Discipline	Course Number	Title
Dental Assisting	118	DEN 118 08/21/2019-Preventive Dentistry
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Jodi Neuman
Date of Last Filed Assessment Report		08/30/2016

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

2016

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

Outcome #1 Assessment tool - the final exam - the standard of success was not met. Questions were targeted for review and review of additional information was proposed.

Outcome #2 Assessment tool - the final exam - the standard of success was not met. Questions were targeted for review. Same plan as above.

Outcome #3 Assessment tool - the final exam - the standard of success was not met. Questions were targeted for review. Same plan as above.

The rest of the assessment tools met the standard of success.

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

In addition to the written final, the validation and course project were going to be used as an assessment tool for the other outcomes. The brochure would not be used any longer. Videos and additional practice was also planned.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recall and explain the etiology of dental caries and periodontal disease.

- Assessment Plan

    o Assessment Tool: Final exam

    o Assessment Date: Winter 2020

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: Multiple choice and true/false items on final exam scored through BlackBoard.

    o Standard of success to be used for this assessment: 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Written test responses are multiple choice and true/false and are scored through BlackBoard. An item analysis is generated from the scored 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)
	2019, 2018, 2017	

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

# of students enrolled	# of students assessed
36	33

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 difference is due to withdrawal.

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.

> Ten 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: <u>Yes</u>
>
> In 2017, 2018, and 2019, 100% of the students got 80% of the ten questions correct; therefore, the standard of success was met.

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

> The students did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

> I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above, a couple of questions on the final will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

Outcome 1: Recall and explain the etiology of dental caries and periodontal disease.

- Assessment Plan
    - Assessment Tool: Clinical Validation
    - Assessment Date: Winter 2020

- o Course section(s)/other population: All

- o Number students to be assessed: All

- o How the assessment will be scored: Clinical validations have numerical scores which are added to obtain a total.

- o Standard of success to be used for this assessment: 90% of the students will pass at 85% or higher on their first attempt.

- o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Clinical validation data is numerical; total scores are used.

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.

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The difference is due to withdrawal.

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 validation contains 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 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: <u>Yes</u>
2017 - 88% of the students passed with an 85% or higher.
2018 - 100% of the students passed with an 85% or higher.
2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

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Outcome 1: Recall and explain the etiology of dental caries and periodontal disease.

- Assessment Plan
    - Assessment Tool: Presentation
    - Assessment Date: Winter 2020
    - Course section(s)/other population: All
    - Number students to be assessed: All

- o   How the assessment will be scored: The presentation will be scored and evaluated using a departmentally developed rubric by both the faculty and community sites.

- o   Standard of success to be used for this assessment: 90% of the students will pass at a score of 85% or higher.

- o   Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Student evaluation data is numerical; total scores are used.

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

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36	33

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 difference is due to withdrawal.

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 presentation was scored and evaluated using a departmentally-developed rubric by both the faculty and community sites.

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>
2017 - 100% of the students passed with an 85% or higher.
2018 - 100% of the students passed with an 85% or higher.
2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above, a couple of questions on the final will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

Outcome 2: Identify and explain the effects of nutrition and oral hygiene on the prevention and control of dental disease.

- 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: Multiple choice and true/false items on final exam scored through BlackBoard.

- o Standard of success to be used for this assessment: 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review.

- o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Written test responses are multiple choice and true/false and are scored through BlackBoard. An item analysis is generated from the scored 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)
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2. Provide assessment sample size data in the table below.

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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 difference is due to withdrawal.

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.

Ten 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

> In 2017, 2018, and 2019, 100% of the students got 80% of the ten questions correct; therefore, the standard of success was met.

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

> The students did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

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Outcome 2: Identify and explain the effects of nutrition and oral hygiene on the prevention and control of dental disease.

- Assessment Plan

  o Assessment Tool: Clinical Validation

  o Assessment Date: Winter 2020

  o Course section(s)/other population: All

  o Number students to be assessed: All

  o How the assessment will be scored: Clinical validations have numerical scores which are added to obtain a total.

  o Standard of success to be used for this assessment: 90% of the students will pass at 85% or higher on their first attempt.

  o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Clinical validation data is numerical; total scores are used.

