic health for diverse populations in the	EPO: 1,2,3,4,5, 6	ADED 114C	D D	Medical Dental Integration Paper Tal Eval DHPCE	All students will achieve 80% or higher 90% of freshmen meet the determined level (using 80% Median)	100% of students scored 80% or higher; Class avg was 97% Range 86-100% Tal Eval TBD

collaborative practice of dental hygiene. SLO 5 The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations in a variety of settings		ADED 212C	D	Tal Eval DHPCE	95% of seniors meet the determined level (using 80% Median)	Tal Eval TBD
			D I	Exit Survey Employer Survey	90% positive	May – Deb Every 3 years – due 2022
<p>Step 6: Analysis of Student Performance Data. Describe the findings from analysis of student performance data. Results on the Medical Dental Integration Paper were positive and indicative of outcomes being met by Freshmen. Same applies to CSCE for seniors. Due to the pandemic, the spring 2020 clinical course is incomplete and scheduled for completion in Fall 2020. Tal Eval grades will be available at that time.</p> <p>Average on Medical-Dental Integration paper was 97%, an increase from 91% last year. Faculty planned group support with ACE</p>						
<p>Step 7: Performance Goal. Specific measurable, achievable, realistic/reasonable, time bound.</p> <p>Data showing outcomes are being met; Continue to plan ACE session and library support as a class in spring semester prior to assignment</p>						
<p>Step 8: Action plan for improvement. Describe the actions that will be taken to improve student performance.</p> <p>Continue to monitor CSCE scores and Tal Eval DHPCE scores this fall.</p>						

Curriculum Actions:

	Title	Addition/ Elimination	Term of Action/ Implementation
Courses	ADED 245C Pain Management (Local anesthesia & Nitrous Oxide Administration)	Addition 1 credit	Spring 2020
Programs -Assoc. Degree	DH Program curriculum change: Created ADED 244C Pain Management I (Local anesthesia) & ADED 246C Pain Management II (Nitrous oxide administration). These are in place of ADED 245C	Eliminate ADED 245C	Spring 2020
Certificates	ADED 110C Dental Assisting Science I was developed for online delivery to high school students. This effort is part of an initiative to stimulate interest in the dental assisting profession, and increase enrollment for the dental assisting program. This format provides an additional section available only for high school students.	Addition	Fall 2020

Accreditation Status:

Degree Program	Accreditation Body	Accreditation Status	Accreditation Year/Term-last	Accreditation Year/Term-Next
Dental Assisting Professional Certificate (40 credits;10 months)	Commission on Dental Accreditation (CODA)	Approval without reporting requirements	2018	2026
Associate of Science in Dental Hygiene (80 credits; 3 years)	Commission on Dental Accreditation (CODA)	Approval without reporting requirements	2018	2026

D. Research and Application

1. Survey data (*assurance of program relevancy, responsive to industry demands, graduate surveys, employer surveys, interviews, etc.*)

Survey data is used to evaluate achievement of program and student learning outcomes. The following surveys are planned:

Dental Assisting:

- Externship Office Surveys (spring, summer)
- Exit Survey (summer before graduation)

- Alumni Survey (every 3-5 years – due 2021/2022)
- Employer Survey (every 3-5 years – due 2021/2022)

Dental Hygiene:

- Clinic Patient Survey – (every fall & spring semester)
- Exit Survey (summer before graduation)
- Alumni Survey (every 3-5 years – due 2021/2022)
- Employer Survey (every 3-5 years – due 2021/2022)

2. Data from examples of high-impact practices. *Resources for High Impact Practices are available at (Association of American Colleges and Universities, [High-Impact Educational Practices](#)).*

Instructional Practices to Support Engagement & Deep Learning

<u>High Impact Practice</u>	<u>Ongoing, Plans to Introduce, and Plans to Scale Up</u>
Dental Hygiene – Capstone Projects	Ongoing – Senior Case Study, Dietary Analysis Project, Evidence-based Research Paper Scale up – consider participation in NHTI Campus-wide Senior Capstone Event and/or poster presentation at regional/local conference
Dental Hygiene – Service Learning Project & Community-based experiences	Ongoing
Dental Assisting - Externships	Ongoing
Dental Assisting & Dental Hygiene – Community Service	Plan and introduce combined, collaborative community service event jointly with SADHA & NHJDAA

III. PARTNERSHIPS/Communities of Interest (list each)

Specify partnerships associated with the program, and how the partnerships enhance the program. Consider the impact of the partnerships on program effectiveness and/or student learning outcomes.

