

**Oregon Tech
Dental Hygiene Bachelor of Science in Salem
2015-2016 Assessment Report**

I. Introduction

The Oregon Tech Dental Hygiene program in Salem is located on the Chemeketa Community College campus. The first graduating class enrolled in 2011.

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 20 students at Salem. Students enter the program each year in fall term.

The retention and graduation rate since 2014 is presented in the table (Table 1) below.

TABLE 1: GRADUATION AND RETENTION				
Class 2014	Class 2015	Class 2016	Class of 2017	Class of 2018
19/19 (100%)	19/20 (95%)	20/20 (100%)	18/20 (90%)	20/20 100%

To be eligible for dental hygiene licensing in Oregon State, applicants must be graduates of an accredited dental hygiene program and provide evidence of successful completion of written, laboratory or clinical examination tests. The National Board Dental Hygiene Examination (NBDHE) and the Western Region Examination Board (WREB) Dental Hygiene Examination are accepted by the Board of Dentistry as evidence of testing. An optional examination is WREB Anesthesia. Dental hygiene students from the Oregon Tech program in Salem at Chemeketa Community College have performed exceptionally well on these examinations. The following table (Table 1A) summarizes results from the classes 2014-2016.

TABLE 1-A: EXAMINATION PASS RATES			
	Class of 2014	Class of 2015	Class of 2016
NBDHE, 1 st attempt	19/19	18/18	19/19
WREB anesthesia, written	19/19	18/19	19/20
WREB anesthesia, clinical	19/19	18/18	19/19
WREB dental hygiene , 1 st attempt	19/19	18/18	19/19

Table 1-A: Examination pass rates on written and clinical exams for classes 2014-2016

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 May 25th, 2016. 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.

Program Student Learning Outcomes

PROFESSIONALISM, ETHICAL PRACTICE: 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

CRITICAL THINKING AND PROBLEM SOLVING: The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients

LIFELONG LEARNING: The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning

CULTURAL AWARENESS: The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups

COMMUNITY HEALTH: 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

PATIENT CARE COMPETENCY: The dental hygiene graduate will be competent in providing oral health care to all stages of life and for all periodontal classifications.

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 essential student learning outcomes (ESLO) and dental hygiene program student learning outcomes (PSLO) are summarized in Table 2 below. ESLOs are assessed every six years and PSLOs are assessed every three years.

Table 2: Six-Year Cycle for Assessment							
<i>Outcome</i>	<i>Description</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2019</i>
ESLO PSLO	Diverse perspectives Interaction with diverse populations	X •					•
ESLO	Communication		X				
ESLO PSLO	Inquiry and analysis Critical thinking			X •			•
ESLO PSLO	Ethical Reasoning Ethics & jurisprudence	•			X •		
ESLO	Teamwork					X	
ESLO	Quantitative literacy						X
PSLO	Community-based oral health programs			•			•
PSLO	Provision of oral health care		•			•	
PSLO	Self-assessment and life-long		•			•	

	learning						
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Table 2B: Assessment cycle, ESLO (X) PSLO (●)

IV. Summary of 2014-15 Assessment Activities

During the 2015-16 academic year, the dental hygiene faculty conducted formal assessment of

- ESLO, diverse perspectives / PSLO, interaction with diverse populations
- PSLO, ethics and jurisprudence

The following table (Table 3) provides an overview of 2015-2016 assessment activities.

TABLE 3: Overview of 2015-2016 Assessment Activities		
<i>Student Learning Outcome</i>	<i>Criteria</i>	<i>Assessment Method</i>
ESLO, diverse perspectives ISLO: interaction with diverse populations	<ul style="list-style-type: none"> • Recognize: Show awareness of one's own perspectives • Know: Demonstrate factual knowledge • Understand: Display understanding of other's perspectives • Apply: Apply factual knowledge 	<u>Direct Assessment</u> <ul style="list-style-type: none"> • Paper <u>Indirect Assessment</u> <ul style="list-style-type: none"> • Graduate survey
Direct Assessment: DH 383, Class of 2017, week 3 spring term by Kari Sroufe Indirect Assessment: Class of 2016, week 9-10 winter term by Kari Sroufe		
PSLO: Ethics & jurisprudence	<ul style="list-style-type: none"> • Differentiate: Explain difference between ethics & law • Recognize: Recognize decision requiring ethical judgments • Support: Support ethical reasoning • Evaluate: Identify and critically evaluate code • Articulate: articulate a code of personal ethics 	<u>Direct Assessment</u> <ul style="list-style-type: none"> • Case Study/Project <u>Indirect Assessment</u> <ul style="list-style-type: none"> • Graduate survey
Direct Assessment: DH 275, Sophomore year, winter term, 2016 by Tina Clarke Indirect Assessment: Class of 2016, week 9-10 winter term by Kari Sroufe		

