

**Oregon Tech  
Dental Hygiene Bachelor of Science at Klamath Falls  
2013-2014 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.

<b>TABLE 1: 5-YEAR GRADUATION RATE</b>				
<b>Class 2010</b>	<b>Class 2011</b>	<b>Class 2012</b>	<b>Class 2013</b>	<b>Class of 2014</b>
25/27 (93%)	26/26 (100%)	21/25 (87.5%)	21/27 (77.78%)	22/24 (87.5%)

**II. Program Purpose, Objectives, and Student Learning Outcomes**

The dental hygiene faculty reviewed the program’s purpose, objectives, and learning outcomes during a department meeting on September 18, 2013. 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.

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, planning, implementation, and evaluation of community health projects
- International trips to provide dental hygiene care to persons living 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 assessment schedule for Oregon Tech institutional student learning outcomes (ISLO) and dental hygiene program student learning outcomes (PSLO) are summarized in Table 2 below. ISLOs are assessed every six years and PSLOs are assessed every three years.

SLO	Description	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
ISLO	Communication (oral, written, visual)	X						X
ISLO	Team, group work			X				
ISLO PSLO	Professionalism, ethical practice			X•			•	
ISLO PSLO	Critical thinking, problem solving				X•			•
ISLO PSLO	Lifelong, independent, learning	X•			•			X•
ISLO	Mathematical knowledge, skills		X					
ISLO	Scientific knowledge, reasoning					X		
ISLO PSLO	Cultural awareness						X•	
PSLO	Community health		•			•		
PSLO	Patient care competency				•			•

Table 2B: Assessment cycle, ISLO (X) PSLO (•)

#### Program Student Learning Outcomes

- 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 dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients
- The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning
- The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups
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- The dental hygiene graduate eill be competent in assissing, planning, implementing and evaluating community based oral health programs including health promotion and disease prevention activities
- The dental hygiene graduate will be competent in providing oral health care to all stages of life and for all periodontal classifications.

#### IV. Summary of 2013-2014 Assessment Activities

The dental hygiene faculty conducted formal assessment of one institutional learning outcome and three program student learning outcomes during the 2013-2014 academic year. The following table (Table 3) provides an overview of 2013-2014 assessment activities.

The program also addressed closing the loop, ISLO Team, Group Work from 2012-2013 assessment.

<i>Student Learning Outcome</i>	<i>Criteria</i>	<i>Assessment Method</i>
ISLO/PSLO Critical Thinking	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Clarification</li> <li>• Evaluation</li> </ul>	<u>Direct Assessment</u> <ul style="list-style-type: none"> <li>• Observation</li> </ul> <u>Indirect Assessment</u> <ul style="list-style-type: none"> <li>• Graduate survey</li> </ul>
Assessment Points: DH 422; graduate survey		
PSLO Patient care competency	<ul style="list-style-type: none"> <li>• Total number of patients</li> <li>• Total number type of patients                             <ul style="list-style-type: none"> <li>○ Age</li> <li>○ Disease classification</li> </ul> </li> </ul>	<u>Direct Assessment</u> <ul style="list-style-type: none"> <li>• Tracking data</li> </ul> <u>Indirect Assessment</u> <ul style="list-style-type: none"> <li>• Graduate survey</li> </ul>
Assessment Points: DH 423; graduate survey		
PSLO Lifelong learning	OIT Lifelong Learning Rubric <ul style="list-style-type: none"> <li>• Lifelong learning</li> <li>• Professional development</li> <li>• Short- and long-term career plans</li> </ul>	<u>Direct Assessment</u> <ul style="list-style-type: none"> <li>• Writing assignment</li> </ul> <u>Indirect Assessment</u> <ul style="list-style-type: none"> <li>• Graduate survey</li> </ul>
Assessment Points: DH 423; graduate survey		

Table 3: 2013-2014 Assessment Activities

**ISLO:** Critical Thinking and Problem Solving

**PSLO:** The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.

Direct Assessment: Observation

Dental hygiene students' ability to think critically and solve problems was assessed in DH 423 Dental Hygiene Clinical Practice and Seminar IX winter term 2014. Twenty-two students were assessed by observation in the clinical setting. Clinical and full-time faculty rated students in their final term in the program based on their observations of students' ability to think critically and solve problems related to patient care using a measurement scale of 1 to 4. Each student was evaluated by 9-10 instructors and the score was determined by the mode. The following table (Table 4) summarizes the results of the assessment

