

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Dental Assisting	110	DEN 110 06/08/2021-Basic Clinical Dental Assisting
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Jodi Neuman
Date of Last Filed Assessment Report		10/10/2017

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes 4/26/17

2. Briefly describe the results of previous assessment report(s).

<p><u>Outcome #1 Assessment Tool - Final Exam</u></p> <p>2016 - 6 out of 47 questions were targeted for review - 87% of the questions were answered correctly by 80% of the students 2015 - 5 out of 47 questions were targeted for review - 89% of the questions were answered correctly by 80% of the students 2014 - 7 out of 47 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students Overall, 80% of the questions were answered correctly by 80% of the students.</p> <p><u>Outcome #2 Assessment Tool Final Exam</u></p> <p>2016 - 10 out of 48 questions were targeted for review - 79% of the questions were answered correctly by 80% of the students 2015 - 7 out of 48 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students 2014 - 7 out of 48 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students In 2015 and 2014 overall, 80% of the questions were answered correctly by 80% of the students.</p>

Outcome #3 Assessment Tool Performance Validation

2016 - 100% of the students scored 94% or higher
2015 - 58% of the students scored 90% or higher
2014 - 100% of the students scored 90% or higher
Overall, 87% of the students scored 90% or higher

Outcome #2 Assessment Tool - Performance Validation

2016 - 100% of the students scored 94% overall
2015 - 83% of the students scored 90% overall
2014 - 84% of the students scored 90% overall
Overall, 88% of the students scored 90%

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

This course adequately prepares students for their first clinical experience in the WCC Dental Clinic and the undergraduate clinics at the University of Michigan School of Dentistry. Nothing about the assessment process surprised us, but rather confirmed those students that are not utilizing their time appropriately are not as successful.

No changes were intended.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify concepts and principles related to four-handed dentistry.

- Assessment Plan
 - Assessment Tool: Final Exam
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Items scored against answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review. 80% of the students will score 80% overall.
 - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data provided by Blackboard.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020, 2019, 2021		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
50	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total student number is duplicated in Curriconet for the labs and lecture. We had a total of 25 students in all 3 semesters with 17 completing the assessment task. 8 students did not complete the assessment tool for outcome one because of withdrawal from the course, drops, grades and life issues.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students in all sections of DEN 110 traditionally meet F2F on the main campus. The current circumstances made us modify the modality/delivery of each section (MML, VC & F2F) mixed together depending on the health conditions/mandates.

2019 was taught as F2F both lecture and lab

2020 was taught as Virtual lecture and F2F lab

2021 was taught as Virtual lecture and F2F lab

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Outcome number one was assessed using 10 outcome-related exam questions scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

When we reviewed the data and the master syllabus, we followed the standards of success that 80% of the students will score 80% or higher on each item. In reading the master syllabus, we noticed cumbersome wording describing the standards that will be updated.

Standard of Success: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review. 80% of the students will score 80% overall.

In 2019 - 80% (4 of 5) of the students correctly answered each of the 10 items. One student correctly answered 9 of the 10 items. No items were targeted for review. 100% of students scored 90% or higher overall. This exceeds the standard of success.

In 2020 - 80% of the students did not correctly answer each item. There was one question where only 2 of 4 (50%) students answered correctly. The question was targeted for review, although the fact that only 2 students missed it will be taken into account. Overall 100% of the students scored 90% or higher. This exceeds the standard of success.

In 2021 - 80% or more of the students correctly answered each item. No items were targeted for review. Overall, 100% (8 of 8) of students scored 80% or higher.

The second part of the standard of success states that 80% of the students will score 80% overall: In total, out of all of the students from the selected semesters 100% of the students scored 80% or higher. This exceeds the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to identify concepts and principles related to four-handed dentistry as intended in this course. They proved this with excellent final exam scores.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

It seems that the faculty, students and course material are all in sync. While the standard of success was met, we are always continuously improving. We look at the final exam every year to see if the questions are still relevant, accurate and that we are covering the material that is reflected on this exam.

Outcome 2: Differentiate between basic dental instruments and/or equipment used in the treatment room.

