

AAS.DHG				
COURSE	Course SLOs	Program Goal (PSLO)	Didactic or Lab/Clinical	Sem./Yr. in Assessment Cycle
AHS 113: Head and Neck Anatomy	1. Identify the major nerves that innervate the maxillary and mandibular dentition. Determine if a nerve is sensory, motor or mixed, and origin of origination.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2016
AHS 113: Head and Neck Anatomy	2. Be able to locate the muscles of mastication and their functions. Determine origin, insertion, and function of muscles of mastication.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2017
AHS 113: Head and Neck Anatomy	3. Identify major vessels that provide blood supply to the orofacial structures and clinical complications during anesthesia.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2018
DHG 115: Dental and Medical Emergencies	1. Identify, describe, and state the usage for common drugs found in a medical emergency drug kit.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2017
DHG 115: Dental and Medical Emergencies	2. Correctly identify the elements of a medical emergency that should be documented in a patient's medical history.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2018
DHG 115: Dental and Medical Emergencies	3. Analyze common dental medical emergencies in the dental office and determine appropriate treatment for each emergency.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2019
DHG 121: Dental Radiography	1. Recognize safe and effective technique when exposing full mouth, bitewing, periapical and panoramic radiographs.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2017
DHG 121: Dental Radiography	2. Apply principles of paralleling and bisecting techniques to effectively expose, mount, and interpret full mouth, bitewing, and periapical radiographs.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2018
DHG 121: Dental Radiography	3. Appraise intraoral and extraoral radiographs for common processing and technique errors and determine corrective action needed.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2019
DHG 125: Tooth Morphology and Histology	1. Identify and differentiate individual teeth according to morphologic differences observed.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2016
DHG 125: Tooth Morphology and Histology	2. Identify the classifications of occlusion and correlate facial profile	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2017
DHG 125: Tooth Morphology and Histology	3. Identify the four basic components of the periodontium and determine the health status of gingiva based off of color, contour, and consistency	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2018
DHG 125: Tooth Morphology and Histology	4. Describe the development of orofacial structures throughout fetal life and determine what stage orofacial abnormalities may occur.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2016
DHG 125: Tooth Morphology and Histology	5. Identify and describe the seven basic tissues of the human body and determine what tissues are present during the bud stage, cap stage, and bell stage.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2017

DHG 140: General and Oral Pathology	1. Be able to identify variants from normal in bone, tissue, and skin.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2016
DHG 140: General and Oral Pathology	2. Be able to distinguish clinical features, histological features, and appearance of various diseases that affect the oral cavity	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2017
DHG 140: General and Oral Pathology	3. Be able to distinguish how various chromosomal disorders present in the oral cavity as a variant from normal.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2018
DHG 141: Periodontology	1. Identify the terms associated with clinically normal gingiva in terms of color, size, contour, texture and consistency.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2017
DHG 141: Periodontology	2. List and describe the functions of the periodontium.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2018
DHG 141: Periodontology	3. List the important differences between aggressive and chronic periodontitis.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2019
DHG 141: Periodontology	4. Differentiate the classification of early, moderate, and severe periodontitis.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2017
DHG 143: Pharmacology	1. Summarize basic principles involved in pharmacology, to include: drug properties, actions, and reactions.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2017

DHG 143: Pharmacology	2. Discuss drugs pertinent to the practice of dentistry, to include: autonomic drugs, analgesics, anti-infective agents, anti-fungal agents, anti-viral agents, general anesthetics, and anti-anxiety agents.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2018
DHG 143: Pharmacology	3. Understand the dental hygienists' role in pharmacologic management of oral conditions and disorders.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2019
DHG 143: Pharmacology	4. Interpret and write a prescription.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Summer 2017
DHG 154: Preclinical Dental Hygiene	1. Describe and discuss the importance of reviewing a complete medical history prior to dental hygiene care.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D and C	Fall 2016
DHG 154: Preclinical Dental Hygiene	2. Describe the process of caries formation and delineate the measures to prevent its development	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2017
DHG 154: Preclinical Dental Hygiene	3. Explain the composition of plaque and its impact on the periodontium and hard tissues	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2018
DHG 154: Preclinical Dental Hygiene	4. Model safe and effective periodontal probing techniques	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Fall 2016
DHG 154: Preclinical Dental Hygiene	5. Uphold infection control protocol and relay procedures essential to maintaining chain of asepsis.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Fall 2017
DHG 154: Preclinical Dental Hygiene	6. Position patients according to ergonomically sound practices	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Fall 2018