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
<b>Identification</b>				
<ul style="list-style-type: none"> <li>• Uses patient assessment data, diagnostic technologies, and scientific evidence to determine dental hygiene diagnosis</li> </ul>	Observation	1-4 proficiency scale	80% at 3 or 4	100%
<b>Clarification</b>				
<ul style="list-style-type: none"> <li>• Prioritizes data</li> </ul>	Observation	1-4 proficiency scale	80% at 3 or 4	100%

	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
• Makes sense of data	Observation	1-4 proficiency scale	80% at 3 or 4	100%
<b>Evaluation</b>				
• Self-assessment	Observation	1-4 proficiency scale	80% at 3 or 4	95.65%
• Commitment to improvement	Observation	1-4 proficiency scale	80% at P or C	100%

Table 4: Assessment results for critical thinking and problem solving in DH 423 Dental Hygiene Clinical Practice and Seminar IX winter term 2014.

*Strengths:* Based on this assessment, students' performance exceeds minimum acceptable performance in all criteria.

*Weaknesses:* This assessment did not reveal any weaknesses.

*Plan for Improvement:* Continue effective teaching strategies.

Indirect Assessment: Survey

Critical thinking and problem solving was also assessed using a survey. During week nine of winter term, 2014, a survey was administered to dental hygiene students in their last term of the program. Students rated the following statements using a 4-point Likert scale (strongly agree, agree, disagree, and strongly disagree).

S1: The Oregon Tech dental hygiene program helped me increase my problem solving skills

S2: The Oregon Tech dental hygiene program prepared me to be able to utilize critical thinking, scientific theory, and evidence in decision making regarding patient care and the promotion of health and wellness to individuals and communities.

S3: The Oregon Tech dental hygiene program prepared me to be able to use critical decision making skills to reach conclusions about the patient's dental hygiene needs based on all available assessment data

S4: The Oregon Tech dental hygiene program prepared me to be able to possess transferable skills, e.g., communication, problem solving and critical thinking, to take advantage of opportunities that may increase individuals' and communities' access to dental hygiene care, influence the profession, and/or change the healthcare environment.

S5: The Oregon Tech dental hygiene program prepared me to be competent in problem solving strategies related to comprehensive care and management of patients.

The following table (Table 5) summarizes the results of the survey.

	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
S1	Survey	1-4	80% at Strongly agree or agree	95.83%
S2	Survey	1-4	80% at Strongly agree or agree	100%
S3	Survey	1-4	80% at Strongly agree or agree	100%
S4	Survey	1-4	80% at Strongly agree or agree	100%
S5	Survey	1-4	80% at Strongly agree or agree	100%

Table 5: Assessment results for critical thinking and problem solving based on students' self-reporting by survey, winter term 2014.

*Strengths:* Based on this assessment, students' performance exceeded minimal acceptable performance in all survey questions related to critical thinking and problem solving.

*Weaknesses:* This assessment did not reveal any weakness.

*Plan for Improvement:* Continue effective teaching strategies.

**PSLO:** The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications

**DIRECT ASSESSMENT: TRACKING RECORDS**

This outcome was assessed at the completion of winter 2014 term using computer generated provider reports. During the course of the program, students enter patient experience data into a software program. End of program reports were generated for twenty-two students who graduated winter term 2014. The assessment results are summarized in the following tables (Table 6 and Table 7).

<b>TABLE 6: Provision of oral health care to individuals at all stages of life</b>						
<b>Student ID</b>	<b>Child</b>	<b>Adolescent</b>	<b>Adult</b>	<b>Independent Older Adult</b>	<b>Dependent/Fail Older Adult</b>	<b>Special Needs</b>
918189791	10	7	75	47	7	5
918177630	25	28	49	34	3	7
918191147	15	4	76	30	11	16
918184222	9	4	62	48	13	7
918179807	18	8	57	17	6	8
918188740	16	8	86	57	3	13
918185849	12	14	46	18	3	4
918181995	18	7	38	28	9	3
918179406	7	3	51	20	6	13
918188764	11	7	88	39	3	14
918190274	8	6	57	43	3	18
918189358	19	7	87	37	7	7
918153133	12	16	67	68	2	31
918181136	5	3	92	53	1	8
918195498	16	16	82	57	2	9
918173124	22	4	53	34	17	8
918187188	18	6	53	33	6	7
918192716	10	13	115	33	11	5
918185139	13	5	85	23	4	9
918191777	15	3	73	30	5	4
918180890	5	0	82	30	0	9
918178669	9	9	90	39	6	5
<b>AVERAGE</b>	<b>13.3</b>	<b>8.1</b>	<b>70.3</b>	<b>37.2</b>	<b>5.8</b>	<b>9.5</b>
<b>MAXIMUM</b>	<b>25</b>	<b>28</b>	<b>115</b>	<b>68</b>	<b>17</b>	<b>31</b>
<b>MINIMUM</b>	<b>5</b>	<b>0</b>	<b>34</b>	<b>17</b>	<b>0</b>	<b>3</b>

Table 6: Cumulative patient tracking data, fall 2011 through winter 2014. Highlighted rows indicate students who were also enrolled in DH 462 and 463 fall 2013 and winter 2014.

