



**Bachelor Science Dental Hygiene Degree  
Assessment Report  
2018-19**

**Section 1 – Program Mission**

The Oregon Institute of Technology Dental Hygiene Program provides an educational environment that fosters respect and encourages critical thinking. Its mission is to educate students to become primary healthcare providers who are well prepared to serve the public in multiple roles and who are empowered to become life-long learners.

The dental hygiene faculty reviews the mission, objectives, and student learning outcomes for the BSDH program annually during the fall convocation.

**Section 2 – Program Description and History:**

**Program History**

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.

In 2005, Oregon Tech entered a partnership with ODS to provide a Dental Hygiene AAS program in La Grande. The partnership ended in 2017. In total 200 students graduated from the program.

In 2009, Oregon Tech entered an agreement with Chemeketa Community College to offer the OT DHBS program in Salem. A committee of the Commission on Dental Accreditation conducted a special focused site evaluation on November 4, 2011. The accreditation status of the program at the time of the site visit was “approval without reporting requirements.” The program accepted its first cohort of students fall term 2011. The program accepts 20 students annually.

All students must complete prerequisite courses to be eligible for application to the program. Acceptance to the program is selective. Applicants are accepted each spring and begin course work fall term. Seating is limited to 22 students at Klamath Falls and 20 at Salem.

**Program Enrollment and Graduation Rates: DHAAS, La Grande**

<b>ENROLLMENT</b>					
Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Difference
25	26	21	23	26	Maximum = 26 Minimum = 21
<b>GRADUATES</b>					
2011	2012	2013	2014	2015	Average
21 (84%)	24 (92.31%)	18 (85.71%)	23 (100%)	21 (80.77%)	88.43%

**Program Enrollment and Graduation Rates: DHBS, Klamath Falls and Salem**

<b>ENROLLMENT</b>					
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	SUB TOTAL

KF = 24	KF = 24	KF = 23	KF = 18	KF = 20	109
SLM = 20	SLM = 21	SLM = 21	SLM = 20	SLM = 20	102
Total = 44	Total = 45	Total = 44	Total = 38	Total = 40	211
<b>ENROLLMENT</b>					
Fall 2016	Fall 2017	Fall 2018	Fall 2019		TOTAL
KF = 20	KF = 22	KF = 20	KF = 22		
SLM = 20	SLM = 20	SLM = 20	SLM = 20		
Total = 40	Total = 42	Total = 40	Total = 42		
<b>GRADUATES</b>					
2014	2015	2016	2017	2018	TOAL/AVE
KF = 22	KF = 16	KF = 18	KF = 14	KF = 20	97/89%
SLM = 20	SLM = 19	SLM = 20	SLM = 18	SLM = 19	96/94%
95.5%	82%	97.7%	67%	97.5%	88%
<b>GRADUATES</b>					
2019					
KF = 17					
SLM = 20					
100%					

**Board and Licensure Exam Results**

<b>National Board Dental Hygiene Examination</b>					
Class, 2014	Class, 2015	Class, 2016	Class, 2017	Class, 2018	
KF = 100%	KF = 100%	KF = 100%	KF = 93%	KF = 100%	
SLM = 100%	SLM = 100%	SLM = 100%	SLM = 100%	SLM = 100%	
<b>National Board Dental Hygiene Examination</b>					
Class, 2019					
KF = 100%					
SLM = 95%					
<b>WREB Anesthesia</b>					
Class, 2014	Class, 2015	Class, 2016	Class, 2017	Class, 2018	
KF = 100%	KF = 95%	KF = 96%	KF = 100%	KF = 100%	
SLM = 100%	SLM = 100%	SLM = 100%	SLM = 100%	SLM = 100%	
<b>DH Anesthesia</b>					
Class, 2019					
KF = 100%					
SLM = 95%					
<b>WREB DH Clinical Examination</b>					
Class, 2014	Class, 2015	Class, 2016	Class, 2017	Class, 2018	
KF = 91%	KF = 100%	KF = 96%	KF = 93%	KF = 100%	
SLM = 100%	SLM = 100%	SLM = 100%	SLM = 100%	SLM = 100%	
<b>DH Clinical Examination</b>					
Class, 2019					
KF = 100%					
SLM = 100%					
<b>DH Restorative</b>					
Class, 2014	Class, 2015	Class, 2016	Class, 2017	Class, 2018	
KF = %2/5	KF = 50%	KF = 85.7%	KF = 60%	KF = 75%	
SLM = %	SLM = 52.6%	SLM = 95%	SLM = 72.2%	SLM = 100%	
<b>DH Restorative</b>					
Class, 2019					
KF = 100%					
SLM = 100%					

**Employment Rates and Salaries:**

Employed	Continuing Education	Looking for Work	Not Seeking	Median Salary	Success Rate
90%	5%	3%	2%	\$65,000	100

