

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	107	DEN 107 01/07/2015-Oral Anatomy
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 intraoral and extraoral structures of the head and neck including bones, muscles, and tissue.

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Winter 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer key, followed by item analysis
 - Standard of success to be used for this assessment: 80% of students will answer each item correctly and 80% of the students to receive 80% overall.
 - Who will score and analyze the data: DA Faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
55	55

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

All students that took the written final were assessed.

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

All students were assessed.

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

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

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

Met Standard of Success: No
2012- 57% passed overall with 80% or higher on the first attempt.
2013- 76% passed overall with 80% or higher on the first attempt.
2014- 89% passed overall with 80% or higher on the first attempt.
Overall 75% passed on first attempt. Standard of success was 80%

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

Students have continued to perform well in identifying intraoral and extraoral structures one on one with the instructor during a performance validation. Test scores on their written final have improved each year over the past 3 years.

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.

Written Final:
While overall our standard of success was not met when considering the last 3 years, each year student performance on the written final has improved. If you consider 2014 alone, our standard of success was met. Additional time allocated to the topics students struggle with, along with individualized attention, will continue to be our focus. There were 6 questions on the written final targeted for review. These questions will be reviewed for content and either rewritten or

content will be added for better student understanding.

Practical Exam:

The clinical validations appear to be effective in assessing the student's ability to identify intraoral and extraoral structures. Whether the students retain that information and apply this knowledge will be determined in DEN 128. Radiographic interpretation validation results in DEN 128 will be closely monitored.

Outcome 1: Identify intraoral and extraoral structures of the head and neck including bones, muscles, and tissue.

- Assessment Plan
 - Assessment Tool: Practical exam
 - Assessment Date: Winter 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed checklist identifying anatomical structures.
 - Standard of success to be used for this assessment: 90% students will pass on first attempt.
 - Who will score and analyze the data: DA Faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
55	55

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

All students that took the clinical validations 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 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

2012- 100% passed overall with 80% or higher on the first attempt.

2013- 95% passed overall with 80% or higher on the first attempt.

2014- 100% passed overall with 80% or higher on the first attempt.

Overall 96% passed on first attempt. Standard of success was 90%

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

Students have continued to perform well in identifying intraoral and extraoral structures one on one with the instructor during a performance validation. Test scores on their written final have improved each year over the past 3 years.

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.

Written Final:

While overall our standard of success was not met when considering the last 3 years, each year student performance on the written final has improved. If you consider 2014 alone, our standard of success was met. Additional time allocated to the topics students struggle with, along with individualized attention, will continue

to be our focus. There were 6 questions on the written final targeted for review. These questions will be reviewed for content and either rewritten or content will be added for better student understanding.

Practical Exam:

The clinical validations appear to be effective in assessing the student's ability to identify intraoral and extraoral structures. Whether the students retain that information and apply this knowledge will be determined in DEN 128. Radiographic interpretation validation results in DEN 128 will be closely monitored.

Outcome 2: Identify systems for annotating tooth surfaces, and classifying cavities and occlusion/malocclusion.

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

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
55	55

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

All students that took the written final exam were assessed.

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

All students were assessed.

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

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

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

Met Standard of Success: No

2012- 57% passed overall with 80% or higher on the first attempt.

2013- 76% passed overall with 80% or higher on the first attempt.

2014- 89% passed overall with 80% or higher on the first attempt.

Overall 75% passed on first attempt. Standard of success was 80%

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

Students have continued to perform well in identifying tooth surface annotation and cavity classification and occlusion/malocclusion one on one with the instructor during a performance validation. Test scores on their written final have improved each year over the past 3 years.

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.

While overall our standard of success was not met, when considering the last 3 years, each year student performance on the written final has improved. If you consider 2014 alone, our standard of success was met. Additional time allocated to the topics students struggle with, along with individualized attention, will continue to be our focus. There were 6 questions on the written final targeted for review. These questions will be reviewed for content and either rewritten or content will be added for better student understanding.

Outcome 2: Identify systems for annotating tooth surfaces, and classifying cavities and occlusion/malocclusion.

- Assessment Plan
 - Assessment Tool: Practical exam
 - Assessment Date: Winter 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed checklist identifying anatomical structures.
 - Standard of success to be used for this assessment: 90% of students will pass on first attempt.
 - Who will score and analyze the data: DA Faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013, 2012, 2014		

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

# of students enrolled	# of students assessed
55	55

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

All students that took the validations 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 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

2012- 100% passed on first attempt.

