Bachelor of Science Degree in Dental Hygiene
Assessment Report
2022-2023

Section 1 – Program Mission and Educational Objectives

Dental Hygiene Program Mission:
The Oregon Tech 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.
Upon graduation, students are prepared for entry into the dental hygiene profession and are eligible for state and national exams leading to licensure as a registered dental hygienist or expanded practice dental hygienist.

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's degree programs in dental hygiene and related programs.

Educational Objectives:
- Provide the dental hygiene student the opportunity to gain the necessary knowledge, skills, and values to enter the registered practice of dental hygiene.
- Prepare the student to sit for the National Board Dental Hygiene Examination.
- Prepare the student to take clinical board examinations in dental hygiene, anesthesia, and restorative functions.

To support the Program Mission of the Bachelor of Science in Dental Hygiene program at Oregon Tech, curriculum provides for students to graduate with an Expanded Practice Dental Hygiene Permit and endorsements for local anesthesia, nitrous oxide, and restorative functions. This permit with licensure, and the endorsement opportunities, allow graduates to serve diverse populations through entrepreneurship and population health needs outside of traditional clinical settings.

Graduates from the dental hygiene program are in demand and secure employment immediately upon licensure. The curriculum prepares students for expanded practice opportunities with program-approved electives in management, education, public health, and clinical fields connecting oral health with primary health. Within 5-10 years from graduation, graduates have gained enough experience in the profession to determine a more independent path such as entrepreneurship or master’s and doctoral degrees.

Mission Alignment:
- The Oregon Institute of Technology Dental Hygiene Program offers extensive and innovative professionally focused hands-on dental clinic experience with opportunities for off-campus rotations to practice their dental hygiene skills while working alongside licensed practitioners and dentists.

- Additionally, the students design, plan, implement, and manage community oral health for under-served populations. This community project assesses community needs and gives our students real-world experiences far beyond what most dental hygiene programs offer.
- During their education in the program, our students have an opportunity to travel abroad for two weeks in what we refer to as the International Externship Program or IEP. Our senior students provide oral hygiene care in countries such as Romania, Ukraine, Moldova, Costa Rica, Honduras, Peru, Guatemala, Nicaragua, Jamaica, and Granada.

- Meanwhile, our dental hygiene students earn enough clinical hours for licensure with an Expanded Practice Permit when they graduate and pass national and state exams, which is a highly sought-after requirement in our field of work.

Program Description and 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 in the fall term. Seating is limited to 22-24 students at Klamath Falls and 20 at Salem.

Section 2 - Program Student Learning Outcomes

PSLOs:

PSLO | CODA Standard	**Definition**
1 – Interprofessional Collaboration/Communication CODA Standard 2-15	The dental hygiene graduate will be competent in communicating, collaborating, and interacting with other members of the health care team to support comprehensive patient care.
2 – Critical Thinking CODA 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 CODA Standard 2-19, 2-20	The dental hygiene graduate will be competent in the application of ethical reasoning, legal, and regulatory concepts in the provision of care.

4 – Lifelong Learning CODA 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, CODA 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 classifications of periodontal diseases.
6 – Community Health CODA Standard 2-16	The dental hygiene graduate will be competent in assessing; planning, implementing, and evaluating community based oral health programs
7 – Disease Prevention *CODA Standard 2-13*	The dental hygiene graduate will evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance.
8-Evaluating Research CODA 2-22	The dental hygiene graduate will be competent in evaluating current scientific literature to incorporate evidence-based decisions into dental hygiene practice.

PSLO 1: *The dental hygiene graduate will be competent in communicating, collaborating, and interacting with other members of the health care team to support comprehensive patient care.*

Course: DH 422/423 – "Dental Hygiene Clinical Practice and Seminar VIII - IX"
DH 323 - "Dental Hygiene Clinical Practice and Seminar VI
Direct Assessment: Senior Capstone-DH 422/23
Junior Interprofessional Collaboration Portfolio (IPC)- DH 323
Indirect Assessment: Graduate Exit Survey
Assessment Cycle: 2024-25; 2027-28

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

Course: DH 422/423 – "Dental Hygiene Clinical Practice and Seminar VIII - IX"
DH 475 – "Evidence Based Decision Making in Healthcare"
Direct Assessment: Senior Capstone- DH 422-23
Putting It All Together Assignment- DH 475
Indirect Assessment: Graduate Exit Survey
Assessment Cycle: 2023-24; 2026-27

PSLO 3: *The dental hygiene graduate will be competent in the application of ethical reasoning, legal, and regulatory concepts in the provision of care.*

Course: DH 422/23 - Dental Hygiene Clinical Practice and Seminar VIII – IX
DH 382 – Community Dental Health III
Direct Assessment: Senior Capstone- DH 422-23
Portfolio- DH 382
Indirect Assessment: Graduate Exit Survey
Assessment Cycle: 2024-25; 2027-28

PSLO 4: *The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning.*

Course: DH 422-23 - Dental Hygiene Clinical Practice and Seminar VIII – IX
DH 475 - Evidence Based Decision Making in Healthcare

DH 323 - Dental Hygiene Clinical Practice and Seminar VI

Direct Assessment: Senior Capstone- DH 422-23
Putting It All Together Assignment- DH 475
Professionalism Research – Junior Portfolio- DH 323

Indirect Assessment: Self Reflections- DH 423 & DH 475
Attendance at ODHA/ODC conferences- DH 323

Assessment Cycle: 2024-25; 2027-28

PSLO 5 - *The dental hygiene graduate will be competent in providing the dental hygiene process of care for a wide range of patient profiles and all classifications of periodontal diseases.*

Course: DH 423 – Dental Hygiene Clinical Practice and Seminar IX
Direct Assessment: Senior Capstone and patient clinic tracker
Indirect assessment: Graduate Exit Survey
Assessment Cycle: 2022-23; 2025-26

PSLO 6 **-** *The dental hygiene graduate will be competent in assessing; planning, implementing, and evaluating community based oral health programs*

Course: DH 383 Community Dental Health IV
Direct Assessment: Portfolio
Indirect Assessment: Graduate Exit Survey
Assessment Cycle: 2024-25; 2027-28

PSLO 7 - *The dental hygiene graduate will evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance.*

Course: DH 323 - Dental Hygiene Clinical Practice and Seminar VI
Direct Assessment: CaMBRA (Caries Management by Risk Assessment)
Indirect Assessment: Reflection
Assessment Cycle: 2022-23; 2026-27

PSLO 8 - *The dental hygiene graduate will be competent in evaluating current scientific literature to incorporate evidence-based decisions into dental hygiene practice*.

Course: DH 475 - Evidence Based Decision Making in Healthcare
Direct Assessment: Putting It All Together Assignment
Indirect Assessment: Reflection
Assessment Cycle: 2022-23; 2026-27

Section 3 – Curriculum Map

Dental Hygiene Student Learning Outcomes Table F – Foundation P – Practice C – Capstone										
COURSE	**ISLO 1 PSLO 1**	**ISLO 2 PSLO 2**	**ISLO 3 PSLO 3**	**PSLO 4**	**PLSO 5**	**PSLO 6**	**PSLO 7**	**ISLO 4**	**ISLO 5**	**ISLO 6**
DH-222, 223, 240, 244, 252, 275, 266, 380	F									
DH-241, 242, 253, 267, 321, 322, 323, 340, 341, 363, 381, 421, 463	P									
DH-422, 423, 450	C									
DH-222, 223, 240, 241, 242, 252, 275, 254, 340, 351	P	F								
DH-253, 267, 321, 322, 323, 340, 341, 354, 352, 363, 421, 462	P	P								
DH-422, 423		C								
DH-221, 222, 223, 225, 275, 352, 363, 475			F							
DH- 321, 322, 323, 381, 382, 421, 462, 476			P							
DH-383, 422, 423, 454			P							
DH-223, 241,275,				F						
DH-381,363, 461				P						
DH-382, 422, 423, 463				C						
DH-223					F					
DH-267, 321, 322, 323, 354, 421, 462					P					
DH- 422, 423, 450					C					
DH-475						F				
DH-476						P				
DH-454						P				
DH-240, 254,							F			
DH- 241, 242, 321, 322, 323, 340,341							P			
							C			
DH 244, 344, 352								F		
DH-253, 340, 341								P		
								C		
DH 222, 225, 253									F	
DH-241, 267, 340, 341, 421									P	