**Industry Relationships**

<ul style="list-style-type: none"> <li>• Zooka Toothcare for Kids</li> <li>• Klamath Health Partnership</li> <li>• Plum Ridge Extended Care</li> <li>• Boys &amp; Girls Club</li> <li>• Salem Free Clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Northwest Family Services</li> <li>• Compassion Connect</li> <li>• OHSU School of Nursing</li> <li>• Cascade Health Alliance</li> <li>• Klamath Basin Oral Health Coalition</li> </ul>
<ul style="list-style-type: none"> <li>• DENTSPLY</li> <li>• Hu-Friedy</li> <li>• Phillips Sonicare</li> <li>• Crest Oral-B</li> <li>• Colgate</li> <li>• Q-Optics</li> <li>• ADEC</li> <li>• OralDNA</li> </ul>	

**Oregon Tech Dental Hygiene Advisory Board Meeting, Klamath Falls**

<b>Date: 1/26/2018</b>	
<b>Committee Members</b> <ul style="list-style-type: none"> <li>• Susie Daniels, RDH</li> <li>• Daniel Gailis</li> <li>• Tonia Henderson</li> <li>• Traonna Larson, RDH</li> <li>• Jeff Pardy, Chair</li> <li>• James Cope</li> </ul>	<ul style="list-style-type: none"> <li>• Debra Bishop, RDH</li> <li>• Brenna Chavarin, RDH</li> <li>• Erin Shulton</li> <li>• Amanda Blodgett</li> <li>• Sharity Ludwig, RDH</li> <li>• Kathryn Mahaffed</li> <li>• Andrew Smith, DMD</li> </ul>

**Oregon Tech Dental Hygiene Advisory Board, Salem**

<b>Date: 2018/2019</b>	
<b>Committee Members</b> <ul style="list-style-type: none"> <li>• Nol Cobb, MBA</li> <li>• Jodi Berg, RDH</li> <li>• Paula Hendrix, EPDH, M.Ed</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Steve Cowgill, DMD</li> <li>• Jill Lomax, DA</li> <li>• Jim Vu</li> <li>• Tina Clarke, RDH, M.Ed</li> </ul>

**Showcase Learning Experiences**

<ul style="list-style-type: none"> <li>• <b>Compassion Connect-Free Dental Clinic:</b> <ul style="list-style-type: none"> <li>○ Students were able to provide free dental hygiene services to patients during a community outreach program.</li> <li>○ They were also able to assist with the dentists who provided extractions.</li> <li>○ The students also gave local anesthesia.</li> </ul> </li> <li>• <b>Gervais Elementary School-health fair screenings (420 children) in a rural community that is considered a Title 1 school, due to more than 95% of the students qualifying for free or reduced lunch. The project addressed the unmet needs of the elementary school students. The families of</b></li> </ul>
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many of these students did not regularly seek medical or dental care due to several barriers including, but not limited to financial restraints, transportation, language and access to care.

- Collaborating with OHSU nursing students from Monmouth campus the hygiene students taught the OHSU nursing students how to do the following:
  - Dental screenings, screening the children for cavities and signs of abuse
  - Educate the children on proper oral health routines and care
  - Fluoride varnish placement
  - Provided each child with a toothbrush, toothpaste, and a fluoride varnish
- The OHSU nursing students directed the hygiene students in the following:
  - Height and weight measurements
  - Sleep hygiene
  - Nutritional health
- **Malin Elementary Education Day**
- **Students submitted an Oregon Tech Resource Budget Grant proposal**
  - Students provided an education day at Malin Elementary with hands-on activities. Every student received education and took home an oral health kit containing toothbrushes, toothpaste and floss.
  - A sealant day at Malin elementary was conducted in collaboration with industry partner, Konnect Dental Kare, who provided sealant and fluoride supplies.
  - Some elementary students also expanded care by visiting the Oregon Tech Dental Clinic and received dental cleanings, radiographs, fluoride applications and oral health education.
  - The dental hygiene students also went to a parent-teacher conference day and brought oral health educational information to the parents. Dental hygiene student Mayra RochaRamos translated clinical consent forms for Spanish-speaking parents.
    - Mayra was awarded the 2019 Oregon Tech Outstanding Community Service Award for her work as the leader for the Malin project and her passion was the catalyst to go above and beyond for this population.
    - Mayra is also the president of the Student American Dental Hygienists' Association organization at Oregon Tech.
  - Value of services: \$7,709.
- **Mills and Pelican Elementary students and the after-school programs**
  - Provided oral health screenings, fluoride applications and sealants in collaboration with industry partner, Konnect Dental Kare, to those students with parent/guardian consent at both schools.
  - Provided students at Mills Elementary after-school program appointments in the Oregon Tech Dental Clinic. These students received dental cleanings, radiographs, fluoride applications and oral health education.
  - A donation of \$2,000 was received from the Klamath Basin Sunrise Rotary for the clinic appointments and sealant days.
  - Value of services: \$11,094.
- **Klamath City and County Transition's Programs**
  - Students submitted a proposal to the Oregon Tech Resource Budget Grant committee to provide care to students with special needs ages 18-21.
  - Services completed in the Oregon Tech Dental Hygiene Clinic included: preventative oral health services including dental cleanings, radiographs, fluoride applications and oral health education
  - provided power toothbrushes and SPF lip balm to every student enrolled in the programs
  - Value of products and services: \$6,092.
- **YMCA and Tiny Hopefuls Preschools**
  - Children ages 3-5 years old received age-appropriate hands-on dental education activities. Oral health toothbrushes, toothpaste and fluoride varnish provided by a donation from industry partner, Colgate.
  - Value of services: \$2,772.
- **Merrill Health Fair, Skylakes Health Fair and the Klamath Children's Learning Fair**
  - Students provided dental education and hands-on activities.

