Goal Being Assessed:
Students will be able to synthesize knowledge learned in the Degree Completion Program to successfully showcase their critical thinking skills, research capabilities and writing skills in two overriding projects.

Group Choice Projects Included:
- Health Care Reform 2010: How it affects the Dental Hygiene Profession
- Massage and Reflexology for the Dental Hygienist
- Special Needs – A Dental Professional’s Handbook to Providing Care/Education

Group Expanded Roles Projects Included:
- Educator Hygienist
- Public Health Hygienist
- ADHP (Advanced Dental Hygiene Practitioner)

Course Assessed:
The course assessed was DNHY 490.77. It is a hybrid course with two daylong meetings in person. Ethics and Jurisprudence is a 4-credit capstone course. It has a writing intensive component and is theme-based. It focuses on the ethical and legal issues facing the dental hygienist today and in the future.

Instrument of Assessment Criteria:
The instrument of assessment used was devised to measure the student’s group work. The class of 11 students formed three groups of three to four students each. The groups had two overriding projects that encompassed the full six weeks. Each group designed a project of their choice, and the second project was a research paper on one of the specific Expanded Dental Hygiene Roles that will be available to them after graduation. Each group chose a different role. The same rubric was used for both the Group Choice Project as well as the Group Expanded Roles Project, with the addition of a fourth section for the Expanded Roles Project.

The data of the student’s group work projects are given following the rubric example in the appendix of this report. The students were assessed on the Mechanics of the Paper including appearance, sequence, formatting, and grammar. This was followed by an assessment of the Content of the Paper including relevancy, full development of subject, and proper research and citations. Then the students were assessed on the Overall Impression of the project that included creativity and applicability to Dental Hygiene. An additional section was added to the Roles Project that focused on Formatting including the
group’s collective opinion statement, how the role relates to the egalitarian, libertarian, and utilitarian theories. The groups were assessed on the Interview transcripts and whether the Interviewee(s) selected were appropriate for the role researched. The Group Choice Project had a possible 40 points while the Roles Project had a possible of 62 points.

**Summary of Results:**
The data of the students of DNHY 490.77 can be found in the appendix portion of this report following the rubric example. The students had the opportunity for two group projects in their spring class as well as numerous journals, ethical dilemmas, and Blackboard discussions. The assessment was of both the Group Choice Project as well as the Expanded Roles Paper. The results of the two projects are listed on two separate rubrics.

The overall percentage of the Group Choice Project was a 93%. The Expanded Roles Project had an overall result of 92%. Most areas of the critic were assessed at 100%. The notable areas that needed improvement are highlighted in turquoise.

**Interpretation of Results:**
It seems that grammar and punctuation was a problem for the groups in both of their projects with a 58% in the Group Choice Project and a 75% in the Expanded Roles Project. One group had difficulty in developing the topics fully on both projects. This one group scored a 50% under theme development on the Group Choice Project, which brought the total class average down to a 70% for this assignment. Likewise, the Roles Project score on theme development for this group was 75%, which resulted in a class average of 91.6% for that assessment.

The other significant percentage was found in the Libertarian theory of the Expanded Roles Project. Two of the groups missed one point bringing the class percentage down to 66%. Their interpretation was correct, but fell short because of the addition of superfluous information that did not correlate with their interpretations.

The only other notable problem was with timely submittal of the projects. One group submitted their project late resulting in an earned score of 58/62, which is 91.8% to 46.4 points. However, the reduction in grade was not figured into this analysis as to not skew the data.

I have included copies of two of the Didactic Evaluations of the course and instructor. Under #6 – “What specific area should your instructor improve or change” were these suggestions: “My suggestion is to have better examples for projects. The roles examples on Bb were all over the Richter scale. Hard to know expectations.” The other suggestion was; “Be more clear in expectations of the Group Choice Project, at times it felt like we students were the “blind leading the blind”.”
Although both suggestions are duly noted, it is necessary to state the following. For the Roles Project, over 15 examples were provided for review in the first class session as well as one good to excellent example online for each role topic. Furthermore, the entire point of the Group Choice Project is for the student to develop and show their progress and skills in a culminating project of their design. It is not the intent of this assignment for the instructor to dictate the process; rather the instructor acts as a resource as the student showcases their abilities.

**Plan for Improvement:**
Developing an additional discussion element for the first day class could improve the results. For example: after discussing the requirement for the projects and giving the students time to look through project examples, the students could work in their groups to discuss any questions or concerns. Additionally, a short in-class session could occur following their Group Choice Project proposal specifically geared toward sharing information and further clarification.

Once the students have an opportunity to develop their Group Choice Project ideas, richer and more specific questions will occur. During that first class the students do not know what they don’t know. Another additional element may be added where I provide examples of projects that did not earn stellar scores and an analysis discussion of why the scores were lower could ensue.

The vast majority of the students truly attain a higher level of critical thinking skills, which they have developed through the course of their studies in the Expanded Degree Completion Program. Therefore, they reach the goal of these assignments and the Capstone course; however, a few still struggle when an assignment is not concrete and exact parameters are not detailed. Thus, the extra time spent on the first day, and potentially a third in-class session, will encourage not only the student’s confidence, but allow time for the instructor to determine the individual student’s critical thinking skill level and aid the development of those skills.