Dental Hygiene Student Learning Outcomes Table F – Foundation P – Practice C – Capstone										
COURSE	**ISLO 1 PSLO 1**	**ISLO 2 PSLO 2**	**ISLO 3 PSLO 3**	**PSLO 4**	**PLSO 5**	**PSLO 6**	**PSLO 7**	**ISLO 4**	**ISLO 5**	**ISLO 6**
DH-476. 422, 423									**C**	
DH-242, 275, 421										**F**
DH-321, 322, 323, 422, 454										**P**
DH-423										**C**

Section 4 – Assessment Cycle

Outcome	**Course**	**Direct**	Indirect	**2022-**	**2023-24**	**2024-25**	**2025-26**	**2026-2**	**2027-2**
PSLO 1 Communicate	DH 422/423	Capstone	Grad Survey			✸			✸
	DH 323	IPC Portfolio							
PSLO 2 Critical Thinkin	DH 422/423	Capstone	Grad Survey		✸			✸	
	DH 475	Putting it Togeth	Discussion Post						
PSLO 3 Ethics	DH 422/423	Capstone	Grad Survey			✸			✸
	DH-382	Portfolio							
PSLO 4 Lifelong Learnin	DH 422/423	Capstone				✸			✸
	DH 475	Putting it Togeth	Self Reflection						
	DH 323	Professionalism Research Portfo	Attend ODHA ODC						
PSLO 5 Provision of Ora Healthcare	DH 423	Capstone & Pt Clinic tracker	Grad Survey	✸			✸		
PSLO 6 Community Hea	DH 383	Portfolio	Grad Survey			✸			✸
PSLO 7 Disease Preventi	DH 323	CaMBRA	Reflection	✸			✸		

PSLO 8 Evaluate Resear	DH 475	Putting it Togetl	Reflection		✸			✸	
ISLO 1 Communicate	DH 423	Capstone	Grad Survey			✸			✸
	DH 323	Portfolio presentation							
	AHED 450	4Mat Lesson Pl (writing)							
ISLO 2 Inquire/ Analysi	DH 475	Putting it Togetl	Discussion Po Grad Survey		✸			✸	
ISLO 3 Ethics	DH 423	Capstone	Grad Survey			✸			✸
	DH 383	Portfolio							
ISLO 4 Teamwork	DH 382	Teamwork Eval Rubric	Grad Survey			✸			✸
ISLO 5 Quant. Reason.	DH 454	Production/Sala Analysis	Grad Survey		✸			✸	
ISLO 6 Diversity	DH 423	Capstone Presentation	Grad Survey	✸			✸		
	DH 322/323	Jr. Portfolio Case presentatic							
	DH 242	Cultural Awareness Research Presentation							
	DH 372		IEP Program Reflection						

Section 5 – Assessment Data Collection Process

Activity: (Provision of Oral Health Care - PSLO #5)

Performance target:
DH 423 – Senior Capstone (direct)
80% of students scoring 75% or higher for all assessments in PSLOs and ISLOs
The senior capstone presentation assessed communication, critical thinking, and ethical reasoning for the dental hygiene program. A 300-point rubric assesses an oral presentation given at the end of senior year to demonstrate critical thinking skills with management of a unique clinical patient case. This capstone project demonstrates the application of knowledge learned over the dental hygiene program to individualize patient care. The identified patient needs to have a condition outside the typical medical or behavioral conditions seen during daily clinical

sessions. During fall term, the student submits a written report on their progress with research and plans for patient management. The final presentation is the complete case study of the patient graded by clinical instructors. The rubric scoring criteria includes:

- Introduction and definition of the capstone project
- Application of knowledge
- Analysis and critique of research
- Knowledge of patient management
- Interprofessional collaboration
- Diverse Perspective
- Ethical Decision making
- Results
- Summary/conclusion
- Reflection/self-assessment

Sample:
Klamath Falls sample n = 22 / Salem Chemeketa sample n = 20

Reliability:
The capstone presentations were scored, in both Salem and Klamath Falls cohorts, using the same 300-point rubric. At each location, the same instructors scored all presentations given at their location to be as calibrated and fair as possible.

Rubric:
Students must earn ≥ 75% to pass the capstone project. Each section of the rubric has points awarded from poor at 0 points, competent at 225 points and Superior at 300 points. Each section awards points with interprofessional collaboration, diverse perspectives, and ethical decision weighted the heaviest. See **(Appendix A)**

Our clinic tracker is a tracking system called TalEval, used to assess student performance in patient care, technical skills, essential functions and patient requirements for the Commission on Dental Accreditation (CODA).

Activity: (Disease Prevention - PSLO #7)

Performance target:
DH 323 - CaMBRA Caries Management by Risk Assessment (direct)
80% of students scoring 75% or higher for all assessments in PSLOs and ISLOs
This project will allow students to identify a patient who is at high risk for dental disease related to dental decay. Students work closely with their selected patients over the course of their junior year. Students provide detailed health promotion counseling such as nutritional counseling and recommendations of patient-specific dental products to promote dental health. They track oral health status via indices and relay that information to the patients in a manner they can understand. They work with the patient to create goals for improvement to help with improvement of oral health behaviors.

Sample:
Klamath Falls sample n = 22 / Salem Chemeketa sample n = 20

Reliability:
The assessment was scored by the instructors of the course, in both Salem and Klamath Falls cohorts, using the same 30-point rubric.

Rubric:
Students must earn ≥ 75% to pass the assessment. The rubric is worth 30 points with points awarded in:

- Rationale for patient selection
- Assessment indices, risk factors
- Dental Hygiene Diagnosis
- Project goals
- Outcomes
- Self-assessment

Scores range from 0 points = poor to 5 points = Excellent See **(Appendix B)**

Activity: Diverse Perspectives including Cultural Sensitivity & Global Awareness (ISLO #6)

The following courses were used to assess ISLO #6:
DH 242 Cultural Awareness Research Presentations
DH 322-323 Junior Portfolio
DH 423 Senior Capstone Presentation - also an assessment for PSLO #5

Performance Target:
DH 242 – Cultural Awareness Research Presentation (direct)
80% of students scoring 75% or higher for all assessments in PSLOs and ISLOs
The goal of this assessment is to increase understanding within the class about the culture they are reporting on. During an assigned time in class, students lead a class discussion about their assigned culture using a PowerPoint. The Power Point presentation is 12-15 minutes long and includes the following:

How does your culture treat or value these issues?

1. Introduction of the country
2. Time/public behavior/manners
3. Dental disease, dental care, and access to care
4. Food-is the diet balanced for adequate nutrition? Address diet in relation to possible oral health (caries risk, periodontal risk, oral cancer risk)
5. Clothing
6. What holidays are observed?
7. What languages are spoken?
8. Any other interesting facts that you found during your research?
9. Include at least 3 references written in APA format on the last slide (see the Dental Hygiene Department APA Citing Resource posted in Canvas)

Sample:
Klamath Falls sample n = 20 / Salem Chemeketa sample n = 20

Reliability:
The assessment was scored by the instructors of the course, in both Salem and Klamath Falls cohorts, using the same 40-point rubric.

Rubric:
Students must earn ≥ 75% to pass the assessment. The rubric is worth 40 points with points awarded in 5 categories:

- Content
- Organization, delivery, and participation
- presentation time
- Visuals
- Grammar, technical errors, and references.

