| Course Outcomes Guide |
| --- |

**Course/Program Title:** DHY 210 – Community Dental Health        **Date:** Spring 2018
**Course/Program Team:** Jennifer Suminski

**Expected Learning Outcomes:**
- Compare and contrast past and current events that have shaped federal, state and local community health programs and initiatives.
- Compare the goals, objectives and indicators for oral health issues included in the *Healthy People 2010* and *Healthy People 2020* initiatives.
- Promote the values of oral and systemic health and wellness to the community.

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

1. Examinations - 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 which helps determine the quality of questions. The exams are worth 50 points each and account for 43% of the student's grade and this course does not include a comprehensive final exam.

2. Community Service-Learning Project - Students will work in groups of four to select a target population for a service-learning project. Emphasis is placed on selecting an underserved population that could greatly benefit from an oral health education program. This is a semester-long project and includes a needs assessment, planning and preparation of an appropriate presentation, implementation of the program, evaluation and assessment of the program. Students will also submit a reflection paper assessing their experiences, thoughts and feelings after completion of their service-learning project. Reflection papers will be written using the "What? So What? Now What?" format. Paperwork needed to complete this project, including instructions, examples, and a rubric, is found on Moodle. This project is worth 120 points total and accounts for 26% of the student's grade.

3. Scientific Literature Review - Students will prepare a scientific literature review of a topic related to community oral health following the format provided in class. Topics and journal selections must be pre-approved by the course instructor. Students will submit a formal, typed literature review, including correctly referenced sources. The literature review format and evaluation rubric for this project are found on Moodle. This assignment is worth 70 points total and accounts for 16% of the student's grade.

4. Class Assignments and Worksheets - Various assignments and worksheets are due throughout the course which reinforce concepts learned during lecture. In-class group assignments are also given that have no point value but are meant to reinforce concepts learned in class as well as build critical thinking and teamwork skills. Topics included in these assignments touch on the structure of public health, discussion board postings about careers in public health, cultural competence, evidence-based literature searches, forming

a research question, and testlets in the format seen on the national dental hygiene board exam. The graded assignments are worth 44 points total and account for 10% of the student's grade.

**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 which helps 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 a 75% or higher on each exam.**

2. Community Service-Learning Project - This project is evaluated using two grading rubrics. The first rubric relates to the presentation of the project and evaluates the group's organization, content, communication, and non-verbal communication. The second rubric relates to the reflection paper and evaluates each student's content and delivery.
   **Goal – 85% of students achieve a 75% or higher on this project.**

3. Scientific Literature Review – This assignment is evaluated using a rubric. The rubric evaluates the student's content, summary of the research articles, commentary and analysis of the each study's materials and methods, and the mechanics of their paper.
   **Goal – 90% of students achieve a 75% or higher on this assignment.**

4. Class Assignments and Worksheets – 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 or adequately during the previous semester.
   **Goal – 85% of students achieve a 75% or higher on each class worksheet.**

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 – Percentage of Students Achieving a Pass Rate of 75% or Higher

| Cohort | Exam #1 | Exam #2 | Exam #3 | Exam #4 | Average % |
|---|---|---|---|---|---|
| **Spring 2016** (n=17) | 100% | 100% | 70.6% Teslet Exam | 100% | 92.7% |
| **Spring 2017** (n=19) | 100% | 94.7% | 89.5% | 31.6% Testlet Exam | 79% |
| **Spring 2018** (n=18) | 94.4% | 100% | 94.4% | 77.8% Testlet Exam | 91.7% |

2. Community Service-Learning Project – Percentage of Students Achieving a Pass Rate of 75% or Higher

   During the Spring 2016 and Spring 2017 cohorts, the needs assessment questionnaire was not a graded portion of the assignment.

| Cohort | Proposal | Questionnaire | Presentation | Reflection Paper | Average % |
|---|---|---|---|---|---|
| **Spring 2016 (n=17)** | 100% | N/A | 100% | 100% | 100% |
| **Spring 2017 (n=19)** | 100% | N/A | 100% | 100% | 100% |
| **Spring 2018 (n=18)** | 77.8% | 100% | 100% | 94.4% | 90.2% |

3. Scientific Literature Review – Percentage of Students Achieving a Pass Rate of 75% or Higher

| Cohort | Literature Review Pass Rate % |
|---|---|
| **Spring 2016 (n=17)** | 100% |
| **Spring 2017 (n=19)** | 100% |
| **Spring 2018 (n=18)** | 88.9% |

4. Class Assignments and Worksheets – Percentage of Students Achieving a Pass Rate of 75% or Higher

| Cohort | Structure of Public Health | Discussion Board Post | Cultural Competence | Average % |
|---|---|---|---|---|
| **Spring 2016 (n=17)** | 100% | 100% | 100% | 100% |
| **Spring 2017 (n=19)** | 100% | 78.9% | 94.7% | 91.2% |
| **Spring 2018 (n=18)** | 88.9% | 94.4% | 88.8% | 90.7% |

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

| Cohort | # of Students with 75% or Higher n (%) | Total Class Grade Average % |
|---|---|---|
| Spring 2016 (n=17) | 17 (100%) | 95.9% |
| Spring 2017 (n=19) | 19 (100%) | 88.9% |
| Spring 2018 (n=18) | 18 (100%) | 88.9% |

Grade distribution between cohorts.

| Cohort | Letter Grade A n (%) | Letter Grade B n (%) | Letter Grade C n (%) | Letter Grade F n (%) |
|---|---|---|---|---|
| Spring 2016 (n=17) | 17 (100%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Spring 2017 (n=19) | 7 (36.8%) | 12 (63.2%) | 0 (0%) | 0 (0%) |
| Spring 2018 (n=18) | 7 (38.9%) | 11 (61.1%) | 0 (0%) | 0 (0%) |

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.

**Follow-up: (How have you used or how will you use the data to improve student learning?)**
Overall, the grades for examinations, projects, and assignments are fairly consistent and do not need any adjustment at this time.

I implemented some more new in-class activities, and would like to continue thinking of ideas to enhance the retention of the material learned in class. One idea I have is to do more with advocacy of underserved populations and direct access/workforce models and writing to their state representatives.

**Budget Justification: (What resources are necessary to improve student learning?)**
No additional resources are needed at this point.