

**Oregon Tech
Dental Hygiene Bachelor of Science at Chemeketa Community College
2013-2014 Assessment Report**

I. Introduction

The Dental Hygiene program in Salem is located on the Chemeketa Community College campus. The first graduating class enrolled in 2011 and will graduate in March 2014, with a Bachelor of Science degree. The class of 2014 began with 19 students and all students are expected to graduate. The class of 2015 began with 20 students and 19 are currently enrolled and expected to graduate. The class of 2016 began with 20 students and all 20 students are still actively enrolled in the program.

The class of 2014 completed the Western Regional Examining Board's written and clinical anesthesia exam in May of 2013; all 19 students passed both the written and clinical exam successfully on their first attempt.

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 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	

During a department meeting held September 18, 2013, the faculty discussed the 3-year program student learning outcome assessment cycle, and it was adjusted to more closely align it with the Oregon Tech institutional assessment cycle. Additionally, it was determined that the intent of PSLO 3 was a better match with ISLO 8 than ISLO 1. Therefore, the assessment year for PSLO 3 was moved from 2013-14 to 2015-16 so that it is assessed in the same year as ISLO 8. The adjusted 3-year assessment cycle for the Bachelor of Science in Dental Hygiene program student learning outcomes (PSLO) follows 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
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 2013-2014 Assessment Activities

The dental hygiene faculty conducted formal assessment of one institutional learning outcome (ISLO 4) and three program student learning outcomes (PSLO 2, 5, & 6) during the 2013-2014 academic year. The following table (Table 3) provides an overview of 2013-2014 assessment activities.

Student Learning Outcome	Criteria	Assessment Method
ISLO #4 PSLO #2	Modified Lasater Clinical Judgment Rubric <ul style="list-style-type: none"> • Identification • Clarification • Evaluation 	<u>Direct Assessment</u> <ul style="list-style-type: none"> • Writing assignment <u>Indirect Assessment</u> <ul style="list-style-type: none"> • Graduate survey
Assessment Points: DH 422; graduate survey		
PSLO #5	<ul style="list-style-type: none"> • Total number of patients • Total number type of patients <ul style="list-style-type: none"> ○ Age ○ Disease classification 	<u>Direct Assessment</u> <ul style="list-style-type: none"> • Tracking data <u>Indirect Assessment</u> <ul style="list-style-type: none"> • Graduate survey
Assessment Points: DH 423; graduate survey		
PSLO 6	OIT Lifelong Learning Rubric <ul style="list-style-type: none"> • Lifelong learning • Professional development • Short- and long-term career plans 	<u>Direct Assessment</u> <ul style="list-style-type: none"> • Assignment <u>Indirect Assessment</u> <ul style="list-style-type: none"> • Graduate survey
Assessment Points: DH 423; graduate survey		

ISLO #4: Critical Thinking and Problem Solving

PSLO #2: The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.

Direct Assessment: Writing Assignment

Dental hygiene students' ability to think critically and solve problems related to comprehensive care and management of patients was assessed in DH 422 Dental Hygiene Clinical Practice and Seminar VIII fall term 2013. Nineteen students were assessed using a writing assignment. Students were required to perform a guided reflection to tell the story of a clinical situation and their response to the situation. The writing was assessed as proficient (P), competent (C), beginner (B), or novice (N) using the Lasater's (Modified) Clinical Judgment rubric.

The following table (Table 4) summarizes the results.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Identification	Writing	1-4	80% at 3 or 4	100%
Clarification	Writing	1-4	80% at 3 or 4	94.74%
Evaluation	Writing	1-4	80% at 3 or 4	89.47%

Table 4: Assessment results for critical thinking and problem solving in DH 422 Dental Hygiene Clinical Practice and Seminar VIII, fall term 2013.

Strengths: All students met or exceeded benchmarks.

Weaknesses: None

Plan for Improvement: Continue effective teaching.

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 responded to rate 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.

Fourteen students completed the survey. 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 3 or 4	100%
S2	Survey	1-4	80% at 3 or 4	100%
S3	Survey	1-4	80% at 3 or 4	100%
S4	Survey	1-4	80% at 3 or 4	100%
S5	Survey	1-4	80% at 3 or 4	100%

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

Strengths: All students who responded met or exceeded benchmarks.

Weaknesses: None

Plan for Improvement: Continue effective teaching.

PSLO 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.

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 report the procedures they perform, which are entered into a software program. Provider reports are generated each term and at the completion of the program to track students' progress. End of program reports were generated for nineteen students who graduated winter term 2014. The assessment results are summarized in the following tables (Table 6 and Table 7).