Content category is weighted heaviest with 1-16 points possible and the other four categories worth 1-6 points possible. See **(Appendix C)**

Indirect assessment for PSLO #1-7 is an exit survey completed by graduating students

Activity: Diverse Perspectives including Cultural Sensitivity & Global Awareness (ISLO #6)

Performance target:
DH **322-323** – Junior Portfolio (direct)
80% of students scoring 75% or higher for all assessments in PSLOs and ISLOs
The Junior Portfolio requirements focus on lifelong learning to give students opportunities to explore their own interests in the professional field. The assessments call them to network with other students and professionals in their future profession and allow them to see what life-long learning is all about. It is community building and sets them up for success in getting used to researching new technologies they might encounter after formal education. Feedback from students indicates they enjoy the ability to choose their own research topic. Two rubrics are used to assess competency with these learning outcomes: a Professional Development Reflection Rubric and a Research Rubric.

Sample:
Klamath Falls sample n = 22 / Salem Chemeketa sample n = 20

Reliability:
The portfolio presentations were scored, in both Salem and Klamath Falls cohorts, using the same rubrics and having the same instructors score all presentations to be as calibrated and fair as possible. Students are given the same opportunity for conferences and networking for the lifelong learning assessment.

Rubric:
Students must earn a performance target of ≥ 75% to meet competency. Each rubric is worth 25 points for a total of 50 points for the project. **(Appendix D).**

Activity: Diverse Perspectives including Cultural Sensitivity & Global Awareness (ISLO #6)

Performance Target:
DH 423 – Senior Capstone
80% of students scoring 75% or higher for all assessments in PSLOs and ISLOs
The senior capstone presentation assessed communication, critical thinking, and ethical reasoning for the dental hygiene program. A 300-point rubric assesses an oral presentation given at the end of senior year to demonstrate critical thinking skills with management of a unique clinical patient case. This capstone project demonstrates the application of knowledge learned over the dental hygiene program to individualize patient care. The identified patient needs to have a condition outside the typical medical or behavioral conditions seen during daily clinical sessions. During fall term, the student submits a written report on their progress with research and plans for patient management. The final presentation is the complete case study of the patient graded by clinical instructors. The rubric scoring criteria includes:

- Introduction and definition of the capstone project
- Application of knowledge
- Analysis and critique of research
- Knowledge of patient management
- Interprofessional collaboration
- Diverse Perspective
- Ethical Decision making
- Results
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Sample:
Klamath Falls sample n = 22 / Salem Chemeketa sample n = 20

Reliability:
The capstone presentations were scored, in both Salem and Klamath Falls cohorts, using the same 300-point rubric. At each location, the same instructors scored all presentations given at their location to be as calibrated and fair as possible.

Rubric:
Students must earn ≥ 75% to pass the capstone project. Each section of the rubric has points awarded from poor at 0 points, competent at 225 points and Superior at 300 points. Each section awards points with interprofessional collaboration, diverse perspectives, and ethical decision weighted the heaviest. See **(Appendix A)**

DH 372 International Externship Program (indirect)
Senior students can travel globally to provide dental hygiene services to underserved populations in non-traditional settings. They develop teamwork and learn about cultural diversity and global healthcare inequities.

Section 6 – Assessment Data

Performance Criteria	Assessment Methods	Performance Target	Results	Met? Yes/No
PSLO 5 Provision of Care	Senior Capstone Rubric	80% of students performing at ≥ 75%	Performance Level achieved averaged. 89%	YES
PSLO 7 Disease Prevention	CaMBRA	80% of students performing at ≥ 75%	Performance Level achieved averaged 95 %	YES
ISLO 6 Diverse Perspectives including Cultural Sensitivity & Global Awareness	Senior Capstone Rubric	80% of students performing at ≥ 75%	Performance Level achieved averaged, 89%	YES
	Cultural Awareness Research Presentation Rubric	80% of students performing at ≥ 75%	Performance Level achieved averaged, 94.5%	YES
	Junior Portfolio Rubric	80% of students performing at ≥ 75%	Performance Level achieved averaged 93 %	YES

Program Locations:
Klamath Falls program is located at Oregon Institute of Technology campus.
Salem program is located at Chemeketa Community College campus.

Program Enrollment: 2019-2023

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Total
Klamath Falls	22	22	22	22	22	100%
Chemeketa	20	20	20	20	20	100%

Program Graduates: 2019-2023

	2019	2020	2021	2022	2023
Klamath Falls	17	22	19	20	22
Chemeketa	20	20	20	18	20

Comparison Data:

Performance Criteria	Previous Action Plan	Previous Data (2017)	Current Data	Interpretation
PSLO1-ISLO1	Implement new Capstone	97%	100%	Success
PSLO2-ISLO2	Implement new Capstone	97%	100%	Success
Graduation Rate	None indicated	100%	100%	Success
Retention	None indicated	100%	94%	Success
Certification	None indicated/ licensure granted	100%	100%	Success
DFWI	Equity Gap	0%	0%	Success

See Appendix E – DFWI

How data is being used:

The dental hygiene program has no equity gap and 100% graduation rate. The Direct methods used to assess outcomes for ISLOs and PSLOs are showing success. Indirect methods, Exit Surveys from graduates, indicate positive outcomes at the completion of the dental hygiene program and entering the workforce. The dental hygiene program has 100% success completion of all required board exams for licensure. Retention of students in the BDH program is strong at 94%. Student withdrawal for personal reasons or change of major is the primary reason for lack of 100% retention, not is not due to academic challenges.

Exit Survey Results 2022-2023

ISLO/PSLO	High Proficiency	Proficiency	Some Proficiency	Limited Proficiency	Total Responses
PSLO #5- POC	**82.35%**	**14.70%**	**5.88%**	**0%**	**34**
ISLO #6- Div. P	**66.66%**	**27.78%**	**11.11%**	**0%**	**34**

DH National Board Exam Pass Rate

2019	2020	2021	2022	2023
KF = 100%	**KF = 100%**	**KF = 100%**	**KF = 100%**	**KF = 100%**
SLM = 100%	**SLM = 100%**	**SLM = 100%**	**SLM = 100%**	**SLM = 100%**

DH Clinical Board Exam Pass Rate

	2019	2020	2021	2022	2023	Total
Klamath Falls	**100%**	**100%**	**100%**	**100%**	**100%**	**KF = 100%**
Chemeketa	**100%**	**100%**	**100%**	**100%**	**100%**	**SLM = 100%**

Section 7 - Data-driven Action Plans:

From the previous year report, curriculum changes made were:

DH 360 Pharmacology – moved to sophomore spring term
DH 307 Introduction to Dental Lasers (elective)
DH 405 Pharmacology Review piloted 2022 and added to summer curriculum (elective)
DH 383 Community Dental Health condensed into DH 380-382 sequence to balance credit load.
DH 476 Applied Research Concepts changed to serve as an elective: updating content and description for DH 475 EBDM in Healthcare I

Required online courses were previously restricted by campus. Restrictions were removed and opened to all BDH students regardless of campus for both entry level dental hygiene cohorts and the online degree completion programs. This change addressed multiple areas such as increasing course enrollment numbers, increasing the number of times per year that the course can be offered to all students, and added flexibility for students to take online courses when it best suits their needs. In addition, entry level students and practicing professionals can now network and share experiences in these mixed courses creating a more engaging and diverse group of students.

Two new faculty members hired to fill open positions:

- Kandi Garland – Klamath Falls
- Kim Pratt – Klamath Falls

Promotions included: None.

