

Oregon Tech
Dental Hygiene Bachelor of Science at Klamath Falls
2012-2013 Assessment Report

I. Introduction

The Oregon Tech Dental Hygiene program began in 1970 as an Associate of Applied Science (AAS) program. Beginning in 1985, students had the option of completing a Bachelor of Science (BS) degree and in 2003 the program began awarding the BS degree only.

All students must complete prerequisite courses to be eligible for application to the program. Acceptance to the program is selective and limited to no more than 27 students at Klamath Falls. Students enter the program each year in fall term.

The five-year retention and graduation rate is presented in the Table 1 below.

TABLE 1: 5-YEAR GRADUATION RATE				
Class 2009	Class 2010	Class 2011	Class 2012	Class 2013
24/25 (96%)	25/27 (93%)	26/26 (100%)	21/25 (87.5%)	21/27 (77.78%)

II. Program Purpose, Objectives, and Student Learning Outcomes

The dental hygiene faculty reviewed the program’s purpose, objectives, and learning outcomes during the fall faculty retreat September 6-8, 2012. The faculty affirmed the statements below:

Dental Hygiene Program Purpose

The purpose of the Bachelor of Science in Dental Hygiene program is to prepare students for entry into the dental hygiene profession and additional careers such as public health, administration, education, research, and marketing. The graduate will be prepared to enter master degree programs in dental hygiene and related programs.

Program Educational Objectives

1. Provide the dental hygiene student the opportunity to gain the necessary knowledge, skills, and values to enter the registered practice of dental hygiene
2. Prepare the student to sit for the National Board Dental Hygiene Examination
3. Prepare the student to take the WREB examination in dental hygiene, anesthesia, and restorative functions.

Expected Student Learning Outcomes

1. The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services.
2. The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.
3. The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups.
4. The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities.
5. The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications.

6. The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning.

The program also offers students experiential learning opportunities including:

- Membership in the Student American Dental Hygienists' Association (SADHA) and representation at state and national levels
- Professional meetings: Oregon Dental Conference, Oregon Dental Hygienists' House of Delegates Meeting, and American Dental Hygienists' Association Annual Meeting.
- Assessment, implementation, and evaluation of community health projects
- International trips to provide dental hygiene care to persons in third world countries
- Off campus experience: school-based screenings and presentations, health fairs, and dental clinics/offices.

III. Six-Year Cycle for Assessment and Student Learning Outcomes

The 6-year assessment schedule for Oregon Tech institutional student learning outcomes (ISLO) follows in Table 2A below:

ISLO #		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1	Communication (oral, written, visual)				X						X
2	Team, group work			X			X				
3	Professionalism, ethical practice			X			X				
4	Critical thinking, problem solving	X						X			
5	Lifelong, independent Learning				X						X
6	Mathematical knowledge, skills		X			X					
7	Scientific knowledge, reasoning		X						X		
8	Cultural awareness									X	

The 3-year assessment cycle for the Bachelor of Science in Dental Hygiene program student learning outcomes (PSLO) was discussed and adjusted to align with the Oregon Tech institutional student learn outcomes at the fall faculty retreat Sept 6-8, 2012. The PSLO assessment schedule is reported in Table 2B below:

PSLO	Description	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1	The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services			X			X	
2	The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients	X			X			X

PSLO	Description	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3	The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups	X					X	
4	The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community-based oral health programs including health promotion and disease prevention activities		X			X		
5	The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications	X			X			X
6	The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning.	X			X			X

IV. Summary of 2012-2013 Assessment Activities

The dental hygiene faculty conducted formal assessment of two institutional learning outcomes (ISLO #2 & #4) and one program student learning outcome (PSLO #1) during the 2012-2013 academic year. The following table (Table 3) provides an overview of 2012-2013 assessment activities.

