



Dental Hygiene Bachelor Degree Completion Program Assessment Report 2021-22

Section 1 – Program Mission and Goals

The mission of the Bachelor of Science in Dental Hygiene *degree-completion* program is to provide an opportunity for licensed dental hygienists at any stage in their career to complete a bachelor's degree for professional growth, current and future employment options, and/or entry into a graduate program.

The mission, goals, objectives, and student learning outcomes for the program are reviewed annually by the program faculty at the fall meeting during convocation.

The goals were designed to help our diverse population of working professional students achieve our Program Mission.

Our Commitment to our Students:

- Provide a quality bachelor-degree completion program that recognizes the achievement of passing the dental hygiene national board exam and state or regional clinical exams.
- Recognize the growth in career opportunities and provide core courses to expose students to business management, education, public health, and evidence-based decision making.
- Build positive relationships between core dental hygiene faculty and students to mentor and help students achieve degree goals.
- Help students plan a course schedule that ensures academic success by factoring in professional goals and personal commitments.
- Allow students to explore further areas of interest by offering elective choices.
- Prepare students for graduate-level courses.

Program Description and Mission Alignment

Oregon Tech (OT) has offered a dental hygiene degree at the Klamath Falls campus since 1970. In 1985 students had the option of completing a Bachelor of Science (BS) degree by extending their studies one more year. In 2003 the program transitioned to a BS degree only.

The licensing requirements of a dental hygienist are the same whether students graduate with an AAS or BS degree in dental hygiene. In the United States (US), all dental hygienists with an AAS degree have at least three years of undergraduate courses. During the freshman year, pre-dental hygiene students complete required prerequisites and then apply for acceptance into an accredited dental hygiene program. Once admitted, students continue for two more years. In the United States there are approximately 230 AAS and 60 BS accredited dental hygiene programs. (dentalcareersedu.org)

In 1996, OT was one of the first colleges in the US to offer dental hygienists with AAS degrees an opportunity to complete their BS degree through 'distance education'. The student's prerequisite courses (one academic year) are reviewed for credit transfer. The student's dental hygiene courses (two academic years) are transferred as 'block credits' through documentation of passing the Dental Hygiene National Board Exam.

Oregon Tech's Bachelor of Dental Hygiene Outreach (BDHO) was designed to allow dental hygienists the flexibility to plan their course schedules to meet the demands of their professional and personal lives.

All students must complete a minimum of 45 credits from OT to complete their bachelor’s degree. All courses are offered 100% online. Students may begin *any* term and choose whether to take one or several courses per term.

Students are exposed to a variety of career opportunities, including business, management, education, research, and public health. Besides options for general education requirements, students also have dental hygiene elective choices to further explore and learn skills in their area of interest. The BDHO program includes:

- Six required dental hygiene core courses
- Three dental hygiene elective choices from a list approved by the department
- OT general education and elective requirements needed for a bachelor’s degree

In the US we now have approximately 54 BS dental hygiene completion programs ([ADEA degree completion programs](#)). Some are online, some on campus only, and some are hybrid. Even with the increased competition, OT has managed to keep a steady enrollment. Because students begin any term and plan the pace of their course schedule, students might graduate after completing four terms or take several years to complete the program. The BDHO has students graduating at the end of every term.

Actively enrolled Fall term:		Graduate totals from Su-F-W-Sp Terms:	
2021	52	2021	26
2020	57	2020	18
2019	52	2019	17
2018	49	2018	18
2017	59	2017	27

Employment rates and salaries are not quantifiable for our BDHO students. Before students enter our bachelor degree completion program they are already licensed, working dental hygienists. Work settings include clinical dental hygiene, education, public health, management, corporate sales, and/or entrepreneur. Graduates might continue in their place of employment, branch out into a new field, begin a graduate program, or a combination of the various options.

Mission Alignment

The online Degree Completion Program in Dental Hygiene aligns with the College of HAS and the university mission in several areas.

It is innovative in that it reaches students across the country, in a format and platform that suits the students needs and timeline. It offers career-focused pathways for students to explore in their area of interest, and it promotes lifelong learning by preparing students to continue their education in graduate degree programs. It brings reputational capital to the university by being a leading online program in the nation for the last several years.

