

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	202	DEN 202 11/01/2022- Advanced Clinical Practice
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer	Jodi Neuman	
Date of Last Filed Assessment Report	01/09/2017	

**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

Yes, 2016

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

The course standards of success were met. The faculty felt the course was meeting the needs of the students and working well the way it was.

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

There were no intended changes from the last report.

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

Outcome 1: Assist in more complex clinical and dental specialty procedures.

- Assessment Plan
  - Assessment Tool: Student performance ratings checklist
  - Assessment Date: Fall 2019
  - Course section(s)/other population: all
  - Number students to be assessed: all

- How the assessment will be scored: Clinical evaluations are rated with numerical scores based on a departmental rubric. Scores are added to obtain a total.
- Standard of success to be used for this assessment: 90% of students will earn an overall average of 85% on the clinical evaluation.
- 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)
		2022, 2021, 2020

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

# of students enrolled	# of students assessed
17	17

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.

All students were assessed in this course.

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

A clinical evaluation filled out by the dentist and staff at the student's clinical sites are used for this assessment tool. The evaluation is based off a score of 0, 1, 2, or 3 for each category and totals 156 points. 0= student does not meet stated criteria, 1= student requires assistance to meet stated criteria, 2= student meets most of the stated criteria without assistance and 3= students meets stated criteria and is able to function as an entry level dental assistant. We call it a clinical evaluation, not a student performance ratings checklist.

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

Students are well prepared and do very well meeting the criteria, often times obtaining 100% on the evaluation. The standard of success was met for each year assessed.

2020 - Standard of success: 90% of students will earn an overall average of 85% on the Clinical Evaluation. 100% of students met this. 5/5 students met this.

2021 - Standard of success: 90% of students will earn an overall average of 85% on the Clinical Evaluation. 100% of students met this. 4/4 students met this.

2022 - Standard of success: 90% of students will earn an overall average of 85% on the Clinical Evaluation. 100% of students met this. 8/8 students met this.

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

This is the student's last semester of the program and the last portion of their clinical experiences. By this point the students are typically where they need to be or excelling. The students are more than capable to assist in more complex clinical and dental specialty procedures and are ready for entry-level employment with their skill level. Many of the students are hired from these clinical rotations.

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.

Last assessment we were working on emotional intelligence and professionalism. We have added various activities, exercises, assignments, etc. throughout the curriculum to account for this and we are seeing the difference.

Outcome 2: Demonstrate effective written and oral communication skills in a variety of dental settings.

- Assessment Plan
  - Assessment Tool: Written communications and case study
  - Assessment Date: Fall 2019
  - Course section(s)/other population: All
  - Number students to be assessed: All

- How the assessment will be scored: Student assignments are scored using a departmentally-developed rubric.
- Standard of success to be used for this assessment: 85% of the students will pass at 80% or higher.
- 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)
		2022, 2021, 2020

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

# of students enrolled	# of students assessed
17	17

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.

All students were assessed in this course.

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

Part 1) The students write weekly journals that are scored with a departmentally-developed rubric. Students receive 15 total points for each journal, 5 points for spelling and grammar, 5 points for being clear and concise, and 5 points for focus on the topic.

Part 2) The students write case studies that are scored with a departmentally-developed rubric (attached) with a total possible score of 30 points.

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

Case studies are part of a class that comes before this one (DEN 130). We allow a rough draft in DEN 130 and recommend the writing center if needed. So, by the time the students write case studies for this course they have worked the kinks out. Also, I have changed the format of the case study to accommodate different writing styles such as, narrative, Q and A or straight case study. This allows the students to have come writing freedom. The students scored well and met the standard of success. For journals, same thing. This is an elevated assignment from DEN 130. Unlike the freedom created for the case studies, we found that if we give them certain topics and questions to answer, they can stay on task better than letting them free write. The standard of success was also met for the journals.

2020 - Standard of success: 85% of the students will pass at 80% or higher. 100% of students met this for both the case studies and journals. 5/5 students met this.

2021 - Standard of success: 85% of the students will pass at 80% or higher. 100% of students met this for the journals for both rotations. 4/4 students met this. 100% of students met this for the first case study. 4/4 students met this. 75% students met this for the 2nd case study. 3/4 students met this.

2022 - Standard of success: 85% of the students will pass at 80% or higher. 100% of students met this for the journals for both rotations. 4/4 students met this. 100% of students met this for the first case study. 8/8 students met this. 87% students met this for the 2nd case study. 7/8 students met this.

