Program Level Assessment Plan – BAS Dental Hygiene 2017-2018

Dental Hygiene

- Plan developed by the Dental Hygiene Department for academic year 2017-2018.
    - Michelle Kohler, DDS, Program Director, primary contact for assessment plan
    - Mary Catherine Dean, RDH, MS, BAS Coordinator

Mission, Goals, and Student Learning Outcomes:

The Bachelor of Applied Science (BAS) in Dental Hygiene Program is designed to assist graduates of AAS, AA, AS and Certificate dental hygiene programs in the completion of their bachelor's degree. Student's graduating from the Community College of Denver's AAS Dental Hygiene program graduate with 93 credit hours. To attain their BAS degree in dental hygiene, students must complete 120 credit hours. The goal of CCD's BAS program is to prepare its graduates to participate in a broader range of career opportunities. Typically, AAS graduates enter the profession prepared to practice in the clinical setting specifically private dental practice. The BAS degree prepares students to participate in public health dental hygiene, dental hygiene education, sales and marketing careers in the dental and medical industry, and independent or entrepreneurial dental hygiene.

Program Student Learning Outcomes (PSLOs) for the BAS:

At the completion of the Community College of Denver's Bachelor of Applied Science in Dental Hygiene, graduates will demonstrate professionalism and ethics at all times and achieve competency in the following areas.

Students will:
1. Be able to critically evaluate research studies and apply knowledge to his/her area of expertise.
2. Be competent in the assessment, planning and implementation of community oral health interventions to diverse populations.
3. Be prepared to assume a leadership role in any clinical, public health, administrative or academic environment.
4. Demonstrate effective communication.
5. Be competent in the development, planning, implementation and assessment of materials designed with an educational focus.

Assessment Plan

Assessment of the BAS PSLOs will be accomplished through a portfolio assignment. The purpose of this assignment is twofold. First, to introduce students to the Program Level Competencies; and second, to give students responsibility for demonstrating achievement of the PSLO's through a collection of their activities and work during the Bachelor of Applied Science program. This assignment is a requirement for graduation and successful completion of the program.

In 2017-2018, we will continue to assess the student's ability to be an effective communicator. With only one year of evaluation, we feel it is important to continue the assignment.

How do you plan to complete your assessment this year?

a. **What direct measure of student learning will you use?** We will continue to use the rubric (see page 5) developed to evaluate the Portfolio this includes both student self-assessment and faculty evaluation of the portfolio.

b. **What exactly are you assessing?** The BAS student's ability to self-assess their attainment of the program learning outcomes through evaluation of their learning. The ability to clearly communicate to others that attainment and the activity or assignment that they feel best demonstrates the attainment of the learning outcome.

c. **Please describe in some detail the tool(s) you will use. (i.e. rubrics, portfolios, surveys)** We will continue to use Microsoft Sway as the medium for the delivery of the portfolio. The creativity and flexibility of this free software makes it an easy tool for portfolio development. The rubric developed for both faculty and student self-assessment will also continue to be used. The rubric is adapted for each submission. The rubric for the final submission is seen on page 5 and the assignment instructions are below on page 3 and 4.

d. **How do you intend to conduct this assessment?** The assessment is ongoing, but the final assessment is completed at the conclusion of the student's final eight-week session in the program. This is immediately prior to graduation. One course is selected each eight-weeks to be the submission point and the same faculty member will evaluate each student's portfolio.

e. **Please describe in some detail the students and artifacts that will be involved in this assessment.** The students involved in the assignment are degree completion students enrolled in the Bachelor of Applied Science in dental hygiene program at the Community College of Denver. Artifacts are their completed work from various assignments and activities while completing course work in the program.

f. **How does this year's assessment prepare for future program assessments?** The assignment not only helps students recognize their personal and professional growth and learning but helps the faculty review the course assignments and content for its appropriateness and continuation in the Program.

