

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Dental Assisting	112	DEN 112 05/03/2022- Dental Materials
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Jodi Neuman
Date of Last Filed Assessment Report		10/10/2017

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

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

<p>Yes</p> <p>4/27/2017 through Fall 2016.</p>
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2. Briefly describe the results of previous assessment report(s).

<p>Outcome #1</p> <p>Assessment Tool - Final Exam</p> <p>2016 - 89% scored 89% or higher overall. 22 out of 100 questions were targeted for review - 78% of the questions were answered correctly by 80% of the students.</p> <p>2015 - 100% scored 85% or higher overall. 14 out of 100 questions were targeted for review - 86% of the questions were answered correctly by 80% of the students.</p> <p>2014 - 88% scored 85% or higher overall. 17 out of 100 questions were targeted for review - 83% of the questions were answered correctly by 80% of the students.</p> <p>In 2 of the 3 years, the overall standard of success was met. The standard of success according to the master syllabus stated that all questions must be answered correctly by at least 80% of the students. Any questions not meeting that standard would be targeted for review. Thus, the standard of success was not met.</p> <p>Outcome #2</p> <p>Assessment Tool - Laboratory Evaluations</p>

2016 - 100% scored 92% or higher overall.

2015 - 100% scored 90% or higher overall.

2014 - 94% scored 84% or higher overall.

The standard of success was met.

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

Daily Evaluations were to be added to keep students on track during lab time and for more accountability.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify concepts and principles related to the properties and uses of common dental materials.

- Assessment Plan
 - Assessment Tool: Final exam
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Items scored against answer key.
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review. 80% of the students will score 80% overall.
 - 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)
2021, 2020, 2019		

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

# of students enrolled	# of students assessed
50	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.

The total student number is duplicated in Curricunet for the labs and lecture. We had a total of 25 students in all 3 semesters with 17 completing the assessment task. Eight students did not complete the assessment tool for outcome one because of withdrawal from the course, drops, grades and life issues.

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 in all sections of DEN 112 traditionally meet F2F on the main campus. The current circumstances made us modify the modality/delivery of each section (MML, VC & F2F) mixed together depending on the health conditions/mandates.

2019 was taught as F2F both lecture and lab.

2020 was taught as Virtual lecture and F2F lab.

2021 was taught as Virtual lecture and F2F lab.

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

Outcome number one was assessed using 10 outcome-related exam questions scored with an answer key.

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

Met Standard of Success: No

Standard of Success: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review. 80% of the students will score 80% overall.

In 2019, 80% of the students correctly answered 9 out of the 10 questions. One question was targeted for review (question #70). Greater than 80% (5/5) of the students scored 80% overall. So, the first part of the standard of success was not met, but the second part was met.

In 2020, 80% of the students correctly answered 7 out of the 10 questions. Three questions were targeted for review. 100% (4/4) of the students scored 80% overall. So again, the first part of the outcome was not met, but the second part was.

In 2021 - 80% of the students correctly answered 9 out of 10 questions. One question was targeted for review. 100% (8/8) of the students scored 80% overall.

Overall, 80% of the students correctly answered 9 out of the 10 questions. One question was targeted for review. 100% of the students scored 80% overall.

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

Students showed a basic understanding of a majority of the course content.

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

There are a few questions on the final exam that are targeted for review. I will review these questions and change them for clarity.

Outcome 2: Manipulate dental materials and produce clinically acceptable laboratory projects utilizing outlined safety and infection control guidelines.

- Assessment Plan
 - Assessment Tool: Laboratory evaluations/validations.
 - Assessment Date: Winter 2020
 - 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: 85% or more of students will score 85% or higher on their first attempt.
 - Who will score and analyze the data: Departmental faculty will score and analyze the data.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020, 2019, 2021		

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

# of students enrolled	# of students assessed
50	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.

The total student number is duplicated in Curricunet for the labs and lecture. We had a total of 25 students in all 3 semesters with 17 completing the assessment task. Eight students did not complete the assessment tool for outcome one because of withdrawal from the course, drops, grades and life issues

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 in all sections of DEN 112 traditionally meet F2F on the main campus. The current circumstances made us modify the modality/delivery of each section (MML, VC & F2F) mixed together depending on the health conditions/mandates.