Best Online Colleges ranking, SR Education Group researched and analyzed accredited online schools across the nation, taking into consideration academic strength factors as well as annual tuition rates. *“Inclusion on this list shows high academic standards and a commitment to affordability, two key factors important to prospective students.”* Oregon Tech ranked #1 for online bachelor’s degrees in Dental Hygiene as of 11/17/2021. (In 2019 we were ranked #1 and in 2018 we were ranked #9.) The promotional badge we received from SR Education Group is posted on our website:



[SR Education - Best DH Online Programs](#)

Section 2 –Program Student Learning Outcomes

The American Dental Hygienist’s Association (ADHA) has identified professional roles for dental hygienists that correlate with our Program Mission and PSLOs:

“Overview: The dental hygienist plays an integral role in assisting individuals and groups in achieving and maintaining optimal oral health. Dental hygienists provide educational, clinical, and consultative services to individuals and populations of all ages in a variety of settings and capacities. The professional roles of the dental hygienist include the following: Clinician, Corporate, Public Health, Researcher, Educator, Administrator, and Entrepreneur.” [ADHA Professional Roles of the Dental Hygienist](#)

The American Dental Educators Association (ADEA) also recognizes the expanding roles of dental hygienists, which align with our BDHO Program Mission and PSLOs:

“For those with a passion for dental hygiene who do not wish to practice clinically, there are many career paths outside of the operatory available in education, research, administration, public health and corporate business.” [ADEA Career Options](#)

BDHO students take a minimum of 15 courses with Oregon Tech, but *only six* are required core courses that dental hygiene faculty teach. Core courses address the PSLOs listed below with each course aligned with one PSLO and assessment. Even with the assessment limitation of six courses, the PSLOs address the professional roles and career options identified by the ADHA and ADEA. Other required and elective courses in the BDHO program also address the PSLOs, including minor degree options. An updated business minor was approved in 2019, which was implemented beginning catalog year 2019-20.

Upon graduating from the BDHO program at Oregon Tech, students will:

1. Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession. (Assessed in **DH 475 – Evidence Based Decision Making in Healthcare I**)
2. Apply evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice. (Assessed in **DH 475 – Evidence Based Decision Making in Healthcare II**)
3. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions. (Assessed in **DH 454 – Dental Practice Management**)
4. Identify current and emerging issues in the profession of dental hygiene. (Assessed in **DH 401 – Overview of Advanced Dental Hygiene**)
5. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs. (Assessed in **DH 470 – Community Assessment and Program Planning I**)
6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. (Assessed in **AHED 450 – Instructional Methods**)

Section 3 – Curriculum Map

The uniqueness of the BDHO program is not conducive to following the exact, same assessment pathways as students who achieve most, if not all, of their credits through OT courses. The reasons BDHO students cannot be assessed in the same manner as BS dental hygiene students is because:

- BDHO students are required to take a minimum of 15 OT courses; BS students (depending on where they took their prerequisite courses) are required to take 51-64 OT courses
- Although BDHO students are required to take general education and elective courses to earn a bachelor’s degree, students’ course plans are all unique depending on previous courses transferred from other colleges
- Of the 15 required OT courses for BDHO students, only six courses are taught by dental hygiene faculty in the BDHO program

All BDHO students graduated from an AAS dental hygiene program accredited by the Commission on Dental Accreditation (CODA). The accreditation process is rigorous, and programs must address specific standards related to “...student evaluation methods that measure all defined program competencies...” and “...the evaluation methods used in the dental hygiene program should include process and end-product assessments of student performance, as well as a variety of objective testing measures.” [CODA Accreditation Standards - 2.6 Curriculum](#)

BDHO students only have six required Dental Hygiene (DH) courses and the remaining nine (approximate) courses vary depending on students’ transfer credits and program plan, and their individual need to meet the 45 credit minimum residency requirements.

University	ISLO 1 - Communication	ISLO 2 – Inquiry & Analysis				
Program	PSLO 6	PSLO 2	PSLO 1	PSLO 3	PSLO 4	PSLO 5
COURSE						
DH 401-Intro to Advanced Education					P	
DH 454-Practice Management				P		
DH 470-Community Program Planning						P
DH 475-Evidence Based Decision Making		P	P			
AHED 450-Instructional Methods	P					

See Appendix – Professional Courses (Exhibit A), Recommended Electives (Exhibit B), and Business Minor for Dental Hygiene (Exhibit C).

ISLO 1: Communication

- Assessed in AAS program – CODA Standard 2-8a: *General education content must include oral and written communications, psychology, and sociology*; CODA Standard 2-15: *Graduates must be competent in interprofessional communication, collaboration, and interaction with other members of the health care team to support comprehensive patient care.*
- Assessed in students’ communication courses transferred from previous colleges and/or through OT courses as needed
- The six required BDHO dental hygiene courses do not have an ‘oral’ communication component, so cannot be assessed
- ‘Written’ communication is assessed in the BDHO program

ISLO 2: Inquiry and Analysis

- Assessed in AAS program – CODA Standards on Critical Thinking 2-23: *Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.*
- Assessed in students’ courses transferred from previous colleges and/or through OT courses as needed
- Inquiry and Analysis is assessed in the BDHO program

ISLO 3: Ethical Reasoning

- Assessed in AAS program – CODA Standard 2-19: *Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.*
- Assessed in students' required course equivalency for OT's DH 275 - Ethics
- No assessment activity to address from the six required BDHO dental hygiene courses