INSTRUCTIONS FOR ASSIGNMENT

1. Each student will familiarize him or herself with the Program Competencies (see above).
2. Through documentation and reflection demonstrate acquisition of competencies. Evidence of work (written assignments, discussion posts, presentation materials, etc) is shown through a display of artifacts. Artifacts are chosen by the student. Documentation of the artifact, its inclusion in the portfolio, and a reflection statement describing how they feel the artifact demonstrates the PSLO is completed for each of the PSLO's or competencies.
3. Each PSLO/competency, is documented twice. Two items/artifacts (written paper, activity, video, etc.) from work completed during the course of the entire Program are compiled into the portfolio.
4. A written explanation, reflection and description of how and why the artifact provides evidence of achievement of the competency must be included for each artifact chosen.
5. The Portfolio will be compiled using Microsoft Sway.
6. At the conclusion of each 8-week session in the BAS program, a copy of the updated Sway Portfolio presentation is submitted in the appropriate DEH course D2L Dropbox folder. Credit is given for updating the assignment in one of the eight-week session courses for which the student is enrolled. Directions and a D2L Dropbox are provided in the specific course for submission of the update and final submission. Please refer to the "Content" section of the current D2L courses for the specific location of the Dropbox.
7. In addition, a self-assessment of the Portfolio using the same rubric the faculty member will use to evaluate your Portfolio must be completed and submitted.
8. It will be each student's responsibility to organize their Portfolio in a manner that reflects organization and the ability to communicate professionally while showcasing their achievements. All Portfolios must include the following:

   - **Introductory statement** – an overview of the Portfolio providing a brief description of you (the student) as a person and a professional. This can be a written or a video statement embedded in the presentation.

   - **Explanatory statements -** For each of the entries, a total of 8 entries (two per competency), the competency will be identified, an explanation of why the artifact was chosen, a reflection on the impact the activity or assignment had on you (the student), what the artifact represented, and a description of the artifact itself that was chosen to demonstrate the competency.

   - **Summative Reflection/Evaluation** – the final entry in the ePortfolio should be a reflection that looks back over the whole program experience and summarizing how you as an individual have grown personally and professionally over the course of participation in the BAS program. This can be a written entry or a video entry. If there is one artifact that exemplifies the whole experience, highlight or document that artifact in this final evaluation.

Recommendations for Developing the Portfolio:

- Students should familiarize themselves with the Program Level Student Outcomes/Program Competencies before beginning development of the portfolio. As each competency is read, think about the activities, assignments, and experiences during the eight weeks of BAS course work. Identify an artifact(s) that best exemplify(ies) the achievement of the competency.

- Create a digital archive of the artifacts and convert a copy of the items to either a JPEG or PDF file. JPEG files are image files and these are good if you want to display a photo or a screenshot of a paper or graphic. PDF files will hold their formatting and you may want to use these for papers or written artifacts that you produced in Word, PowerPoint, Excel, etc. Keep a folder on a flash drive, your hard drive or using cloud storage of these items so that they are easily retrievable when you need them.

- For your Descriptive and Reflection statements it will be important to provide the rationale for why the chosen artifact is important and the personal impact that it had on you, the student. Be sure when you write your Reflection statement that you are consistent with tense either in the current or past tense.

Portfolio Rubric – Final Submission

Criteria	Excellent! 10 points	Good Job! 7 points	Don't give up! You can do this! 5 points
Competency Review	Development of portfolio clearly shows review of Program Student Learning Outcomes /Competencies. At the conclusion of the fourth 8-week session, two new competencies have been chosen for documentation. These competencies repeat only two from those chosen for the previous 8-week assignments. One competency has been chosen if only one course is being taken this eight weeks. The competency is clearly stated in the Portfolio and presented with the artifact and reflection statement.	Development of portfolio clearly shows review of Program Student Learning Outcomes /Competencies. At the conclusion of the fourth 8-week session, one additional competency has been chosen for documentation when two are necessary or no competency has been chosen when one course is being taken. The competency is clearly stated in the Portfolio and presented with the artifact and reflection statement.	It is unclear that the student has reviewed the Program Student Learning Outcomes /Competencies. No documentation has been provided demonstrating review and/or selection of competencies. The competency statement has not been clearly stated and reader/viewer is unable to clearly identify the specific competency being documented.
Artifact Collection	One artifact has been chosen to demonstrate each of the two Program Student Learning Outcomes/Competencies from the fourth 8-week session of classes.	One artifact has been chosen to demonstrate one new Program Student Learning Outcomes /Competencies from the fourth 8-week session of classes.	No artifacts have been selected and documented to demonstrate Program Student Learning Outcomes /Competencies from the second 8-week session of classes.
Artifact Explanation and Description	For each artifact chosen, a written explanation and description of how and why the artifact provides evidence of competency achievement is included. The explanation and description clearly state how and why the artifact was chosen and sufficient detail has been provided for the reader to connect the artifact and the competency.	For chosen artifact, a written explanation and description of how and why the artifact provides evidence of competency achievement is included. The explanation and description lack clarity and fails to demonstrate how and why the artifact was chosen. Insufficient detail has been provided for the reader to connect the artifact and the competency.	Either only one artifact has been chosen or a written explanation and description of how and why the artifact provides evidence of competency achievement is not included. If a description and explanation has been provided for the one artifact documented the explanation and description lacks clarity and fails to demonstrate how and why the artifact was chosen. Insufficient detail has been provided for the reader to connect the artifact and the competency.
Reflection Statement/ Summative	Both the Reflection and Summative Final Evaluation Statements are unique to the individual. These statements help the reader to	The Reflection and Summative Evaluation Statements are unique to the individual. These statements fail to provide the reader with an	The Reflection and/or Summative Evaluation Statements are incomplete or fail to provide insight into the impact of the experience, activity or

