

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	120	DEN 120 07/08/2019-Oral Diagnosis
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kristina Sprague
Date of Last Filed Assessment Report	09/22/2014	

**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

Fall 2017

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

While the students showed a basic understanding of the material in the final exam and their performance validation, they needed minimal assistance while completing the oral examination with the dental students in the WCC Dental Clinic. The students were successful in being able to couple their didactic knowledge with their clinical skill during DEN 130.

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

Guided scenarios were added to assist in computer charting.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Identify the examination and diagnostic techniques used for patient assessment.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2017
  - Course section(s)/other population: all
  - Number students to be assessed: all

- How the assessment will be scored: 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: 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)
	2019, 2018	

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

# of students enrolled	# of students assessed
54	26

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 26 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.

Ten multiple choice and true/false questions from the final exam were selected that best represented this outcome. The questions were scored using an answer key.

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

Met Standard of Success: Yes  
 2018 - Ten questions were chosen for assessment. At least 80% of the students answered all identified questions correctly.

2019 - Ten questions were chosen for assessment. At least 80% of the students answered 9 out of the 10 identified questions correctly.

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.

Not only did they perform well on their final, the students were successful in being able to couple their didactic knowledge with their clinical skills during DEN 130.

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 was one question that was flagged for review. 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: Record the dental examination using written documentation as well as using electronic charting software.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2017
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: 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: 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)
	2019, 2018	

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

# of students enrolled	# of students assessed
54	26

- 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.

- 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.

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

Ten multiple choice and true/false questions from the final exam were selected that best represented this outcome. The questions were scored using an answer key.

- 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  
 2018 - Ten questions were chosen for assessment. At least 80% of the students answered 9 out of the 10 identified questions correctly.  
 2019 - Ten questions were chosen for assessment. At least 80% of the students answered 9 out of the 10 identified questions correctly.  
 The standard of success was met.

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

The students showed a basic level of understanding of recording the data on the final and performed well on the assessment activity.

- 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 was one question that was flagged for review. 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.

In a structured classroom activity, the students performed well. Additional time will be spent with the computer software so that students feel more comfortable in the clinical setting.

In 2019, the material was presented initially in the Fall semester. We will continue to do this as well as add the paperless charting.

Outcome 2: Record the dental examination using written documentation as well as using electronic charting software.

- Assessment Plan
  - Assessment Tool: Performance validation
  - Assessment Date: Spring/Summer 2017
  - 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 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)
	2019	

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

# of students enrolled	# of students assessed
24	11

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 11 students completed the activity. There is no data for 2018.

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 who completed the activity 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

2018 - no data

2019 - 100% of the students that completed the validation scored 100%.

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

The students showed a basic level of understanding of recording the data on the final and performed well on the assessment activity.

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 was one question that was flagged for review. 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.

In a structured classroom activity, the students performed well. Additional time will be spent with the computer software so that students feel more comfortable in the clinical setting.

In 2019, the material was presented initially in the Fall semester. We will continue to do this as well as add the paperless charting.

Outcome 3: Obtain and record vital signs.

- Assessment Plan
  - Assessment Tool: Performance validation
  - Assessment Date: Spring/Summer 2017
  - 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 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)
	2019, 2018	

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

# of students enrolled	# of students assessed
54	26

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. 26 students completed the 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 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

2018 - 100% of the students scored 95% or higher on their first attempt.

2019 - 100% of the students scored 98% or higher on their first attempt.

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

The students displayed skill in being able to obtain and record vital signs as well as address any questions or concerns from the "patient" in a laboratory setting.

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

In a clinical setting (DEN130), the students were not as confident in their skills and often second guessed their findings when the patient presented with abnormal vital signs. Vital signs will be presented and practiced in the Fall semester in the future.

Outcome 4: Identify the importance of a patient record, its legal significance, and how the dentist uses the record to manage patient treatment.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2017
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: 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: 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)
	2019, 2018	

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

# of students enrolled	# of students assessed
54	26

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 26 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.

