

Dental Hygiene Bachelor Degree Completion Program
Assessment Report
2020-21

Section 1 Program Mission and Goals

The mission of the Bachelor of Science Dental Hygiene degree completion program is to provide an opportunity for students to complete their undergraduate education and gain the skills and knowledge necessary for entry into the dental hygiene profession 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.

The goals were designed to

transferred to our institutions. Students must complete a minimum of 45 credits from OT to complete their degree. All courses are offered 100% online. Students may begin any term and choose whether to take one or several courses a term.

Students are exposed to a variety of career opportunities, including business, management, education, and public health. Besides options for general education requirements, students also have dental hygiene elective choices to further explore and learn skills in their area of interest. The BDHO program includes:

- x Six required dental hygiene core courses
- x Three dental hygiene elective choices from a list approved by the department
- x OT Prerequisite courses

In the US we now have approximately 50 BS dental hygiene completion programs (BA degree completion programs). Even with the increased competition, OT has managed to keep a steady enrollment. Because students begin any term and plan the pace of their course schedule, students might graduate after completing four terms or several years to complete the program. The BDHO has students graduate at the end of every term.

Actively enrolled Spring term:	Graduate totals from S-F-W-Sp Terms:
2021	2021

The uniqueness of the BDHO program is not conducive to following the exact, same assessment pathways as students who achieve most, if not all, of their credits through OT courses.

The reasons BDHO students cannot be assessed in the same manner as BS dental hygiene students are because:

- x BDHO students are required to take

- x Assessed in AAS programs through anesthesia course (i.e. dosage calculations) and clinical experiences (i.e. use of indices) also addressed in the Western Regional Examining Board written portion of the anesthesia board exam needed for licensure
- x The Qualitative Literacy (QL) committee will collect direct measures of student performance in all courses.

3. Analyze your dental hygiene department to identify problems and areas where there is needed improvement; clarify the problem; and propose viable solutions.
(DH 454 Dental Practice Management)

PSLO

Assessment Activity: A direct measure 20-point quiz that addresses PSLO #1 and the module objectives listed above. Quiz questions included true/false, multiple choice, matching, and short answer.

Sample: n=11 (this was total number of students in course)

Reliability: Quiz questions were reviewed by instructor and another faculty member in the BDHO program.

Performance Target: 100% of students scoring 82% (level needed)

The DH 475 and 476 course are taught by the same instructor. The assessments targeted for PSLO #1 and ESLO Inquiry and Analysis were the same ones used during assessment cycle 2013. Students consistently do well on the assessments in both courses, so there is not a need for any changes. When faculty met to discuss results, it was noted the scaffolded assignments, as well as past student exemplary assignment examples help students achieve a high proficiency in meeting the PSLOs. Students verify in the Exit Surveys that they achieved high proficiency for these PSLOs.

Appendix

Exhibit A t Professional Courses Required for BDHO

Course	Description	Credits
AHED 450	Instructional Methods	3
BUS 317	Healthcare Management	3
DH 401	Overview of Advanced Dental Hygiene	3
DH 454	Dental Practice Management	3
DH 475	Evidence Based Decision Making in Healthcare	

PSY 337, Health Psychology II	BUS 345, Fraud Examination	ALH 515 Scientific Writing & Medical Literature 2 other MSAH courses may be taken for DH electives or to meet residency requirement	SOC 335, Health Inequality & Cultural Competency
RCP326, 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		
CSH Clinical Sleep Health courses	DH 465, Dental Hygiene Entrepreneurship		

Exhibit C t Dental Hygiene Business Minor

DH Business Minor		
ACC 201	Principles of Accounting	4
BUS 226	Business Law	3

Exhibit E t PSLO Assessment Quiz

Questions cover material in Module Six, the reading assignment (Levels of Evidence), and some key concepts learned so far in this course.