ISLO 4: Teamwork

- Assessed in AAS program – CODA Standard 2-15: *Graduates must be competent in interprofessional communication, collaboration and interaction with other members of the health care team to support comprehensive patient care.*
- Assessed in students' SPE 221 – Small Group and Team Communication course transferred from previous college and/or taken through OT
- No assessment activity to address from the six required BDHO dental hygiene courses

ISLO 5: Quantitative Literacy and Reasoning

- Assessed in AAS programs through anesthesia course (i.e. proper dosage calculations) and clinical experiences (i.e. use of indices); also addressed in Regional Examining Boards written portion of the anesthesia board exam needed for licensure
- The Qualitative Literacy (QL) committee will collect direct measures of student performance in QL-tagged courses. Because they are general education courses, they'll capture a wide slice of OIT student performance on a single task. That data will be collected by the end of Winter term and analyzed in Spring term.

ISLO 6: Diverse Perspectives including Cultural Sensitivity and Global Awareness

- Assessed in AAS program – CODA Standard 2-15: *Graduates must be competent in communicating and collaborating with other members of the health care team to support comprehensive patient care.*
 - One of the 'intents' listed under this Standard is: *The ability to communicate verbally and in written form is basic to the safe and effective provision of oral health services for diverse populations. Dental Hygienists should recognize the cultural influences impacting the delivery of health services to individuals and communities (i.e. health status, health services and health beliefs).*
- No assessment activity to address from the six required BDHO dental hygiene courses

Graduates are contacted to complete an Exit Survey that does ask proficiency levels for the six ISLOs.

See Appendix – *Six Required DH Courses in BDHO with PSLO and ISLO Assessment Plan (Exhibit D); Exit Survey Results for ISLO proficiency levels (Exhibit E)*

Section 4 – Assessment Cycle

Two years ago, the faculty determined a six-year PSLO cycle met the assessment needs of the program since no major changes have been implemented in the curriculum and PSLOs, as well as students consistently scoring proficient or high proficient in the direct and indirect assessments. Beginning Fall 2020, the program had to switch back to a three-year cycle per policy by OT administration. The following Table reflects the updated assessment plan. Due to the re-alignment of a 3 year cycle, we will not have assessment data to collect in year 22-23, so this will be done as informal assessment through TechWeb's Course Outcomes Dashboards.

PSLOs and ISLOs – Three-year cycle	2020-21	2021-22	2022-23	2023-24	2024-25
1. Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession (DH 475 – Evidence-Based Decision Making in Healthcare I)	PSLO			PSLO	
2. Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice (DH 475 – Evidence-Based Decision Making in Healthcare) ISLO – Inquiry and Analysis	PSLO ISLO			PSLO ISLO	
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 – Dental Practice Management)		PSLO			PSLO
4. Identify current and emerging issues in the profession of dental hygiene (DH 401 – Overview of Advanced Dental Hygiene)	PSLO			PSLO	
5. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs. (DH 470 – Community Program Planning I)		PSLO			PSLO
6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. (AHED 450 – Instructional Methods) ISLO – Written Communication	PSLO ISLO			PSLO ISLO	

See Appendix – Six Required DH Courses in BDHO with PSLO and ISLO Assessment Plan (Exhibit D)

Section 5 – Assessment Data Collection Processes

Because of the limitation of only six courses in BDHO that faculty can use to conduct assessments, only one direct and one indirect measure are used for each PSLO and the ISLO.

PSLO 4: BDHO Online, DH 401, 202101, Suzanne Hopper
PSLO 4 Identify current and emerging issues in the profession of dental hygiene.
<ul style="list-style-type: none"> • Assignment title: Module 10 -Workforce Models – Compare and Contrast (15 pts)
<p>Module Ten Objectives: Upon completion of this module you should be able to:</p> <ol style="list-style-type: none"> 1. Describe how changing workforce models are affecting the practice of dental hygiene 2. Distinguish between different workforce models that are being proposed by different organizations 3. Describe the impact of the midlevel provider on your career 4. Discuss recent developments in relation to the establishment of a mid-level provider
<p>Performance Target: 80% of students scoring 82% (level needed to earn a ‘B’) or higher.</p> <p>Activity – direct measure: 15-point assignment that addressed PSLO #4 and the module objectives listed above.</p> <p>Assignment Instructions: Choose three types of workforce models for dental hygienists. These can be models currently happening in states, proposed models currently under legislative review and waiting for approval, and/or pilot projects under review. In one to two pages, compare and contrast the three different work models. Answer the following questions as part of your “compare and contrast”. Use a minimum of five references. (You may use references found in this lecture besides the ones that you find through your own searching).</p> <ul style="list-style-type: none"> ✚ How do you see each model increasing access to care? ✚ How do you see each model improving healthcare outcomes? ✚ Which workforce model do you think is most feasible and will make the most impact and why? ✚ Back up your statements with citations to your references. <p>Sample: n=14 (this was total number of students in course)</p> <p>Reliability: Assignment was reviewed by instructor via rubric on Canvas</p> <p>Performance Level: 12/14 students earned 100%; 1/14 students earned 66%, 1/14 students earned 60%</p> <p>Rubric- The rubric consists of five criteria with descriptions for the levels of Proficient, Competent, and Novice.</p> <p>Assessment – indirect measure: Student Exit Survey; Students were asked to “rate their proficiency in the following area”:</p>