DHG 165: Clinical Procedures II	1. Determine individualized patient home care by assessing patient's oral cavity and home care practices to develop individualized oral hygiene instructions.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2017
DHG 165: Clinical Procedures II	2. Demonstrate patient care by conducting an assessment, determining dental hygiene diagnosis, planning treatment, implementing treatment, and evaluation of treatment.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Spring 2018
DHG 165: Clinical Procedures II	3. Demonstrate professionalism as defined by the Florence-Darlington Technical College Dental Hygiene Student Handbook.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	D and C	Spring 2019
DHG 165: Clinical Procedures II	4. Be able to demonstrate proper instrumentation techniques using universal cures, gracey cures, and sickle scalers.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Spring 2017
DHG 175: Clinical Procedures III	1. Identify the need for, perform, and evaluate the placement of pit and fissure sealants.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Summer 2017
DHG 175: Clinical Procedures III	4. Discuss how pit and fissure sealants are related to risk assessment and prevention.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.		Summer 2017
DHG 175: Clinical Procedures III	5. Compare various types of mechanized scaler and polishers; determine which should be used for specific patients.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.		Summer 2017
DHG 175: Clinical Procedures III	6. Explain oral considerations for cancer therapy and oral complication management.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.		Summer 2017
DHG 175: Clinical Procedures III	2. Identify contraindications and proper techniques for using the ultrasonic scaler.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Summer 2018
DHG 175: Clinical Procedures III	3. Identify contraindications and proper technique for using the air polisher.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Summer 2019
DHG 230: Dental Public Health	1. Develop the skills in assessing, planning, implementing and evaluating community based oral health programs including health promotion and disease prevention activities.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Spring 2017
DHG 230: Dental Public Health	2. Be able to compare the approach to health care delivery in the private and public health sectors.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2018
DHG 230: Dental Public Health	3. Be able to compare the trends and status of oral diseases in diverse populations.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2019
DHG 230: Dental Public Health	4. Be able to describe barriers to utilization of health services including physical, geographic, cultural, language, economic, age and educational.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2017
DHG 230: Dental Public Health	5. Describe career path options currently available to the RDH who wants to work in Public health.	Life-Long Learning: Demonstrate ability to self-assess the knowledge that is required for life-long learning.	D	Spring 2018
DHG 231: Dental Health Education	1. Be able to develop and present a dental health education presentation for a child and adult population.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Fall 2016

DHG 231: Dental Health Education	2. Be able to screen and document conditions found during Headstart Screenings.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Fall 2017
DHG 239: Dental Assisting for DHG's	1. Be able to effectively take an alginate impression, pour a model, and construct a whitening tray.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Fall 2016
DHG 239: Dental Assisting for DHG's	2. Be able to safely manipulate a variety of dental materials	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Fall 2017
DHG 241: Integrated Dental Hygiene I	1. Identify contraindications and determine the appropriate anesthetic solution and maximum safe dose needed for different patient scenarios.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Summer 2017
DHG 241: Integrated Dental Hygiene I	2. Identify injection sites for infiltration anesthesia and demonstrate proper technique.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D and C	Summer 2018
DHG 242: Integrated Dental Hygiene II	1. Apply key information obtained in the medical history, vitals, dental history, dental and periodontal charting, intraoral photographs, and radiographs to plan interventions for pediatric patients.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2017
DHG 242: Integrated Dental Hygiene II	2. Apply key information obtained in the medical history, vitals, dental history, dental and periodontal charting, intraoral photographs, and radiographs to plan interventions for adult-periodontal patients	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2018
DHG 242: Integrated Dental Hygiene II	3. Apply key information obtained in the medical history, vitals, dental history, dental and periodontal charting, intraoral photographs, and radiographs to plan interventions for geriatric patients.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2019
DHG 242: Integrated Dental Hygiene II	4. Apply key information obtained in the medical history, vitals, dental history, dental and periodontal charting, intraoral photographs, and radiographs to plan interventions for special needs patients.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2017
DHG 242: Integrated Dental Hygiene II	5. Apply key information obtained in the medical history, vitals, dental history, dental and periodontal charting, intraoral photographs, and radiographs to plan interventions for medically compromised patients.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Spring 2018
DHG 243: Nutrition and Dental Health	1. Be able to identify the major nutrient categories and determine recommended dietary allowances and important functions of each category.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2016
DHG 243: Nutrition and Dental Health	2. Be able to relate nutrient deficiencies to major systemic and oral diseases.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2017
DHG 243: Nutrition and Dental Health	3. Be able to compile and collect patient data for a 24 hour recall diet assessment and provide recommendations to patients based off of deficiencies in their diet.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D	Fall 2018

DHG 255: Clinical Procedures IV	1. Demonstrate knowledge and techniques of total patient care by recording, assessing, developing, and implementing a comprehensive dental hygiene care plan.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Fall 2016
DHG 255: Clinical Procedures IV	2. Demonstrate knowledge and treatment of special needs patients by passing written exams on each special needs healthcare topic.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	D and C	Fall 2017
DHG 255: Clinical Procedures IV	3. Perform a comprehensive examination to include a review of medical and dental histories, intra and extra oral exam techniques, periodontal and dental charting, and data collection procedures to assess patient needs.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Fall 2018
DHG 255: Clinical Procedures IV	4. Assess the need for, expose, develop, evaluate and interpret dental radiographs/images.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Fall 2016

