

<b>Course Outcomes Assessment</b>
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**Course/Program Title:** DHY 220 – Dental Hygiene Theory IV

**Date:** Spring 2019

**Course/Program Team:** Jennifer Suminski

**Expected Learning Outcomes:**

- Discuss preparation skills and application processes for the successful completion of the National Board Dental Hygiene Examination (NBDHE) and the American Dental Hygiene Licensing Examination (ADHLEX) for licensure.
- Examine the process of preparing for an entry level dental hygiene job, establishing professional affiliations and implementing practice management strategies.
- Assess oral and systemic healthcare treatment modifications for special needs patients

**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 220 course. 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 50% of the student's grade and this course does not include a comprehensive final exam.
2. Weekly Review Questions - Each student is required to complete a set of questions 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 and examinations. The weekly chapter review questions are worth 10 points each and account for 5% of the student's grade.
3. Professional Identity Essay – Each student is required to complete a professional identity essay exploring what they expect of themselves as a healthcare professional, as well as what the profession, patients, and society expect of them. This assignment is worth 21 points and accounts for 5% of the student's grade.
4. Resume and Cover Letter – Each student is required to complete a draft and final resume and cover letter. The final resume and cover letter must follow the given rubric and incorporate feedback from the instructor's review of their initial draft. This assignment is worth 28 points and accounts for 15% of the student's grade.
5. Post-Interview Thank You Letter – Each student is required to complete a post-interview thank you letter based off of the job ad they built their resume and cover letter around. The post-interview thank you letter must follow the given rubric. This assignments is work 9 points and accounts for 10% of the student's grade.

- Professional Meeting Reflection Paper - Students attend one (1) professional meeting: 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. The reflection paper is worth 20 points each and accounts for 10% of the student’s grade.

<u>Assignment</u>	<u>Points</u>	<u>Weighted %</u>
Examinations (3 @ 100 points each)	300	50%
Weekly Review Questions (8 @ 10 points each)	80	5%
Professional Identity Essay	21	5%
Resume & Cover Letter	28	15%
Post-Interview Thank You Letter	9	10%
Professional Meeting Reflection Papers	20	10%
Classroom Engagement	25	5%
<b>Total</b>	<b>483 points</b>	<b>100%</b>

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

- 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.**
- Weekly 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.**
- Professional Identity Essay – Essays are evaluated based on the instructions and rubric on Moodle. Students are to respond to the questions provided in their own perspective on what being a professional means to them right now.  
**Goal – 90% of students achieve an average of 75% or higher on review questions**
- Resume and Cover Letter – Resumes and cover letters are evaluated based on the instructions and rubric on Moodle. Students are to also incorporate feedback made from the instructor on their draft resume and cover letter. The rubric places emphasis on format and general inclusion criteria based on information provided in the instructions.  
**Goal – 90% of students achieve an average of 75% or higher on review questions.**
- Post-Interview Thank You Letter – The post-interview thank you letter is evaluated based on the instructions and rubric on Moodle. Students are to create this letter based on the job ad they used for the resume and cover letter assignment. The rubric places emphasis

on format and general inclusion criteria based on information provided in the instructions.

**Goal – 90% of students achieve an average of 75% or higher on review questions.**

- Professional Meeting Reflection Papers – The professional meeting reflection paper is 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**

- 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 Spring 2019, therefore the data would not be accurate with regard to previous cohorts for exams and assignments.

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

**Average Scores**

Cohort	Exam #1	Exam #2	Exam #3
<b>Spring 2019 (n=18)</b>	92.4%	91.2%	94.2%

**Pass Rate Analysis – 75% or above**

Cohort	Exam #1	Exam #2	Exam #3
<b>Spring 2019 (n=18)</b>	100%	100%	100%

- Weekly Review Questions – Average Score of the Set of Eight Weekly Review Questions

**Average Scores**

Cohort	Total Average of Review Question Scores
<b>Spring 2018 (n=18)</b>	92.1%

- Professional Identity Essay; Resume and Cover Letter; Thank You Letter - Pass Rate of 75% or Higher Analyzed

Cohort	Professional Identity Essay	Resume and Cover Letter	Thank You Letter
Spring 2019 (n=17)	100%	88.9%	100%

4. 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
Spring 2019 (n=18)	98.9%	100%

5. 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 %
Spring 2016 (n=17)	100%	Not available
Spring 2017 (n=19)	100%	Not available
Spring 2018 (n=18)	100%	90.7%
Spring 2019 (n=18)	100%	92.7%

#### Grade Distribution

Cohort	Letter Grade A n (%)	Letter Grade B n (%)	Letter Grade C n (%)	Letter Grade F n (%)
Spring 2016 (n=17)	10 (58.8%)	6 (35.3%)	1 (5.9%)	0 (0%)
Spring 2017 (n=19)	8 (42.1%)	11 (57.9%)	0 (0%)	0 (0%)
Spring 2018 (n=18)	12 (66.7%)	5 (27.8%)	1 (5.6%)	0 (0%)
Spring 2019 (n=18)	15 (83.3%)	3 (16.7%)	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.