



Dental Hygiene Degree Completion Outreach 2014-15 Assessment Report

I. Introduction

The Oregon Tech Dental Hygiene program began in 1970 as an Associate of Applied Science (AAS) program. Beginning in 1985, students had the option to complete a Bachelor of Science (BS) degree and in 2003 the program began awarding the BS degree only. In 1996 a Bachelor of Science Degree Completion program was introduced. The degree completion program offers dental hygienists, who have earned an associate's degree, the opportunity to complete a Bachelor of Science Degree in Dental Hygiene.

All dental hygienists with an associate degree have at least three years of college because one year of college prerequisites are required before acceptance into a dental hygiene program. The degree completion program offers licensed dental hygienists throughout the United States to complete their fourth year in order to earn a BS.

The degree is offered fully on-line with most courses offered three to four times a year. Students may begin any term, take one or several courses at a time, and take time off and re-enter the program as needed. Students are exposed to a variety of future career opportunities, including education, public health, and business.

The program enrollment for the past six years is presented in the table (Table 1) below.

2009	2010	2011	2012	2013	2014
63	69	80	73	72	57

II. Purpose, Objectives, and Student Learning Outcomes

The dental hygiene faculty met in June 2014 to review the program purpose, objectives, and learning outcomes. The faculty updated four of the student learning outcomes to add clarity to the intended outcomes and align more accurately to the main goals of the courses. The faculty also matched each outcome with the course in which it would be assessed.

Dental Hygiene Degree Completion Outreach

The purpose of the Bachelor's Degree Completion Outreach Program in Dental Hygiene program is to prepare the graduate for career opportunities outside clinical dental hygiene such as education, public health, and business management.

Program Educational Objective

The program prepares the student to achieve professional growth and development.

Program Student Learning Outcomes (PSLO) - (updated statements are highlighted in yellow)

- 1.1** Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession. (DH 455)
- 1.2 Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice. (DH 453)
- 1.3** Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions (DH 454)
- 1.4 Identify current and emerging issues in the profession of dental hygiene. (DH 401)
- 1.5** Assess the oral health care needs of a community. Develop, implement, and evaluate the outcomes of the community-based program. (DH 470, 471)
- 1.6** Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. (AHED 450)

III. Assessment Cycle

In May 2014 the faculty met to discuss adding Institutional Student Learning Outcomes (ISLO). In the past our degree completion program was excused by Oregon Tech from incorporating ISLOs into our assessment report since we only have our students for the senior year of their bachelor degree. The faculty agreed it would be valuable to add the following ISLOs to the assessment cycle.

Institutional Student Learning Outcomes

- Scientific knowledge, reasoning (align with PSLO 1.1)
- Critical thinking, problem solving (align with PSLO 1.2 or 1.3)
- Communication - writing
- Lifelong, independent learning (indirect assessment from exit survey only)

The following table (Table 2) is the updated assessment cycle.

TABLE 2: Assessment Cycle						
PSLOs – every 3 years ISLOs – every 6 years	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1.1 Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession ISLO: Scientific knowledge, reasoning		PSLO	*ISLO		PSLO	
1.2 Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice ISLO: Critical thinking, problem solving		PSLO ISLO			PSLO	
1.3 Analyze your dental hygiene department to identify problems and areas where there is			PSLO			PSLO

needed improvement; clarify the problem; and propose viable solutions.						
1.4 Identify current and emerging issues in the profession of dental hygiene			PSLO			PSLO
1.5 Assess the oral health care needs of a community. Develop, implement, and evaluate the outcomes of the community-based program.				PSLO		
1.6 Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.				PSLO		
ISLO: Lifelong, independent learning (Indirect assessment from exit survey only)					ISLO	
ISLO: Communication (written)					ISLO	

***ISLO** Scientific knowledge, reasoning is *not* being assessed 2014-15. Instead, Oregon Tech is participating in a national pilot project assessing critical thinking, writing, and quantitative literacy to help set appropriate benchmarks. Oregon Tech was asked to mainly focus on quantitative literacy and participation is optional. The faculty met on September 23, 2014 and decided to not participate. The faculty agreed to focus instead on developing and incorporating a new exit survey (Appendix C) to use for indirect assessments for the ISLOs and PSLOs.