Budget and Equipment

Purchases Made for improved delivery of student learning:

Item	Quantity	Unit Cost	**Total Cost**
Epic Lasers	4	$6,395.00	**$25,580.00**
Prophy Jet	1	$2,276.00	**$ 2,276.00**
Handy Polisher- Perio	1	$1,980.00	**$ 1,980.00**
Sterimate handpiece	2	$ 520.48	**$ 1,040.96**
Faculty Computers	5	$1,850.00	**$10,000.00**
Calibration Typodonts	3	$ 395.50	**$ 1,186.00**
Lab Coats - Sophomores	48	$ 70.00	**$ 3,168.00**
Lab Coats - Instructors	15	$ 45.40	**$ 722.50**
Saddle Stools - clinic	15	$ 856.00	**$ 12,840.00**
Saddle Stools - clinic	5	$ 554.60	**$ 2,773.00**

Diagnodent Tips	10	$ 166.00	**$ 1,660.00**
Sterimate handles	6	$ 212.00	**$ 1,272.00**
Mouthwatch Intraoral Cameras	7	$ 1,033.43	**$ 7,233.99**
Cavitron 300 Series Package	8	$ 1,610.71	**$12,885.68**

The Epic Lasers were funded by an equipment award through the provost's office.
The other items were purchased with department funds.

Future Budget and Equipment needs:

The dental hygiene clinic in Semon Hall is very dated and in need of upgrading. The last upgrade to major equipment was in ~2005. **Per the graduate exit survey**, this has become apparent not only to students but patients as well. Needs for upgrading include flooring, painting, 24 dental unit/chairs, 24 new integrated ultrasonic scalers, and ~16 new clinician stools. Opportunities for expanding enrollment for the program exist due to the high need for dental professionals in Oregon, but only with additional clinical and lab space, and supporting equipment. With an additional lab space on campus with 12 more operatories, we could expand enrollment substantially, but it would have to be proportionate to the number of faculty due to accreditation requirements.

Planned improvement for curriculum to align with industry needs over the next year include:

- Revision of course credits to determine overlap, lower required credit load, and allow for more optional courses specific to industry demand and student expanded practice interests. The curriculum coordinator will submit for course changes and planned implementation in fall of 2023.

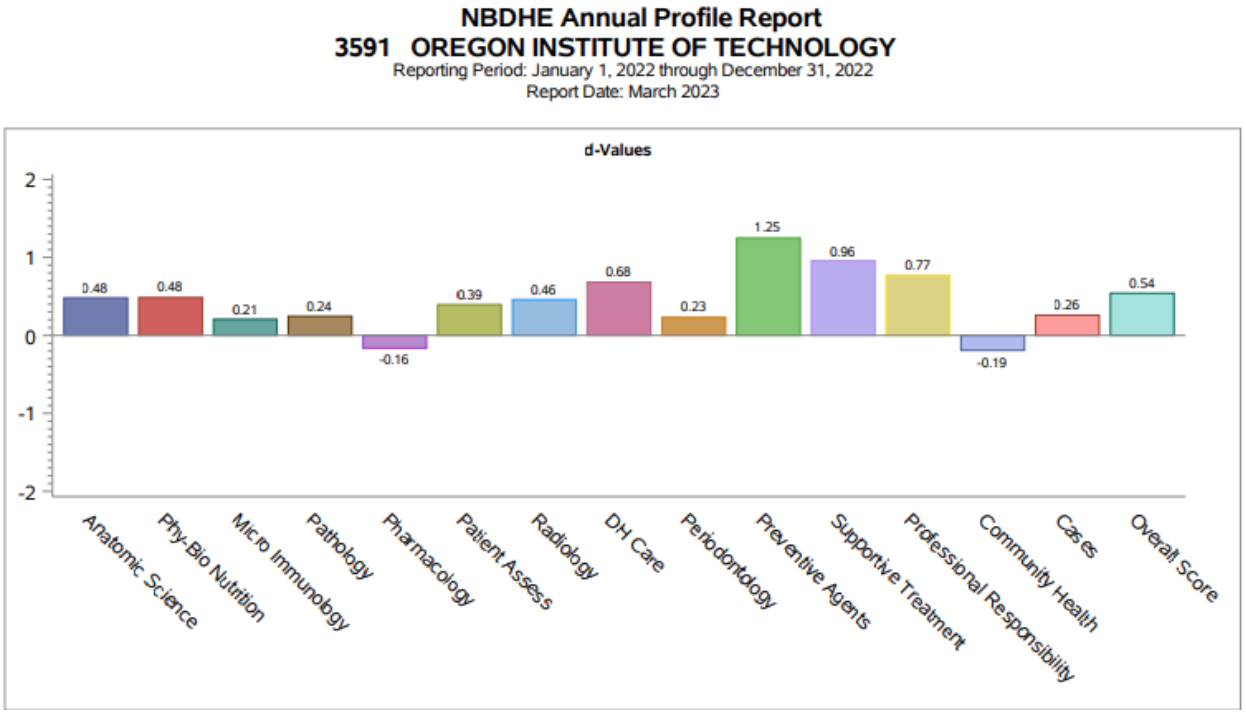
Data needed to be collected over the next year to support improvements in the dental hygiene program:

- Due to limited exit survey participation, the graduate survey will be evaluated for relevance and content.
- National Board Dental Hygiene Exam (NBDHE) scores post COVID. Evaluation of trends for category improvement in Community Health and Pharmacology in 2023 report in comparison to 2022 report.
- Evaluate PSLO's and Mission Statement for Fall 2023. PSLO's will be evaluated for continued relevance in association with upcoming accreditation site visit. Revisions will be implemented for Fall 2023
- Pilot using Canvas Outcomes to help with reporting on PSLO/ISLO, and OT Outcomes Dashboards.

The dental hygiene program has maintained a high success rate over the past 5 years. We are proud of our success with maintaining student and patient health through the pandemic while keeping students on track with graduation requirements. The national board scores reflect learning gaps and habits from remote learning during the COVID-19 pandemic compared to pre-covid ratings. The dental hygiene program is looking at ways to help students prepare for licensing board exams through an elective board review course or Canvas learning modules. Faculty will review recent scores to determine if there are areas of the curriculum where students may need additional instruction or learning. Actions that have been taken this year are

condensing the Community Health curriculum to three consecutive terms during junior year and having in-person Pharmacology courses verses online to allow better student engagement.

The clinical licensing board exam is transitioning from a patient-based exam to a typodont practical exam and Objective Structured Clinical Examination (OSCE) written exam. This year was the first year all students from both campuses took the typodont simulated clinical board exam with a written exam component; the pass rate was 100%.



Section 8 – Closing the Loop

2021-2022 Action Plan:

During convocation 2022, the dental hygiene department met with both Klamath Falls and Chemeketa faculty together. Discussion included continued curriculum review including revision of course outcomes to be directly linked to a major assessment. Course partners worked to review course outcomes and identify an assessment that provided good data on student competency for PSLO's and ISLO's. The upcoming CODA self-study for accreditation was discussed and timelines were established for information gathering.

December 2022, the dental hygiene department met with both Klamath Falls and Chemeketa faculty via zoom. Provost Dr. Joanna Mott joined the meeting and faculty reported on projects they are involved in for the program. These projects included: published articles in professional journals, national and international presentations at dental hygiene conferences, CE courses given at OIT and Chemeketa for the dental community, Research study on Autism desensitization in clinical settings, development of a laser course to keep students current with workplace trends, master's degree capstone projects, and International Externship Program plans for summer of 2023. Another discussion was curriculum revisions for 2023 to get the program

close to its 180-credit goal. Admissions will be using SLATE for program admissions and Inspire software training will be given for faculty advising. Faculty were encouraged to attend the American Dental Educators Conference (ADEA) in spring of 2023 for teaching methodology. Off campus rotations were discussed and ideas were shared for possible sites in both Klamath Falls and Salem. Faculty were also encouraged to attend at least one training on global and diverse perspectives and Cultural sensitivity this year.