Table 3: 2015-2016 Assessment Activities

PLSO: Ethics and Jurisprudence

Direct Assessment: Writing Assignment

Dental hygiene students' ability to demonstrate knowledge and self-assessment skills for ethics and jurisprudence was assessed in DH 275 during winter term 2016 using a writing assignment. Students were required to respond to three specific questions:

- Differentiate: Explain difference between ethics & law
- Recognize: Recognize decision requiring ethical judgments
- Support: Support ethical reasoning
- Evaluate: Identify and critically evaluate code
- Articulate: articulate a code of personal ethics

Students' performance was assessed as highly proficient (4), proficient (3), some proficiency (2), or

limited or no proficiency (1) using the Oregon Tech Ethics Rubric (see appendix). 20 students completed the assessment and the results are summarized in the table (TABLE 4) below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Demonstrates knowledge of the professional code of ethics	Rubric	1-4	80% at 3 or 4	100%
Using code of ethics, describes ethical issues	Rubric	1-4	80% at 3 or 4	100%
Describes parties involved and discusses their point of view	Rubric	1-4	80% at 3 or 4	100%
Describes and analyzes possible/alternative approaches	Rubric	1-4	80% at 3 or 4	100%
Chooses an approach and explains the benefits and risks	Rubric	1-4	80% at 3 or 4	100%

Table 4: Assessment results for Ethics and Jurisprudence in DH 275; Sophomore Year, winter term by Tina Clarke

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

Weaknesses: This assessment did not reveal any weaknesses; students demonstrated proficiency and high proficiency in all performance categories.

Plan for Improvement: Continue successful teaching and learning strategies.

Indirect Assessment: Survey

During week nine of winter term 2016, a survey was administered to dental hygiene students in their last term of the program. Seventeen out of 20 students rated the following statements using a 4-point Likert scale, strongly agree (4), agree (3), disagree (2), and strongly disagree (1):

S1: The OIT Dental Hygiene program helped me be able to

- Discern and manage ethical issues in a changing environment.
- Comply with state and federal laws governing the practice of dentistry and dental hygiene.

S2: The OIT Dental Hygiene program help be to be competent in applying ethical, legal, and regulatory concepts to the provision and/or support of oral health care services.

	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
S1	Survey	4-point Likert scale	80% strongly agree or agree	100%
S2	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.

ESLO: Diverse Perspectives

Direct Assessment: Reflective Paper

Dental hygiene students’ ability to recognize and show awareness of one’s own perspectives, demonstrate factual knowledge of the foundations of diverse perspectives, display understanding of others’ perspectives, and apply factual knowledge and understanding of diverse perspectives to their interactions with others was assessed in DH 383 Community Dental Health IV, spring term 2016. Students completed a written report following the instructions below:

In a 1-2 page report, using the Oregon Tech Writing Guidelines (Salem Campus), please reflect upon your experiences thus far in community health. You have been creators and managers of your own diverse programs, and in addition, you’ve assisted each other throughout the course of project implementation. Please answer the following questions in your report:

1. What were your experiences like working with diverse populations before this course and how has this class/community project planning process changed your perspective in regard to working with underserved populations?
2. Over the course of the year, you have worked with at least 2-3 other classmates to create, develop and implement your community health projects. How has working with others as team members enhanced your learning experience? Has your understanding of others’ perspectives changed?
3. Please list all the diverse populations you have worked with in this course. How has your involvement with these patients and community partners impacted you?
4. How will your experiences in the dental hygiene program, along with the specific interactions you’ve had with teammates and community members, impact you in your future work as a dental hygienist?

Eighteen students completed the assignment and performance was assessed as High Proficiency (4), Proficiency (3), Some Proficiency (2), or Not Proficient (1) using a rubric (see appendix). The following table (Table 5) summarizes the results.