A. High School Partners

Dental Assisting: Pinkerton Academy, Derry; Bishop Brady & Concord High School, Concord; Littleton High School & the Hugh Gallen Career and Technical Center are partnering with the Dental Assisting Program to increase interest in careers in Dental Assisting and in enrollment in the new
Annual Report (July report) as of May 2020, Page 15

ADED 110C online Dental Assisting Science I course. Upon successful completion (grade “C” or better), this course will be accepted to meet the DA Course requirement in the Dental Assisting curriculum.

Dental Hygiene: Merrimack Valley High School and Middle School partner with the Dental Hygiene Program by permitting the NHTI Mobile Clinic to operate in the school’s Wellness Center and provide needed preventive dental services to children with the use of portable equipment. Dental hygiene students rotate through this mobile clinic throughout their senior year in the program.

B. Community Partners

Dental Assisting:

The Dental Assisting Program relies on local dental practices to serve as externship locations for students to achieve required clinical hours and experiences. These relationships enhance student learning and program outcomes in a number of ways, one of which is job placement. The majority of students are hired as a result of their externship experience and are employed prior to graduation.

- Dr. Manual Sousa Salem
- Concord Pediatrics, Concord
- Nashua OMS, Nashua
- Dr. Philips, Hanover
- Dr. Rothwangl, Bedford
- Manchester Dental, Manchester
- Whitepark Dental, Concord
- Dr. Spindel, Manchester
- Dr. Hillery, Concord
- Suncook Dental Suncook
- Vermette Orthodontics, Concord
- Vanguard Dental, Derry
- Easter Seals, Manchester
- NH Center for Comprehensive Dentistry, Amherst
- Lakes Region Oral Surgery, Gilford
- Lindner Dental, Bedford
- Dr. Khorrami Danville, VT
- Androscoggin Valley Dental, Berlin
- Meyer Family Dentistry, Northwood

Dental Hygiene:

Throughout the senior year, students have the opportunity to enrich their clinical experiences by assignment to community facilities through the ADED 225, Dental Hygiene Community Clinic. These experiences increase program effectiveness by improving students’ abilities to adapt and apply their knowledge and skills to diverse populations in a variety of settings, other than the familiar private practice model (PLO 1,2). The following are facilities utilized by the Dental Hygiene Program:

- Cheshire Smiles
- Community Crossroads
- Concord Sealant Coalition
- Coos County Family Health Services
- Dental Health Works
- Easter Seals of Manchester
- Families First of the Greater Seacoast
- Frisbee Smiles
- Greater Derry Oral Health Collaborative Corporation
- Greater Nashua Dental Connection

- Harbor Care Health and Wellness Center
- Health First Family Care Center
- Lamprey-Southern NH Area Health Education Center
- Manchester Health Department
- Merrimack County Nursing Home
- Merrimack Valley Schools
- Milford School District
- Molar Express (North Country Health Consortium, Inc.)
- Monadnock Healthy Teeth to Toes- Monadnock Community Hospital
- New Hampshire Oral Health Coalition
- Red Logan Dental Center
- Rockingham Area Elder Care
- Spaulding Youth Center
- Speare Memorial Hospital
- Sullivan County Oral Health Center
- Webster at Rye Long Term Care Health and Wellness Center

C. Advisory Boards

Dental Assisting and Dental Hygiene share a common advisory board. The Dental Advisory Committee (DAC) consists of representatives from NH Dental Society, NH Dental Hygienists' Association, NH Dental Assistants' Association, recent graduates, NH State Oral Health Program, and the NH Board of Dental Examiners. The DAC meets at least twice per year in September and March, and more frequently as needed.

D. Cross-departmental Partnerships

Dental Hygiene partners with the NHTI Nursing and Paramedic programs to complete interprofessional education experiences required in the dental curriculum. Also, Dental Hygiene partners with the English department through combined journaling on several topics with students from ADED 225C Community Clinic and ENGL 298MC, the capstone course of the Mindfulness Certificate. These efforts improve program effectiveness in implementing the dental hygiene process of care to maintain oral and systemic health, and to promote evidence-based decision making and self-assessment (PLO 2,4).

E. Articulation Agreements, Academic Partnerships, Memorandums of Understanding

NHTI Dental Hygiene has an articulation agreement with Vermont Technical College for an online, Bachelor of Science in Dental Hygiene (BSDH) degree completion program.

