**Bachelor Science Dental Hygiene Degree**
**Assessment Report**
**2017-18**

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## Section 1 – Program Mission

**The Oregon Institute of Technology Dental Hygiene Program provides an educational environment that fosters respect and encourages critical thinking. Its mission is to educate students to become primary healthcare providers who are well prepared to serve the public in multiple roles and who are empowered to become life-long learners.**

**The dental hygiene faculty reviews the mission, objectives, and student learning outcomes for the BSDH program annually during the fall convocation.**

## Section 2 – Program Educational Objectives

**The dental hygiene program fulfills the following educational objectives. At its annual meeting, the faculty added italicized text and deleted the work "registered" to objective 1. Objectives 2 and 3 were deleted and restated in a single objective, objective 2. PSLOs**

- **Interaction with diverse populations**
- **Critical thinking**
- **Ethics & jurisprudence**
- **Community-based oral health programs**
- **Provision of oral health care**
- **Self-assessment & life-long learning**

1. **Provides the dental hygiene student the opportunity to gain the necessary knowledge, skills, and values to *assume the American Dental Hygienists' Association (ADHA) and* 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.**~~
2. **Prepare the dental hygiene student to sit for all eligible licensing exams.**

## Section 3 – Program Description and History:

**Program History**
**The Oregon Tech 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.

In 2005, Oregon Tech entered a partnership with ODS to provide a Dental Hygiene AAS program in La Grande. The partnership ended in 2017. In total 200 students graduated from the program.

In 2009, Oregon Tech entered an agreement with Chemeketa Community College to offer the OT DHBS program in Salem. A committee of the Commission on Dental Accreditation conducted a special focused site evaluation on November 4, 2011. The accreditation status of the program at the time of the site visit was "approval without reporting requirements." The program accepted its first cohort of students fall term 2011. The program accepts 20 students annually.

All students must complete prerequisite courses to be eligible for application to the program. Acceptance to the program is selective. Applicants are accepted each spring and begin course work fall term. Seating is limited to 22 students at Klamath Falls and 20 at Salem.

### Program Enrollment and Graduation Rates: DHAAS, La Grande

| ENROLLMENT | | | | | |
|---|---|---|---|---|---|
| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | 5 Year Difference |
| 25 | 26 | 21 | 23 | 26 | Maximum = 26<br>Minimum = 21 |
| GRADUATES | | | | | |
| 2011 | 20012 | 2013 | 2014 | 2015 | Average |
| 21 (84%) | 24 (92.31%) | 18 (85.71%) | 23 (100%) | 21 (80.77%) | 88.43% |

### Program Enrollment and Graduation Rates: DHBS, Klamath Falls and Salem

| ENROLLMENT | | | | | |
|---|---|---|---|---|---|
| Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | TOTAL |
| KF = 24 | KF = 24 | KF = 23 | KF = 18 | KF = 20 | 109 |
| SLM = 20 | SLM = 21 | SLM = 21 | SLM = 20 | SLM = 20 | 102 |
| Total = 44 | Total = 45 | Total = 44 | Total = 38 | Total = 40 | 211 |
| GRADUATES | | | | | |
| 2014 | 2015 | 2016 | 2017 | 2018 | TOAL/AVE |
| KF = 22 | KF = 18 | KF = 23 | KF = 14 | KF = 20 | 97/89% |
| SLM = 20 | SLM = 19 | SLM = 20 | SLM = 18 | SLM = 19 | 96/94% |
| 95.5% | 82% | 97.7% | 67% | 97.5% | 88% |

### Board and Licensure Exam Results

| National Board Dental Hygiene Examination | | | | | |
|---|---|---|---|---|---|
| Class, 2014 | Class, 2015 | Class, 2016 | Class, 2017 | Class, 2018 | |
| KF = 100%<br>SLM = 100% | KF = 100%<br>SLM = 100% | KF = 100%<br>SLM = 100% | KF = 92%<br>SLM = 100% | KF = 100%<br>SLM = 100% | |
| WREB Anesthesia | | | | | |
| Class, 2014 | 2015 | 2016 | 2017 | 2018 | |
| KF = 100%<br>SLM = 100% | KF = no data<br>SLM = 100% | KF = 100%<br>SLM = 100% | KF = 100%<br>SLM = 100% | KF = 100%<br>SLM = 100% | |
| WREB DH Clinical Examination | | | | | |
| Class, 2014 | Class, 2015 | Class, 2016 | Class, 2017 | Class, 2018 | |
| KF = 100%<br>SLM = 100% | KF = 100%<br>SLM = 100% | KF = 96%<br>SLM = 100% | KF = no data<br>SLM = 100% | KF = 100%<br>SLM = 100% | |