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

The students are doing well overall with their case studies, journals (written) and discussion boards (previously called oral communication). I believe having them do a similar assignment in the preceding course DEN 130 with the option of a rough draft and a visit to the writing center if needed has set them up for success. Also, changing the guidelines of the case study to allow for more writing freedom and narrowing the topics in the journals has also helped students be successful.

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.

I think these assignments are ever evolving to not only meet the needs of our students but our field.

Outcome 2: Demonstrate effective written and oral communication skills in a variety of dental settings.

- Assessment Plan
  - Assessment Tool: Oral report
  - Assessment Date: Fall 2019
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Report is scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 85% of the students will pass at 80% or higher.
  - 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)
		2022, 2021, 2020

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

# of students enrolled	# of students assessed
17	17

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.

All students were assessed in this course.

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

Since this course was last assessed and the master syllabi was updated, we have changed this tool. It is no longer an oral report but a teaching and learning discussion board and a demographics discussion board. The teaching and learning discussion board is just what it sounds like – the students must share (“teach”) something they have learned at their clinical sites that they did not learn in the

program. This allows them to teach us and their classmates and also gives us ideas of what to incorporate into the program. The demographics discussion board allows them to share about their clinical sites. Information such as where the clinical site is located, age, sex, race, socioeconomic status, etc, of the patients the clinic sees, the staff education and training, and so on. We found this works really well and they share more than they would have in an oral report. We put oral reports in other places in the curriculum. The master syllabus update will be completed to reflect these changes. Also, this is a pass/fail so the assessment standard of success, was met as they all “passed”, but not as the wording is stated.

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

The students excel at this assignment and the standard of success was met because they all passed. However, the standard of success is listed as 85% of students will score 80% or higher. Since this is a pass/fail assignment, this standard is not applicable. The wording in the master syllabus will be updated and this will no longer be used as an assessment tool.

2020 - 4/4 (100%) met the standard.

2021 - 5/5 (100%) met the standard.

2022 - 8/8 (100%) met the standard.

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

The students are doing well overall with their case studies, journals (written) and discussion boards (previously called oral communication). I believe having them do a similar assignment in the preceding course DEN 130 with the option of a rough draft and a visit to the writing center if needed has set them up for success. Also, changing the guidelines of the case study to allow for more writing freedom and narrowing the topics in the journals has also helped students be successful.

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.

I think these assignments are ever evolving to not only meet the needs of our students but our field.

Outcome 3: Explore life-long learning and community service opportunities within dentistry.

- Assessment Plan
  - Assessment Tool: Portfolio Project
  - Assessment Date: Fall 2019
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Student assignments are scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 85% of the students will pass at 85% or higher.
  - 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)
		2022, 2021, 2020

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

# of students enrolled	# of students assessed
17	17

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.

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 students complete a portfolio of their accomplishments and accolades. The portfolio includes a resume, CE, CPR, any additional certificates or training they

acquired during their education, volunteering, etc. Student assignments are scored using a departmentally-developed rubric.

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

The students work on this all year and submit at graduation. They typically do a great job!

2020 - Standard of success: 85% of the students will pass at 85% or higher. 100% of the students (5/5) scored 100%.

2021 - Standard of success: 85% of the students will pass at 85% or higher. 100% of the students (4/4) scored 100%.

2022 - Standard of success: 85% of the students will pass at 85% or higher. 100% of the students (8/8) 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 like seeing all of their accomplishments in a binder they can carry around. This assignment also "makes" them seek additional education and volunteering opportunities outside of what we require for the program. This helps to create (hopefully) lifelong learners and service-minded individuals.

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 project is due at the end of a very vigorous, stressful program. The students have a lot on their plate at the time this is due. Finals, board exams coming up, basically a whole year narrowed down to a few moments, so they are not always excited to complete this project. And, while they have had all year to work on this, many wait until the last semester and that adds stress to their lives. We have tried introducing the project earlier and earlier to the point that we do it at orientation for the program, but there has not been any difference. So I think if you asked our students if they liked this project they would say – NO. However, once they have everything in their binder (portfolio) they are proud! We've thought about moving the deadline, but it really is a summary of their year so that doesn't work. The last couple years I've asked the students what would make this project less stressful

and they have no answers either. Any suggestions would be greatly appreciated.

### 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.

As I mentioned before, in the last assessment, we were working on emotional intelligence and professionalism. We have added various activities, exercises, assignments, etc. throughout the curriculum to account for this and we are seeing the difference.

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?

The course is meeting the needs of the students and our profession. Often times the students are hired from the office that took them for this course.

