

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	230	DEN 230 05/03/2022- Alternative Dental Assisting Education Project
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Kristina Sprague
Date of Last Filed Assessment Report		10/22/2018

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 Through Spring/Summer 2018

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

Students met the standard of success with regards to their clinical, laboratory and radiography skills. Some students struggled with summarizing their office visitations. The transition from communicating with patients to dental professionals was a challenge for some students.

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

Rubrics with clear expectations for all assignments were created. These included not only the written assignments but evaluation forms for the laboratory assignments as well. Outcome language was changed to better reflect the needs of the students and the image of a professional member of the dental health team. These changes were implemented immediately.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate skills in the following areas: Clinical, Laboratory, Radiography.

- Assessment Plan
 - Assessment Tool: Clinical Evaluation Form

- Assessment Date: Fall 2021
- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Departmental rubric
- Standard of success to be used for this assessment: 90% of students will score 85% or higher
- Who will score and analyze the data: Course instructors

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)
2021, 2020, 2019	2021, 2020, 2019	2019

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

# of students enrolled	# of students assessed
62	59

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 assessment 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 from each section were assessed.

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

An evaluation form is used indicating a list of criteria for each project. A numerical score is attained from evaluating each individual criterion.

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 2019 – 12/12 students (100%) scored 85% or higher.

Spring/Summer 2019 – 2/2 students (100%) scored 85% or higher.

Fall 2019 – 10/10 students (100%) scored 85% or higher.

Winter 2020 – 9/9 students (100%) scored 85% or higher.

Fall 2020 – 9/9 students (100%) scored 85% or higher.

Winter 2021 – 9/9 students (100%) scored 85% or higher.

Fall 2021 – 8/8 students (100%) scored 85% or higher.

Overall - 100% of the students that completed the assessment passed or scored at least 85% or higher.

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

Student laboratory projects have improved due to the clear expectations of the evaluation forms. Faculty also have reference tools in which to comment on student performance. Clinical evaluations are reflective of an assistant employed in the office.

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.

Radiography evaluations still pose difficulty given that the dentist/employer has deemed them diagnostically acceptable. Additional material for both extraoral and intraoral imaging with regards to errors and corrections will be added.

Outcome 2: Develop a portfolio that is a reflection of a professional member of the dental health team.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Fall 2021
 - 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% of students will score 85% or higher
- Who will score and analyze the data: Course instructors

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)
2021, 2020, 2019	2021, 2020, 2019	2019

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

# of students enrolled	# of students assessed
62	60

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 assessment 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 from each section were assessed.

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

A scoring rubric is used indicating a list of objectives for this assignment. A numerical score is attained from evaluating each individual criterion.

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 2019 – 12/12 students (100%) scored 85% or higher.
 Spring/Summer 2019 – 2/2 students (100%) scored 85% or higher.
 Fall 2019 – 10/10 students (100%) scored 85% or higher.

Winter 2020 – 8/9 students (89%) scored 85% or higher.

Fall 2020 – 9/9 students (100%) scored 85% or higher.

Winter 2021 – 8/9 students (89%) scored 85% or higher.

Fall 2021 – 9/9 students (100%) scored 85% or higher.

58/60 students (97%) that completed the assessment passed or scored 100%.

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

Students have successfully outlined their professional achievements in their portfolio projects. Their portfolios can be used not only for interviewing for future employment but to document their continuing education for licensure.

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 order to continue to stress attention to detail, the example CV will be updated and an editing assignment will be added.

Outcome 3: Evaluate office policies/procedures and align with best practices.

- Assessment Plan
 - Assessment Tool: Discussion boards and journals
 - Assessment Date: Fall 2021
 - 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% of the students will score 85% or higher
 - Who will score and analyze the data: Course instructors
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)
2021, 2020, 2019	2021, 2020, 2019	2019

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

# of students enrolled	# of students assessed
62	60

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 assessment 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 from each section were assessed.

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

A scoring rubric is used indicating a list of objectives for this assignment. A numerical score is attained from evaluating each individual criterion.