- **Free Dental Days in Merrill and Malin**
  - Dental hygiene students volunteered their time in collaboration with Medical Teams International and the Klamath Basin Oral Health Coalition, providing dental cleanings and fluoride applications.

**International Externship Program (IEP) to Jamaica.** Two faculty members and six dental hygiene students traveled to Whitehouse, Jamaica in September 2018 to provide dental care to underserved populations in rural areas. Services provided during their week of providing care totaled 719 patients and a value of services of \$38,410.

Sophomore – oral presentation about their first patient experiences and what they have learned in the process

Junior – Caries Management by Risk Assessment (CaMBRA) project and Capstone presentation

Senior – Comprehensive care of the periodontally involved patient, project and presentation

Community Health projects (needs assessment, planning, implementation, analysis, and dissemination

Medical Emergency continuing education course, presentation and video

Community outreach: oral health education migrant summer school; pre-school happy visits (Salem);

Oregon City Compassion Clinic (Salem)

Off campus experience

- Klamath Falls: White City VA, Jackson County Children Clinic, Open Door
- Salem: Boys & Girls Club, Salem Free Clinics

International externship program (IEP): provide oral health care and education in third world countries

Medical Emergencies CE course lead by students

- The sophomore students conducted a continuing education class for their junior classmates and the local professional hygienist and dentists on medical emergencies. This was a 2-credit course.

Host site for DH educator clinic education methodology

- Dentsply Sirona provided a two-day hands-on course for clinical educators from Oregon, Washington, and Arizona
- The topics included the following:
  - Laser use
  - Radiology techniques
  - Air polishing
  - Ultrasonic use: Cavitron and piezo

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### **Success Stories – Descriptions of Successful Graduates (potentially including quotes from students highlight the programs' effective preparation)**

- Graduates who have returned as instructors: Barbara Sigurdson, teaches restorative and radiology; along with Tasha Lunt assisting in restorative clinic.
- Several graduates working with Capital Dental providing fluoride treatment, and sealant placement, extensive diagnostic and preventive services along with limited restorative services, using a tele-dentistry program in rural community and non-traditional venues, including:
  - Schools
  - WIC offices
  - Medical offices
  - Community settings
  - Head Start
- Many graduates working strictly with restorative care.

- Nursing home/skilled nursing/long-term care facilities oral health provider

### Section 3 – Program Student Learning Outcomes

The dental hygiene program fulfills the following educational objectives (PSLOs).

- Interaction with diverse populations
  - Critical thinking
  - Ethics & jurisprudence
  - Community-based oral health programs
  - Provision of oral health care
  - Self-assessment & life-long learning
1. Provides the dental hygiene student the opportunity to gain the necessary knowledge, skills, and values to *assume the American Dental Hygienists’ Association (ADHA) and to enter the practice of dental hygiene.*
  2. Prepare the dental hygiene student to sit for all eligible licensing exams.

The American Dental Hygienist Association (ADHA) addresses six competencies dental hygienists should demonstrate. ADHA Standards for Clinical Dental Hygiene Dental hygiene faculty met on September 19, 2018 to review the program student learning outcomes, which are based on the Commission on Dental Accreditation (CODA) Standard 3, Dental Hygiene Educational Program. The following is a list and definitions of the outcomes, and explanation of changes made during the meeting.

PSLO CODA Standard	Definition
<i>1 – Communicate Standard 2-15</i>	The dental hygiene graduate will be competent in communication and collaborating with other members of the health care team to support comprehensive patient care. Previously this read: “Graduate’s must be competent in interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team”, and was assessed with ESLO Diverse Perspectives.”
<i>2 – Critical Thinking Standard 2-23</i>	The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.
<i>3 – Professionalism, Ethical Practice Standard 2-20</i>	The dental hygiene graduate will be competent in applying ethical, legal, and regulatory concepts in the provision and and/or support of oral health care services.

