



Dental Hygiene Bachelor Degree Completion Program Assessment Report 2022-23

Section 1 – Program Mission and Goals

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

The mission, goals, objectives, and student learning outcomes for the program are reviewed annually by the program faculty at the fall meeting during convocation. The goals were designed to help our diverse population of working professional students achieve our Program Mission.

Our Commitment to our Students:

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

Program Description and Mission Alignment

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

The licensing requirements of a dental hygienist are the same whether students graduate with an AAS or BS degree in dental hygiene. In the United States (US), all dental hygienists with an AAS degree have at least three years of undergraduate courses. During the freshman year, pre-dental hygiene students complete required prerequisites and then apply for acceptance into an accredited dental hygiene program. Once admitted, students continue for two more years. In the United States there are approximately 332 entry level programs; 264 AAS programs and 54 BSDH programs. This represents only 16.3% of all accredited dental hygiene programs. There are ~54 degree completion programs (ADEA.org & CODA.ADA.org/find-a-program)

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

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

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

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

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

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

Recent enrollment numbers are down across the nation, this is being driven primarily by workforce shortages resulting in significantly inflated wages. This may have some bearing on prospective students deciding to postpone plans to return to school.

| Actively enrolled Fall term: | | Graduate totals from Su-F-W-Sp Terms: | |
|------------------------------|----|---------------------------------------|----|
| 2022 | 44 | 2022 | 19 |
| 2021 | 52 | 2021 | 26 |
| 2020 | 57 | 2020 | 18 |
| 2019 | 52 | 2019 | 17 |
| 2018 | 49 | 2018 | 18 |
| 2017 | 59 | 2017 | 27 |



Employment rates and salaries are not quantifiable for our BDHO students. Before students enter our bachelor degree completion program they are already licensed, working dental hygienists. Work settings include clinical dental hygiene, education, public health, management, corporate sales, and/or entrepreneur. Graduates might continue in their place of employment, branch out into a new field, begin a graduate program, or a combination of the various options. An increase in salary is not considered a benefit of receiving a more advanced degree in private practice, however it does open many opportunities for additional career pathways. There is a very high rate of burnout and physical stress associated with clinical hygiene, which is usually the driver for practicing hygienists to advance their education.

Mission Alignment

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

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

Best Online Colleges ranking, SR Education Group researched and analyzed accredited online schools across the nation, taking into consideration academic strength factors as well as annual tuition rates. *"Inclusion on this list shows high academic standards and a commitment to affordability, two key factors important to prospective students."* As of October 2023 Oregon Tech ranked #5 for highest starting salary (onlineU.com) and ranked #4 as most affordable online degree completion program by geteducated.com. The program was previously ranked #1 for online bachelor's degrees in Dental Hygiene as of 11/17/2021. (In 2019 we were also ranked #1) The promotional badge we received from SR Education Group is posted on our website:

| | |
|---|---|
|  |  |
| SR Education - Best DH Online Programs | https://www.geteducated.com/online-college-ratings-and-rankings |

Section 2 –Program Student Learning Outcomes

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

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

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

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

BDHO students take a minimum of 15 courses with Oregon Tech, but *only FIVE* are required core courses that dental hygiene faculty teach. Three of the five required DH courses are co-taught with the other two on-campus entry level program students as a combined course, thus increasing enrollment and offering networking opportunities between cohorts. It also allows more course offerings throughout the year, instead of only one or two terms. This was a change made recently in 2022-23. Core courses address the PSLOs listed below with each course aligned with one PSLO and assessment. Even with the assessment limitation of five courses, the PSLOs address the professional roles and career options identified by the ADHA and ADEA. Other required and elective courses in the BDHO program also address the PSLOs, including minor degree options. An updated business minor was approved in 2019, which was implemented beginning catalog year 2019-20 and many of our online students pursue the option to add the BUS minor.

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

1. Evaluate current scientific literature to incorporate evidence-based decisions into dental hygiene practice. (Assessed in **DH 475 – Evidence Based Decision Making in Healthcare I**)
2. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions. (Assessed in **DH 454 – Dental Practice Management**)
3. Identify current and emerging issues in the profession of dental hygiene. (Assessed in **DH 401 – Overview of Advanced Dental Hygiene**)
4. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs.

(Assessed in **DH 470 – Community Assessment and Program Planning I**)

5. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.

