



Assessment Report

BDHO ONLINE: Dental Hygiene Bachelor Degree Completion Program 2024-25

Section 1 – Program Mission

Program Mission

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.

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 online Degree Completion Program in Dental Hygiene, which was launched in 1996, aligns with the College of HAS and the university mission in several areas.

Cost Effectiveness

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. Once admitted, students continue for ~two more years. The Online program only had five required Dental Hygiene courses (15 credits), three of which are combined with on-campus online courses so enrollment is full in those courses. The other 30 credits are taken in OT's general education requirements and elective credits, usually outside of the Dental Hygiene department. It is a very cost effective program, in that there are only two BDHO specific courses that are not offered to other students on campus. Dental Hygiene BS Degree Completion is a value-added program for Oregon Tech.

National Profile

The 100% online, innovative program 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. In the United States there are approximately 308 entry level programs; 243 AAS programs and 65 BSDH programs. This represents only 27% of all accredited dental hygiene programs. There are ~51 degree completion programs (ADEA.org & CODA.ADA.org/find-a-program).

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.”*

Oregon Tech ranked #1 for 2025 Best Online Dental Hygiene Programs with the highest number of dental hygiene graduates by Online U. We also ranked #6 as the most affordable online dental hygiene programs. We are ranked #4 as a 2025 Best Buy for lower than average tuition for Dental Hygiene Bachelor’s Degree Online by Geteducated.com.

2025 Best Online Dental Hygiene Programs

By [Jennifer King Logan](#) • Edited by [Bailey Fletcher](#) • Experts [Dr. Sandip Sachar](#) • Updated 7/28/2025

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Our list of the best online dental hygiene programs spotlights accredited schools with the *highest number of dental hygiene graduates* to show where students are truly succeeding in this field.

Key Takeaways:

- Oregon Institute of Technology is #1 for graduating 64 students from its online bachelor's in dental hygiene last year.

2025 Most Affordable Online Dental Hygiene Programs

📌 All tuition numbers were manually collected and verified

Rank	School	Location	Annual TuitionⓈ
# 1	Tyler Junior College	📍 Tyler (TX)	\$5,010
# 2	Wichita State University	📍 Wichita (KS)	\$7,529
# 3	Utah Valley University	📍 Orem (UT)	\$8,100
# 4	Farmingdale State College	📍 Farmingdale (NY)	\$8,480
# 5	Southern Illinois University - Carbondale	📍 Carbondale (IL)	\$9,645
# 6	Oregon Institute of Technology	📍 Klamath Falls (OR)	\$9,660

[ONLINE DEGREES](#) [RANKINGS](#)  [All States](#) [RESOURCES](#) [SCHOOLS](#)  [History](#)

Rank	School / Degree	State	Price	Note
 1	Georgia Highlands College ▶ Bachelor of Science in Dental Hygiene <small>CODA</small>	(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

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 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 “...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.” 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. Students enter this program at the senior level, so scaffolding would happen in their prior entry level program, preparing them for their senior “degree completion” year.

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 prior AAS programs – 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 prior AAS programs – 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 prior AAS programs – 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 prior AAS programs – 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.*
 - 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.

Section 4 – Assessment Cycle

The following Table reflects the updated assessment plan.

		Act	Collect	Plan
ISLO	PSLO	2024-2025	2025-2026	2026-27
Inquiry and Analysis	PSLO 1			DH 475
Quantitative Literacy	PSLO 2			DH 454
	PSLO 3		DH 401	
	PSLO4	DH 470		
Communication	PSLO 5	AHED 450		

See Appendix A – Five Required DH Courses in BDHO with PSLO and ISLO Assessment Plan