<b><i>4- Lifelong Learning Standard 2-21</i></b>	The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning.
<b><i>5- Provision of Oral Health Care Standard 2-12- 2-14</i></b>	The dental hygiene graduate will be competent in providing the dental hygiene process of care for a wide range of patient profiles and all types of classifications of periodontal diseases.
<b><i>6- Community Health Standard 2-16</i></b>	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.
<b><i>7 – Disease Prevention ADEA HP.5</i></b>	Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies

## Section 4 – Curriculum Map

### Dental Hygiene Student Learning Outcomes Table

F – Foundation

P – Practice

C – Capstone

COURSE	ESLO 1 PSLO 1	ESLO 2 PSLO 2	ESLO 3 PSLO 3	PSLO 4	PLSO 5	PSLO 6	PSLO 7	ELSO 4	ELSO 5	ESLO 6
DH-221, 222,240, 241,242, 244 380	F									
DH-223, 267, 321, 322,323, 340, 341, 381, 421, 422	P									
DH423	C									
DH-223, 340		F								
DH-267, 321, 341. 351, 352, 421, 475		P								
DH-422, 423, 462, 476		C								
DH-223, 380, 351			F							
DH-267, 321, 351, 352, 381, 382			P							
DH-383, 421, 422, 423			C							
DH-221				F						
DH-340, 421, 462				P						
DH-422, 423, 463				C						
DH-223, 240, 241, 242, 267, 340					F					
DH-321, 341					P					
DH-421, 422, 423					C					
DH-380						F				
DH-381, 382						P				
DH-383						C				
DH-240, 241, 242							F			
DH-340							P			
DH- 341							C			
SPE 321								F		
DH-380								P		
DH- 267, 381, 382, 383,								C		
MATH 243									F	
DH-475									P	
DH-476									C	
DH-421										F
DH-422										P
DH-423										C



Oregon Tech Dental Hygiene BSDH  
2018-2019 CATALOG

<b>Pre-Dental Hygiene Freshman Year</b>					
OIT			CHEMEKETA		
Course #	Course Name	Credit	Course #	Course Name	Credit
<b>FALL</b>					
BIO 231	Human Anatomy & Physiology I	4	BI 231	Human Anatomy & Physiology	4
CHE 101	Intro to Chemistry	3	CH 110	Chemistry for Allied Health	5
CHE 104	Intro to Chemistry Lab	1			
DH 100	Introduction to Dental Hygiene	2	DHE 100	Introduction to Dental Hygiene--online	2
BIO 200	Medical Terminology	2	HM 120	Medical Terminology I	3
Total credits		12			14
<b>WINTER</b>					
BIO 232	Human Anatomy & Physiology II	4	BI 232	Human Anatomy & Physiology	4
BIO 105	Microbiology	4	BI 234	Microbiology	4
SOC 204	Sociology	3	SOC 204	General Sociology--Introduction	4
WRI 121	English Composition	3	WRI 121	English Composition--Exposition	4
Total credits		14			16
<b>SPRING</b>					
BIO 233	Human Anatomy & Physiology III	4	BI 233	Human Anatomy & Physiology	4
BIO 205	Nutrition	3	NFM 225	Nutrition	4
SPE 111	Public Speaking	3	COMM 111	Fundamentals of Public Speaking	4
WRI 122	Argumentative Writing	3	WRI 122	English Composition—Logic & Style	4
Total credits		13			16
<b>Professional Courses—Sophomore Year</b>					
OIT			CHEMEKETA		
Course #	Course Name	Credit	Course #	Course Name	Credit
<b>FALL</b>					
DH 221	Dental Hygiene Clinical Practice I	4	DH 221	Dental Hygiene Clinical Practice I	4
DH 225	Head & Neck Anatomy, Histology, Embryology	3	DH 225	Head & Neck Anatomy, Histology, Embryology	3
DH 240	Prevention I	3	DH 240	Prevention I	3
DH 366	Dental Anatomy	2	DH 366	Dental Anatomy	2
CHE 360	Clinical Pharmacology	3	PHM 230	Pharmacology	3
Total credits		15			15
<b>WINTER</b>					
DH 222	Dental Hygiene Clinical Practice II	4	DH 222	Dental Hygiene Clinical Practice II	4
DH 241	Prevention II	3	DH 241	Prevention II	3
DH 275	Ethics	2	DH 275	Ethics	2
DH 252	Oral Radiology I	3	DEN 164	Dental Radiology I	3
DH 244	General & Oral Pathology	3	DH 244	General & Oral Pathology (b)	3
SPE 321	Small Group & Team Communication	3	COMM 219	Fundamentals of Small Group Communication	3
Total credits		18			18
<b>SPRING</b>					
DH 223	Dental Hygiene Clinical Practice III	3	DH 223	Dental Hygiene Clinical Practice III	3
DH 254	Introduction to Periodontology	1	DH 254	Introduction to Periodontology	1
DH 253	Oral Radiology II	2	DH 253	Oral Radiology II	2
DH 242	Prevention III	3	DH 242	Prevention III	3
DH 380	Community Dental Health I	2	DH 380	Community Dental Health I	2
DH 267	Emergency Procedures	3	DH 267	Emergency Procedures	3
SSc	Social Science elective	3	SSc	Social Science elective	3
Total credits		17			17

**Chemeketa Notes:**

- Communications elective: Choose from SP115; SP218; WR123; BA 214
- HUM electives may only include one activity-based course
- (b) = blended course