IV. Summary of 2014-15 Assessment Activities

During the 2014-15 academic year the dental hygiene faculty assessed two program student learning outcomes, 1.3 and 1.4. No weaknesses were identified from 2013-14 that needed to be reassessed. The one weakness was an invalid indirect assessment for PSLO 1.2 because the criteria was not specifically addressed in the targeted assignment. In the assessment cycle all indirect assessments will now be addressed using the exit survey. The following table (Table 3) provides an overview of 2014-15 assessment activities.

TABLE 3: Overview of 2014-15 Assessment Activities		
<i>Student Learning Outcome</i>	<i>Criteria</i>	<i>Assessment Method</i>
PSLO 1.3 Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.	<ul style="list-style-type: none"> ▪ Identification and analysis of problem is supported by evidence ▪ Problem is clarified through research (literature; interviews; or meetings) ▪ Solution to problem is practical and can be implemented ▪ Research and identify possible solutions ▪ Develop and implement a project to improve the dental hygiene practice 	<u>Direct Assessment</u> <ul style="list-style-type: none"> ▪ Final Project Practical Application <u>Indirect Assessment</u> <ul style="list-style-type: none"> ▪ Exit survey
PSLO 1.4 Identify current and emerging issues in the profession of dental hygiene	<ul style="list-style-type: none"> ▪ Identify emerging issues that are affecting the dental hygiene profession ▪ Identification of emerging issue is supported by evidence 	<u>Direct Assessment</u> <ul style="list-style-type: none"> ▪ Final Summary Essay <u>Indirect Assessment</u> <ul style="list-style-type: none"> ▪ Exit survey
Assessment Points: DH 401 Overview of Advanced Dental Hygiene Research (winter term); DH 454 Dental Practice Management (fall term); Exit Survey (fall and winter term)		

PSLO 1.3: Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions (**DH 454**)

Direct Assessment: Rubric-scored assignment

Students' ability to analyze a dental hygiene department to identify problems and areas for improvement, clarify the problem, and propose viable solutions was assessed in DH 454 during fall term. Students were assigned a Practical Application Project in which they analyzed their dental hygiene practice to identify an area needing improvement. Students researched a solution, wrote a proposal, developed a project to meet the described need, and implemented the project within their dental hygiene practice. The Practical Application Project rubric (Appendix B) was used for this assessment.

The following table (Table 4) summarizes the results of the assessment.

TABLE 4				
Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Justification & Problem Statement	Rubric-scored assignment	1-4 proficiency scale according to rubric	80% achieve proficiency of 2 or higher	100%
Expected Outcome	Rubric-scored assignment	1-4 proficiency scale according to rubric	80% achieve proficiency of 2 or higher	100%
Project	Rubric-scored assignment	1-4 proficiency scale according to rubric	80% achieve proficiency of 2 or higher	100%

Table 4 Assessment Results for PSLO 1.3 in DH 454, Fall 2014

Strengths: Students were able to identify an area of needed improvement in their practice and were able to develop workable solutions.

Weaknesses: Some projects lacked the depth necessary for complete implementation. Some students may have developed a new protocol or procedure, but did not think completely through how it could be successfully implemented—such as the need to teach the protocol to others in the office.

Plan for Improvement: Continue successful teaching and learning strategies. Provide additional evaluation criteria in rubric for certain types of projects such as brochures. Provide additional instruction in assignment about the need to include steps for full implementation. Provide best examples of projects for future students.

Indirect Assessment: Exit Survey

BDHO students' ability to analyze a dental hygiene department to identify problems and areas for improvement, clarify the problem, and propose viable solutions was assessed in the graduate exit survey fall and winter terms. On the survey students checked no/limited proficiency, some proficiency, proficiency, or high proficiency to the following question:

Q #2: The Oregon Tech Dental Hygiene Bachelor Degree Completion Program has prepared me to achieve the following learning outcome:

Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions

The following table (Table 5) summarizes the results of the assessment.

TABLE 5			
Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Exit Survey	1-4 proficiency scale	80% achieve proficiency of 2 or higher	100%

Table 5 Assessment Results for PSLO 1.3 in Exit Survey Fall and Winter terms

Strengths: 100% of graduates responded they achieved “Proficiency” or “High Proficiency” for this student learning outcome. Five out of Six graduates completed the Exit Survey.