<b>TABLE 7: Provision of oral health care for all periodontal classifications</b>					
<b>Student ID</b>	<b>Healthy</b>	<b>Gingivitis</b>	<b>ADA II</b>	<b>ADA III</b>	<b>ADA IV</b>
918189791	11	48	32	27	19
918177630	16	41	23	34	12
918191147	3	30	33	53	<b>30</b>
918184222	<b>24</b>	54	26	47	26
918179807	3	45	24	31	28
918188740	2	51	<b>45</b>	<b>3</b>	21
918185849	12	<b>24</b>	13	12	<b>5</b>
918181995	7	48	19	17	11
918179406	2	27	<b>9</b>	24	14
918188764	5	54	39	34	8
918190274	3	46	16	27	28
918189358	3	58	29	<b>72</b>	14
918153133	5	<b>64</b>	25	41	29
918181136	7	36	41	42	27
918195498	5	63	42	38	18
918173124	18	34	26	41	8
918187188	12	55	29	29	18
918192716	12	52	22	35	27
918185139	<b>1</b>	49	36	39	14
918191777	3	34	27	47	27
918180890	2	52	22	30	12
918178669	10	63	39	35	22
<b>AVERAGE</b>	<b>7.5</b>	<b>46.7</b>	<b>28</b>	<b>34.5</b>	<b>19</b>
<b>MAXIMUM</b>	<b>24</b>	<b>64</b>	<b>45</b>	<b>72</b>	<b>30</b>
<b>MINIMUM</b>	<b>1</b>	<b>24</b>	<b>9</b>	<b>3</b>	<b>5</b>

Table 7: Cumulative patient tracking data; fall 2011 through winter 2014

*Strengths:* Almost all students have patient experiences with a variety of ages and stages with all types of classifications of periodontal disease.

*Weaknesses:* There is concern that patient experiences are not accurately recorded and it appears there is under reporting.

*Plan for Improvement:* The program will investigate more reliable reporting mechanisms.

NOTE: It is optional for students to enroll in DH 462-463 Restorative Dentistry II and III. In these courses, students provide restorative care in the clinical setting. When reviewing the patient data, the faculty noticed that the patients seen in restorative dentistry were included in the tracking data. Generally restorative students had more patient experiences than those who were not in the courses.

**INDIRECT ASSESSMENT: GRADUATE SURVEY**

The outcome was also assessed winter term 2014 using a survey. Twenty-two students participated in the assessment. Students were asked to rate how the program prepared them to be competent in provision of care using a 4-point Likert scale (4-strongly agree; 3-agree; 2-disagree; 1-strongly disagree). The following table (Table 8) summarizes their responses.

<b>TABLE 8: Dental Hygiene Patient Care Competencies</b>				
<b>Q: The OIT Dental Hygiene program prepared me to be competent in:</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
Providing dental hygiene care for the child patient	Survey	4-point Likert scale	80% strongly agree or agree	100%
Providing dental hygiene care for the adolescent patient	Survey	4-point Likert scale	80% strongly agree or agree	100%
Providing dental hygiene care for the adult patient	Survey	4-point Likert scale	80% strongly agree or agree	100%
Providing dental hygiene care for the geriatric patient	Survey	4-point Likert scale	80% strongly agree or agree	100%
Assessing treatment needs of patients with special needs	Survey	4-point Likert scale	80% strongly agree or agree	N/A
Providing dental hygiene care for gingivitis	Survey	4-point Likert scale	80% strongly agree or agree	100%
Providing dental hygiene care for slight chronic periodontitis	Survey	4-point Likert scale	80% strongly agree or agree	96%
Providing dental hygiene care for moderate chronic periodontitis	Survey	4-point Likert scale	80% strongly agree or agree	96%
Providing dental hygiene care for advanced chronic periodontitis	Survey	4-point Likert scale	80% strongly agree or agree	96%

Table 8: Results of graduate survey, class of 2014.