Student ID	Child	Adolescent	Adult	Independent Older Adult	Dependent/Fail Older Adult	Special Needs	Pregnant
918-19-1831	9	10	90	8	0	9	1
918-19-2843	8	11	106	7	1	2	1
918-19-3129	18	4	93	19	0	8	1
918-19-2544	22	8	104	8	0	15	1
918-19-4521	16	13	98	13	2	5	1
918-19-1597	3	4	85	18	1	18	2
918-05-6651	5	2	121	20	0	10	0
918-05-5122	10	6	95	25	1	7	0
918-19-2892	5	14	93	13	1	6	1
918-19-4048	11	8	111	9	1	1	0
918-18-0886	5	8	98	24	3	1	1
918-19-0419	15	3	104	11	1	1	1
918-19-1282	13	9	109	23	2	19	0
918-19-3366	8	7	109	4	0	12	0
918-19-0519	17	5	87	23	0	5	0
918-19-3137	6	4	98	21	3	9	0
918-19-1218	6	40	88	15	0	33	2
918-19-5489	18	10	100	14	1	18	7
918-19-3033	13	11	113	28	1	4	1
AVERAGE	11	9	100	16	1	10	1
MAXIMUM	22	40	121	28	3	33	7
MINIMUM	3	2	85	4	0	1	0

Table 6: Cumulative patient tracking data, fall 2011 through winter 2014.

Student ID	Healthy	Gingivitis	ADA II	ADA III	ADA IV
918-19-1831	2	12	38	40	8
918-19-2843	7	16	32	41	6
918-19-3129	5	18	51	15	3
918-19-2544	2	12	37	22	15
918-19-4521	4	54	15	41	4
918-19-1597	2	21	25	56	5
918-05-6651	1	27	29	49	32
918-05-5122	8	21	25	44	25
918-19-2892	3	16	44	26	17
918-19-4048	5	19	33	31	24
918-18-0886	0	17	24	63	7
918-19-0419	8	18	17	66	2
918-19-1282	3	28	23	62	16
918-19-3366	1	31	14	50	12
918-19-0519	0	13	25	39	22
918-19-3137	2	16	32	30	8
918-19-1218	1	39	37	43	9
918-19-5489	5	25	28	47	16
918-19-3033	4	45	35	30	16
AVERAGE	3	24	30	42	13
MAXIMUM	8	54	51	66	32
MINIMUM	0	12	17	15	2

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

Strengths: All students treated a variety of ADA I-IV patients as well as a variety of ages and stages throughout the dental hygiene program.

Weaknesses: A lower number of child patients was reported due to the students not reporting children that

they treated at the Boys' and Girls' Club.

Plan for Improvement: Track all patients seen at the Boys' and Girls' Club to reflect more accurate numbers.

Indirect Assessment: Graduate Survey

The outcome was also assessed winter term 2014 using a survey. Fourteen 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.

Q: The OIT Dental Hygiene program prepared me to be competent in:	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
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	93%
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	100%
Providing dental hygiene care for moderate chronic periodontitis	Survey	4-point Likert scale	80% strongly agree or agree	100%
Providing dental hygiene care for advanced chronic periodontitis	Survey	4-point Likert scale	80% strongly agree or agree	100%
Providing dental hygiene care for "refractory" periodontitis	Survey	4-point Likert scale	80% strongly	86%
Providing dental hygiene care for aggressive periodontitis	Survey	4-point Likert scale	80% strongly	95%

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

Strengths: All benchmarks were met or exceeded.

Weaknesses: None

Plan for Improvement: Continue effective treatment and variety of patient experiences.

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

Direct Assessment: Writing Assignment

This assessment was not conducted during 2013-2014 due to staffing constraints.

Strengths: NA

Weaknesses: Assessment not conducted.

Plan for Improvement: Will conduct assessment in the future.

Indirect Assessment: Graduate Survey

Lifelong-learning was 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.

Nineteen participated in the assessment. The following table (Table 10) summarizes their responses.

Performance criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Self-assessment skills	Survey	4-point Likert scale	80% at 4 or 3	100%

Table 10: Lifelong learning graduate survey results, class of 2014.

Strengths: All benchmarks were met.

Weaknesses: None

Plan for Improvement: Continue effective teaching.

V. Evidence of Student Learning

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

- ISLO 4/PLSO 2: Critical Thinking and Problem Solving
- PSLO 5: Patient Care Competency
- PSLO 6: Life-long Learning

The dental hygiene faculty met to discuss the results of the assessment and to determine plans for improvement.

VI. Changes Resulting from Assessment: N/A

VII. References: N/A

VIII. Appendices

- Curriculum Maps
- Rubrics

Curriculum Maps¹

Critical Thinking & Problem Solving (ISLO 4, PSLO 2)

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.