TABLE 5: Diverse Perspectives				
Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Overall Results
Recognize: Shows awareness of one’s own perspective.	Rubric	1-4 proficiency scale	80% at 3 or 4	100%
Know: Demonstrates factual knowledge of the foundations of others’ perspectives.	Rubric	1-4 proficiency scale	80% at 3 or 4	100%
Understand: Displays understanding of others’ perspectives through practice.	Rubric	1-4 proficiency scale	80% at 3 or 4	100%
Apply: Applies factual knowledge and understanding of diverse perspectives to their interactions with others.	Rubric	1-4 proficiency scale	80% at 3 or 4	100%

Table 4: Assessment results for Community Health in DH 383 Community Dental Health IV; spring term 2016.

Strengths: Performance in all criteria was met at a 3 or 4.

Weaknesses: This assessment revealed no weaknesses.

Plan for Improvement: Continue effective teaching and learning strategies.

Indirect Assessment: Survey

Students’ ability to recognize and apply knowledge of diverse perspectives was also assessed using a survey. During week nine of winter term 2016, 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 (4), agree (3), disagree (2), and strongly disagree (1).

S1: The OIT Dental Hygiene program helped me increase my:

- Adaptability skills
- Interpersonal communication skills

S2: The OIT Dental Hygiene program helped me be able to: communicate effectively with individuals and groups from diverse populations both verbally and in writing.

Seventeen students completed the survey. The following table (Table 6) summarizes the results of the survey.

TABLE 6: Diverse Perspectives				
	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%

Table 6: Assessment results for Diverse Perspectives based on students’ self-reporting by survey, winter term 2016.

Strengths: Students self-reported agree or strongly agree to all survey questions pertinent to community dental health.

Weaknesses: The assessment revealed no weaknesses.

Plan for Improvement: Continue successful teaching and learning practices.

V. Evidence of Student Learning

During the 2015-2016 academic year, the Oregon Tech Dental Hygiene program at Salem assessed the following student learning outcomes:

- Ethics and Jurisprudence

Using a written assessment, students’ ability to demonstrate knowledge and self-assessment skills for ethics and jurisprudence was assessed. Students were evaluated on the ability to Differentiate: Explain difference between ethics & law, Recognize: Recognize decision requiring ethical judgments, Support: Support ethical reasoning, Evaluate: Identify and critically evaluate code, and to Articulate: articulate a code of personal ethics. Twenty out of 20 students completed the assessment activity and met the minimum expectations.

In a graduate survey completed by the Class of 2016, 17 out of 20 graduates completed the online survey and reported the following:

- 16 out of 17 students report they “strongly agree” that “the OIT Dental Hygiene program helped me be able to discern and manage ethical issues in a changing environment and comply with state and federal laws governing the practice of dentistry and dental hygiene.” One student out of 17 reports he or she “agrees” with the above statement.
 - All 17 students report they “strongly agree” that “the OIT Dental Hygiene program help me be to be competent in applying ethical, legal, and regulatory concepts to the provision and/or support of oral health care services.”
- Diverse Perspectives

Dental hygiene students’ ability to recognize and show awareness of one’s own perspectives, demonstrate factual knowledge of the foundations of diverse perspectives, display understanding of others’ perspectives, and apply factual knowledge and understanding of diverse perspectives to their interactions with others was assessed in DH 383 Community Dental Health IV, spring term 2016. Second-year dental hygiene students completed a written report and were evaluated on the ability to Recognize: Show awareness of one’s own perspective, Know: Demonstrates factual knowledge of the foundations of others’ perspectives, Understand: Display understanding of others’ perspectives through practice, and Apply: Applies factual knowledge and understanding of diverse perspectives to their interactions with others. Of the 18 students who completed the assessment activity, 100% met the minimum expectations.

In a graduation survey completed by the class of 2016, 16 out of the 17 students who completed the survey report they “strongly agree” when asked if the “OIT Dental Hygiene program helped them be able to communicate effectively with individuals and groups from diverse populations both verbally and in writing;” 1 out of 17 reports he or she “agrees.”

The dental hygiene faculty met on May 25th, 2016 to discuss the results of the assessment and to determine plans for improvement. Following review of the assessment results, faculty determined they are pleased with the outcomes of the community health portfolios and summaries of the final projects. Students are displaying competency in all categories and performing at or above the minimum expectation as outlined in the course curriculum. No improvements are needed at this time.

Overall, the faculty is pleased with the results of the 2015-2016 assessment.