IV. FACULTY AND STAFF

A. Department Organizational Chart/Narrative (include staffing changes and needs assessment)

To cover the instructional needs of both programs, the ADED Department consists of the Supervising Dentist, ten full-time faculty, the administrative secretary, the Clinic Manager and a part-time Clinic Office dental assistant to serve the 80-100 students enrolled. NHTI and ADED students benefit from committed and skilled adjunct faculty as well. Of the FT faculty, one serves as Program Coordinator for Dental Assisting, and one as the Department Chair and coordinator for Dental Hygiene. In AY 19-20, three positions were vacated; one FT faculty (August 2019), the FT Supervising Dentist (January 2020), and the PT Clinic Office position (October 2019). A third FT faculty position was previously left unfilled

in 2015. The FT faculty position was filled on a temporary basis for the Spring 2020 semester, and is now permanent. Due to budget constraints, the Supervising Dentist position will be transitioned to PT staff positions, and the PT Clinic Office dental assistant position remains vacant. In February, NHTI Administration reassigned an administrative professional to the PT Clinic dental assistant role. Training is occurring and will provide some administrative support. However, the hours are fewer than that of the vacated position and the dental assistant functions are not possible making it challenging to fully support students, patients, and the Clinic Manager.

The Supervising Dentist enabled dental assisting and hygiene students to meet clinical and program competencies, and taught 18 contact hours of clinic, oral pathology, and other courses related to disease or diagnosis. The Supervising Dentist allows dental assisting and hygiene students to interact with a co-professional and learn the role of the dentist in the team-based approach to effective comprehensive patient care. The full-time position provided direct supervision per NH Dental Practice Act and NH Board of Dental Examiners rules for local anesthesia and nitrous oxide administration by dental hygienists and for monitoring of nitrous oxide by dental assistants. As a faculty member, the Supervising Dentist also served as Program Advisor, and Clinic Advisor to two groups of first- and second-year DH students. The dentist position is key in screening patients for treatment in our clinic, diagnosing conditions, and dismissing patients not fit for our students to treat for safety reasons. The dentist reviews all radiographs taken, makes record in patient charts, and refers patients for further treatment. Also, the dentist position is responsible for providing supervision for the ADEX Patient Treatment Clinical Board Exam administered yearly by the Commission on Dental Competency Assessments (CDCA) at NHTI. In addition, this position was primarily responsible for minor repairs to dental equipment and for coordinating routine maintenance and equipment repairs as malfunctions arise throughout the year. The Supervising dentist taught safety and emergency protocols in the department, attended all ADED meetings, and had an effective working relationship with the ADED faculty who teach and uphold clinic and educational practices to minimize treatment-related issues and prevent emergencies. Due to NHTI budget shortfall, the charge is to transition to part-time staff dentists. This is a loss to the ADED students, faculty, and College as a whole, as it will be a challenge to achieve the consistency provided by the one Supervising Dentist in a teaching role, with 2-3 dentists on a part-time staff basis. Many of the non-instructional duties have been difficult to absorb, or complete with consistency without the full-time dentist.

B. Professional Development (include research and scholarship as well as needs assessment)

Multiple faculty participated in virtual dental CE courses and online instructional webinars (since the pandemic) and NHDHA meetings and courses (prior to pandemic). In addition, 5 faculty attended the ADHA Annual Session which was held in a virtual format for the first time. Dental Assisting faculty successfully implemented Simtic software, allowing for up to 100 of the required clinical hours to be completed using this dental clinical simulation software. CODA requires regular professional development activity among faculty of accredited programs, both in educational methodology, and content areas taught.

V. SUSTAINABILITY OF RESOURCES

A. Fiscal Program Budget (provided by CFO in May)

Program	Operating Margin %	Operating Margin \$	Tuition Revenue	Fee Revenue	Other Revenue	Total Revenue	Payroll Expenses	Direct Expenses
Allied Dental	-143.83%	\$ (986,053)	\$ 484,692	\$ 179,320	\$ 21,567.62	\$ 685,580	\$1,547,940.64	\$ 123,692.37

B. Physical Space

The NHTI Dental Annex, Dental Hygiene and Dental Assisting Clinics were built and renovated in 2004. Half of the dental chairs and units had been purchased a few years prior, and half were purchased new at that time. The radiology area is part of the old space, renovated at the same time, with equipment upgrades. The dental lab and reception area were also part of the old facility, but updated where possible in that same time frame. Therefore, the dental facilities are showing their age of 16+ years. Further, in light of COVID-19, dental office treatment areas must be modified with respect to air flow. Air filtration and air conditioning systems are needed. Our clinics are no exception, and as a result, we are not able to use our clinics to full capacity at least into the foreseeable future. NHTI Campus Safety, Maintenance and Facilities staff have been a welcomed support in navigating the current situation.

C. Program Materials (may include age of equipment and anticipated replacement year)

To gain a better understanding of clinic maintenance and unit set-up supplies, faculty worked with the Clinic Manager this year to determine the cost of supplies for unit set up for various procedures performed, and for instructional purposes. For the past few years, repair costs are being tracked and monitored to determine when full replacement of a dental unit may be indicated. Also, this year, the Supervising Dentist and Clinic Manager worked on developing a list of major equipment life expectancy and replacement cost.

