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SPRING 2025 Courses



DH 320C | Clinical Dental Hygiene III
0 pts



DH 308 | Clinical Technique
0 pts



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Spring 2025 SLO Assessment Discussion



Background



Student Learning Outcomes Assessment Framework



Philosophical Foundation



FOOTHILL COLLEGE DENTAL HYGIENE PROGRAM

COURSE CURRICULUM PLANNING GUIDE QUARTERLY SLO OUTCOMES

Commission on Dental Accreditation and our college accreditation require that we evaluate our courses and outcomes regularly as part of our curriculum management plan. Dental hygiene students complete quarterly, graduate and alumni surveys to assist with curriculum planning and revision. Each lead instructor receives a copy of the assessments. Please review the survey from your course and reflect on the survey results. If other faculty are involved in the lab or clinic portion, they may be part of the discussion. Note your reflections, student learning outcomes and any planned revisions below. Please complete this form & email it back to program director by the third week of the quarter. Thank you in advance for your participation!

Courses title & number: DH308 Clinical Technique

Course Instructor: Jennifer Leicht

Adjunct Faculty: Buu Danh, Sandra DeVita, Min Kim, Jennifer Lowery

Course SLOs & outcomes:

SLO statement	Overall how did students do on the SLO assessment? What does their performance tell you about their grasp and proficiency with the focus of the SLO? Please indicate the range of scores.	Planned revisions/changes – are you changing anything such as books, assignments, topics, materials, etc...to help students achieve proficiency?	Budget requests – what resources, equipment, supplies, etc do you need to better teach this portion of the course?
1. The student will correctly demonstrate on a student partner the proper use of the universal curet, gracey curets, and sickle scalers (grasp, adaptation, angulation) with a minimum of 75% proficiency.	88-98% - All students exceeded the 75% proficiency threshold. Students demonstrated a solid grasp of basic instrumentation techniques. The high scores reflect effective skill development and show that repeated evaluation opportunities supported student confidence and proficiency. The consistency in high scores indicates that most students developed strong psychomotor control and understanding of instrument-specific adaptation and angulation.	Return to face to face only, no longer teaching it as hybrid	Continue funding tutoring
2. The student will complete a patient assessment project on a peer, demonstrate the ability to integrate clinical findings and evidence-based decision-making into a comprehensive assessment project, including both the clinical assessment and research paper, with an overall project score of 75% or above.	90-100% - All students exceeded the 75% proficiency threshold. The data suggest that students effectively synthesized clinical and research-based information. Their ability to integrate findings into a comprehensive assessment project demonstrates both critical thinking and clinical reasoning skills. The high level of performance across the board supports the effectiveness of current instructional strategies and project scaffolding.	Return to face to face only, no longer teaching it as hybrid	Continue funding tutoring

Grade range: list the number of students who received in each category

A = 6 B= 16 C= 0 If any D's or F's list the reason(s) for the non-passing grade= NONE

Instructor reflections on SLO outcomes (please answer the following questions in your reflection) and instructor comments on student course surveys:

1. Are there groups of students who fared better or worse on the assessment? Can you make any hypothesis based on the assessment data about what may help students reach proficiency?

All students successfully passed the course with a grade of A or B, indicating strong overall performance in meeting the student learning outcomes (SLOs). While no specific subgroups clearly underperformed, students who earned an "A" may have had prior experience or stronger foundational hand skills. A hypothesis for supporting all students in reaching proficiency is that consistent, individualized feedback on instrumentation throughout the quarter helps reinforce proper technique. The multiple evaluations—even though viewed by some students as excessive—allow for progressive skill-building and ensure that students master each instrument before advancing. Additionally, students who actively engaged during in-person lab sessions and sought instructor feedback appeared to perform better, suggesting that real-time instructor interaction is a critical support for proficiency.

