Oregon Institute of Technology  
Dental Hygiene Bachelor of Science  

2009-2010 Assessment Report

I. Introduction
The OIT Dental Hygiene program began in 1970 as an Associate of Applied Science (AAS) program. Beginning in 1985, students had the option of completing a Bachelor of Science (BS) degree and in 2003, the program began awarding the BS degree only. All students must complete prerequisite courses to be eligible for application to the program. Acceptance to the program is selective and limited to no more than 27 students per year.

The five-year retention and graduation rate is presented in the Table 1 below.

<table>
<thead>
<tr>
<th>Table 1: 5-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2006</td>
</tr>
<tr>
<td>27 (100%)</td>
</tr>
</tbody>
</table>

II. Program Purpose, Objectives, and Student Learning Outcomes
The Dental Hygiene faculty reviewed the program purpose, objectives, and learning outcomes during the fall retreat in September 2009. The faculty affirmed the statements below:

Dental Hygiene Program Purpose
The purpose of the Bachelor of Science in Dental Hygiene program is to prepare students for entry into the dental hygiene profession and additional careers such as public health, administration, education, research, and marketing. The graduate will be prepared to enter master degree programs in dental hygiene and related programs.

Program Educational Objectives
1. Provide the dental hygiene student the opportunity to gain the 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, anesthesia, and restorative.

Expected 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 self-assessment.
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 continue professional growth and development after graduation.

The program also offers students experiential learning opportunities including:

- Membership in the Student American Dental Hygienists’ Association (SADHA) and representation at state and national levels
- Professional meetings: Oregon Dental Conference, Oregon Dental Hygienists’ House of Delegates Meeting, and American Dental Hygienists’ Association Annual Meeting.
- Assessment, implementation, and evaluation of community health projects
- International trips to provide dental hygiene care to persons in third world countries
- Off campus experience: school-based screenings and presentations, health fairs, and dental clinics/offices.

III. Three-Year Cycle for Assessment and Student Learning Outcomes

At the fall retreat in September 2009, the faculty also confirmed the assessment cycle as adjusted in 2008-2009. The assessment cycle follows in Table 2 below.

<table>
<thead>
<tr>
<th>TABLE 2: Assessment Cycle for Bachelor of Science in Dental Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>2. The dental hygiene graduate will be competent in critical thinking and self-assessment</td>
</tr>
<tr>
<td>3. The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups</td>
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<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>6. The dental hygiene graduate will continue professional growth and development after graduation</td>
</tr>
</tbody>
</table>

IV. Summary of 2009-2010 Assessment Activities

The Dental Hygiene faculty conducted formal assessment of two program student learning outcomes (PSLOs) and two institutional student learning outcomes (ISLOs) during 2009-2010. Table 3 summarizes the 2009-2010 assessment activities.
TABLE 3: Summary of 2009-2010 Assessment Activities

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Criteria</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| PSLO #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. | • Evaluate ethical issues related to a problem in the discipline  
• Demonstrate knowledge of the ADHA code of ethics  
• Demonstrate professional conduct in the academic environment | Direct Assessment  
1. Assignment: ethical dilemma  
2. Advisor interview/daily clinic evaluations  
Indirect Assessment  
1. Graduate survey |

Assessment Points: DH 275 Dental Ethics, DH 322, 423 DH Clinic Practice & Seminar V, VIII

| PSLO #6: The dental hygiene graduate will continue professional growth and development after graduation. | • Access professional networks  
• Demonstrate continual growth  
  o participate in study groups  
  o obtain advanced degree  
  o obtain new license endorsements  
  o contribute to DH body of knowledge through research | Indirect Assessment  
1. Alumni survey |

Assessment Point: 3-year and beyond graduation

| ISLO #2: Team and group work | • Identify and achieve goal/purpose  
• Assume roles and responsibilities as appropriate  
• Interact appropriately with team/group members  
• Recognize and help reconcile differences among team/group members  
• Share appropriately in work of team/group  
• Develop strategies for effective action | Direct Assessment  
1. Community Health Project |