PSLO#2 : Critical Thinking and Problem Solving		Fall	Winter	Spring	Summer
SOPHOMORE					
DH221	DH Clin Prac & Seminar I				
DH226	Head & Neck Anatomy				
DH240	Prevention I				
DH275	Dental Ethics		I, E		
CHE210	Pharmacology				
SPE321	Small Group & Team Com				
DH222	DH Clin Prac & Seminar II				
DH237	Oral Histology & Embryology				
DH241	Prevention II				
DH244	General & Oral Pathology				
DH252	Oral Radiology I				
PSY311	Human Growth & Development I				
DH223	DH Clin Prac & Seminar III				
DH242	Prevention III				
DH253	Oral Radiology II				
DH254	Introduction to Periodontology				
DH267	Emergency Procedures				R, E
DH380	Community Dental Health I				
PSY312	Human Growth & Development II				
JUNIOR					
DH321	DH Clin Prac & Seminar IV	R, E			
DH340	Prevention IV				
DH354	Periodontology				
DH381	Community Dental Health II				
PSY301	Counseling Techniques				
DH322	DH Clin Prac & Seminar V		R, E		
DH341	Prevention V				
DH351	Pain Management I		R, E		
DH366	Dental Anatomy				
DH382	Community Dental Health III			R, E	
DH323	DH Clin Prac & Seminar VI				
DH344	Advanced General & Oral Pathology				
DH352	Pain Management II			R, E	
DH363	Dental Materials				
DH370	International Externship (opt)			R, E	
DH383	Community Dental Health IV				
SENIOR					
BUS331	Personal Finance				
DH371	International Externship (opt)				R, E
DH421	DH Clin Prac & Seminar VII				R, E
DH461	Restorative Dentistry I				
DH475	DH Research Methods I				
MATH243					
DH372	International Externship (opt)	R, E			
DH422	DH Clin Prac & Seminar VIII	R, E			
DH462	Restorative Dentistry II				
DH476	DH Research Methods II	R			
	Communication elective				
	Humanities elective				
DH423	DH Clin Prac & Seminar IX		R, E		
DH454	Dental Practice Management		R		
DH463	Restorative Dentistry III				
DH477	DH Research Methods III		R		
	Humanities elective				

¹ KEY: I = introduced, R = reinforced, E = emphasized

Patient Care Competencies (PSLO 5)

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.

			Fall	Winter	Spring	Summer
SOPHOMORE						
DH	221	DH Clin Prac & Seminar I				
DH	226	Head & Neck Anatomy	I			
DH	240	Prevention I	I			
DH	275	Dental Ethics		I		
CHE	210	Clinical Pharmacology	I			
SPE	321	Small Group & Team Com	I			
DH	222	Clin Prac & Seminar II		R		
DH	237	Oral Histology & Embryology		R		
DH	241	Prevention II		R		
DH	244	General & Oral Pathology		R		
DH	252	Oral Radiology I		R		
DH	366	Dental Anatomy		R		
DH	223	DH Clin Prac & Seminar III				
DH	242	Prevention III			R, E	
DH	253	Oral Radiology II			R, E	
DH	254	Introduction to Periodontology			R, E	
DH	267	Emergency Procedures			R, E	
DH	380	Community Dental Health I				
PSY		Psychology Elective				
JUNIOR						
BUS	317	Health Care Management				
DH	321	DH Clin Prac & Seminar IV	R, E,			
DH	340	Prevention IV				
DH	354	Periodontology				
DH	381	Community Dental Health II				
PSY		Psychology Elective				
DH	322	DH Clin Prac & Seminar V		R, E		
DH	341	Prevention V				
DH	351	Pain Management I		R, E		
DH	382	Community Dental Health III				
DH	323	DH Clin Prac & Seminar VI		R, E		
WRI	227	Technical Report Writing				
		Humanities Elective				
DH	323	Dental Hygiene Clin Prac & Seminar VI			R, E	
DH	344	Advanced General & Oral Pathology				
DH	352	Pain Management II			R, E	
DH	363	Dental Materials				
DH	370	International Externship (opt)			R, E	
DH	383	Community Dental Health IV			R, E	
SENIOR						
BUS	331	Personal Finance				
DH	371	International Externship (opt)				E
DH	421	DH Clin Prac & Seminar VII				E
DH	461	Restorative Dentistry I				R, E
DH	475	DH Research Methods I				
MATH	243	Introductory Statistics				
AHED	450	Instructional Methods				
DH	372	International Externship (opt)				
DH	422	DH Clin Prac & Seminar VIII	R, E			
DH	462	Restorative Dentistry II (opt)				
DH	476	DH Research Methods II				
		Communication Elective				
		Humanities Elective				
DH	423	DH Clin Prac & Seminar IX		R, E		
DH	454	Dental Practice Management				
DH	463	Restorative Dentistry III				
DH	477	DH Research Methods III				
		Humanities Elective				
		Psychology Elective				

Life-Long Learning (PSLO 6)

Courses that are shaded 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.