<i>Student Learning Outcome</i>	<i>Criteria</i>	<i>Assessment Method</i>
ISLO #2: Team & group work	<ul style="list-style-type: none"> Identify/achieve purpose Assume roles & responsibilities Communicate effectively Reconcile disagreement Share appropriately Develop strategies for action Cultural adaptation 	<u>Direct Assessment</u> <ul style="list-style-type: none"> Direct observation <u>Indirect Assessment</u> <ul style="list-style-type: none"> Graduate survey
Assessment Points: DH 380-383 Community Dental Health I-IV; graduate survey		
ISLO #4/PSLO #1: Professional & ethical practice	<ul style="list-style-type: none"> Knowledge of ADHA code of ethics Uses code of ethics, describes issues Describes involved parties/points of view Describes/analyzes alternative approaches Choses & defends decision 	<u>Direct Assessment</u> <ul style="list-style-type: none"> Assignment Direct observation <u>Indirect Assessment</u> <ul style="list-style-type: none"> Graduate survey
Assessment Points: DH 475 Dental Hygiene Research Methods I; graduate survey		

ISLO #2: TEAM AND GROUP WORK: Oregon Tech students will demonstrate the ability to work effectively in teams and/or groups.

Direct Assessment: Community Health Projects

Dental hygiene students' ability to work in teams was assessed in DH 381-383 Community Dental Health II-IV. Twenty-one students were assessed by direct observation as they worked in teams to complete all phases of a community health project. The projects beginning fall term 2011 were carried out over a 3-term period ending in students' junior year spring term 2012.

Team work was observed throughout the duration of the project and the instructor assessed students spring term 2012. The following table (Table 4) summarized the results.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Identify/achieve purpose	Project/direct observation	1-4	80% at 3 or 4	80%
Assume roles & responsibilities	Project/direct observation	1-4	80% at 3 or 4	100%
Communicate effectively	Project/direct observation	1-4	80% at 3 or 4	80%
Reconcile disagreement	Project/direct observation	1-4	80% at 3 or 4	80%
Share appropriately	Project/direct observation	1-4	80% at 3 or 4	60%
Develop strategies for action	Project/direct observation	1-4	80% at 3 or 4	100%
Cultural adaptation	Project/direct observation	1-4	80% at 3 or 4	80%

Table 4 Assessment Results for ISLO # 2 in DH 383 Community Dental Health IV, Spring 2012

Strengths All teams were able to assume roles & responsibilities and to develop strategies for action.

Weaknesses Minimum acceptable performance was not achieved for the criterion, share appropriately.

Plan for Improvement: The faculty believes there is not a systemic weakness because the majority of student groups did exceed or meet the minimum acceptable performance in all criteria. The following table (Table 6) demonstrates data per group.

	Group HS n = 3	Group S n = 5	Group KC n = 5	Group LR n = 5	Group M n = 4
Share appropriately	Ave = 3.66 100% at 3 or 4	Ave = 3.4 100% at 3 or 4	Ave = 3.2 83% at 3 or 4	Ave = 2.4 40% at 3 or 4	Ave = 2.5 50% at 3 or 4

Table 5. Assessment results for ISLO # 2 in DH 383 Community Dental Health IV, Spring 2012 by team.

However, the department has made plans to decrease the teacher-to-student ratio in the course series so that students receive more individualized guidance. Currently, one instructor has full responsibility for the course during which students conduct all phases of a community health project. This involves up to 27 students, five different projects, and hundreds of patients. The work load is simply too great for a single person, especially to adequately mentor and advise groups over a 3-term project. The model for co-instruction is established at the DHBS degree program in Salem at Chemeketa Community College with good results.

Indirect Assessment: Graduate survey

Dental hygiene students' ability to work in teams was also assessed using a graduate survey. Class of 2013 students in their last term of the program self-reported their ability to work in teams/groups using a survey. Nineteen of twenty-one students completed the survey on Survey Monkey during week 9 of winter term 2013. The following table (Table 6) summarizes the results:

TABLE 6: Team & Group Work				
Question	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
The Oregon Tech dental hygiene program helped me increase my teamwork skills	Survey	1-4	80% at 3 or 4	94.74%: AVE=3.11

Table 6. Assessment results for ISLO # 2 in survey, Winter 2013

Strengths The criterion met or exceeded minimum acceptable performance based on class of 2013 dental hygiene graduate survey responses.

Weaknesses No weaknesses were identified using this assessment.

