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Course Outcomes Assessment

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Course/Program Title: DHY 110 Dental Hygiene Theory II   Date: 5/18/17
Course/Program Team: Marlaina Lantzy RDH, MS

Expected Learning Outcomes:

1. Preparation for National Board Dental Hygiene Examination (NBDHE) and the Commission on Dental Accreditation (CDCA) Computer Simulated Clinical Exam (CSCE).

2. Describe dental hygiene therapy and the proactive role in oral disease prevention and patient care.

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

Quizzes (6 @ 25 points each)	150
Homework Assignments (9 chapters @ 10 points each)	90
Comprehensive Final Exam	150
Portfolio Progress Check	30
Professionalism & Attendance	20
Total	**440 points**

1. Lecture Quizzes: Six quizzes which cover units of lecture material throughout the semester are used to assess student learning of lecture material. The quizzes also prepare students to apply what they have learned during patient care in clinical courses.

2. Final Exam: One comprehensive final is given at the end of the semester to assess student mastery of dental hygiene theory content included in this second of four sequential theory courses. The final reinforces quiz material and the exam also helps to prepare students to take licensure exams during the final semester.

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

1. Quizzes: Quizzes are constructed based on current dental hygiene theory and practice and scientific evidence. An item analysis is conducted by the lead instructor to validate each quiz. **(90% of students achieve an average of 75% or higher on the average of all quizzes)**

2. Exam: The final exam is constructed based on current evidence based practices and board exam content. An item analysis is conducted by the lead instructor to validate each exam. **(90% of students achieve a score of 75% or higher on the final exams)**

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 first 3 cohorts to analyze results.

1. Quizzes: Student performance on quizzes improved 4% between the first and second cohorts. **(17/18, or 94% of students achieved a quiz average of 75% or higher. Range of quiz averages: 98.00%-69.00%)**

2. Final Exam: Student performance on the final exam improved 4% between the first and second cohorts. **(18/18, or 100% of students, achieved a 75% or higher on this project Range of exam scores: 94%-82%)**

The data for the 3 measures discussed above is presented in the following table.

Cohort	Quiz Average (5 per semester	Final Exam Average	Final Course Grade Distribution
Spring '15 (n=18)	93%	84%	A-7 B-10 C-1
Spring '16 (n=19)	89%	86%	A- B-
Spring '17 (n-18)	89%	88%	A- 14 B- 4

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

1. Quizzes: Quiz scores remain consistent from year to year. The instructor plans to continue course content and delivery revisions each year to improve student outcomes. Quiz content will be evaluated each year to make sure the content is the most current and the questions reflect what was taught in class.

2. Final Exam: The average final exam score has increased 2% each year. This is likely due to revision of course content after each cohort and improvements made by the instructor. A new textbook was adopted after the second cohort, it will continue to be used next year. The final exam will continue to be revised each year as the lecture and quiz material is updated each time the course is offered.

3. Weight of Assignments and Grade Distribution: The weight of assignments and exams is reviewed each year to ensure points awarded are distributed appropriately and accurately measure student learning. The program grade scale is currently 75%-79% =C, 80%-89%=B and 90%-100%=A. This is not an even distribution and is artificially inflating grades into the A and

B range. The program grading scale should be evaluated and adjusted for a more even scale which would in turn create a more accurate grade distribution in a Bell Curve with A's, B's and C's.

4. Student Learning Outcomes and Program Competencies: The Learning Outcomes listed on the Master Syllabus need to be reviewed to ensure they are measurable and descriptive of what the course is designed to accomplish. As currently written, they are unclear and could be more easily measurable. Additionally, the 7 major program competencies and sub-competencies need to be evaluated and revised for accuracy. This was suggested in the Program Manual Revisions meeting with Drs. Ohl-Giglotti, Weaver and D'Ambrisi in April 2017. Revising the program competencies, outcomes and goals will better align SLOA, curriculum management and accreditation maintenance.

Budget Justification: (What resources are necessary to improve student learning?)
No additional resources are needed at this point. Continued support from HCC to allow students to attend board review activities on and off campus will continue to assist students in successful completion of licensure examinations.