In March 2023 the dental hygiene department met with both Klamath Falls and Chemeketa faculty via zoom. Rachelle Barrett presented information on the university assessment process. Curriculum discussion was on the resequencing of the community health courses to fall/winter/spring. Math 243 (statistics) will be required during the program if not taken prior to admission.

In June 2023 the dental hygiene department met with both Klamath Falls and Chemeketa faculty via zoom. A laser course by Biolase was offered to all faculty. Faculty were reminded to complete all Course Outcome Dashboards and update faculty and department projects on DAPE. Program policies were reviewed for attendance, use of zoom and make/up or late work. Updates to the student handbook will be made and wording in syllabi will match updated policies. Discussed pass/fail for skill assessments to allow for grades to better reflect competency.

See Appendix F for Curriculum Coordination and Alignment Plan and Schedule.

Actions Taken to "Close the Loop" From 2021-2022

In review for this year's report, the dental hygiene program has shown success in meeting outcomes shown in the essential learning outcomes data. All assessments showed students competency at 89% or higher with retention and graduation rates at 100%. Changes made to close the loop in 2022-2023, were to better align assessments with course outcomes that provide data for ISLO's and PSLO's. The curriculum was adjusted to allow for more flexibility in taking elective courses and obtaining the 180-credit hour objective; credit hours were reduced from 188 credits to 183 credits. Sequential courses were aligned to fall/winter/spring term for better steps of learning. The laser course was initiated and well received with funding for new laser equipment granted for both campuses.

Due to the continual changes in healthcare and the dental hygiene profession, curriculum is reviewed quarterly, and courses are updated to meet the demands of the industry. Our department has implemented the DWFI worksheets and dashboards to keep outcome data current each term. The program faculty were introduced to Canvas Outcomes and are developing ideas on how to best implement this data tracking method for the dental hygiene program. A date has been set for updating exit survey questions to improve indirect assessment data along with improved alignment of course outcomes to specific assessments for direct data review. We were successful in closing the loop on previous years identified gaps including aligning course outcomes with assessments, reducing credit hours, and evaluating our mission statement for alignment with the University. The Mission statement was reviewed and edited summer 2023. We continue to look to the future for changes that will provide the best outcomes for our graduates' success.

Appendix A – Senior Capstone Rubric

Student Name: _____ Evaluator name: _____ Date: _____

Criteria	Poor	**Competent**	Score	**Superior**	Score
Definition of project/introduction	0 points	Introduction clearly presents the capstone, its nature, relevance and structure	17	Introduction makes strong case for the value the capstone provides to the discipline, as well as presenting excellent detail of capstone foundation	20
Application of knowledge	0 points	Makes a logical connection between the knowledge of dental hygiene patient management and the patient issue or problem	8	Logically articulates how knowledge in dental hygiene patient management can provide solutions for a health issue or problem	10
Analysis and critique of research	0 points	Uses reliable and valid resources and applied knowledge appropriately to support decisions. Audience may need to infer connections	17	Clearly articulates how the patient management decisions are based upon reliable and valid research and applied knowledge	20
Knowledge of patient management	0 points	Displays familiarity with reasonably full range of critical thinking; demonstrates an appropriate knowledge and engagement with the project	17	Displays excellent familiarity with full range of critical thinking; engages with it substantively and productively. Exceptional understanding of the project content	20
Interprofessional collaboration	0 points	Interprofessional collaboration presented but not fully developed to demonstrate good understanding or use of information obtained or how applied to patient case. Support healthcare provider had limited input or connection with patient care or management	42	Presented excellent collaboration with a healthcare provider outlining strong learning, goals, teamwork, and support throughout patient care. Student showed exceptional professional collaboration to maximize management of case	50
Diverse Perspective	0 points	Shows awareness of patient's perspective. Could have used better motivational interviewing or educational techniques to achieve patient engagement or better outcome of care. Presented knowledge of differences in perspectives with only average success in removing bias or barriers.	42	No bias demonstrated by clinician. Shows awareness of patient's perspective. Shows exceptional learning outcomes through working with differing perspectives and how keeping an open-mind allowed for best outcomes in patient care and engagement.	50
Ethical Decision Making	0 points	Followed HIPPA guidelines. Used research relating to patient case with competent demonstration of knowledge gained or how it affected patient care and outcomes. Followed ethical scope of practice. Presented risks and benefits of treatment options for consent	42	Followed HIPPA guidelines. Presented thorough explanation of research and how incorporated into a case presentation, giving patient all risks and benefits of treatment. Student displayed exceptional ethical judgement with patient engagement and interaction with the case.	50

Results	0 points	Outcomes address project problem statement. Presentation of evidence and persuasive reasoning makes connections with project condition and students management using critical thinking skills	17	Outcomes thoroughly address project problem statement. Presentation of evidence conveys a mastery of critical thinking skills and patient management. Structure provides a coherent and clear focus of new understanding.	20
Summary/conclusion	0 points	Summary sufficiently supported by results and/or findings while adequately and accurately summarizing the capstone	25	Summary presents carefully analyzed information to present inventive and originally developed decisions and/or conclusions supported by results and/or findings.	30
reflections	0 points	Student able to self-assess strengths and weaknesses. Lacks details in self-assessment/reflection in regards to learning and what could have improved outcomes. Average critical thinking and problem-solving skills demonstrated as well as understanding of project presented	25	Student is able to accurately assess the capstone project and self- assess strengths and weaknesses; fully describes capstone goals and considerations for improved outcomes. Demonstrates exceptional critical thinking skills and judgement with problem solving.	30
Overall comments:					

Total Score /300

Comments

Appendix B – CaMBRA Caries Management by Risk Assessment

Caries Active Patient Rubric

Caries Active Patient: 30 pts	**Excellent-3**	**Acceptable-2**	**Needs Improvement-1**	**Poor-0**
Formatting: APA format, double spaced, 12 pt font, Times New Roman, references, if applicable	All sources are cited properly in APA format, including in-text citations and a reference page. The paper is properly formatted.	1 or 2 minor errors in APA formatting.	More than 2 errors in formatting	Multiple errors in formatting, APA formatting not used, and/or references are missing
Grammar, spelling, punctuation, and Language Style	Excellent. No errors. Uses professional language appropriate to the audience and avoids use of contractions, slang, and unexplained abbreviations.	1 or 2 very minor errors. Slang is used 1-2 times	More than two errors. Slang is used 3-4 times.	Errors exist throughout the paper. Slang is used frequently.
Organization	Order and structure are compelling and move the reader through the text easily. All sections are present and fully developed. Introduction draws in the reader and conclusion brings satisfying closure. Headings are utilized in APA format for all sections.	Order and structure follow guidelines. All sections are present, but may lack important details. Introduction and conclusion are present.	Order and structure are lacking detail. Sections may be missing or unclear and need further details. Introduction and/or conclusion are lacking.	Order and structure are lacking detail or do not include required elements. Introduction and/or conclusion are missing.
Section 1: -patient biographic data -rationale for selection	Introduction clearly introduces the patient background and rationale for selection for the CAMBRA project. Introduction summarizes scope of the narrative and engages the reader.	Required elements are present, but may be missing some detail in one area.	Required elements may be missing. Background and/ or patient selection may be unclear.	Biographic data, rationale, or introduction are unclear or missing.
Section 2: -CAMBRA Assessment findings -2 indices -health status & risk factors -condition of teeth -diet analysis -radiographic findings -IO images	Subjective and Objective data are concisely but thoroughly presented. All findings are related to CAMBRA status. Visuals are provided (e.g. radiographs, indices, IO photos, dental charting, etc.)	Data is presented, but one area may be missing detail or unrelated to CAMBRA	Data is mostly present, but unclear. Findings are unclear or may be unrelated to CAMBRA.	Data is missing and not related to CAMBRA.

