

Course Assessment Report
Washtenaw Community College

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

I. Assessment Results per Student Learning Outcome

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

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 86 | 39 |

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

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

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

All students that completed the final were assessed.

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

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

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

| |
|---|
| Met Standard of Success: <u>Yes</u> |
| 2016 - 6 out of 47 questions were targeted for review - 87% of the questions were answered correctly by 80% of the students |
| 2015 - 5 out of 47 questions were targeted for review - 89% of the questions were answered correctly by 80% of the students |
| 2014 - 7 out of 47 questions were targeted for review - 85% of the questions were answered correctly by 80% of the students |
| Overall 80% of the questions were answered correctly by 80% of the students. |

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

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

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

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

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

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 86 | 39 |

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

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

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

All students that completed the final were assessed.

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

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

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

Met Standard of Success: Yes

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

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

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

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

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

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

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

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

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

- Assessment Plan

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 86 | 39 |

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

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

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

All students that completed the validation were assessed.

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

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

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

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

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

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

Students demonstrated the basic skill level in order to perform four-handed dental procedures while adhering to OSHA and CDC guidelines.

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

Appropriate utilization of time is a continual issue in the labs. Students tend to stand around and wait to work one on one with an instructor rather than work with one another. Faculty will provide additional direction to students in order to assist with time management.

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

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 86 | 40 |

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

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

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

All students that completed the performance validations were assessed.

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

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

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

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

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

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

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

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

II. Course Summary and Action Plans Based on Assessment Results

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

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

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

All faculty assisted with this assessment process.

3. Intended Change(s)

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

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

5.

III. Attached Files

[Final Performance validation Assessment Data](#)

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

**Course Assessment Report
Washtenaw Community College**

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

I. Assessment Results per Student Learning Outcome

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

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 42 | 21 |

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

All students that completed the assessment activity were assessed.

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

All students were assessed.

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

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

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

Met Standard of Success: No

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

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

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

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

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

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

- Assessment Plan
 - Assessment Tool: Performance validation

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 42 | 21 |

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

All students that completed the assessment activity were assessed.

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

All students were assessed.

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

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

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

outcome and tool.

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

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

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

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

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

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

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 42 | 21 |

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

All students that completed the clinical final were assessed.

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

Students from all the lab sections were assessed.

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

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

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

Met Standard of Success: No

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

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

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

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

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

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

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

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

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

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 42 | 21 |

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

All students that completed the assessment activity were assessed.

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

All students were assessed.

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

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

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

Met Standard of Success: No

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

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

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

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

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

II. Course Summary and Action Plans Based on Assessment Results

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

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

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

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

3.

Intended Change(s)

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

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

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

III. Attached Files

Performance Validation - Amalgam
Performance Validation - Composite

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

COURSE ASSESSMENT REPORT

I. Background Information

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

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

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

II. Results

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

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

COURSE ASSESSMENT REPORT

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

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

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

III. Changes influenced by assessment results

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

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

Additional classroom experience or discussion will be added.

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

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

- a. Outcomes/Assessments on the Master Syllabus

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

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

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

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

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

COURSE ASSESSMENT REPORT

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

IV. Future plans

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

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

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

All X Selected _____

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

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

Submitted by:

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

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

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