Professional Courses—Junior Year					
OIT			CHEMEKETA		
Course #	Course Name	Credit	Course #	Course Name	Credit
<b>FALL</b>					
DH 321	Dental Hygiene Clinical Practice IV	4	DH 321	Dental Hygiene Clinical Practice IV	4
DH 354	Periodontology	3	DH 354	Periodontology	3
DH340	Prevention IV	3	DH340	Prevention IV	3
DH 381	Community Dental Health II	2	DH 381	Community Dental Health II	2
BUS 317/215	Healthcare or Princ. of Manage.	3	BA 206	Business Management	4
PSY	Psychology elective	3	PSY	Psychology elective	3
Total credits		18			19
<b>WINTER</b>					
DH 322	Dental Hygiene Clinical Practice V	3	DH 322	Dental Hygiene Clinical Practice V	3
DH 382	Community Dental Health III	2	DH 382	Community Dental Health III	2
DH 341	Prevention V	3	DH 341	Prevention V	3
DH 351	Pain Management I	3	DH 351	Pain Management I	3
	Humanities Elective	3		Humanities elective	3
WRI 227	Technical Report Writing	3	WR 227	Technical Writing	3
Total credits		17			17
<b>SPRING</b>					
DH 323	Dental Hygiene Clinical Practice VI	5	DH 323	Dental Hygiene Clinical Practice VI	5
DH 344	Advanced General & Oral Pathology	3	DH 344	Advanced General & Oral Pathology (b)	3
DH 383	Community Dental Health IV	1	DH 383	Community Dental Health IV	1
DH 352	Pain Management II	2	DH 352	Pain Management II	2
DH 363	Dental Materials	4	DEN 163	Dental Materials 2	4
DH 370	International Externship (optional)	1	DH 370	International Externship (optional)	1
Total credits		15/16			15/16
Professional Courses—Senior Year					
OIT			CHEMEKETA		
Course #	Course Name	Credit	Course #	Course Name	Credit
<b>SUMMER</b>					
DH 421	Dental Hygiene Clinical Practice VII	4	DH 421	Dental Hygiene Clinical Practice VII	4
AHED 450	Instructional Methods	3	AHED 450	Instructional Methods	3
DH 461	Restorative Dentistry I	2	DH 461	Restorative Dentistry I	2
BUS 331	Personal Finance	3	BA 218	Personal Finance	4
MATH 243	Introductory Statistics	4	MTH 243	Probability & Statistics I	4
DH 370	International Externship (optional)	1	DH 371	International Externship (optional)	1
Total credits		16/17			17/18
<b>FALL</b>					
DH 422	Dental Hygiene Clinical Practice VIII	5	DH 422	Dental Hygiene Clinical Practice VIII	5
DH 475	EBDM in Healthcare I	3	DH 475	EBDM in Healthcare I (b)	3
DH 462	Restorative Dentistry II	2	DH 462	Restorative Dentistry II	2
	Humanities Elective	3		Humanities elective	3
	Communications Elective	3		Communications elective	3
DH 372	International Externship (optional)	1	DH 372	International Externship	1
Total credits		16/17			16/17
<b>WINTER</b>					
DH 423	Dental Hygiene Clinical Practice IX	5	DH 423	Dental Hygiene Clinical Practice IX	5
DH 476	EBDM in Healthcare II	3	DH 476	EBDM in Healthcare II (b)	3
DH 454	Dental Practice Management	3	DH 454	Dental Practice Management	3
DH 463	Restorative Dentistry III	2	DH 463	Restorative Dentistry III	2
PSY	Psychology Elective	3	PSY	Psychology elective	3
	Humanities Elective	3		Humanities elective	3
Total credits		19			19
Total Program Credits		190	Total Program Credits		199

**Transfer Equivalencies:** DH 252, Oral Radiology I = DEN 164, Dental Radiology 1 DH 363, Dental Materials = DEN 163, Dental Materials 2

## Section 5 – Assessment Cycle

Dental Hygiene B.S. Six Year Cycle for PSLOs and ESLOs						
Outcome	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
PSLO 1 Com			DH 423 Indirect exit survey			DH 323 Indirect exit survey
PSLO 2 C thinking	Direct: DH 476 Indirect exit survey			DH476 Indirect exit survey		
PSLO 3 Ethics		Direct: DH 275 Indirect: exit survey			DH 275 Indirect exit survey	
PSLO 4 LLL		DH 383- rubric Indirect exit survey			DH 383 Indirect exit survey	
PSLO 5 OH care			DH 423 Indirect exit survey			DH 341 Indirect exit survey
PSLO 6 ComHealth	DH 383- rubric Indirect exit survey			DH 383 Indirect exit survey		
PSLO 7 Prevention					DH 341 Indirect exit survey	
ESLO 1 Com						DH 323 Indirect exit survey
ESLO 2 Inquiry/Analysis	DH 476 Rubric Indirect exit survey					
ESLO 3 Ethics		Direct: DH 275- rubric Indirect exit survey				
ESLO 4 Teamwork			DH 267 Indirect exit survey			
ESLO 5 Quant lit				DH 476 Indirect exit survey		
ESLO 6 Diversity					DH 423 Indirect exit survey	

## Section 6 – Assessment Activity

ESLO #3/PSLO #3 Klamath Falls and Salem, DH 275, Stacie Neely and Tonja Willey

**PSLO #3:** The dental hygiene graduate will be competent in applying ethical, legal, and regulatory concepts in the provision and and/or support of oral health care services.