See Appendix B- Required DH Courses in BDHO with PSLO and ISLO Assessment Plan

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 4: BDHO Online, DH 470, 202401
PSLO 4: Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs.
ISLO: N/A
Performance Target: 80% of students scoring 82% (level needed to earn a 'B') or higher.
Activity: Assignment title: Strategic Program Plan Description: Major scaffolding project identifying healthcare needs of a community. Focuses on identifying primary problems, prioritizing needs, contributing factors, creating goals and objectives, and planning strategies to address the problems/needs. Rubric: No rubric is used for this assignment as it is done in building blocks that scaffold to the final product. Sample: n=7 (this was the number of BDHO students in course) Accountability: Assignment was reviewed by primary instructor Representation: Spring 2025. Only students enrolled in BDHO degree completion in an asynchronous online course

PSLO 5: BDHO Online, AHED 450, 202402
PSLO 5: Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.
ISLO: Written Communication
Performance Target: 80% of students scoring 82% (level needed to earn a 'B') or higher.
Activity: Assignment title: 4Mat Lesson Plan Description: Choose a healthcare-related topic within your field for an adult audience and develop a comprehensive lesson plan for your topic that includes goals, objectives, multiple active learning strategies, and assessment Rubric: Appendix C- 4Mat Lesson Plan Sample: n=9 Accountability: Assignment was reviewed by instructor via rubric on Canvas Representation: Spring term 2025, only students enrolled in BDHO Degree Completion. Asynchronous Online.

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. There were no results this year from the exit surveys, but in previous exit surveys, students reported that they achieved "high proficiency or Proficiency" for PSLOs.

Performance Criteria	Assessment Methods	Performance Target	Results	Met?
PSLO 4: Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs.	Assignments in DH 470	80% of students scoring 82% or higher	100% High Proficiency	Yes
Student rating of proficiency PSLO #4	Exit Survey	80% of students scoring 82% or higher	No results from exit survey	N/A
PSLO 5: Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs.	Assignments in AHED 450	80% of students scoring 82% or higher	89%-100%. Class average 97%. High Proficiency	Yes
Student rating of proficiency PSLO #5	Exit Survey	80% of students scoring 82% or higher	No results from exit survey	N/A
ISLO 1: Written Communication	Assignments in AHED 450	80% of students scoring 82% or higher	89%-100%. Class average 97%. High Proficiency	Yes
Student rating of proficiency ISLO 2: I&A	Exit Survey	80% of students scoring 82% or higher	No results from exit survey	N/A
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 #4	None Indicated	100% High Proficiency	100% High Proficiency	Target Maintained
Direct Assessment: PSLO #5 ISLO Comm/Written	None Indicated	75% High Proficiency 25% Proficiency	100% High Proficiency High Proficiency	Target Maintained/Improved
Indirect Assessment: PSLO #4	None Indicated	75% High Proficiency 25% Proficiency	60% High Proficiency 40% Proficiency	Target Maintained
Indirect Assessment: PSLO #5	None Indicated	75% High Proficiency 25% Proficiency	100% High Proficiency	Target Maintained
Indirect Assessment: ISLO #1: Comm/Written	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 for PSLO's or ISLO's, 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:

- **Adopt 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.
- **Recommend a review of curriculum and syllabi for the five BDHO courses.**
- **Add Canvas Outcomes to all online courses** for ease of review during assessment reports
Several courses in 2024-25 did not have them added as requested
- **Create an online policy, providing consistency of late work and assignment 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 prior exit surveys. Course policies across online courses for department should be aligned.
 - Moving deadlines to Saturday or Sunday at midnight, rather than 2:00 p.m. to allow time for completion. .
- Ensure university online course policies and expectations are adopted and provided to faculty teaching online courses
- Prepare to include BDHO/BSDH online courses into a new MSDH program. Some course content will need to be shifted, particularly in DH 475 as it will serve as the first course in the research/capstone series for graduate students. Also additional assignments for 500 level students. Courses will be cross listed with BDHO/ BSDH courses to increase enrollment/manage workload. Some new AI content has been developed in DH 475, after review, it has been determined it would be best served as an individual module at the end of the course, rather than having students use it in every module. This will maintain the integrity of the course and is more appropriate since the course is not about "how to use AI"
- Four of the five BDHO Online required courses have been formally reviewed for curriculum updates and changes have been implemented. DH 470, Community Program Planning is currently under review in Fall 2025.

