

Kathi Hock
Dental Hygiene Program
Learning Assessment CoP project

Current Assessment System

Assessment & evaluation of student competency in the Dental Hygiene program is facilitated predominantly in paper format by each course instructor. Some data collection and analysis is managed electronically, but there is no integrated, electronic assessment and access across the curriculum. This silo approach does not support assessment of student performance in an easily accessible, holistic manner...across courses, semesters and levels, and lead course faculty. Additionally, collection of data and evidence to support compliance with accreditation standards is cumbersome and inefficient.

Proposed Change to Assessment System

In an effort to:

1. collect comprehensive student performance data,
2. strive to improve student retention and program completion, and
3. facilitate students' development as independent learners who are able to monitor and evaluate their own learning progress from program entry as novices through graduation and movement into professional practice, the faculty are adopting a web-based, e-portfolio software tool to document all aspects of student and program performance. We are editing and revising all the clinical rubrics (50+) and converting to an e format.

This e-portfolio platform will provide integrated, electronic assessment options across the dental hygiene curriculum. All competency assessments, data tracking, assignment evaluations, etc. will (eventually) be assessed and stored electronically. Faculty will have access to individual student's performance across all courses in the curriculum as well as aggregate data regarding cohort performance.

The second phase of this project will be development and implementation of e-portfolios. An e-portfolio system will provide students with an electronic platform that will not only document achievement of program competencies for graduation, but also will be valuable for showcasing their skills as they undertake job search efforts. Students will provide artifacts to provide "evidence" of achievement of the program competencies, documenting preparedness for graduation and employment.

In summary, the use of portfolios is intended to increase student engagement in the assessment process and should prove valuable for professional development and employment search efforts. In addition, this holistic assessment approach will assist the program faculty in documenting achievement of program outcomes.



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Course Evaluations

| SECTION & COURSE | TERM | STUDENTS | % COMPLETE |
|--|-----------|----------|-------------------|
| SECTION: DHY230 COURSE: DHY230 Pain Management - DHY230 Pain Management | Fall 2017 | 32 | 88.54 % (340/384) |

[STUDENT SEARCH]

FACULTY TOOLS

- Course Evaluations
- Evaluations, 2 New
- Resources
- My Courses



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"DHY230" Evaluations

Evaluation Status: All Unscheduled Evaluations Evaluations in Progress

Student

Evaluation

Find

| STUDENT | EVALUATION | STATUS |
|---|--|--|
| Anderson, Olivia view reset | Armamentarium & Syringe Preparation Rubric | Published On: 11/21/2017 10:14 AM CST preview scoring guide |
| Anderson, Olivia [Files:0] <input checked="" type="checkbox"/> begin now notify | Oraqix® Rubric | Unscheduled preview scoring guide |
| Anderson, Olivia view reset | PSA Rubric | Published On: 11/28/2017 2:31 PM CST preview scoring guide |
| Anderson, Olivia view reset | MSA Rubric | Published On: 11/20/2017 5:20 PM CST preview scoring guide |

Faculty Member Terms & Conditions [Last Updated 3/9/2018]

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Oraqix® Rubric



Oraqix® Rubric

Minimum 75 % accuracy

Starred items {*} must be performed at acceptable performance or the overall performance rating will be unacceptable and the skill assessment will need to be repeated.

RUBRIC(S)

Unit Expectations Scoring

| | Acceptable (2 pts) | Needs Improvement (1 pt) | Unacceptable (0 pts) |
|---|---|-------------------------------|---------------------------|
| 1. Informed Consent | evidence | evidence | evidence |
| 2. Armamentarium | Explains procedure to patient prior to beginning procedure. | evidence | evidence |
| 3. Verbal Reasoning* | evidence | evidence | evidence |
| 4. Dispenser Assembly | evidence | evidence | evidence |
| 5. Cartridge and Applicator Tip Preparation | evidence | evidence | evidence |
| 6. Dispensing Solution | evidence | evidence | evidence |

DH Portfolio Template

Personal Philosophy and Goals Assessment Planning Implementation Evaluation Additional DH Competencies Community Health/Cultural Sensitivity

Personal Philosophy and Goals

Dental Hygiene Program Competencies Portfolio

Competence is repeated demonstration of the student's independent performance of a skill to a defined standard as measured against valid and reliable criteria. A portfolio is developed by the student providing examples of evidence (patient/community experiences, skills, and achievements) that support and document their claims of achieving competency for each stated dental hygiene program competency. This is an opportunity to not only showcase strengths and accomplishments, but also provide a means for self evaluation and problem solving areas

DH Portfolio Template

Personal Philosophy and Goals Assessment **Planning** Implementation Evaluation Additional DH Competencies Community Health/Cultural Sensitivity

Planning

Possible inclusions / evidence for demonstrating competency may include:

Case based examinations (correct answers)
Clinic Competencies (passing scores)
Clinic process evaluations (passing scores)
Intraoral photos of completed dental hygiene care
OSCE Station scores (correct items)
Communication video and OSCE
Pharmacology assignment
Prevention exam, review of literature and patient education script
Radiology Assessment quizzes

Dental Hygiene
Diagnosis

Dental Hygiene Care
Plan

Informed Consent

Dental Hygiene Case
Presentation