*Strengths:* Based on this assessment, students self-reported competence in providing patient care that exceeded minimum acceptable performance.

*Weaknesses:* This assessment revealed no weaknesses.

*Plan for Improvement:* Continue successful teaching and learning strategies.

NOTE: Question regarding “assessing treatment needs of patients with special needs” was inadvertently omitted from the survey.

**PSLO** The dental hygiene graduate will demonstrate knowledge and self-assessment skills for life-long learning.

**DIRECT ASSESSMENT: WRITING ASSIGNMENT**

This outcome was assessed using a writing assignment during fall term 2013. Students enrolled in DH 422 Dental Hygiene Clinical Practice and Seminar VIII were required to write a paper that addressed the following three main topics:

1. Lifelong learning
2. Professional societies and organizations
3. Short- and long-term career plans

The instructor evaluated the paper as proficient (4), competent (3) beginner (2), or novice (1) using a rubric created by the OIT Communication Department and approved by the OIT Assessment Commission.

Twenty-two students were assessed. The following table (Table 9) summarizes the results of the assessment.

<b>TABLE 9: Lifelong Learning</b>				
<b>Performance Criteria</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
Lifelong learning	Rubric-scored written paper	1-4 proficiency scale according to rubric	80% achieve proficiency of 3 or 4	95.5%
Professional development	Rubric-scored written paper	1-4 proficiency scale according to rubric	80% achieve proficiency of 3 or 4	100%
Short- and long-term career plans	Rubric-scored written paper	1-4 proficiency scale according to rubric	80% achieve proficiency of 3 or 4	100%

Table 9: Lifelong learning assessment results fall term 2013.

*Strengths:* Based on this assessment, student learning exceeded minimum acceptable performance in all criteria.

*Weaknesses:* This assessment revealed no weaknesses.

*Plan for Improvement:* Continue successful teaching and learning strategies.

#### INDIRECT ASSESSMENT: GRADUATE SURVEY

The outcome was also assessed using a survey. Dental hygiene students expected to graduate winter term 2014 were asked to rate the level that the program prepared them to be competent in self-assessment skills in preparation for lifelong learning using a 4-point Likert scale (4-strongly agree; 3- agree; 2- disagree; 1- strongly disagree).. The survey was administered in week 8 of winter term. Twenty-two students participated in the assessment. The following table (Table 10) summarizes their responses.

<b>TABLE 10: Lifelong Learning</b>				
<b>Q: The OIT Dental Hygiene program prepared me be able to:</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
Continuously perform self-assessment for lifelong learning and personal growth	Survey	4-point Likert scale	80% strongly agree or agree	100%
<b>Q: The OIT Dental Hygiene program prepared me to be competent in:</b>				
Self-assessment skills in preparation for lifelong learning	Survey	4-point Likert scale	80% strongly agree or agree	100%

*Strengths:* Based on this assessment, student learning exceeded minimum acceptable performance/

*Weaknesses:* This assessment did not reveal any weaknesses.

*Plan for Improvement:* Continue successful teaching and learning strategies.

#### V. Evidence of Student Learning

During the 2013-2014 academic year, the Oregon Tech Dental Hygiene program at Klamath Falls assessed the following student learning outcomes:

- ISLO/PLSO: Critical Thinking and Problem Solving
- PSLO: Patient Care Competency
- PSLO: Life-long Learning



The dental hygiene faculty met on April 18, 2014 to discuss the results of the assessment and to determine plans for improvement. The faculty is satisfied with the level of student performance in critical thinking and problem solving, including in critical thinking and problem solving related to comprehensive care and management of patients, and in lifelong learning.

## VI. Changes Resulting from Assessment

During the 2012-2013 assessment cycle, ISLO 2, Team and Group Work was assessed. Dental hygiene students' ability to work in teams was assessed in DH 381-383 Community Dental Health II-IV. Twenty-one students working in five teams were assessed by direct observations 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.

Assessment results revealed that minimum acceptable performance was not met in the criterion, share appropriately. While the majority of teams did meet or exceed the minimum acceptable performance in this criterion, dental hygiene faculty recognized an opportunity for improvement. During the spring assessment meeting on May 17, 2013, dental hygiene faculty planned an improvement strategy to increase the student-to-faculty ratio in the course. By so doing, it was assumed that student teams could be more closely monitored and intervention, when needed, could occur sooner and with more effective results.

The criterion was reassessed during the 2013-2014 assessment cycle to determine the effectiveness of the change. Nineteen students were assessed as in 2012-2013 (see above). The following table (Table 11) summarizes the results of the change and compares the results to 2012-2013.