DHG 255: Clinical Procedures IV	5. Develop proficiency in communicating with special needs patients by determining appropriate needs, interventions, and supports.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D and C	Fall 2017
DHG 265: Clinical Procedures V	1. Perform a comprehensive examination performing medical and dental histories, intra and extra oral exam techniques, periodontal and dental charting and data collection procedures to assess patients' needs.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Spring 2017
DHG 265: Clinical Procedures V	2. Demonstrate knowledge and techniques of total patient care by recording, assessing, and developing a comprehensive patient treatment plan.	Critical Thinking: Assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.	C	Spring 2018
DHG 265: Clinical Procedures V	3. Locate and review the legally approved duties of the Registered Dental Hygienist in South Carolina and other states where licensure is desired.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2019
DHG 265: Clinical Procedures V	4. Develop a Professional Portfolio to include a 5 year career plan, resume, cover letter, interview questions, appropriate follow-up letters, and continuing education materials.	Life-Long Learning: Demonstrate ability to self-assess the knowledge that is required for life-long learning.	D	Spring 2017
DHG 265: Clinical Procedures V	5. Demonstrate the ability to analyze and resolve ethical conflicts in the dental environment by utilizing the decision-making steps of the Resolution Framework.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	D and C	Spring 2018
DHG 265: Clinical Procedures V	6. Demonstrate competency in applying ethical and legal concepts in the provision and/or support oral health care services	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D and C	Spring 2019

Summary Sheet

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Critical Thinking - Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval
DHG 125	Upon completion of DHG 125, the student should be able to: identify the classifications of occlusion and correlate facial profile.	Test #1 Questions #27-40 on Occlusion and Facial Profile	80% of students will receive a passing grade	76% of students received a passing grade	Students struggled primarily with relating facial profile and mandible position with class of occlusion. To address this, case scenarios depicting facial profile and occlusion will be incorporated into the Chapter 6 - Occlusion lecture.	Annually Fall
DHG 125	Upon completion of DHG 125, the student should be able to: Describe the development of orofacial structures throughout fetal life and determine what stage orofacial abnormalities may occur.	Test 3 Questions #29-34 on Development of Orofacial Structures	80% will receive a passing grade	100% of the students received a passing grade	Although, all students achieved this outcome, there were some weaknesses. Weaknesses seemed to lie in the various stages of embryonic tooth development and identifying tissues that are present during tooth development. To address this, students will draw the various stages of tooth development either in class (if time permits) or be required to on the weekly lab worksheets that are turned in. Students seem to perform well when topics are reinforced through additional class activities or lab worksheet assignments.	Annually Fall
DHG 125	Upon completion of DHG 125, the student should be able to: identify the four basic components of the periodontium and determine the health status of gingiva based off of color, contour, and consistency.	Test #3 Questions #8-20 on Supporting Structures: The Periodontium	80% of students will receive a passing grade	75% of students received a passing grade	One student filled in the Scantron incorrectly in this area, but would have passed this section otherwise. Students struggled in two main areas, identifying where cementoid and dentoid is located and identifying the location of cancellous bone and bone marrow in the mandible. To address this, students will be required to draw a depiction of the pathway of odontoblasts and cementoblasts during tooth development that will demonstrate where they are located following development. This will likely assist students in determining where cementoid and dentoid will be found.	Annually Fall
DHG 125	Upon completion of DHG 125, the student should be able to: Identify and differentiate individual teeth according to morphologic differences observed.	Tooth Identification Practical Exam Questions #1-35 on Identification of Permanent Teeth	80% will receive a passing grade	91% of students received a passing grade	Although all students met this outcome, one area of weakness appeared to be in students being able to distinguish right and left (i.e. right mandibular first molar vs. left mandibular first molar). To address this, more emphasis during practice sessions will be placed on mesial and distal characteristics to further assist students in identifying teeth.	Annually Fall