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 will discuss the findings at our next meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We will change the wording and type of assessment tools we will be using. We use different names for tools now and have realized that some tools work better than others. Once the faculty discuss what changes we want to	Some of the assessment tools and language are out dated.	2023

	make, a master syllabus update will be completed.		
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5. Is there anything that you would like to mention that was not already captured?

6.
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### III. Attached Files

[DEN 202 Assessment Data](#)

**Faculty/Preparer:** Jodi Neuman **Date:** 11/01/2022  
**Department Chair:** Kristina Sprague **Date:** 11/01/2022  
**Dean:** Shari Lambert **Date:** 11/03/2022  
**Assessment Committee Chair:** Shawn Deron **Date:** 02/17/2023

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

Discipline	Course Number	Title
Dental Assisting	202	DEN 202 11/22/2016-Advanced Clinical Practice
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: Assist in more complex clinical and dental specialty procedures.

- Assessment Plan
  - Assessment Tool: Student performance ratings checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: Clinical evaluations are rated with numerical scores based on a departmental rubric. Scores are added to obtain a total.
  - Standard of success to be used for this assessment: 90% of students will earn an overall average of 85% on the clinical evaluation.
  - 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)
		2016, 2015, 2014

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

# of students enrolled	# of students assessed
42	41

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.

One student withdrew from DEN 202 in S/S 2015

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 course were assessed.

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

A clinical evaluation is used to evaluate student performance. Clinical evaluations are rated with numerical scores based on a departmental rubric. Scores are added to obtain a total.

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

In 2014, 88% of the students passed at 85% or higher. Standard of success was not met.

In 2015, 86% of the students passed at 85% or higher. Standard of success was not met.

In 2016, 90% of the students passed at 85% or higher. Standard of success was met.

Overall, for 2014-2016 -88% of the students passed at 85% or higher. 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.

The students are more than capable to assist in more complex clinical and dental specialty procedures and are ready for entry-level employment with their skill level.

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.

Professionalism and responsibility need to improve. Professionalism is stressed the entire semester. Each class in the program is allocated professionalism points. Arriving on time is included in these points. Points for responsibility are also included in DEN 130 which is the course that precedes DEN 202.

Emotional intelligence is one area that may need to be introduced earlier in the program. While we review their performance each semester before each clinical experience, it is from the faculty perspective. Self-awareness and self-regulation will be a key to their success.

Outcome 2: Demonstrate effective written and oral communication skills.

- Assessment Plan
  - Assessment Tool: Written communications and case study
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Student assignments are scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 85% of the students will pass at 80% or higher.
  - 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)
		2016, 2015, 2014

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

# of students enrolled	# of students assessed
42	41

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.

One student withdrew from DEN 202 in S/S 2015

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 course were assessed.

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

Student assignments are scored using a departmentally-developed rubric.

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

In 2014, 75% of the students passed at 80% or higher. Standard of success was not met.

In 2015, 86% of the students passed at 80% or higher. Standard of success was met.

In 2016, 81% of the students passed at 80% or higher. Standard of success was met.

Overall, for 2014-2016 -80% of the students passed at 85% or higher. 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.

The students are able to communicate orally their clinical experiences and teach their classmates about a new material/equipment/procedure that they experienced.

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 continue to struggle writing about their clinical experiences. They are able to effectively communicate via journals when they submit them. However, writing the case studies and effectively communicating the procedural steps and instruments used, they continue to struggle. Attention to detail such as grammar and spelling continue to be an issue. The faculty will continue to encourage the use of the writing center and implementation of a rough draft.

Outcome 2: Demonstrate effective written and oral communication skills.

- Assessment Plan
  - Assessment Tool: Oral report
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Report is scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 85% of the students will pass at 80% or higher.
  - 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)
		2016, 2015, 2014

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

# of students enrolled	# of students assessed
42	41

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.

One student withdrew from DEN 202 in S/S 2015

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 course were assessed.

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

The oral report is scored using a departmentally-developed rubric.

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

In 2014, 94% of the students passed at 85% or higher. Standard of success was met.

In 2015, 86% of the students passed at 85% or higher. Standard of success was met.

In 2016, 91% of the students passed at 85% or higher. Standard of success was met.

Overall, for 2014-2016 -90% of the students passed at 85% or higher. 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.

The students are able to communicate orally their clinical experiences and teach their classmates about a new material/equipment/procedure that they experienced.

