**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_\_\_\_\_Dental Hygiene Program/AAS degree\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| --- |
| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Students will be able to demonstrate proper infection control procedures.  |
| Program Learning Outcome 2: | Students will be able to demonstrate effective patient educational interventions.  |
| Program Learning Outcome 3: | Students will be able to demonstrate proficiency in periodontal instrumentation skills. |
| Program Learning Outcome 4: | Students will be able to demonstrate proper patient care based on proficiency in oral disease risk assessment interpretation.  |
| Program Learning Outcome 5: |  |
| Program Learning Outcome 6: |  |
| Program Learning Outcome 7: |  |
| Program Learning Outcome 8: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 |
| **DHYG 1201** | IPEA | IE | IE | IE | IE | IEA |
| **DHYG 1207** | IPE | IE | IEA | IPE | IPEA | IEA |
| **DHYG 1211** | IPEA | I | IE | IE | IE | IE |
| **DHYG 1215** | IPEA | IPEA | IPEA | IPE | IPEA | IPEA |
| **DHYG 1219** | IPEA | IE | IE | IE | IE | IPEA |
| **DHYG 1227** | IPEA | IE | IE | IE | IE | IEA |
| **DHYG 1235** | IPEA | IA | IPEA | IEA | IEA | IEA |
| **DHYG 1239** | IEA | IA | IEA | IEA | IEA | IEA |
| **DHYG 1261** | IPEA | IPEA | IE | IPEA | IPEA | IPEA |
| **DHYG 1304** | IPEA | IPEA | IPEA | IPEA | IPEA | IPEA |
| **DHYG 1431** | IPEA | IE | IE | IPE | IE | IE |
| **DHYG 2102** | IPEA | IPEA | IPEA | IPE | IPEA | IPEA |
| **DHYG 2153** | IPE | IE | IE | IEA | IPE | IEA |
| **DHYG 2201** | IPEA | IE | IE | IE | IE | IEA |
| **DHYG 2231** | IPEA | IE | IE | IE | IE | IE |
| **DHYG 2361** | IPEA | IPEA | IPEA | IPEA | IPEA | IPEA |
| **DHYG 2363** | IPEA | IPEA | IPEA | IPEA | IPEA | IPEA |

**Program Map ▼**

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1: Students will be able to demonstrate proper infection control procedures. | Infection control skill evaluation in DHYG 1431 Preclinical Dental Hygiene in which students will be required to demonstrate proper use of personal protective equipment (masks, gloves, face shields, gowns) and proper disinfecting protocols in the operatory for patient care to be performed.  | 85% of students will score 75% or better on their first attempt. |
| PLO #2: Students will be able to demonstrate effective patient educational interventions. | Educational Interventions competency in DHYG 2361 Clinical II-Dental Hygienist in which students are required to educate a patient on appropriate home care techniques once they have assessed their patient’s oral health conditions. The assessment data will come from patient’s present knowledge of oral disease, biofilm control, periodontal evaluation, potential problems, and systemic health. Students will be assessed on the thoroughness of collecting assessment data and then giving appropriate patient home care techniques.  | 85% of students will score a 75% or better on their first attempt. |
| PLO #3: Students will be able to demonstrate proficiency in periodontal instrumentation using Magnetostrictive Ultrasonic Inserts.  | Magnetostrictive Ultrasonic skills competency: Straight Insert in DHYG 2361 Clinical II-Dental Hygienist in which students are required to demonstrate proficiency in using Magnetostrictive Ultrasonic tips when performing Nonsurgical Periodontal Therapy (NSPT) on a periodontal involved patient.  | 85% of students will score a 75% or better on their first attempt. |
| PLO #4: Students will be able to demonstrate proper patient care based on proficiency in oral disease risk assessment interpretation when creating a Dental Hygiene Diagnosis Care Plan.  | Dental Hygiene Diagnosis Care Plan exam in DHYG 2201 Dental Hygiene Care I in which students will create a Dental Hygiene Diagnosis Care Plan for a patient that has periodontal disease. Students will be given a patient scenario requiring the student to assess oral disease risk as they collect data from reviewing health history, x-rays, periodontal chart, and dental exam. Students will then be required to create an appropriate care plan to address the identified oral disease risk. | 85% of students will score a 75% or better on their first attempt. |
| PLO #5:  |  |  |
| PLO #6:  |  |  |
| PLO #7 |  |  |
| PLO #8 |  |  |