DHG 125	Upon completion of DHG 125, the student should be able to: Identify and describe the seven basic tissues of the human body and determine what tissues are present during the bud state, cap stage, and bell stage	Test 3 Questions #23-24; 34-45 on Basic Tissues and Dental Lamina, Enamel Organ, Enamel, Pulp and Dentin	80% will receive a passing grade	91% of students received a passing grade	Although all students met this outcome, one student did not. Students seemed to primarily confuse the different parts of the tooth bud. In addition, the embryonic origination of the tooth tissues was commonly missed. To address this, when students are drawing the various stages of tooth development, they will also indicate what tissues are present and state the embryonic tissue they are derived from (i.e. mesoderm or ectoderm)	Annually Fall
DHG 243	Upon completion of DHG 243, the student should be able to: identify the six classes of nutrients and recognize those that are micronutrients and those that are macronutrients.	Test #1 Questions #36-50 on Overview of Health Eating Habits	80% of students will receive a passing grade	100% of students received a passing grade	Although all students met this outcome, more emphasis needs to be placed on which nutrients are needed in larger amounts. To address this, students will create a comparison chart in class during the Chapter 1 - Over of Health Eating Habits lecture.	Annually Fall
DHG 243	Upon completion of DHG 243, the student should be able to: relate nutrient deficiencies to major systemic and oral diseases.	Test #3 Questions #1-40 on Energy Utilization, Vitamins and Minerals	80% of students will receive a passing grade	80% of students received a passing grade	Although the majority of students met this outcome, two students did not. The primary areas of weakness seemed to lie in determining the deficiencies states of nutrient deficiencies. In the past, it has been suggested that students make a chart of all vitamins, minerals, their toxicity and deficiency states, RDAs, ULs and sources. Instead of making this as a suggestion, it will now be required for students to complete and turn in before this test and will be counted in with their Professionalism Grade (i.e. turning assignments in on time). Unlike the comparison chart for the nutrient classes, this chart will be made outside of class.	Annually Fall
DHG 243	Upon completion of DHG 243, the student should be able to: Be able to identify the major nutrient categories and determine recommended dietary allowances and important functions of each category	Final Exam Questions #1-50 on Carbohydrates, Proteins, Lipids, Water, Vitamins and Minerals	80% of students will receive a passing grade	100% of students received a passing grade	Although all students achieved this outcome, the most common error was made in linking carbohydrates to the caries process. To address this, during the lecture for this topic, students will be required to draw the caries process cycle to reiterate the importance of carbohydrates to the caries process.	Annually Fall
DHG 243	Upon completion of DHG 243, the student should be able to: Be able to compile and collect patient data for a 24 hour recall diet assessment and provide recommendations to patients based off of deficiencies in their diet.	Patient Dietary Assessment Rubric	80% of students will receive a passing grade	100% of students received a passing grade	Although all students achieved this outcome, the common errors that were made were in relation to grammar and punctuation. To address this area of weakness, a sample diet diary that has been completed correctly and is grammatically accurate will be given to the students as a guide. In addition, the rubric	Annually Fall

					will be reviewed to ensure that it fully defines the criteria expected for grammar and punctuation.	
DHG 154	Upon completion of DHG 154, the student should be able to: Describe and discuss the importance of reviewing a complete medical history prior to dental hygiene care.	Test #3 Questions #1-11 on Medical History	80% of students will receive a passing grade	100% received a passing grade	A common area that was missed was determined ASA classification. To address this, more case studies will be incorporated into class lecture. Student strengths were related to drug look-up and interactions	Annually Fall
DHG 154	Upon completion of DHG 154, the student should be able to: Explain the composition of plaque and its impact on the periodontium and hard tissues	Test #4 Questions 19-67	80% of students will receive a passing grade	54% received a passing grade	In analyzing Test 4 questions 19-67, student had an overall understanding of the different types of microorganisms that make up dental biofilm. The student did not score well on the stages and clinical signs of gingivitis and periodontal disease. To address this, more lecture and class activity will be added.	Annually Fall
DHG 154	Upon completion of DHG 154, the student should be able to: Model safe and effective periodontal probing techniques	Periodontal Probe Clinical Evaluation	80% of students will receive a passing grade	100% received a passing grade	In analyzing the Periodontal Probe Evaluation, the students showed weakness in maintaining adaption of the periodontal probe to the tooth during instrumentation. To address this, a clinical check-off on a dentoform prior to clinical evaluation will be implemented.	Annually Fall
AHS 113	Upon completion of AHS 113 the student will be able to identify and locate the bones of the skull and discuss their importance to the oral cavity.	Test #1	80% will receive a passing grade.	100% of students received a passing grade.	Utilize the I-Bench VR lab to study the bones and their interrelationships.	Annually, Fall
AHS 113	Upon completion of AHS 113, the student should be able to: the student will be able to locate the muscles of mastication. They will be able to determine the origin, insertion, and function for the muscles of mastication.	Test #2	80% will receive a passing grade.	93% of students received a passing grade.	Utilize the I-Bench VR lab to study the muscles, their insertion and origin, and the movements made.	Annually, Fall
DHG 140	Upon completion of DHG 140, the student will be able to identify variants from normal in bone, skin, and tissue.	Test #1	80% will receive a passing grade	90% received a passing grade.	Add in homework that require the students to find pictures/diagrams of variants of normal.	Annually, Fall
DHG 255	On completion of DHG 255, the student should be able to: Perform a comprehensive examination to include a review of medical and dental histories, intra and extra oral exam	Clinic Grading Rubric; Competency Exam; Successful completion of course clinical requirements	80% of students will receive a passing grade	100% of students received a passing grade	Minor weaknesses were seen in dental charting even though the benchmark was met. Review of dental charting, particularly the primary dentition during DHG 265	Annually, Fall