Plan for Improvement No need for improvement was identified at this time.

ISLO #3: PROFESSIONALISM & ETHICAL PRACTICE: *Oregon Tech students will demonstrate an understanding of professionalism and ethical practice.*

PSLO #1: *The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services.*

Direct Assessment

Dental hygiene students' ability to demonstrate an understanding of professionalism and ethical practice was assessed using an assignment during fall term 2012. The assignment required students to solve an ethical dilemma using defined steps of ethical decision making. Twenty-one senior students were given the opportunity to earn extra-credit in DH 475 Dental Hygiene Research Methods I. The instructor received work from 13 students. Of those 13 submissions, nine were complete. The results of the assignment are summarized in the table (Table 7) below.

TABLE 7: Professionalism & Ethics				
Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Demonstrates knowledge of professional code of ethics	Assignment: ethical dilemma	1-4	80% at 3-4	100%
Uses code of ethics, describes ethical issues(s)	Assignment: ethical dilemma	1-4	80% at 3-4	100%
Describes parties involved, discusses points of view	Assignment: ethical dilemma	1-4	80% at 3-4	100%

Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Describes and analyzes possible/alternative approaches	Assignment: ethical dilemma	1-4	80% at 3-4	100%
Chooses approaches and explains the benefits and risks	Assignment: ethical dilemma	1-4	80% at 3-4	100%

Table 7. Assessment results for ISLO # 2 and PSLO #1 in DH 475 Dental Hygiene Research Methods I, Fall 2012

Strengths: All dental hygiene class of 2013 graduates who completed the assignment met or exceeded minimum acceptable performance on the assessment.

Weaknesses: No weaknesses were identified by this assessment. However, based on the low response rate, reliability may be questioned.

Plan for Improvement: In order to improve reliability of the assessment, the instructor will make the assignment a course requirement each fall term in DH 470 Dental Hygiene Research Methods I rather than extra-credit.

Direct Assessment: Observation

Dental hygiene students' ability to demonstrate an understanding of professionalism and ethical practice was assessed by direct observation. Twenty-one class of 2013 dental hygiene students were observed throughout the three-year program in classroom and clinic settings. Formal assessment of their professionalism and ethical practice was assessed by dental hygiene faculty during week eight of winter term 2013 using a rubric. The results of the assessment are summarized in the table (Table 8) below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Timeliness	Direct observation	0-2	80% at 1 or 2	100%
Quality of work (a)	Direct observation	0-2	80% at 1 or 2	95.23%
Quality of work (b)	Direct observation	0-2	80% at 1 or 2	95.23%
Attitude toward feedback	Direct observation	0-2	80% at 1 or 2	90.47%
Attitude toward assigned tasks	Direct observation	0-2	80% at 1 or 2	90.47%
Punctuality	Direct observation	0-2	80% at 1 or 2	100%

TABLE 8: Professionalism & Ethics				
Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Attendance	Direct observation	0-2	80% at 1 or 2	100%
Academic integrity	Direct observation	0-2	80% at 1 or 2	95.23%
Interpersonal skills	Direct observation	0-2	80% at 1 or 2	95.23%
Policies and procedures	Direct observation	0-2	80% at 1 or 2	95.23%
Work ethic	Direct observation	0-2	80% at 1 or 2	90.47%
Appearance	Direct observation	0-2	80% at 1 or 2	90.47%

Table 8. Assessment results for ISLO #2 and PSLO #1 faculty ratings, Winter term 2013.

Strengths: All Klamath Falls dental hygiene class of 2013 graduates demonstrated timeliness, punctuality, and attendance that met or exceeded faculty expectations

Weaknesses: Based on this assessment, no weaknesses were identified; performance in all criteria met minimum acceptable performance.

Plan for Improvement: Continue successful teaching and learning strategies.

Indirect Assessment: Graduate Survey

Dental hygiene students' ability to demonstrate an understanding of professionalism and ethical practice was also assessed using a graduate survey. Class of 2013 graduates self-reported their learning. Nineteen of twenty-one students in their last term of the program completed the survey on Survey Monkey during week 9 of winter term 2013. The following table (Table 9) summarizes the results.