Weaknesses: Because the Exit Survey was just introduced fall term, we only have responses from fall and winter term.

Plan for Improvement: Continue successful teaching and learning strategies. Next year the assessment report will include responses from graduates through the four-term cycle.

PSLO 1.4: Identify current and emerging issues in the profession of dental hygiene

Direct Assessment: Rubric-scored assignment

BDHO students’ ability to identify current and emerging issues in the profession of dental hygiene was assessed in DH 401 during winter term. Students were assigned a “Final Summary Essay” paper addressing the following questions: 1) What events or issues are affecting the practice of dental hygiene, 2) In what ways are the issues that you have identified affecting the practice of dental hygiene, and 3) What kind of impact do you think these emerging issues will have on the practice of dental hygiene within the next decade.

The OIT Essay Rubric (Appendix B) was used for this assessment. Two performance criteria – “Purpose and Ideas” and “Support” were used from the rubric to directly assess the assessment criteria (Table 3).

The following table (Table 6) summarizes the results of the assessment.

TABLE 6				
Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Purpose and Ideas	Rubric-scored assignment	0-4 proficiency scale according to rubric	80% achieve proficiency of 3 or higher	100%
Support	Rubric-scored assignment	0-4 proficiency scale according to rubric	80% achieve proficiency of 3 or higher	100%

Table 6 Assessment Results for PSLO 1.4 in DH 401, Winter 2015

Strengths: Most students (6 of 8) chose an appropriate topic and were able to identify the issues impacting dental hygiene.

Weaknesses: One student chose a topic of a clinical nature (the importance of using good ergonomics) which did not support the assignment directions. One student did not submit the assignment at all.

Plan for Improvement: As a result of this assignment and assessment, items were added to the scoring rubric as well as some clarifications to the assignment instructions.

Indirect Assessment: Exit Survey

BDHO students’ ability to identify current and emerging issues in the profession of dental hygiene was assessed in the graduate exit survey fall and winter terms. On the survey students checked no/limited proficiency, some proficiency, proficiency, or high proficiency to the following question:

Q #2: The Oregon Tech Dental Hygiene Bachelor Degree Completion Program has prepared me to achieve the following learning outcome:

Identify current and emerging issues in the profession of dental hygiene

The following table (Table 7) summarizes the results of the assessment.

TABLE 7			
Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Exit Survey	1-4 proficiency scale	80% achieve proficiency of 2 or higher	100%

Table 7 Assessment Results for PSLO 1.4 in Exit Survey Fall and Winter terms

Strengths: 100% of graduates responded they achieved “Proficiency” or “High Proficiency” for this student learning outcome. Five out of Six graduates completed the Exit Survey.

Weaknesses: Because the Exit Survey was just introduced fall term, we only have responses from fall and winter term.

Plan for Improvement: Next year the assessment report will include responses from graduates through the four-term cycle.

V. Evidence of Student Learning

During the 2014-15 academic year, the BDHO program assessed the following student learning outcomes:

- PSLO 1.3 Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions
- PSLO 1.4 Identify current and emerging issues in the profession of dental hygiene

The faculty met in May 2015 to discuss results of the direct and indirect assessments. No weaknesses were identified. The faculty were pleased with the assessment results, especially the addition of the exit survey for consistent indirect assessments for yearly targeted PSLOs and ISLOs. The exit survey had a 100% participation rate, which faculty felt was due in part by sending a personalized email to each student to explain the importance of the exit survey for program planning and improvement.

VI. Changes Resulting from Assessment

The faculty will meet at the beginning of the 2015-16 academic year to discuss assessment changes. We anticipate our PSLO’s will remain the same, but Oregon Tech is revising the institutional student learning outcomes (ISLOs). We will transition from ISLOs to essential student learning outcomes (ESLOs) and our assessment activities will address these new learning outcomes.

VII. Appendices

APPENDIX A: CURRICULUM MAPS

Program Student Learning Outcome 1.3: Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions

The following table (TABLE A1) indicates the BDHO dental hygiene curriculum. Courses that are bolded indicate that the PSLO above is taught in the course, students demonstrate skills or knowledge in the PSLO, and/or students receive feedback on their performance on the PSLO.