Assessment Points: DH 381, 382 Community Dental Health II, III

**PSLO #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.**

**ISLO #3: Professionalism and ethical practice**

**DIRECT ASSESSMENT: ASSIGNMENT**

The faculty assessed ethical practice in DH 422 Dental Hygiene Clinical Practice and Seminar VIII during fall term 2009 using an assignment. Given a scenario, students were required to demonstrate their ability to solve ethical problems by identifying provisions, issues, involved parties, approaches, and benefits and risks. Twenty-five senior students were involved in the assessment. Students were scored using a scale of 1 to 4. The faculty rated the proficiency of students using the criteria described in Table 4 below:
**TABLE 4: ETHICS SCENARIO**

<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>Provision #1</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>24/25 = 96%</td>
</tr>
<tr>
<td>Provision #2</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>23/25 = 93%</td>
</tr>
<tr>
<td>Provision #3</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>23/25 = 93%</td>
</tr>
<tr>
<td>Issues</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>16/25 = 64%</td>
</tr>
<tr>
<td>Parties</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>16/25 = 64%</td>
</tr>
<tr>
<td>Approaches</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>10/25 = 40%</td>
</tr>
<tr>
<td>Benefit &amp; Risk</td>
<td>Scenario, rubric</td>
<td>1-4 scale, % at 3 or 4</td>
<td>80% at 3 or 4</td>
<td>20/25 = 80%</td>
</tr>
</tbody>
</table>

**Strengths:** Students are able to identify provisions

**Weaknesses:** Students did not meet benchmark in identification of issues, parties, and approaches.

**Plans for improvement:** Faculty discussed results during a faculty meeting on January 6, 2010.

One possible reason for the results may be due to the grading rubric, which was developed by the OIT Assessment Commission. In DH 275 Dental Ethics students learn to solve ethical dilemmas using the following steps:

1. Identify the problem
2. Gather facts
3. List alternatives
4. Select the course of action
5. Act on the decision
6. Evaluate the action

However, the grading rubric used different terms that may have been confusing to students. In the future, the instructor will review the rubric with students before giving the assignment and give examples so students fully understand the requirements of the rubric.

**DIRECT ASSESSMENT: OBSERVATION & INTERVIEW**

The faculty assessed professionalism in DH 223, 323 Dental Hygiene Clinic Practice and Seminar III and VI using daily observation during weeks 2-6 of spring term 2010. Twenty-two sophomore and twenty-six junior students were involved. The faculty rated the proficiency of students using a scale of 0-2 and the performance criteria described in Table 5 below:
KEY
0 = does no meet faculty expectations 1 = meets faculty expectations 2 = exceeds faulty expectations

<table>
<thead>
<tr>
<th>TABLE 5: Professionalism</th>
<th>Class of 2010</th>
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<tbody>
<tr>
<td>Student performs work in a timely manner</td>
<td>0</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Student performs tasks according to course expectations</td>
<td>0</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Student work product is done in a professional manner</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Student accepts and carries out tasks with positive attitude</td>
<td>0</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Student arrives on time or gives appropriate notification</td>
<td>1</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Student regularly attends clinic/classes/meetings or gives appropriate notice</td>
<td>0</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Student follows OIT Student Conduct Code, Dental Hygiene Class Conduct Code, ADHA Code of Ethics</td>
<td>0</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Student interacts appropriately with others</td>
<td>0</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Student is aware of and follows classroom policies and procedures</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Student demonstrates effort and hard work</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Student demonstrates appropriate professional appearance</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE 5: Professionalism</th>
<th>Class of 2011</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student performs work in a timely manner</td>
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<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Student performs tasks according to course expectations</td>
<td>5</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Student work product is done in a professional manner</td>
<td>2</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Student accepts and carry out tasks with positive attitude</td>
<td>6</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Student arrives on time or gives appropriate notification</td>
<td>5</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Student regularly attends clinic/classes/meetings or gives appropriate notice</td>
<td>3</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Student follows OIT Student Conduct Code, Dental Hygiene Class Conduct Code, ADHA Code of Ethics</td>
<td>3</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Student interacts appropriately with others</td>
<td>4</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Student is aware of and follows classroom policies and procedures</td>
<td>5</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Student demonstrates effort and hard work</td>
<td>5</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Student demonstrates appropriate professional appearance</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Strengths and Weaknesses**
The dental hygiene faculty enjoys working with students who display high levels of professionalism. One-hundred percent of sophomore students (class of 2012) performed at or exceeded faculty expectations in all criteria except three. Of those three criteria, more than 95% of students performed at or exceeded faculty expectations.