TABLE 11: Team & Group Work N = 5 teams, 2012-2013					
	Group HS n = 3	Group S n = 5	Group KC n = 5	Group LR n = 5	Group M n = 4
Share appropriately	100% at 3 or 4	100% at 3 or 4	83% at 3 or 4	40% at 3 or 4	50% at 3 or 4
<b>Overall average: 60%</b>					
N = 5 teams, 2013-2014					
	Group TP n=4	Group EL N=4	Group KY N=3	Group LR N=4	Group M N=4
Share appropriately	75% at 3 or 4	50% at 3 or 4	100% at 3 or 4	75% at 3 or 4	75% at 3 or 4
<b>Overall average: 73.3%</b>					

Table 11: Comparison 2012-2013 and 2013-2014 assessment results

*Strengths:* Based on this assessment one group exceeded the minimum acceptable performance of 80% at 3 or 4.

*Weaknesses:* Based on this assessment four groups did not meet the minimum acceptable performance of 80% at 3 or 4.

### *Plan for Improvement:*

Students will be provided the rubric for team and group work after forming work teams, but prior to writing a team covenant. The class will work in small groups using a guided-decision making process prior to beginning work on their own community health projects. The class will plan, implement, and evaluate a community health event prior to planning their team projects; team work will be discussed as part of that process. Student feedback in regard to placing SPE 321 in the curriculum map during the same quarter as DH 380 will be considered. The project implementation rubric that is included for

grading in DH 381, 382, and 383 includes evaluation of team and group work. Team progress will be formally discussed with teams at mid-term and end-of-term.

**VII. References**

**VIII. Appendices**

- Curriculum maps
- Rubrics

## Curriculum Maps<sup>1</sup>

### Critical Thinking & Problem Solving

Courses that are bold below 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>CRITICAL THINKING AND PROBLEM SOLVING</i>			<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
<b>SOPHOMORE</b>						
DH	221	DH Clin Prac & Seminar I				
DH	225	H&N Anatomy, Histology, Embryology				
DH	240	Prevention I				
CHE	360	Clin Pharm for Health Professions				
SPE	321	Small Group & Team Com				
<b>DH</b>	<b>222</b>	<b>Clin Prac &amp; Seminar II</b>		<b>I</b>		
<b>DH</b>	<b>241</b>	<b>Prevention II</b>		<b>I</b>		
DH	244	General & Oral Pathology				
DH	252	Oral Radiology I				
DH	275	Dental Ethics				
DH	366	Dental Anatomy				
<b>DH</b>	<b>223</b>	<b>DH Clin Prac &amp; Seminar III</b>			<b>I</b>	
<b>DH</b>	<b>242</b>	<b>Prevention III</b>			<b>R</b>	
DH	253	Oral Radiology II				
DH	254	Introduction to Periodontology				
DH	267	Emergency Procedures				
<b>DH</b>	<b>380</b>	<b>Community Dental Health I</b>			<b>I</b>	
PSY		Psychology Elective				
<b>JUNIOR</b>						
BUS	317	Health Care Management				
<b>DH</b>	<b>321</b>	<b>DH Clin Prac &amp; Seminar IV</b>	<b>R</b>			
DH	340	Prevention IV				
<b>DH</b>	<b>354</b>	<b>Periodontology</b>	<b>R</b>			
<b>DH</b>	<b>381</b>	<b>Community Dental Health II</b>	<b>E</b>			
PSY		Psychology Elective				
<b>DH</b>	<b>322</b>	<b>DH Clin Prac &amp; Seminar V</b>		<b>R</b>		
DH	341	Prevention V				
<b>DH</b>	<b>351</b>	<b>Pain Management I</b>		<b>R</b>		
<b>DH</b>	<b>382</b>	<b>Community Dental Health III</b>		<b>R</b>		
WRI	227	Technical Report Writing				
		Humanities Elective				
<b>DH</b>	<b>323</b>	<b>DH Clin Prac &amp; Seminar VI</b>			<b>E</b>	
DH	344	Advanced General & Oral Pathology				
DH	352	<b>Pain Management II</b>			<b>R</b>	
DH	363	<b>Dental Materials</b>			<b>R</b>	
DH	370	<b>International Externship (opt)</b>			<b>R</b>	
DH	383	<b>Community Dental Health IV</b>			<b>E</b>	
<b>SENIOR</b>						
BUS	331	Personal Finance				
<b>DH</b>	<b>371</b>	<b>International Externship (opt)</b>				<b>R</b>
<b>DH</b>	<b>421</b>	<b>DH Clin Prac &amp; Seminar VII</b>				<b>R</b>
<b>DH</b>	<b>461</b>	<b>Restorative Dentistry I</b>				<b>R</b>
<b>DH</b>	<b>475</b>	<b>DH Research Methods I</b>				<b>E</b>
MATH	243	Introductory Statistics				