Ten multiple choice and true/false questions from the final exam were selected that best represented this outcome. The questions were scored using an answer key.

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

Met Standard of Success: Yes  
 2018 - Ten questions were chosen for assessment. At least 80% of the students answered all identified questions correctly.

2019 - Ten questions were chosen for assessment. At least 80% of the students answered all identified questions correctly.

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

The students performed well and displayed a basic level of understanding of the material.

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 importance of the patient record will continue to be stressed in the Fall semester.

### 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.

While the guided scenarios helped the students navigate the software, additional time is needed so that the students feel more at ease in a clinical setting.

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?

No, any strengths or weaknesses are quickly identified in DEN 130 which immediately follows DEN 120.

3. 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 assisted in developing the action plan.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Final exam will be modified, and additional time will be given to content	In order for students to better understand the material, additional time will be spent on the	2020

	flagged during review.	initial examination and the recording of findings.	
Course Assignments	Vital signs and charting will be introduced in the Fall semester.	In order for the students to be more confident in their skills with charting and obtaining vital signs, the material will be initially presented in the Fall semester.	2019

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

6.
----

### III. Attached Files

[Assessment Data](#)

**Faculty/Preparer:** Kristina Sprague **Date:** 07/18/2019  
**Department Chair:** Kristina Sprague **Date:** 07/18/2019  
**Dean:** Valerie Greaves **Date:** 07/19/2019  
**Assessment Committee Chair:** Shawn Deron **Date:** 10/18/2019

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	120	DEN 120 11/21/2017-Oral Diagnosis
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 examination and diagnostic techniques used for patient assessment.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2017
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: 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: 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)
	2016, 2015, 2017	

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

# of students enrolled	# of students assessed
74	38

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 38 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

Winter 2015 - 89% of the students answered the questions correctly

Winter 2016 - 86% of the students answered the questions correctly

Winter 2017 - 89% of the students answered the questions correctly

The standard of success was that 80% or more of the students will answer the item correctly. This was true all 3 years.

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

While the students showed a basic understanding of the material in the final exam, they needed minimal assistance while completing the oral examination with the dental students in the WCC Dental Clinic. The students were successful in being able to couple their didactic knowledge with their clinical skill during DEN 130.

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: Record the dental examination using written documentation as well as using electronic charting software.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2017
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: 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: 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
74	38

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 38 students completed the assessment activity.

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 took the final exam 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

Winter 2015 - 79% of the students answered the questions correctly

Winter 2016 - 79% of the students answered the questions correctly

Winter 2017 - 76% of the students answered the questions correctly

The standard of success was that 80% or more of the students will answer the item correctly. This was not true of any year.

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

While the students showed a basic understanding of the material in the final exam and their performance validation, they needed minimal assistance while completing the oral examination with the dental students in the WCC Dental Clinic. The students were successful in being able to couple their didactic knowledge with their clinical skill during DEN 130.

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.

Additional activities were added in Winter 2017 that involved working with the clinical charting software and those students were more successful. The additional activities will continue and be modified as necessary.

Outcome 3: Obtain and record vital signs.

- Assessment Plan
  - Assessment Tool: Performance validation
  - Assessment Date: Spring/Summer 2017
  - 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 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
74	38

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 38 students completed the assessment activity.

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 assessment activity 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

Winter 2015 - 94% of the students passed at 90% or higher

Winter 2016 - 92% of the students passed at 90% or higher

Winter 2017 - 100% of the students passed at 90% or higher

The standard of success was that 90% or more of students will score 90% or higher on their first attempt. This was met all 3 years.

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

The students displayed skill in being able to obtain and record vital signs and were able to implement that skill immediately in DEN 130.

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 time with specific scenarios will be implemented in order to give the students more confidence in their skill level. While they displayed an understanding of the "how" and "why", they doubted themselves in a clinical situation.

Outcome 4: Identify the importance of a patient record, its legal significance, and how the dentist uses the record to manage patient treatment.