### Employment Rates and Salaries:

| Employed | Continuing Education | Looking for Work | Not Seeking | Median Salary | Success Rate |
|---|---|---|---|---|---|

**Commented [TW1]:** I'm not sure what this question means.

| | | | | | |
|---|---|---|---|---|---|
| 94.12% | 0% | 5.88% | 0% | $42.50 | No Data |

**Industry Relationships**

| Oregon Tech Dental Hygiene Advisory Board Meeting, Klamath Falls | |
|---|---|
| Date: 1/26/2018 | |
| Committee Members<br>• Susie Daniels, RDH<br>• Daniel Gailis<br>• Tonia Henderson<br>• Traonna Larson, RDH<br>• Jeff Pardy, Chair<br>• James Cope | • Debra Bishop, RDH<br>• Brenna Chavarin, RDH<br>• Erin Shulton<br>• Amanda Blodgett<br>• Sharity Ludwig, RDH<br>• Kathyrn Mahaffed<br>• Andrew Smith, DMD |
| Notes on Discussion of Assessment Results<br>• Commission on Dental Accreditation Report and Progress Reports: Paula Russell, Department Chair, reported that the program expects CODA's response to the progress report in February. The program anticipates that all previous recommendations for establishing a patient pool (in Klamath) and aligning courses between the campuses will be satisfied. | |

| Oregon Tech Dental Hygiene Advisory Board, Salem | |
|---|---|
| Date: 2017/2018 | |
| Committee Members<br>• Jodi Berg, RDH<br>• Ruben Chekhov, RDH<br>• Kelly Swanson-Jaecks, RDH<br>• Paula Hendrix, M.Ed., EPDH<br>• Lisa Stiff, RDH | • Dr. Steve Cowgill, DMD<br>• Dr. Sean Reisig, DMD<br>• Dr. Joseph Young, DMD<br>• Nol Cobb, MBA<br>• Kara Johnson, BS |

**Showcase Learning Experiences**

Sophomore – oral presentation about their first patient experiences and what they have learned in the process
Junior – Caries Management by Risk Assessment (CaMBRA) project and presentation
Senior – Comprehensive care of the periodontally involved patient, project and presentation
Community Health projects (needs assessment, planning, implementation, analysis, and dissemination
Medical Emergency continuing education course, presentation and video
Community outreach: oral health education migrant summer school; pre-school happy visits (Salem); Oregon City Compassion Clinic (Salem); Canby Cares Clinic (Salem)
Off campus experience
- Klamath Falls: White City VA, Jackson County Children Clinic, Open Door
- Salem: Yakima Farm Workers Association, Boys & Girls Club, Salem Free Clinics

International externship program (IEP): provide oral health care and education in third world countries

**Success Stories – Descriptions of Successful Graduates (potentially including quotes from students highlight the programs' effective preparation)**

## Section 4 – Program Student Learning Outcomes

The American Dental Hygienist Association (ADHA) addresses six competencies dental hygienists should demonstrate. ADHA Standards for Clinical Dental Hygiene Dental hygiene faculty met on September 20, 2017 to review the program student learning outcomes, which are based on the Commission on Dental Accreditation (CODA) Standard 2, Dental

**Hygiene Educational Program. The following is a list and definitions of the outcomes, and explanation of changes made during the meeting.**

| PSLO<br>CODA Standard | Definition |
|---|---|
| *1 – Communicate*<br>*Standard 2-15* | The dental hygiene graduate will be competent in communication and collaborating with other members of the health care team to support comprehensive patient care.<br>Previously this read: "Graduate's must be competent in interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team", and was assessed with ESLO Diverse Perspectives." |
| *2 – Critical Thinking*<br>*Standard 2-23* | The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients. |
| *3 – Professionalism, Ethical Practice*<br>*Standard 2-20* | The dental hygiene graduate will be competent in applying ethical, legal, and regulatory concepts in the provision and and/or support of oral health care services. |
| *4- Lifelong Learning*<br>*Standard 2-21* | The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning. |
| *5- Provision of Oral Health Care*<br>*Standard 2-12- 2-14* | The dental hygiene graduate will be competent in providing the dental hygiene process of care for a wide range of patient profiles and all types of classifications of periodontal diseases. |
| *6- Community Health*<br>*Standard 2-16* | 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. |
| *7 – Disease Prevention*<br>*ADEA HP.5* | Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies |

**Dental Hygiene Student Learning Outcomes Table**
**F – Foundation**
**P – Practice**
**C – Capstone**

| COURSE | ESLO 1 PSLO 1 | ESLO 2 PSLO 2 | ESLO 3 PSLO 3 | PSLO 4 | PLSO 5 | PSLO 6 | PSLO 7 | ELSO 4 | ELSO 5 | ESLO 6 |
|---|---|---|---|---|---|---|---|---|---|---|
| DH-221, 222,240, 241,242, 244 380 | F | | | | | | | | | |
| DH-223, 267, 321, 322,323, 340, 341, 381, 421, 422 | P | | | | | | | | | |
| DH423 | C | | | | | | | | | |
| DH-223, 340 | | F | | | | | | | | |
| DH-267, 321, 341. 351, 352, 421, 475 | | P | | | | | | | | |
| DH-422, 423, 462, 476 | | C | | | | | | | | |
| DH-223, 380, 351 | | | F | | | | | | | |
| DH-267, 321, 351, 352, 381, 382 | | | P | | | | | | | |
| DH-383, 421, 422, 423 | | | C | | | | | | | |
| DH-221 | | | | F | | | | | | |
| DH-340, 421, 462 | | | | P | | | | | | |
| DH-422, 423, 463 | | | | C | | | | | | |
| DH-223, 240, 241, 242, 267, 340 | | | | | F | | | | | |
| DH-321, 341 | | | | | P | | | | | |
| DH-421, 422, 423 | | | | | C | | | | | |
| DH-380 | | | | | | F | | | | |
| DH-381, 382 | | | | | | P | | | | |
| DH-383 | | | | | | C | | | | |
| DH-240, 241, 242 | | | | | | | F | | | |
| DH-340 | | | | | | | P | | | |
| DH- 341 | | | | | | | C | | | |
| SPE 321 | | | | | | | | F | | |
| DH-380 | | | | | | | | P | | |
| DH- 267, 381, 382, 383, | | | | | | | | C | | |
| MATH 243 | | | | | | | | | F | |
| DH-475 | | | | | | | | | P | |
| DH-476 | | | | | | | | | C | |
| DH-421 | | | | | | | | | | F |
| DH-422 | | | | | | | | | | P |
| DH-423 | | | | | | | | | | C |

## Section 5 – Curriculum Map

Oregon Tech Dental Hygiene

Curriculum

| Professional Courses—Sophomore Year | | | | | |
|---|---|---|---|---|---|
| **OIT** | | | **CHEMEKETA** | | |
| **Course #** | **Course Name** | **Credit** | **Course #** | **Course Name** | **Credit** |
| **FALL** | | | | | |
| DH 221 | Dental Hygiene Clinical Practice I | 4 | DH 221 | Dental Hygiene Clinical Practice I | 4 |
| DH 225 | Head & Neck Anatomy, Histology, Embryology | 3 | DH 225 | Head & Neck Anatomy, Histology, Embryology | 3 |
| DH 240 | Prevention I | 3 | DH 240 | Prevention I | 3 |
| DH 366 | Dental Anatomy | 2 | DH 366 | Dental Anatomy | 2 |
| CHE 360 | Clinical Pharmacology | 3 | PHM 230 | Pharmacology | 3 |
| **Total credits** | | **15** | | | **15** |
| **WINTER** | | | | | |
| DH 222 | Dental Hygiene Clinical Practice II | 4 | DH 222 | Dental Hygiene Clinical Practice II | 4 |
| DH 241 | Prevention II | 3 | DH 241 | Prevention II | 3 |
| DH 275 | Ethics | 2 | DH 275 | Ethics | 2 |
| DH 252 | Oral Radiology I | 3 | DEN 164 | Dental Radiology I | 3 |
| DH 244 | General & Oral Pathology | 3 | DH 244 | General & Oral Pathology (b) | 3 |
| | | | | | |
| SPE 321 | Small Group & Team Communication | 3 | COMM 219 | Fundamentals of Small Group Communication | 3 |
| **Total credits** | | **18** | | | **18** |
| **SPRING** | | | | | |
| DH 223 | Dental Hygiene Clinical Practice III | 3 | DH 223 | Dental Hygiene Clinical Practice III | 3 |
| DH 254 | Introduction to Periodontology | 1 | DH 254 | Introduction to Periodontology | 1 |
| DH 253 | Oral Radiology II | 2 | DH 253 | Oral Radiology II | 2 |
| DH 242 | Prevention III | 3 | DH 242 | Prevention III | 3 |
| DH 380 | Community Dental Health I | 2 | DH 380 | Community Dental Health I | 2 |
| DH 267 | Emergency Procedures | 3 | DH 267 | Emergency Procedures | 3 |