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 2019 – 12/12 students (100%) scored 85% or higher.

Spring/Summer 2019 – 2/2 students (100%) scored 85% or higher.

Fall 2019 – 10/10 students (100%) scored 85% or higher.

Winter 2020 – 9/9 students (100%) scored 85% or higher.

Fall 2020 – 9/9 students (100%) scored 85% or higher.

Winter 2021 – 9/9 students (100%) scored 85% or higher.

Fall 2021 – 9/9 students (100%) scored 85% or higher.

100% of the students that completed the assessments scored 85% or higher.

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

Students have clearly outlined deficiencies in their practice with regards to infection prevention and professionalism as well as areas in which the office has excelled.

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 assignment will be updated in an effort to narrow the focus. Students have included policies that do not reflect professionalism or infection prevention.

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.

Student laboratory projects have improved due to the clear expectations of the evaluation forms. Faculty have also used these as reference tools in which to comment on student performance.

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?

This course fulfills the requirements set forth by our accrediting body for graduates of an accredited program. By completing this course and DEN 204, students are eligible for their licensing exam. Nothing in the course assessment surprised the faculty. We keep a close eye on student progress.

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

The two full-time faculty members were both involved in the assessment process and action plan. The action plan will be further discussed in the next faculty meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
-----------------	---------------------------	-----------	---------------------

Course Assignments	Additional assignments evaluating radiographs and editing written communication will be added.	These assignments will be added in an effort to improve student self-evaluation.	2022
--------------------	--	--	------

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

6.

III. Attached Files

[DEN 230 Assessment Data](#)

Faculty/Preparer: Kristina Sprague **Date:** 05/03/2022
Department Chair: Kristina Sprague **Date:** 05/03/2022
Dean: Shari Lambert **Date:** 05/18/2022
Assessment Committee Chair: Shawn Deron **Date:** 10/19/2022

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	230	DEN 230 09/25/2018- Alternative Dental Assisting Education Project
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kristina Sprague
Date of Last Filed Assessment Report		09/19/2014

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate skills in the following areas: Clinical, Laboratory, Radiography.

- Assessment Plan
 - Assessment Tool: student performance ratings
 - Assessment Date: Fall 2016
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Performance evaluations are rated on a pass/fail basis using a list of criteria (rubric).
 - Standard of success to be used for this assessment: Standard to be used is 90% of students will pass.

- Who will score and analyze the data: Faculty assigned to the course will 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	2017, 2016	2018, 2017, 2016

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

# of students enrolled	# of students assessed
75	75

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

All students that completed the assignments 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 sections were included.

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

An evaluation form is used indicating a list of criteria for each project.

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
 Performance evaluations were completed on student's laboratory and radiography projects as well as their clinical skills. 100% of the students that completed all the activities passed. The standard of success was 90% of the students would pass.

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

All of the students have been assisting for at least 2 years. They also have to be employed in an office. These facts alone speak to their level of achievement.

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 students are performing well as reflected through their evaluations, defining "clinically acceptable" according to the evaluation tools rather than the individual employers/dentists perception will continue to be stressed.

Outcome 2: Observe and summarize activities in two dental specialty practices.

- Assessment Plan
 - Assessment Tool: student report ratings
 - Assessment Date: Fall 2016
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Student assignment is rated on a pass/fail basis using a list of criteria as well as departmentally-developed rubric.
 - Standard of success to be used for this assessment: 90% of students will pass.
 - Who will score and analyze the data: Faculty assigned to teach the course will 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	2017, 2016	2018, 2017, 2016

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

# of students enrolled	# of students assessed
75	75

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 the students that completed the assignment were assessed.

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

Students from all sections were assessed.

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

The paper is scored using a departmentally-developed rubric. The rubric outlines a list of criteria that is scored as either 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

Overall 74% of the students passed the assignment. The highest pass rate was 83% and the lowest pass rate was 57%. The standard of success was 90% will pass.

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

While the students are not initially positive about having to take the time to visit a specialty practice, they gain great insight in patient management, office organization and clinical practice from a different perspective.