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 continue to struggle writing about their clinical experiences. They are able to effectively communicate via journals when they submit them. However, writing the case studies and effectively communicating the procedural steps and instruments used, they continue to struggle. Attention to detail such as grammar and spelling continue to be an issue. The faculty will continue to encourage the use of the writing center and implementation of a rough draft.

## 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?

Yes, the faculty feel as though the course is meeting the needs of the student. The clinical experiences the students achieve through this course are invaluable. The support of the community is overwhelming. Students are many times hired through these rotations or through word of mouth. The fact that emotional intelligence was their stumbling block was enlightening. We had always labeled this behavior professionalism and spent time discussing characteristics of a professional. In the future, we will incorporate more self-reflection.

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 will discuss the findings at our next meeting.

3. Intended Change(s)

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

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

5.

### III. Attached Files

[Clinical Evaluation](#)

[Case Study](#)

[Assessment Data](#)

**Faculty/Preparer:** Kristina Sprague **Date:** 11/22/2016  
**Department Chair:** Connie Foster **Date:** 11/22/2016  
**Dean:** Valerie Greaves **Date:** 12/12/2016  
**Assessment Committee Chair:** Ruth Walsh **Date:** 01/09/2017

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	202	DEN 202 06/05/2013- Advanced Clinical Practice
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: Assist in more complex clinical and dental specialty procedures.

- Assessment Plan
  - Assessment Tool: Review of student performance ratings, using performance evaluation criteria.
  - Assessment Date: Spring/Summer 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

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

# of students enrolled	# of students assessed
19	19

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.
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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 included in the assessment.

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

Clinical evaluations are rated with numerical scores based on a departmental rubric. Scores are added to obtain a total.

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

18 out of 19 - 95% of the students passed both of their rotations at 85% or higher. The standard of success used for this assessment was 90% of the students will earn an overall average of 85% on the clinical evaluation. 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.

Students exceptional performance in their external clinical rotations indicate that they are well prepared.

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.

Upon reviewing the clinical evaluations, 2 areas stood out where students required assistance to meet the stated criteria.

1. Anticipates team/operator's needs
2. Manages time efficiently

The faculty feel that these two areas will continue to improve with more experience and working with the same doctor for an extended period of time. The students are certainly meeting the expectations of an entry level dental assistant and the faculty will continue to stress the importance of time management and anticipation.

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

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

This course meets the needs of the students by preparing them for entry level positions in a variety of dental settings upon completion of the program.

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

The faculty meet regularly and completed the assessment as a team.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Add an additional outcome	The students are not being assessed on their written and oral communication skills.	2014

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

## III. Attached Files

### [Clinical Evaluation](#)

**Faculty/Preparer:** Kristina Sprague

**Date:** 6/5/13

**Department Chair:** Connie Foster

**Date:** 6/9/13

**Dean:** Martha Showalter

**Date:** 6/13/13

**Assessment Committee Chair:** Michelle Garey

**Date:** 7/16/13

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
Course Discipline Code and Number: **DEN 202**  
Course Title: **Advanced Clinical Practice**  
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): Externally evaluated job performance
  
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.  
**No**

5. Indicate the number of students assessed/total number of students enrolled in the course.  
**There were 19 students enrolled in 1 section and all students were assessed.**
  
6. Describe how students were selected for the assessment.  
**All students were assessed.**

**II. Results**

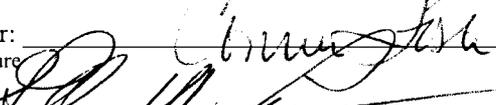
1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
**A rubric was created for the objectives pertaining to Outcome #1 as well as the evaluation of job performance was modified to show an increase in skill level from DEN 130 to DEN 202.**
  
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.  
**Assist in more complex clinical and dental specialty procedures.**
  
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: Student performance in external rotation: 95% of the students passed at 85%**  
**Written case presentations: 53% of the students passed at 85%**  
  
**See attached BlackBoard grade sheet**
  
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 90% of students will pass at 85%.**  
**See attached rubrics/evaluation tools**

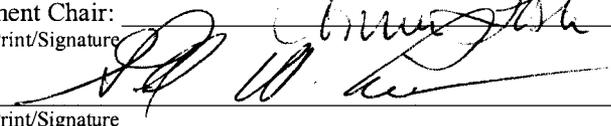


**COURSE ASSESSMENT REPORT**

Submitted by:

Name: Deidre Green  Date: 10-1-2008  
Print/Signature

Department Chair:  Date: 10/1/08  
Print/Signature

Dean:  Date: 10/2/08  
Print/Signature