See *Appendix – Rubric-Workforce Models: Compare and Contrast (Exhibit E); BDHO PSLO Survey data (Exhibit F)*

PSLO 6: BDHO Online, AHED 450, 202101, Suzanne Hopper
PSLO #6: Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.
Assignment title: 4-MAT Lesson Plan Project
<p>Module Objectives: Upon completion of this module you should be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast formative and summative evaluation in terms of purposes and procedures 2. Design a student rating system that provides you with valuable feedback about the qualities of your teaching 3. Describe the advantages of Small Group Instructional Diagnosis (SGID) in instructional evaluation and improvement 4. Discuss the purpose and process of a student management team 5. Develop a faculty evaluation for your 4 MAT lesson plan

Performance Target: 80% of students scoring at 82% or higher.

Activity – direct measure – 4-MAT Lesson Plan Project: This is a scaffold project as students learn concepts and develop sections of their lesson plan project via weekly module assignments from Module Five through Ten. Students create a lesson plan project that includes the various criteria in the rubric below.

Assignment Instructions: Design a method for students to evaluate your 4 MAT instruction and include the evaluation in your final 4 MAT plan (this does not have to be elaborate - after all, you are designing an evaluation for one lesson plan, not a whole course).

- ✚ Double-check the 4 MAT rubric I use for grading the projects to make sure you're not missing anything.
- ✚ Submit your final 4 MAT plan! Submit your plan to via the assignment link "Module Ten - Your 4 MAT Lesson Plan Project".
- ✚ Remember to include all your supplemental materials as attachments (For example if you did a PowerPoint lecture, handouts, visuals, etc...)

Sample: n=14 (this was total number of students in course)

Reliability: Assignment was reviewed by instructor via rubric on Canvas

Performance Level:

- Nine students earned 50/50 points
- One student earned 48/50 points.
- One student earned 47/50 points.
- One student earned 45/50 points
- One student earned 41/50 points
- One student earned 39/50 points

All 14 students scored 5/5 points (proficient) for the “professional appearance and writing mechanics” criterion at the bottom of the rubric.

Rubric: The rubric includes ten criteria with detailed descriptions for the levels of Proficient, Competent, and Novice. (See complete rubric in the Appendix under Exhibit G.)

Assessment – indirect measure: Student Exit Survey; Students were asked to “rate their proficiency in the following area”:

See Appendix – Module Four Assessment Rubric (Exhibit G); BDHO PSLO Survey data (Exhibit F)

Section 6: Assessment Data

The DH 401 and AHED 450 course were taught by the same instructor. The assessments targeted for PSLO #4 and #6 and ESLO Written Communication were the same ones used during assessment cycle 2018-19. Students consistently do well on the assessments in both courses, so there has been no need for any changes. When faculty met to discuss results, it was noted the scaffolded assignments, as well as past student exemplary assignment examples help students achieve a high proficiency in meeting the PSLOs. Students verify in the Exit Surveys that they achieved “high proficiency” for these PSLOs.

Performance Criteria	Assessment Methods	Performance Target	Results		Met?
PSLO 4 Identify current and emerging issues in the profession of dental hygiene.	Assignments in DH 401	80% of students scoring 82% or higher	85%		Yes
PSLO #6: Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs	Assignments in AHED 450	80% of students scoring 82% or higher	92%		Yes
ISLO-Written Communication	Assignment in AHED 450	80% of students scoring 82% or higher	92%		Yes
Graduation Rate	University Dashboard	6-year rate >50%	52.6%		Yes
Retention	University Dashboard	1-year rate >75%	88.9%		Yes
DFWI	University Dashboard	All program <12%	.6%		Yes
Student rating of proficiency PSLO #4	Exit Survey	80% = Proficient	72.73%	High Proficiency	Yes
			27.27%	Proficiency	
Student rating of proficiency PSLO #6	Exit Survey		90.91%	High Proficiency	Yes
			9.09%	Proficiency	
Student rating of proficiency ISLO-Communication	Exit Survey	Exit survey for ISLO was not separated out from institutional data.	Survey reported n=11 or 100% rated the quality of education at Oregon Tech as a 5/5.		Yes