	techniques, periodontal and dental charting, and data collection procedures to assess patient needs.					
DHG 255	On completion of DHG 255, the student should be able to: Demonstrate knowledge and techniques of total patient care by recording, assessing, developing, and implementing a comprehensive dental hygiene care plan.	Clinic Grading Rubric; Documentation in patient charts; Competency Exam; Successful completion of course clinical requirements	80% of students will receive a passing grade	100% of students received a passing grade	Students failed to use pertinent patient information in their Dental Hygiene Care Plan (dental histories and comments) and some had difficulty applying dental knowledge to determine the appropriate recall for a periodontally involved patient; Personalizing patient care was neglected in many of the Care Plans Follow up of important information to include in a DH Care Plan as well as perio. maintenance appointments and personalization of care will be reviewed in DHG 265 prior to the DH Care Plan requirement for the Spring.	Annually, Fall
DHG 255	On completion of DHG 255, the student should be able to: Assess the need for, expose, develop, evaluate and interpret dental radiographs/images.	Radiographic Clearance Form; Radiographic Interpretation Form, Successful completion of clinical course requirements	80% of students will receive a passing grade	100% of students received a passing grade	Difficulties experienced with FMX included patient management, vertical angulation, and packet placement. Distals of 2nd and 3rd molars were missed frequently as well as root tips. Work with specific students one on one during exposure of full mouth series of radiographs to assist with patient management and placement of film.	Annually
DHG 255	On completion of DHG 255, the student should be able to: Recognize and demonstrate knowledge of physical, mental, medical, social, and dental needs of people with special needs.	Clinic Grading Rubric; Disability Research Paper and Presentation Rubric; Disability Brochure Rubric; Lecture Tests # 1, 2, & 4	80% of students will receive a passing grade	100% of students received a passing grade	Weaknesses became apparent in the didactic setting in the special needs areas pertaining to terminology and specific clinical scenarios for cardiovascular disease as well as symptoms and risk factors for oral cancer. Actions to address these weaknesses in the classroom include additional case scenarios for cardiovascular patients along with group activity addressing risk factors and symptoms for oral cancer.	Annually

Summary Sheet

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Communication - Dental Hygiene graduates will be able to communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval
DHG 255	On completion of DHG 255, the student should be able to: Demonstrate knowledge and techniques of total patient care by recording, assessing, developing, and implementing a comprehensive dental hygiene care plan.	Care Plan Presentation Rubric	80% of students will receive a passing grade	90% of students received a passing grade	Personalizing patient care was neglected in many of the Care Plans Personalization of care will be reviewed in DHG 265 prior to the DH Care Plan requirement for the Spring.	Annually
DHG 255	On completion of DHG 255, the student should be able to: Develop proficiency in communicating with special needs patients by determining appropriate needs, interventions, and supports.	Clinic Grading Rubric; Disability Research Paper and Presentation Rubric; Disability Brochure Rubric; Lecture Tests 1, 2, 3, & 4 (Case scenario examination questions)	80% of students will receive a passing grade	100 % of students received a passing grade	An area for improvement - personalizing care based on special need (thinking outside the box)	
DHG 231	Upon completion of DHG 231, the student should be able to: screen and document conditions found during Headstart Screenings.	Headstart Screening Participation Rubric	80% of students will receive a passing grade	100% of students received a passing grade	Although all students received a passing grade on the Headstart Screening Participation, one error that was commonly noted was documentation of services provided. To address this issue, prior to the Headstart Screening date, students will be given a mock treatment record to fill-out to practice documentation.	Annually Fall
DHG 231	Upon completion of DHG 231, the student should be able to: develop and present a dental health education presentation for a child and adult population	Headstart Presentation Rubric Adult Health Promotion Presentation Rubric	80% of students will receive a passing grade	100% of students received a passing grade	Although all students received a passing grade on the Headstart and Adult Health Promotion Presentation, a lack of organization was noted in most presentations. To address this, students will be required to turn in a more detailed outline of the presentation prior to the presentation, allowing the instructor to review the students' plan for organizing the presentation.	Annually Fall

Summary Sheet

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Quality and Safety- Dental Hygiene graduates will adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval
DHG 154	Upon completion of DHG 154, the student should be able to: Uphold infection control protocol and relay procedures essential to maintaining chain of asepsis.	Operatory Set-up and Break-down Clinical Evaluation	80% of students will receive a passing grade	100% received a passing grade	Only area of correction to be made is to ensure students are aware of appropriate disinfectants that can be safely used on various dental equipment. To correct this, During lecture class, an activity of matching surfaces with the appropriate disinfectant will be implemented and disinfectant containers will be labeled for appropriate use.	Annually Fall
DHG 154	Upon completion of DHG 154, the student should be able to: Position patients according to ergonomically sound practices	Patient Positioning Clinical Evaluation	80% of students will receive a passing grade	100% received a passing grade	Students were weaker in ensuring proper light position. To address this, students will conduct peer evaluations to familiarize them with all elements of positioning prior to position evaluation.	Annually Fall

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: AHS 113 – Head and Neck Anatomy

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to identify and locate the bones of the skull and discuss their importance to the oral cavity.

