I. Introduction
The Associate of Applied Science (AAS) Dental Hygiene program is offered at the ODS College of Dental Sciences in La Grande, Oregon in partnership with the ODS Companies, Eastern Oregon University (EOU) and Oregon Institute of Technology (OIT). It began in 2005 with 26 enrolled students. Enrollment is selective and limited to no more than 26 students per year. The first cohort of students graduated in 2007.

The graduation rate is presented in Table 1 below.

![TABLE 1: 5-Year Graduation Rate](image)

<table>
<thead>
<tr>
<th>Class</th>
<th>Class 2008</th>
<th>Class 2009</th>
<th>Class 2010</th>
<th>Class 2011</th>
<th>Class 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2008</td>
<td>26/26 (100%)</td>
<td>23/26 (88%)</td>
<td>24/24 (100%)</td>
<td>21/24 (88%)</td>
<td>24/26 (92%)</td>
</tr>
</tbody>
</table>

II. Purpose, Objectives, and Student Learning Outcomes
The Dental Hygiene faculty reviewed the program purpose, objectives, and learning outcomes during the fall retreat in September 2011. The faculty affirmed the statements below:

Dental Hygiene Program Purpose
The purpose of the Associate of Applied Science program in Dental Hygiene is to prepare students for entry into the dental hygiene profession with emphasis in community health and clinical dental hygiene practice.

Program Educational Objectives
1. Provide the dental hygiene student opportunity to gain necessary knowledge, skills, and values to enter the registered practice of dental hygiene
2. Prepare the student to sit for the National Board Dental Hygiene Examination
3. Prepare the student to take the WREB examination in dental hygiene and anesthesia.

Program Student Learning Outcomes
1. The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services
2. The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.
3. The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups
4. The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities
5. The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications
6. The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning after graduation.
III. Three-Year Cycle for Assessment and Student Learning Outcomes
At the fall retreat in September 2011, the faculty also confirmed the assessment cycle. The assessment cycle follows in Table 2 below.

<table>
<thead>
<tr>
<th>TABLE 2: Assessment Cycle for Associate of Science in Dental Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services</td>
</tr>
<tr>
<td>The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients</td>
</tr>
<tr>
<td>The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups</td>
</tr>
<tr>
<td>The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities</td>
</tr>
<tr>
<td>The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications</td>
</tr>
<tr>
<td>The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for lifelong learning.</td>
</tr>
</tbody>
</table>

IV. Summary of 2011-2012 Assessment Activities
The dental hygiene faculty conducted formal assessment on one program student learning outcome (PLSO) during 2011-2012. Table 3 summarizes the 2011-2012 assessment activities. The curriculum map located in the Appendix indicates the courses where teaching and/or learning occurs and the level to which this PLSO is taught in the program.

<table>
<thead>
<tr>
<th>TABLE 3: Summary of 2011-2012 Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>PSLO # 3: The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities.</td>
</tr>
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</tr>
</tbody>
</table>

Assessment Points: DHE 381 Oral Health Planning and Care II (Fall 2011); Graduate Survey
PSLO # 4: The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities.

DIRECT ASSESSMENT: COMMUNITY HEALTH PROJECT
This outcome was assessed during fall term of 2011. Twenty-four students enrolled in DHE 381 Oral Health Care and Planning II were evaluated on their team project portfolio, which highlighted their completed community health project. The results of this assessment are shown in Table 4. The rubric is located in the Appendix.

### TABLE 4: Community Health Project – Portfolio

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Assessment Method</th>
<th>Measurement Scale</th>
<th>Minimum Acceptable Performance</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Rubric-scored direct observation</td>
<td>0-6 proficiency scale according to rubric</td>
<td>80% achieve proficiency of 4-6</td>
<td>100%</td>
</tr>
<tr>
<td>Planning</td>
<td>Rubric-scored direct observation</td>
<td>0-6 proficiency scale according to rubric</td>
<td>80% achieve proficiency of 4-6</td>
<td>100%</td>
</tr>
<tr>
<td>Implementation</td>
<td>Rubric-scored direct observation</td>
<td>0-6 proficiency scale according to rubric</td>
<td>80% achieve proficiency of 4-6</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Strengths:** Scores in all criteria exceeded the minimum acceptable proficiency.