<sup>1</sup> KEY: I = introduced, R = reinforced, E = emphasized

<i>CRITICAL THINKING AND PROBLEM SOLVING</i>			Fall	Winter	Spring	Summer
AHED	450	Instructional Methods				
DH	372	International Externship (opt)				
<b>DH</b>	<b>422</b>	<b>DH Clin Prac &amp; Seminar VIII</b>	<b>E</b>			
<b>DH</b>	<b>462</b>	<b>Restorative Dentistry II (opt)</b>	<b>R</b>			
DH	476	DH Research Methods II				
		Communication Elective				
		Humanities Elective				
<b>DH</b>	<b>423</b>	<b>DH Clin Prac &amp; Seminar IX</b>		<b>E</b>		
<b>DH</b>	<b>454</b>	<b>Dental Practice Management</b>		<b>R</b>		
<b>DH</b>	<b>463</b>	<b>Restorative Dentistry III</b>		<b>R</b>		
DH	477	DH Research Methods III				
		Humanities Elective				
		Psychology Elective				

### Patient Care Competencies

Courses that are bolded below 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>PATIENT CARE COMPETENCIES</i>			Fall	Winter	Spring	Summer
<b>SOPHOMORE</b>						
DH	221	DH Clin Prac & Seminar I				
DH	225	H&N Anatomy, Histology, Embryology				
DH	240	Prevention I				
CHE	360	Clin Pharm for Health Professions				
SPE	321	Small Group & Team Com				
DH	222	Clin Prac & Seminar II				
<b>DH</b>	<b>241</b>	<b>Prevention II</b>		<b>I</b>		
DH	244	General & Oral Pathology				
DH	252	Oral Radiology I				
DH	275	Dental Ethics				
DH	366	Dental Anatomy				
<b>DH</b>	<b>223</b>	<b>DH Clin Prac &amp; Seminar III</b>			<b>I</b>	
<b>DH</b>	<b>242</b>	<b>Prevention III</b>			<b>R</b>	
DH	253	Oral Radiology II				
DH	254	Introduction to Periodontology			<b>I</b>	
DH	267	Emergency Procedures				
DH	380	Community Dental Health I				
PSY		Psychology Elective				
<b>JUNIOR</b>						
BUS	317	Health Care Management				
<b>DH</b>	<b>321</b>	<b>DH Clin Prac &amp; Seminar IV</b>	<b>R</b>			
<b>DH</b>	<b>340</b>	<b>Prevention IV</b>	<b>R</b>			
<b>DH</b>	<b>354</b>	<b>Periodontology</b>	<b>R</b>			
DH	381	Community Dental Health II				
PSY		Psychology Elective				
<b>DH</b>	<b>322</b>	<b>DH Clin Prac &amp; Seminar V</b>		<b>R</b>		
<b>DH</b>	<b>341</b>	<b>Prevention V</b>		<b>R</b>		
<b>DH</b>	<b>351</b>	<b>Pain Management I</b>		<b>I</b>		
<b>DH</b>	<b>382</b>	<b>Community Dental Health III</b>		<b>R</b>		
WRI	227	Technical Report Writing				
		Humanities Elective				
<b>DH</b>	<b>323</b>	<b>DH Clin Prac &amp; Seminar VI</b>			<b>E</b>	

<i>PATIENT CARE COMPETNECIES</i>			Fall	Winter	Spring	Summer
DH	344	Advanced General & Oral Pathology				
<b>DH</b>	<b>352</b>	<b>Pain Management II</b>			<b>R</b>	
<b>DH</b>	<b>363</b>	<b>Dental Materials</b>			<b>R</b>	
<b>DH</b>	<b>370</b>	<b>International Externship (opt)</b>			<b>R</b>	
DH	383	Community Dental Health IV				
<b>SENIOR</b>						
BUS	331	Personal Finance				
DH	371	International Externship (opt)				
<b>DH</b>	<b>421</b>	<b>DH Clin Prac &amp; Seminar VII</b>				<b>R</b>
<b>DH</b>	<b>461</b>	<b>Restorative Dentistry I</b>				<b>R</b>
DH	475	DH Research Methods I				
MATH	243	Introductory Statistics				
AHED	450	Instructional Methods				
DH	372	International Externship (opt)				
<b>DH</b>	<b>422</b>	<b>DH Clin Prac &amp; Seminar VIII</b>	<b>E</b>			
<b>DH</b>	<b>462</b>	<b>Restorative Dentistry II (opt)</b>	<b>R</b>			
DH	476	DH Research Methods II				
		Communication Elective				
		Humanities Elective				
<b>DH</b>	<b>423</b>	<b>DH Clin Prac &amp; Seminar IX</b>		<b>R</b>		
DH	454	Dental Practice Management				
<b>DH</b>	<b>463</b>	<b>Restorative Dentistry III</b>		<b>R</b>		
DH	477	DH Research Methods III				
		Humanities Elective				
		Psychology Elective				