**ESLO #3:** Ethical reasoning is the process of recognizing which decisions require ethical judgments, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

Assignment overview: See addendum for complete assignment and rubric

Assignment from DH-275 (sophomore dental hygiene ethics class)

- According to CODA Standards pertaining to ethics and professionalism, you will:
- As a group you will make up an ethical dilemma, which could happen in a dental office setting, use your ethical reasoning skills and the worksheet. After submitting your assignment, you will orally present this as a group to the class.
- You will summarize your finding and conclusion here. It should be at least two paragraphs in length. This is a direct assessment. The Ethical Decision-Making Process Rubric will be used to grade this assignment.
- CODA Standard 2-19 Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.
- CODA Standard 2-20 Graduates must be competent in applying legal and regulatory concepts to the provision and/or support of oral health care services.

Assessment – direct measure. Only the final assignment is evaluated for this PSLO.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results% KF	Results% SLM
Facts	"Ethical Decision-Making Process" assignment evaluated by course instructor using rubric	0-3 according to attached criteria	100% students scoring 2 or 3	100%	100%
Problem Statements				100%	100%
Ethical Values ID'd				100%	100%
Alternatives				100%	100%
Justification				100%	100%

The indirect measure was the student exit survey in responding to the PSLO, 100% of student rated themselves as proficient or high proficiency.

Performance Criteria: ESLO

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results KF %	Results SLM %
Theory	"Ethical Reasoning" assignment evaluated by course instructor using Oregon Tech's Ethical Reasoning Rubric	1-4 according to attached criteria	100% students scoring 3 or 4	100%	100%
Recognition				100%	100%
Logic				100%	100%
Judgment				100%	100%

Assessment – indirect measure: Student Exit Survey

Exit survey 100% scored themselves as proficient or high proficiency.

Students rated themselves at 100% proficient or high proficiency.

- **Scoring:** The activity was scored by the instructor alone using the attached rubric. The students were able to list all the pertinent facts to determine what is known and what is not known. They were to state the problem and possible choices that would need to be made in the decision. The core values were to be described and correctly stated. Alternative choices were to be given for the problem that was at hand. Then the students were to justify their solution and explain why they chose their answer.

- **Reliability:** The instructor was involved in the scoring. The rubric was used with each of the artifacts that were scored. Single faculty was involved in the scoring process.
- **Multiple Sites:** Both the Klamath and Salem sites used the same method to carry out this assessment outcome. Both sites used the same rubric and assignment with the worksheet.
- **Performance Target:** The target performance level was 100% since they had a group to work with together and they also had a worksheet to use for information.
- **Performance Level:** Both sites scored 100% because they had a group of students working together and they all used their worksheet to help them apply their knowledge.
- **History of Results:** Since this activity was done for the first time by the pair of instructors, the data is set.
- **Faculty Discussion:** The results were presented to the faculty in September 2019 during convocation when both groups were together. The results revealed that the assignment did not meet what the university rubric required. When the university rubric was presented the year before, it was specifically stated that the assignment should not be changed to accommodate the university rubric. This was disappointing after seeing the results of the university assessment faculty scoring. The instructors from the two different campuses discussed changing the assignment and having students memorized the American Dental Hygienists Association (ADHA) Core Values so that they will have the muscle memory to pull from when they write their papers.
- **Interpretation** The assignment should reflect what the university rubric states. The design of the assignment will need to be upgraded. There will need to be multiple graders in the dental hygiene department faculty who are willing to participate in the grading. The worksheet had many of the answers on it and did not convey what the students knew or did not know as far as the ethical rubric was looking for this assignment.

PSLO #4 DH 383 Community Dental Health IV Darlene Swigart (KF) and Samantha Shivji (SLM)					
PSLO #4: The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning.					
Assignment overview: Oral presentation; see addendum for assignment and rubric					
Assessment – direct measure					
Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results% KF	Results% SLM
Spelling and Grammar	Rubric	0-5 according to attached criteria	100% students scoring 5	100%	100%
Content				100%	100%
Enthusiasm for the dental hygiene opportunities presented				100%	100%
Presentation skills & time				100%	100%
PowerPoint design				100%	100%
Assignment overview: Portfolio					
Assessment – direct measure					