Section 8 – Closing the Loop: Reflection on previous work in 2023-24

Last Year's Action Plan

It was noted that both direct and indirect measures demonstrated "High Proficiency or Proficiency" in meeting PSLO's from data previously collected in 2023-24. Faculty discussions recommended a curriculum review of the five core DH courses required in the program, which is underway and will be reported in the 2025-26 report.

Programmatic Improvements:

Areas for improvement were brainstormed, and have been added to this year's action list. (see above)

Improvements in Assessment Process:

Implementation of Canvas Outcomes in 2023-24 was ineffective . Some had not added outcomes yet. Assessment results had to be recorded manually from the grade book of each course. Faculty were reminded at the June 2024 Department meeting, and in the Fall 2025 Assessment meeting for DH instructors to emphasized the need to add the Canvas . Faculty will have the opportunity for more training with the new hire of a university Instructional Designer.

Faculty Discussion:

There were no "Closing the Loop" requirements from 2023-24, results of program improvement efforts that will/have been implemented based on this year's action plan will be discussed along with planning and data gathering for the coming year.

Appendix 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

Appendix B- 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

APPENDIX C – 4Mat Instruction Assignment Rubric

4 MAT Rubric		You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings			Pts
Lesson Plan Topic and Goal(s); Audience defined	5 to >4.0 pts Proficient Topic and goal clearly described; well-defined audience description	4 to >2.0 pts Competent Topic OR goal OR audience details needed clearer description	2 to >0 pts Novice Topic, goal, and audience are not well-defined OR do not tie together	5 pts
Cognitive Objectives: Minimum of five and each include three components -condition, performance, and criterion	5 to >4.0 pts Proficient All objectives are clearly written and measurable and align with topic, goal, assessment or teaching strategy, and audience; included at least 5; objectives include all 3 required components accurately; performance component includes a strong action verb from Bloom's taxonomy; each objective is identified in the aligned assessment or strategy	4 to >2.0 pts Competent One or two objectives are not clearly written or measurable or do not align with topic, goal, assessment or teaching strategy, or audience; included at least 4; 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; one or two objectives are not identified in the aligned assessment or strategy	2 to >0 pts Novice Three or more objectives are not clearly written or do not align with topic, goal, assessment or teaching strategy, or audience; included less than 4; 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; three or more objectives are not identified in the aligned assessment or strategy	5 pts
Psychomotor and/or Affective Objectives: Minimum of five – psychomotor all 3 components; optional for affective objective to have a criterion component	5 to >4.0 pts Proficient All objectives are clearly written and measurable and align with topic, goal, assessment or teaching strategy, and audience; included at least 5; objectives include all 3 required components accurately; performance component includes a strong action verb from Bloom's taxonomy; each objective is identified in the aligned assessment or strategy	4 to >2.0 pts Competent One or two objectives are not clearly written or measurable or do not align with topic, goal, assessment or teaching strategy, or audience; included at least 4; 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; one or two objectives are not identified in the aligned assessment or strategy	2 to >0 pts Novice Three or more objectives are not clearly written or do not align with topic, goal, assessment or teaching strategy, or audience; included less than 4; 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; three or more objectives are not identified in the aligned assessment or strategy	5 pts
Quadrant #1 with both right and left-brain activities described	5 to >4.0 pts Proficient Teaching strategies are described in a well-developed paragraph and address both right and left-brained learners and are appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; objective is identified; activities are original and created and included in the 4 MAT plan or sent as a separate attachment	4 to >2.0 pts Competent 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; objective is not identified; most activities are original and created and included in the 4 MAT plan or sent as a separate attachment	2 to >0 pts Novice 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 original and created or some not included in the 4 MAT plan or sent as a separate attachment	5 pts