### Life-Long Learning

Courses that are bold below 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>LIFE-LONG LEARNING</i>			Fall	Winter	Spring	Summer
<b>SOPHOMORE</b>						
DH	221	DH Clin Prac & Seminar I				
DH	225	Head & Neck Anatomy. Histology, Embryology				
DH	240	Prevention I				
CHE	360	Clinical Pharmacology for the Health Professions				
SPE	321	Small Group & Team Com				
DH	222	Clin Prac & Seminar II				
DH	241	Prevention II		<b>I</b>		
DH	244	General & Oral Pathology				
DH	252	Oral Radiology I				
DH	275	Dental Ethics				
DH	366	Dental Anatomy				
<b>DH</b>	<b>223</b>	<b>DH Clin Prac &amp; Seminar III</b>			<b>I</b>	
<b>DH</b>	<b>242</b>	<b>Prevention III</b>			<b>R</b>	
DH	253	Oral Radiology II				
<b>DH</b>	<b>254</b>	<b>Introduction to Periodontology</b>			<b>I</b>	
DH	267	Emergency Procedures				
DH	380	Community Dental Health I				
PSY		Psychology Elective				

<i>LIFE-LONG LEARNING</i>			Fall	Winter	Spring	Summer
<b>JUNIOR</b>						
BUS	317	Health Care Management				
<b>DH</b>	<b>321</b>	<b>DH Clin Prac &amp; Seminar IV</b>	<b>R</b>			
<b>DH</b>	<b>340</b>	<b>Prevention IV</b>	<b>R</b>			
<b>DH</b>	<b>354</b>	<b>Periodontology</b>	<b>R</b>			
DH	381	Community Dental Health II				
PSY		Psychology Elective				
<b>DH</b>	<b>322</b>	<b>DH Clin Prac &amp; Seminar V</b>		<b>R</b>		
<b>DH</b>	<b>341</b>	<b>Prevention V</b>		<b>R</b>		
<b>DH</b>	<b>351</b>	<b>Pain Management I</b>		<b>I</b>		
<b>DH</b>	<b>382</b>	<b>Community Dental Health III</b>		<b>R</b>		
WRI	227	Technical Report Writing				
		Humanities Elective				
<b>DH</b>	<b>323</b>	<b>DH Clin Prac &amp; Seminar VI</b>			<b>R</b>	
DH	344	Advanced General & Oral Pathology				
<b>DH</b>	<b>352</b>	<b>Pain Management II</b>			<b>R</b>	
<b>DH</b>	<b>363</b>	<b>Dental Materials</b>			<b>R</b>	
<b>DH</b>	<b>370</b>	<b>International Externship (opt)</b>			<b>R</b>	
DH	383	Community Dental Health IV				
<b>SENIOR</b>						
DH	371	International Externship (opt)				
<b>DH</b>	<b>421</b>	<b>DH Clin Prac &amp; Seminar VII</b>				<b>R</b>
<b>DH</b>	<b>461</b>	<b>Restorative Dentistry I</b>				<b>R</b>
DH	475	DH Research Methods I				
MATH	243	Introductory Statistics				
AHED	450	Instructional Methods				
DH	372	International Externship (opt)				
<b>DH</b>	<b>422</b>	<b>DH Clin Prac &amp; Seminar VIII</b>	<b>E</b>			
<b>DH</b>	<b>462</b>	<b>Restorative Dentistry II (opt)</b>	<b>R</b>			
DH	476	DH Research Methods II				
		Communication Elective				
		Humanities Elective				
<b>DH</b>	<b>423</b>	<b>DH Clin Prac &amp; Seminar IX</b>		<b>R</b>		
DH	454	Dental Practice Management				
<b>DH</b>	<b>463</b>	<b>Restorative Dentistry III</b>		<b>R</b>		
DH	477	DH Research Methods III				
		Humanities Elective				
		Psychology Elective				