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

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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 validation contains 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 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

2017 - 88% of the students passed with an 85% or higher.

2018 - 100% of the students passed with an 85% or higher.

2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final

> exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

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Outcome 2: Identify and explain the effects of nutrition and oral hygiene on the prevention and control of dental disease.

- Assessment Plan

   o Assessment Tool: Presentation

   o Assessment Date: Winter 2020

   o Course section(s)/other population: All

   o Number students to be assessed: All

   o How the assessment will be scored: The presentation will be scored and evaluated using a departmentally developed rubric by both the faculty and community sites.

   o Standard of success to be used for this assessment: 90% of the students will pass at a score of 85% or higher.

   o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Student evaluation data is numerical; total scores are used.

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

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

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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 - 100% of the students passed with an 85% or higher.

2018 - 100% of the students passed with an 85% or higher.

2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated

above, a couple of questions on the final will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

Outcome 3: Identify and outline the components of a preventive dentistry program.

- Assessment Plan

    o Assessment Tool: Final Exam

    o Assessment Date: Winter 2020

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: Multiple choice and true/false items on final exam scored through BlackBoard.

    o Standard of success to be used for this assessment: 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Written test responses are multiple choice and true/false and are scored through BlackBoard. An item analysis is generated from the scored 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)
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2. Provide assessment sample size data in the table below.

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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.

Ten 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

In 2017, 2018, and 2019, 100% of the students got 80% of the ten questions correct; therefore, the standard of success was met.

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

The students did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above, a couple of questions on the final will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

Outcome 3: Identify and outline the components of a preventive dentistry program.

- Assessment Plan

    o Assessment Tool: Clinical Validation

    o Assessment Date: Winter 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Clinical validations have numerical scores which are added to obtain a total.

    o Standard of success to be used for this assessment: 90% of the students will pass at 85% or higher on their first attempt.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Clinical validation data is numerical; total scores are used.

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
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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 difference is due to withdrawal.

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 validation contains 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 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
2017 - 88% of the students passed with an 85% or higher. 2018 - 100% of the students passed with an 85% or higher. 2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above, a couple of questions on the final will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

Outcome 3: Identify and outline the components of a preventive dentistry program.

- Assessment Plan
    - Assessment Tool: Presentation
    - Assessment Date: Winter 2020
    - Course section(s)/other population: All

- o   Number students to be assessed: All

- o   How the assessment will be scored: The presentation will be scored and evaluated using a departmentally developed rubric by both the faculty and community sites.

- o   Standard of success to be used for this assessment: 90% of the students will pass at a score of 85% or higher.

- o   Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Student evaluation data is numerical; total scores are used.

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
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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 difference is due to withdrawal.

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 presentation was scored and evaluated using a departmentally-developed rubric by both the faculty and community sites.

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 - 100% of the students passed with an 85% or higher.

2018 - 100% of the students passed with an 85% or higher.

2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above, a couple of questions on the final will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

Outcome 4: Provide oral health and nutrition instructions given a variety of patient scenarios.

- Assessment Plan

    o Assessment Tool: Clinical Validation

    o Assessment Date: Winter 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Clinical validations have numerical scores which are added to obtain a total.

    o Standard of success to be used for this assessment: 90% of the students will pass at 85% or higher on their first attempt.

- o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Clinical validation data is numerical; total scores are used.

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
36	33

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 difference is due to withdrawal.

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 validation contains 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 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

2017 - 88% of the students passed with an 85% or higher.

2018 - 100% of the students passed with an 85% or higher.

2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification. Two questions includes a topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above a couple of questions on the final will be reviewed for change or clarification.

Outcome 4: Provide oral health and nutrition instructions given a variety of patient scenarios.

- Assessment Plan
    - Assessment Tool: Presentation
    - Assessment Date: Winter 2020
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: The presentation will be scored and evaluated using a departmentally developed rubric by both the faculty and community sites.
    - Standard of success to be used for this assessment: 90% of the students will pass at a score of 85% or higher.
    - Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Student evaluation data is numerical; total scores are used.