The dental hygiene program is rigorous with students becoming fatigued. Fatigue is a factor in lower performance in the junior class (class of 2011). Even though ratings were overall lower when compared to sophomore students, they fall within an almost perfect bell curve.
Plans for Improvement

The faculty discussed the results of the assessment during a faculty meeting on May 26, 2010. The faculty agrees that the rigors of the program reflect in student’s decreased energy levels and morale as they progress in the program. The faculty strives to maintain balance in the program and will continue and increase those efforts.

INDIRECT ASSESSMENT: GRADUATE SURVEY

The faculty assessed this outcome using a graduate survey. Thirteen students participated in the assessment. The following Table 6 summarizes students reporting to responses to the criteria.

<table>
<thead>
<tr>
<th>The OIT Dental Hygiene program helped me to be able to:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discern and manage ethical issues of dental hygiene practice in a changing environment</td>
<td>30.8% (4)</td>
<td>53.8% (7)</td>
<td>15.4% (2)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Comply with state and federal laws governing the practice of dentistry and dental hygiene</td>
<td>46.2% (6)</td>
<td>53.8% (7)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The OIT Dental Hygiene program prepared me to be competent in:

| Applying ethical, legal, and regulatory concepts to the provision and/or support of oral health care services | 46.2% (6) | 53.8% (7) | 0 | 0 |

Strengths

One hundred percent of graduates who completed the survey report strongly agree or agree that the OIT Dental Hygiene program:

- helped them to be able to comply with state and federal laws governing the practice of dentistry and dental hygiene
prepared them to be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services.

**Weaknesses**

Two graduates (15.4%) who completed the report disagrees that the OIT Dental Hygiene program helped them to discern and manage ethical issues of dental hygiene practice in a changing environment.

**Strategies to Improve**

The faculty reviewed the results of the graduate survey on April 30, 2010 during a faculty meeting. The faculty thinks the results may not represent the class as a whole because the response rate was only 52%. Survey Monkey was used to administer the survey after students had graduated. In order to get results that are more reliable, the survey will be administered before graduation and during class time to improve the response rate.

**PSLO #6: The dental hygiene graduate will continue professional growth and development after graduation.**

This outcome was not assessed. Development of an assessment tool is in progress with plans to assess during the 2010-2011 academic year.

**ISLO #2: Team and group work**

This outcome was assessed using a group project in DH 382 Community Dental Health III during winter term 2010. Both indirect and direct assessments were conducted. Twenty-six students functioning in six different groups self-assessed the group. Direct assessment was conducting by each group’s advisor. The same assessment tool, a rubric, was used for both indirect and direct assessment. The following tables 8 and 9 summarize the results of the indirect assessment and direct assessments. Figure 1 compares the results of the indirect and direct assessments based on percentage of 4 and 3 scores.
**TABLE 8: Teamwork**

**Indirect Assessment**

<table>
<thead>
<tr>
<th>n = 26</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and achieve goal/purpose</td>
<td>21</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. Assume roles and responsibilities as appropriate</td>
<td>12</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3. Interact appropriately with team/group members</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4. Recognize and help reconcile differences among team/group members</td>
<td>14</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>5. Share appropriately in work of team/group</td>
<td>17</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>6. Develop strategies for effective action</td>
<td>21</td>
<td>3</td>
<td>2</td>
<td>0</td>
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</tbody>
</table>

