

Course Outcomes Guide

Course/Program Title: DHY 108 - Head, Neck and Oral Anatomy

Date: Fall 2017

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Expected Learning Outcomes:

- Integrate dental terminology and knowledge of anatomy of the face and neck into the clinical practice of the dental patient examination.
- Identify normal dental anatomy, physiology and structures to preclude the ability to identify abnormalities found in the human dentition.
- Integrate the knowledge of anatomy and cell histology of the orofacial structures into the clinical practice of patient examination.
- Identify normal orofacial structures and physiology to preclude the ability to identify abnormalities found in the human dentition.

Assessment: (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

1. Examinations - There are seven (7) exams given in the DHY 108 course. Exam 7 is considered the final exam and is not comprehensive. Exams are constructed based on material covered during class and also contains board exam content. An exam review is provided prior to each exam which contains questions that have a similar format as the actual exam and helps to determine the quality of questions. The exams are worth 100 points each and account for 56% of the student's grade.
2. Quizzes - Twelve (12) quizzes are given which cover lecture, reading and homework assignments for small sections of course material. The quizzes are worth 10 points each and account for 10% of the student's grade.
3. Lab OSCE - Six (6) practical Objective Structured Clinical Examinations (OSCE) are given which include timed disassociated tooth, skull bone, blood vessel, nerve, and muscle identification. The OSCEs are worth 25 points each and account for 12% of the student's grade.
4. Workbook and Review Packets - Each student is required to complete workbook or review packet assignments correlating to each week's topics covered in class. This is designed to strengthen retention of information, and reading and study habits to prepare for class lectures, quizzes, and examinations. The workbook and review packet assignments are worth 5 points each and account for 11% of the student's grade.
5. CREDO Modules - Two (2) learning modules are given, delivered via Moodle, which introduce the topics of oral communication and how to deliver impactful class presentations. These modules are designed to promote critical thinking and develop information literacy skills in preparation for delivering their oral anomaly presentation

and future class presentations in the Dental Hygiene Program. The CREDO modules are worth 10 points each and account for 2% of the student's grade.

6. Oral Anomaly Presentation - Students are paired in a two-person team and work together to develop an oral anomaly research presentation applying the concepts learned with having completed the CREDO modules. This presentation is designed to prepare students in providing patient education in the clinic setting.

Lecture Tests	700	56%
Quizzes	120	10%
Lab OSCE	150	12%
Workbook and Review Packets	135	11%
CREDO Modules	20	2%
Oral Anomaly Presentation	50	4%
Classroom/Lab Engagement	62	5%
Total	1237	100%

Validation: (What methods have you used or will you use to validate your assessment?)

1. Examinations - An exam review is provided prior to each exam which contains questions that have a similar format as the actual exam and helps to determine the quality of questions. Questions that are also reused from semester to semester are analyzed for clarity based on the number of students who did not answer the question correctly during the previous semester.

Goal – 85% of students achieve an average of 75% or higher on exams.

2. Quizzes - Questions that are reused from semester to semester are analyzed for clarity based on the number of students who did not answer the question correctly during the previous semester.

Goal – 85% of students achieve an average of 75% or higher on quizzes.

3. Workbook and Review Packets - Workbook and review packet questions are taken directly out of the in-class lecture so during the lab portion of this course, the student has an opportunity to finish the assignment in class the same day. Workbook and review packet exercises are reused from semester to semester are analyzed for clarity based on the number of students who did not answer the question correctly during the previous semester.

Goal – 95% of students achieve an average of 75% or higher on review questions.

4. Oral Anomaly Presentation - This presentation is graded using a rubric which relates to visual presentation of the project and evaluates the team's organization and preparedness, content depth and accuracy, non-verbal communication and eye contact, speaking skills, and audience interaction.

Goal – 90% of students achieve an average of 75% or higher on this project.

5. Students must successfully demonstrate skills learned in this course and receive a grade of 75% (C) or higher to progress in the Dental Hygiene Program.