Quadrant #2 with both right and left-brain activities described	5 to >4.0 pts Proficient Teaching strategies are described in a well-developed paragraph and address both right and left-brained learners and are appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; objective is identified; activities are original and created and included in the 4 MAT plan or sent as a separate attachment	4 to >2.0 pts Competent 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; objective is not identified; most activities are original and created and included in the 4 MAT plan or sent as a separate attachment	2 to >0 pts Novice 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 original and created or some not included in the 4 MAT plan or sent as a separate attachment	5 pts
Quadrant #3 with both right and left-brain activities described	5 to >4.0 pts Proficient Teaching strategies are described in a well-developed paragraph and address both right and left-brained learners and are appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; objective is identified; activities are original and created and included in the 4 MAT plan or sent as a separate attachment	4 to >2.0 pts Competent 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; objective is not identified; most activities are original and created and included in the 4 MAT plan or sent as a separate attachment	2 to >0 pts Novice 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 original and created or some not included in the 4 MAT plan or sent as a separate attachment	5 pts
Quadrant #4 with both right and left-brain activities described	5 to >4.0 pts Proficient Teaching strategies are described in a well-developed paragraph and address both right and left-brained learners and are appropriate for the quadrant; strategies align with the topic, goal, audience and at least one objective; objective is identified; activities are original and created and included in the 4 MAT plan or sent as a separate attachment	4 to >2.0 pts Competent 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; objective is not identified; most activities are original and created and included in the 4 MAT plan or sent as a separate attachment	2 to >0 pts Novice 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; most activities are original and created and included in the 4 MAT plan or sent as a separate attachment	5 pts
Traditional assessment – using several 'types' of questions (i.e. multiple-choice, T/F, matching, short-answer, etc.)	5 to >4.0 pts Proficient Created traditional test questions using a several 'types' of questions; each question aligns with at least one objective; the objective is identified; questions are well-written and original	4 to >2.0 pts Competent 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 OR objectives not identified	2 to >0 pts Novice Test questions taken from another source or 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	5 pts
Non-traditional (alternative) assessment, including detailed grading criteria (i.e. rubric or scoring guide)	5 to >4.0 pts Proficient Created a non-traditional type of assessment that is well-developed with detailed grading criteria; assessment aligns with at least one objective; objective is identified	4 to >2.0 pts Competent Created a non-traditional type of assessment that is well-developed but needed more detail; grading criteria needed more detail; assessment aligns with at least one objective; objective is identified	2 to >0 pts Novice Rubric or assessment taken from another source or 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	5 pts
Professional appearance; Faculty evaluation included	5 to >4.0 pts Proficient 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; no spelling or grammatical errors; no more than 15% of content including created strategies directly from other sources per Turnitin.	4 to >2.0 pts Competent 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; two or more spelling or grammatical errors; no more than 25% of content including created strategies directly from other sources per Turnitin.	2 to >0 pts Novice 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; several spelling or grammatical errors; more than 25% of content including created strategies directly from other sources per Turnitin.	5 pts
Total Points: 50				

Program Assessment Report Feedback Rubric

2024-25 Assessment Report

Program: BDHO ONLINE: Dental Hygiene BS Degree Completion

Department Chair: Krista Beaty

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 or less to cover all PSLO and ISLO	
During collection year, courses/assignments are specified that align to PSLO and ISLO	
Rubric: Criteria for grading the assignment is described (may include as an appendix)	
Sample: Number of samples reviewed is specified	
Accountability: Reviewer(s) of the assessments are specified	
Assessment data is collected across all locations and modalities	
Performance Targets of acceptability are indicated	
Reported data include: Graduation, Retention, Post Grad Success, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous assessment	
Reports include actions planned for the next academic year.	
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 identification of resources needed	
Close the Loop: Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	