**CRITICAL THINKING AND PROBLEM SOLVING  
DENTAL HYIGENE DEPARTMENT**

Criteria	Limited or No Proficiency (1)	Developing Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score
Identification	<ul style="list-style-type: none"> <li>• Confused by the clinical situation; assessment is not organized and important data is missed, and/or assessment errors are made</li> <li>• Focuses on one thing at a time; misses opportunities to refine the assessment</li> <li>• Is ineffective in seeking information; has difficulty interacting with the patient/family to obtain subjective data</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to collect subjective and objective data but is overwhelmed by the array of data; misses some important information</li> <li>• Identifies obvious findings; misses important information; unsure how to continue assessment</li> <li>• Makes limited efforts to seek additional information from the patient/family; often seems unsure what information to seek and/or pursues unrelated information</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly collects both subjective and objective data; most useful information is noticed, may miss subtle signs/symptoms</li> <li>• Recognizes most obvious findings and uses these to further assess</li> <li>• Actively seeks subjective information from the patient/family to support treatment planning and interventions; occasionally does not pursue important clues</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is focused and appropriate; regularly obtains a wide variety of subjective and objective data to uncover useful information</li> <li>• Recognizes subtle findings and uses these to further assess</li> <li>• Assertively seeks information to determine treatment plan; carefully collects useful subjective data from patient/family</li> </ul>	
Clarification	<ul style="list-style-type: none"> <li>• Has difficulty focusing; appears to not know what data are most important to the diagnosis; attempts to attend to all available data</li> <li>• Has difficulty interpreting or making sense of the data, even in simple or common situations; has trouble distinguishing among competing explanations and appropriate interventions, requires assistance both in making a diagnosis and in developing a treatment plan</li> </ul>	<ul style="list-style-type: none"> <li>• Makes an effort to prioritize data and focus on the most important data and seeks to obtain additional relevant information, but also may try to attend to less pertinent data</li> <li>• Is able to interpret data and develop a treatment plan for simple or common situations; however has difficulty with even moderately complex cases that are within the expectations for students; inappropriately requires assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Generally focuses on the most important data and seeks additional relevant information, but may also attend to less pertinent data</li> <li>• Usually interprets data and compares with known patterns to develop a treatment plan and rationale; exceptions are rare or with complicated cases where it is appropriate to seek guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on the most relevant and important data useful for making a dental hygiene diagnosis</li> <li>• Even when facing complex cases is able to analyze data to develop treatment plans that can be justified in terms of scientific evidence and likelihood of success</li> </ul>	
Evaluation	<ul style="list-style-type: none"> <li>• Even when prompted evaluations are brief and not used to improve performance; justifies personal decisions without evaluating them</li> <li>• Appears uninterested in improving performance; is uncritical or overly critical of him/herself; is unable to see flaws or need for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices</li> <li>• Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious and needs external evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/deceptions; key decisions points are identified and alternatives are considered</li> <li>• Demonstrates desire to improve dental hygiene performance; reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Independently evaluates/analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives</li> <li>• Demonstrates commitment to ongoing improvement; reflects on and critically evaluates dental hygiene experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses</li> </ul>	

## OIT LIFELONG LEARNING RUBRIC

Criteria	Limited or No Proficiency (1)	Developing Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score
Lifelong learning	Fails to identify the need for lifelong learning and/or omits discussion of their own learning and relevant examples.	Misses important elements in discussion lifelong learning applying concepts to their own learning or providing a relevant example.	Defines the concept of lifelong learning. Demonstrates self-awareness by accurately identifying strengths/weaknesses in their own ability to learn independently. Gives a relevant example.	Defines the concept of lifelong learning and its importance. Demonstrates self-awareness by accurately discussing strengths/weaknesses in their own ability to learn independently. Gives relevant example(s).	
Professional development	Fails to identify professional development opportunities.	Discusses professional development opportunities that are either inappropriate or irrelevant.	Identifies appropriate professional development opportunities.	Identifies and thoroughly discusses appropriate professional development opportunities.	
Short- and long-term career plans	Vaguely describes career goals and or does not include a plan to meet them	Career goals after graduation do not include both long and short term plans and/or the plan is unrealistic	Describes short and long term career goals after graduation. Includes a realistic plan to meet these goals.	Describes short and long term career goals after graduation. Includes a realistic, thorough, and thoughtful plan to meet these goals.	