2019 was taught as F2F both lecture and lab.

2020 was taught as Virtual lecture and F2F lab.

2021 was taught as Virtual lecture and F2F lab.

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

Students complete projects throughout the course. These "projects" are divided into evaluations and validations. Projects are scored by evaluating the final product and a validation is scored by evaluating a skill students perform in front of instructors. These projects are submitted throughout the semester and are scored using departmentally-developed rubrics.

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

To be honest this one was tough. We have 8 projects. While some students do really well on some of the projects, they can be weaker on other projects so it was tough to assess. My assessment tool and language will be changed in the future.

85% or more of students will score 85% or higher on their first attempt.

2019 - On three projects, 100% scored 85% or higher.

2020 - On three projects, 100% scored 85% or higher.

2021 - On three projects, 100% 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.

Strength - Students are walking away with the how to fabricate the product. Taking a look at the data I see inconsistencies in performance. The projects are all different and take different skills and hand-eye coordination. Some projects are performed at an entry level while others fall below. The strength is at the end of the class when all the student knows "how" to fabricate everything, but some need longer to perfect the product.

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.

Currently, some of the projects are allowing the students to build their hand skills while others are looking for clinically acceptable products, but currently we have them all lumped in together as assessment tools. Placing the same emphasis on all the projects versus letting the students have more low stakes hand skill building work in the beginning then higher stakes at the end of the course seems to be an issue. I would like to pull out the most important projects and evaluate the students on those at the end of the course versus throughout. I would like to pull out the most important projects and evaluate/validate the students on the end of the course versus throughout.

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.

Areas for improvement from last time: Appropriate utilization of time is a continual issue in the labs. Students tend to wait for direction from faculty and are

not coming to lab prepared. Faculty will provide additional direction to students in order to assist with time management.

Intended changes from last assessment: begin a daily evaluation to hold the students more accountable for their lab time as that was thought to be an issue. The plan was that a form will be completed to use during each lab day. Points will be given for the following: Time management, Team work, Infection prevention, and safety, Preparedness, Following grooming guidelines. However, when I took over the course, myself and the lab instructor decided on a more strict schedule versus a daily evaluation. This has fixed the students not using the lab time given.

- 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?

One thing I took away from this assessment is that I don't think my assessment tool for outcome #2 is working any longer. We have all the evaluations and validations as an assessment tool. Why this is not working in my opinion is that we are evaluating the students at a low level and a high level and expecting the same results. The students are being evaluated in the beginning of the class the same way they are being evaluated at the end of the class which doesn't make sense. I think they need lower stake project evaluation/validations in the beginning of the course while they are building their hand skills then higher stakes later in the course that could be used as an assessment tool.

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

Action Plan - change the assessment tool for outcome #2, rewrite the questions on the final exam that the students struggled with and change the cumbersome wording in the master syllabus regarding the standard of success.

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Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Change the assessment tool for outcome #2.	The students are not being assessed fairly.	2022
Course Assignments	Rewrite the questions on the final exam that were flagged during the assessment.	There were questions flagged that can be reworded for clarification.	2022

Other: Standard of success Language	Change the cumbersome wording in the master syllabus regarding the standard of success.	Items with scores lower than 80% will be targeted for review. 80% of the students will score 80. Having two parts is confusing and hard to evaluate.	2022
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Assessment Data DEN 112](#)

Faculty/Preparer: Jodi Neuman **Date:** 05/04/2022
Department Chair: Kristina Sprague **Date:** 05/04/2022
Dean: Shari Lambert **Date:** 05/18/2022
Assessment Committee Chair: Shawn Deron **Date:** 10/11/2022

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Dental Assisting	112	DEN 112 04/27/2017- Dental Materials
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kathleen Weber
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify concepts and principles related to the properties and uses of common dental materials.

