

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Dental Assisting	129	DEN 129 05/03/2022- Patient Assessment
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Kristina Sprague
Date of Last Filed Assessment Report		10/18/2019

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

Spring/Summer 2019.

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

Overall, students performed well in identifying terms used to describe lesions; identifying systemic diseases that affect oral health; identifying treatment modifications given those diseases identified; and in identifying common signs, symptoms and treatment protocols for medical emergencies. Students struggled with pharmacological concepts.

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

Final exam questions were modified, and additional time was given to content flagged during review. This course was changed to be offered in 10 weeks instead of 7 1/2 weeks. Those changes were implemented in the next offering after the assessment.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify common oral lesions.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Spring/Summer 2023

- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: Answer key followed by item analysis
- 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: DA 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, 2022, 2020	

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

# of students enrolled	# of students assessed
18	18

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 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 outcome 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

Winter 2020 - 100% (5/5) of the students scored 80% on the outcome-related questions.

Winter 2021 - 100% (4/4) of the students scored 80% on the outcome-related questions.

Winter 2022 - 77% (7/9) of the students scored 80% on the outcome-related questions.

While the Winter 2022 cohort did not meet the standard of success, over the three years assessed, 89% (16/18) of the students met 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.

Students performed well in identifying terminology used to describe lesions.

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 questions targeted for review related to material from the previous semester. This material will need to be revisited for better comprehension.

Outcome 2: Recognize the importance of a thorough medical history and how it relates to a patient's overall oral health.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Spring/Summer 2023
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - 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: DA 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)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
18	18

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 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 outcome 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: <u>No</u>
<p>Winter 2020 - 100% (5/5) of the students scored 80% on the outcome-related questions.</p> <p>Winter 2021 - 75% (3/4) of the students scored 80% or higher on the outcome-related questions.</p> <p>Winter 2022 - 33% (3/9) of the students scored 80% or higher on the outcome-related questions.</p> <p>Overall, 61% (11/18) of the students scored 80% or higher on the outcome-related questions.</p>

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

The assessment results did not adequately capture the students' strengths. The identified outcome-related questions were heavily related to pharmacology without displaying their ability to review a patient's medical history and outline areas of concern.

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 identified outcome related questions clearly outlined that students struggle with pharmacology. While our accrediting body indicates that the curriculum content only include a familiarity level with pharmacology, one lecture is not enough time to cover the content. Additional time will be spent more specifically on those areas outlined in our accreditation standards.

Outcome 3: Recognize common medical/dental emergencies that may occur and determine the steps to prevent and manage those emergencies.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Spring/Summer 2023
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - 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: DA 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, 2022	

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

# of students enrolled	# of students assessed

18

18

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 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 outcome 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

Winter 2020 - 100% (5/5) of the students scored 80% on the outcome-related questions.

Winter 2021 - 100% (4/4) of the students scored 80% on the outcome-related questions.

Winter 2022 - 77% (7/9) of the students scored 80% or higher on the outcome-related questions.

Overall, 89% (16/18) scored 80% or higher on the outcome-related questions.

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

Students performed best in scenario-based questions.

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.

Targeted questions will be reviewed. Additional time will be spent on the material or questions will be written in a more scenario-based format.

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 additional time allowed for a group activity reviewing patient charts. Students implemented what they learned by determining what modifications may need to be made to treatment as well as identifying any medication concerns. Students performed well on this activity.

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?

Final exam scores were not reflective of the students' success in the class/program. Unfortunately while the additional meeting days allowed for the group activity, additional education in Human Trafficking and Implicit Bias had to be added as outlined in the Board of Dentistry Administrative Rules.

Nothing that was brought to light surprised me; however, it did make me re-evaluate the value of some of my assignments and where time could be better spent.

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

This information was discussed at the last DA Faculty meeting along with an action plan.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The final exam will be changed as well as the standard of success wording. An additional case study will be assigned and	The final exam will be changed in order to better reflect student learning. The standard of success	2023

	expand on the success of the group activity. This will be used as an additional assessment tool.	will be changed to be more clear. The case study as an assessment tool will be a better determination of study learning.	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Assessment Data](#)

Faculty/Preparer: Kristina Sprague **Date:** 11/04/2022
Department Chair: Kristina Sprague **Date:** 11/04/2022
Dean: Shari Lambert **Date:** 11/28/2022
Assessment Committee Chair: Shawn Deron **Date:** 01/26/2023

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	129	DEN 129 06/20/2019-Oral Pathology and Dental Therapeutics
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kristina Sprague
Date of Last Filed Assessment Report		09/21/2015

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

Winter 2016

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

The standard of success was met for all outcomes with the exception of Outcome #1. Changes were made in the last year of the assessment data, however that increased the standard of success.

