



**Career & Technical Education Coordinating Committee (CTECC)
PROGRAM ADVISORY COMMITTEE SELF EVALUATION
2010-2011**

Program Advisory Committee Name: DENTAL HYGIENE

Advisory Committee Members

Community Advisory Committee Chair: Marquita Corliss RDH LAP Community Health Centers of Lane County

Lane Advisory Committee Coordinator: Sharon Hagan

Program Division/Dept Dean: Sheryl Berman

Committee Review Date and Time: March 16, 2011 at 7:45 am

Instructions: Please fill in your response to each question in the yellow section (short bullet points are best). The yellow sections will expand to accommodate the data you type in. When the form is completed please forward by e-mail, at least one week prior to the committee interview, to Phoebe Anderson in Cooperative Education at andersonp@lanecc.edu. Thank you. We look forward to meeting with you and your committee.

Rating Scale: (To be completed by the CTECC)

E=Excellent ME=Meets Expectations NI=Needs Improvement
NA=Not Applicable +=Performance deemed exemplary by Committee

ME

1. Committee Accomplishments

- 1 A. 1) Describe your advisory committee and what types of businesses or organizations are represented in your committee. 2) How many are in your committee? 3) How often do you meet?

The committee is composed of representatives of the Lane educational site and three distance sites at Umpqua Community College, Linn-Benton Community College and Lewis-Clark State College. 12 members are on the committee, 5 Lane, 4 LCSC, 3 LBCC, 3 UCC. Annually for the entire membership and twice with each cohort's members.

- 1 B. What are 3-5 outcomes that have been accomplished by your committee?

1. Communication between three Oregon Schools and the Idaho program to continue the development and maintenance of four educational sites.
2. Each college extending the reach of LCC and the opportunity for dental hygiene education in rural communities in addition to Lane county.
3. Shared information for development of community involvement and student educational experiences.

- 1 C. How did your advisory committee help with achieving those goals?

The committee has an advisory group at each site and these groups have provided information to their site for community activities to support student education. Each site was able to see what other sites have been doing and solve problems or issues for students like patient care experiences, equipment or community rotations to enhance education. Support in solving the educational and financial complexities of distance site development and maintenance have been share with the program sites.

- 1 D. Describe your committee efforts in developing and generating community support.

-The Lewiston Idaho site has involved the local dental society and the advisory committee in planning and development of solutions to staffing, financial support and employment.

- The Umpqua site has transitioned the program to a new building at the Umpqua Community Health Center completed in June 2010, administration and staff have assisted with hiring a new faculty member for the site in February 2011.
- The LBCC site is sun downing in 2011. Administration and staff are working with the site to maintain a clinical rotation to the site in 2011-12 for Lane site students and continue treatment of HIV+ patients from this region.
- The LCC site is participating in community clinics using local dentists and developing transitions to become a sustainable restorative dental provider to low-income and HIV+ patient populations.

1 E. *What do you think are the committee members' strengths and weaknesses?*

Strengths: LCSC is committed to maintaining their educational site. UCC is committed with a new Administrator to maintain the program at the UCHC site until their UCC campus Health Building is completed. LBCC is unable to contribute financially to a clinical site; their dental assisting curriculum is changing the use of the clinical facility and has chosen to take a hiatus year. LCC is committed to supporting and maintaining distance dental hygiene education with a highly developed distance learning curriculum and calibrated staff at all sites.

Weakness: Finding continuation funding from financially strapped community colleges and LCSC in Idaho.

ME

2. Committee Involvement in Planning and Design

2 A. *What is the committee's involvement for keeping your program "state of the industry?"*

Review of equipment is completed by each site and added as funding has been available. DOLETA funds (1.9 million) supported the distance education project for three years; new equipment has been fully available to all educational sites, we are state-of-the-art.

- The LCSC site has a fully functioning dental clinic capable of restorative and preventive services. Staff has used clinical dentists to purchase and plan for restorative care. A \$90,000 grant from Regence Health Foundation was received in February 2011 for provision of care to low-income patients and to sustain the program site.

- Distance sites at LBCC and LCSC have staff dentists performing restorative services to assist in supporting program costs. Students also have equipment and supplies to support state-of-the-art preventive services and restorative services provided by dental hygienists in Oregon and Idaho. UCC dental hygiene students are involved in two Oregon Community Foundation grants in Douglas county and a dental trailer project for services to children at rural school sites.

- The LCC site has become a fully functioning dental facility capable of all currently practiced general practice dentistry, has a staff that performs dental services at clinical sites for HIV+ patients with enough equipment to travel to COCC in Bend and RCC in Medford and LBCC in Albany to perform dental services. The LCC site has received \$87,000 in Part F Funds for HIV+ patient care, \$37,000 from the Oregon Community Foundation for children's restorative care, \$90,000 for SPNS patient care and plans for \$18,000 in 2011-12 from the Medical Access Program Adult Dental Care program. Outside funding is supporting dental hygiene education student experiences and providing care to uninsured populations for all clinical sites.

2 B. *What staff development does the committee suggest your staff needs to meet future program skill needs?*

Continued calibration of current faculty and new faculty at the UCC site.