TABLE 9: Professionalism and Ethics				
Questions	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
The Oregon Tech dental hygiene program helped me be able to discern and manage ethical issues in a changing environment	Survey	1-4 Likert scale (highly agree, agree, disagree, highly disagree)	80% at 3 or 4	100% AVE=3.11
The Oregon Tech dental hygiene program helped me be able to comply with state and federal laws governing the practice of dentistry and dental hygiene	Survey	1-4 Likert scale (highly agree, agree, disagree, highly disagree)	80% at 3 or 4	100% AVE=3.16

Table 9. Assessment results for ISLO #2 and PSLO #1 in survey. Winter term 2013.

Strengths: All class of 2013 graduates self-reported agree or highly agree on the criteria.

Weaknesses This assessment did not reveal any weaknesses.

Plan for Improvement: Based on this assessment, a plan for improvement is not necessary at this time.

V. Evidence of Student Learning

During the 2012-2013 academic year, the dental hygiene program assessed the following student learning outcomes:

- ISLO 2 Team, group work
- ISLO 3 Professionalism, ethical practice
- PSLO 1 The dental hygiene graduate will be competent in applying ethical, legal, and regulatory concepts in the provision and/or support of oral health care services

The faculty met on May 17, 2013 to discuss results of the assessment and to determine plans for improvement. Overall, the faculty is satisfied with student learning, and recognizes an opportunity to improve student learning in the following way:

- Reduce faculty-to-student ratio in course series DH 380-383 Community Dental Health I-IV so that students are more closely mentored and advised when working in teams to complete a major project

VI. Changes Resulting from Assessment

During the 2010-2011 assessment cycle, ISLO #1 was assessed. Twenty-six senior students were assessed using an assignment. Results of the assessment revealed weakness in written communication criteria, conventions and documentations.

In 2011-2012 written communication was reassessed. Twenty-four sophomore students who have previously taking WRI 121 and WRI 122 were assessed at two different times. On the first attempt, students were given the grading rubric, but no other instruction. On the second attempt, in addition to having the rubric, writing and documentation basics were reviewed. Table 10 compares the results of the assessments.

	Measurement Scale	Minimum Acceptable	Results		
			2010-11	2012 (1)	2012 (2)
Purpose & ideas	1-4	80% at 3 or 4	96	71	67
Organization	1-4	80% at 3 or 4	92	58	87.5
Support	1-4	80% at 3 or 4	81	83	92
Style	1-4	80% at 3 or 4	84.6	92	100
Conventions	1-4	80% at 3 or 4	73	96	87.5
Documentation	1-4	80% at 3 or 4	69	58	100

Because the original assessment was conducted using seniors and the 2012 re-assessment was conducted using sophomores, direct comparison cannot be determined. However, it is interesting to explore difference in writing strengths and weakness between the two groups. The following patterns may be observed (see chart 1):

- Seniors perform at a higher proficiency level in
 - Purpose and ideas
 - Organization
- Sophomores performed at a higher proficiency level, especially after additional instruction in
 - Support
 - Style
 - Conventions
 - Documentations