Analysis of Results:

Strength in student performances:

The students performed well in the area of the bones of the skull and displayed the ability to recognize the bones in the form of pictures or question form.

Weaknesses in student performances:

The students were particularly weak in the area of landmarks of the maxilla and mandible, both in picture form and question form.

Recommended Action(s):

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students visualize the bones of the skull in various forms (picture, skull specimens, and computer generated images).

When Action will be implemented:

Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Test #1	80% of students will receive a passing grade. 100% of students received a passing grade.			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: AHS 113 – Head and Neck Anatomy

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to locate the muscles of mastication. They will be able to determine the origin, insertion, and function for the muscles of mastication.

Analysis of Results:

Strength in student performances:

The students performed well in the area of the location of the muscles of mastication, in relation to other muscles of mastication and muscles of facial expression.

Weaknesses in student performances:

The students were particularly weak in the area of the muscle origin and insertion points.

Recommended Action(s):

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the muscles in action and see their origins and insertion points. I plan to have a muscles lesson developed for use with the programs available and utilize the Visual Body software currently available.

When Action will be implemented: Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Test #2	80% of students will receive a passing grade. 93% of students received a passing grade.			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: AHS 113 – Head and Neck Anatomy

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to identify the major nerves that innervate the maxillary and mandibular dentition. They will also be able determine if a nerve is sensory, motor or mixed, and origin of origination.

Analysis of Results:

Strength in student performances:

The students performed well in the area of the determining whether each cranial nerve is sensory, motor, or mixed.

Weaknesses in student performances:

The students were particularly weak in the area of being able to identify the major nerves of the oral cavity based on what each nerve innervates.

Recommended Action(s):

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the location of the cranial nerves. By doing so, the students can better visualize what each nerve innervates.

When Action will be implemented: Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Test #3 Test #4	80% of students will receive a passing grade. 100% of students received a passing grade on Test #3. 92% of students received a passing grade on Test #4			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: AHS 113 – Head and Neck Anatomy

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to identify major vessels that provide blood supply to the orafacial structures and clinical complications during anesthesia.

Analysis of Results:

Strength in student performances:

The students performed well in the area of the knowing the pathway of blood vessels as they leave the heart and flow toward the head and neck area.

Weaknesses in student performances:

The students were particularly weak in the area of the details of the blood flow pathway in the orofacial structures.

Recommended Action(s):

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the arteries and how the blood flows through the orofacial structures.

When Action will be implemented: Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Test #4	80% of students will receive a passing grade. 92% of students received a passing grade.			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 125 – Tooth Morphology and Histology [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 125, the student should be able to: identify the classifications of occlusion and correlate facial profile.

Analysis of Results:

Strength in student performances: Students seemed to do well with identifying class of occlusion based off of a written description of molar and canine locations.

Weaknesses in student performances: Students struggled primarily with relating facial profile and mandible position with class of occlusion

Recommended Action(s): To address this, case scenarios depicting facial profile and occlusion will be incorporated into the Chapter 6 – Occlusion lecture.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Test #1 Questions #27-40 on Occlusion and Facial Profile	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	76% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 125 – Tooth Morphology and Histology [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 125, the student should be able to: Identify and differentiate individual teeth according to morphologic differences observed.

Analysis of Results:

Strength in student performances: Students seemed to do well with identifying which extracted tooth they were examining on the lab table (i.e. maxillary first molar, mandibular canine).

Weaknesses in student performances: Students struggled primarily with differentiating teeth on the right from teeth on the left (i.e. maxillary right first molar versus maxillary left first molar).

Recommended Action(s): To address this, one additional practice session will be added and special attention will be placed on assisting students in learning basic tooth anatomy and characteristics that distinguish teeth on the right from the left.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Tooth Identification Practical Exam Questions #1-35 on Identification of Permanent Teeth	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	91% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 125 – Tooth Morphology and Histology [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 125, the student should be able to: Describe the development of orofacial structures throughout fetal life and determine what stage orofacial abnormalities may occur.

Analysis of Results:

Strength in student performances: Students seemed to do well with orofacial and embryologic development as a whole. Students did a great job of identifying what occurs at the various stages of fetal development.

Weaknesses in student performances: Although, all students achieved this outcome, there were some weaknesses. Weaknesses seemed to lie in the various stages of embryonic tooth development and identifying tissues that are present during tooth development.

Recommended Action(s): To address this, students will draw the various stages of tooth development either in class (if time permits) or be required to on the weekly lab worksheets that are turned in. Students seem to perform well when topics are reinforced through additional class activities or lab worksheet

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Test 3 Questions #29-34 on Development of Orofacial Structures	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	100% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 125 – Tooth Morphology and Histology [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 125, the student should be able to: identify the four basic components of the periodontium and determine the health status of gingiva based off of color, contour, and consistency.

Analysis of Results:

Strength in student performances: Students seemed to do well with identifying the basic parts of the periodontium and their location.

Weaknesses in student performances: One student filled in the Scantron incorrectly in this area, but would have passed this section otherwise. Students struggled in two main areas, identifying where cementoid and dentoid is located and identifying the location of cancellous bone and bone marrow in the mandible.

