

**Course Assessment Report
Washtenaw Community College**

| Discipline | Course Number | Title |
|--------------------------------------|---------------|---------------------------------------|
| Dental Assisting | 204 | DEN 204 09/17/2013-Advanced Functions |
| 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: Recognize theory and concepts previously tested through Dental Assisting National Board (DANB) CDA exam, or prior course work.

- Assessment Plan
 - Assessment Tool: Item analysis of student responses to multiple-choice items
 - Assessment Date: Winter 2009
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who 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) |
|-----------------------------|-------------------------------|------------------------------|
| 2012 | | 2012 |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 31 | 31 |

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

| |
|-----------------------------|
| All students were assessed. |
|-----------------------------|

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

Students included were on-campus students in Spring/Summer as well as our MM section in the Fall.

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. Questions with lower than 85% of the class answering them correctly were targeted for review.

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 indicated 85% for each item. For the Spring/Summer class, 28 out of 76 items were targeted (37%). For the Fall class, 32 out of 76 items were targeted (42%). The standard of success appears to be 0 items would be targeted thus 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.

Students have performed well with general chairside questions (dental materials, medical emergencies, infection control, legal aspects, etc.).

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.

Oral anatomy/pathology questions were commonly missed. We have since added an additional validation form for intraoral/extraoral identification as well as added questions to both the oral anatomy and pathology review tests within the course.

Outcome 2: Identify the legally delegable functions and procedures of the RDA in the State of Michigan as outlined in the Administrative Rules of the Michigan Board of Dentistry.

- Assessment Plan
 - Assessment Tool: Item analysis of student responses to multiple-choice items

- Assessment Date: Winter 2009
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who 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) |
|-----------------------------|-------------------------------|------------------------------|
| 2012 | | 2012 |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 31 | 31 |

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

All students were assessed.

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

Students included were on-campus students in Spring/Summer as well as our MM section in the Fall.

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. Questions with lower than 85% of the class answering them correctly were targeted for review.

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 indicated 85% for each item. For the Spring/Summer

class, 24 out of 62 items were targeted (38%). For the Fall class, 28 out of 62 items were targeted (45%). The standard of success appears to be 0 items would be targeted thus our 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.

Students easily identify the delegable functions for the RDA.

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 need a better understanding of what is involved in each of the delegable functions. The focus up until this course has been the role of the dental assistant. In this course, the students assume the role of the operator and need a better grasp of how to evaluate their final product.

Outcome 3: Master clinical skills necessary for the Michigan Registered Dental Assistant (RDA)Board Examination.

- Assessment Plan
 - Assessment Tool: Review of performance ratings using performance evaluation criteria
 - Assessment Date: Winter 2009
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who 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) |
|-----------------------------|-------------------------------|------------------------------|
| 2012 | | 2012 |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 31 | 31 |

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

All students were assessed.

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

Students included were on-campus students in Spring/Summer as well as our MM section in the Fall.

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

The assessment tool is a criteria-based evaluation form scored as pass/fail.

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

For the Spring/Summer class, 12 out of 19 or 63% passed on their 1st attempt (100% of this class passed after the second attempt). For the Fall class, 10 out of 12 or 83% passed on their 1st attempt (100% of this class passed after the second attempt). The standard of success was 90% of the students will pass on their first attempt. 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.

While several students had to retake a portion of the clinical final, 100% of the students passed on their second attempt. The assessment results do not reflect the results of the Michigan RDA exam, however 96% of the students that took the RDA exam passed all 3 sections.

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.

Since this offering, an additional activity has been added to the course. This activity provides the opportunity for students to review the RDA exam criteria and evaluate examples of dental dam placement, temporary crowns and amalgam restorations.

Outcome 4: Achieve laboratory or clinical competency in all the legally delegable functions and procedures of the RDA in the State of Michigan as outlined in the Administrative Rules of the Michigan Board of Dentistry.

- Assessment Plan
 - Assessment Tool: Review of performance ratings using performance evaluation criteria
 - Assessment Date: Winter 2009
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who 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) |
|-----------------------------|-------------------------------|------------------------------|
| 2012 | | 2012 |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 31 | 31 |

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

All students were assessed.

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

Students included were on-campus students in Spring/Summer as well as our MM section in the Fall.

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

The assessment tool is a criteria-based validation form scored as pass/fail.

- 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 from both classes passed all the validations.

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

Students are highly successful in the completion of the laboratory and clinical validations in the course.

- 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.

Validation submissions will continue to be monitored by the faculty and additional opportunities for laboratory/clinical time will be provided as necessary.

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?

The written final has always been challenging. We require that students pass the final at 85%. The RDA exam must be passed at 75%. This is a capstone course and the final is very comprehensive. Test anxiety certainly plays a role in the students' scores.

The students difficulty in transitioning from the role as the assistant to that of the operator was brought to light with the results from the written final as well.

- 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 these assessment results will be the topic of discussion at the next meeting.

3.

Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|-----------------|--|---|---------------------|
| Assessment Tool | The targeted items on the written final will be reviewed by the faculty as well as the advisory committee members. At our most recent advisory committee meeting, it was decided by members and faculty that the written final must be reflective of the grading scale of the course rather than the elevated 85%. | The passing score for the final would still be elevated from that of the Michigan RDA exam which must be passed at 75%. We anticipate this will result in less student confusion and anxiety. | 2014 |

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

III. Attached Files

[S/S 2012 data](#)

[Fall 2012 data](#)

[Clinical final evaluation](#)

Faculty/Preparer: Kristina Sprague **Date:** 01/29/2014

Department Chair: Connie Foster **Date:** 01/31/2014

Dean: Martha Showalter **Date:** 02/28/2014

Assessment Committee Chair: Michelle Garey **Date:** 03/21/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
Course Discipline Code and Number: **DEN 204**
Course Title: **Advanced Functions**
Division/Department Codes: **Health and Applied Technologies (HAT)**

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 20__
 Spring/Summer 20__08__

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 29 students enrolled in 2 sections and all students were assessed.

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.
Additional on-campus time was allotted for MM1 students to practice skills/functions that will be tested on their RDA Licensing exam.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 - a. **Recognize theory and concepts previously tested through Dental Assisting National Board (DANB) CDA exam, or prior course work.**

 - b. **Identify the legally delegable functions and procedures of the RDA in the State of Michigan as outlined in the Administrative Rules of the Michigan Board of Dentistry.**

 - c. **Master clinical skills necessary for the Michigan Registered Dental Assistant (RDA) Board Examination.**

 - d. **Achieve laboratory or clinical competency in all the legally delegable functions and procedures of the RDA in the State of Michigan as outlined in the Administrative Rules of the Michigan Board of Dentistry.**

COURSE ASSESSMENT REPORT

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

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale: An additional amalgam validation will be required using the RDA exam model with the RDA Exam criteria. Rationale: It was determined that students need additional hands-on experience completing an amalgam restoration using the RDA exam model.

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.**

3. What is the timeline for implementing these actions? **Changes to the multiple choice questions were addressed immediately. Additional classroom time will be allocated beginning with the Fall 2008 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.

The Assessment tools for Outcomes 1-3 were effective in measuring student achievement. As mentioned previously, an identifiable standard of success will need to be better defined for Outcome 4.

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: Kathleen Leebow Date: 9/12/08
Print/Signature

Department Chair: Anne Lutz Date: 9/15/08
Print/Signature

Dean: [Signature] Date: 9/15/08
Print/Signature