VI. HIGHLIGHTS AND ACTION PLAN

Provide narrative of program highlights and include description of action plans for program's next steps.

Highlights:

Both programs benefit from:

- Continued support from the dental community and Dental Advisory Committee
- High employment rates due to preparedness of our graduates and increasing workforce needs
- A highly experienced and skilled dental faculty and staff committed to continuous improvement.
- Strong enrollment pattern with more qualified applicants than available seats
- Commitment to community service as evidenced by highly active student organizations (SADHA & NHJDAA)

Dental Assisting:

- DA students had a 94% fall to spring retention rate with 89% completion rate anticipated for upcoming graduation on July 24, 2020
- A fully online format for a new section of ADED 110C Dental Assisting Science I was created and approved for Perkins eligibility and also by CODA. This course will be offered to high school students and those interested in exploring dental assisting as a career choice. Upon successful completion, the course can be transferred and allow advanced standing in the Dental Assisting Program. This is an effort to increase enrollment and also better meet high workforce needs.
- Submitted application for Perkins support for the Dental Assisting program. Funding for the proposal appears favorable and if awarded will provide significant funding to upgrade large equipment in radiology, dental materials, and sterilization areas, allow for purchase of digital lab equipment, and also provide for some needed materials
- Increase in interest from dental practices interested in serving as externship sites

Dental Hygiene:

- DH Graduate, Erica Smith, Class of 2020, presented Ted-style talk at ADHA Annual Session in June 2020. She was one of six presenters chosen nationwide and the only student selected
- High first attempt pass rates on board exams for Class of 2020 to date, in spite of significant interruption in education from COVID-19:
 - 100% pass for 13 tested thus far on National Board Dental Hygiene Exam (NBDHE)
 - 100% pass for 26 tested thus far on ADEX Computerized Simulated Clinical Exam (CSCE)
 - 100% pass for 29 of 29 tested on ADEX Local Anesthesia Exam
 - 95% pass for 20 tested thus far on ADEX Nitrous Oxide Administration Exam
- Student exposure to NH dental public health needs and programs through Community Dental Health & Community Clinic courses
- Financial support from grants totaling \$87,500 from:
 - Northeast Delta Dental Foundation for support of operating costs for NHTI Community Dental Clinic on campus (\$75,000 for FY 20 and an additional \$75,000 for FY 21)
 - Northeast Delta Dental Foundation for Community Clinic course support of Mobile dental clinic at Merrimack Valley High School (\$5000)
 - Merrimack County Savings Bank for Community Clinic course support of Mobile dental clinic at Merrimack Valley High School (\$2500)
 - Screening, Brief Intervention, Referral to Treatment (SBIRT) training stipend from HRSA grant through NH Oral Health Program for equipment purchase (\$5000)

NHTI Dental Clinic:

- With nearly 7000 active patients, the Clinic Manager schedules roughly 4000 appointments in the fall semester, and 5,000-6000 in the spring semester.

- Each year, NHTI Dental Hygiene students provide preventive and diagnostic services to approximately 3000 patients. This year, due to the pandemic, Spring clinics ended at midterm, and closed after spring break. As a result, fewer patients were seen in AY 19-20.
- Cost analysis for unit set up was completed in AY 19-20, as well as a major equipment list with replacement cost and life expectancy
- Clinic Manager made additional progress toward a paperless system by creating use of the Dentrix Document Center and scanning multiple charts and records for each patient receiving services.

Action Plans:

Priority for both programs:

- Determine part-time Supervising Dentist structure and staff role (vs. teaching faculty) and seek approval for adequate funding for position(s)

Dental Assisting:

- Continue to build relationships with NH Career & Technical Education (CTE) centers along with high schools that offer health care programming
- Investigate ways to increase DANB CDA exam completion for graduates including administering the exam on campus at NHTI
- Investigate Associate degree completion pathway for NHTI Dental Assisting students and graduates

Dental Hygiene:

- Pursue curriculum sequence change by seeking internal support at NHTI, drafting schedule modifications and CODA program change report to move Dental Radiology earlier in the curriculum to fall semester of first year
- Investigate possible change in admission requirements (college prerequisites) and required materials
- Continue work on Clinic Operations committee with community partners to investigate ways to increase revenue and reduce costs

NHTI Dental Clinic:

- Survey patients to collect data regarding dental insurance access and/or qualification for federal/state assistance programs
- Review desk audits completed in August 2019 for Clinic Office positions with NHTI administrators/HR and seek funding to ensure support for students, patients, and the Clinic Manager.
- Long-range planning needed for dental facilities and needs assessment for equipment and technology updates or timeline for new clinic