- Assessment Plan

- Assessment Tool: Final exam
- Assessment Date: Spring/Summer 2017
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: 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: 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
74	38

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 38 students completed the assessment activity.
--

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 written 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

Winter 2015 - 86% of the students answered the questions correctly

Winter 2016 - 90% of the students answered the questions correctly

Winter 2017 - 86% of the students answered the questions correctly

The standard of success was that 80% or more of the students will answer the item correctly. This was met all 3 years.

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

The students displayed a basic level of understanding of the material.

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.

They struggled in differentiating some of the legal terms and 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: Record the dental examination using written documentation as well as using electronic charting software.

- Assessment Plan
  - Assessment Tool: Performance validation
  - Assessment Date: Spring/Summer 2017
  - 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 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
74	38

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 38 students completed the assessment activity.

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 assessment activity 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: <u>Yes</u>
Winter 2015 - 94% of the students passed at 90% or higher
Winter 2016 - 58% of the students passed at 90% or higher
Winter 2017 - 100% of the students passed at 90% or higher
The standard of success was that 90% or more of students will score 90% or higher on their first attempt. Overall, 84% of the students scored 90% or higher, so the 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.

While the students showed a basic understanding of the material in the final exam and their performance validation, they needed minimal assistance while completing the oral examination with the dental students in the WCC Dental Clinic. The students were successful in being able to couple their didactic knowledge with their clinical skill during DEN 130.

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.

Additional activities were added in Winter 2017 that involved working with the clinical charting software and those students were more successful. The additional activities will continue and be modified as necessary.

## 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?

What was surprising was that the outcomes for this course were low or not met given the fact that the students performed so well in DEN 130.

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

This information will be shared with the faculty prior to the next offering.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Unfortunately this is a very short course in order to prepare students to assist the dental students in DEN 130. Giving the students guided scenarios rather than open lab activities may prove to give them more confidence in their skills.	This was proven with Outcome #4 and the additional charting activity that the Winter 2017 students completed.	2018

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

5.

### III. Attached Files

[Assessment data](#)

**Faculty/Preparer:** Kristina Sprague **Date:** 11/21/2017

**Department Chair:** Connie Foster **Date:** 11/22/2017

**Dean:** Valerie Greaves **Date:** 11/27/2017

**Assessment Committee Chair:** Michelle Garey **Date:** 02/26/2018

**Course Assessment Report  
Washtenaw Community College**

<b>Discipline</b>	<b>Course Number</b>	<b>Title</b>
Dental Assisting	120	DEN 120 06/26/2014-Oral Diagnosis
<b>Division</b>	<b>Department</b>	<b>Faculty Preparer</b>
Math, Science and Health	Allied Health	Kristina Sprague
<b>Date of Last Filed Assessment Report</b>		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify terms and concepts related to the use of diagnostic tools.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2012
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: Items are 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: 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)
	2014	

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

# of students enrolled	# of students assessed
34	15

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.

Only students that completed the final exam were assessed.

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

All students that completed the final exam were included.

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

Multiple choice and true/false items on the final exam are scored through BlackBoard.

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 that 80% or more of the students would correctly answer each question. The standard of success was not met as there were 3 questions missed by more than 80% of the students and were targeted for review.

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 in this course and subsequent courses, the students have displayed a basic understanding of terms and concepts related to the use of diagnostic tools.

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.

This course is offered right after the semester break and right before we start clinic. It is a lot of material in a short amount of time. The SOQ's reflected that they felt rushed through the material. When we come back from break there are only 3 weeks to prepare the students for their first clinical experience. Short of adding material to an already packed Fall semester, we are not sure what our alternatives are. This is clearly discussed with the students before and after break. Review of material is strongly encouraged before returning for the Winter semester.

Outcome 2: Use various charting and record management techniques and systems.



- Assessment Plan

- Assessment Tool: Performance validation
- Assessment Date: Spring/Summer 2012
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: Performance validation will be scored using a 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 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)
	2014	

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

# of students enrolled	# of students assessed
34	15

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.

Only students that completed the performance validation were assessed. It appears as though a single student was counted twice (once for the didactic and once for the lab section).

