

Course Outcomes Assessment

Course/Program Title: DHY 201 – Dental Hygiene Theory III

Date: Fall 2018

Course/Program Team: Jennifer Suminski

Expected Learning Outcomes:

- Preparation for National Board Dental Hygiene Examination (NBDHE) and the Commission on Dental Accreditation (CDCA) Computer Simulated Clinical Exam (CSCE).
- Design comprehensive dental hygiene therapy incorporating specialized skills and the proactive role in oral disease prevention, patient care and disease management.

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

1. Examinations - There are three (3) exams given in the DHY 201 course. Exam 3 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 60% of the student's grade.
2. Quizzes - Four (4) 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 15% of the student's grade.
3. Professional Meeting Reflection Paper - Students attend two (2) professional meetings: an evening ADHA component meeting, Hygiene Forum, or approved lunch and learn. Students then submit a reflection paper assessing their experiences, thoughts and feelings after completion of each event. Reflection papers will be written using the "What? So What? Now What?" format. Each paper is worth 20 points each and collectively account for 10% of the student's grade.
4. Review Questions - Each student is required to complete review question 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 review question assignments are worth 10 points each and account for a combined 10% of the student's grade.

<u>Assignment</u>	<u>Points</u>	<u>Weighted %</u>
Exams (3 @ 100 points each)	300	60%
Quizzes (4 @ 10 points each)	40	15%
Weekly Review Questions (11 @ 10 points each)	110	10%
Professional Meeting Reflection Papers (2 @ 20 points each)	40	10%
Classroom Engagement (5%)	25	5%

Total

515 points 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. Review Questions – Review questions are taken directly out of the in-class lecture. Review question 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. Professional Meeting Reflection Papers – Papers are evaluated using a grading rubric that includes recognition of professional issues, identification of how personal beliefs, expectations and assumptions integrate with other dental hygienists, completion of all writing prompts, and writing mechanics. Quality of written work and grades are compared to data from previous semesters, questions are reviewed annually to improve the value of this assignment to student learning and professional growth.

Goal – 90% of students achieve an average of 75% or higher on all reflection papers

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?)

The content of this course was significantly revised in Fall 2018, therefore the data would not be accurate with regard to previous cohorts for exams and quizzes. Data from professional meeting reflection papers can be assessed from previous cohorts.

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

Average Scores

Cohort	Exam #1	Exam #2	Exam #3
Fall 2018 (n=19)	92.6%	91.9%	88.4%

Pass Rate Analysis – 75% or above

Cohort	Exam #1	Exam #2	Exam #3
Fall 2018 (n=19)	100%	100%	100%

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

Average Scores

Cohort	Quiz #1	Quiz #2	Quiz #3	Quiz #4
Fall 2018 (n=19)	92.6%	94.7%	73.2%	76.3%

Pass Rate Analysis – 75% or above

Cohort	Quiz #1	Quiz #2	Quiz #3	Quiz #4
Fall 2018 (n=19)	100%	100%	57.9%	52.6%

3. Professional Meeting Reflection Papers – Average score and pass rate of 75% or higher analyzed

Cohort	Reflection Paper Average Score	Reflection Paper Pass Rate 75% or Higher
Fall 2015 (n=17)	97.8%	Not available
Fall 2016 (n=18)	97.3%	100%
Fall 2017 (n=18)	87.5%	88.9%
Fall 2018 (n=19)	92.0%	97.4%

4. 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=17)	100%	Not available
Fall 2016 (n=18)	100%	Not available
Fall 2017 (n=18)	100%	86.9%

Fall 2018 (n=19)	100%	90.2%
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Grade Distribution

Cohort	Letter Grade A n (%)	Letter Grade B n (%)	Letter Grade C n (%)	Letter Grade F n (%)
Fall 2015 (n=17)	10 (59%)	7 (41%)	0 (0%)	0 (0%)
Fall 2016 (n=18)	9 (50%)	9 (50%)	0 (0%)	0 (0%)
Fall 2017 (n=18)	4 (22%)	12 (66%)	1 (6%)	1 (6%)
Fall 2018 (n=19)	11 (58%)	8 (42%)	0 (0%)	0 (0%)

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

There were very significant changes made with this course's content where I would like to stratify data over the next few years to determine where changes may be needed. Additional design and implementation challenges were identified this semester, but were relatively minor. Overall, I had really good feedback from the students on the course content and the delivery of the materials and work load.

I hope to utilize more conceptual activities (i.e. case studies) in this course in the future to help them build their critical thinking and skill set in clinic and other didactic courses.

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

No additional resources are needed at this time.