2. Does the data provide any insights that may help you rethink how you teach this portion of your class?

Yes. The data, combined with student feedback and course outcomes, support the decision to return to 100% face-to-face delivery for the 2026 cohort. Although the hybrid model was necessary during the pandemic years, full in-person instruction appears to offer more consistent opportunities for hands-on guidance, real-time corrections, and peer collaboration—all of which are key for mastering instrumentation. While some students voiced concern over the number of evaluations, the fast pace of the quarter system necessitates a structured and rigorous approach to ensure competence before students treat public patients in the spring. Maintaining multiple evaluations and returning to full in-person instruction will likely strengthen student outcomes and better prepare them for clinical practice.

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Courses title & number: DH 312 | Emergency Procedures

Course Instructor: Carmelyn Paguio

Adjunct Faculty: Course SLOs & outcomes:

SLO statement	Overall how did students do on the SLO assessment? What does their performance tell you about their grasp and proficiency with the focus of the SLO? Please indicate the range of scores.	Planned revisions/changes – are you changing anything such as books, assignments, topics, materials, etc...to help students achieve proficiency?	Budget requests – what resources, equipment, supplies, etc do you need to better teach this portion of the course?
<p>1. Identify the medications in an emergency drug kit, including their uses, dosages, and indications/contraindications, by completing a detailed chart. They will receive feedback and a score based on a standardized rubric, with a score of 75% or higher will be considered passing.</p>	<p>All 22 students successfully identified the medications in an emergency drug kit, including their uses, dosages, indications, and contraindications, through a combination of a scavenger hunt activity, completion of a detailed table, and related quizzes. Every student achieved a score above 85% on both the assignment and the quizzes.</p>	<p>The lecture content appears to be sufficient and has effectively supported student learning. However, I'm considering adding a new activity in which students will record a video demonstrating the medications in an emergency drug kit, including their uses, dosages, and key indications and contraindications. This activity is designed to deepen their understanding of emergency protocols, enhance information retention, and serve as a practical clinical reference. Additionally, the video can be used as a</p>	<p>None</p>

		personalized study tool to help them prepare for the final exam.	
2. Recognize the signs and symptoms of common medical emergencies and perform the appropriate interventions by completing a project that includes a written report and a video scenario presentation, with a score of 75% or higher will be considered passing.	All 22 students successfully identified the signs and symptoms of common medical emergencies and demonstrated appropriate interventions through a project that included both a written report and a video scenario presentation. Each student scored above 89% on the project.	The lecture content appears to be sufficient and has effectively supported student learning. However, I'm considering integrating short, scenario-based videos into quizzes, followed by multiple-choice questions that require students to select the appropriate response. This approach aims to reinforce critical thinking and clinical decision-making skills by placing students in realistic situations.	None

Grade range: list the number of students who received in each category

A = 12 B= 10 C= 0 If any D's or F's list the reason(s) for the non-passing grade= NONE

Instructor reflections on SLO outcomes (please answer the following questions in your reflection) and instructor comments on student course surveys:

1. Are there groups of students who fared better or worse on the assessment? Can you make any hypothesis based on the assessment data about what may help students reach proficiency?

For the most part, the majority of students performed well on the assessments, with most scoring above 85% on both Student Learning Outcomes (SLOs). This indicates a strong grasp of the material in an online learning environment.

Based on the assessment data, students who consistently engaged with course materials, such as watching lecture videos, completing module activities, and participating in discussion boards; tended to perform better. These students demonstrated a solid understanding of the content and were able to apply it effectively in assessments.

On the other hand, students who showed lower levels of engagement or who completed assignments closer to the deadlines without participating in optional review activities or interactive resources tended to score closer to the minimum proficiency range, though still above 85%. This suggests that ongoing, active participation is an important factor in student success in an online course.

One possible hypothesis is that integrating more interactive elements, such as short scenario-based videos, low-stakes quizzes with immediate feedback, or optional live review sessions; could help increase engagement and further support student proficiency. Providing clear pacing guides and encouraging regular check-ins through announcements or reminders may also help students stay on track and better retain information throughout the course.

