



Section 1 Program Mission

The mission of the Bachelor of Science in Dental Hygiene degree completion program is to provide an opportunity for and future employment options, and/or entry into a graduate program.

The mission, goals, objectives, and student learning outcomes for the program are reviewed annually by the program faculty at the fall meeting during convocation.

Section 2 Program Goals

The goals were designed to help our diverse population of working professional students achieve our Program Mission.

Our Commitment to our Students:

- x Provide a quality bachelor-degree completion program that recognizes the achievement of passing the dental hygiene national board exam and state or regional clinical exams.
- x Recognize the growth in career opportunities and provide core courses to expose students to business management, education, public health, and evidence-based decision making.
- x Build positive relationships between core dental hygiene faculty and students to mentor and help students achieve degree goals.
- x Help students plan a course schedule that ensures academic success by factoring in professional goals and personal commitments.
- x Allow students to explore further areas of interest by offering elective choices.
- x Prepare students for graduate-level courses.

Section 3 Program Description and History:

Oregon Tech (OT) has offered a dental hygiene degree at the Klamath Falls campus since 1970. Although the program started as an Associate of Applied Science (AAS) degree, beginning in 1985 students had the option of completing a Bachelor of Science (BS) degree by extending their studies one more year. In 2003 the program transitioned to a BS degree only. In 2011

In 1996, OT was one of the first colleges in the US to offer dental hygienists with AAS degrees an opportunity to reviewed for credit transfer. Th through documentation of passing the Dental Hygiene National Board Exam.

Section 4 tProgram Student Learning Outcomes

The American Dental Hygienist Association (ADHA) addresses six competencies dental hygienists should demonstrate, but our BDHO students achieve those standards in their AAS programs. [ADHA Standards for Clinical Dental Hygiene](#)

The ADHA has identified professional roles for dental hygienists that correlate with our Program Mission and PSLOs:

"Overview: The dental hygienist plays an integral role in assisting individuals and groups in achieving and maintaining optimal oral health. Dental hygienists provide educational, clinical, and consultative services to individuals and populations of all ages in a variety of settings and capacities. The professional roles of the dental hygienist include the following: Clinician, Corporate, Public Health, Researcher, Educator, Administrator, and Entrepreneur." [ADHA Professional Roles of the Dental Hygienist](#)

The American Dental Educators Association (ADEA) also recognizes the expanding roles of dental hygienists, which align with our BDHO Program Mission and PSLOs:

"For those with a passion for dental hygiene who do not wish to practice clinically, there are many career paths outside of the operatory available in education, research, administration, public health and corporate business."

[ADEA nerPSLOs /P A MCID 13 BDC q0.00000912 0 612 792 reW* nBT/F1 11.04 Tf1 0 0 1 36 688.18 Tm0 g130MC .388 0.757 RETO](#)

ESLO 5: Quantitative Literacy tOT students will demonstrate quantitative literacy.

- x ••••]v •šµ v š•[t Introduction Statistics or MATH 361 t Statistical Methods course transferred from previous college and/or taken through OT
- x Assessed in AAS programs through anesthesia course (i.e. proper dosage calculations) and clinical experiences (i.e. use of indices)

ESLO 6: Diverse Perspectives tOT student will explore diverse perspectives.

- x Assessed in AAS program tCODA Standard 2-15: *Graduates must be competent in communicating and collaborating with other members of the health care team to support comprehensive patient care. One of the Z]v š v š•[o]•š µ v rd CE The Ability to communicate verbally and in written form is basic to the safe and effective provision of oral health services for diverse populations. Dental Hygienists should recognize the cultural influences impacting the delivery of health services to individuals and communities (i.e. health status, health services and health beliefs).*
- x No assessment activity to address from the six required BDHO dental hygiene courses

Graduates are contacted to complete an Exit Survey that does ask proficiency levels for the six ESLOs.

See Appendix tSix Required DH Courses in BDHO with PSLO and ESLO Assessment Plan (Exhibit D); Exit Survey Results

5. Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs. (DH 470)			PSLO				
6. Design instruction that includes teaching strategies and assessments to meet a variety of learning style needs. (AHED 450)						PSLO	
ESLO Written Communication						ESLO	

See Appendix Six Required DH Courses in BDHO with PSLO and ESLO Assessment Plan (Exhibit D)

Section 8 Methods for Assessment

Because of the limitation of only six courses in BDHO that faculty can use to conduct assessments, only one direct and one indirect measure are used for each PSLO and the ESLO.

PSLO 5: BDHO Online, DH 470, 201901, Jill Schultz				
PSLO 5: Assess the oral health care needs of a community and develop a strategic plan that addresses identified needs.				
Assignment title: Sustainable Program Plan				
Assessment direct measure: For the PSLO assessment the course instructor and another instructor independently assessed the objectives, strategies and community health issues that are a part of the strategic program plan using a proficient, competent, and novice scale. The two instructors then met to discuss and rate each performance criteria together. Students had the option to work individually or in pairs.				
Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance (MAP)	Results n = 5
Program Plan Objectives	Rubric	Proficient, Competent, or Novice	85% of students scoring competent or proficient	3 - Proficient 2 - Competent 0 - Novice MAP = 100%
Program Plan Strategies	Rubric	Proficient, Competent, or Novice	85% of students scoring competent	



PSY 336, Health Psychology	PSY 347, Organizational Behavior	Master of Science in Allied Health ALH 515, <i>Scientific Writing & Medical Literature</i> 2 other MSAH courses may be taken for DH electives or to meet residency requirement	SOC 325, Global Population Health
PSY 337, Health Psychology II	BUS 345, Fraud Examination		SOC 335, Health Inequality & Cultural Competency
RCP 326, Disaster Preparedness	BUS 349, Human Resource Management		DH 471, Community Program Planning II
*PSY 301, Basic Counseling Techniques	BUS 441, Leadership		
COM 205, Intercultural Communication	ACC 201/203, Principles of Accounting		
	DH 465, Dental Hygiene Entrepreneurship		

Exhibit G tBDHO Exit Survey tPSLOs

Q BDHO 1 - Program Student Learning Outcomes for Dental Hygiene B.S. Degree Completion. Please rate your proficiency in the following areas.

#	Question	High proficiency	Proficiency	Some proficiency	Limited proficiency	Total
1	1. Analyze the strengths and limitations of different research designs and their impact on the dental hygiene profession.	86.00% 6	14.00% 1	0.00% 0	0.00% 0	7
2	2. Use evidence-based decision making to evaluate and incorporate emerging treatment modalities into dental hygiene practice.	100.00% 7	0.00% 0	0.00% 0	0.00% 0	7
3	3. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.	86.00% 6	14.00% 1	0.00% 0		

Exhibit H t Student comments from Exit Survey

The Research and Evidence Based courses gave a lot of opportunities to discover strengths and weaknesses of research articles.

Suzanne Hopper is an excellent communicator and educator.

The strongest aspect of the program were the courses and professors. I learned so much for each and every course and instructor I had.