Evidence of Improvement in Student Learning

Performance Criteria	Previous Action Plan	Previous Data	Current Data		Interpretation
PSLO #4	None Indicated		85%		
PSLO #6 / ISLO	The assignment will be changed in the following ways.		92%		Success
Written Communication			92%		
Graduation Rate	None Indicated		52.6%		
Retention	None Indicated		88.9%		
DFWI	None Indicated		.6%		
Student rating of proficiency PSLO #4	Exit Survey		72.73%	High Proficiency	
			27.27%	Proficiency	
Student rating of proficiency PSLO #6	Exit Survey		90.91%	High Proficiency	
			9.09%	Proficiency	

Section 7: Data-Driven Action Plans:

Action Plans: No action needed, continue current assessment evaluations as outlined.

Performance Targets- all outcomes and performance targets were met.

Gaps in Equity- No equity gaps were identified. No action needed

Discussion of Areas Identified for Improvement

Due to the retirement of the primary instructor/director for the online Dental Hygiene Degree Completion program, required program core courses have been re-assigned to other on campus faculty members. As such, courses are undergoing a review as new faculty prepare to teach them.

Enrollment in the Dental Hygiene Bachelor Degree Completion program is generally steady, but there is a lot of competition in the nation for these type of programs. Changes in university policies on course enrollment is having a negative impact on course availability due to workload constraints. The most attractive thing about this program is the ability for students to start in any term they choose, when *they* are ready to, and have the availability of courses that they need to take, when they want to take them. Reducing course offerings based on enrollment is counterproductive to increasing enrollment.

The department of Dental Hygiene has modified online offerings to include both on campus Bachelor of Dental Hygiene students, and online Bachelor of Dental Hygiene Degree Completion students for the common required courses starting in 2022-23. Students in both programs will be able to enroll in any term, rather than having specific sections for each program. Slight modifications have been made to courses for alignment purposes. The effort is to increase availability and offerings of online courses to *all* students in the department instead of prescribing when they should take courses. This was in response to administration requiring courses be cancelled if under-enrolled, which led to a reduction in which terms the course is offered. By combining programs with the common courses required in both programs (DH 454, 475, AHED 450) we hope to improve enrollment numbers in all sections, be able to offer courses in numerous terms, and provide online teaching experience to a wide range of faculty in the department. We have also expanded opportunities for new elective courses which are under development. Having a mix of students in a course from different programs may prove to be tricky when collecting assessment data in the future.

We found some interesting parallels in student exit survey comments and department discussions about condensing the DH 475/476 courses into one combined course. We had a new faculty member teach the series to on campus BSDH students last year, and she felt that there was a fair amount of repetition and redundancy. We have already planned to implement this and remodel DH 476 into an elective course to add to the list of options, while condensing content into a more robust DH 475 as the required course. This also helps department objectives in reducing overall course credits in both online and on campus programs.

No other changes or action plans have been deemed necessary at this time, as all outcomes were met, but as new faculty adopt courses, there may be some discussion of other course development and improvement.

Last Year's Action Plan

None. No action plans were necessary or identified. It was noted that both direct and indirect measures demonstrated "High Proficiency" in meeting PSLO's from data previously collected in 2020-21

Section 8 – Closing the Loop: Reflection on previous work

Improvements in Assessment Process: Changes to the methods of reporting data by course in the Course Outcomes Dashboards on Techweb should make data easier to find and report in the future

Faculty Discussion: Discussion comments are not available due to retirement of previous sole faculty member and assessment coordinator in the BDHO program. There were no outstanding items to discuss. There has only been one faculty person teaching all but one of the required courses in this program. There have not been any recommendations from previous years or action items that require follow up.

Appendix

Exhibit A – Professional Courses Required for BDHO

Course	Description	Credits
AHED 450	Instructional Methods	3
BUS 317	Healthcare Management	3
DH 401	Overview of Advanced Dental Hygiene	3
DH 454	Dental Practice Management	3
DH 475	Evidence Based Decision Making in Healthcare I	3
DH 476	Evidence Based Decision Making in Healthcare II	3
DH 470	Community Assessment and Program Planning I	3
	Humanities electives (two)	6
MATH 243 or 111	Introductory Statistics or College Algebra	4
SPE 321	Small Group and Team Communication	3
	Communication elective (from General Education list)	3
	Dental Hygiene electives (three; approved by advisor)	9
	Total Professional Course Credits	46