**Direct Assessment**

<table>
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<tr>
<th>n = 5</th>
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<tbody>
<tr>
<td>1. Identify and achieve goal/purpose</td>
<td>4</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Assume roles and responsibilities as appropriate</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<td>3. Interact appropriately with team/group members</td>
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<tr>
<td>4. Recognize and help reconcile differences among team/group members</td>
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<tr>
<td>5. Share appropriately in work of team/group</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Develop strategies for effective action</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Figure 1 Comparison of Indirect and Direct Assessments**

**Strengths:** Ninety-two percent of students reported their group was able to identify and achieve goal/purpose (criteria 1) and develop strategies for effective action (criteria 6) at high proficiency (4) or proficient (3). One hundred percent of advisors rated groups’ ability to identify and
achieve goal/purpose, assume roles and responsibilities, appropriate interaction, and develop strategies for effective action (criteria 1, 2, 3, and 6) as high proficiency or proficient.

**Weaknesses:** All student groups met minimum acceptable performance in all criteria. However, the ability to recognize and help reconcile differences among team/group members (criteria 4) scored the lowest percent, 85%. One of six advisors rated group performance of criteria 4 and 5 as some proficiency.

**Plans for Improvement**

Although groups meet regularly with an advisor throughout the term, several advisors were unaware of any difficulty until reading the students’ assessment comments. In the future, advisors will be more proactive in soliciting information from students regarding group work in the meetings and will facilitate appropriate mediation.

V. Changes Resulting From Assessment 2008-2009

SLO#2: The dental hygiene graduate will be competent in critical thinking and self-assessment

This outcome was assessed at several points using multiple assessment methods during the 2008-2009 academic year. A written report used in DH 423 Dental Hygiene Clinic Practice and Seminar VII revealed senior students performed at acceptable levels in critical thinking and self-assessment, however weakness was identified in writing mechanics. A review of the dental hygiene curriculum revealed all writing courses occur in the pre-requisite year. The faculty decided students needed formal instruction in writing later in the program. The chair sent a proposal to the Curriculum Planning Commission (CPC) to move WRI 227 Technical Report Writing from the freshman year to the junior year. The assessment will be repeated in subsequent terms to determine if the curriculum change is effective.

Assessment was also conducted in DH 475 Dental Hygiene Research Methods I using a self-assessment worksheet. Half or more of the senior students rated their ability as beginner or novice in distinguishing between publication types, in selecting appropriate study designs, defining levels of evident, using PubMed to search literature, and to critically appraise evidence. Based on assessment data, course content for DH 476 Dental Hygiene Research Methods II will include review of the concepts taught in DH 475 with more opportunity to practice searching for evidence and critical appraisal of literature. The self-assessment worksheet will be repeated fall term 2010 in DH 475 Dental Hygiene Research Methods II.

SLO#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 outcome was assessed at several points using multiple assessment methods during the 2008-2009 academic year. Table clinic presentations used in DH 383 Community Dental Health IV during spring term revealed weakness in students’ abilities to discuss and reflect. The instructor will provide more instruction so students are better prepared to identify what they would do differently to improve. It was also decided to remove the discussion criteria from the grading rubric as this criteria is not appropriate for the presentation.
Dental Hygiene Bachelor of Science
SLO Curriculum Map

PSLO #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.
ISLO #3: Professionalism and ethical practice.
The following curriculum map indicates the courses where teaching and/or learning occurs and the level to which this PSLO/ISLO is taught in the program.

KEY:
I = Introduced  R = Reinforced  E = Emphasized

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>SOPHOMORE</strong></td>
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### ISLO #2: Team and group work

Course that are bolded in the table below indicate that students demonstrate skills or knowledge in the SLO, and/or students receive feedback on their performance.

**KEY:**

- **I** = Introduced
- **R** = Reinforced
- **E** = Emphasized

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