

2011-12 Program Assessment Update

Department & Program Dental Hygiene BSDH and MSDH

Submitted by: Rebecca Stolberg, Chair

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

Master of Science Dental Hygiene Degree Program

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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<p>be technically, intellectually and ethically prepared for the upcoming challenges facing the dental profession</p>	<p>Research management with technology in an ethical manner</p> <p>Self-Assessment in portfolio artifacts related to technology and ethics using portfolio rubric.</p> <p>Student difficulty with use of technology for thesis completion, portfolios, and teaching in the classroom or on-line.</p>	<p>Thesis chapters acceptable</p> <p>Portfolios acceptable via use of rubrics</p> <p>Some older students, who weren't raised or taught with technology struggled with management of on-line courses, research via the library website, and use of electronic calendar for organizing themselves</p>	<p>Continue as is</p> <p>Continue as is</p> <p>We instituted the LYNDA courses for:</p> <p>Outlook or Entourage WORD PowerPoint Excel Movie Maker (PC)/I-movie (MAC) Time management</p> <p>Students had to take the courses over the summer in preparation for fall orientation.</p> <p>We also spent some time during orientation week in Spokane to discuss these topics and hit the most useful tools in WORD, Outlook, and PowerPoint. We also showed them various methods for organization.</p>	<p>Quarterly</p> <p>Quarterly</p> <p>With news the LYNDA may be eliminated, we may have to come up with another plan for fall 2012.</p> <p>Discussions surround them providing proof to us that they took the course—because we believe some did not and told us that they did.</p> <p>Will keep this portion of the orientation week.</p>	<p>Very Good</p> <p>Very Good</p> <p>Improvable</p>
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