- Assessment Plan
 - Assessment Tool: Final exam
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review.
 - Who will score and analyze the data: 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)
2016, 2015, 2014		

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

# of students enrolled	# of students assessed
82	37

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

There may be duplicates due to the labs. 37 students completed the final.

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

All students that completed the final were assessed.

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

The assessment tool was a final exam consisting of multiple choice and true/false items. The exam was scored through Blackboard and an item analysis was generated.

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

Met Standard of Success: No

2016 - 89% scored 89% or higher overall. 22 out of 100 questions were targeted for review - 78% of the questions were answered correctly by 80% of the students

2015 - 100% scored 85% or higher overall. 14 out of 100 questions were targeted for review - 86% of the questions were answered correctly by 80% of the students.

2014 - 88% scored 85% or higher overall. 17 out of 100 questions were targeted for review - 83% of the questions were answered correctly by 80% of the students.

In 2 of the 3 years, the overall standard of success was met. As the standard of success reads per the master syllabus, there would be no questions targeted for review. 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 showed a basic understanding of a majority of the course content.

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 level of comprehension seems to diminish as the concepts become more abstract. In order to bridge that gap, labs need to focus on concepts, as well as project completion.

Outcome 2: Manipulate dental materials and produce clinically acceptable laboratory projects utilizing outlined safety and infection control guidelines.

- Assessment Plan
 - Assessment Tool: Laboratory evaluation
 - Assessment Date: Winter 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 90% or more of students will score 84% or higher on their first attempt.
 - Who will score and analyze the data: Departmental faculty will score and analyze the data.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015, 2014, 2016		

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

# of students enrolled	# of students assessed
82	37

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

There may be duplicates due to the labs. 37 students completed the laboratory projects.

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 laboratory projects 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.

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

2016 - 100% scored 92% or higher overall

2015 - 100% scored 90% or higher overall

2014 - 94% scored 84% or higher overall

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

A majority of the students performed well on all course projects.

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.

Appropriate utilization of time is a continual issue in the labs. Students tend to wait for direction from faculty and are not coming to lab prepared. Faculty will provide additional direction to students in order to assist with time management.

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?

The course is meeting the needs of the students as displayed in their clinical rotations. While there were no surprises, the faculty has realized that the students must be held more accountable.

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

The faculty completed this assessment together and will work towards completing the action plan.

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Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Daily evaluation	<p>An evaluation form will be completed to use during each lab day. Points will be given for the following:</p> <p>Time management</p> <p>Team work</p> <p>Infection prevention and safety</p> <p>Preparedness</p> <p>Following grooming guidelines</p>	<p>Students will be held accountable for each lab day and prepare them for the daily evaluations in their clinical rotations.</p>	2017

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

5.

III. Attached Files

[Assessment Data](#)

Faculty/Preparer: Kathleen Weber **Date:** 04/27/2017

Department Chair: Connie Foster **Date:** 04/27/2017

Dean: Valerie Greaves **Date:** 04/27/2017

Assessment Committee Chair: Michelle Garey **Date:** 09/27/2017

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Dental Assisting	112	DEN 112 06/23/2014- Dental Materials
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 concepts and principles related to the properties and uses of common dental materials.

- Assessment Plan
 - Assessment Tool: Final exam
 - Assessment Date: Winter 2011
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Items are scored against an answer key
 - Standard of success to be used for this assessment: 80% or more of the students will correctly answer each item. Items with scores lower than 80% will be targeted for review.
 - Who will score and analyze the data: 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)
2013		

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

# of students enrolled	# of students assessed
42	18

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 final exam were assessed. (Students were counted twice; once for the lecture and once for the lab.)

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

All students that completed the final exam were assessed.

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

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

The standard of success was 80% or more of the students will correctly answer each question. Items with scores lower than 80% will be targeted for review. There were 12 questions that were targeted for review. Thus 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.

The students showed a basic understanding of a majority of the course content.

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.

A majority of the items targeted for review pertained to dental cements. These, as well as all frequently missed questions, will be reviewed and additional in-class activities added in order to improve the students' comprehension.

Outcome 2: Manipulate dental materials and produce clinically acceptable laboratory projects utilizing outlined safety and infection control guidelines.