| | | | | | |
|---|---|---|---|---|---|
| SSc | Social Science elective | 3 | SSc | Social Science elective | 3 |
| **Total credits** | | **17** | | | **17** |

| **Professional Courses—Junior Year** | | | | | |
|---|---|---|---|---|---|
| **OIT** | | | **CHEMEKETA** | | |
| **Course #** | **Course Name** | **Credit** | **Course #** | **Course Name** | **Credit** |
| **FALL** | | | | | |
| DH 321 | Dental Hygiene Clinical Practice IV | 4 | DH 321 | Dental Hygiene Clinical Practice IV | 4 |
| DH 354 | Periodontology | 3 | DH 354 | Periodontology | 3 |
| DH340 | Prevention IV | 3 | DH340 | Prevention IV | 3 |
| DH 381 | Community Dental Health II | 2 | DH 381 | Community Dental Health II | 2 |
| BUS 317 / 215 | Healthcare or Princ. of Management | 3 | BA 206 | Business Management | 4 |
| PSY | Psychology elective | 3 | PSY | Psychology elective | 3 |
| **Total credits** | | **18** | | | **19** |
| **WINTER** | | | | | |
| DH 322 | Dental Hygiene Clinical Practice V | 3 | DH 322 | Dental Hygiene Clinical Practice V | 3 |
| DH 382 | Community Dental Health III | 2 | DH 382 | Community Dental Health III | 2 |
| DH 341 | Prevention V | 3 | DH 341 | Prevention V | 3 |
| DH 351 | Pain Management I | 3 | DH 351 | Pain Management I | 3 |
| | Humanities Elective | 3 | | Humanities elective | 3 |
| WRI 227 | Technical Report Writing | 3 | WR 227 | Technical Writing | 3 |
| **Total credits** | | **17** | | | **17** |
| **SPRING** | | | | | |
| DH 323 | Dental Hygiene Clinical Practice VI | 5 | DH 323 | Dental Hygiene Clinical Practice VI | 5 |
| DH 344 | Advanced General & Oral Pathology | 3 | DH 344 | Advanced General & Oral Pathology (b) | 3 |
| DH 383 | Community Dental Health IV | 1 | DH 383 | Community Dental Health IV | 1 |
| DH 352 | Pain Management II | 2 | DH 352 | Pain Management II | 2 |
| DH 363 | Dental Materials | 4 | DEN 163 | Dental Materials 2 | 3 |
| | | | DH 299 | Dental Materials Lab | 1 |
| **Total credits** | | **15** | | | **15** |
| **Professional Courses—Senior Year** | | | | | |
| **OIT** | | | **CHEMEKETA** | | |