(Assessed in **AHED 450 – Instructional Methods**)

Section 3 – Curriculum Map

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

- BDHO students are required to take a minimum of 15 OT courses; BS students (depending on where they took their prerequisite courses) are required to take 51-64 OT courses
- Although BDHO students are required to take general education and elective courses to earn a bachelor's degree, students' course plans are all unique depending on previous courses transferred from other colleges
- Of the 15 required OT courses for BDHO students, only five courses are taught by dental hygiene faculty in the BDHO program, and three of those are cross listed with on-campus cohorts. This means there are only two truly *dedicated* courses for online students taught by Dental Hygiene faculty.

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

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

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

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

ISLO 1: Communication

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

ISLO 2: Inquiry and Analysis

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

ISLO 3: Ethical Reasoning

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

ISLO 4: Teamwork

- Assessed in AAS program – CODA Standard 2-15: *Graduates must be competent in interprofessional communication, collaboration and interaction with other members of the health care team to support comprehensive patient care.*
- Assessed in students' SPE 321 – Small Group and Team Communication course transferred from previous college and/or taken through OT
- No assessment activity to address from the six required BDHO dental hygiene courses

ISLO 5: Quantitative Literacy and Reasoning

- Assessed in BDHO program through the DH 454-Practice Management course.
- The Qualitative Literacy (QL) committee will collect direct measures of student performance in QL-tagged courses. Because they are general education courses, they'll capture a wide slice of OIT student performance on a single task. That data will be collected by the end of Winter term and analyzed in Spring term.

ISLO 6: Diverse Perspectives including Cultural Sensitivity and Global Awareness

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

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

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

Section 4 – Assessment Cycle

Three years ago, the faculty determined a six-year PSLO cycle met the assessment needs of the program since no major changes have been implemented in the curriculum and PSLOs, as well as students consistently scoring proficient or high proficient in the direct and indirect assessments. Beginning Fall 2020, the program had to switch back to a three-year cycle per policy by OT administration. The following Table reflects the updated assessment plan. Due to the re-alignment of a 3 year cycle, we did not have assessment data to collect in year 22-23, however we did choose to pilot the Canvas Outcomes tool in the DH 401 course as a trial basis for other courses in the department. This course was assessed and reported on in 2021-22, so this will be done as informal assessment through TechWeb's Course Outcomes Dashboards.

| PSLOs and ESLOs – Three-year cycle | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|--|----------------------|--------------|--------------|---------|--------------|--------------|
| 1. Evaluate current scientific literature to incorporate evidence-based decisions into dental hygiene practice. (DH 475 – Evidence-Based Decision Making in Healthcare I) ISLO-Inquiry and Analysis | | PSLO ISLO | | | PSLO ISLO | |
| 2. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions. (DH 454 – Dental Practice Management) ISLO-Quantitative Literacy | | PSLO ISLO | | | PSLO ISLO | |
| 3. Identify current and emerging issues in the profession of dental hygiene (DH 401 – Overview of Advanced Dental Hygiene) | PSLO pilot on Canvas | | | PSLO | | |
| 4. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs. (DH 470 – Community Program Planning I) | | | PSLO | | | PSLO |
| 5. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. (AHED 450 – Instructional Methods) ISLO – Written Communication | | | PSLO ISLO | | | PSLO ISLO |

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

Section 5 – Assessment Data Collection Processes

Because of the limitation of only five courses in BDHO that faculty can use to conduct assessments, only one direct and one indirect measure are used for each PSLO and the ISLO. This course was previously assessed and reported in 2021-22, but this year was re-assessed using Canvas Outcomes attached to the existing rubric and was placed on a new cycle for assessment.

| |
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| PSLO 4: BDHO Online, DH 401, 202104, Paula Russell |
| PSLO 4 Identify current and emerging issues in the profession of dental hygiene. |
| Assignment title: Module 10 -Workforce Models – Compare and Contrast (15 pts) |
| Module Ten Objectives: Upon completion of this module you should be able to: <ol style="list-style-type: none">1. Describe how changing workforce models are affecting the practice of dental hygiene2. Distinguish between different workforce models that are being proposed by different organizations3. Describe the impact of the midlevel provider on your career4. Discuss recent developments in relation to the establishment of a mid-level provider |
| Performance Target: 80% of students scoring 82% (level needed to earn a 'B') or higher. Activity – direct measure: 15-point assignment that addressed PSLO #4 and the module objectives listed above. Assignment Instructions: Choose three types of workforce models for dental hygienists. These can be models currently happening in states, proposed models currently under legislative review and waiting for approval, and/or pilot projects under review. In one to two pages, compare and contrast the three different work models. Answer the following questions as part of your “compare and contrast”. Use a minimum of five references. (You may use references found in this lecture besides the ones that you find through your own searching). <ul style="list-style-type: none">✚ How do you see each model increasing access to care?✚ How do you see each model improving healthcare outcomes?✚ Which workforce model do you think is most feasible and will make the most impact and why?✚ Back up your statements with citations to your references. Sample: n=3 (this was total number of students in course) Reliability: Assignment was reviewed by instructor via rubric on Canvas Performance Level: 2/2 students earned 100% Rubric- The rubric consists of five criteria with descriptions for the levels of Proficient, Competent, and Novice. Outcomes were also added to the rubric for both Course Outcomes, and PSLO #4. |
| Assessment – indirect measure: Student Exit Survey; Students were asked to “rate their proficiency in the following area. 50% of respondents indicated high proficiency, and 50 % indicated proficiency |

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

Section 6: Assessment Data and Interpretations

The DH 401 course was taught by the same instructor. The assessments targeted for PSLO #4 were the same ones used during assessment cycle 2021-22. Students consistently do well on the assessments in this course, so there has been no need for any changes. When faculty met to discuss results, it was noted the scaffolded assignments, as well as past student exemplary assignment examples help students achieve a high proficiency in meeting the PSLOs. Students verify in the Exit Surveys that they achieved “high proficiency” for these PSLOs.

| Performance Criteria | Assessment Methods | Performance Target | Results | | Met? |
|--|-----------------------|---------------------------------------|---------|------------------|------|
| PSLO 4 Identify current and emerging issues in the profession of dental hygiene. | Assignments in DH 401 | 80% of students scoring 82% or higher | 100% | | Yes |
| Graduation Rate | University Dashboard | 6-year rate >50% | 53.6% | | Yes |
| Retention (most recent data is 2021-22) | University Dashboard | 1-year rate >75% | 85.7% | | Yes |
| DFWI | University Dashboard | All program <12% | 3.4% | | Yes |
| Student rating of proficiency PSLO #4 | Exit Survey | 80% = Proficient | 50% | High Proficiency | Yes |
| | | | 50% | Proficiency | |

Evidence of Improvement in Student Learning

| Performance Criteria | Previous Action Plan | Previous Data | Current Data | | Interpretation |
|---------------------------------------|----------------------|---|--------------|---------------------------------|-------------------|
| PSLO #4 | None Indicated | 85% | 100% | | Target Maintained |
| Graduation Rate | None Indicated | 52.6% | 53.6% | | Target Maintained |
| Retention | None Indicated | 88.9% | 85.7% | | Target Maintained |
| DFWI | None Indicated | .6% | 3.4% | | Target Maintained |
| Student rating of proficiency PSLO #4 | Exit Survey | 72.73% High Proficiency 27.27% Proficiency | 50 % 50% | High Proficiency Proficiency | Target Maintained |

Section 7: Data-Driven Action Plans:

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

Performance Targets- all outcomes and performance targets were met.

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

Areas Identified for Improvement

Degree completion faculty met in October 2023 to review the prior year’s assessment, evaluate the program’s mission and PSLO’s, and to identify assessment strategies for the upcoming year. Topics of discussion included the following:

| Action Driver | Action Taken | Accountable Person | Resources Needed | Outcome Measure |
|--|--|------------------------------|---|---|
| Confusion among prospective students about program eligibility for BDHO vs. BDH programs | Rebranding of Degree Completion and website updates to reflect RDH to BSDH Degree Completion | Paula Russell, BDHO Director | Web Editor access | Reduce number of entry level students asking to take initial dental hygiene program online increased BDHO program inquiries due to easier search terms |
| Ineffectiveness of analysis and reporting using Course Outcomes Dashboards through TechWeb | Use of Canvas Outcomes in courses for 2023-24 | All BDHO Online faculty | Faculty Canvas Training Shell modules on using Outcomes | Easier reporting for 2024 assessment report |

The “title and branding” of the Bachelor’s in Dental Hygiene, Degree Completion program is antiquated. Many similar programs have adopted a common theme for marketing purposes that is more recognizable to the general public as ***RDH to BSDH Degree Completion***. This corresponds with the well-known ***RN to BSN*** branding that nursing programs use for degree completion. The current branding of the program has been a source of confusion among prospective student surrounding the eligibility and intent of the program. The department gets numerous inquiries from prospects for the entry-level BSDH (on campus) programs thinking that they can complete a degree and initial licensure for dental hygiene in a solely online format. That option does not exist in our profession and is only available for licensed hygienists that have already graduated from an accredited dental hygiene program. We feel that changing the branding of the program ***to RDH to BSDH*** will help to make the purpose of the program more clear, and may help prospective degree completion students find us easier when searching for programs.

Section 8 – Closing the Loop: Reflection on previous work

Last Year’s Action Plan

No action plans related to course outcomes were necessary or identified. It was noted that both direct and indirect measures demonstrated “High Proficiency” in meeting PSLO’s from data previously collected in 2021-22.

The program took the opportunity of not having a “formal assessment” requirement this year to re-evaluate the Mission of the program, and the Program Outcomes, and the curriculum content of all courses and credits. In attempts to meet the state mandate of reducing Bachelor’s programs to 180 credits, and to more closely align with on campus BDH programs, the BDHO program underwent some curriculum revisions that took effect in fall of 2023. This necessitated a need to revise PSLO definitions and courses assigned to them.

Programmatic Improvements:

Curricular and other program changes were as follows:

- Overall reduction in program credits to 184
 - Elimination of three required courses: BIO 200, BUS 317, DH 476
- Change of content in DH 475 (combined/condensed materials from two courses into one).
- Change of content and title of DH 476, EBDM II to *Applied Research Concepts* to serve as an advanced research elective that readies students for publication or presentation of actual research.
- Change in schedule and increased number of terms that online courses are offered

Restructure of course content in DH 475/476 to reduce credits and redundancy.

This has been a good change. Comments from both online and on campus students in faculty evaluations and graduate surveys indicated that the two courses had significant overlap between themselves, and also with other courses previously

taught in their programs. With the goal of reducing program credits, this change was an obvious win. The DH 475/476 content was condensed by the newly assigned instructor, and the DH 476 course was created with new content as an elective choice. The overall impression of students has been favorable, giving them more flexibility in their course choices.

Reduce overall credits in the program

Through the elimination of three required courses, the program credit count is now down to 181. This is a benefit to all students, but was a challenge in meeting the required percentages of Credit for Prior Learning and Credit by Exam. Students still must meet the 45 credit residency requirement, but they can choose any elective course they like, rather than having explicit requirements to meet those. Students are generally guided to approved electives relevant to their profession, or to pursuing a minor.

Add additional instructors capable of teaching courses during the year

There are now six faculty members teaching a variety of courses in the Degree Completion program, instead of just two. This provides additional flexibility in offering courses throughout the year, and a backup for terms where workload restrictions may exist among other potential issues with course availability. Instructors that teach the same course have worked over the last year to coordinate and align these courses so that content is consistent and can be presented to both degree completion, and entry level students from all campuses.

Improve enrollment and offerings of online courses in all DH programs

By eliminating campus restrictions for online courses that are taught to both online and on campus students, we have noted the following successes.

- Mixing of the three cohorts (BDHO, BDH, BDH-C) increases opportunities for networking between entry level students and practicing professionals
- Helps to balance enrollment numbers instead of having courses restricted by campus where some were very full and others had little enrollment and were often cancelled
- Increased flexibility for on-campus students to take the online courses when they fit their schedules instead of being prescribed in one term
- Reduced workload by not needing multiple sections (three) of the course in the same term, but instead spreads it out into one course offered in three terms. (Required courses offered three terms instead of one or two)
- Some of these adjustments served to meet the recent CBA workload and enrollment guidelines that require 10+ students in a course for it to run, and/or the reduction of workload for faculty.

Improvements in Assessment Process:

Reporting data by course in the Course Outcomes Dashboards on Techweb was used exclusively for all courses in 2022-23, however there is no reporting feature and results from previous courses by the Department Chair is not accessible after Fall of 2021, making the use of that date ineffective. In the future, Dental Hygiene faculty will start using the feature in Canvas Outcomes to add outcome assessment to existing course rubrics and use that as a tool for measuring success for course and program outcomes.

The recent curriculum changes in the Degree Completion program that resulted in the removal of a required course, DH 476, BIO 200, and BUS 317, also required a revision to existing PSLO's and the cycle for which they were assessed. The new cycle and now FIVE required courses and FIVE Program Learning Outcomes are included and current in this year's report.

Faculty Discussion:

There were no "Closing the Loop" requirements from last year, but the results of program improvement efforts that were implemented based on last year's action plans above were discussed. Mission and PSLO's were reviewed. Graduate survey questions were also reviewed for content and no revisions were found necessary at this time.

Appendix

Exhibit A – Professional Courses Required for BDHO

| Course | Description | Credits |
|-------------------------|--|-----------|
| AHED 450 | Instructional Methods | 3 |
| DH 401 | Overview of Advanced Dental Hygiene | 3 |
| DH 454 | Dental Practice Management | 3 |
| DH 475 | Evidence Based Decision Making in Healthcare I | 3 |
| DH 470 | Community Assessment and Program Planning I | 3 |
| | Humanities electives (two) | 6 |
| Stats 243z or Math 111z | Introductory Statistics or Pre-Calculus Functions (formerly College Algebra) | 4 |
| SPE 321 | Small Group and Team Communication | 3 |
| | Communication elective (from General Education list) | 3 |
| | Dental Hygiene electives (three; approved by advisor) | 9 |
| | Total Professional Course Credits | 40 |

Exhibit B – Recommended Electives

Please note that electives may require pre-requisite coursework. You will need to account for those in your plan

| Clinical Practice | Management | Education | Public Health |
|--|--|---|--|
| DH 465, Independent Dental Hygiene Practice | BUS 223, Marketing I OR BUS 337, Princ. of Health Care Marketing | DH 476, Applied Research Concepts | DH 476, Applied Research Concepts |
| DH 405, Pharmacology Review | BUS 308, Principles of International Business | AHED 460, Foundations of Distance Ed (Pre-req=AHED 450) | WRI 410, Grant Writing Pre-req = WRI 227 |
| DH 476, Applied Research Concepts | BUS 226, Business Law BUS 316, Total Quality in* Healthcare | *SOC 225, Medical Sociology *SOC 325, Global Population Health | COM 205, Intercultural Communication (can use as COM elective) |
| BIO 336, Essentials of Pathophysiology | BUS 317, Healthcare Mngmt. BUS 331 Personal Finance | *PSY 347, Organizational Behavior | |
| *SOC 225, Medical Sociology *SOC 335, Health Inequality & Cultural Competency | BUS 313, Health Care Systems | *PSY 301, Basic Counseling Techniques (many pre-reqs) | *PSY 347, Organizational Behavior |
| BUS 317, Health Care Mgmt | PHIL 342, Business Ethics (can use as HUM elective) | Master of Science in Allied Health | *SOC 225, Medical Sociology |
| *PSY 347, Organizational Behavior | *PSY 347, Organizational Behavior | | *SOC 325, Global Population Health Pre-req = SOC 225 |
| *PSY 301, Basic Counseling Techniques (many pre-reqs) | BUS 345, Fraud Examination | The first course: (offered fall term) ALH 515, Scientific Writing & Medical Literature <i>Graduate tuition rate applies</i> | *SOC 335, Health Inequality & Cultural Competency |
| CSH 201-Human Dev. & Sleep Health CSH 220 - Sleep Disorders & Co-Morbidities PSG 248- Sleep Disorders in Women | BUS 349, Human Resource Management BUS 441, Leadership Pre-req = BUS 349 | | BUS 313, Health Care Systems & Policy |
| COM 205, Intercultural Communication | ACC 201/203, Principles of Accounting | | |

Exhibit C – Dental Hygiene Business Minor

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

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

PSLO 1: Evaluate current scientific literature to incorporate evidence-based decisions into dental hygiene practice.

Course: DH 475 – “*Evidence Based Decision Making in Healthcare I*”

Direct Assessment: *Putting it All Together*

Indirect Assessment: Student Exit Survey or Self Reflection assignment

Assessment Cycle: 2023-24; 2026-27

PSLO 2: Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.

ISLO- Quantitative Literacy

Course: DH 454 – “*Dental Practice Management*”

Direct Assessment: *DH Production Report and Salary Analysis*

Indirect Assessment: Student Exit Survey

Assessment Cycle: 2023-24; 2026-27

PSLO 3: Identify current and emerging issues in the profession of dental hygiene.

Course: DH 401 – “*Overview of Advanced Dental Hygiene*”

Direct Assessment: Module Ten – *Workforce Models: Compare and Contrast*

Indirect Assessment: Student Exit Survey

Assessment Cycle: 2025-26; 2028-29

PSLO 4: Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs.

Course: DH 470 – “*Community Assessment and Program Planning*”

Direct Assessment: *Strategic Program Plan*

Indirect Assessment: Student Exit Survey

Assessment Cycle: 2024-25; 2027-28

PSLO 5: Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.

ISLO – Written Communication (use Portfolium for ESLO assessment)

Course: AHED 450 – “*Instructional Methods*”

Direct Assessment for PSLO and ISLO: Module Ten – *Final 4 MAT Lesson Plan Project*

Indirect Assessment: Student Exit Survey

Assessment Cycle: 2024-25; 2027-28

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

| Criteria: | Proficient 4 points | Competent 3 points | Novice 1-2 points |
|--|--|--|---|
| Access to care and increasing healthcare outcomes | Clearly described for each workforce model how the model increases access to care and healthcare outcomes. Compared and contrasted the differences between the three models. | Needed more detail in describing how workforce models would increase access to care and healthcare outcomes for one of the models OR needed to be more in-depth when comparing and contrasting the three models. | Needed more detail in describing how workforce models would increase access to care and healthcare outcomes for two of the models OR did not clearly compare and contrast between the three models. |
| Feasibility, impact, and why | Clearly described the feasibility and impact (and why) for each model. Compared and contrasted the differences between the three models. | Needed more detail in describing the feasibility and impact (and why) for one of the workforce models OR needed to be more in-depth when comparing and contrasting the three models. | Needed more detail in describing the feasibility and impact (and why) for two of the workforce models OR did not clearly compare and contrast between the three models. |
| References and citations | Used a minimum of five appropriate references; referred to resources to back statements; formatting accurate | Not all five references were appropriate sources; OR did not clearly refer to resources throughout work; OR errors in formatting | Did not have five appropriate resources and/or did not clearly reference statements and/or did not correctly format citations and references |
| Writing Mechanics (3 points total) | No writing errors | One writing error | Two or more writing errors |
| CO #8 Workforce Models Describe the impact of different workforce models on the practice of dental hygiene | 3 pts Mastery | 1 pts Below Mastery | 0 pts No Evidence |
| This criterion is linked to a Learning Outcome BDHO PSLO #4 Identify current and emerging issues in the profession of dental hygiene | 3 pts Mastery | 1 pts Below Mastery | 0 pts No Evidence |

Exhibit F – BDHO Exit Survey – PSLOs

| # | Question | High proficiency | | Proficiency | | Some proficiency | | Limited proficiency | | Total |
|---|--|------------------|---|-------------|---|------------------|---|---------------------|---|-------|
| 1 | 1. Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession. | 75.00% | 3 | 25.00% | 1 | 0.00% | 0 | 0.00% | 0 | 4 |
| 2 | 2. Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice. | 75.00% | 3 | 25.00% | 1 | 0.00% | 0 | 0.00% | 0 | 4 |
| 3 | 3. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions. | 75.00% | 3 | 25.00% | 1 | 0.00% | 0 | 0.00% | 0 | 4 |
| 4 | 4. Identify current and emerging issues in the profession of dental hygiene. | 50.00% | 2 | 50.00% | 2 | 0.00% | 0 | 0.00% | 0 | 4 |
| 5 | 5. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs | 75.00% | 3 | 25.00% | 1 | 0.00% | 0 | 0.00% | 0 | 4 |
| 6 | 6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. | 50.00% | 2 | 50.00% | 2 | 0.00% | 0 | 0.00% | 0 | 4 |

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

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

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

Exhibit H – Student comments from Exit Survey

Q BDHO 6 - Reflecting on your time as a student in the Dental Hygiene Bachelor Degree Completion program, what are the strongest aspects about the degree? Could be experiences, courses, professors, general characteristics, or features of the program:

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

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

experience, features of program

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

Knowledge gains are significant

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

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

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

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

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

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

N/A

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

Program Assessment Report Feedback

2021-22 Assessment Report

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

Department Chair: Paula Russell

Program Assessment Report Author: Paula Russell

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