2013- 95% passed on first attempt.

2014- 100% passed on first attempt.

Overall 96% passed on first attempt. Standard of success was 90%

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

Students have continued to perform well in identifying tooth surface annotation and cavity classification and occlusion/malocclusion one on one with the instructor during a performance validation. Test scores on their written final have improved each year over the past 3 years.

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.

While overall our standard of success was not met, when considering the last 3 years, each year student performance on the written final has improved. If you consider 2014 alone, our standard of success was met. Additional time allocated to the topics students struggle with, along with individualized attention, will continue to be our focus. There were 6 questions on the written final targeted for review. These questions will be reviewed for content and either rewritten or content will be added for better student understanding.

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 weekly quizzes, additional time spent on topics students were struggling with, and individualized

time spent with the students, have increased student performance over the past 3 years.

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.

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?
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III. Attached Files

[DEN 107 Validation 1](#)

[DEN 107 Validation 2](#)

[DEN 107 Validation 3](#)

Faculty/Preparer: Kristina Sprague **Date:** 01/08/2015
Department Chair: Connie Foster **Date:** 01/09/2015
Dean: Kristin Brandemuehl **Date:** 01/09/2015
Assessment Committee Chair: Michelle Garey **Date:** 02/11/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: DEN 107
 Course Title: Oral Anatomy
 Division/Department Codes: MSH

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

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.
 Frequently missed questions were reviewed/altered from previous assessment.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 39 students – 19 from Fall 2010 and 20 from Fall 2011

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

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Additional classroom time was spent on identifying structures of the teeth.

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

Outcome #1	Identify intraoral and extraoral structures of the head and neck including bones, muscles, and tissue.
Outcome #2	Identify systems for annotating tooth surfaces, and classifying cavities and occlusion/malocclusion.

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

Outcome #1	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. Standard to be used for the performance validations is 90% ^{of} students pass on first attempt. X
Outcome #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. Standard to be used for the performance validations is 90% ^{of} students pass on first attempt. X

COURSE ASSESSMENT REPORT

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

Outcome #1 3 out of 33 items were targeted for review (department exam)
 97% of the students passed on the first attempt (practical exam)
 Benchmark was met

Outcome #2 4 out of 23 items were targeted for review (department exam)
 97% of the students passed on the first attempt (practical exam)
 Benchmark was met

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

Strengths: Given the scores on the practical exams, students have mastered identifying intraoral and extraoral structures as well as tooth identification and nomenclature. The departmental exam scores indicate the students have a basic understanding of structures and nomenclature.

Weaknesses: The frequently missed questions on the departmental exam indicate the students have not sufficiently mastered the identification enough in order to critically think through the test questions.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

All questions targeted for review will be discussed in a faculty meeting. The department will work on adding case studies to the modules and discussing them further in class.

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. 1st Day Handouts
 Change/rationale:

e. Course assignments
 Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **DEN 107**
 Course Title: **Oral Anatomy**
 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 multiple choice exam, there was clarification of the wording. The administration of the test was changed to allow for item analysis.

5. Indicate the number of students assessed/total number of students enrolled in the course.
There were 20 students enrolled.

6. Describe how students were selected for the assessment.
All 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 intraoral and extraoral structures of the head and neck including bones, muscles, and tissue.**

 2. **Identify systems for annotating tooth surfaces, and classifying cavities and occlusion/malocclusion.**

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:	4 out of 29 items were targeted for review (departmental exam) 95% of the students passed on the first attempt. (practical exam)
Outcome 2:	7 out of 31 items were targeted for review (departmental exam) 90% of the students passed on the first attempt. (practical 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.*

1. **Outcome 1: 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. Standard to be used for the performance validations is 90% students pass on first attempt.**
2. **Outcome 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. Standard to be used for the performance validations is 90% students pass on first attempt.**

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

Strengths: A majority of the students mastered identifying intraoral and extraoral structures as well as tooth identification and nomenclature of the practical exams. The departmental exam demonstrated that the students had a basic understanding of intraoral and extraoral structures of the head and neck.

Weaknesses: The departmental exam demonstrated that the students had not sufficiently mastered the identification of some of the structures of the teeth.

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 test the level of comprehension and better prepare students for the final

Additional classroom experience or discussion will be added.

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. 1st Day Handouts
Change/rationale:

e. Course assignments **As mentioned above, the post tests and final will be revised.**

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.**