**Weaknesses:** None identified.

**Recommendations:** Continue effective teaching practices.

INDIRECT ASSESSMENT: GRADUATE SURVEY
The outcome was also assessed using a survey. Twenty-one students expected to graduate winter term 2012 completed the assessment during the last week of their final term in the program. The survey asked students to rate the following statements:

I. The OIT Dental Hygiene program helped me be able to improve access to care by providing community oral health services such as needs assessment, screening, referral, and educational services.

II. The OIT Dental Hygiene program helped me be able to facilitate access to oral health services by influencing individuals and/or organizations for the provision of dental hygiene preventive and therapeutic services.

III. The OIT Dental Hygiene program prepared me to be competent in assessing, planning, implementing and evaluating community-based oral health programs.

The following table (Table 5) summarizes the responses.
### TABLE 5: Graduate Survey

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Assessment Method</th>
<th>Measurement Scale</th>
<th>Minimum Acceptable Performance</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>to improve access to care by providing community oral health services such as needs assessment, screening, referral, and educational services.</td>
<td>Survey</td>
<td>4-point scale with categories strongly agree, agree, disagree, strongly disagree</td>
<td>80% strongly agree or agree</td>
<td>95%</td>
</tr>
<tr>
<td>to facilitate access to oral health services by influencing individuals and/or organizations for the provision of dental hygiene preventive and therapeutic services</td>
<td>Survey</td>
<td>4-point scale with categories strongly agree, agree, disagree, strongly disagree</td>
<td>80% strongly agree or agree</td>
<td>95%</td>
</tr>
<tr>
<td>to be competent in assessing, planning, implementing and evaluating community-based oral health programs.</td>
<td>Survey</td>
<td>4-point scale with categories strongly agree, agree, disagree, strongly disagree</td>
<td>80% strongly agree or agree</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Strengths:** Results of the survey exceed minimum acceptable performance in all criteria.  
**Weaknesses:** The survey revealed no weaknesses  
**Recommendations:** Continue successful teaching and learning strategies

### V. Summary of Assessment

During the 2011-2012 academic year, the following program student learning outcome was assessed:

*The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities.*

Both direct and indirect assessment methods were used. The faculty is satisfied with the results of the assessment and affirms graduates have met the program student learning outcome. The program will continue its successful teaching and learning methods.

### VI. Changes Resulting From Assessment

No weaknesses were identified during the 2010-2011 Assessment Cycle, so no assessment changes were implemented to include in this report.
APPENDIX
Curriculum Map

PSLO #4: The dental hygiene graduate will be competent in assessing, planning, implementing, and evaluating community-based oral health programs including health promotion and disease prevention activities.

The following curriculum map indicates the courses where teaching and/or learning occurs and the level to which this PSLO is taught in the program.

I = Introduced  R = Reinforced  E = Emphasized

<table>
<thead>
<tr>
<th>SOPHOMORE</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 360 Clinical Pharmacology</td>
<td></td>
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<tr>
<td>DHE 205 Oral &amp; Dental Anatomy</td>
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<tr>
<td>DHE 211 Principles of Dental Hygiene</td>
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<tr>
<td>DHE 221 DH Clinical Practice I</td>
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<tr>
<td>DHE 252 Oral Radiology I</td>
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<tr>
<td>SPE 321 Small Group &amp; Team Com</td>
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<tr>
<td>DHE 212 Principles of Dental Hygiene</td>
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<tr>
<td>DHE 222 DH Clinical Practice II</td>
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<tr>
<td>DHE 244 General &amp; Oral Pathology</td>
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<tr>
<td>DHE 253 Oral Radiology II</td>
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<tr>
<td>DHE 275 Dental Ethics</td>
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<tr>
<td>DHE 282 Medical and Dent ER Procedures</td>
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<tr>
<td>DHE 213 Principles of Dental Hygiene III</td>
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<tr>
<td>DHE 223 DH Clinic Practice III</td>
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<tr>
<td>DHE 233 Periodontology</td>
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<tr>
<td>DHE 261 Dental Health Education</td>
<td></td>
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<td>I</td>
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<tr>
<td>DHE 344 Advanced General &amp; Oral Pathology</td>
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</table>