Section 3: -DHDx, caries focused -contributing factors -trx outcomes -constraints, rationale, prognosis	Analysis of each element is thoroughly and accurately expressed. DHDX emphasis is on CARIES process and not Perio classification for this project	Each element is present, but is lacking detail in one area. Focused on perio	Elements are mostly present, but are lacking details in more than one area. Emphasis may be on perio	Elements are missing or lacking most details.
Section 4: -oral hygiene aids and products -client goals & prognosis -restorative tx plan & referrals -sealants	Reflection of each element is thoroughly and accurately expressed. Rationale for all decisions is justified, reasonable, and patient-specific. All components are addressed in detail	Each element is present, but is lacking detail in one area	Elements are mostly present, but are lacking details in two areas	Elements are missing or lacking most details
Section 5: implementation and informed consent	Analysis of each element is thoroughly and accurately expressed. Student adequately describes the process of care, including modifications, success, and difficulties. Informed consent is achieved and documented. All HIPAA guidelines are observed and identifiable patient information is not divulged in the document.	Each element is present, but is lacking detail in one area.	Elements are mostly present, but are lacking details in two areas	Elements are missing or lacking most details. HIPAA is not protected and identifiable information is divulged.
Section 6: evaluation of tx outcomes	Evaluation of treatment outcomes is thorough and insightful. Student provides strategies to reach any outcomes not realized during the course of the project.	Evaluation is present but not thorough or detailed. Strategies could use more detail or description.	Evaluation is present, but lacking much detail	Evaluation is lacking, details are not clear, or not mentioned.
Section 7: self-assessment	Student thoroughly describes knowledge, skills, and values achieved during the project. Student is able to accurately assess their level of critical thinking in the process of care.	Knowledge is described, but not completely detailed. Level or critical thinking skills gained could use more details.	Knowledge is mentioned, but not completely detailed. Level or critical thinking skills gained could use much more detail	Knowledge gained is barely mentioned and/or not detailed. Level of critical thinking skills obtained is not mentioned
Total: /30	Total:	Total:	Total:	Total:

Comments:

Appendix C – Cultural Awareness Presentation Rubric

Cultural Awareness Presentation Rubric			
Criteria	**Excellent** **15-16 points**	**Good** **12-14 points**	**Needs Improvement** **1-11pt**
Content	Assignment guidelines are followed exactly demonstrating a strong display of learning with attention to detail in each area. • Intro to country • Time/public behavior/manners • Dental disease, dental care, and access to care • Food • Clothing • Holidays observed • Languages spoken • Interesting Facts **15-16 points**	1-2 elements are missing, or information is lacking in detail. Sufficient display of learning. • Intro to country • Time/public behavior/manners • Dental disease, dental care, and access to care • Food • Clothing • Holidays observed • Languages spoken • Interesting Facts **12-14 points**	More than 2 elements are missing, or information is minimal. Limited display of student learning. • Intro to country • Time/public behavior/manners • Dental disease, dental care, and access to care • Food • Clothing • Holidays observed • Languages spoken • Interesting Facts **1-11 points**
Criteria	**Excellent** **5-6 points**	**Good** **3-4 points**	**Needs Improvement 1-2pt**
Organization, delivery, and participation	Organized, professional, and easy to follow with minor reliance on notes. Equal participation by all team members. Everyone uses a clear voice with adequate volume and few vocal fillers. (um, uh, like, etc.)	Professional, but lacking in organization. Some reliance on notes. Mostly equal participation. Uses vocal fillers occasionally with some distraction. Not everyone in group has a clear voice with adequate volume.	Poorly organized and difficult to follow. Heavy reliance on notes. Unequal contributions from all team members. Vocal fillers distract from presentation. Majority of group members are hard to hear.
Presentation Time	12-15 minutes	Within 2 minutes under or over	Under or over by 3 minutes or more
Visuals	Presentation included excellent visual aids (pictures, reports, or other aids), integrated them into speech, and enhanced presentation. The PP has more visuals than writing. Bullets points are used on slides & not paragraphs.	Presentation included adequate visual aids, with minimal enhancement to the presentation. Not all graphics were integrated into speech. The PP has less visuals than writing. Bullets points are used on some slides, but mostly paragraphs.	Minimal visual aids are included in the presentation. Predominantly text-based slides. Bullets points are not used on slides.
Grammar and Technical errors References	Free of grammatical and technical writing errors and includes 3 or more references written in APA format on last slide.	2 or less grammatical and technical writing errors and/or includes 2 references written in APA format on last slide or missing one APA component.	3 or more grammatical and technical writing errors and includes 0-1 references or not written in APA format.
Total **/40**			

Appendix D - Professional Development Reflection & Research Rubric

	Excellent **(Competent)**	**Acceptable** **(Beginner)**	**Needs Improvement** **(Novice)**
Content-CE -Summary of the courses you attended -What will you take away from this course? -How will you apply this information towards your role/career path as a DH?	5-points: Addresses all required content completely. Provides detailed descriptions and supportive statements. Discussed take away concept from each course in detail.	3-points: Addresses the required content, but doesn't provide much details or supportive statements. Summary is lacking for the CE courses.	1-point: 1 or more Required elements are missing. Detail and supportive statements are lacking detail. Has little content regarding CE courses.
Content-Exhibits -Photo journal of exhibit hall experience with at least 5 different vendors Review what you liked or didn't like about the vendors **Research at least 3 different dental supply companies (1 product from each) that pertains to DH practice. Describe the company, the product and provide at least 1 visual for each. Describe why you are interested in this product, and which patients or instances it could be used.	5-points: Provides information of at least 5 vendors and what was learned regarding what products were of interest 5- points: Provides information for at least 3 products/companies and gives visual aids. Thoroughly describes how the product could be applied to DH practice.	3-points: Provides limited information regarding vendors. Details are lacking and/or unclear how many vendors were visited. 3-points: Provides less than three products/companies. Details are lacking and/or few visuals provided.	1-point Very little information about vendors with little to no supporting details. 1-point: Very little information provided with no visuals.
Content-Professional Development Reflection -Overall reaction to your experience -How did this event impact your learning? -Supporting content for professional development	5-points: Provides summary of overall experience and how the conference supports professional development. Uses supporting content (why professional development is important) Hint: ADHA has some great resources!	3-points: Provides some information about overall experience and professional development. Does not use supporting content	1 point: Very little detail or thought put into overall experience.
Grammar	5-points: No errors in spelling or grammar	3-points: 1-2 errors in spelling or grammar	1-point: 3 or more errors in spelling or grammar
Format	5-points:	3-points:	1-point:

-4-6 pages (not including title and reference page) -Follows APA guidelines: double spaced, size 12, Times New Roman Font	Formatted correctly	1-2 errors in format	3 or more errors in format
TOTAL /25			

Research Rubric

- Choose a topic of interest to you that corresponds to junior year topics and objectives (e.g. interprofessional collaboration, CAMBRA, special needs, etc.). Research the current literature to explore the topics in more depth. Focus on dental hygiene practice and how your topic applies.