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

Outcomes and objectives were rewritten to better align with course content. Small group activities were added to relate course content to example patient health histories.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify common oral lesions.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all

- How the assessment will be scored: Answer key followed by item analysis
- Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
- Who will score and analyze the data: DA 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)
	2018, 2019, 2017	

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

# of students enrolled	# of students assessed
35	35

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 enrolled in the course 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.

Only one section of this course is offered each year. All students enrolled in the course were assessed.

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

10 questions were identified on the final exam with which to assess this outcome. The final exam was administered and 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
 2017 - At least 80% of the students answered all identified questions correctly.
 2018 - At least 80% of the students answered all identified questions correctly.

2019 - At least 80% of the students answered 8 out of the 10 identified questions correctly.

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

Overall, students performed well. They were able to identify terms used to describe oral lesions as well as common lesions found in the oral cavity. No questions stood out or were consistently missed.

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.

We will continue the in class activities of reviewing common lesions and describing the lesion shown. While not consistently missed, the couple questions that were missed will be reviewed and modified as necessary.

Outcome 2: Recognize the importance of a thorough medical history and how it relates to a patient's overall oral health.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
 - Who will score and analyze the data: DA 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)
	2019, 2018, 2017	

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

# of students enrolled	# of students assessed
35	35

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 enrolled in the course 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.

Only one section of this course is offered each year. All students enrolled in the course were assessed.

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

10 questions were identified on the final exam in which to assess this outcome. The final exam was administered and 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: No

2017 - At least 80% of the students answered 8 out of the 10 identified questions correctly.

2018 - At least 80% of the students answered 7 out of the 10 identified questions correctly.

2019 - At least 80% of the students answered 7 out of the 10 identified questions correctly.

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

Overall, given a patient's medical history, students were able to correctly identify systemic diseases that will effect oral health as well as identify treatment modifications given those diseases listed.

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 continue to have difficulty relating these modifications when it comes to drugs listed on the medical histories. Additional time will be spent on scenarios specifically targeted at drug histories and commonly prescribed drugs in dentistry.

Outcome 3: Identify common medical/dental emergencies that may occur and the steps to prevent and treat those emergencies.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
 - Who will score and analyze the data: DA 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)
	2018, 2017, 2019	

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

# of students enrolled	# of students assessed
35	35

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 enrolled in the course 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.

Only one section of this course is offered each year. All students enrolled in the course were assessed.

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

10 questions were identified on the final exam in which to assess this outcome. The final exam was administered and 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

2017 - At least 80% of the students answered 9 out of the 10 identified questions correctly.

2018 - At least 80% of the students answered 9 out of the 10 identified questions correctly.

2019 - At least 80% of the students answered all identified questions correctly.

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

Overall, students were able to correctly identify common signs and symptoms of medical emergencies as well as prevention and treatment protocols.

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.

We will continue the in class activities of mock scenarios. While not consistently missed, the couple questions that were missed will be reviewed and modified as necessary.

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 students are much more engaged with the material in the small group activities, especially given the fact that many of our scenarios are patients that were seen in the WCC clinic.

- 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?

Overall, the course is meeting the needs of the students with the exception of pharmacology. Additional time is needed and will be allocated in future offerings.

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

All faculty will be consulted at the next program meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Final exam questions will be modified, and additional time will be given to content flagged during review.	In order for students to better understand the material, additional time will be spent on patient assessment, specifically describing lesions, noting their medical histories, and noting which drugs would be of concern to their treatment/dental condition.	2020
Other: Change session time	The course will be offered as a 10-week rather than 7 1/2-week course.	This will provide an earlier introduction and review of the material while the students are in their first clinical situations.	2020

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

6.