2. Does the data provide any insights that may help you rethink how you teach this portion of your class?

Yes, the data does provide insights that may help me rethink how I approach this portion of the course. While overall student performance was strong, with most students scoring above 85%; the patterns in engagement and assessment outcomes suggest that incorporating more interactive, applied learning opportunities could enhance understanding even further.

In particular, I'm considering ways to make the content more engaging and accessible in the online environment. For example, adding short, scenario-based videos with follow-up questions could help students apply concepts in a more practical, clinical context. Additionally, offering more formative assessments throughout the modules, such as knowledge checks or discussion prompts, could reinforce key points and help identify areas where students may need additional support before reaching summative assessments.

These insights also highlight the importance of maintaining regular communication and offering clear expectations and pacing throughout the course. Moving forward, I plan to integrate more structured opportunities for student interaction and provide additional resources for review and practice, to support a broader range of learning styles and help ensure consistent mastery across all students.

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Courses title & number: DH 320C Clinical Dental Hygiene III

Course Instructor: Patti Chan

Adjunct Faculty: Judy Yamamoto, Pia StaAna, Lisa Hoang, Min Kim, Buu Danh, Sandra DeVita, Roshan Emam, Kay Murphy, Nazgol Hoveyda, Hsiao Chen

Course SLOs & outcomes:

SLO statement	Overall how did students do on the SLO assessment? What does their performance tell you about their grasp and proficiency with the focus of the SLO? Please indicate the range of scores.	Planned revisions/changes – are you changing anything such as books, assignments, topics, materials, etc...to help students achieve proficiency?	Budget requests – what resources, equipment, supplies, etc do you need to better teach this portion of the course?
1. Evaluate periodontal assessment data and perform a probing evaluation, demonstrating accuracy and proficiency. The evaluation will be assessed using a standardized rubric, and the student must achieve a score of at least 75% to meet the learning outcome.	100% of students passed the test case exam during winter quarter with scores above 75%. One student scored 78% while 21 students scored from 88 to 100% on the exam. We have two instructors independently score the exam and then only the concurred errors are counted. This has been an excellent way for calibration of faculty on calculus detection and increases the fairness of the exam.	No revisions at this time	No budget requests for this SLO
2. Evaluate dental hygiene care provided to a competency patient	100% of the students completed two probing evaluations this quarter with passing scores of 84% or higher. The range of scores was 88-100%. I feel	No revisions at this time	No budget requests for this SLO

<p>and prepare a comprehensive reflection report that includes a case study and an analysis of the learning experiences. The report will be assessed using a standardized rubric, and the student must achieve a score of at least 75% to meet the learning outcome.</p>	<p>that the students have demonstrated a strong grasp of the probing techniques and how to perform periodontal assessment of their patients.</p>		

Grade range: list the number of students who received in each category

A = 21 B= 1 C= 0 If any D's or F's list the reason(s) for the non-passing grade= 0

Instructor reflections on SLO outcomes (please answer the following questions in your reflection) and instructor comments on student course surveys:

1. Are there groups of students who fared better or worse on the assessment? Can you make any hypothesis based on the assessment data about what may help students reach proficiency? **All students achieved higher scores than the minimum of 84% showing proficiency with the skill.**
2. Does the data provide any insights that may help you rethink how you teach this portion of your class? **Since the students demonstrated proficiency with the probing techniques, I do not plan to make any revisions to this requirement.**

The student comments were mostly positive about the course. I was worried about calibration of faculty but it seems like a did a fairly good job keeping faculty informed about changes in procedures and working with faculty on consistency in grading. We used a new survey for this quarter that included more humanistic type questions about the courses. 4% of students strongly disagreed with all of the criteria. I'm not sure if the student(s) misread the questions when they answered or if they were truly dissatisfied with the course. I will review the criteria with the students before they take the survey again at the end of spring to confirm they understand how the statements are worded. The written comments were favorable so I'm a little confused and surprised by the results.

