

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.

Help

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ASSESSMENT >> William Rainey Harper College

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

Help

Harper College Faculty

Presentation

ASSESSMENT >> William Rainey Harper College > Course Evaluations

"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] 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]

Managed by



Anderson, Olivia



340 / 384 scored



STUDENT LIST



EVALUATION LIST



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
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