- Assessment Plan
 - Assessment Tool: Final Exam
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Items scored against an answer key.
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review. 80% of the students will score 80% overall.
 - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data provided by Blackboard.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021, 2020, 2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
50	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total student number is duplicated in Curricunet for the labs and lecture. We had a total of 25 students in all 3 semesters with 17 completing the assessment task. Eight (8) students did not complete the assessment tool for outcome two because of withdrawal from the course, drops, grades and life issues.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students in all sections of DEN 110 traditionally meet F2F on the main campus. The current circumstances made us modify the modality/delivery of each section (MML, VC & F2F) mixed together depending on the health conditions/mandates.

2019 was taught as F2F both lecture and lab

2020 was taught as Virtual lecture and F2F lab

2021 was taught as Virtual lecture and F2F lab

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Outcome number two is assessed using 10 outcome-related exam questions scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

When we reviewed the data and the master syllabus we followed the standards of success that 80% of the students will score 80% or higher on each item. In reading the master syllabus we noticed cumbersome wording describing the standards that will be updated.

Standard of Success: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review. 80% of the students will score 80% overall.

In 2019 - 100% of the students correctly answered each item. No items were targeted for review. This exceeds the standard of success. 80% of students scored 80% or higher overall.

In 2020 - 75% of the students (3 of 4) correctly answered each item. No items were targeted for review. Overall 100% of students scored 90% or higher.

In 2021 - 100% of the students correctly answered each item. No items were targeted for review.

For the second part of the standard of success, 80% of the students will score 80% overall. In total, out of all of the students from the selected semesters, 100% of the students scored 80% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to differentiate between basic dental instruments and/or equipment used in the treatment room as intended in this course. They proved this with excellent final exam and performance validation scores. The students were able to couple their didactic knowledge with their clinical skill to succeed at both.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

It seems that the faculty, students and course material are all in sync. While the standard of success was met, we are always continuously improving. We look at the performance validation/final exam every year to see if the requirements/questions are still relevant, accurate and that we are covering the material that is reflected on this performance validation/final exam.

Outcome 2: Differentiate between basic dental instruments and/or equipment used in the treatment room.

- Assessment Plan
 - Assessment Tool: Performance validation
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Performance validations have numerical scores which are added to obtain a total.
 - Standard of success to be used for this assessment: 85% or more of students will score 85% or higher on their first attempt.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021, 2020, 2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
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50

17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total student number is duplicated in Curricunet for the labs and lecture. We had a total of 25 students in all 3 semesters with 17 completing the assessment task. 8 students did not complete the assessment tool for outcome one because of withdrawal from the course, drops, grades and life issues.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students in all sections of DEN 110 traditionally meet F2F on the main campus. The current circumstances made us modify the modality/delivery of each section (MML, VC & F2F) mixed together depending on the health conditions/mandates.

2019 was taught as F2F both lecture and lab

2020 was taught as Virtual lecture and F2F lab

2021 was taught as Virtual lecture and F2F lab

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The performance validation contains a list of criteria that are expected to be met. Each criteria is evaluated on a pass/fail basis. Performance validations have numerical scores which are added to obtain a total. Students are expected to obtain 85% or it must be retaken.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

2019 - 100% of students scored 85% or higher on their first attempt

2020 - 100% of students scored 85% or higher on their first attempt

2021 - 100% of students scored 85% or higher on their first attempt

The standard of success was met for all years and all students.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to differentiate between basic dental instruments and/or equipment used in the treatment room as intended in this course. They proved this with excellent final exam and performance validation scores. The students were able to couple their didactic knowledge with their clinical skill to succeed at both.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

It seems that the faculty, students and course material are all in sync. While the standard of success was met, we are always continuously improving. We look at the performance validation/final exam every year to see if the requirements/questions are still relevant, accurate and that we are covering the material that is reflected on this performance validation/final exam.

Outcome 3: Perform basic four-handed dental procedures, according to OSHA regulations and CDC guidelines.