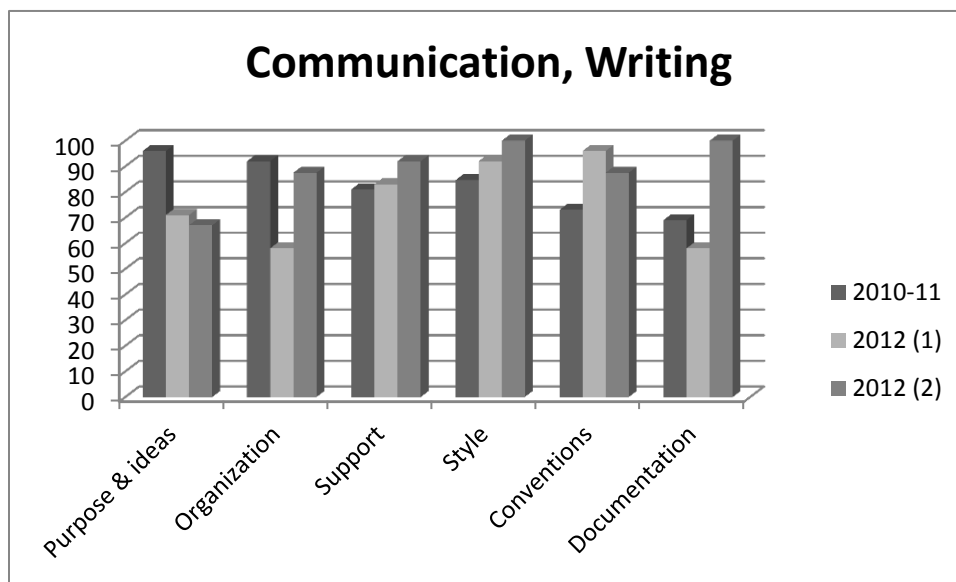


Chart 1: Comparison of senior and sophomore writing proficiency (2010-11, 2012)

In 2013 written communication was again assessed after implementing the following strategies:

- Faculty modeled expectations in all written communication, including email
- Writing standards were made explicit to students in course syllabi
- Students were directed to resources including web sites, publication manuals, grammar references, automated writing feed-back resources and others. *Publication Manual of the American Psychological Association* is required each term in DH 221, 222, 223, 321, 322, 323, 421, 422, 423 Dental Hygiene Clinic Practice and Seminar I-IX.

This assessment consisted of completion of a clinical project and submission of a written report to demonstrate students' learning. Twenty-one senior students in DH 421-423 Dental Hygiene Clinical Practice and Seminar VII-IX summer 2012 through winter 2013 were assessed. The paper was scored using a rubric, which including writing criteria. The results are reported in the table (Table 11) below:

TABLE 11: Clinic Project				
Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Level of understanding	Project/report	0-4	80% at 3 or 4	95.23%
Professional terminology	Project/report	0-4	80% at 3 or 4	95.23%
Supporting details	Project/report	0-4	80% at 3 or 4	62%
Application	Project/report	0-4	80% at 3 or 4	100%
College level writing	Project/report	0-4	80% at 3 or 4	71.43%

Table 11. Project assessment Summer 2012-Winter2013.

KEY: Strong = 4; Effective = 3; Acceptable = 2; Weak = 1; not acceptable = 0.

The 2012-2013 assessment revealed failure to meet minimum acceptable performance in both writing criteria.

At the spring meeting on May 17, 2013 faculty discussed writing assessment results. Dental hygiene instructors are not satisfied with the level of students' writing competency demonstrated by assessment over the past three years. Assessment comparing writing competency of seniors and sophomores may suggest that skill developed in formal writing courses, which occurs in two successive terms of the pre-requisite year, may wane over time. Several years ago, at the suggestion of a writing instructor, WRI 227 Technical Report Writing was moved in the curriculum map from the pre-requisite year to winter term of the junior year. The curriculum map also includes a communication elective fall term of senior year. Instructors will meet with the writing department fall term 2013 to discuss assessment results and to collaborate in strategies to improve writing skills of dental hygiene students.

Appendix A: Curriculum Maps

Institutional Student Learning Outcome #2: Team and Group Work

The following table (TABLE A1) indicates the dental hygiene curriculum. Courses that are bolded indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and/or students receive feedback on their performance on the SLO.