Exhibit B – Recommended Electives

Electives approved by Dental Hygiene Department			
Clinical Practice	Management	Education	Public Health
COM 205, Intercultural Communication	BUS 223, Marketing I OR BUS 337, Principles of Health Care Marketing	AHED 451, Instructional Experience	BUS 313, Health Care Systems & Policy
BIO 336, Essentials of Pathophysiology	BUS 308, Principles of International Business	AHED 460, Fundamentals of Distance Ed	WRI 410, Grant Writing
PSY 347, Organizational Behavior	BUS 226, Business Law	SOC 225, Medical Sociology	COM 205, Intercultural Communication
SOC 225, Medical Sociology	BUS 313, Health Care Systems & Policy	PSY 347, Organizational Behavior	PSY 347, Organizational Behavior
BUS 313, Health Care Systems & Policy	PHIL 342, Business Ethics	PSY 301, Basic Counseling Techniques	SOC 225, Medical Sociology
PSY 336, Health Psychology	PSY 347, Organizational Behavior	Master of Science in Allied Health	SOC 325, Global Population Health
PSY 337, Health Psychology II	BUS 345, Fraud Examination	ALH 515, <i>Scientific Writing & Medical Literature</i>	SOC 335, Health Inequality & Cultural Competency
RCP 326, Disaster Preparedness	BUS 349, Human Resource Management	2 other MSAH courses may be taken for DH electives or	DH 471, Community Program Planning II

*PSY 301, Basic Counseling Techniques	BUS 441, Leadership	to meet residency requirement	
COM 205, Intercultural Communication	ACC 201/203, Principles of Accounting		
CSH, Clinical Sleep Health courses	DH 465, Dental Hygiene Entrepreneurship		

Exhibit C – Dental Hygiene Business Minor

DH Business Minor		
ACC 201	Principles of Accounting	4
BUS 226	Business Law	3
BUS 317	Healthcare Management	3
BUS 337	Healthcare Marketing	3
PSY 347	Organizational Behavior	3
An elective choice from following options: DH 465, BUS 356, BUS 313, BUS 349, SOC 305, or SOC 335.		3
Total Credits		19

Exhibit D – Six Required DH Courses in BDHO with PSLO and ISLO Assessment Plan

PSLO 1	Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession.
ISLO	n/a
Course	DH 475 –Evidence Based Decision Making in Healthcare I
Direct Assessment	Module Six – <i>Levels of Evidence</i>
Indirect Assessment	Student Exit Survey
Assessment Cycle	2020-21; 2023-24
PSLO 2	Apply evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice.
ISLO	Inquiry and Analysis
Course	DH 476 –Evidence Based Decision Making in Healthcare II
Direct Assessment	Module Four – <i>Critical Analysis of Research II</i>
Indirect Assessment	Student Exit Survey
Assessment Cycle	2020-21; 2023-24

PSLO 3	Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.
ISLO	n/a
Course	DH 454 – Dental Practice Management
Direct Assessment	Practice Application Project
Indirect Assessment	Student Exit Survey
Assessment Cycle	2021-22; 2024-25
PSLO 4	Identify current and emerging issues in the profession of dental hygiene.
ISLO	n/a
Course	DH 401 – Overview of Advanced Dental Hygiene
Direct Assessment	Module Ten – <i>Workforce Models: Compare and Contrast</i>
Indirect Assessment	Student Exit Survey
Assessment Cycle	2020-21; 2023-24
PSLO 5	Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs.
ISLO	n/a
Course	DH 470 – Community Assessment and Program Planning I
Direct Assessment	Community Oral Health Strategic Plan
Indirect Assessment	Student Exit Survey
Assessment Cycle	2021-22; 2024-25
PSLO 6	Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.
ISLO	Written Communication
Course	AHED 450 – Instructional Methods
Direct Assessment	Module Ten – <i>Final 4 MAT Lesson Plan Project</i>
Indirect Assessment	Student Exit Survey
Assessment Cycle	2020-23; 2023-24

Exhibit E – Rubric-Workforce Models: Compare and Contrast (15 pts)

Criteria:	Proficient 4 points	Competent 3 points	Novice 1-2 points
Access to care and increasing healthcare outcomes	Clearly described for each workforce model how the model increases access to care and healthcare outcomes. Compared and contrasted the differences between the three models.	Needed more detail in describing how workforce models would increase access to care and healthcare outcomes for one of the models OR needed to be more in-depth when comparing and contrasting the three models.	Needed more detail in describing how workforce models would increase access to care and healthcare outcomes for two of the models OR did not clearly compare and contrast between the three models.
Feasibility, impact, and why	Clearly described the feasibility and impact (and why) for each model. Compared and contrasted the differences between the three models.	Needed more detail in describing the feasibility and impact (and why) for one of the workforce models OR needed to be more in-depth when comparing and contrasting the three models.	Needed more detail in describing the feasibility and impact (and why) for two of the workforce models OR did not clearly compare and contrast between the three models.