I = Introduced; R = Reinforced; E=Emphasized

Table A1: PSLO 1.3		Fall	Winter	Spring	Summer
AHED 450	Instructional Methods				
AHED 451	Instructional Experience				
AHED 452	Instructional Practicum				
AHED 460	Fundamentals of Distance Education				
DH 401	Overview of Advanced Dental Hygiene				
DH 453	Current issues in Dental Hygiene				
DH 454	Dental Practice Management	E	E	E	
DH 455	Dental Hygiene Research				
DH 470	Community Program Planning				
DH 471	Community Program Planning II				
DH 480	Community Health Practicum				
BUS 317	Health Care Management				
BUS 331	Personal Finance				
MATH 243	Introductory Statistics				
SPE 321	Small Group and Team Communication				
	Communications Elective				
	Humanities Elective				
	Humanities Elective				
	Social Science Elective				
	Elective, approved by advisor				

Program Student Learning Outcome 1.4: Identify current and emerging issues in the profession of dental hygiene

The following table (TABLE A2) indicates the BDHO dental hygiene curriculum. Courses that are bolded indicate that the PSLO above is taught in the course, students demonstrate skills or knowledge in the PSLO, and/or students receive feedback on their performance on the PSLO.

I = Introduced; R = Reinforced; E=Emphasized

Table A2: PSLO 1.4		Fall	Winter	Spring	Summer
AHED 450	Instructional Methods				
AHED 451	Instructional Experience				
AHED 452	Instructional Practicum				
AHED 460	Fundamentals of Distance Education				
DH 401	Overview of Advanced Dental Hygiene	E	E	E	E
DH 453	Current issues in Dental Hygiene	R	R	R	R
DH 454	Dental Practice Management				
DH 455	Dental Hygiene Research				
DH 470	Community Program Planning				
DH 471	Community Program Planning II				
DH 480	Community Health Practicum				
BUS 317	Health Care Management				
BUS 331	Personal Finance				
MATH 243	Introductory Statistics				
SPE 321	Small Group and Team Communication				
	Communications Elective				
	Humanities Elective				
	Humanities Elective				
	Social Science Elective				
	Elective, approved by advisor				

APPENDIX B: RUBRICS

“Final Project - Practical Application Project” - PSLO 1.3 direct assessment

Practical Application Project				
Item	High Proficiency	Proficiency	Some Proficiency	Limited Proficiency
Justification & Problem Statement	Problem statement is a result of self-reflection and critical analysis of dental hygiene practice. Reason and need for project is clearly stated. Evidence that demonstrates the problem is discussed		Problem statement and justification is not clearly stated.	Not submitted.
Expected Outcome	Problem being solved is described. Expected outcome is substantive and realistic.		Vague outcome, not realistic or substantive.	
Resources	Resources needed are generally identified. Appear to support project.		Resources do not appear to relate to project.	
Submission Format	Cover page with student name and title of project; introductory page that describes how the project will be used in practice.			Not submitted
Spelling and Grammar	No errors in spelling or grammar	Minor spelling error	Several errors in spelling or grammar	Assignment not submitted
Originality	Project is something student has created or is an original compilation of existing work, such as a compilation of <i>several</i> charts in a different format.			*Assignment not submitted or submission is obviously a resubmission of a technical report or report from another class.
Project	Useful in practice. Meets the need as described. Project relates to problem statement in proposal. Project can be implemented as described in introductory page. Project is submitted in the way it will be used in practice. Information included in project is current and accurate.	Project information is useful, but project is not submitted in the way it will be used in practice. Is useful, but does not incorporate emerging or newer treatment modalities.	Project offers minimal information. Reflects little creativity or effort. Inaccuracies in the project information.	Assignment not submitted or is severely lacking in usefulness.
Resources	Clear relationship between references and project. All journal sources cited in AMA format. Date and subject of interviews cited. If project is a pamphlet, resources are listed in pamphlet.	Minor error in AMA format.	AMA format not followed. Referenced links do not work. Resources not listed correctly.	Not submitted