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
36	33

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 difference is due to withdrawal.

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 presentation will be scored and evaluated using a departmentally-developed rubric by both the faculty and community sites.

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 - 100% of the students passed with an 85% or higher.

2018 - 100% of the students passed with an 85% or higher.

2019 - 100% of the students passed with an 85% 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 did well communicating effectively in regards to patient education both through the scenarios of the clinical validations and their projects. The final exam went well also, but there is always room for improvement. A couple of questions will be reviewed for change or clarification. Two questions includes a

topic that has updated information now available allowing for a contradictory answer. I would like to change these questions to an essay/critical thinking question. Another question does not test for the correct aspect of the intended topic. This question will be reworded for clarification.

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.

I think the students are right where they should be. We added videos as examples and gave additional practice, and it seems to have made a difference. As stated above a couple of questions on the final will be reviewed for change or clarification.

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 changes were very effective. The change in assessment tool from brochure to presentation went well. All standards of success were met.

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?

I believe the course is meeting the needs of the students. However, there is always room for improvement. The final exam will be reviewed for change/clarification of some of the questions.

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

The faculty will discuss the final and make any necessary changes.

4.
Intended Change(s)

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

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

6.

III. Attached Files

[DEN 118 Data](#)

Faculty/Preparer: Jodi Neuman **Date:** 08/21/2019
Department Chair: Kristina Sprague **Date:** 08/22/2019
Dean: Valerie Greaves **Date:** 08/23/2019
Assessment Committee Chair: Shawn Deron **Date:** 02/17/2020

Discipline	Course Number	Title
Dental Assisting	118	DEN 118 04/06/2016-Preventive Dentistry
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 the etiology of dental caries and periodontal disease.

- Assessment Plan

    o Assessment Tool: Final exam

    o Assessment Date: Spring/Summer 2016

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: Multiple choice and true/false items on final exam scored through BlackBoard.

    o Standard of success to be used for this assessment: 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Written test responses are multiple choice and true/false and are scored through BlackBoard. An item analysis is generated from the scored 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)
	2016, 2015, 2014	

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

# of students enrolled	# of students assessed
44	44

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 included.

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: <u>No</u>
90% of the questions were answered correctly by 80% of the students. 2 questions were targeted for review. This was true of each year. Standard of Success, 80% or more of the students will correctly answer each question.

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

While the assessment tool for this outcome was the written final, the student applied this information through the clinical validation and course project. In the clinical validation and course project, a majority of the students were able to effectively communicate the etiology of caries and periodontal disease to a "patient".

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 students were unable to translate their knowledge through a written exam. The targeted questions will be reviewed and additional time will be spent as necessary.

Outcome 2: Identify the effects of nutrition and oral hygiene on the prevention and control of dental disease.

- Assessment Plan

    o Assessment Tool: Final exam

    o Assessment Date: Spring/Summer 2016

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: Multiple choice and true/false items on final exam scored through BlackBoard.

    o Standard of success to be used for this assessment: 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Written test responses are multiple choice and true/false and are scored through BlackBoard. An item analysis is generated from the scored 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)
	2016, 2015, 2014	

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

# of students enrolled	# of students assessed
44	44

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 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: <u>No</u>

2014: 100% of the questions were answered correctly by 80% of the students.

2015: 65% of the questions were answered correctly by 80% of the students. 7 questions were targeted for review.

2016: 75% of the questions were answered correctly by 80% of the students. 5 questions were targeted for review.

Standard of Success, 80% or more of the students will correctly answer each question.

The standard of success was not met in 2015 and 2016.

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

While the assessment tool for this outcome was the written final, the student applied this information through the clinical validation and course project. In the clinical validation and course project, a majority of the students were able to effectively communicate the effects of nutrition and oral hygiene on the prevention and control of dental disease to a "patient".

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 students were unable to translate their knowledge through a written exam. The targeted questions will be removed and additional time will be spent as necessary.

Outcome 3: Identify the components of a preventive dentistry program.

