Subject Area Committee Name: DH	
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CTE SACs have the responsibility to assess their degree and certificate outcomes. Outcomes for each degree and certificate can be found here.

In the table below, list each outcome, all the relevant degree(s)/certificate(s), the Core Outcome(s) each maps to, and the schedule for summary data assessment*. If you have questions about how to complete the form, consult the Help Guide to Completing the Multi-Year Assessment Plan for CTE 2013-2014, or consult with your LAC coach.

We recognize some SACs have more outcomes than can realistically be comprehensively assessed on a two-year cycle. If this is the case for your SAC, contact your LAC coach to develop an alternative assessment cycle.

*Summary data is defined as the information relevant to understanding student outcome attainment (e.g., totals, averages, percentages, etc.) for all the degree/certificate outcomes assessed that year. This data can come from various types of assessments (e.g., TSAs, external exams/assessments, internal exams/assessments, and employer assessments).

‡PCC Core Outcomes Codes

| Communication (**C**) | Cultural Awareness (**CA**) | Community and Environmental Responsibility (**C&ER**) | Professional Competence (**PC**) | Self Reflection (**SR**) | Critical Thinking and Problem Solving (**CT&PS**) |

Multi-Year Plan

The expectation is that most SACs will be able to complete their outcome assessment cycle in two years and then repeat the cycle. If your SAC needs more time, please consult with your coach to work out an alternate plan (4 years probably representing the maximum length), and add more columns for the additional years. (These plans may need to be reviewed and corrected after two years.)

Outcome *(add additional rows if required)*	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ‡*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*
Communicate with patients, peers, the public and other healthcare professionals using verbal, non-verbal and written language with clarity, coherence and purpose. (Communication)	AAS, DH	C	F	X		X
Apply scientific research methods to support evidence based treatment modalities with specific concern for oral health and overall health. (Critical Thinking and Problem Solving)	AAS, DH	CT&PS	F	X	X	
Competently assess, diagnose, plan, implement, evaluate and document dental hygiene needs of an individual and/or community, and deliver appropriate oral disease prevention therapies in an ever changing healthcare environment. (Community and Environmental Responsibility, Critical Thinking and Problem Solving, Professional Competence)	AAS, DH	C&ER PC CT&PS	F	X		X

Enhance knowledge and practice self-assessment as a life-long learner by seeking peer support in professional associations, fulfilling continuing education and exploring career and professional growth. (Self-Reflection)	AAS, DH	SR					
Practice the ethics and responsibilities of the profession by maintaining current knowledge of all dental hygiene procedures as defined within the scope of the state practice act. (Community and Environmental Responsibility and Professional Competence)	AAS, DH	C&ER PC	F	X			X
Promote, refer, collaborate and exhibit professional behaviors expected of a member of the oral healthcare team. (Critical Thinking and Problem Solving)	AAS, DH	CT&PS	F	X			X
Recognize different oral health beliefs and effectively communicate with, advocate for, educate and treat members of diverse populations. (Cultural Awareness)	AAS, DH	CA	F	X			X

*TSA Column: If this outcome is fully assessed by a TSA, mark 'F' (fully) here. Mark 'P' if a TSA partially assesses this outcome and indicate in the appropriate column when the other aspects of the outcome will be assessed. Leave this cell blank if a TSA is not used with this outcome.