| Course # | Course Name | Credit | Course # | Course Name | Credit |
|---|---|---|---|---|---|
| **SUMMER** | | | | | |
| DH 421 | Dental Hygiene Clinical Practice VII | 4 | DH 421 | Dental Hygiene Clinical Practice VII | 4 |
| AHED 450 | Instructional Methods | 3 | AHED 450 | Instructional Methods | 3 |
| DH 461 | Restorative Dentistry I | 2 | DH 461 | Restorative Dentistry 1 | 2 |
| BUS 331 | Personal Finance | 3 | BA 218 | Personal Finance | 4 |
| MATH 243 | Introductory Statistics | 4 | MTH 243 | Probability & Statistics I | 4 |
| **Total credits** | | **16** | | | **17** |
| **FALL** | | | | | |
| | | | | | |
| DH 422 | Dental Hygiene Clinical Practice VIII | 5 | DH 422 | Dental Hygiene Clinical Practice VIII | 5 |
| DH 475 | EBDM in Healthcare I | 3 | DH 475 | EBDM in Healthcare I (b) | 3 |
| DH 462 | Restorative Dentistry II | 2 | DH 462 | Restorative Dentistry II | 2 |
| | Humanities Elective | 3 | | Humanities elective | 3 |
| | Communications Elective | 3 | | Communications elective | 3 |
| **Total credits** | | **16** | | | **16** |
| **WINTER** | | | | | |
| DH 423 | Dental Hygiene Clinical Practice IX | 5 | DH 423 | Dental Hygiene Clinical Practice IX | 5 |
| DH 476 | EBDM in Healthcare II | 3 | DH 476 | EBDM in Healthcare II (b) | 3 |
| DH 454 | Dental Practice Management | 3 | DH 454 | Dental Practice Management | 3 |
| DH 463 | Restorative Dentistry III | 2 | DH 463 | Restorative Dentistry III | 2 |
| PSY | Psychology Elective | 3 | PSY | Psychology elective | 3 |
| | Humanities Elective | 3 | | Humanities elective | 3 |
| **Total credits** | | **19** | | | **19** |
| **Total Program Credits** | | **202** | **Total Program Credits** | | **213** |

Chemeketa Notes:

**Transfer Equivalencies:** DH 252, Oral Radiology I = DEN 164, Dental Radiology 1 DH 363, Dental Materials = DEN 163, Dental Materials 2

DH 461, Restorative Dentistry I = DEN 153, Dental Materials 1

## Section 6 – Assessment Cycle

**Dental Hygiene B.S. Six Year Cycle for PSLOs and ESLOs**

| Outcome | 2017-18 | 2018-19 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|---|---|
| PSLO 1<br>Com | | | DH 423<br>Indirect exit survey | | | DH 323<br>Indirect exit survey |
| PSLO 2<br>C thinking | Direct:<br>DH 476<br>Indirect exit survey | | | DH476<br>Indirect exit survey | | |
| PSLO 3<br>Ethics | | Direct:<br>DH 275<br>Indirect:<br>exit survey | | | DH 275<br>Indirect exit survey | |
| PSLO 4<br>LLL | | DH 383-rubric<br>Indirect exit survey | | | DH 383<br>Indirect exit survey | |
| PSLO 5<br>OH care | | | DH 423<br>Indirect exit survey | | | DH 341<br>Indirect exit survey |
| PSLO 6<br>ComHealth | DH 383-rubric<br>Indirect exit survey | | | DH 383<br>Indirect exit survey | | |
| PSLO 7<br>Prevention | | | | | DH 341<br>Indirect exit survey | |
| ESLO 1<br>Com | | | | | | DH 323<br>Indirect exit survey |
| ESLO 2<br>Inquiry/Analysis | DH 476<br>Rubric<br>Indirect exit survey | | | | | |
| ESLO 3<br>Ethics | | DH 275-rubric<br>Indirect exit survey | | | | |
| ESLO 4<br>Teamwork | | | DH 267<br>Indirect exit survey | | | |
| ESLO 5<br>Quant lit | | | | DH 476<br>Indirect exit survey | | |
| ESLO 6<br>Diversity | | | | | DH 423<br>Indirect exit survey | |

## Section 7 – Methods for Assessment

**ESLO #2/PSLO #2 Klamath Falls and Salem, DH 476 EBDH in Healthcare II, Suzanne Hopper**

**PSLO #2: The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.**

**ESLO #2: Inquiry and analysis consists of posing meaningful questions about situations and systems, gathering and evaluating relevant evidence, and articulating how that evidence justifies decisions and contribute to student's understanding of how the world works.**

**Assignment overview: In teams of three to four, students identify a clinical question from their patient experiences. The question involves a newer type of treatment or product and compares it to a gold standard using evidence-based decision-making principles (EBDM). The students repeat this assignment four times using a different question each time. Repetition gives students an opportunity to reinforce skills using EBDM principles. The first time students complete the assignment they use 'lower-levels' of research evidence to answer the clinical question. Each time they repeat the assignment they use higher levels of evidence – from cohort studies (2nd assignment), then randomized controlled trials (3rd assignment), and finally systematic reviews (4th assignment).**

