

Annual Program Assessment Report

Academic Year Assessed: 2019-2020

Department/Program: Dental Hygiene

1. Program Map

A curriculum map linking courses to program outcomes has been completed.

Please review your program map and CLO/HIP map on the draft assessment plan

2. Assessment Plan and Schedule

Please review your draft assessment plan & schedule and update as needed.

3. Courses Assessed

DENT 232

DENT 235

DENT 160

4. Program Outcomes Assessed

Competency 1. Apply a professional code of ethics in all endeavors. This should include assuming responsibility for professional actions and care based on current standard of care. This standard of care should incorporate scientific theories and research.

Competency 2. Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.

Competency 9. Initiate a collaborative approach with all patients to develop an individualized care plan that may include collaboration with and consultation from other health care providers to formulate a comprehensive dental hygiene care plan that is patient centered. Use of professional judgement and current science based evidence should be considered as well as the unique needs of each patient including cultural sensitivity and referrals as needed. These referrals may include physiological, psychological or social problems. Adherence to disease prevention or maintenance strategies should also be addressed. Finally obtain and document patients informed consent based on through presentation of case. (C12, C.13, HP.3, PC.7, HP.5 & PC.8)

Competency 13. Identify population risk factors as well as oral health needs in the community and develop strategies that promote health-related quality of life which may include determining availability of resources to meet the health care needs of this population or community. In addition, advocate for effective oral health care for underserved populations.

5. Faculty Data and Course Perceptions

a) Percentage of full-time faculty participating in assessment

b) What went well?

- Projects implemented in smaller steps rather than all at once
- Discussion and interactive learning
- Implementation of new teaching strategies
- Student success on papers and presentations

c) What might have gone better?

- Activities could have been more engaging
- Use of outside speakers
- Students asked for more discussion activities
- Lack of student engagement, particularly after shift to remote instruction. Students did not seek out support on an individual basis.

6. Overall Assessment of Student Learning**a) Areas of strength demonstrated in student learning.**

- Ability to effectively work in groups
- Engagement in discussion activities and improved quiz scores
- Mastery of specific content topics, e.g. immunology, inflammation, disease

b) Areas that need improvement in student learning.

- Lack of interest in certain assignments
- Success rates on final quiz
- Student motivation decreased, leading to need to change in final assignment

c) Measures of student feedback/indirect learning used

Assessment Measure	Where
Anecdotal/informal conversations with students	DENT 232; DENT 235; DENT 160
Instructor-created feedback forms	DENT 235; DENT 160
Institutional student course evaluations	DENT 235; DENT 160
Student success rates in your course	DENT 232; DENT 235; DENT 160
Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc)	DENT 232; DENT 235; DENT 160

d) Planned changes and measures of success.

Course	Planned Change	Reason for Change	Success Measure
DENT 232	Include application activity and additional discussion of index score assignment	Lack of student interest; student feedback	Improved test scores over previous year

DENT 235	Incorporate additional discussion activities at end of term Split the course into two sections offered at different times of the program	Consistently low success rates on final quiz Some content was being offered too late in the program to benefit students	Improved final quiz scores and comparison of benchmark scores annually Improved observed ethical behavior in students and more positive student feedback
DENT 160	Present information in smaller sections, incorporating group work; revise case study Improve balance between instruction and assignment types	Lack of student motivation and overall student success; student feedback Student feedback and instructor observations	Improvement in final care plan success rates and student perceptions of the assignment Students will be better able to apply prior knowledge and time will be allocated differently to the final case study

e) Changes resulting from previous assessments: What was changed and what drove those changes? How was success measured?

DENT 235: Student feedback led to additional discussion and interactive classroom activities. This led to an improvement in quiz scores and overall more positive student evaluations of the course.

DENT 160: Based on student feedback, students were required to meet with seniors before meeting with each other; students felt that they did not have enough information, so further changes to the process will be made.

f) What previous departmental or program-level changes have led to outcome improvements? Explain.

N/A

7. College Learning Outcomes Assessed

a) CLOs assessed and tools used

CLOs	Course	Assessment Tools	Rating	Average Rating
Communication	DENT 232	Community project assignment	3	3
Critical Thinking	DENT 235	Quizzes and written assignments	2	2
Professionalism	DENT 235	Quizzes and written assignments	2	2

Average assessment of student CLO attainment:

- | | |
|-----------------------------|------------------------------|
| 4) Exceeded expectations | 3) Met expectations |
| 2) Approaching expectations | 1) Did not meet expectations |

b) Discussion of student CLO attainment.

Communication

Students were able to apply their experience in public speaking gained during the course of the program.

Critical Thinking/Professionalism

100% of students did not meet the benchmark of 75% or higher pass rate on quizzes

c) Areas of strength demonstrated in student CLO attainment.

Communication

- Ability to communicate and work with people and organizations outside the college

Critical Thinking/Professionalism

- Students were engaged in discussion

d) Areas that need improvement in student CLO attainment.

Communication

- Lack of examples from previous learning experiences

Critical Thinking/Professionalism

- Students struggled with participation during the shift to remote learning

e) Planned changes to CLO assessment and measures of success.

Communication

- Provide model examples of the assignment; students will demonstrate improved ability to organize the presentation

Critical Thinking/Professionalism

- Incorporate additional written assignments; a higher percentage of students will meet the benchmark

8. High Impact Practices

a) High Impact Practices and integration methods

HIP	Where	How
First-Year Seminars and Experiences		
Common Intellectual Experiences	DENT 235	Interactive discussions
Learning Communities		
Writing-Intensive Courses		
Collaborative Assignments and Projects	DENT 232 DENT 235	Final project is a group assignment requiring extended collaborative work

		Interactive discussions and group assignments
Undergraduate Research	DENT 232	Students are required to conduct research and include statistical information in their project
Diversity/Global Learning		
ePortfolios		
Service Learning/Community-Based Learning		
Internships		
Capstone Courses and Projects		

b) Impact on student success and discussion.

Students are able to understand research and collaborative work, supporting evidence-based dental hygiene practice.

In spite of students expressing that they do not like group work, results and student responses are positive

c) Planned changes to HIPs integration and success measures.

N/A

9. Response to Assessment

a) Based on the analysis of the data, what was learned from this assessment period?

We are confirming what we are reporting on is what we have determined we will report on as a program. It demonstrates confusion about program outcomes and course outcomes as well as HIPs

b) Will there be any program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

YES NO

If yes, when will these changes be implemented and how (if applicable) will they be measured?

We are removing DENT 235 from our program and splitting the course in two classes taken by students Junior and Senior year. This will help students to see the importance of practicing ethics throughout the program not just in practice. This has already been approved by curriculum committee. We will continue to use data collected from clinic regarding unethical practices as well as feedback from instructors and students to assess if this change helped.

c) If other criteria are used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

Yes other criteria such as board exam results, exit surveys, student feedback, employer feedback and advisory board feedback are all used to make decisions regarding curriculum. Before a change is made we consult faculty, students, and advisory board. These changes are made as a result of faculty/student feedback, employer feedback, graduate feedback and advisory board feedback and board exam results. We do surveys as well about particular concerns.

Please return this completed form to assessment@gfcmsu.edu