

## Course Outcomes Assessment

**Course/Program Title:** DHY 110 Dental Hygiene Theory II      **Date:** 5/3/18

**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.)**

	Points	Weighted Total
Exams (3 @ 75 points each)	225	50%
Quizzes (6 @ 15 points each)	90	25%
Homework Assignments (8 topics @ 5 points each)	40	15%
Portfolio Progress Check	20	5%
Classroom Engagement (5% weighted)	75	5%
<b>Total</b>	<b>450 points</b>	<b>100%</b>

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. Exams: Three exams were given throughout the semester to assess student mastery of dental hygiene theory content included in this second of four sequential theory courses. The exams reinforce lecture, reading and quiz materials and 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. Exams: Exams are 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 4 cohorts to analyze results.

1. Quizzes: Student performance on quizzes has remained consistent, within 4%, for the first 4 cohorts. **(19/19, or 100% of students achieved a quiz average of 75% or higher. Range of quiz averages: 102.14%-77.62%)**

2. Exams: Student performance on exams improved 2% between the third and fourth cohorts. **(19/19, or 100% of students, achieved a 75% or higher on this project. Range of exam scores: (96.07%-82.42%)**

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

Cohort	Quiz Average (# varies per semester)	Final Exam Averages '15-17; Exam Averages 2018	Final Course Grade Distribution
Spring '15 (n=18)	93%	84%	A-7 B-10 C-1
Spring '16 (n=20)	89%	86%	A-13 B-6 C-1
Spring '17 (n=18)	89%	88%	A- 14 B- 4
Spring '18 (n=19)	92%	90.33%	A- 16 B- 3

**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. Exams: The exam format was changed to include 3 unit exams instead of one comprehensive final exam. Exam averages improved by 2% after the change from one to three exams.

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.