References and citations	Used a minimum of five appropriate references; referred to resources to back statements; formatting accurate	Not all five references were appropriate sources; OR did not clearly refer to resources throughout work; OR errors in formatting	Did not have five appropriate resources and/or did not clearly reference statements and/or did not correctly format citations and references
Writing Mechanics (3 points total)	No writing errors	One writing error	Two or more writing errors

Exhibit F – BDHO Exit Survey – PSLOs

#	Question	High proficiency		Proficiency		Some proficiency		Limited proficiency		Total
1	1. Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession.	90.91%	10	9.09%	1	0.00%	0	0.00%	0	11
2	2. Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice.	81.82%	9	18.18%	2	0.00%	0	0.00%	0	11
3	3. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.	81.82%	9	18.18%	2	0.00%	0	0.00%	0	11
4	4. Identify current and emerging issues in the profession of dental hygiene.	72.73%	8	27.27%	3	0.00%	0	0.00%	0	11
5	5. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs	63.64%	7	27.27%	3	9.09%	1	0.00%	0	11
6	6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.	90.91%	10	9.09%	1	0.00%	0	0.00%	0	11

Exhibit G – Written Communication ISLO and PSLO #6 Assessment Rubric

Criteria:	Proficient 5 points	Competent 3-4 points	Novice 0-2 points
Lesson Plan Topic and Goal(s); Audience defined	Topic and goal clearly described; well-defined audience description	Topic OR goal OR audience details needed clearer description	Topic, goal, and audience are not well-defined OR do not tie together
Cognitive Objectives: Minimum of five and each include three components - condition, performance, and criterion	Objectives are clearly written and measurable and align with topic, goal, and audience; included at least 5; objectives include all 3 required components accurately; performance component includes a strong action verb from Bloom's taxonomy	Objectives are clearly written and measurable and align with topic, goal, and audience; included at least 5; 1-2 objectives did not contain all 3 required components accurately OR 1-2 performance components did not include a strong action verb from Bloom's taxonomy	Two or more objectives are not clearly written or do not align with topic, goal, or audience; OR 3 or more objectives did not contain all 3 required components accurately OR 3 or more performance components did not include a strong action verb from Bloom's taxonomy
Psychomotor and/or Affective Objectives: Minimum of five – psychomotor all 3 components; optional for affective objective to have a criterion component	Objectives are clearly written and measurable and align with topic, goal, and audience; included at least 5; objectives include all required components accurately; performance component includes a strong action verb from Bloom's taxonomy	Objectives are clearly written and measurable and align with topic, goal, and audience; included at least 5; 1-2 objectives did not contain all required components accurately OR 1-2 performance components did not include a strong action verb from Bloom's taxonomy	Two or more objectives are not clearly written or do not align with topic, goal, or audience; OR 3 or more objectives did not contain all required components accurately OR 3 or more performance components did not include a strong action verb from Bloom's taxonomy
Quadrant #1 with both right and left-brain activities described	Teaching strategies are <i>well-developed</i> and appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	Teaching strategies developed but needed more detail; strategies are appropriate for the quadrant and align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	Teaching strategies are not well-developed OR do not align with the topic, goal, audience, or any of the objectives; OR not all activities described were created and included in the 4 MAT plan or sent as a separate attachment
Quadrant #2 with both right and left-brain activities described	Teaching strategies are <i>well-developed</i> and appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	Teaching strategies developed but needed more detail; strategies are appropriate for the quadrant and align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	Teaching strategies are not well-developed OR do not align with the topic, goal, audience, or any of the objectives; OR not all activities described were created and included in the 4 MAT plan or sent as a separate attachment
Quadrant #3 with both right and left-brain activities described	Teaching strategies are <i>well-developed</i> and appropriate for the quadrant; strategies align	Teaching strategies developed but needed more detail; strategies are appropriate for the	Teaching strategies are not well-developed OR do not align with the topic, goal, audience, or any of the

	with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	quadrant and align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	objectives; OR not all activities described were created and included in the 4 MAT plan or sent as a separate attachment
Quadrant #4 with both right and left-brain activities described	Teaching strategies are <i>well-developed</i> and appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	Teaching strategies developed but needed more detail; strategies are appropriate for the quadrant and align with the topic, goal, audience and at least one objective; activities are created and included in the 4 MAT plan or sent as a separate attachment	Teaching strategies are not well-developed OR do not align with the topic, goal, audience, or any of the objectives; OR not all activities described were created and included in the 4 MAT plan or sent as a separate attachment
Traditional assessment – using several ‘types’ of questions (i.e. multiple-choice, T/F, matching, short-answer, etc.)	Created traditional test questions using a several ‘types’ of questions; each question aligns with at least one objective; questions are well-written	Created traditional test questions using a several ‘types’ of questions; one or two questions did not align with an objective OR one or two questions were not clearly written	Created traditional test questions but only used one or two different ‘types’ of questions; OR several questions did not align with an objective OR several questions were not clearly written
Non-traditional (alternative) assessment, including detailed grading criteria (i.e. rubric or scoring guide)	Created a non-traditional type of assessment that is well-developed with detailed grading criteria; assessment aligns with at least one objective	Created a non-traditional type of assessment that is well-developed but grading criteria needed more detail; assessment aligns with at least one objective	Created a non-traditional type of assessment but not well-developed OR grading criteria was not clear and needed more detail OR assessment did not align with at least one objective
Professional appearance and writing mechanics; Faculty evaluation included	Overall 4 MAT lesson plan was well-written with a ‘polished’ and professional appearance; resources were cited as needed; lesson plan include a faculty evaluation that students would complete to provide feedback at end of lesson	4 MAT lesson plan was well-written but overall needed a bit more ‘polish’ to look more professionally finished; resources were cited as needed; lesson plan include a faculty evaluation that students would complete to provide feedback at end of lesson	4 MAT lesson plan was well-written but overall needed a bit more ‘polish’ to look more professionally finished AND resources were not cited as needed OR lesson plan did not include a faculty evaluation