<table>
<thead>
<tr>
<th>JUNIOR</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>DHE 311 Principles of Dental Hygiene IV</td>
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<tr>
<td>DHE 321 DH Clinic Practice IV</td>
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<tr>
<td>DHE 333 Periodontal Therapy</td>
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<tr>
<td>DHE 351 Dental Analgesia</td>
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<tr>
<td>DHE 380 Oral Health Planning &amp; Care I</td>
<td></td>
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<td></td>
<td>E/R</td>
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<tr>
<td>DHE 312 Principles of Dental Hygiene V</td>
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<tr>
<td>DHE 322 DH Clinic Practice V</td>
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<tr>
<td>DHE 320 Dent Mat and Chairside Assist</td>
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<tr>
<td>DHE 381 Oral Health Plan and Care II</td>
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<td></td>
<td></td>
<td>E/R</td>
</tr>
<tr>
<td>DHE 313 Principles of Dental Hygiene VI</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DHE 323 DH Clinical Practice VI</td>
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<tr>
<td>WRI 227 Technical Report Wri</td>
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<tr>
<td>Humanities elective</td>
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<tr>
<td>Psychology elective</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Freshman</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOPHOMORE</td>
<td>FALL</td>
<td>WINTER</td>
<td>SPRING</td>
</tr>
<tr>
<td>CHE 360 Clinical Pharmacology</td>
<td></td>
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<tr>
<td>DHE 205 Oral &amp; Dental Anatomy</td>
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<tr>
<td>DHE 344 Advanced General &amp; Oral Pathology</td>
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</tbody>
</table>
# Assessment Rubric

**Community Health Project Rubric – DHE 380 and 381 (60pts)**

<table>
<thead>
<tr>
<th></th>
<th>Novice (0)</th>
<th>Beginner (2)</th>
<th>Competent (4)</th>
<th>Proficient (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Project documentation has numerous writing errors; formatting not consistent; needs major editing.</td>
<td>Project documentation has minor writing errors; formatting not consistent; needs minor editing.</td>
<td>Project documentation has minor writing errors.</td>
<td>All project documentation is free from writing errors.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Does not identify an appropriate target population</td>
<td></td>
<td></td>
<td>Identifies an appropriate target population</td>
</tr>
<tr>
<td><strong>Needs Assessment</strong></td>
<td>Does not conduct a needs assessment; uses anecdotal or biased information to determine a population profile</td>
<td>Conducts a needs assessment, but more than 1 of the 5 major issues are omitted; population profile is not accurate</td>
<td>Conducts a thorough needs assessment, but omits 1 of the 5 major issues; population profile is mostly accurate</td>
<td>Conducts a thorough needs assessment that addresses the 5 major issues; population profile is accurate</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Program is planned based on inadequate goals and objectives AND strategies and activities are inappropriate; does not plan for evaluation</td>
<td>Program is planned based on inadequate goals and objectives OR strategies and activities are inappropriate; inappropriately plans for evaluation</td>
<td>Program is planned based on adequate goals and objectives; strategies and activities will accomplish program goals and objectives; plans for evaluation using measurable objectives</td>
<td>Plans an effective program based on appropriate goals and objectives; determines effective strategies and activities to accomplish the program goals and objectives; plans for evaluation using measurable objectives</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Program is not implemented</td>
<td>Ineffectively implements program; teamwork and communication is inadequate, some activities and correspondence is tracked; implementation process is inadequately documented</td>
<td>Adequately implements program; teamwork and communication are adequate, most activities and correspondence is tracked; implementation process is adequately documented</td>
<td>Effectively implements program; teamwork and communication are highly effective; all activities and correspondence is tracked; implementation process is effectively documented</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Novice (0)</td>
<td>Beginner (2)</td>
<td>Competent (4)</td>
<td>Proficient (6)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Evaluation of program is based on anecdotal or biased information</td>
<td>Usually conducts information evaluation of program; summative evaluation is not based on measureable objectives</td>
<td>Usually conducts informal evaluation of program; summative evaluation is based on measureable objectives</td>
<td>Conducts ongoing informal evaluation of program, summative evaluation is based on measureable objectives</td>
</tr>
<tr>
<td>Portfolio Appearance</td>
<td>Portfolio is not neat in appearance; not all information is easy to find;</td>
<td>Portfolio has neat appearance; not all information is easy to find; lack of creativity in design and formatting</td>
<td>Portfolio has neat appearance; not all information is easy to find; creativity in design and formatting</td>
<td>Portfolio has neat appearance; information well organized and easy to find; creativity in design and formatting</td>
</tr>
<tr>
<td>Total Team Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
