

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

Degree/Certificate: Master 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 objective as published either in the catalog or elsewhere in your department literature.

Students will embody self-learning as a means to meet their full potential and contribute to making our community, our profession, and our world a better place to live.

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.

- *Submission of an electronic portfolio with critical reflection on artifacts to support meeting all MSDH program competencies by the completion of DNHY 635S Practicum using MSDH Eportfolio rubric.*
- *Ongoing work on a Professional Development Plan with completion and submission through electronic portfolio in DNHY 635S.*
- *Weekly blogging in DNHY 635S to reflect on future as a MSDH dental hygienist.*
- *Alumni reports of job placement in academia, public health, and clinical practice.*

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

a. Findings:

- *In the final semester of course work, graduate students submitted electronic portfolios with critical reflection on artifacts that supported meeting all the MSDH program competencies developed by the ADHA and ADEA. Competency domains include Diversity, Social, and Cultural Sensitivity; Health Care Policy, Interprofessional Collaboration, and Advocacy; Health Informatics and Technology; Health Promotion and Disease Prevention; Leadership; Professionalism; Program Development and Administration; and Scholarly Inquiry and Research. The MSDH Eportfolio rubric was used to assess portfolio completion and reflection.*
- *Students submitted Professional Development Plans to assist them in developing future goals as a MSDH dental hygienist.*
- *Students posted weekly reflective blogs in DNHY 635S. Guided questions on aspects of the future as a MSDH dental hygienist were provided. Using a reflective blog rubric, student scores suggest graduate students are prepared and thinking about their future using critical reflective skills.*
- *Due to the cohort basis of the MSDH program and the dental hygiene network among the graduates and alumni, the program tracks alumni regularly although informally. Graduates of the MSDH program are working in academia, public health, and clinical practice. Of note, a 2016 graduate is currently teaching in the BSDH undergrad program.*

b. Analysis of findings:

Continue with the current methods of assessment. Students are demonstrating they are self-learners via reflective blogs and eportfolio documentation and reflection. Graduates are well regarded and being sought to fill academic and public health jobs as well as clinical positions. As the cohorts grow a formal graduate survey may provide more data for the program.

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).

Online resources and orientation would assist students in valuing the use of the Professional Development Plan as a method of developing future goals. An online orientation and more online resources would assist the students in portfolio development. Tracking professional development throughout the curriculum may assist students in readying for a career as a MSDH dental hygienist.

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

Online resources can be developed for the Professional Development Plan and Eportfolio with implementation Fall 2016.

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

In order to gather assessment data on how MSDH graduates valued the program and *embody self-learning as a means to meet their full potential and contribute to making our community, our profession, and our world a better place to live, an online survey is planned for implementation Fall 2017.*

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT

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

Exemplify critical thinking, scholarly inquiry, and professionalism as a leader in the profession and community.

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

The Fall 2015 implementation of the semester curriculum included a new course, DNHY 530S an Introduction to Thesis, being taught concurrently with the DNHY 520S Research Methodologies and Scholarly Writing course. For the first time since the program's inception, all students completed assignments in DNHY530S that resulted in an approved Thesis Prospectus and a first and second thesis committee member selected by Week 10. By the end of the course, all students completed CITI training, a learning contract in place for thesis. Students completed a substantial amount of their literature review in DNHY 520S resulting in a Thesis Proposal Draft in the Thesis template by the end of the term. Another factor was removing electives from the program and replacing with seminar courses and a Biostats course; this course provided students hands on experience in statistical analysis using software as well as a better understanding of statistics for research.

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.

Faculty thesis advisors report an overall improvement in thesis progression with students able to work independently over the summer on their literature and methods. Students are projected to complete thesis in 2-3 semesters and several will complete within two years of beginning the program. Students are supported in the early process of thesis, feel more prepared for the thesis process, and have goals to complete thesis in a timely manner. Faculty are able to advise on content instead of teaching the thesis process. This is crucial as the MSDH program cohorts are doubling over the last two years.

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

The MSDH faculty continues to develop online resources and strategies to assist students in thesis. Putting thesis sections together in CANVAS is one idea to help students support each other. Another idea is to add in a writing workshop during the Summer or Winter Break to help students who are readying for their proposal or defense. None, but now program has moved to semesters.