Results: (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

I have chosen to compare data from the three cohorts I have taught.

1. Examinations – Average score and pass rate of 75% or higher analyzed

Average Scores

Exams	Fall 2015 Average (n=20)	Fall 2016 Average (n=19)	Fall 2017 Average (n=20)
Exam #1	95.4%	92%	88.4%
Exam #2	89.3%	94.7%	91.2%
Exam #3	90%	90.6%	86.5%
Exam #4	92.4%	94.7%	94.1%
Exam #5	95%	92.3%	95.9%
Exam #6	97.3%	94%	91.9%
Exam #7	95.4%	95.3%	96.4%
Total Average	93.5%	93.4%	92.1%

Pass Rate Analysis – 75% or above

Exams	Fall 2015 Cohort (n=20)	Fall 2016 Cohort (n=19)	Fall 2017 Cohort (n=20)
Exam #1	100%	100%	100%
Exam #2	100%	100%	100%
Exam #3	100%	100%	90%
Exam #4	100%	100%	100%
Exam #5	100%	100%	100%
Exam #6	100%	100%	100%
Exam #7	100%	100%	100%
Average Pass Rate	100%	100%	98.6%

2. OSCE – Average score and pass rate of 75% or higher analyzed

Average Scores

OSCE	Fall 2015 Average (n=20)	Fall 2016 Average (n=19)	Fall 2017 Average (n=20)
OSCE #1	95.4%	97.2%	93.8%
OSCE #2	88.5%	90.1%	95.8%
OSCE #3	96.7%	96.3%	98.8%
OSCE #4	N/A	N/A	91.7%
OSCE #5	N/A	N/A	89.7%
OSCE #6	N/A	N/A	89.4%
Total Average	93.5%	94.5%	93.2%

Pass Rate Analysis – 75% or above

OSCE	Fall 2015 Cohort (n=20)	Fall 2016 Cohort (n=19)	Fall 2017 Cohort (n=20)
OSCE #1	90%	100%	90%
OSCE #2	65%	89.5%	100%
OSCE #3	95%	94.8%	100%
OSCE #4	N/A	N/A	100%
OSCE #5	N/A	N/A	100%
OSCE #6	N/A	N/A	95%
Average Pass Rate	83.3%	94.8%	97.5%

- Number of students passing the course with 75% or higher, along with the grade distribution and average.

Course Pass Rate Analysis

Cohort	# of Students with 75% or Higher n (%)	Total Class Grade Average %
Fall 2015 (n=20)	100%	94.3%
Fall 2016 (n=19)	94.7%	94.2%
Fall 2017 (n=20)	100%	93.2%

Grade Distribution

Cohort	Letter Grade A n (%)	Letter Grade B n (%)	Letter Grade C n (%)	Letter Grade F n (%)
Fall 2015 (n=20)	17 (85%)	3 (15%)	0 (0%)	0 (0%)
Fall 2016 (n=19)	17 (85%)	2 (10%)	0 (0%)	1 (5%)
Fall 2017 (n=20)	16 (80%)	4 (20%)	0 (0%)	0 (0%)

Follow-up: (How have you used or how will you use the data to improve student learning?)

This is the third time I have been a lead instructor for this course and along with the program coordinator have addressed design and implementation weaknesses from the Fall 2015 and Fall 2016 semesters. Additional design and implementation challenges were identified this semester, but were relatively minor compared to the previous year.

Overall, the grades on exams and OSCEs have been fairly consistent throughout the last three cohorts.

The grades on OSCEs have also been fairly consistent, however with the addition of three OSCEs this semester related to head and neck anatomy, there is no comparative data. After Fall 2018, I will have better data to see the averages scores. For now I have feedback from my students and will modify the OSCEs based on that feedback if needed.

Grade distribution throughout the three semesters has stayed relatively constant with very little attrition rate.

With this information along with the SLOA data, the instructors of this course plan to address all of the concerns to improve the course for future semesters.

Budget Justification: (What resources are necessary to improve student learning?)

No changes needed at this time.