**Each assignment addresses a different clinical question. Students see how higher levels of research evidence have the potential to answer clinical questions with higher degrees of reliability, validity, and confidence in study results.**

**Assessment – direct measure. Only the final assignment is evaluated for this PSLO.**

| Performance Criteria | Assessment Methods | Measurement Scale | Minimum Acceptable Performance | Results% KF | Results% SLM |
|---|---|---|---|---|---|
| Writing mechanics | "Critical Analysis of Research IV" assignment evaluated by course instructor using rubric | 0-3 according to attached criteria | 100% students scoring 2 or 3 | 100% | 100% |
| Question and PICO | | | | 100% | 100% |
| Articles | | | | 100% | 100% |
| Statistics | | | | 100% | 100% |
| Validity and Reliability | | | | 100% | 100% |
| Potential Bias | | | | 100% | 100% |
| Results | | | | 100% | 100% |
| Clinical Significance | | | | 100% | 100% |
| Practical significance | | | | 100% | 100% |
| Conclusion | | | | 100% | 100% |

**The indirect measure was the student exit survey in responding to the PSLO, 100% of student rated themselves as proficient or high proficiency.**

**Performance Criteria: ESLO Inquiry and Analysis**

| Performance Criteria | Assessment Methods | Measurement Scale | Minimum Acceptable Performance | Results KF % | Results SLM % |
|---|---|---|---|---|---|
| Identify | "Critical Analysis of Research IV" assignment evaluated by course instructor using Oregon Tech's Inquiry and Analysis Rubric | 1-4 according to attached criteria | 100% students scoring 3 or 4 | 100% | 100% |
| Investigate | | | | 100% | 100% |
| Support | | | | 100% | 100% |
| Evaluate | | | | 100% | 100% |
| Conclude | | | | 100% | 100% |

**Assessment – indirect measure: Student Exit Survey**
**Exit survey 100% scored themselves as proficient or high proficiency.**

| PSLO #6 DH 383 Community Dental Health IV<br>Darlene Swigart (KF) and Samantha Shivji (SLM) | | | | | |
|---|---|---|---|---|---|
| PSLO #6: 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. | | | | | |
| Assignment overview: Oral presentation | | | | | |
| Assessment – direct measure | | | | | |
| **Performance Criteria** | **Assessment Methods** | **Measurement Scale** | **Minimum Acceptable Performance** | **Results% KF** | **Results% SLM** |
| Target population | Rubric | 0-2 according to attached criteria | 100% students scoring 1 or 2 | 100% | 100% |
| Needs assessment/analysis | | | | 100% | 100% |
| Program planning | | | | 100% | 100% |
| Implementation | | | | 100% | 100% |
| Evaluation | | | | 100% | 100% |
| Organization | | | | 100% | 100% |
| Delivery | | | | 100% | 100% |
| Visuals | | | | 93% | 84% |
| | | | | | |
| Assignment overview: Portfolio | | | | | |
| Assessment – direct measure | | | | | |
| **Performance Criteria** | **Assessment Methods** | **Measurement Scale** | **Minimum Acceptable Performance** | **Results% KF** | **Results% SLM** |
| Writing and introduction | Rubric | 0-10 according to attached criteria (novice, beginner, competent, proficient) | 100% scoring at competent or proficient | 100% | 100% |
| Needs assessment | | | | 100% | 100% |
| Needs analysis | | | | 100% | 100% |
| Program plan | | | | 100% | 100% |
| Program implementation | | | | 100% | 100% |
| Program evaluation | | | | 98.6% | 100% |

Assessment – indirect measure: Student Exit Survey
Students rated themselves at 100% proficient or high proficiency.

## 8. Evidence of Improvement in Student Learning.

For areas where prior improvement activities have been implemented and your program is re-assessing
In 2017/18 we were not reassessing anything, so nothing to report from 2016/17.
Since 100% of the students surveyed reported high proficiency or proficient, the program will continue as is.

## 9. Data-driven Action Plans: Changes Resulting from Assessment

**We do not have an action plan for any change. The department met on September 19, 2018. We do not have a target for change because all direct and indirect assessments the results showed 100% of students rated themselves as proficient or high proficiency.**