Assessment – indirect measure: Student Exit Survey

## Section 7 – Data-driven Action Plans: Changes Resulting from Assessment

- **Action Driver:** The ESLO rubric is the main data that prompts action for change for this particular assessment. First, our students were able to demonstrate a developed knowledge of different ethical theories and codes and provided rationale for their preferred theory or code. The second, they were able to successfully recognize decisions requiring ethical judgments, but because they had a worksheet to use for their answers, this gave them prompting. They were able to clearly explain to others why they required ethical reason. Third, with the help of the worksheet, the students could formulate and test plausible moral principles and apply them to a case to derive a course of action. Finally, the students were able to apply ethical reasoning to novel situations and provide detailed support for their decisions as well as refuting other possible decisions.
- **Action Specifics:** The needed action is to have the students learn well enough to recall all the ethical reasons without the help of a worksheet which is considered “prompting.” The two instructors plan to have students memorize the ADHA Core Values so that they will have this in their memory bank when they write their papers. The specific deficiencies found in assessment data were mainly because the students had “prompting?”
- **Accountability:** In the DH 275, sophomore dental hygiene ethics course, the group Ethical Decision Making assignment will need to be practiced first with the worksheet because it is vital for students to learn all the reasons ethical decisions are made. Then, students will have their assignment without the worksheet to present their reasoning in their assignment as well as to their peers. They will need to recall from memory the core values. With practice this activity, this will give the students time for reflection on what all goes into their ethical decisions. Stacie Neely and Tonja Willey will be responsible for implementation of these actions. These changes will be implemented during winter term when DH 275 is taught? As a department we plan to discuss this assessment at our December 12, 2019 full department meeting.
- **Planning and Budgeting:** There will not be financial, or resource needs required for implementation of these changes.
- **Improvements in Assessment Process:** The improvements that are needed to the assessment process are the rubric and a clear understanding how this assessment falls under the department’s assessment leadership. Communication and planning will be the keys to success in the future. I will mark the calendar for time to work with the instructors that are implementing the next assessment. This should yield a better more actionable information.
- **Reassessment:** This outcome or measure be re-assessed to see if student learning has improved and, to determine if these changes have resulted in improved performance at the end of winter term during our spring meeting, March 19, 2020. This is where we work up our course effectiveness assessment between the instructors and the department director and department chair.

## Section 8 – Closing the Loop: Evidence of Improvement in Student Learning.

The changes that were recommended for the last assessment were the following:

- A more chronological arrangement of your curriculum mapping to outcomes would help show how each outcome is scaffolded throughout the curriculum (especially for those less familiar with the particulars of OIT’s program).
- Include the assignment prompt and rubric as attachments to your report to support continuity in assessment practices.
- Since your performance hit your target of 100%, consider how you might articulate some more aspirational goals above and beyond the minimum performance expectations.

The recommendations were given after the assessment was performed (August 2019), not prior to the latest assessment. I will need to make improvements this coming school year.

- I have attempted to follow the examples in the assessment report guide. This was very helpful to have a concrete illustration to glean information.

- **The rubrics were helpful to know what exactly is wanted and needed in the assessment report.**
- **At the conclusion, we should see improvement in student performance in not only DH 275, but in each of their classes with their improved knowledge and skills in ethical reasoning. This skill of ethical decision making will serve them in school now, in their future career, personal life, and in their communities.**





#3			
#4			
#5			
#6			

**4. Identify the ethical Values for each alternative**

(Beneficence, Nonmaleficence, Veracity, Autonomy, Justice, Confidentiality, Societal Trust) that are either being *upheld or threatened* for each option. In this step, identify the ethical values you think are most important for *this situation*. How does each core value apply to the situation? If you don't think that a core value applies, say 'not applicable'.

Value	Alternative 1	Alternative 2	Alternative 3	Alternative 4
Veracity				
Beneficence				
Nonmaleficence				
Autonomy				
Justice				
Confidentiality				
Societal Trust				

**5. Choose the Best Solution**

Propose a tentative resolution to the case, selection one of your alternatives and defending it based on your application of relevant values. This step involves evaluation of your alternatives (Step 4) using the relevant values (Step 3). You are looking for the alternative that respects the broadest array of values and interests. *In order to resolve this and any other case, you have to use your critical thinking, integrate your values, and defend your proposal to your peers.*

Use the matrix below to help you weigh each alternative based on ethical values. For each alternative, judge the level at which the values are ethically acceptable on a scale of 1-4, with 1 being *not acceptable* and 4 being *ethically preferable*. Total the scores for each alternative.

Values	Alternatives			
	(1)	(2)	(3)	(4)
Veracity				
Beneficence				
Nonmaleficence				
Autonomy				
Justice				
Confidentiality				
Societal Trust				
Total Score				

**6. Justification**

- Which of your alternatives are acceptable, and which are unacceptable? Explain.

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- Among the acceptable alternatives, which is ethically preferable? Why?

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- Is your preferable alternative practically feasible?