			Fall	Winter	Spring	Summer
SOPHOMORE						
DH	221	DH Clin Prac & Seminar I				
DH	226	Head & Neck Anatomy				
DH	240	Prevention I				
DH	275	Dental Ethics				
CHE	210	Clinical Pharmacology	I			
SPE	321	Small Group & Team Com				
DH	222	Clin Prac & Seminar II				
DH	237	Oral Histology & Embryology		I		
DH	241	Prevention II				
DH	244	General & Oral Pathology				
DH	252	Oral Radiology I				
DH	366	Dental Anatomy				
DH	223	DH Clin Prac & Seminar III				
DH	242	Prevention III				
DH	253	Oral Radiology II				
DH	254	Introduction to Periodontology				
DH	267	Emergency Procedures			I, E	
DH	380	Community Dental Health I				
PSY		Psychology Elective				
JUNIOR						
BUS	317	Health Care Management				
DH	321	DH Clin Prac & Seminar IV	E, R			
DH	340	Prevention IV				
DH	354	Periodontology				
DH	381	Community Dental Health II				
PSY		Psychology Elective				
DH	322	DH Clin Prac & Seminar V		E		
DH	341	Prevention V				
DH	351	Pain Management I				
DH	382	Community Dental Health III				
DH	323	DH Clin Prac & Seminar VI			R, E	
WRI	227	Technical Report Writing				
		Humanities Elective				
DH	323	Dental Hygiene Clin Prac & Seminar VI				
DH	344	Advanced General & Oral Pathology				
DH	352	Pain Management II			E	
DH	363	Dental Materials				
DH	370	International Externship (opt)				
DH	383	Community Dental Health IV				
SENIOR						
DH	371	International Externship (opt)				
DH	421	DH Clin Prac & Seminar VII				E
DH	461	Restorative Dentistry I				
DH	475	DH Research Methods I				R
MATH	243	Introductory Statistics				
AHED	450	Instructional Methods				
DH	372	International Externship (opt)				
DH	422	DH Clin Prac & Seminar VIII	R, E			
DH	462	Restorative Dentistry II (opt)				
DH	476	DH Research Methods II	R			
		Communication Elective				
		Humanities Elective				
DH	423	DH Clin Prac & Seminar IX		E		
DH	454	Dental Practice Management				
DH	463	Restorative Dentistry III				
DH	477	DH Research Methods III		R		
		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"> Confused by the clinical situation; assessment is not organized and important data is missed, and/or assessment errors are made Focuses on one thing at a time; misses opportunities to refine the assessment Is ineffective in seeking information; has difficulty interacting with the patient/family to obtain subjective data 	<ul style="list-style-type: none"> Attempts to collect subjective and objective data but is overwhelmed by the array of data; misses some important information Identifies obvious findings; misses important information; unsure how to continue assessment Makes limited efforts to seek additional information from the patient/family; often seems unsure what information to seek and/or pursues unrelated information 	<ul style="list-style-type: none"> Regularly collects both subjective and objective data; most useful information is noticed, may miss subtle signs/symptoms Recognizes most obvious findings and uses these to further assess Actively seeks subjective information from the patient/family to support treatment planning and interventions; occasionally does not pursue important clues 	<ul style="list-style-type: none"> Assessment is focused and appropriate; regularly obtains a wide variety of subjective and objective data to uncover useful information Recognizes subtle findings and uses these to further assess Assertively seeks information to determine treatment plan; carefully collects useful subjective data from patient/family 	
Clarification	<ul style="list-style-type: none"> Has difficulty focusing; appears to not know what data are most important to the diagnosis; attempts to attend to all available data 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 assistant both in making a diagnosis and in developing a treatment plan 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Generally focuses on the most important data and seeks additional relevant information, but may also attend to less pertinent data 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 	<ul style="list-style-type: none"> Focuses on the most relevant and important data useful for making a dental hygiene diagnosis 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 	
Evaluation	<ul style="list-style-type: none"> Even when prompted evaluations are brief and not used to improve performance; justifies personal decisions without evaluating them Appears uninterested in improving performance; is uncritical or overly critical of him/herself; is unable to see flaws or need for improvement 	<ul style="list-style-type: none"> Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices 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 	<ul style="list-style-type: none"> Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/deceptions; key decisions points are identified and alternatives are considered Demonstrates desire to improve dental hygiene performance; reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses 	<ul style="list-style-type: none"> Independently evaluates/analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives Demonstrates commitment to ongoing improvement; reflects on and critically evaluates dental hygiene experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses 	