I = Introduced; R = Reinforced; E=Emphasized

Table A1: ISLO #1: Team and Group Work					
		Fall	Winter	Spring	Summer
SOPHOMORE					
CHE 360	Clin Pharm for Health Professions				
DH 221	DH Clin Prac & Seminar I				
DH 225	Head & Neck Anat, Hist, & Embry				
DH 240	Prevention I				
SPE 321	Small Group & Team Com				
DH 222	DH Clin Prac & Seminar II				
DH 241	Prevention II				
DH 244	General & Oral Pathology				
DH 252	Oral Radiology I				
DH 275	Dental Ethics				
DH 366	Dental Anatomy				
DH 223	DH Clin Prac & Seminar II I				
DH 242	Prevention III				
DH 253	Oral Radiology II				
DH 254	Introduction to Periodontology				
DH 267	Emergency Procedures			I	
DH 380	Community Dental Health I			I	
	Psychology elective				
JUNIOR					
BUS 317	Health Care Management				
DH 321	DH Clin Prac & Seminar IV				
DH 340	Prevention IV				
DH 354	Periodontology				
DH 381	Community Dental Health II	R			
	Psychology elective				
DH 322	DH Clin Prac & Seminar V				
DH 341	Prevention V				
DH 351	Pain Management I				
DH 382	Community Dental Health III		R		
WRI 227	Technical Report Writing				
	Humanities elective				
DH 323	DH Clin Prac & Seminar VI				
DH 344	Advanced General & Oral Pathology				
DH 352	Pain Management II				
DH 363	Dental Materials				
DH 370	International Externship (opt)			R	
DH 383	Community Dental Health IV			R	
SENIOR					
BUS 331	Personal Finance				
DH371	International Externship (opt)				R
DH421	DH Clin Prac & Seminar VII				R
DH461	Restorative Dentistry II				
DH475	DH Research Methods				
MATH 243	Introductory Statistics				
AHED 450	Instructional Methods				
DH372	International Externship (opt)				
DH422	DH Clin Prac & Seminar VIII	R			

Table A1: ISLO #1: Team and Group Work		Fall	Winter	Spring	Summer
SENIOR					
DH462	Restorative Dentistry II				
DH476	DH Research Methods II				
	Communication elective				
	Humanities elective				
DH423	DH Clin Prac & Seminar IX		R		
DH454	Dental Practice Management				
DH463	Restorative Dentistry III				
DH477	DH Research Methods III				
	Humanities elective				
	Psychology elective				

Institutional Student Learning Outcome #3: Professionalism & Ethical Practice

Program Student Learning Outcome #1: The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services

The following table (TABLE A2) indicates the dental hygiene curriculum. Courses that are bolded indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and/or students receive feedback on their performance on the SLO.

I = Introduced; R = Reinforced; E=Emphasized

Table A2: ISLO #3 / PLSO #1: Professionalism & Ethics		Fall	Winter	Spring	Summer
SOPHOMORE					
CHE 360	Clin Pharm for Health Professions				
DH 221	DH Clin Prac & Seminar I	I			
DH 225	Head & Neck Anat, Hist, & Embry				
DH 240	Prevention I				
SPE 321	Small Group & Team Com				
DH 222	DH Clin Prac & Seminar II				
DH 241	Prevention II				
DH 244	General & Oral Pathology				
DH 252	Oral Radiology I				
DH 275	Dental Ethics				
DH 366	Dental Anatomy				
DH 223	DH Clin Prac & Seminar II I				
DH 242	Prevention III				
DH 253	Oral Radiology II				
DH 254	Introduction to Periodontology				
DH 267	Emergency Procedures				
DH 380	Community Dental Health I				
	Psychology elective				
JUNIOR					
BUS 317	Health Care Management				
DH 321	DH Clin Prac & Seminar IV	R			
DH 340	Prevention IV				
DH 354	Periodontology				
DH 381	Community Dental Health II				
	Psychology elective				
DH 322	DH Clin Prac & Seminar V		R		
DH 341	Prevention V				
DH 351	Pain Management I				
DH 382	Community Dental Health III				
WRI 227	Technical Report Writing				
	Humanities elective				
DH 323	DH Clin Prac & Seminar VI			R	

Table A2: ISLO #3 / PLSO #1: Professionalism & Ethics					
		Fall	Winter	Spring	Summer
JUNIOR					
DH 344	Advanced General & Oral Pathology				
DH 352	Pain Management II				
DH 363	Dental Materials				
DH 370	International Externship (opt)			R	
DH 383	Community Dental Health IV				
SENIOR					
BUS 331	Personal Finance				
DH371	International Externship (opt)				R
DH421	DH Clin Prac & Seminar VII				R
DH461	Restorative Dentistry II				R
DH475	DH Research Methods				R
MATH 243	Introductory Statistics				
AHED 450	Instructional Methods				
DH372	International Externship (opt)	R			
DH422	DH Clin Prac & Seminar VIII	R			
DH462	Restorative Dentistry II	R			
DH476	DH Research Methods II				
	Communication elective				
	Humanities elective				
DH423	DH Clin Prac & Seminar IX		R		
DH454	Dental Practice Management		R		
DH463	Restorative Dentistry III				
DH477	DH Research Methods III				
	Humanities elective				
	Psychology elective				