- Assessment Plan
 - Assessment Tool: Performance validation
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Performance validations have numerical scores which are added to obtain a total.
 - Standard of success to be used for this assessment: 85% or more of students will score at 85% or higher on their first attempt.
 - Who will score and analyze the data: Departmental faculty
- 1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021, 2020, 2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
50	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total student number is duplicated in Curricunet for the labs and lecture. We had a total of 25 students in all 3 semesters with 17 completing the assessment task. 8 students did not complete the assessment tool for outcome one because of withdrawal from the course, drops, grades and life issues.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students in all sections of DEN 110 traditionally meet F2F on the main campus. The current circumstances made us modify the modality/delivery of each section (MML, VC & F2F) mixed together depending on the health conditions/mandates.

2019 was taught as F2F both lecture and lab

2020 was taught as Virtual lecture and F2F lab

2021 was taught as Virtual lecture and F2F lab

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The performance validation contains a list of criteria that are expected to be met. Each criteria is evaluated on a pass/fail basis. Performance validations have numerical scores which are added to obtain a total. Students are expected to obtain 85% or it must be retaken.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

2019 - 100% of students scored 85% or higher on their first attempt

2020 - 100% of students scored 85% or higher on their first attempt

2021 - 100% of students scored 85% or higher on their first attempt

The standard of success was met in all years by all students.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to perform basic four-handed dental procedures, according to OSHA and CDC guidelines during their performance validations. They proved this with excellent performance validation scores.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

It seems that the faculty, students and course material are all in sync. While the standard of success was met, we are always continuously improving. We look at the performance validation every year to see if the requirements are still relevant, accurate and that we are covering the material that is reflected on this performance validation. We have also found with the smaller class sizes the students get more hands-on practice than in the past. COVID/going remote forced us to put more how to videos and aids online which we have found to be helpful.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The previous report showed no intended changes.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course adequately prepares students for their first clinical experience in the WCC Dental Clinic, and external rotations. We see that it also shows that smaller class size has been beneficial to the amount of hands-on time the students get in lab with an instructor. In the past, the performance validation scores were lower due to poor utilization of time in lab by students. The students were not very self-motivated and waited for us to perform tasks. Smaller class sizes allow us to work more closely with the students therefore they don't have the time to waste because they are with us. The assessment report confirmed that what we're doing is working! :)

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

All full-time faculty assisted with this assessment process. We will also discuss this at our monthly faculty meeting with our part time faculty.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	When we reviewed the data and the master syllabus, we followed the standards of success that 80% of the students will score 80% or higher on each item. In reading the master syllabus we noticed cumbersome wording describing the standards that will be updated. Wording for these changes will be discussed at our next faculty meeting. Master syllabus update will be completed after the assessment report is finalized.	We need to clarify the standard of success.	2022

5. Is there anything that you would like to mention that was not already captured?

I assessed a pre-COVID year with 2 COVID effected years. I felt everything went well, but I was curious what the assessment data would show.

At the beginning of the pandemic I was skeptical how things would progress. I was worried the course wouldn't be as good as it was in the past or that what we had always done had always worked so the new wouldn't work. However, the faculty and the students have proven that regardless if the delivery of the material is online, virtual or in person - we CAN do this, and we CAN do it well! In many ways, I feel our courses are better for having gone through all of this. I have learned so much over the past couple years and am grateful for it.

III. Attached Files

[Assessment Data part 1](#)

[Assessment Data part 2](#)

Faculty/Preparer:	Jodi Neuman	Date: 01/11/2022
Department Chair:	Kristina Sprague	Date: 01/12/2022
Dean:	Shari Lambert	Date: 01/28/2022
Assessment Committee Chair:	Shawn Deron	Date: 03/21/2022

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Dental Assisting	110	DEN 110 04/26/2017-Basic Clinical Dental Assisting
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kristina Sprague
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify concepts and principles related to four-handed dentistry.