VI. Changes Resulting from Assessment

During the 2013-14 assessment cycle, Patient Care Competencies, was assessed using tracking data. Analysis of data indicated that experiences with children were underreported. Beginning fall term 2014, students were instructed to report experiences with children on rotations to the Boys’ and Girls’ Club. Students were assigned rotations to the Boys’ and Girls’ Club during the 2014 -15 and 2015-2016 academic year. The following table (Table 7) summarizes the tracking data for children experiences during the three academic years.

TABLE 7: Provision of oral health care to individuals at all stages of life: children			
	Class of 2014	Class of 2015	Class of 2016
Average	11	8	8
Maximum	22	14	15
Minimum	3	5	3

Table 7: Assessment results for provision of oral health care to individuals of all stages of life (children)

The Class of 2016 participated in Boys' and Girls' Club rotations during the 2015-2016 academic year, as did the Class of 2014 and 2015. In addition, the Class of 2016 participated in Migrant Kids Day, as students did in 2014. However, the patient turnout for Migrant Kids Day was poor due to a scheduling error on part of the school district. As a result, only a select few students were able to record a child experience for the day; this negatively impacted the total number of child experiences for the Class of 2016. Furthermore, the Boys and Girls Club patients are often in the adolescent age range and are categorized as such within our database, which impacts the overall total of child experiences recorded. For the 2016-2017 academic year, students will continue to participate in the Boys' and Girls' Club rotations as well as Migrant Kids Day.

VII. References: N/A

VIII. Appendices

- Curriculum Maps
- Rubrics

**Oregon Tech Dental Hygiene, Salem
Curriculum Maps
2015-2016**

Diverse Perspectives

Courses that are bold 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.

DHBS CURRICULUM MAP: ETHICAL REASONING				F	W	S	SU
SOPHOMORE YEAR	CHE	360	Clinical Pharmacology for the Health Professions				
	DH	221	Dental Hygiene Clinical Practice and Seminar I	I			
	DH	225	H & Anatomy, Histology, and Embryology				
	DH	240	Prevention I				
	DH	366	Dental Anatomy				
	DH	222	Dental Hygiene Clinical Practice and Seminar II		R		
	DH	341	Prevention II				
	DH	244	General and Oral Pathology				
	DH	252	Oral Radiology I		R		
	DH	275	Dental Ethics		E		
	SPE	321	Small Group and Team Communication				
	DH	223	Dental Hygiene Clinical Practice and Seminar III			R	
	DH	242	Prevention III				
	DH	253	Oral Radiology II			R	
	DH	254	Introduction to Periodontology				
	DH	267	Emergency Procedures			R	
	DH	380	Community Dental Health I				
			Social Science Elective				
JUNIOR YEAR	BUS	317	Health Care Management				
	DH	321	Dental Hygiene Clinical Practice and Seminar IV	R			
	DH	340	Prevention IV				
	DH	354	Periodontology				
	DH	381	Community Dental Health II				
			Psychology elective				
	DH	322	Dental Hygiene Clinical Practice and 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	Dental Hygiene Clinical Practice and Seminar VI			R	
	DH	344	Advanced General and Oral Pathology				
	DH	352	Pain Management II				
	DH	363	Dental Materials				
DH	370	International Externship (optional)					

	DH	383	Community Dental Health IV				
SENIOR YEAR	AHED	450	Instructional Methods				
	BUS	331	Personal Finance				
	DH	371	International Externship (optional)				
	DH	421	Dental Hygiene Clinical Practice and Seminar VII				
	DH	461	Restorative Dentistry I				
	MATH	243	Introductory Statistics				
	DH	372	International Externship (optional)	R			
	DH	422	Dental Hygiene Clinical Practice and Seminar VIII	R			
	DH	462	Restorative Dentistry II	R			
	DH	475	DH Research Methods I				
			Communications Elective				
			Humanities Elective				
	DH	423	Dental Hygiene Clinical Practice and Seminar IX		R		
	DH	454	Dental Practice Management				
	DH	463	Restorative Dentistry III		R		
	DH	476	DH Research Methods II				
			Humanities Elective				
		Psychology Elective					

Key: I, Introduced; E, Emphasized; R, reinforced

Ethical Reasoning

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.