III. Attached Files

[Assessment data](#)

Faculty/Preparer: Kristina Sprague **Date:** 07/08/2019
Department Chair: Kristina Sprague **Date:** 07/08/2019
Dean: Valerie Greaves **Date:** 07/12/2019
Assessment Committee Chair: Shawn Deron **Date:** 10/18/2019

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	129	DEN 129 07/13/2015-Oral Pathology and Dental Therapeutics
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 types of oral pathology including diseases of the teeth and supporting structures.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
 - Who will score and analyze the data: DA 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)
	2015, 2014, 2013	

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

# of students enrolled	# of students assessed
44	43

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 took the final exam 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

2013 - 65% of the questions were answered correctly by 80% or more of the students.

2014 - 65% of the questions were answered correctly by 80% or more of the students.

2015 - 88% of the questions were answered correctly by 80% or more of the students.

The standard of success was 80% of the questions will be answered correctly by 80% or more of the students. The standard of success was not met in 2013 and 2014.

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

The 2015 students had a much better understanding of the common lesions seen in the oral cavity than in 2013 and 2014. In years past, the speaker focused more on describing what you see rather than the diagnosis itself.

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.

In 2015, the speaker (an oral pathologist from U of M) was scheduled to follow the introduction of the material rather than the other way around as in years past. It is often difficult to schedule speakers due to their busy schedule. However, it seems that this worked well this semester and the faculty will keep this in mind when scheduling this lecture in the future. Questions that were targeted for review will be addressed as well.

Outcome 2: Identify the effects of systemic disease on dental health.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
 - Who will score and analyze the data: DA 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)
	2015, 2014, 2013	

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

# of students enrolled	# of students assessed
44	43

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 took the 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.

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: Yes

2013 - 88% of the questions were answered correctly by 80% or more of the students.

2014 - 88% of the questions were answered correctly by 80% or more of the students.

2015 - 88% of the questions were answered correctly by 80% or more of the students.

The standard of success was 80% of the questions will be answered correctly by 80% or more of the students. The standard of success was met each year.

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

This class picks up where we left off in Preventive Dentistry and first introduced how systemic disease can effect the oral cavity. All 3 years were consistant in indicating that they understand the importance of a thorough medical history and how it can relate to the patient's overall oral health.

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 questions that were targeted for review will be addressed. This would be a great class for a flipped classroom. Additional small group discussions with case studies would increase their level of understanding and critical thinking.

Outcome 3: Evaluate patient health status.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer key followed by item analysis
 - Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
 - Who will score and analyze the data: DA 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)
	2015, 2014, 2013	

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

# of students enrolled	# of students assessed
44	43

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 took the 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.

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: <u>Yes</u>
2013 - 80% of the questions were answered correctly by 80% or more of the students.
2014 - 80% of the questions were answered correctly by 80% or more of the students.
2015 - 80% of the questions were answered correctly by 80% or more of the students.
The standard of success was 80% of the questions will be answered correctly by 80% or more of the students. The standard of success was met each of the 3 years.

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

This class picks up where we left off in Oral Diagnosis and first introduced the patient health history, obtaining vital signs and the intraoral and extraoral exam. All 3 years were consistent in indicating that they understand the intraoral and extraoral exam process and evaluating the patients' health.

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 questions that were targeted for review will be addressed. This would be a great class for a flipped classroom. Additional small group discussions with case studies would increase their level of understanding and critical thinking.

Outcome 4: Identify common medical/dental emergencies that may occur and the steps to prevent and treat these emergencies.

- Assessment Plan
 - Assessment Tool: Multiple-choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all

- How the assessment will be scored: Answer key followed by item analysis
- Standard of success to be used for this assessment: At least 80% of students will answer each item correctly and receive at least 80% overall.
- Who will score and analyze the data: DA 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)
	2015, 2014, 2013	

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

# of students enrolled	# of students assessed
44	43

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 took the final exam 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: <u>Yes</u>
2013 - 87% of the questions were answered correctly by 80% or more of the students.
2014 - 93% of the questions were answered correctly by 80% or more of the students.

2015 - 87% of the questions were answered correctly by 80% or more of the students.

The standard of success was 80% of the questions will be answered correctly by 80% or more of the students. The standard of success was met each year.

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

This class picks up where we left off in Oral Diagnosis and first introduced the patient health history and obtaining vital signs. All 3 years were consistent in indicating that they understand the importance of a thorough medical history and how it can relate to the patient's overall oral health and their ability to withstand treatment.

