

Assessment Guide

Program/Discipline: Dental Hygiene Division: Family & Health Careers

Faculty preparing plan: Sharon Hagan

Part I: Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
List expected learning outcomes	<p>Learning Outcomes – The graduate will:</p> <ul style="list-style-type: none"> discern and manage ethics, values, knowledge and skills using critical thinking and problem solving in the provision of evidence based dental hygiene practice. provide planned educational and clinical services using appropriate interpersonal communication, instrumentation skills, and educational strategies. Initiate and assume responsibility for health promotion and disease prevention activities. use assessment, planning, implementation and evaluation in the provision of the process of dental hygiene care for the general dental patient and special needs populations. use electronic data bases to retrieve evidence based literature for application to patient care, and community dental program planning.
Identify where expected outcomes are addressed in the curriculum	Outcomes are addressed in all didactic and clinical dental hygiene course work and general and science education courses.
Determine methods and criteria to assess outcomes	<p>A) <u>Methods</u> for program effectiveness: Student exit interview. Student competency survey. Annual instructional assessment of grads. Faculty survey. Annual program review.</p> <p>B) <u>Resource Matrix</u>: Admissions, clinic, lab, faculty, equipment, financial, library, support personnel, patient success, CDH, Exp. Alumni survey. Employer survey. Advisory Committee Annual Reports. ADA Annual Report. WREB Clinical Results. DH National Board results.</p> <p>See Exhibit 1 – 1.5 (ATTACHMENT # 1)</p>

Describe level of expected performance	<p>Chart audit. Patient satisfaction survey. Faculty/student/alumni surveys.</p> <p>See Exhibit 1 – 1.7c (ATTACHMENT # 2)</p>
Identify and collect baseline information	<p>Use baseline as 2000-01 DATA. Document #3 outlines expected performance.</p> <p>See Exhibit 1 –1.7b (ATTACHMENT # 3)</p>

Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	<p>Identified in Exhibit 1 – 1.5 (ATTACHMENT # 1)</p> <ul style="list-style-type: none"> • Each student will be assessed at appropriate points in academic cycle. • Employer – 3 years; faculty – annual; grads – annual; patients – quarterly. • Past graduates every 2 years.
<p>Establish a schedule for assessment</p> <p>(Guideline: assess a maximum of 3 outcomes per year)</p>	<p>Schedule of Assessment:</p> <p>04-05 – patients, grads, faculty, chart audits.</p> <p>05-06 – student courses, patients, grads, faculty, employers.</p> <p>06-07 – student courses, patients, grads exits, faculty.</p> <p>07-08 – employer, student coursed, patient, grads exit, faculty, chart audit .</p>

Determine who will interpret results	<p>Outlined in current plan for each program goal.</p> <p>Faculty, Program Coordinator, Division Chair.</p> <p>Faculty meet formally at end of each quarter, evaluate assessment data.</p>
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Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/ learning and decision making	<p>Cut scores have been set for each expected outcome. These will be compared to the results of the surveys and data from student performance.</p> <p>Changes made to facilities, curriculum, scheduling, and advising.</p>
Determine how and with whom you will share interpretations	<ol style="list-style-type: none"> 1) Quarterly meetings with faculty. 2) Advisory Committee will receive reports and opportunity for input on results. 3) Vice President and Associate Vice President and Division Chair.

<p>Decide how your program or discipline will follow-up on implemented changes</p>	<ol style="list-style-type: none"> 1) Review at faculty meetings. 2) Use curriculum management protocols in place to update and change curriculum as needed. 3) Document changes made in annual strategic plan for Dental Hygiene Program. 4) Results of previous graduates will be compared with results from current graduates to evidence changes in curriculum, protocols and satisfaction.
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**Lane Community College
Dental Hygiene Program
Program Assessment Methods
1999 – 2001**

Assessment Instruments

- a. Patient/Client Satisfaction Survey
- b. Dental Hygiene Graduate Survey
- c. Dental Hygiene Program Exit Interview
- d. Professional Technical Student Survey Instrument
- e. Faculty Survey
- f. Alumni Survey
- g. Employer Survey
- h. Chart Audit Form
- i. Resource Matrix:
 - 1) Admissions
 - 2) Clinic
 - 3) Faculty
 - 4) Lab
 - 5) Financial
 - 6) Library
 - 7) Equipment
 - 8) Support Personnel
 - 9) Part-time Sources
 - 10) C.D.H. Activities

Assessment Results

Dental Hygiene Program Statistics

- 1) Completion Rate
- 2) Job Placement Rate
- 3) WREB Licensing Examination Pass Rate
- 4) National Dental Hygiene Board Pass Rate

National Dental Hygiene Board Results 1999 – 2001

Student Outcomes Report December 2000

Analysis of College Reports

Analysis of Exit Interview

Analysis of Graduate Exit Survey

Analysis of Alumni, Employer and Faculty Survey

Results/Analysis of Chart Audit

**Dental Hygiene Program
Resource Assessment Matrix**

Resource 1: Admissions
Resource 2: Faculty
Resource 3: Financial
Resource 4: Clinical and Laboratory Facility and Equipment
Resource 5: Library
Resource 6: Support Personnel
Resource 7: Community Patient Sources
Resource 8: Community Dental Health Experiences

**PROGRAM ASSESSMENT FOR DENTAL HYGIENE
PROGRAM PRODUCT WORKSHEET
AND
EVALUATION RESULTS REPORT**

2000 – 2001