1. The higher you go up the evidence pyramid, the level of evidence usually will be stronger as well as less biased.

True

False

2. Match the following characteristics with the type of question.

Group of answer choices:

Therapy/prevention

Diagnosis

Etiology/harm

3. What type of question is: For dental patients with plaque, will unwaxed dental floss as compared to waxed dental floss remove plaque more effectively?

Therapy/Prevention

Diagnosis

Etiology, Causation, or harm

6. Systematic reviews provide the strongest type of evidence, as the authors attempt to find all research on a topic and publish unpublished.

Group of answer choices

True

False

7. A Randomized Controlled Trial (RCT) has a higher level of evidence and less bias than a Cohort Study.

True

False

8. A Randomized Controlled Trial (RCT) has a higher level of evidence and less bias than a Systematic Review.

True

False

9. A Case Control Study has a higher level of evidence and less bias than a Case Report.

Group of answer choices

True

False

10. As you progress up the levels of evidence, the amount of available literature also increases.

Group of answer choices

True

Exhibit F t BDHO Exit Survey PSLOs

#	Question	High proficiency	Proficiency	Some proficiency	Limited proficiency	Total
1	1. Analyze the strengths and limitations of the current program	10	10	1	76.344	6

ExhibitG t Inquiry and Analysis ESLO aPSLO #2 Assessment Rubric

Criteria:

Proficient
3 points

Competent
2 points

Novice
0-1 point

	change does treatment cause AND/OR subjects representative of PIC question and feasibility of study		
Conclusion	Concluded report by combining the information gleaned from critically analyzing all articles shared opinion on how well the evidence answers the clinical question; discussed if this information will change how you practice dental hygiene	Did not clearly combine information summarized from all of the articles OR did not clearly state how well the evidence answers the clinical question OR did not discuss how information will change how you practice dental hygiene	Did not clearly combine information summarized from all the articles AND/OR did not clearly state how well the evidence answers the clinical question AND/OR did not discuss how information will change how you practice dental hygiene. OR did not ³ V X P P D U L J H W K H and instead discussed conclusions separately for each article.

Exhibit H t Student comments from Exit Survey

Q BDHO 6 Reflecting on your time as a student in the Dental Hygiene Bachelor Degree Completion program, what are the strongest aspects about the degree? Could be experiences, courses, professors, general characteristics, or features of the program:

Reflecting on your time as a student in the Dental Hygiene Bachelor Degree Completion program, what are the strongest aspects about the degree? Could be experiences, courses, professors, general characteristics, or features of the program.

I have learned so much in this program and wish I had done this long ago! I have met so many awesome professors throughout this program and they have all taught me something I needed to know about dental hygiene, business, and being prepared.

The flexibility of scheduling courses, great professors.

Being out of school for over 20 years, it was intimidating to go back but the professors at OIT made transitioning back into school so much easier! The instructions were very well delivered and professors are always available to help.

Professor Suzanne Hopper is exceptional with students and with providing feedback in a constructive manner. The location of the program is convenient and well designed. The pool of courses is diverse and the staff are easy to communicate with from instructors, to financial aid, to admissions, a even administration. Thank you!

It is hard to narrow down the strongest aspects but I will say the courses AND the professors would be the strongest. I agree with all of the necessary courses in the programs and I also enjoyed being allowed to take some electives of my choice. My favorite elective, by far, was Financial.

Q BDHO 7 What are the weakest aspects about the major? Could be experiences, courses, professors, general characteristics, or features of the program

What are the weakest aspects about the major? Could be experiences, courses, professors, general characteristics, or features of the program?

listen and take three exams and one final. I am a VERY good student and this course was awful and I got a D. Granted, this was an elective of my choice, but it soured me for returning to school and I took a quarter off to re evaluate my decision to return to school. After talking to my advisors, I realized it was an elective of my choice, and I could take something else. It feels like a waste of my money and my time. I am sure, in person, she is an excellent professor for the money and time, her online course was nothing more than listening to an outdated phone video of someone talking in front of the room. Not a true online course. Online courses by professors are different and should be treated differently. PS I would not consider this the "weak aspect" of the major, just a weak aspect of an online course offered at OIT.