- Assessment Plan

    o Assessment Tool: Final Exam

    o Assessment Date: Spring/Summer 2016

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: Multiple choice and true/false items on final exam scored through BlackBoard.

    o Standard of success to be used for this assessment: 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Written test responses are multiple choice and true/false and are scored through BlackBoard. An item analysis is generated from the scored 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)
	2016, 2015, 2014	

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

# of students enrolled	# of students assessed
44	44

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 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: No

2014: 87% of the questions were answered correctly by 80% of the students. 2 questions were targeted for review.

2015: 73% of the questions were answered correctly by 80% of the students. 4 questions were targeted for review.

2016: 87% of the questions were answered correctly by 80% of the students. 2 questions were targeted for review.

Standard of Success, 80% or more of the students will correctly answer each question.

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

While the assessment tool for this outcome was the written final, the student applied this information through the clinical validation and course project. In the clinical validation and course project, a majority of the students were able to effectively communicate the components of a preventive dentistry program to a "patient".

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 students were unable to translate their knowledge through a written exam. The targeted questions will be removed and additional time will be spent as necessary.

Outcome 4: Provide patients with oral health and nutrition instruction.

- Assessment Plan

    o Assessment Tool: Clinical validation

    o Assessment Date: Spring/Summer 2016

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: Clinical validations have numerical scores which are added to obtain a total.

    o Standard of success to be used for this assessment: 90% or more of the students will score 90% or higher on their first attempt.

    o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Clinical validation data is numerical; total scores are used.

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
44	44

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 clinical validation contains 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 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: Yes

2014: 88% of the students scored 90% or higher.

2015: 100% of the students scored 90% or higher.

2016: 90% of the students scored 90% or higher.

Overall 93% 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.

The students ability to communicate effective patient education continued to improve each year both through the scenarios of the clinical validations and their projects.

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.

Additional practice time was allocated for the validation and examples from past years were shown in 2015 and 2016. Video demonstrations were also added in 2016. This all proved to be helpful and will continue in the future offerings of the course.

Outcome 4: Provide patients with oral health and nutrition instruction.

- Assessment Plan
  - o Assessment Tool: Student-produced brochure
  - o Assessment Date: Spring/Summer 2016

- o Course section(s)/other population: all

- o Number students to be assessed: all

- o How the assessment will be scored: Student assignment is scored using a rubric.

- o Standard of success to be used for this assessment: 90% or more of students will score 85% or higher.

- o Who will score and analyze the data: Faculty assigned to teach the course will analyze the data. Student evaluation data is numerical; total scores are used.

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
44	44

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.

A rubric is used indicating a list of objectives for this assignment.

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

2014: 82% of the students scored 85% or higher

2015: 94% of the students scored 85% or higher

2016: 100% of the students scored 85% or higher

Overall 91% of the students scored 85% 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 ability to communicate effective patient education continued to improve each year both through the scenarios of the clinical validations and their projects.

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.

Additional practice time was allocated for the validation and examples from past years were shown in 2015 and 2016. Video demonstrations were also added in 2016. This all proved to be helpful and will continue in the future offerings of the course.

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?

It surprised me that the standard of success on the written final was not met given their success with their clinical validations and course projects. Their ability to communicate the principles of oral hygiene and nutrition with their patients is the goal of this course. While the written final did not demonstrate this as well as I expected, their other course work did. Given this, I feel that the course is meeting the needs of the students.

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 instrumental in creating an action plan.

3.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	In addition to the written final, the validation and course project will be used as an assessment tool for the other outcomes.	The students apply their knowledge through the additional assessment tools.	2017

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

Overall, the results of the final exam in its entirety were as follows:

2014: 94% of the students scored 85% or higher on the final exam

2015: 88% of the students scored 80% or higher on the final exam

2016: 100% of the students scored 80% or higher on the final exam

As a whole, their performance on the written exam was successful. Ultimately, they need to be able to communicate their knowledge to a patient and were able to do competently.

III. Attached Files

Assessment data
Updated performance validation

Faculty/Preparer: Kristina Sprague **Date:** 07/05/2016
Department Chair: Connie Foster   **Date:** 07/07/2016
Dean: Valerie Greaves **Date:** 07/12/2016
Assessment Committee Chair: Michelle Garey   **Date:** 08/30/2016