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 questions that were targeted for review will be addressed. This would be a great class for a flipped classroom. Additional small group activities with scenarios would increase their level of understanding and critical thinking.

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 is meeting the needs of the students as apparent in their level of understanding in their later courses. The order of the oral pathology speaker was the only variable change from 2013 and 2014 to 2015. The impact that had on student achievement surprised me.

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 reviewed the action plan prior to submitting this report.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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Outcome Language	Combining Outcome 2 and 3	The current verbiage for Outcome 3 is not assessed adequately with the current assessment tool.	2016
Objectives	Rewording several of the course objectives	In order to better align with the course outcomes, several objectives will be rewritten.	2016

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

5.

III. Attached Files

[2013-2015 Assessment data](#)

Faculty/Preparer: Kristina Sprague **Date:** 07/20/2015

Department Chair: Connie Foster **Date:** 07/20/2015

Dean: Valerie Greaves **Date:** 07/26/2015

Assessment Committee Chair: Michelle Garey **Date:** 09/21/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: DEN 129
 Course Title: Oral Pathology
 Division/Department Codes: MSH

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 20__
 Spring/Summer 20__12__

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):

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.
Yes, the 2012 departmental exam was slightly modified taking into account frequently missed questions from 2010 and 2011. Additional questions were also added directly from the publisher.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
All 2012 students total 19

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*
All 2012 students were assessed

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
Additional class time was spent reviewing case studies pertaining to medical emergencies and pharmacology following the guest speakers.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

Outcome #1 Identify types of oral pathology including diseases of the teeth and supporting structures.

Outcome #2 Identify the effects of systemic disease on dental health.

Outcome #3 Evaluate patient health status.

Outcome #4 Identify common medical/dental emergencies that may occur and the steps to prevent and treat these emergencies.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

COURSE ASSESSMENT REPORT

Outcome 1: Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.

Outcome 2: Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.

Outcome 3: Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.

Outcome 4: Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.

- 4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.

Outcome #1 1 out of 14 questions were targeted for review – Departmental exam
93% of questions were passed – Benchmark met

Outcome #2 3 out of 10 questions were targeted for review – Departmental exam
70% of questions were passed – Benchmark not met

Outcome #3 2 out of 6 questions were targeted for review – Departmental exam
67% of questions were passed – Benchmark not met

Outcome #4 3 out of 16 questions were targeted for review – Departmental exam
81% of questions were passed – Benchmark met

Overall 16 out of 19 students passed the final exam with a score of 80% or higher.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. (This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)

Strengths: The students effectively identified oral pathology and terms used in oral pathology. They also proved basic knowledge of common medical/dental emergencies that may occur and steps to prevent and treat these emergencies.

Weaknesses: Questions related to systemic disease and evaluating a patient's health status were frequently missed. While we had a different guest lecturer this year than we have had in the past, I'm disappointed in their performance as all material was taken from their textbook.

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. (If students met all expectations, describe your plan for continuous improvement.)

Considering the item analysis of the final exam, questions missed will be addressed in future lectures.

This class has been taught by both a dentist and faculty. When a dentist teaches it, consistency with other classes is an issue and students struggle. This year, we relied on a guest lecturer to assist with Pharmacology and time was spent on tangents rather than content. While review case study activities followed, it appeared that the students did not review the material in the textbook on their own.

- 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:

COURSE ASSESSMENT REPORT

- 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
Change/rationale: **Students will be required to complete and submit modules rather than just reviewing them together in class.**
- f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
- g. Instructional methods
Change/rationale:
- h. Individual lessons & activities
Change/rationale: **Lectures will be modified to address the frequently missed questions.**


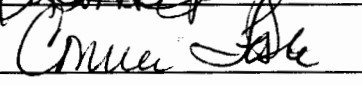
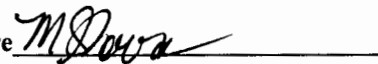
3. What is the timeline for implementing these actions?

The modifications will be addressed prior to the next offering in the Winter of 2013

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.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
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: Winter 2016 .
If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: <u>Kristina Sprague</u> Faculty/Preparer	Signature: <u></u>	Date: <u>6/27/12</u>
Print: <u>Connie Foster</u> Department Chair	Signature: <u></u>	Date: <u>6/27/12</u>
Print: <u>M. Showalter</u> Dean/Administrator	Signature: <u></u>	Date: <u>7/9/12</u>