Program Learning Outcome Assessment Plan – DH PLOs #2,4,5

General Information

Academic Year of Implementation: *2010 – 2011*

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Dental Hygiene/Allied Health Sciences

Planning Team:

Planning Team Leader(s)[1]	Campus	E-mail Address	Phone Extension	Mail Code
Pam Sandy	**West**	**psandy@valenciacollege.edu**	**1544**	**4-27**
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Robin Poole	**West**	**Rpoole2@valenciacollege.edu**	**1083**	**4-27**
Kitty Harkleroad	**West**	**kharkleroad@valenciacollege.edu**	**1570**	**4-27**

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[1] Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

[2] Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: **Dental Hygiene/Allied Health Sciences**	
Targeted Program Learning Outcomes: **Students will be able to:**	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** DEH 2806L Clinical Dental Hygiene IV
Formulate clinical decisions based upon current scientific evidence. **Communicate effectively within the healthcare environment.** **Propose an oral health care plan for the patient.**	**Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:** DEH 2806L Major Learning Outcomes #1 **Critically assess and analyze patient assessment data to formulate an evidence-based dental hygiene diagnosis.** and 2 **Demonstrate increasing proficiency in clinical skills in patient care planning, treatment, and educational services.**
Performance Indicators for the Program Learning Outcome(s) selected: **Compose and present a case documentation (study) paper** **Construct daily clinical treatment plans** **Propose oral health care plan(s) to clinical patients**	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** **Case documentation (study) paper** **Daily clinical treatment decisions (treatment plans)** **Oral presentation rubric**

Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):
         Written assignments (patient clinical treatment plans, case documentation paper)
        Student oral presentations (case study, treatment plans)

Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities)**: assessment of case documentation, analysis of appropriateness of treatment choices and recommendations**

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
 Addition of oral presentation of case study assessed with a rubric
     Rubrics for written paper and oral presentations
     Evaluation of clinical treatment plan as described by Dental Hygiene Clinic manual

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	May 28, 2010	Pam Sandy
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	Email to Dental Hygiene full time faculty and Dean Oct. 12, 2011	Pam Sandy
Draft assessment plan is revised to reflect input Meeting with Dean to discuss and revise plan	October 15, 2010 October 3, 2011	Pam Sandy Penny Conners and Pam Sandy
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	October 21, 2011	Pam Sandy

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?

Faculty will need practice with range finding, leveling and evaluating student artifacts.

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
Guidelines for the student oral presentation will need to be disseminated to the students.

How will student artifacts or data associated with student performance be collected?
Case presentation papers are handed in to the instructor assigned to evaluate the written papers. Student performance data is shared with full-time and clinical faculty. Oral presentations may be recorded for faculty range finding and leveling activities.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?   NA

How will information about faculty / staff participation in the assessment project be communicated?
  Assessment date (s) for students will be scheduled as part of clinical seminar with clinical faculty participating as they do in all clinical seminars.

Who will be responsible for coordinating the collection of student artifacts?   Kitty Harkleroad

At what point in the academic year / semester will the student artifacts be collected?
Written papers –during the fall and spring terms (DEH 2804L and DEH 2806L)
Oral presentations –during the spring term

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)?
Written papers for fall term will be assessed by the end of the term; spring term papers will be assessed by the end of spring term; oral presentations for the first case presentation will be complete in January 2011; then scheduled in January thereafter

Which faculty or staff from the program/discipline will evaluate student artifacts? Written – Kitty Harkleroad
Oral presentations: Pam Sandy, Kitty Harkleroad, Robin Poole, Dr. Roy Lohr, Rebekah Pittman, Margarita Ayala (adjuncts assigned to clinical will evaluate oral presentations so this group will change yearly)

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Faculty met to discuss the oral rubric prior to the verbal presentations and met after the presentations to discuss student performance.

When will the results / data associated with the assessment plan be analyzed?

Fall term 2011 Pam Sandy and Kitty Harkleroad reviewed the data to determine the average student scores on the evidence based decision making category.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?
 None identified.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?
 Previous course grades on written case documentation papers. Review of data for first use of oral rubric.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?   English faculty (Collaborative Writing Workshop)

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Discussion at faculty meetings, Dental hygiene accreditation self-study, and Dental Hygiene Advisory committee (Oct. 2011 completed)

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?
The faculty may better assess the timing of introduction to evidence based research and implementation in patient care.

What changes to the common course outlines, if any, need to be considered?

There are updates needed to further enhance the alignment of the course/program outcomes.

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?

This assessment plan does assess program learning outcomes in communication, formulation of clinical decisions, and oral health care plans. Faculty will need to look at student performance in the evidence based decision making dimension separately and determine is students achievement is acceptable or not. Additional assessment plans are needed for performance of entry level skills and preparation of a safe healthcare environment.

Revised Sept. 2011   Approved by faculty and Dean Oct. 2011