- Assessment Plan
 - Assessment Tool: Final Exam
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Items scored against answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review.
 - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data provided by Blackboard.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015, 2014, 2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
86	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There may be duplicates due to the labs. Only 39 students completed the final.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that completed the final were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment tool was a final exam consisting of multiple choice and true/false items. The exam was scored through BlackBoard and an item analysis was generated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

2016 - 6 out of 47 questions were targeted for review - 87% of the questions were answered correctly by 80% of the students

2015 - 5 out of 47 questions were targeted for review - 89% of the questions were answered correctly by 80% of the students

2014 - 7 out of 47 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students

Overall 80% of the questions were answered correctly by 80% of the students.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to couple their didactic knowledge with their clinical skill in the performance validation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There were several questions identified that students frequently missed. Not only will the question be reviewed but the content in the course associated with the question will be reviewed with future classes to ensure understanding.

Outcome 2: Differentiate between basic dental instruments and/or equipment used in the treatment room.

- Assessment Plan
 - Assessment Tool: Final Exam
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Items scored against an answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review.
 - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data provided by Blackboard.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016, 2015, 2014		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
86	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There may be duplicates due to the labs. 39 students completed the final.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that completed the final were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment tool was a final exam consisting of multiple choice and true/false items. The exam was scored through BlackBoard and an item analysis was generated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

2016 - 10 out of 48 questions were targeted for review - 79% of the questions were answered correctly by 80% of the students

2015 - 7 out of 48 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students

2014 - 7 out of 48 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students

In 2015 and 2014 overall 80% of the questions were answered correctly by 80% of the students.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to couple their didactic knowledge with their clinical skill in the performance validation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There were several questions identified that students frequently missed. Not only will the question be reviewed but the content in the course associated with the question will be reviewed with future classes to ensure understanding. The same will be true with those areas frequently missed on the performance validations.

Outcome 3: Perform basic four-handed dental procedures, according to OSHA and CDC guidelines.

- Assessment Plan

- Assessment Tool: Performance validation
- Assessment Date: Winter 2016
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 90% or more of students will score at 90% or higher on their first attempt.
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016, 2015, 2014		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
86	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There may be duplicates due to the labs. 39 students completed the performance validation.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that completed the validation were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The performance validation contains a list of criteria that are expected to be met. Each criteria is evaluated on a pass/fail basis. Performance validations have numerical scores which are added to obtain a total. Students are expected to obtain 90% or it must be retaken.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>
2016 - 100% of the students scored 94% or higher
2015 - 58% of the students scored 90% or higher
2014 - 100% of the students scored 90% or higher
Overall 87% of the students scored 90% or higher

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated the basic skill level in order to perform four-handed dental procedures while adhering to OSHA and CDC guidelines.
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Appropriate utilization of time is a continual issue in the labs. Students tend to stand around and wait to work one on one with an instructor rather than work with one another. Faculty will provide additional direction to students in order to assist with time management.
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Outcome 2: Differentiate between basic dental instruments and/or equipment used in the treatment room.

- Assessment Plan
 - Assessment Tool: Performance validation
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 90% or more of students will score 90% or higher on their first attempt.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016, 2015, 2014		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
86	40

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There may be duplicates due to the labs. 40 students completed the performance validations.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that completed the performance validations were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The performance validations contain a list of criteria that are expected to be met. Each criteria is evaluated on a pass/fail basis. Performance validations have numerical scores which are added to obtain a total. Students are expected to obtain 90% or it must be retaken.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>
2016 - 100% of the students scored 94% overall
2015 - 83% of the students scored 90% overall
2014 - 84% of the students scored 90% overall
Overall 88% of the students scored 90% overall

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to couple their didactic knowledge with their clinical skill in the performance validation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There were several questions identified that students frequently missed. Not only will the question be reviewed but the content in the course associated with the question will be reviewed with future classes to ensure understanding. The same will be true with those areas frequently missed on the performance validations.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course adequately prepares students for their first clinical experience in the WCC Dental Clinic and the undergraduate clinics at the University of Michigan School of Dentistry. Nothing about the assessment process surprised us, but rather confirmed those students that are not utilizing their time appropriately are not as successful.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

All faculty assisted with this assessment process.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Final Performance validation Assessment Data](#)

Faculty/Preparer: Kristina Sprague **Date:** 04/27/2017
Department Chair: Connie Foster **Date:** 04/27/2017
Dean: Valerie Greaves **Date:** 04/27/2017
Assessment Committee Chair: Michelle Garey **Date:** 09/27/2017

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	110	DEN 110 05/12/2014-Basic Clinical Dental Assisting
Division	Department	Faculty Preparer
Math, Science and Health	Allied Health	Kristina Sprague
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify concepts and principles related to four-handed dentistry.

