

EWU Programmatic SLO Assessment
AY 2015-16 and “Closing the Loop” for AY 2014-15

Degree/Certificate: *Bachelor of Science*

Major/Option: *Dental Hygiene*

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Part I – Program SLO Assessment Report for 2015-16

Part I – for the 2015-16 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning outcome as published either in the catalog or elsewhere in your department literature.

Collaborate with other professionals and the public to promote the health and well-being of a diverse society;

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

___X___ SLO is met, but with changes forthcoming;

_____ SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

- *Participation in interprofessional learning activities hosted by CHSPH programs*
- *Participation in Vet’s Day, an interprofessional event where students from professions within CHSPH screen and provide clinic services to local veterans.*
- *Implementation of a program wide policy on student participation in Interprofessional Education opportunities included in all course syllabi.*
- *Self-reflection in eportfolio documentation of required Interprofessional learning experiences*
- *Participation in clinical rotations where students provide therapy to a diverse group of patients in collaboration with other professionals.*
- *Completion on clinical dental hygiene courses where students collaborate with dentists and dental hygiene faculty to provide therapy to a diverse population in collaboration*

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. Findings:

- *In DNHY 451, students participated in an cultural competence book group discussion with DPT students.*
- *Students worked with WSU Pharmacy students to assessment and evaluate patient medications during clinical experiences in DNHY 451, 451, and 453 Clinic courses.*
- *Students participated in interprofessional learning activities hosted by CHSPH and WSU programs including Sleepover for Science, Death over Dinner, Health Care Team Challenge, Clarion competition, and Health Fairs to name a few.*
- *All dental hygiene students participate in the 2016 Vet's Day, an interprofessional event where students from professions within CHSPH screen and provide clinic services to local veterans.*
- *All dental hygiene students (100%) met the required Interprofessional learning experiences per eportfolio documentation and rubric scores.*
- *All third year dental hygiene students completed all required clinical rotations in DNHY 451, 452, and 453 where students provide therapy to a diverse group of patients in collaboration with other professionals.*
- *Students completed all requirements for DNHY 331,332,350,351,352,450,451,452, and 453 clinical dental hygiene courses where students collaborate with dentists and dental hygiene faculty to provide therapy to a diverse population in collaboration*

b. Analysis of findings:

The dental hygiene program will continue to work with colleagues in the CHSPH and WSU to provide opportunities for students to meet the program requirement for interprofessional education experience. The dental hygiene program will continue to seek out and provide students with clinical rotations for enrichment experiences with diverse community populations. In addition, the dental hygiene program will continue to recruit a diverse patient pool for students to provide care in the dental hygiene clinic. The faculty will continue to monitor participation in required interprofessional learning experiences using Livetext eportfolio and rubrics.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

The dental hygiene program revised their curriculum to a semester format and it was approved for implementation Fall 2016. Being on the same academic curriculum includes opportunities for students to collaborate with other professionals in the CHSHPH and WSU Spokane programs that are also semester based. Dental hygiene students will still be required to complete interprofessional learning experiences with the thought that more opportunities will emerge as more EWU program move to semester. In addition, the DNHY 490S Capstone course will be a service-learning course to promote student participation and collaboration with other professionals to help the community at large.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

The dental hygiene semester curriculum was approved by EWU for implementation in Fall 2016.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

The dental hygiene program assessment process is effective; new courses and content shift with the semester conversion will result in data gathering from new course assessments tools however the eportfolio assessment will remain in place.

NEW: PART II – CLOSING THE LOOP

FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT

PLEASE NOTE: The university also requests that Deans complete a College-Level Synthesis report, which synthesizes which programs/certificates have demonstrated “closing-the-loop” assessments and findings based on the previous year’s assessment report.

1. **Student Learning Outcome(s)** assessed for 2014-15

Acquire and synthesize information in a critical, scientific, and effective manner

2. **Strategies implemented** during 2015-16 to improve student learning, based on findings of the 2014-15 assessment activities.

1. *Continue with all three assessment mechanisms. Professor Merri Jones does a fantastic job with DNHY 470 and 360.*
2. *Continue to work with faculty and rubrics used for portfolio reflections*

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

No changes because faculty spent time reviewing and revising curriculum for semester conversion.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

In the semester conversion, dental hygiene students will continue to participate in a research course (DNHY 470S) where they write a research paper as well as complete an evidence-based oral public health community project (DNHY 360S). In addition, students will disseminate their research findings by participating in required poster presentations in local, regional, and national venues.