Winter is always a fast quarter and I feel that the students did well completing the clinic requirements, clinic competencies and seeing a wide range of periodontally involved and life stage patients. I have found that our newest system for tracking patient competencies by including the patient experience with a grading rubric has been confusing for students and had created a lot more work for both the students and faculty. I have already revised the requirements for the next cohort so that they will complete a minimum of two patients in each of the competency categories with one patient being for competency (this would be completed with the competency grading rubric). Students exceed the two patients for each of the competency categories (mild disease, moderate to severe disease, adult and geriatric) but some struggle with finding two child aged patients. I'm trying to work with a local elementary school to bring children into the clinic for a "Give a Kid a Smile" type event to provide more experiences with children for our students. We have had more adolescent aged patients come through our screening process this year so most students have completed at least two in this category so far this year. I think that the changes to the competency process will be less confusing for the next group of students. The incorporation of case studies since the pandemic has definitely contributed to the students knowledge and growth.

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Courses title & number: DH310

Course Instructor: Z. Pia Staana

Adjunct Faculty: Cara Miyasaki, Kay Murphy

Course SLOs & outcomes:

SLO statement	Overall how did students do on the SLO assessment? What does their performance tell you about their grasp and proficiency with the focus of the SLO? Please indicate the range of scores.	Planned revisions/changes – are you changing anything such as books, assignments, topics, materials, etc...to help students achieve proficiency?	Budget requests – what resources, equipment, supplies, etc do you need to better teach this portion of the course?
1. Students will be able to assess and categorize a patient's caries risk and propose a plan to either arrest the patient's caries process or reduce further risk of decay.	100% of the students were successfully able to discuss and assess their patient's caries risk within one level.	No changes	None
2. Students will be able to evaluate a patient's dental and restorative conditions and chart significant findings.	100% of students were able to chart at least 75% of dental and restorative conditions on a student/partner.	No changes	None

Grade range: list the number of students who received in each category

A = 16 B = 6 C = 0 If any D's or F's list the reason(s) for the non-passing grade= none

Instructor reflections on SLO outcomes (please answer the following questions in your reflection) and instructor comments on student course surveys:

1. Are there groups of students who fared better or worse on the assessment? Can you make any hypothesis based on the assessment data about what may help students reach proficiency?
2. Does the data provide any insights that may help you rethink how you teach this portion of your class?

While all students achieved proficiency, it was observed that students with little to no prior experience handling dental materials initially required more guidance to reach competency. The third instructor in the lab—required to maintain the accreditation-mandated 1:5 instructor-to-student ratio—was essential in supporting these students. The additional support allows these students to receive more hands-on guidance, helping them build confidence and develop essential skills at their own pace. Having 3 instructors available ensures that questions are answered promptly and techniques are corrected early, creating a more supportive and less overwhelming environment. This extra layer of instruction has made a significant difference in helping all students succeed, especially those new to working with dental materials.

A key takeaway from the assessment is that maintaining the 1:5 instructional ratio not only meets accreditation standards but also plays a critical role in ensuring equitable learning outcomes, particularly for students new to clinical materials.

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 Why Do We Do SLO Assessment?

 SLO Glossary

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  Step 1: What is Expected of Me?

 Objectives vs. Outcomes

 Building Effective, Measurable Outcomes

 Questions for Creating SLOs

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 Assessing Teaching and Learning

 Selecting One SLO to Assess

▼ **STEP 3 | Reflecting on Teaching & Learning**

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 **Assessment of SLOs Across Multiple Course Sections**

 **Spring 2025 SLO Assessment Discussion**

▼ **Background**

 **Student Learning Outcomes Assessment Framework**

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ENG 1A | Composition & Reading: Samuel White