Recommended Action(s): To address this, students will be required to draw a depiction of the pathway of odontoblasts and cementoblasts during tooth development that will demonstrate where they are located following development. This will likely assist students in determining where cementoid and dentoid will be found.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Test #3 Questions #8-20 on Supporting Structures: The Periodontium	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	75% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 125 – Tooth Morphology and Histology [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 125, the student should be able to: Identify and describe the seven basic tissues of the human body and determine what tissues are present during the bud state, cap stage, and bell stage

Analysis of Results:

Strength in student performances: Students seemed to do well with identifying the basic tissues of the human body and placing them into the seven categories.

Weaknesses in student performances: Although all students met this outcome, one student did not. Students seemed to primarily confuse the different parts of the tooth bud. In addition, the embryonic origination of the tooth tissues was commonly missed.

Recommended Action(s): To address this, when students are drawing the various stages of tooth development, they will also indicate what tissues are present and state the embryonic tissue they are derived from (i.e. mesoderm or ectoderm)

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Test 3 Questions #23-24; 34-45 on Basic Tissues and Dental Lamina, Enamel Organ, Enamel, Pulp and Dentin	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	91% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 140 – General and Oral Pathology

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to identify variants from normal in bone, skin, and tissue.

Analysis of Results:

Strength in student performances:

The students showed strengths in the area of being able to identify normal from abnormal in tissue based on clinical pictures and clinical patients.

Weaknesses in student performances:

The students showed weakness in the area of being able to identify normal from abnormal in bone based on radiographs and histological slides.

Recommended Action(s):

To help the students better identify the abnormal bone from normal bone, I plan to have the students research abnormal bone radiographs, giving them more exposure than only the textbook photos.

When Action will be implemented: Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Test #1	80% of students will receive a passing grade. 90% of students received a passing grade.			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 140 – General and Oral Pathology

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to distinguish how various chromosomal disorders present in the oral cavity.

Analysis of Results:

Strength in student performances:

The students showed strengths in the area of being able to recognize disorders present in the oral cavity in more well-known chromosomal disorders (i.e.: trisomy 21, Turner’s syndrome).

Weaknesses in student performances:

The students showed weakness in the area of distinguishing between different types of disorders based on characteristics.

Recommended Action(s):

To help the students better identify the chromosomal disorders, I plan to implement an oral presentation, with groups of students presenting on 1 or 2 different disorders. In addition, the groups will have to write test questions that go along with the disorders they present on.

When Action will be implemented: Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Test #4	80% of students will receive a passing grade. 70% of students received a passing grade.			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 140 – General and Oral Pathology

[HSC]

Faculty: Jamie Driggers, DMD

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to assess, plan, implement, evaluate, and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

The student will be able to distinguish clinical features, histological features, and appearance of various diseases that affect the oral cavity

Analysis of Results:

Strength in student performances:

The students showed strengths in the area of being able distinguish clinical features of various diseases that affect the oral cavity.

Weaknesses in student performances:

The students showed weakness in the area of being able to distinguish histological features of various diseases that affect the oral cavity.

Recommended Action(s):

To help the students better distinguish histological features, I plan to have them research histology slides of the diseases that affect the oral cavity most often to provide them with more references than the textbook.

When Action will be implemented:

Fall 2017, the next time the course is offered.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
1. Final Exam	80% of students will receive a passing grade 90% received a passing grade.			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

No data to report from this cycle.

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 154- Preclinical Dental Hygiene

[HSC]

Faculty: Kathy Dickson

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 154, the student should be able to: Describe and discuss the importance of reviewing a complete medical history prior to dental hygiene care.

Analysis of Results:

Strength in student performances:

Students performed well on drug classification and look-up.

Weaknesses in student performances:

A common area that was missed was determining ASA classification for a patient.

Recommended Action(s):

To address the weakness in student performance, more case studies will be incorporated into class lecture.

When Action will be implemented:

Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Test #3 Questions #1-11 on Medical History	80% of students will receive a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 154- Preclinical Dental Hygiene

[HSC]

Faculty: Kathy Dickson

Semester(s) Reported:

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Quality and Safety: Dental Hygiene graduates will adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.

Course Student Learning Outcome:

Upon completion of DHG 154, the student should be able to: Uphold infection control protocol and relay procedures essential to maintaining chain of asepsis.

Analysis of Results:

Strength in student performances:

Student performed well on placing barriers and setting up the tray for patient treatment.

Weaknesses in student performances:

Only area of correction to be made is to ensure students are aware of appropriate disinfectants that can be safely used on various dental equipment.

Recommended Action(s):

During lecture class, an activity of matching surfaces with the appropriate disinfectant. Also, disinfectant containers will be labeled for appropriate use.