- Assessment Plan
 - Assessment Tool: Final Exam
 - Assessment Date: Winter 2012
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Items scored against answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review.
 - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data provided by Blackboard.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the assessment activity were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final exam was scored in BlackBoard and an item analysis was generated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The standard of success was 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review. There were 8 questions that were targeted for review. Thus the standard was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, all students passed the written final with 80% or higher on their first attempt and for the most part, we feel they have a basic understanding of the key concepts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students showed difficulty in translating the hands-on skills to a written format test. Frequently missed questions on the final exam will be reviewed for student comprehension.

Outcome 2: Differentiate between basic dental instruments and/or equipment used in the treatment room.

- Assessment Plan
 - Assessment Tool: Performance validation

- Assessment Date: Winter 2012
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: Departmentally-developed rubric.
- Standard of success to be used for this assessment: 90% or more of students will score 90% or higher on first attempt.
- Who will score and analyze the data: Departmental faculty will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the assessment activity were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The clinical validations contain a list of criteria that are expected to be met. Each criteria is evaluated on a pass/fail basis. Clinical validations have numerical scores which are added to obtain a total. Students are expected to obtain a 90% or it must be retaken.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this

outcome and tool.

Met Standard of Success: No
 18 out of 21 students achieved 90% or higher (86%) - the standard was 90% of the students scoring 90% - the standard was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Given their overall performance on the final, students seem to have a basic understanding of the instruments and the equipment used in the treatment room.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Frequently missed questions on the final exam will be reviewed for student comprehension. The allocation of time will be reviewed on the lab schedule for instrument and equipment identification.

Outcome 3: Perform basic four-handed dental procedures, according to OSHA and CDC guidelines.

- Assessment Plan
 - Assessment Tool: Performance validation
 - Assessment Date: Winter 2012
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 90% or more of students will score at 90% or higher on first attempt.
 - Who will score and analyze the data: Departmental faculty will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the clinical final were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students from all the lab sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The clinical final is list of criteria that are expected to be met. Each criterion is evaluated on a pass/fail basis. Clinical validations have numerical scores which are added to obtain a total. Students are expected to obtain a 90% or it must be retaken.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

17 out of 19 students or 89% of the students scored at 90% or higher on their first attempt. Given this data, the 90% standard of success was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Following the clinical finals, it was clear that a majority of the students were adequately prepared to work with patients.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The areas of improvement were easily identified with this group. Responsibility, professionalism and ethics were a concern for this group and were immediately

addressed the following semester with multiple guest speakers on ethics and professionalism. These same speakers will be asked to speak during the Fall semester 2014.

Outcome 2: Differentiate between basic dental instruments and/or equipment used in the treatment room.

- Assessment Plan
 - Assessment Tool: Final Exam
 - Assessment Date: Winter 2012
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Items scored against an answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review.
 - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data provided by Blackboard.
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the assessment activity were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final exam was scored in BlackBoard and an item analysis was generated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The standard of success was 80% of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review. There were 7 questions targeted for review. Thus, the standard was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Given their overall performance on the final, students seem to have a basic understanding of the instruments and the equipment used in the treatment room.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Frequently missed questions on the final exam will be reviewed for student comprehension. The allocation of time will be reviewed on the lab schedule for instrument and equipment identification.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Nothing about the students' performance was a surprise. The students seemed to have a grasp of the material and have the basic understanding of the chairside skills necessary for basic dental procedures. Their level of professionalism was a concern and will be addressed.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The faculty meet on a regular basis and were involved in this assessment process. The action plan will be discussed at our next meeting.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Guest lecture	A guest lecturer will be brought in to discuss professionalism as well as legal and ethical issues.	The faculty discuss professionalism and ethics from the moment students enter the program. If someone other than the faculty, or even a potential employer, discusses these topics and potential implications maybe it will impact them more.	2014

4. Is there anything that you would like to mention that was not already captured?

As there are no prerequisite courses required by the program dealing ethics and professional behavior in a healthcare setting, the students do not begin the program with this foundation. As mentioned previously the faculty discuss these topics in every class. Inviting a guest speaker in earlier to reiterate the importance of these matters can only strengthen this foundation.

