

Course Outcomes Guide

Course/Program Title: DHY 210 – Community Dental Health

Date: Spring 2019

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 45% 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 25% of the student's grade. The reflection paper associated with this project is worth 2.5% of the student's grade.
3. Enrichment Activity - Students are required to complete six hours of an approved enrichment activity. Students will have to provide the lead course instructor with a proof of attendance form signed by a representative of the community site, showing that they have completed their experience. Students will also submit a reflection paper assessing their experiences, thoughts, and feelings after completion of their community enrichment experience. 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 does not have a point value, but the reflection paper is worth 20 points total and accounts for 2.5% of the student's grade.
4. 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 10% of the student's grade.

5. 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 collectively.

<u>Assignment</u>	<u>Points</u>	<u>Weighted %</u>
Examinations (4 @ 50 points each)	200	45%
Community Service-Learning Proposal, Needs Assess. & Pres.	100	25%
Service-Learning Reflection Paper	20	2.5%
Enrichment Activity Reflection Paper	20	2.5%
Scientific Literature Review	70	10%
Structure of Public Health Worksheet	12	3%
Discussion Board Posting on Careers in Dental Hygiene	20	4%
Health Literacy and Cultural Sensitivity Worksheet	12	3%
<u>Classroom Engagement</u>	24	5%
Total	478 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 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. Enrichment Activity – Completion of this project requires the student to turn in an attendance sheet proving they were in fact at the site. A rubric is used for the reflection paper and evaluates each student's content and delivery.
Goal – 85% of students achieve a 75% or higher on this assignment.

4. 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.

5. 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.

6. 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 four cohorts I have taught.

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

Average Scores

Cohort	Exam #1	Exam #2	Exam #3	Exam #4	Average %
Spring 2016 (n=17)	98.6%	99.1%	82.8% Teslet Exam	99.3%	95.0%
Spring 2017 (n=19)	89.0%	89.5%	89.5%	68.0% Testlet Exam	84.0%
Spring 2018 (n=18)	86.0%	93.8%	89.1%	81.8% Testlet Exam	87.7%
Spring 2019 (n=18)	93.8%	92.0%	92.7%	82.0% Testlet Exam	90.1%

Pass Rate Analysis – 75% or Above

Cohort	Exam #1	Exam #2	Exam #3	Exam #4	Average Pass Rate
Spring 2016 (n=17)	100%	100%	70.6% Testlet 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%
Spring 2019 (n=18)	100%	100%	100%	94.4% Testlet Exam	98.6%

- 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 Pass Rate
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%	100%
Spring 2019 (n=18)	100%	100%	100%	100%	100%

- Enrichment Activity – Percentage of Student Achieving a Pass Rate of 75% or Higher

During the Spring 2016, Spring 2017, and Spring 2018 cohorts, this assignment was not in existence.

Cohort	Enrichment Activity Pass Rate %
Spring 2016 (n=17)	N/A
Spring 2017 (n=19)	N/A
Spring 2018 (n=18)	N/A
Spring 2019 (n=18)	100%

- 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%
Spring 2019 (n=18)	100%

5. 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 Pass Rate
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%
Spring 2019 (n=18)	83.3%	55.6%	94.4%	77.8%

6. 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%
Spring 2019 (n=18)	18 (100%)	92.4%

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	7 (38.9%)	11 (61.1%)	0 (0%)	0 (0%)

(n=18)				
Spring 2019 (n=18)	17 (94.4%)	1 (5.6%)	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. I hope to work over the summer with the Program Coordinator to build a working relationship with off campus sites where our students can do a clinical or observational rotation that will enhance their understanding of public health dental hygiene.

Additionally, this was the first time I implemented heavier weights to exams and critical thinking assignments, which did not make a noticeable difference in the distribution of grades. If anything, more students were awarded A's than in the previous two years. Moving forward to the next course, I plan to re-examine the weights of these assignments and exams. I believe that the service-learning project does not need to be worth 25% of their grade even though it is a semester long project. Adjusting this would allow me to place an even heavier weight to the exams category.

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

No additional resources are needed at this point.