Exhibit H – Student comments from Exit Survey

Q BDHO 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:

Excellent communication and feedback from the instructors, especially those within the dental hygiene dept. Lots of opportunity to interact with other students online.

Throughout the whole process of my degree I feel all instructors have been very encouraging and motivating to continue further education. I never had a thought in my mind to continue on to my Master's degree until I took several hygiene courses with Suzanne. I'm so thankful for the time I spent in her class, and able to help expand my knowledge in the dental field.

experience, features of program

This program reinvigorated the passion I have for the field and illuminating the pathways one can follow in this profession. I initially did not intend to want to pursue higher education or a career in education, yet now I am considering doing both these things. The course requirements were all interesting, and I thought my professors and especially my program director, Suzanne Hopper, were invaluable in my journey.

Knowledge gains are significant

Suzanne Hopper was extremely insightful and helpful. I appreciated all the dental hygiene classes and instructors that I got to take to improve my career and confidence as a dental hygienist. I love and appreciate the fact that OIT made it convenient for me to complete my bachelor's degree completely online!

Q BDHO 7 - What are the weakest aspects about the major? Could be experiences, courses, professors, general characteristics, or features of the program:

I felt that very little new material was introduced in DH 476 and the assignments were too repetitious.

I personally don't have areas of weak aspects. I've been very happy the whole process.

training and tools (micro soft tools/power point - real world job tools)

I would have enjoyed the opportunity to choose more electives of my own interest, rather than have more communication or writing courses. I believe at this point in our education, students in this specific program have had ample experience in these concentrations.

N/A

I was upset that the Dental Hygiene Entrepreneurship was dropped, but understand that was due to the lack of an instructor with the pandemic

Program Assessment Report Feedback

2021-22 Assessment Report

Program: Bachelor of Dental Hygiene-Degree Completion (BDHO)

Department Chair: Paula Russell

Program Assessment Report Author: Paula Russell

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	
PSLO's are justified by Professional Standards	
PSLO'S are aligned to ISLO	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	
Assessment Cycle is three years to cover all PSLO and ISLO	
Actions taken by programs on assessment during each year of the cycle are specified	
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	
Rubric: Criteria for grading the assignment is described (appendix)	
Sample: Number of samples reviewed is specified	
Reliability: Reviewer and locations of the assignment are specified	
Performance Targets of acceptability are indicated	
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous 3 years of data	
Interpretation: Current results are compared against University data	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to budgetary decisions	
Faculty discuss trends in the data	
Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

Assessment Report Addendum
Bachelor of Dental Hygiene-Degree Completion Program (BDHO)

Assessment Report 2018-19

No changes indicated. Outcomes were met

Recommendations for Improvement:

- Create rubrics to help clarify project expectations, as well as a student work sample of an exemplary project to help students better visualize the end goal of the assessment.

Closing the loop:

BDHO did not have a scheduled “closing the loop” assessment from the 2018-19 assessment activities.

Assessment Report 2019-2020

No changes indicated. Outcomes were met

Recommendations for Improvement:

- Change to an alternative assignment due to limitations in availability to interview public health officials due to COVID-19 pandemic. Interview a member of local professional organization or oral health coalition and remove points from the “self-reflection” assignment.

Closing the loop:

BDHO did not have a scheduled “closing the loop” assessment from the 2019-20 assessment activities

Assessment Report 2020-2021:

No changes indicated. Outcomes were met for both PSLO’s and ESLO Inquiry/Analysis

Recommendations for Improvement:

- None. The DH 475 and 476 course are taught by the same instructor. The assessments targeted for PSLO #1 and #2 and ESLO Inquiry and Analysis were the same ones used during assessment cycle 2017-18. Students consistently do well on the assessments in both courses, so there is not a need for any changes.

Closing the loop:

BDHO did not have a scheduled “closing the loop” assessment from the 2020-21 assessment activities