  **If needed: check with instructor regarding use of topic
- Minimum 5 pages double spaced, APA formatted, 12 point font

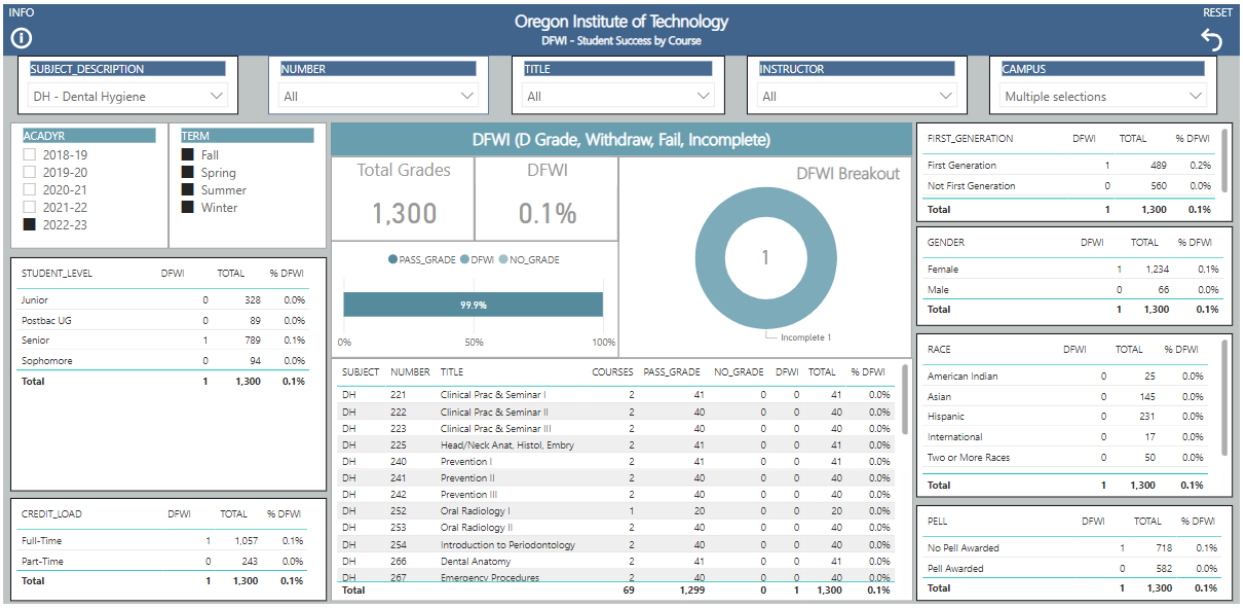
  Minimum of 3 Peer-reviewed references (No Wikipedia, Web MD, etc.)
- Written in Professional Manner with scientific writing, no personal pronouns or opinions apparent in writing (Remember this is a research paper)

  **Recommend use of University writing resources as needed for help with scientific writing and APA formatting and citations ***See Canvas Clinic Course for extra resources

	Excellent **(Competent)**	**Acceptable** **(Beginner)**	**Needs Improvement** **(Novice)**
Content -Appropriate Topic -Minimum 5 pages -Minimum 3 peer-reviewed references -Explores topic as it relates to DH practice	10-points: Addresses all required content completely. Provides detailed descriptions and supportive statements. References meet or exceed requirements.	8-points: Addresses the required content, but doesn't provide rich details or supportive statements. 1 or 2 references do not meet minimum requirements.	4-points: 1 or more Required elements are missing. Detail and supportive statements are lacking detail. Qualifying references not provided.
Grammar **-Correct Grammar and Formatting, APA format, Reference page**	5-points: No errors in spelling or grammar, correct citations in APA format, reference page in APA format	4-points: 1-2 errors in spelling or grammar, formatting may be inconsistent, 1 or 2 citations incorrect, reference page present but not correctly formatted	2-points: 3 or more errors in spelling or grammar, in-text citations not given, or are all incorrect, no reference page
Quality of Research and Scientific Writing	10- points: Detailed and rich descriptions of the content. Explores topic and how it relates to DH practice. Appropriate use of scientific	8- points: Demonstrates some thinking regarding content. Somewhat ties topic to DH practice. Use of scientific writing with more	4- point: Does not demonstrate thinking regarding topic. Does not fully tie topic into DH practice. Scientific writing is not used or paper has three or more uses

	writing. No personal pronouns or opinions present	than two uses of personal pronouns or opinions.	of personal pronouns or opinions.
Total: /25			

Appendix E – DFWI Program Data



Appendix F – Curriculum Coordination and Alignment Plan Schedule

CURRICLUM COORDINATION AND ALIGNMENT			
Activity	**Description**	**Interval**	**When/ Where**
Course alignment	Companion course instructors from all locations will work cooperatively to keep courses aligned. Course must align between campuses for: Sequence, outcomes, content, specific instructional objectives, major assessments and assessment tools, and grading procedures. Any changes to course structure or content must be agreed upon by both instructors and submitted to the Department Curriculum Coordinator for review. All course information will be kept current and updated in the OneNote Course Alignment Notebook.	Quarterly	Prior to beginning of term
2022-23 Report:	Course alignment has been done prior to each term to assure that coursework at both sites is aligned. This process is going very well, and courses are aligned between campuses.		
Course Alignment/ Curriculum Resources	OneNote Course Alignment Notebook template containing all MASTER course information that is accessible by all faculty to ensure all instructors are informed about course description, content, outcomes, objectives, assessments, and standards for each course. The notebook also contains resources for ADEA	Quarterly	Reviewed for completion annually

	Compendium, CODA standards, program competency evaluations, and university assessment ESLO/PSLO's.		
2022-23 Report:	We are using the university's online outcome reporting for the second year. We have been trained and are entering course description, content, outcomes, objectives, assessments, and standards for each course (working with course partners) in this tool. This is done quarterly and reviewed annually. Outcomes have been met in all program courses.		
Syllabus Template & Checklist	Faculty will use a common template for consistency in each course. This will help students locate information in syllabi more effectively and ensure that university and departmental policies are aligned. Syllabus writing resources and templates are located on the Z: Faculty Canvas under Course Alignment Checklist is also included in Course Evaluations done each term. Syllabi are updated and stored on TEAMS.	Quarterly	Prior to beginning of term
2022-23 Report:	Done and reviewed each term for completion. The university will soon be implementing a new "simple syllabus" tool online that we will use going forward. Discussions with all faculty about condensing outcomes, tying assessments to learning objectives and course outcomes and how to document in syllabi. Department syllabus template with common grading and course policies was reviewed and updated in Summer 2023. Syllabi are stored in TEAMS folder.		
Curriculum Discussions	Discussions from weekly campus meetings are documented and discussed at quarterly department meetings as needed. Curriculum issues are discussed and documented in meeting minutes. Persons responsible for action items are noted in the meeting minutes. Revisions may be piloted in summer term with full implementation planned for fall term	Quarterly	Weekly/quarterly department meetings
2022-23 Report:	This is done on both campuses and meeting minutes are available for each week. Also reviewed at quarterly department meetings to discuss potential changes/revisions.		
Faculty Calibration	Clinical faculty meetings are held 2-3 times per year to coordinate didactic and clinical instruction, provide program updates, deliver teaching methodology courses, and provide calibration activities. All faculty and clinic instructors are required to participate in annual training in the areas of HIPAA, FERPA, HAZ-COM, OSHA/BBP, and Teaching/Methodology & Curriculum. The faculty Canvas course is used by clinical instructors across both campuses for annual training and updates.	Quarterly	Each campus
2022-23 Report:	Minutes and/or agendas from these meetings are available. Training module available in Canvas. Review of Canvas shell resources annually for updated information is done in the summer and reviewed at Convocation.		
Clinic Faculty Briefings	Clinic Lead instructors meet with clinical faculty each day prior to clinic to provide calibration activities, updates, instruction, or discuss clinical or student issues.	Daily	prior to clinic session
2022-23 Report:	Calibration notebook is kept at each campus for recording daily updates, reminders, and activities that are discussed prior to clinic. These are uploaded to Teams by the end of summer. Pre-clinic calibration can also be conducted via email and is considered as course prep for teaching faculty		
STUDENT INVOLVEMENT			
Student Management Team	Junior students meet with the Program Director for an advisory meeting to provide structure of the Student Management Team. Juniors will meet with Sophomore students in the Spring and	Annually for each class	Fall, Winter, Spring