Evaluation Statement	understand the impact of the activity, assignment or experience both personally and professionally on the individual. These statements inform the reader if the experience was enriching. If it changed the writer's perspective or point of view. If it changed the behavior or thought process of the writer. The Summative statement also summarizes the entire BAS experience.	understanding of the impact of the activity/activities, assignment or experience either personally or professionally on the individual. It fails to inform the reader if the experience was enriching, or if it changed the writer's perspective or point of view. The Summative statement does not clearly summarize the BAS experience.	assignment on the individual. It is difficult for the reader to understand of the impact either personally or professionally that the experience, activity, or assignment had on the individual. The Summative Evaluation statement is not included.
Microsoft Sway/ Spelling, Grammar, Punctuation	The Portfolio is built using Microsoft Sway. The writer of the portfolio has incorporated different medium (images, text, video) into a creative and unique presentation. No spelling, grammatical, or punctuation errors.	The Portfolio is built using Microsoft Sway. The writer of the portfolio has used only one type of medium (images, text, video) in their presentation. Creativity is evident, but the writer has failed to fully develop their idea or presentation to make it unique. Few (1 to 3) spelling, grammatical, or punctuation errors	The writer has failed to build their Portfolio using Microsoft Sway. They have shared folder or cloud storage area with faculty, but it is an unorganized collection of artifacts. Minimal (3 to 5) spelling, grammatical, or punctuation errors
Overall Score	**Level 3**	**Level 2**	**Level 1** **0 or more**

Curriculum Map – PSLO's for the BAS DEH as it relates to this program

I = Introduced, E = Emphasized, M = Mastery

Assessment: W = Written (would include research paper), P = Presentation, IN = Internship, EX = Examination

Outcome

PSLO's for CCD	DEH 301	DEH 302	DEH 325	DEH 355	DEH 341	DEH 387	DEH 411	DEH 425	DEH 476	DEH 478	DEH 481	DEH 482
Students will be able to critically evaluate research studies and apply knowledge to his/her area of expertise.	I/W	I/W/EX	E/W	E/W/EX	E/W		M/W	M/W/EX	E/W/EX	M/IN	M/IN	M/IN
Students will be competent in the assessment, planning and implementation of community oral health interventions to diverse populations.	I/W		E/W	E/W/EX		E/W/EX		E/W/EX	E/W/EX	M/IN	M/IN	M/IN
Students will be prepared to assume a leadership role in any clinical, public health, administrative or academic environment.	I/W	E/W				E/W/EX					M/IN	M/IN
Students will demonstrate effective communication.	I/W	E/W/P	E/W	E/W/P	E/W	M/W/P	M/W/P	M/W/P	E/W	M/W	M/IN	M/IN
Students will be competent in the development, planning, implementation and assessment of materials designed with an educational focus.	I/W				E/W/P		M/W/P					M/IN

Relationship of PSLO's for the BAS DEH to CCD's Institutional Outcomes

Outcome												
PSLO's for CCD	DEH 301	DEH 302	DEH 325	DEH 355	DEH 341	DEH 387	DEH 411	DEH 425	DEH 476	DEH 478	DEH 481	DEH 482
A CCD graduate is a Complex Thinker	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is an Effective and Ethical User of Technology	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is Effective Communicator	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is Globally Aware.	X		X	X	X		X	X	X	X	X	X
A CCD graduate is Personally Responsible.	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is a Numeric Thinker.		X	X					X		X		