1. Overall, how did students do on the assessment, and what does their performance tell you about their grasp and proficiency with the focus SLO? Despite some challenges, most students are now able to demonstrate at least a minimal skill level with this particular SLO. We use a main textbook, and at this point, the author is a recognized fixture in our course work, which makes him seem like another member of our class.
2. Are there groups of students who fared better or worse on the assessment? Can you make any hypothesis based on the assessment data about what may help students reach proficiency? Better/more scaffolding might be needed, and would certainly be useful.
3. Does the data provide any insights that may help you rethink how you teach this portion of your class? Yes. I am realizing that more in the way of "pre" work would help tremendously. Introducing concepts, and then having students tackle them in pieces would help to get them used to using and showing the concepts.
4. What resources might help students achieve proficiency? Peer/partnering activities. Group activities
5. What resources do you need to better teach this portion of your course? I could probably make use of more how-to guides and examples to illustrate the desired outcome(s)

SLO:

- Students can read, comprehend and evaluate the author's line of reasoning, and make inferences from college-level texts
- Students can articulate and develop a main idea at the paragraph and essay level
- Students can integrate information from texts to develop a main idea

ENG 1A | Composition & Reading: Benjamin Armerding

- Students can integrate information from texts to develop a main idea

I teach quote sandwiches and provide students with several templates for integrating and explaining quotes from sources they're using for their essays. I teach and re-teach this lesson multiple times throughout the course, as needed, linking regularly to the resources and showing students samples of their own writing and we workshop it together. I'll sometimes edit a student paragraph in front of the class to show them where and how they can use the sentence templates to integrate and explain a quote in a paragraph.

ENG 1A | Composition & Reading: Stephanie Chan

I reflected with colleagues on:

Students can integrate information from texts to develop a main idea

- All of us have trouble lately leading students to skillfully and consciously integrate information, particularly in research assignments
- Students who need more scaffolding and support have a harder time
- We noticed a tendency for students to not understand the role of synthesis or citation, particularly in longer writing assignments
- We identified Hypothes.is as a helpful tool for getting students to engage with texts; perhaps this tool can be called in for assignments asking for integration from texts, after initial reading annotation work

ENG 1A | Composition & Reading: Rachael Dworsky

- Students can read, comprehend and evaluate the author's line of reasoning, and make inferences from college-level texts
1. Overall, how did students do on the assessment, and what does their performance tell you about their grasp and proficiency with the focus SLO? **In general, they understand the main argument the author is making, but some of them tend to overlook some of the more detailed aspects of the author's point. In some cases, it seems like some students may be relying on broad generalizations.**
 2. Are there groups of students who fared better or worse on the assessment? Can you make any hypothesis based on the assessment data about what may help students reach proficiency? **When I first taught the book, I had students read it in full. This proved to be challenging and students struggled to get through it. In subsequent quarters, I moved away from the full-length book and started assigning various chapters from it. This made the reading more manageable. However, I do worry that students are missing something by not seeing her argument sustained over the full book. That said, student who did the best with comprehending her argument were able to make connections to their own experiences.**
 3. Does the data provide any insights that may help you rethink how you teach this portion of your class? **I need to keep creating opportunities for students to reflect on their personal connection to the text. I also need to keep focusing on reading strategies.**

ENG 1A | Composition & Reading: Kimberly Escamilla

We looked at #3 and found that the last part of the SLO needs work

Students can integrate information from texts to support their argument. (instead of to develop a main idea).

In my 1A, I just changed texts and I'm building some overlap and repetition into the assignments so they are revisiting texts and integrating them as they write. So I am generally finding my students are able to make the connection between book banning, the content in Stamped from the Beginning and the current government policies or figures. I haven't looked at data, # of students, but I'd say for those completing the assignments, they are achieving success for this slo.

ENG 1A | Composition & Reading: Allison Herman

What is wrong with our society?

No data or content aligns with my reverie.

Only concepts, half formed ideology

baked-in social apathy

How do we un-learn

dogmatic rhetoric as idolatry?

No more kneeling down and worshipping,

head bowed down

denying academic philosophy.

Heads up! Eyes open!

uplift words, quotes, numbers, and analysis

critical minds arriving

illuminating linguistic integrity.