Appendix B: Rubrics

NAME	COURSE/SECTION	DATE			
OIT Team and Group Work Rubric, p. 2of 2					
Performance Criteria	No/Limited Proficiency (1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score:
1. Identify and achieve goal/purpose	Clear goals are not formulated or documented; thus all members don't accept or understand the purpose/task of the group. Group does not achieve goal	Individuals share some goals but a common purpose may be lacking. Priorities may be unrealistic and documentation may be incomplete. Group may not achieve goal.	Group shares common goals and purpose. Some priorities may be unrealistic or undocumented. Group achieves goal.	When appropriate, realistic, prioritized and measurable goals are agreed upon and documented and all team members have the common objectives/purpose. Team achieves goal.	
2. Assumes Roles and Responsibilities	Members do not fulfill roles and responsibilities. Leadership roles are not defined and/or shared. Members are not self-motivated and assignments are not completed on time. Many members miss meetings.	Some members may not fulfill roles and responsibilities. Leadership roles are not clearly defined and/or effectively shared. Some members are not motivated and some assignments are not completed in a timely manner. Meetings rarely include most members.	Members often fulfill roles and responsibilities. Leadership roles are generally defined and/or shared. Generally, members are motivated and complete assignments in a timely manner. Many members attend most meetings.	Members consistently and effectively fulfill roles and responsibilities. Leadership roles are clearly defined and/or shared. Members move team toward the goal by giving and seeking information or opinions, and assessing ideas and arguments critically. Members are all self-motivated and complete assignments on time. Most members attend all meetings.	
3. Communicate Effectively	Members do not communicate openly and respectfully. Members do not listen to each other. Communication patterns undermine teamwork.	Members may not consistently communicate openly and respectfully. Members may not listen to each other.	Members usually communicate openly and respectfully. Members often listen to most ideas. Members usually support and encourage each other	Members always communicate openly and respectfully. Members listen to each other's ideas. Members support and encourage each other. Communication patterns foster a positive climate that motivates the team and builds cohesion and trust.	

OIT Team and Group Work Rubric, p. 2 of 2

Performance Criteria	No/Limited Proficiency (1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score:
4.Reconcile Disagreement	Members do not welcome disagreement. Difference often results in voting. Subgroups are present.	Few members welcome disagreement. Difference often results in voting. Some members respect and accept disagreement and work to account for differences. Subgroups may be present.	Many members welcome disagreement and sue difference to improve decisions. Most members respect and accept disagreement and work to account for differences. Subgroups rarely present.	All members welcome disagreement and use difference to improve decisions. All members respect and accept disagreement and employ effective conflict resolution skills. Subgroups absent.	
5. Share Appropriately	Contributions are unequal. Certain members dominate discussion, decision making, and work. Some members may not contribute at all. Individuals work on separate sections of the work product, but have no coordinating effort to tie parts together.	Contributions are unequal although all members contribute something to discussions, decision making and work. Coordination is sporadic so that the final work product is of uneven quality.	Many members contribute to discussions, decision-making and work. Individuals focus on separate sections of the work product, but have a coordinator who ties the disparate parts together (they rely on the sum of each individual's work.	All members contribute significantly to discussions decision, decision making and work. The work product is a collective effort; team members have both individual and mutual accountability for the successful completion of the work produce.	
6. Develop Strategies for Effective Action	Members seldom use decision making processes to decide on action. Individuals often make decisions for the group. The group does not share common norms and expectations for outcomes. Group fails to reach consensus on most decisions. Group does not produce plans for action.	Members sometimes use decision making processes to decide on action. Some of the members of the group do not share norms and expectations for outcomes. Group sometimes fails to reach consensus. Plans for action are informal and often arbitrarily assigned.	Members usually use effective decision making processes to decide on action. Most of the group shares norms and expectations for outcomes. Group reaches consensus on most decisions and produces plans for action.	Members use effective decision making processes to decide on action. Group shares a clear set of norms and expectations for outcomes. Group reaches consensus on decisions and produces detailed plans for action	
7. Cultural Adaptation	Members do not recognize differences in background or communication sytle.	Members may recognize, but do not adapt to differences in background and communication style.	Members usually recognize and adapt to differences in background and communication style.	Members always recognize and adapt to differences in background and communication style.	