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 validation were included.

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

The performance validation is a list of criteria that are expected to be met. Each criterion is evaluated on a pass/fail basis. 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: Yes**

100% of the students scored 92.5 % or higher on the performance validation. The standard of success was 90% or more of the students will score 90% or higher and was met.

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

The accuracy and completeness of their charting appeared to be better than in years past.

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.

Critical thinking when viewing something different than what was presented in the book seemed to be an issue. They weren't able to view a charting symbol and work out what it might mean. This is difficult as many times they want black and white while trying to learn the material. However, they need to understand that there is more than one way to perform tasks. This will continue to be stressed and an additional lab activity of "thinking outside the box" may have to be added.

Outcome 3: Obtain and record vital signs.

- Assessment Plan
  - Assessment Tool: Performance validation
  - Assessment Date: Spring/Summer 2012
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: Performance validation will be scored using a 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.

- o 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)
	2014	

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

# of students enrolled	# of students assessed
34	15

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.

Only students that completed the performance validation 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 that completed the performance validation were included.

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

The performance validation is a 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: Yes**  
 100% of the students scored 95% or higher on the performance validation. The standard of success was that 90% of the students would score a 90% or higher. The standard was met.

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

Students performed this task quite well and communicated well with their 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.

Students have to be better with their math skills. Simple tasks of multiplication by 2 were very slow and difficult. Anytime math skills were presented, it appeared as though the students shut down. Including some simple problems as a take home math activity may need to be added to this course.

Outcome 4: Identify the importance of maintaining accurate patient records

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2012
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: Items will be 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: 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)
	2014	

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

# of students enrolled	# of students assessed
34	15

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.

Only students that completed the final exam were assessed.

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

All students that completed the final exam were assessed.

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

Multiple choice and true/false items on the final exam are 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**

The standard of success was that 80% or more of the students would correctly answer each question. The standard of success was not met as there was 1 question missed by more than 80% of the students and targeted for review.

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 in this course and subsequent courses, the students understand the importance of maintaining accurate patient records.

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.

Attention to detail and understanding of the law pertaining to dental records will continue to be stressed.

Outcome 2: Use various charting and record management techniques and systems.

- Assessment Plan
  - Assessment Tool: Final exam
  - Assessment Date: Spring/Summer 2012
  - Course section(s)/other population: all

- Number students to be assessed: all
- How the assessment will be scored: Items are 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: 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)
	2014	

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

# of students enrolled	# of students assessed
34	15

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.

Only students that completed the final exam were assessed.

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

All students that completed the final exam were included.

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

The final exam is scored in BlackBoard and an item analysis is 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 that 80% or more of the students would correctly answer each question. The standard of success was not met as there were 2 questions missed by more than 80% of the students and were targeted for review.

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

The accuracy and completeness of their charting appeared to be better than in years past.

- 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.

Critical thinking when viewing something different than what was presented in the book seemed to be an issue. They weren't able to view a charting symbol and work out what it might mean. This is difficult as many times they want black and white while trying to learn the material. However, they need to understand that there is more than one way to perform tasks. This will continue to be stressed and an additional lab activity of "thinking outside the box" may have to be added.

## II. Course Summary and Action Plans Based on Assessment Results

- 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?

There were no surprises. Once they are in a clinical setting, the material makes better sense to them and they can more easily relate.

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

The faculty meet frequently and will discuss student performance and the proposed action plan at our next meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: extend class session	Extend the course from a 5 week to a 7 1/2 week session.	Students will have additional time to absorb the material as well as apply the material in a clinical setting.	2015

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

---

### III. Attached Files

#### Assessment data

<b>Faculty/Preparer:</b>	Kristina Sprague	<b>Date:</b> 06/26/2014
<b>Department Chair:</b>	Connie Foster	<b>Date:</b> 07/17/2014
<b>Dean:</b>	Kristin Brandemuehl	<b>Date:</b> 07/18/2014
<b>Assessment Committee Chair:</b>	Michelle Garey	<b>Date:</b> 09/18/2014



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: DEN 120  
 Course Title: Oral Diagnosis  
 Division/Department Codes: Health and Applied Technologies

2. Semester assessment was conducted (check one):

- Fall 20\_\_  
 Winter 2010\_\_  
 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 application assignments

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.  
**The administration of the exam was changed for item analysis.**

5. Indicate the number of students assessed/total number of students enrolled in the course.  
**19 students completed the departmental exam and the practical exams/assignments. All were assessed.**
6. Describe how students were selected for the assessment.  
**All 19 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 exam was changed for item analysis.**

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

- Outcome #1 Identify terms and concepts related to the use of diagnostic tools.**  
**Outcome #2 Recognize and demonstrate the use of various charting and record management techniques and systems.**  
**Outcome #3 Identify the importance of obtaining and updating the patient's medical history.**  
**Outcome #4 Identify the importance of maintaining accurate patient records.**

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: 2 out of the 25 items were targeted for review (departmental exam)**  
**Outcome #2: 4 out of the 18 questions were targeted for review (departmental exam)**  
**Objective #2: 74% of the students scored higher than 80% overall (practical assignment)**  
**Objective #3: 100% passed at 95% or higher (practical assignment)**  
**Outcome #3: 100% passed at 96% or higher (practical exam)**  
**Outcome #4: 7 out of the 25 questions were targeted for review (departmental exam)**

**COURSE ASSESSMENT REPORT**

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.*

**Outcome #1:** Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.  
92% of the items were answered correctly by 80% or more of the students assessed.

**Outcome #2:** Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.  
78% of the items were answered correctly by 80% or more of the students assessed.  
74% of the students scored higher than 80% overall on the practical assignments.  
(Obj. #2)  
100% of the students passed at 95% or higher on the practical assignment. (Obj. #3)

**Outcome #3:** Standard to be used is 90% students pass on first attempt on the performance validations and standard to be used for final exam is 80% for each item. Items with scores lower than 80% will be targeted for review.  
100% passed at 96% or higher (Performance Validation)  
92% of the items were answered correctly by 80% or more of the students assessed.

**Outcome #4:** Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.  
72% of the items were answered correctly by 80% or more of the students assessed.

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

**Strengths:** It was found that students were able to successfully identify terms and concepts related to oral diagnosis and obtain and record vital signs as demonstrated in their final exam and performance validation scores.

**Weaknesses:** It was found that students were weak in recognizing and demonstrating charting techniques and systems as demonstrated both on their final exam and assignments. They were also weak in identifying the importance of maintaining accurate patient records as demonstrated on their final exam scores.

**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. **Additional time/assignments will need to be allocated /given for more application of the charting techniques/methods. It would also be beneficial to have a rubric when grading the assignments to better assess where the students are struggling. Currently points are taken off for each error rather than it being broken down into accuracy, attention to detail, and being legible.**

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:

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

Change/rationale:

- e. [X] Course assignments

Change/rationale: a rubric will be created to better assess the students' areas of weakness.

- f. [ ] Course materials (check all that apply)

- [ ] Textbook
[ ] Handouts
[ ] Other:

- g. [ ] Instructional methods

Change/rationale:

- h. [X] Individual lessons & activities

Change/rationale: additional activities will be assigned to further assess knowledge prior to clinic

- 3. What is the timeline for implementing these actions? To be completed prior to the next course offering in the Winter of 2011.

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.

While the tools used accurately identified weaknesses and strengths, it was found that an additional rubric would be beneficial.

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments. As previously mentioned, a rubric will be created.

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

All [x] Selected [ ]

If "All", provide the report date for the next full review: Winter 2013

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

Submitted by:

Print: Kristina Sprague
Faculty/Preparer

Signature: [Handwritten Signature]

Date: 4/29/10

Print: Connie Foster
Department Chair

Signature: [Handwritten Signature]

Date: 4/29/10

Print: Granville Lee
Dean/Administrator

Signature: [Handwritten Signature]

Date: 5/2/10