- Assessment Plan
 - Assessment Tool: Laboratory evaluation

- Assessment Date: Winter 2011
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 90% or more of students will score 84% or higher on first attempt.
- Who will score and analyze the data: Departmental faculty will score and analyze the data.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

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

# of students enrolled	# of students assessed
42	18

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 laboratory activities were assessed. (Students were counted twice; once for the lecture and once for the lab.)

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 laboratory activities 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 standard of success used for this assessment is that 90% or more of students will score 84% or higher on their first attempt.

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

89% of the students passed at 84% or higher on the total of all their laboratory projects. 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.

A majority of the students performed well on all course projects. At the time of this assessment, the same students are performing well clinically.

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.

Time management in lab was an issue for a couple of students. These same students did poorly on their course projects. In the future, we hope to implement a daily lab evaluation in order to provide feedback to the student on a daily basis.

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?

The faculty feel as though this course is meeting the needs of the students with the exception of dental cements. Dental cements has been a difficult area for student comprehension and continues to be so throughout the year. With materials constantly changing, and the many steps involved in the different cements, it is a complicated topic for first semester students.

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

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Faculty teaching the course will revise course content to include newer	Many of the older cements are obsolete and are confusing to the	2014

	cements that are on the market and remove older cements that are no longer in use.	students when compared to the steps involved in the newer dental cements.	
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4. Is there anything that you would like to mention that was not already captured?

III. Attached Files

Assessment Data

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

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 - Course Discipline Code and Number: **DEN 112**
 - Course Title: **Dental Materials**
 - Division/Department Codes: **Health and Applied Technologies (HAT)**

2. Semester assessment was conducted (check one):
 - Fall 20__
 - Winter 2009__
 - 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): **Project portfolio and practical exams**

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 departmental exam, there was clarification of the wording. The administration of the exam was changed to allow for item analysis. The evaluation form used to grade student portfolio projects was not changed. Evaluation forms for the practical exams were updated.

5. Indicate the number of students assessed/total number of students enrolled in the course.
18 students completed the departmental exam and project portfolio.

6. Describe how students were selected for the assessment.
All 18 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 concepts and principles related to the properties and uses of common dental materials.**
 - 2. Manipulate dental materials according to OSHA guidelines.**
 - 3. Operate dental equipment safely.**

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: 28 out of 115 items were targeted for review (departmental exam)**

 - Outcome 2: 100% of the students passed on the first attempt. (project portfolio)
89% of the students passed on the first attempt. (practical exam #1)
100% of the students passed on the first attempt (practical exam #2)**

 - Outcome 3: no data**

COURSE ASSESSMENT REPORT

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Outcome 1: Standard to be used is 80% for each item. Items with scores lower than 80% will be targeted for review.

Outcome 2: Standard to be used is 90% students pass on first attempt.

Outcome 3: Standard to be used 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: Students completed their laboratory projects successfully and on time.

Weaknesses: Not all students were able to pass the mixing exam on the first attempt. This is an issue every year. They do not spend enough time practicing even though additional time is allocated.

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: 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 better test the student's level of comprehension and prepare them for the final.

Additional classroom experience or discussion will be added.

Outcome #2: Additional small group supervised practice will be assigned rather than open lab.

Outcome #3: While students proved to operate the dental equipment safely, the faculty did not feel as though this needed to be an outcome of the course but rather an objective under Outcome #2.

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: **Combine Outcome #2 and #3 to better assess student achievement.**

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.**

COURSE ASSESSMENT REPORT

- 3. What is the timeline for implementing these actions? **Changes to the multiple choice questions will addressed prior to the next offering. Additional classroom time will be allocated beginning with the Fall 2009 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.
All assessment tools were found to be effective.

- 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: Winter 2012

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

Submitted by:

Name: *Vivian Spague* *Vivian Spague* Date: 7/8/09
Print/Signature

Department Chair: *Comma* *Joak* Date: 7/13/09
Print/Signature

Dean: *[Signature]* *[Signature]* Date: 7/13/09
Print/Signature