Rubric created by the OIT Communication Department and approved by the OIT Assessment Commission, February 2012

OIT Ethics Rubric

Performance Criteria	No/Limited Proficiency (1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score:
Demonstrates knowledge of the professional code of ethics	Identifies in the professional code of ethics, but is unable to demonstrate importance or relevance to profession.	Describes the importance of provisions, but some examples do not apply or fail to illustrate importance of the specified provision.	Describes the importance of provisions in the professional code of ethics. Examples are applicable to the specified provisions and illustrate importance.	Describes in detail the importance of provisions in the professional code of ethics and relevance to the profession. Examples are applicable to the specified provisions and illustrate importance.	
Using code of ethics, describes ethical issues.	Has a vague idea of what the issue is and is uncertain how the code of ethics applies.	Describes the issue(s) using concepts from the code of ethics, but important elements may be missing or misunderstood.	Describes the issue(s) using basic concepts from code of ethics.	Describes the issue(s) in detail, demonstrating full understanding of relevant code of ethics provisions and how they relate to the issue(s)	
Describes parties involved and discusses their points of view	Is unsure who should be involved in the issue and/or does not reflect on their viewpoints	Describes some of the parties and their viewpoints, but important elements are missing or misunderstood	Describes who should be involved in the issue(s) and discusses the viewpoints of the parties at a basic level.	Describe who should be involved in the issue(s) and thoroughly discusses their viewpoints.	
Describes an analyzes possible/alternative approaches	Is unable to describe or analyze alternative or consider the effect on parties involved.	Describes and analyzes only one alternative and its effect on parties involved, but important elements are missing or misunderstood.	Describes and analyzed at least two alternatives and their effects on parties involved.	Describes and analyzes a number of alternative approaches and thoroughly considers the interests and concerns of all parties involved.	
Chooses an approach and explains the benefits and risks.	Has difficulty choosing an approach or stating benefits and risks	Chooses an approach and explains the benefits and risks, but important elements are missing or misunderstood.	Chooses an approach and explains basic benefits and risks.	Chooses an approach and thoughtfully and thoroughly explains benefits and risks.	

Rubric for Technical Report

Objective/Criteria	Performance Indicators					Total points
	Strong 10 points	Effective 9.1 points	Acceptable 8.2 points	Weak 7.4 points	Not acceptable 0 points	
Level of understanding	Writing indicates student has a full and complete understanding of the subject	Writing indicates student has a good understanding of the subject	Writing indicates student has a basic understanding of the subject	Writing indicates student has some understanding of the subject	Writing indicates student has no understanding of the subject. The response is completely incorrect or irrelevant	
Use of professional terminology	Use of accurate professional terminology enhances the writing	Use of accurate professional terminology strengthens the response	Use of accurate professional terminology may be present in the writing	Use of accurate professional terminology is not present in the writing	0 points	
Use of supporting details	Pertinent and complete supporting details demonstrate an integration of ideas	The use of supporting details are generally complete	The supporting details are adequate	The supporting details are only minimally effective	0 points	
Application of information	An effective synthesis of the diagnostic process to a real-world situation	The concept of the diagnostic process has been applied to a real-world situation	The application of the diagnostic process to a real-world situation is inadequate	The application of the diagnostic process is not applied to a real-life situation or is inadequate	0 points	
College level writing	No spelling, grammar, punctuation errors; correct paragraph construction; APA conventions followed	Few spelling, grammar, punctuation errors; correct paragraph construction; APA conventions followed	Some spelling, grammar, or punctuation errors; correct paragraph construction; APA conventions followed	Frequent spelling, grammar, or punctuation errors; incorrect paragraph construction; APA conventions followed	0 points	
					Total points	