	with Senior students in the Fall. Juniors meet with their own class during the Winter term. Reports of constructive recommendations from the class are brought to the Program Director who then shares at faculty meetings for consideration. A new team is formed in the sophomore class during the spring by class nomination and vote. Ballots are turned in to the P. Director who counts them and then appoints the new team		
2022-23 Report:	These were completed and SMT reports are available on Teams. We found that our previous data collection process was not constructive. We will implement an annual Qualtrics survey for the students to give feedback beginning next fall to create more actionable data. <u>Summary of report data:</u> Students noted some inconsistencies with barrier protocols, which resulted in increased faculty calibration in this area. Students noted consistent patient complaints regarding the taste of the water; the department changed the brand of water~~i~~line tablets which solved this problem. Students indicated a desire to increase patient recruitment opportunities; this resulted in more faculty and student ideas surrounding recruitment, as well as creating student access to patient recare lists. Students requested additional physiotherapy aids for patient care, and this resulted in the ordering of some more products. Students requested to see more positive feedback on TalEval and not just constructive comments; through faculty calibration, we are requesting more thorough documentation of all clinical faculty. Students have all responded well to new clinical faculty, repairs and replacement of equipment as needed, use of clinical carts, and efforts to provide positive feedback. Students routinely request more faculty and complain about the requirements to schedule and recruit more patients. They also use SMT meetings to make specific complaints about specific courses which should be handled through IDEA course evaluations. (both) Students requested more student workers to help in sterilization. The student worker schedule and assigned duties were adjusted to accommodate this request. Students requested new operator stools in clinic. Several of our stools are aging and need repairs. 10 were ordered. (SLM) Students are concerned about classroom absences and tardiness without repercussions. The department worked on a new policy for attendance and tardiness that has been reviewed and made available to all students beginning Fall23. (SLM) Students report that many things are going well and that they feel supported and heard by the faculty. They feel courses are organized and that instructors are kind, flexible, and supportive. (SLM)		
CURRICULUM REVIEW			
IDEA Student Numerical Evaluations	Student assessment of individual instructors to assess quality of teaching. Reported annually on Annual Performance Evaluation and reviewed by faculty and Dept Chair identifying areas of strength or need for improvement.	Quarterly Annually	Each Term/ Spring term
2022-23 Report:	Completed each term and reviewed by Department Chair.		

Course Effectiveness Evaluation	Individual instructors will verify that content is consistent with current standards and course description; review teaching methodologies; review of IDEA instructional evaluations; course strength and weaknesses; and develop proposals for improvement. Evaluation of courses are done quarterly by faculty.	Quarterly	Each Term
2022-23 Report:	These were completed quarterly and stored in a Teams folder. Reviewed each term. Any changes are forwarded to curriculum coordinator/Program directors for change as appropriate. There are no major changes submitted at this time. These will be optional now since this information is completed in the university assessment tool starting in 2022.		
Course Change Requests	Change recommendations are submitted to the Curriculum Coordinator as needed. Evaluations are reviewed by a Curriculum Coordinator annually over the summer for content change; and determinations are delivered to faculty prior to Fall term and then reviewed at Convocation.	Annually	Full Review in Summer
2022-23 Report:	The following changes were submitted to CPC and approved. The minor curriculum change includes the following: Removing two required courses, BIO 200 and DH 476. Change DH 476 description/content to serve as an elective: updating content and description for DH 475. We have state requirements for programs to be close to 180 credits. We reviewed to see which courses would be best suited to remove or restructure to achieve that goal. Resequencing DH 380-382 series to balance credit load for students. This sequence started in the spring of sophomore year and continued into the junior year. It made more sense to have this course go over the junior year and balance out the credits so that one term was not so heavy. Specify Math 243 instead of Math 111. We believe that the need for a statistics course is important in the dental hygiene curriculum. When doing or reading research, it is an important thing for a health care provider to understand. Therefore, we will require a statistics (Math 243) course going forward. Replacing CHE 360 with new course (DH 360) to be taught within the program to make content more applicable and less of an obstacle to progression. CHE360 will still be accepted. The course had been taught outside of the program and was not dental hygiene focused. It was an obstacle to success for many students. We tried teaching it in the department for the last two years in Klamath Falls. We have seen good results in course outcomes and in national board results. We will continue to offer this course in-department. Cleaning up pre-requisite courses due to sequence changes and terms offered. Revising list of "Advisor Approved Electives" to be more current and relevant. Adding new elective DH 407-Pharmacology Review. Many students felt that the pharmacology portion of the National Board Exam was quite challenging. We are offering an elective review course that has been well received on both campuses and is helping our students master this content.		
Program Changes	Formal curriculum modifications are submitted to Oregon Tech's Curriculum Planning Committee (CPC) according to posted deadlines and Program Change Reports reported to CODA for implementation the following academic year.	Annually	Fall
2022-23 Report:	The state is requiring academic programs to reduce the lesson credit hours to closer to 180, so we will be reviewing our curriculum to see the best way to meet these requirements (see notes at end of document). See above changes under "course change requests".		
PSLO/	Faculty will discuss student progress in relation to stated dental hygiene competencies, Essential Functions of a Dental	Annually	Fall

ESLO Assessment Reports	Hygienist, and ADHA Code of Ethics. Faculty will determine if curriculum content needs adjusting based on results of student progress. Data from Program and University Outcomes are evaluated on a cycle through university assessment reports annually.		
2022-23 Report:	Assessment Coordinator completes report annually and reported in detail to department at Convocation. Assessment training completed by all faculty at 2022 Convocation with the goal to tie each objective to PSLO/ISLO and this is documented in the TechWeb Outcomes Dashboard.		
Review of CODA Standards	Curriculum Coordinator will review and update CODA standards to the OneNote Course Alignment notebook, and the CODA Standards Course Matrix and send out communications to faculty of any changes made	Semi-annually	Fall and Spring
2022-23 Report:	Each faculty member annually reviews standards to be sure they are current and updated for each course. Checked by Curriculum Coordinator and Program Chair at the end of the year. One Note Alignment Notebook has been discontinued now that all faculty have access to shared files on Teams.		
Review of NBDHE & Clinical Board Results	Faculty will review recent scores to determine if there are areas of the curriculum where students may need additional instruction or learning	Annually	Spring Department Meeting (June)
2022-23 Report:	100% pass rate for the most recent graduating class. We will be looking at specific subject data to see where we can strengthen curriculum at Convocation fall 2023.		
DH Clinic Manuals	Sophomore Leads begin review of clinic manuals in spring and update as needed, deliver to students in DH 221 in fall term.	Annually	Spring
2022-23 Report:	Clinic manuals updated in summer, discussed, and implemented before fall term will be in course shells for all students. These manuals contain pertinent information for clinic protocols and equipment use and maintenance. They are a helpful resource for students in clinics.		
DH Student Handbook	Program directors evaluate Program Manual for revisions in summer to update policies. Deliver changes to faculty/students at beginning of fall term	Annually	Summer
2022-23 Report:	Student handbook updated to reflect curriculum changes, mission statement, humanistic environment statement, clinic experiences and hours, excused absences, and Competency Timeline revisions. This will be reviewed with all students and there will be a required assignment to cover most pertinent changes.		
Clinical Competencies, Process of Care	After review of CODA standards, revisions of handbooks, and curriculum are complete, clinical paperwork, tracking, and syllabi are updated for the next academic year.	Annual	Summer
2022-23 Report:	Clinical tracking is conducted through TalEval software. Challenges have been identified and strategies for reporting are in process. A tracking sheet will be added to the skill evaluation notebook each year to ensure each competency is met.		
CODA Standards/Outcomes Matrix	Spreadsheet identifying CODA standards and where they are taught is reviewed annually	Annual	Fall
2022-23 Report:	The faculty completed this task by the end of Spring Term 2023, including Program and Institutional Outcomes and level of learning for each course.		

Our state is currently requiring programs to be around 180 credits, which means that we need to reduce program credits without changing the integrity and strength of our program. We have started phase I of the revision and it was reported to CODA in 2021-22. The goal is to reduce redundancy, cost, and time for students where applicable.