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 the students are able to express the takeaway from the visit, they are not able to present the information in a professionally written paper. They are not in the habit of using appropriate dental terminology, talking with patients all day and not having completed formal dental education up until this point. In the future a rough draft will be required and we will work on improving their writing.

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.

2.

3. 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 surprised us given the assessment tools outlined in the Master Syllabus. Through the years we have continued to improve this course and it is not reflected in the current Master Syllabus. The Master Syllabus will be updated and changes will be made to the outcomes, objectives and assessment tools.

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

The action plan has been discussed at multiple program meetings.

- 5.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Changes to include: Develop a portfolio that is a reflection of a professional member of the dental health team. Evaluate office policies/procedures and align with best practices.	Changes to the outcomes will better reflect the needs of the students and an image of professional member of the dental health team.	2019
1st Day Handout	In both the first day handout and the instructions for the laboratory assignment, students will be reminded that their work will be evaluated by the faculty using the evaluation form,	Students need clarification on the expectations.	2019

	rather than their dentist/employer.		
--	--	--	--

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

7.

III. Attached Files

[Assessment Data](#)

Faculty/Preparer: Kristina Sprague **Date:** 09/27/2018
Department Chair: Kristina Sprague **Date:** 09/27/2018
Dean: Valerie Greaves **Date:** 09/28/2018
Assessment Committee Chair: Shawn Deron **Date:** 10/22/2018

Course Assessment Report
 Washtenaw Community College

Discipline	Course Number	Title
Dental Assisting	230	DEN 230 06/23/2014- Alternative Dental Assisting Education Project
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: Demonstrate skills in the following areas: Clinical, Laboratory, Radiography

- Assessment Plan
 - Assessment Tool: Review of student performance ratings using rubric.
 - 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)
2013	2014	

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

# of students enrolled	# of students assessed
21	20

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

All students that completed the course 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 in the 2 semesters that completed the course were assessed.

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

Projects were scored using a departmentally-developed performance evaluation. Students are evaluated on a pass/fail basis using a list of criteria.

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

90% of the students passed all projects needed to complete the course. This was the standard of success for the course and it was met.

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

With the exception of model trimming, students have a clear understanding of the criteria needed in order to produce clinically acceptable projects in this course.

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.

Model trimming is a weakness for the students, as they do not trim models in their offices to the specifications required for this course. Unfortunately, many often do not even have the proper equipment in their offices of employment.

Outcome 2: Observe and summarize activities in two dental specialty practices.

- Assessment Plan
 - Assessment Tool: Review of student report ratings, using rubric.
 - 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)
2013	2014	

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

# of students enrolled	# of students assessed
21	20

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

All students that completed the course 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 in the 2 semesters that completed the course were assessed.

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

Projects were scored using a departmentally-developed rubric. The student is evaluated on a pass/fail basis using a list of criteria.

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
 85% of the students passed this assessment. The standard of success to be used is 90% of the students will pass. 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.

Students enjoy the experience and paint a vivid picture of their visitation.

- 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.

It is often difficult for the on-the-job trained dental assistant to transition from language used when talking to their patient chairside versus writing a academic paper. The assignment is clearly outlined however, use of basic spelling/grammar check is not utilized.

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?

This course allows for feedback from their dentist employer that may not be provided otherwise. It also allows the students to look more critically at the duties they are performing on a daily basis. Model trimming and writing papers continue to be difficult for students.

- 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 have discussed student performance and an action plan prior to and while completing this assessment.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Students will be required to submit a rough draft of their first specialty office visitation paper.	This will provide feedback to the student and will hopefully allow them to better prepare for a college writing assignment.	2014

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

III. Attached Files

Rubric for paper
Office visitation paper

Faculty/Preparer:	Kristina Sprague	Date: 06/23/2014
Department Chair:	Connie Foster	Date: 07/17/2014
Dean:	Kristin Brandemuehl	Date: 07/18/2014
Assessment Committee Chair:	Michelle Garey	Date: 09/18/2014