“Final Summary Essay” – PSLO 1.4				
Performance Criteria	Limited Proficiency (1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)
Purpose and Ideas Essay addresses question & follows instructions	Writing has limited or no focus. Purpose and main ideas are unclear and require inference from reader. Assignment instructions are not followed in some manner.	Reader can discern the purpose and main ideas although they may be overly broad or simplistic.	Writing is clear and focused. Reader can easily understand the purpose and main ideas.	Purpose and main ideas are exceptionally focused, clear, and interesting. All assignment instructions are followed.
Organization Introduction, body, and conclusion	Order and structure are unclear. Introduction and conclusion are underdeveloped or missing.	Order and structure are overly formulaic. Introduction and conclusion may be underdeveloped or too obvious.	Order and structure are clear and easy to follow. Introduction draws in the reader and conclusion brings satisfying closure.	Order and structure are compelling and move the reader through the text easily. Introduction draws in the reader and conclusion brings satisfying closure.
Supporting Details	Development is minimal. Some supporting details may be irrelevant or repetitious.	Supporting details are relevant, but are limited or rather general. Support may be based on clichés, stereotypes, or questionable sources or evidence.	The main ideas are well developed by supporting details. When appropriate, use of outside sources provides credible support.	Main ideas are well developed by strong support and rich details. When appropriate, use of outside sources provides strong, credible support.
Style or Flow of Essay	Voice is inappropriate for topic, purpose, or audience. Wording is incorrect or monotonous, detracting from impact. Sentences tend to be choppy, rambling, and awkward.	Voice is inconsistent for topic, purpose, and audience. Wording is quite ordinary, lacking interest, precision, and variety, and may rely on clichés. Sentences tend to be mechanical rather than fluid with an overuse of simple sentence structures.	Voice is generally appropriate for topic, purpose, and audience. Generally, wording conveys message in an interesting, precise, and natural way. Sentences are carefully crafted with variations in structure.	Voice is appropriate for topic, purpose, and audience. Wording is fresh and specific, with a striking and varied vocabulary. Sentences are highly crafted, with varied structure that makes reading easy and enjoyable.
Conventions Spelling & Grammar	Numerous errors in usage, spelling, punctuation, and/or grammar. Errors sometime impede readability. Substantial editing needed.	Writing contains punctuation, spelling, and/or grammar errors, but they do not impede readability and are not extensive. Moderate need for editing.	Writing demonstrates control of standard writing conventions and uses them effectively to enhance communication. Few errors.	Writing demonstrates strong control of standard writing conventions and uses them well to enhance communication. Very few or no errors.
Documentation/References AMA Citation Style used	Documentation has major errors or is not present.	Documentation has frequent errors.	Documentation is correct except for a few errors.	Documentation is complete and uses AMA citation style according to the guide that is provided with the assignment.

Rubric created by the OIT Communication Department and approved by the OIT Assessment Commission, February 2009, revised June 2010.
Revised for DH 401 December 2014

APPENDIX C: EXIT SURVEY

Dental Hygiene Bachelor Degree Completion Exit Survey

1. As a result of my Oregon Tech education I would rate my proficiency as follows:

	No/limited proficiency	Some proficiency	Proficiency	High Proficiency
Written communication				
Scientific knowledge and reasoning				
Critical thinking and problem solving				
Lifelong, independent learning				

2. The Oregon Tech Dental Hygiene Bachelor Degree Completion Program has prepared me to achieve the following learning outcomes:

	No/limited proficiency	Some proficiency	Proficiency	High Proficiency
Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession				
Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice				
Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions				
Identify current and emerging issues in the profession of dental hygiene				
Assess the oral health care needs of a community. Develop, implement, and evaluate the outcomes of the community-based program				
Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs				

3. What was your goal for completing a bachelor degree?

- Entry into a master's degree program
- Preparation for a career in administration management
- Preparation for a career in education
- Preparation for a career in public health
- Personal enrichment
- Other (please specify)

4. Do you feel you achieved this goal?

- Yes
- No
- Comments: _____

5. Are you planning on pursuing a master's degree? If so, in which field?

- Not planning on pursuing a master's degree
- Advanced dental hygiene
- Education
- Management
- Public Health
- Other (please specify) _____

6. Reflecting on your time as a student in the Dental Hygiene Bachelor Degree Completion program, what are the strongest aspects about the degree (could be experiences, courses, professors, general characteristics, or features of the program)?

7. What are the weakest aspects about the major (could be experiences, courses, professors, general characteristics, or features of the program)?

8. What suggestions do you have for improvement?

9. Any other comments: