Oregon TECH

Dental Hygiene Bachelor Degree Completion Program
Assessment Report
2023-24

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:
- Five 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 54 BS dental hygiene completion programs (ADEA degree completion programs). Some are online, some on campus only, and some are hybrid. Flexibility for students begin any term and plan the pace of their course schedule is key to the success of this program. 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 in clinical practice, which may have some bearing on prospective students deciding to postpone plans to return to school. In addition, WA state community colleges were approved to offer Applied Bachelor degrees. All but one AAS dental hygiene program has converted to BAS in the last few years. This has had an impact on our enrollment from students in WA state as current students are now finishing with BAS degrees.

Actively enrolled Fall term:		Graduate totals from Su-F-W-Sp Terms:	
2023	28	2023	16
2022	44	2022	19
2021	52	2021	26
2020	57	2020	18
2019	52	2019	17
2018	49	2018	18

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 be 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 July 2024 Oregon Tech ranked #2 for high salary scores and significant online enrollment**. We are still ranked #4 as Most Affordable Dental Hygiene Bachelor's Degree Online by Geteducated.com (last updated 2022); and #11 by Online.com.

#2 Oregon Institute of Technology

Salary Score: A- Median Earnings: $65,298 Online Enrollment: 618 enrolled Annual Tuition: $33,956

The Oregon Institute of Technology (Oregon Tech) is a public institution of higher learning offering an online Bachelor of Science in Dental Hygiene (Degree Completion) for licensed hygienists. In addition to transferring credits, students must complete a minimum of 45 credits at Oregon Tech. Students can design their course schedules and include electives of their choice.

Why we like them: Engaging in diverse coursework beyond dental hygiene equips online students with a broader skill set. During this dental hygiene degree program, students cover public health, education, evidence-based analysis, and business management practices. This multidisciplinary approach prepares them to tackle real-world challenges in the field. By gaining insights into various facets related to healthcare and management, students are better equipped for professional success.

| Salary Score: A- | Median Earnings: $65,298 | Financial Aid Recipients: 100% | Avg. Aid Package: $8,302 |
| Avg. Graduation Rate: 57% | Retention Rate: 72% | Recommend Rate: N/A | School Type: Nonprofit (Public) |

Most Affordable Dental Hygiene Bachelor's Degree Online

Rank	School / Degree	State	Price	Note
1	Georgia Highlands College ▸ Bachelor of Science in Dental Hygiene CODA	(GA)	$130.47 $395.14	In-State Out-of-State
2	St. Petersburg College ▸ Bachelor of Applied Science in Dental Hygiene	(FL)	$137.70 $440.79	In-State Out-of-State
3	Wichita State University ▸ Bachelor of Science in Dental Hygiene	(KS)	$248.84	All Students
4	Oregon Institute of Technology ▸ Bachelor of Science in Dental Hygiene	(OR)	$296.00	All Students

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 blended/cross listed with the other two on-campus

cohorts as a combined course, thus increasing overall 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 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 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 "…t*he 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."* 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 in AHED 450-Instructional Methods

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 in DH 475-Evidence Based Decision Making

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 five 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 five 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 five 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
The following Table reflects the updated assessment plan.

PSLOs and ESLOs – Three-year cycle	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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**			**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**	
6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. **(AHED 450 – Instructional Methods)** **ISLO – Written Communication**		**PSLO** **ISLO**			**PSLO** **ISLO**	

See Appendix – 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

PSLO 1: BDHO Online, DH 475, 202302, Jessica Luebbers
PSLO 1: Evaluate current scientific literature to incorporate evidence-based decisions into dental hygiene practice.
ISLO: Inquiry & Analysis
Indirect measure: Student Exit Survey; Students were asked to "rate their proficiency in the following area. 60% of respondents indicated high proficiency, and 40 % indicated proficiency
Direct measure   **Assignment title:** *Putting it All Together 24pts (graded by rubric)*
Performance Target: 80% of students scoring 82% (level needed to earn a 'B') or higher.
Assignment Objectives: Upon completion of this module you should be able to: • Review and implement the components needed when using EBDM   • Describe the cycle of EBDM and how this encourages lifelong learning as a dental hygienist   • Create a PICO question   • Perform a literature search   • Perform a critical analysis of the literature   • Create a critical appraisal topic summary (CATS)

Assignment Instructions: The purpose of this assignment is to present a complete critical appraisal of a new topic of your choice, expressed as a focused PICOT question, using the theory and processes that have been presented in this course. Please note you must select a different clinical, administrative, or academic question for this assignment than you used in previous assignments and therefore, different literature. This will broaden your understanding of EBP, and further your skills in creating focused PICOT questions and critically appraising peer-reviewed journal articles.

A critical appraisal study (CAS) typically includes reviewing 3-5 current (within the past 5 years) high-quality, peer-reviewed, research studies. Remember we are looking for the best available evidence for inclusion, using accepted standards for evidence-based practice. This assignment should be completed as a 1-2 page summary (CAS/table format) embedded within a paper (include a title page & a reference page). The CAS should be a 1-2 page table format (see examples) embedded into your paper. There will most likely be a page or less addressing the other required components of the paper (**see bulleted list below**). The paper should be 1-2 pages in length, not including the title page, references, and CAS table. Please include in your paper:

- Briefly discuss the importance of the problem
- Write out your PICOT question
- Briefly describe your search strategy: Identify the databases you searched (e.g., PubMed, Ovid, CINAHL, Ebsco). List a few of your search terms (power toothbrushes AND bleeding, etc...)--search term used to find your articles?
- List the inclusion and exclusion criteria or filters used, relative to the search strategy (e.g., a certain date range; specific article types, such as systematic reviews and RCTs; specific topic areas)
- Limit the peer-reviewed journal research articles to no fewer than 3, no more than 5.
- Follow current APA 7th ed formatting and scholarly writing guidelines.
- If you are unfamiliar with APA formatting, let me know and I can send some resources.

- Please include (attach/upload) your research articles (separate files) with your assignment submission.

Sample: n=19 (this was total number of students in course)
Reliability: Assignment was reviewed by instructor via rubric on Canvas
Performance Level: 14/19 students earned 100%; 2/19 students earned 95.83%; 1/19 students earned 87.5%; 2/19 students earned 83.33%.
Rubric- The rubric consists of eight criteria with descriptions for the levels of Proficient, Competent, and Novice.
Analysis of Results: 100% students met the criteria of 82% proficiency on the Assessment

See Appendix – Rubric-Putting It All Together (Exhibit E); BDHO PSLO Survey data (Exhibit F)

PSLO 2: BDHO Online, DH 454, 202302, Paula Hendrix

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 Reasoning

Indirect measure: Student Exit Survey; Students were asked to "rate their proficiency in the following area. 100% High Proficiency

Direct measure: 15-point assignment that addressed PSLO #4 and the module objectives listed above.
Assignment title: *Salary Forecast 10 pts (graded by general grading rubric)*

Performance Target: 80% of students scoring 82% (level needed to earn a 'B') or higher.

Assignment Objectives:
Upon completion of this module you should be able to:
- Identify various activities that will promote and advance dental hygiene as part of the dental practice
- Identify statistics that should be gathered for a dental practice
- Given a production report, analyze it to determine an appropriate dental hygiene salary

Assignment Instructions:
1. Determine the monthly salary you want. This should be a fair salary for the area where you want to work. Assuming a **3-day work week**, figure out what your daily salary should be.
2. Now, determine your **daily and weekly** production goal. Remember, you should be producing at least 3 times your salary. Figure this out for the day and the week.
3. Now, create a weekly schedule for yourself assuming you work 3 days per week. Use the average daily fees for your city http://www.bracesinfo.com/dentalcosts/ or Estimate Costs Step 2 / Dental | FAIR Health (fairhealthconsumer.org)to help you determine your schedule.
4. Upload your salary goal, your production goal and your weekly schedule. Please indicate what location you based your fees upon.
5. The daily schedule that you create should be realistic. Keep in mind that you may have patient cancellations and that you probably don't want to see five NSPT patients back-to-back.

Sample: n=14 (this was total number of students in course)
Reliability: Assignment was reviewed by instructor via rubric on Canvas
Performance Level: 14/14 students earned 100%
Rubric- The rubric consists of one criteria with descriptions for the levels of Poor, Needs Improvement, Good, and Excellent. Outcomes were also added to the rubric for both Course Outcomes, and PSLO #4.
Analysis of Results: 100% of students met the criteria for 82% proficiency in the Assessment

See Appendix – Rubric-Salary Forecast (Exhibit G); BDHO PSLO Survey data (Exhibit H)

Section 6: Assessment Data and Interpretations

The assessments targeted for PSLO #1 and PSLO 2 were the same ones used during previous assessment cycles. Due to realignment from 6 year to 3 year cycles, these were not previously assessed in the same years, nor were ISLO's assessed previously for Quantitative Literacy. ISLO rubrics were not employed but were assessed using the assignment rubric for the tagged course.

Students consistently do well on the assessments in these courses, so there has been no need for any changes. When faculty met to discuss results, it was noted the scaffolded assignments, as well as past student exemplary assignment examples help students achieve a high proficiency in meeting the PSLOs. Students verify in the Exit Surveys that they achieved "high proficiency or Proficiency" for these PSLOs.

Performance Criteria	Assessment Methods	Performance Target	Results	Met?
PSLO 1: Evaluate current scientific literature to incorporate evidence-based decisions into dental hygiene practice.	Assignments in DH 475	80% of students scoring 82% or higher	100% High Proficiency	Yes
Student rating of proficiency PSLO #1	Exit Survey	80% of students scoring 82% or higher	60% High Proficiency 40 % Proficiency	Yes
PSLO 2: Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.	Assignments in DH 454	80% of students scoring 82% or higher	100% High Proficiency	Yes
Student rating of proficiency PSLO #2	Exit Survey	80% of students scoring 82% or higher	100% High Proficiency	Yes
ISLO 2: Inquiry & Analysis	Assignments in DH 454	80% of students scoring 82% or higher	100%	Yes
Student rating of proficiency ISLO 2: I&A	Exit Survey	80% of students scoring 82% or higher	80% High Proficiency 20% Proficiency	Yes
ISLO 5: Quantitative Literacy	Assignments in DH 454	80% of students scoring 82% or higher	100% High Proficiency	Yes
Student rating of proficiency ISLO 5: QL	Exit Survey	80% of students scoring 82% or higher	60% High Proficiency 40 % Proficiency	Yes
Graduation Rate	University Dashboard	6-year rate >50%	55.3%	Yes
Retention (most recent data is 2021-22)	University Dashboard	1-year rate >75%	85.7%	Yes
DFWI	University Dashboard	All program <12%	.8%	Yes

Evidence of Improvement in Student Learning

Performance Criteria	Previous Action Plan	Previous Data	Current Data	Interpretation
Direct Assessment: PSLO #1 ISLO I&A	None Indicated	100% High Proficiency	100% High Proficiency 100% High Proficiency	Target Maintained
Direct Assessment: PSLO #2 ISLO QL	None Indicated	75% High Proficiency 25% Proficiency	100% High Proficiency High Proficiency	Target Maintained/Improved

Indirect Assessment: PSLO #1	None Indicated	75% High Proficiency 25% Proficiency	60% High Proficiency 40% Proficiency	Target Maintained
Indirect Assessment: ISLO #2: I&A	None Indicated	25% High Proficiency 75% Proficiency	80% High Proficiency 20% Proficiency	Target Maintained
Indirect Assessment: PSLO #2	None Indicated	75% High Proficiency 25% Proficiency	100% High Proficiency	Target Maintained
Indirect Assessment: ISLO #5: QL	None Indicated	25% High Proficiency 75% Proficiency	60% High Proficiency 40% Proficiency	Target Maintained
Graduation Rate	None Indicated	53.6%	55.3%	Target Maintained/Improved
Retention	None Indicated	85.7%	85.7%	Target Maintained
DFWI	None Indicated	3.4%	.8%	Target Maintained/Improved

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 2024 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:

- Latest ranking for Best Online Bachelor Dental Hygiene Degree Completion Programs improved to #2.
- Development of an "Online" syllabus template for Dental Hygiene courses-in reviewing syllabi to find assessment/assignment objectives and instructions, it was noted that at least one syllabi, DH 475, did not follow the typical department guidelines in listing point values for each assignment, and it contained other course/program policy information that did not pertain to online students but was intended for on campus didactic/clinical courses.
- Requirement to add Canvas Outcomes to all online courses for ease of review during assessment reports Several courses in 2023-24 did not have them added as requested
- Alignment of late work and deadline policies across online courses, keeping in mind the needs of working professionals that need their weekends to complete assignments. This is based on feedback from the student exit surveys.
- Review of Exit Survey results for PSLO's and for general comments.

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 or Proficiency" in meeting PSLO's from data previously collected in 2022-23.

Programmatic Improvements:

Website pages for the BDHO program were edited for content to reflect the new "RDH to BSDH" branding as suggested last year's improvement discussions.

Improvements in Assessment Process:

Implementation of Canvas Outcomes in 2023-24 was ineffective due to lack of compliance from BDHO Online faculty. Some were due to new faculty taking on courses from other instructors/Canvas shells who had not added outcomes yet, and some were from non-compliance. Assessment results had to be recorded manually from the grade book of each course. This was not problematic since the Assessment Coordinator is also the Department Chair and has access to view all department courses in Canvas, but it did take longer to look up and calculate grade distributions. During this year's review, the discussion was revisited both at the June 2024 Department meeting, and in the Fall 2024 Assessment meeting for BDHO instructors. This emphasized the need for instructors to add the Canvas Outcomes to each course for Assessment purposes.

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 years 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	*SOC 225, Medical Sociology *SOC 325, Global Population Health	COM 205, Intercultural Communication (can use as COM elective)
	BUS 316, Total Quality in* Healthcare		
BIO 336, Essentials of Pathophysiology	BUS 317, Healthcare Mngmt.	*PSY 347, Organizational Behavior	
	BUS 331 Personal Finance		
*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)	*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	ALH 515, Scientific Writing & Medical Literature *Graduate tuition rate applies*	BUS 313, Health Care Systems & Policy
	BUS 441, Leadership Pre-req = BUS 349		
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-Putting it All Together (24pts)

Criteria:	Proficient 3 points	Competent 2 points	Novice 0 to 1 point
Title of CAS; Table format; 1-2 pages	Created a title for CAS; Table format; One page	Did not include Title; OR not in Table format; OR more than one page	Missing two or more required elements
Bottom line	Clearly addressed major findings by summarizing information from the two articles; Answers the PICO question	Did not clearly address the major findings of the articles; OR discussed the findings for each article separately; OR did not clearly address the PICO question	Missing two or more required elements
Clinical question	Wrote clinical question in proper PICO format	Missing an element or was not clear with one of the PICO phrases	Missing two or more required elements
Study design	Discussed summary from articles of pertinent information regarding the study designs	Needed more details or clearer explanation of study design and how it was pertinent	Did not clearly address pertinent information of study design
Evidence summary	Summarized the major findings from all articles	Needed clearer explanation in summarizing the major findings	Did not clearly address the major findings for one or both articles
Comments	Addressed if findings are relevant to clinical practice and explained why or why not	Addressed if findings are relevant to clinical practice but needed more detail	Did not clearly explain if findings are relevant to clinical practice
Resources – list with one type of formatting (APA)	Used three full-text articles. Consistent formatting of articles	Missing one element	Missing two or more elements
Writing mechanics	No writing errors	One writing error	Two or more writing errors

Exhibit F – BDHO Exit Survey – PSLO 1 & PSLO 2

#	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.	60.00%	3	40.00%	2	0.00%	0	0.00%	0	5
2	2. Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice.	100.00%	5	0.00%	0	0.00%	0	0.00%	0	5
3	3. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.	100.00%	5	0.00%	0	0.00%	0	0.00%	0	5
4	4. Identify current and emerging issues in the profession of dental hygiene.	60.00%	3	40.00%	2	0.00%	0	0.00%	0	5
5	5. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs	80.00%	4	20.00%	1	0.00%	0	0.00%	0	5
6	6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.	40.00%	2	60.00%	3	0.00%	0	0.00%	0	5

Exhibit G – Salary Forecast Rubric – PSLO 2

Salary Forecast
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings				Pts
General Grading Criteria	**0 pts** **Poor** Assignment instructions are not followed. Several errors in spelling and/or grammar. Submission lacks name, assignment title, date, spacing. 0-6 points	**7 pts** **Needs Improvement** Some assignment instructions are not followed. Some missing information. General errors in spelling and/or grammar. Errors in professional appearance.	**8 pts** **Good** All assignment instructions are followed. Minor error in spelling or grammar. Minor error in professional appearance. 8-9 points	**10 pts** **Excellent** All assignment instructions were followed. No spelling or grammar errors. Professional appearance--assignment title, name, date, 1.15 spacing. Salary is fair for location and is reasonably determined. Daily salary is correct based on monthly, weekly, and daily production goals. Schedule is set up as a 3-day schedule; includes procedures and fees; is realistic and includes cancellations and total production.	10 pts

Total Points: 10

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:

I think the professors were all very knowledgeable about their field! I had nothing but good experiences with my hygiene courses. Even after being in the field for over 12 years, I learned so much and gained great tips and resources. It emphasized my desire for learning and my belief that there's always something new to learn about!

Taking the evidence-based research a step farther, and community planning

The most kind, encouraging, and helpful professor has been Suzanne Hopper. All of the Dental Hygiene instructors have been very influential. I found all of the dental hygiene classes to be very helpful in rounding out my education in dental hygiene

The coursework and expectations were known. The instructors were easy to reach out to for guidance.

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

I honestly can't think of anything at the moment.

I dislike discussion posts, but understand the need. Also the professors that had all due dates Sunday at midnight was great, the ones that had multiple things due at different times during the week, and different times (3:59pm) example.. That made it difficult.

There needs to be more variety of humanities classes offered for the online students.

I only didn't like that I needed 45 credits for my degree. I didn't like taking extra classes that were not needed.

Q BDHO 8 - What suggestions do you have for improvement?

Nothing as of right now! My only complaint was with a few other courses that weren't with the dental hygiene aspect (where teachers were not involved), but all of my hygiene courses were fantastic.

It was great and all educators were helpful.

I would suggest a Masters program in Public Health be offered at OIT I would suggest a Masters Program in Community Program Management be offered at OIT that relates to Health care and Dental

Q BDHO 10 - Do you have any other comments about your time at Oregon Tech?

I had a great experience and would highly recommend it!

I loved my time at OIT. All of the dental hygiene professors were amazing and helpful. I am so happy that I took the chance and started school again after being out for so many years. It has been one of the best decisions I have made. Now, I need to decide what to do next.

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	