2 C. *What is your committee's involvement in planning and design of the program?*

Each group plans their own schedules, equipment purchases, educational use of community dental resources or student rotations and use of staff dentists.

ME

3. Gender, Disability Adaptation, and Diversity

3 A. *What is the gender balance and diversity in your program student population?* (Data for

your consideration is available through IRAP. Contact Craig Taylor at taylorc@lanecc.edu .)

Year 2010-2011

First Year: 2 Latino, 2 Asian, 26 White, 1 American Indian

Second Year: 27 White,

- 3 B. *How has your committee encouraged gender balance and diversity in your student population? What future plans do you have?*

Recruitment of all interested students through 4 exploration sessions at the LCC site which uses the same application for all students residing in Oregon and 2 sessions for the Idaho applicants. Encourage all applicants to apply, encourage Spanish speaking students to apply, provide individualized support for former health profession students from foreign countries to apply to Lane. Currently we have a dentist from Peru as a 1st year student and an applicant from a former Columbia, South America dentist for 2011.

- 3 C. *How does your committee assist students with special needs to successfully reach program outcomes?*

~~Currently we have not had the committee involved with special needs other than the continuation of program sites and funding issues. Students are supported using the college services for special needs modifications such as testing or physical alterations to spaces.~~

E

4. Program Demand / Enrollment

- 4 A. *1) What does your committee think of regional projections and how are you dealing with this? 2) What does your committee say about these and local needs? 3) What is the committee doing to get the word out to the broader community?*

-Regional projections: The recession has affected dental hygiene employment in the region. Also increased numbers of dental hygiene programs from 5 to 8 in Oregon has created increased graduates competing for the same or fewer positions due to the recession.

-Local Needs: Fewer graduates employed full-time, more part-time or fill-in only positions.

-Lane is exploring more employment options for graduates to develop employment opportunities for the changing marketplace. The Limited Access Permit dental hygienist will have the opportunity to work in new self employment options which reduces the dentist only positions available to most hygienists. New graduates will be able to enter the workplace with more options and thus more employment opportunities. Self employment is becoming a viable option. Committee members in Oregon are actively encouraging students to work with the Dental Hygiene Association in building more employment, increased membership in the DH Association and to support legislative changes to open up employment and reimbursement for dental hygienists.

- 4 B. *Describe the enrollment trends and capacity in your program?*

Capacity 2010-11

LCC site 37 students (Twenty 1st and seventeen 2nd second)

LCSC 12 students (Six 1st year and Six 2nd year)

UCC 5 students (1st year)

LBCC 5 students (2nd year)

Total Enrollment: 59 students

Trend: Three dental hygienists from the 1980's needing to refresh skills for relicensing participated in independent study courses in 2010. Currently one student is enrolled in preparation for licensure exams in 2011. These former dental hygienists are returning to the workforce and have received support from workforce unemployment funds or provided their own funding to get back into a career they enjoy.

ME**5. Placement / Employment**

- 5 A. *How would your committee rate the exit math, writing, and interpersonal skills of students who complete your program?*
Excellent as reported by clinicians and employers in previous surveys and conversations with employers.
- 5 B. *How does your committee know that the students are graduating with the appropriate skills and level needed by the employers?*
Lead faculty report employers are satisfied with graduates skills
- 5 C. *How does your committee follow-up with your graduates or transfers?*
Annually in Fall term students are called to confirm employment status.
- 5 D. *1) What are the outcomes (placement rate, transfer, etc.) of those students who participate in your program? 2) How is your advisory committee involved?*
Placement:
LCC: 17 graduates, 8 unemployed/9 employed
LCSC: 5 graduates with 1 unemployed/4 employed
UCC: 5 graduates with 2 unemployed/3 employed
- 5 E. *1) What is the outlook for jobs in this career field? 2) What is the typical wage range and demand for jobs? (Please refer to data for your program industry at <http://www.qualityinfo.org>)*
The site suggests there are openings and opportunity for growth in the industry. Graduates are not finding an optimistic outlook in finding positions in dental offices. 50% of Lane site 2010 graduates are unemployed in the Willamette Valley; 20% from LCSC in Idaho and 40% from UCC are unemployed. This is the worst year in memory for employment of Lane Dental Hygiene graduates. Each cohort of graduates is finding difficulties with hiring. \$30-36 per hour for beginning clinicians, wages are going down from the previous year for new graduates.

ME**6. Secondary / Postsecondary Connections**

- 6 A. *1) How does your program connect with high schools? 2) Is your committee involved?*
We do the high school health fairs, participate in career night and hands on activities day in April for High school students. The committee is involved in helping students do community projects with high schools and junior highs for dental screenings or career days.
- 6 B. *How do you align, articulate, and develop a program of study that links between high school, community college, and 4 year institutions?*
Graduates are counseled by high school and Lane counselors; the program of study is provided annually in the catalogue and admission materials; Lane encourages degree completion for students graduating from the Lane curriculum.

7. Questions for the CTECC Interview Committee

- 7 A. *1) What questions do you have for us? 2) How can we support you?*