Lastly, the instructor must reemphasize the need for each member of the group to proof read their final submission thoroughly. Most grammar and spelling errors are editing issues as opposed to knowledge deficiencies. I feel these modifications in future classes will make a positive difference in reaching those select few students who struggle with the above goal of this course.
Appendix:

Rubric for Group Projects

I. Mechanics of Paper
   • Consistent formatting_____pts/4
   • Professional appearance/visually appealing_____ pts/4
   • Logical sequence/appropriate sections followed____pts/4
   • Paper was written using proper grammar and punctuation (no more than 5 errors)_____pts. /4

II. Content of Paper
   • Content relevant to the topic/ appropriate sections included_____ pts/4
   • Topic was fully developed in theme and information _____pts/4
   • Research material was relevant and appropriately utilized ____pts/4
   • Followed APA citations ____pts/4

III. Overall Impression
   • Showed creativity in presentation ____ pts. /4
   • Relevant to Dental Hygiene____pts. /4

Total _____________40 points
Results of the Group Choice Projects

III. Mechanics of Paper
- Consistent formatting__4/4/4/_pts/4-100%
- Professional appearance/visually appealing__4/4/4/_ pts/4- 100%
- Logical sequence/appropriate sections followed__4/4/4/_pts/4-100%
- Paper was written using proper grammar and punctuation (no more than 5 errors)_3/2/2/_pts. /4-58%

IV. Content of Paper
- Content relevant to the topic/ appropriate sections included_4/4/4/_ pts/4-100%
- Topic was fully developed in theme and information _4/2/4_pts/4-70%
- Research material was relevant and appropriately utilized _4/3/4_pts/4-95%
- Followed APA citations __4/4/4/__pts/4-100%

III. Overall Impression
- Showed creativity in presentation _4/4/4/_ pts. /4-100%
- Relevant to Dental Hygiene_4/4/4/_pts. /4-100%

Total __39/35/38__40 points--97.57%/87.5%/95.0%=93035%-- 93% Total
Results of the Group Expanded Roles Project
The rubric for the Roles Project had an additional IV. Section

I. Mechanics of Paper
- Consistent formatting _4/0/4/ pts/4-66.6%
- Professional appearance/visually appealing__4/4/4/ pts/4-100%
- Logical sequence/appropriate sections followed _4/4/4/ pts/4-100%
- Paper was written using proper grammar and punctuation (no more than 5 errors) _3/0/0 pts. /4-75%

II. Content of Paper
- Content relevant to the topic/ appropriate sections included__4/4/4/ pts/4-100%
- Topic was fully developed in theme and information _4/3/4/ pts/4-91.6%
- Research material was relevant and appropriately utilized _4/4/4/ pts/4-100%
- Followed APA citations _4/4/4/ pts/4-100%

III. Overall Impression
- Showed creativity in presentation _4/4/4/ pts. /4-100%
- Relevant to Dental Hygiene __4/4/4/ pts. /4-100%

IV. Format
- Collective Opinion of group clear and in accordance with interview_10/10/10__ pts. /10-100%
- Interview transcripts presented__2/2/2 pts. /2-100%
- Role related to Egalitarian theory_2/2/2 pts /2-100%
- Role related to Libertarian theory_1/2/1/_pts /2-66.6%
- Role related to Utilitarian theory_2/2/2__pts. /2-100%
- Interviewee(s) selected appropriate for the role researched_4/4/4/_pts. /4-100%
Total __60/53/58__ pts. /62 points-96.7%/85.4%/93.5%=91.8%=92% Total (The 58 score was reduced to 46.4 due to lateness of paper. For statistical accuracy I am not factoring in the late score only the group’s original score.)
EWU ASSESSMENT SYSTEM
DENTAL HYGIENE DEPARTMENT
DIDACTIC EVALUATIONS
USE A #2 PENCIL AND FILL IN BUBBLE TO SELECT
ANSWER
INSTRUCTOR: [Name]
COURSE: [Course]
DATE: [Date]

IMPORTANT: In rating this course respond to each item carefully and thoughtfully. Avoid letting your responses to some items influence your responses to others. Keep the purpose of each section in mind as you rate the course.

1. The course as a whole was:
   Very Good (5)  Good (4)  Fair (3)  Poor (2)  Very Poor (1)

2. The course content was:
   Very Good (5)  Good (4)  Fair (3)  Poor (2)  Very Poor (1)

3. The instructor's contribution to the course was:
   Very Good (5)  Good (4)  Fair (3)  Poor (2)  Very Poor (1)

4. The instructor's effectiveness in teaching the subject matter was:
   Very Good (5)  Good (4)  Fair (3)  Poor (2)  Very Poor (1)

5. In what area is your instructor doing especially well?
   [Answer: prompt in returning emails, always positive in her responses and grading]

6. In what specific area(s) should your instructor improve or change?
   [Answer: my only suggestion is to have better examples for projects. The videos/examples on BB were all over the road scale. Hard to know expectations.]

7. Other written comments:
   [Answer: Had the chance but a great job. She was a joy to work with.]

P-1
1. The course as a whole was:  

2. The course content was:  

3. The instructor's contribution to the course was:  

4. The instructor's effectiveness in teaching the subject matter was:  

5. In what area is your instructor doing especially well?  
   - Personal collection & selection of information  
   - Subject matter. A mix of good & quick feedback offered.  

6. In what specific area(s) should your instructor improve or change?  
   - Be more clear in expectations of group  
   - Change project at times felt like we students were "the blind leading the blind."  

7. Other written comments:  
   - I liked getting into the ethical issues that hygienists  
     face. Also really enjoyed hearing about the different dental roles that hygienists  
     work in.