III. Attached Files

Performance Validation - Amalgam
Performance Validation - Composite

Faculty/Preparer: Kristina Sprague **Date:** 05/15/2014
Department Chair: Connie Foster **Date:** 07/17/2014
Dean: Kristin Brandemuehl **Date:** 07/18/2014
Assessment Committee Chair: Michelle Garey **Date:** 09/18/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **DEN 110**
 Course Title: **Basic Clinical Dental Assisting**
 Division/Department Codes: **Health and Applied Technologies (HAT)**
2. Semester assessment was conducted (check one):
 Fall 2008__
 Winter 20__
 Spring/Summer 20__
3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): **Practical Exam**
4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
For the departmental exam, there was clarification of the wording. The administration of the exam was changed to allow for item analysis.

5. Indicate the number of students assessed/total number of students enrolled in the course.
18 students completed the departmental and practical exams.
6. Describe how students were selected for the assessment.
All 18 students were assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
The administration of the departmental exam was changed to allow for item analysis.
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. **Identify concepts and principles related to four-handed dentistry.**
 2. **Identify basic equipment in the treatment room.**
 3. **Perform basic four-handed dental procedures, according to OSHA and CDC guidelines.**
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
Outcome 1 and 2: 13 out of 100 items were targeted for review (departmental exam)

Outcome 3: 100% of the students passed at 90% or above on the first attempt. (practical exam)
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
 1. **Outcome 1 and 2: Standard to be used on item analysis of responses to written final is 80% for each item. Items with scores lower than 80% will be targeted for review.**
 2. **Outcome 3: Standard to be used is 90% of students pass on first attempt.**

COURSE ASSESSMENT REPORT

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: The departmental exam demonstrated that the students had a basic understanding of the concepts and principles related to four-handed dentistry. The practical exam demonstrated that all the students are able to apply those concepts and principles chairside and are thus ready for their first clinical experience next semester.

Weaknesses: Some of the questions on the departmental exam that were targeted for review directly pertained to differentiating between dental instruments which indicated that students did not have an adequate understanding of what several instruments were used for.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Outcome #1 and 2: All items with scores lower than 80% will be reviewed. Frequently missed questions on the final will be reviewed and additional questions added to the post tests to better test the student's level of comprehension and prepare them for the final. Additional instrument ID tests will also be added.

Additional classroom experience or discussion will be added.

Outcome #3: While all students successfully passed the practical exam, the data was further broken down into an item analysis. The few areas that were noted will be discussed with the students prior to the start of clinic. However the faculty feels as though no additional action is needed.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus

Change/rationale: **Better define Outcome #2 in order to adequately assess data collected.**

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments: **As mentioned above, the post tests and final will be revised and additional instrument ID tests given.**

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

Change/rationale: **Additional class time will be allocated to the areas where weaknesses were noted.**

COURSE ASSESSMENT REPORT

- 3. What is the timeline for implementing these actions? **Changes to the multiple choice questions will addressed prior to the next offering. Additional classroom time will be allocated beginning with the Fall 2009 semester.**

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
All assessment tools were found to be effective. However, the practical exam will need to be included in scoring and analysis of assessment with regards to Outcome #2.

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
N/A

- 3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

If "All", provide the report date for the next full review: Fall 2011

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: *Bustina R. Sprague* Date: 11/26/08
Print/Signature

Department Chair: *[Signature]* Date: 11/26/08
Print/Signature

Dean: *[Signature]* Date: 11/26/08
Print/Signature