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## DH275 ETHICAL DECISION-MAKING RUBRIC

	Excellent (3)	Score	Average (2)	Score	Poor (1)	Score	Feedback
Facts	All Pertinent facts are identified, *Questions asked to ID unknow information		All pertinent facts are identified. Not all unknow information considered.		Generally, a repeat of the case. Includes non-significant facts. No thought given to information not known.		
Problem Statement	Problem is stated clearly & possible choices are identified.		Problem is incomplete or unclear.		Problem is incomplete or inaccurately stated.		
Ethical Values identified	All core values that are applicable are identified, & correctly described as upheld or threatened.		Not all core values that apply are described or are incorrectly applied.		Core values applicable to case not described or incorrect application or those identified.		
Alternatives	Alternatives beyond “do it” or “don’t do it”. Considered if the core ethical values are feasible and practical.		Alternatives are described. The best alternative in this case is not identified,		Alternatives are described, best alternative for the case is not identified.		
Justification	Able to ID most acceptable solution & explain why.		The most ethical acceptable solution is identified, , not clear reason why		Unable to identify, most ethically acceptable solution.		
Total /15	100-92%=A		83%=B		75%= C		

### Career Pathway & Cultural Awareness Presentation

Purpose of assignment:

To explore the various roles of the dental hygienist in public health and international settings. To increase your cultural awareness and enhance your working relationship with various populations.

### Assignment Options

#### Assignment Choice Instructions:

You have **three options** to choose from in order to complete this assignment.

Once you have made a choice, enter it into the discussion portal on Blackboard. You cannot present on the same topic as a classmate except for option #1, but you cannot interview the same person as someone else.

#### Option #1

Explore local opportunities for you to provide dental hygiene services in an alternative practice setting. This could be a volunteer or paid position. Possible agencies you might consider are Head Start, WIC, county health department, hospital, nursing home, school district. For this assignment option, you will most likely need to interview someone in the agency.

**If you choose this option, please let your instructor know prior to you contacting anyone for an interview.** Please address the following in your presentation.

- Name and location of agency
- Contact person
- Funding source(s) for the program(s)
- Staff/personnel currently working with the program
- Services that are provided by the agency
- Dental needs that have been identified by the agency
- Future plans for the dental health programs
- Possibility of a dental hygienist being involved in programs
- Is this a position paid or volunteer
- Comment on whether you think this position is a good fit for you.

#### Option #2

Select a governmental agency from the reference website list in your textbook on page 301 and write a description of its:

- Mission
- Activities
- Budget
- Role in the dental public health infrastructure
- What are the opportunities for dental hygienists to be employed with the agency?
- What qualifications are needed?
- What are the salary and benefits and options for advancement?

#### Option #3

Choose a country where you may be interested in working as a dental hygienist.

- Name country that you investigated
- Dental hygiene employment or volunteer opportunities
- Types of work that would be typical (clinical, administrative, educational, etc.?)
- What do you think would be some interesting things about this job?
- Describe the types of dental providers in that country
- What is required in order for you to live and practice in that country?
- What is the process for gaining employment in that country?
- Some interesting facts about the country

**Your presentation:**

Please prepare a 10-minute presentation with no more than 10 slides. Please be sure to address these points in your presentation:

- Name of agency you investigated
- Dental hygiene employment or volunteer opportunities
- Types of work that would be typical (clinical, administrative, educational, etc.?)
- What do you think would be some interesting things about this job?
- What is the pay range? Are there benefits?
- Any special requirements in order to do the job? (Special licenses in a different country, security clearance, etc.?)
- Possible barriers to working there?

**Career Pathway & Cultural Awareness Presentation Rubric**

<b>Component</b>	<b>Excellent 5</b>	<b>Average 3-4</b>	<b>Fair 0-2</b>
<b>Spelling and Grammar</b>	Free of errors in grammar, punctuation, & spelling	1-3 errors in grammar, punctuation, & spelling	More than 3 errors in grammar, punctuation, & spelling
<b>Content</b>	All content pertaining to the option selected is covered in the presentation	1-2 areas are missing from the content	More than 2 areas are missing from the content
<b>Enthusiasm for the dental hygiene opportunities presented</b>	Presents information with enthusiasm for the DH profession	Somewhat enthusiastic regarding the opportunities	Does not project enthusiasm for the opportunities discussed
<b>Presentation Skills &amp; Time</b>	Effective use of gestures, eye contact, voice, poise; uses notes sparingly; does not read the PowerPoint; No verbal fillers such as um... Presentation is 5-6 minutes in length	Adequate use of gestures, eye contact, voice, poise; moderate use of notes or PowerPoint; some verbal fillers: Presentation is 1 minute over or under	Limited use of gestures, eye contact, voice, poise; heavy reliance on notes or PowerPoint; multiple verbal fillers; Presentation is more than 2 minutes over or under
<b>PowerPoint Design</b>	Well-designed; Font large enough to read from back of class; Creates interest; Excellent visuals; pictures, photos	Simple design; Font somewhat small to read from back of class; Lacks interest; Adequate visuals; pictures, photos	Poorly designed; Font too small to read from back of class; Lacks interest; Limited or few visuals; pictures, photos
<b>TOTAL</b>  /25			

**COMMENTS:**