KEY: I, Introduced; E, Emphasized; R, Reinforced

DHBS CURRICULUM MAP: ETHICAL REASONING				F	W	S	SU
SOPHOMORE YEAR	CHE	360	Clinical Pharmacology for the Health Professions				
	DH	221	Dental Hygiene Clinical Practice and Seminar I	I			
	DH	225	H & Anatomy, Histology, and Embryology				
	DH	240	Prevention I				
	DH	366	Dental Anatomy				
	DH	222	Dental Hygiene Clinical Practice and Seminar II		R		
	DH	341	Prevention II				
	DH	244	General and Oral Pathology				
	DH	252	Oral Radiology I		R		
	DH	275	Dental Ethics		E		
	SPE	321	Small Group and Team Communication				
	DH	223	Dental Hygiene Clinical Practice and Seminar III			R	
	DH	242	Prevention III				

	DH	253	Oral Radiology II			R	
	DH	254	Introduction to Periodontology				
	DH	267	Emergency Procedures			R	
	DH	380	Community Dental Health I				
			Social Science Elective				
JUNIOR YEAR	BUS	317	Health Care Management				
	DH	321	Dental Hygiene Clinical Practice and Seminar IV	R			
	DH	340	Prevention IV				
	DH	354	Periodontology				
	DH	381	Community Dental Health II				
			Psychology elective				
	DH	322	Dental Hygiene Clinical Practice and 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	Dental Hygiene Clinical Practice and Seminar VI			R	
	DH	344	Advanced General and Oral Pathology				
	DH	352	Pain Management II				
	DH	363	Dental Materials				
	DH	370	International Externship (optional)				
	DH	383	Community Dental Health IV				
SENIOR YEAR	AHED	450	Instructional Methods				
	BUS	331	Personal Finance				
	DH	371	International Externship (optional)				
	DH	421	Dental Hygiene Clinical Practice and Seminar VII				
	DH	461	Restorative Dentistry I				
	MATH	243	Introductory Statistics				
	DH	372	International Externship (optional)	R			
	DH	422	Dental Hygiene Clinical Practice and Seminar VIII	R			
	DH	462	Restorative Dentistry II	R			
	DH	475	DH Research Methods I				
			Communications Elective				
			Humanities Elective				
	DH	423	Dental Hygiene Clinical Practice and Seminar IX		R		
	DH	454	Dental Practice Management				
	DH	463	Restorative Dentistry III		R		
	DH	476	DH Research Methods II				
			Humanities Elective				
			Psychology Elective				

Assessment Rubrics/Oregon Tech Dental Hygiene, Salem

OIT Ethics Rubric

Performance Criteria	Limited or No Proficiency (1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score
Demonstrates knowledge of the professional code of ethics	Identifies provisions in the professional code of ethics, but is unable to demonstrate importance or relevance to the 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 issue(s)	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 code of ethics, but important elements may be missing or	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	
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.	Describes who should be involved in the issue(s) and thoroughly discusses their viewpoints.	
Describes and analyzes possible/ alternative approaches	Is unable to describe or analyze alternatives 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 analyzes 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 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.	

Diverse Perspective ESLO Rubric

	Not Proficient (1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)
Recognize: Shows awareness of one's own perspective.	The student does not demonstrate awareness of their own perspective.	The student demonstrates an emerging awareness of their own perspective.	The student demonstrates an evolving self-awareness in relation to other perspectives.	The student demonstrates a refined self-awareness in relation to other perspectives.
Know: Demonstrates factual knowledge of the foundations of others' perspectives.	The student has no factual knowledge of diverse cultures, personalities, places, histories, and/or technologies.	The student acquires a basic level of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies.	The student acquires a developed body of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies.	The student applies factual knowledge of diverse cultures, personalities, places, histories, and/or technologies to their studies/work/community.
Understand: Displays understanding of others' perspectives through practice.	The student is unable to recognize diverse perspectives.	The student is able to recognize diverse perspectives.	The student is able to understand a diversity of perspectives.	The student is able to apply their understanding of a diversity of perspectives to their studies/work/community.
Apply: Applies factual knowledge and understanding of diverse perspectives to their interactions with others.	The student is unable to apply knowledge and understanding of diverse perspectives to their studies.	The student may understand how to apply knowledge and understanding of diverse perspectives to their studies, but does not do so .	The student applies their knowledge and understanding of diverse perspectives to their studies.	The student applies their knowledge and understanding of diverse perspectives to their studies/work/community .*