When Action will be implemented:

Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Operatory Set-up and Break-down Clinical Evaluation	80% of students will receive a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 154- Pre-Clinical Dental Hygiene [HSC]

Faculty: Kathy Dickson

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 154, the student should be able to: Explain the composition of plaque and its impact on the periodontium and hard tissues

Analysis of Results:

Strength in student performances: In analyzing Test 4 questions 19-37, student had an overall understanding of the different types of microorganisms that make up dental biofilm.

Weaknesses in student performances: The student did not score well on the stages and clinical signs of gingivitis and periodontal disease.

Recommended Action(s): When Action will be implemented: Fall 2017

To address this, more lecture and class activity will be added.

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Test 4 Questions 19-37	80% of students will receive a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 154- Pre-Clinical Dental Hygiene

[HSC]

Faculty: Kathy Dickson

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Critical Thinking: Dental Hygiene graduates will be able to apply knowledge to assess, plan, implement, evaluate and document programs and activities to benefit individual patient needs.

Course Student Learning Outcome:

Upon completion of DHG 154, the student should be able to: Model safe and effective periodontal probing techniques.

Analysis of Results:

Strength in student performances: Students demonstrated an understanding of proper clinician and patient positioning during periodontal probing instrumentation.

Weaknesses in student performances: In analyzing the Periodontal Probe Evaluation, the students showed weakness in maintaining adaption of the periodontal probe to the tooth during instrumentation.

Recommended Action(s): To address this, a clinical check-off on a dentoform prior to clinical evaluation will be implemented.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Periodontal Probe Clinical Evaluation	80% of students will receive a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 154- Pre-Clinical Dental Hygiene

[HSC]

Faculty: Kathy Dickson

Semester(s) Reported:

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Quality and Safety: Dental Hygiene graduates will adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.

Course Student Learning Outcome:

Upon completion of DHG 154, the student should be able to: Position patients according to ergonomically sound practices.

Analysis of Results:

Strength in student performances: Students showed an understanding of proper clinician seating position during patient care.

Weaknesses in student performances: Students were weaker in ensuring proper light position.

Recommended Action(s): To address this, students will conduct peer evaluations to familiarize them with all elements of positioning prior to position evaluation.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Patient Positioning Clinical Evaluation	80% of students will receive a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 231 – Dental Health Education [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Communication: Dental Hygiene graduates will be able to communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.

Course Student Learning Outcome:

Upon completion of DHG 231, the student should be able to: develop and present a dental health education presentation for a child and adult population

Analysis of Results:

Strength in student performances: Students did a great job creating artistic, creative, and colorful presentations that would grab the attention of both a child population and an adult population. Also, students were very enthusiastic and knowledgeable about their topics.

Weaknesses in student performances: Although all students received a passing grade on the Headstart and Adult Health Promotion Presentation, a lack of organization was noted in most presentations.

Recommended Action(s): To address this, students will be required to turn in a more detailed outline of the presentation prior to the presentation, allowing the instructor to review the students’ plan for organizing the presentation.

When Action will be implemented: Fall 2017

Data Comparison:

Measurement Instrument	2016 Fall-	20__	20__	20__
	Benchmark	Benchmark	Benchmark	Benchmark
Headstart Presentation Rubric	80% of students will receive a passing grade			
Adult Health Promotion Presentation Rubric	100% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 231 – Dental Health Education [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Communication: Dental Hygiene graduates will be able to communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.

Course Student Learning Outcome:

Upon completion of DHG 231, the student should be able to: develop and present a dental health education presentation for a child and adult population

Analysis of Results:

Strength in student performances: Students did a great job creating artistic, creative, and colorful presentations that would grab the attention of both a child population and an adult population. Also, students were very enthusiastic and knowledgeable about their topics.

Weaknesses in student performances: Although all students received a passing grade on the Headstart and Adult Health Promotion Presentation, a lack of organization was noted in most presentations.

Recommended Action(s): To address this, students will be required to turn in a more detailed outline of the presentation prior to the presentation, allowing the instructor to review the students’ plan for organizing the presentation.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Headstart Presentation Rubric Adult Health Promotion Presentation Rubric	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	100% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: DHG 231 – Dental Health Education [HSC]

Faculty: Reynolds McColl

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome:

Communication: Dental Hygiene graduates will be able to communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.

Course Student Learning Outcome:

Upon completion of DHG 231, the student should be able to: screen and document conditions found during Headstart Screenings.

Analysis of Results:

Strength in student performances: Students did a great job building rapport with the patients and working with them to perform the screenings. Students were prompt and made Headstart patients feel welcome and at ease.

Weaknesses in student performances: Although all students received a passing grade on the Headstart Screening Participation, one error that was commonly noted was documentation of services provided.

Recommended Action(s): To address this issue, prior to the Headstart Screening date, students will be given a mock treatment record to fill-out to practice documentation.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Fall-	20__	20__	20__
Measurement Instrument Headstart Screening Participation Rubric	Benchmark 80% of students will receive a passing grade	Benchmark	Benchmark	Benchmark
	100% of students received a passing grade			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: Will report in Fall 2017