

Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below
send to learningassessment@pcc.edu by **June 22, 2012**; with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.

Program: Dental Assisting

Introductory Note to Learning Assessment Council: The PCC Dental Assisting Program is a fast paced nine month program with complex assessment processes occurring throughout the student's training. Graduates must be competent to assist in private or community oral health dental settings, as well as performing Expanded Function Skills as allowed by the Oregon Board of Dentistry. In addition, each graduate must be committed to maintaining and enhancing their level of knowledge and skill through continuing education, while also promoting growth within their profession.

While completing this report, the DA SAC came to realize that utilizing student assessment results for improvement of curriculum development in the future should be done systematically and in depth. For these reasons, the SAC has decided to report on three of the program outcomes each biennium and the other three outcomes in the interim biennium. Furthermore, while multiple assessment methods are used in demonstrating competency for each outcome, the SAC will choose one assessment tool to present each year to the Learning Assessment Council with detailed data. This approach will benefit the SAC members by focusing on one area at a time in depth and creating improvement of curriculum delivery in a systematic way.

1. Describe **changes that have been implemented** towards improving students' attainment of outcomes that resulted from outcome **assessments carried out in 2010-2011**. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

Several areas of improvement were identified while assessing the attainment of program outcomes of the 2010-11 graduates. The changes include:

1. *Service Learning Project Revision: **Service Learning Presentations were scheduled Spring Term to solidify program outcomes.***
2. *Externship Office Selection by Students: **Students were allowed to choose their own Dental Practice Externship site in an effort for both the student and practice to develop the "Right Fit" for each other.***
3. *Rotations back to school during spring: **Students returned during spring term to assist one day in the DH Restorative Clinic. This allowed for the students to gain experience assisting the DH students in a function that is now being allowed in the State and that the DA students will be expected to do in private practice.***

For each outcome assessed this year: Each of the three outcomes addressed this year will have its own report for these four questions (based on the one assessment tool chosen by the faculty to represent outcome attainment).

OUTCOME #1 Communication: Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.

2. Describe the assessment design (tool and processes) used. Include relevant information about:
 - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

Phase one (completed Winter Term) of the Service learning project included the actual project assignment to be carried out in the community. Phase II of the project involved groups of students preparing a presentation to their classmates and advisory board members about their service learning project. This included a Power Point presentation and answers to eight assigned questions that described the experience.
 - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

This presentation was required of all Dental Assisting students. The result demonstrates the commitment to the project.
 - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.

Please see the attached rubric.
3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
 - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
 - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

It is apparent this project was very meaningful as all the students completed a presentation promoting health care in the community. Two students had lower scores due to not following the specific assignment details.
4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

Students need to know "Permission Slips" are required in the community to photograph participants in the project, schools and daycare ect. Photographs enhance the presentations and a permission slip will be created for next year as an example for them to distribute when necessary.
5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, indicate this.

The project process and assessment met all expectations.

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Outcome #1 Communication: Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.

Assessment Tool: Service Learning Project

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Red Group															
Project Process															
Preparing/Planning	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Creativity of Service	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Reflection Assign.	20	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Presentation															
Preparing/Planning	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Creativity of Service	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Educational/Inform	40	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Total points Rec'd	135	150	150	150	150	150	150	150	150	150	150	150	150	150	150
Percent	180.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%	200.0%
Blue Group															
Project Process															
Preparing/Planning	25	25	25	25	25	25	25	25	25	20	20	25	25	25	25
Creativity of Service	25	25	25	25	25	25	25	25	25	20	20	20	20	20	25
Reflection Assign.	20	20	20	25	25	25	25	25	25	25	20	25	25	25	25
Presentation															
Preparing/Planning	10	10	10	8	8	10	10	10	10	10	10	10	10	10	10
Creativity of Service	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Educational/Inform	50	50	50	35	35	50	50	50	50	50	50	50	50	50	50
Total points Rec'd	145	145	145	133	133	150	150	150	150	140	135	145	145	150	150
Percent	96.7%	96.7%	96.7%	88.7%	88.7%	100.0%	100.0%	100.0%	100.0%	93.3%	90.0%	0.0%	96.7%	96.7%	100.0%
Yellow Group															
Project Process															
Preparing/Planning	25	25	25	20	20	25	25	25	25	25	20	20	20	20	20
Creativity of Service	20	20	25	18	20	20	20	25	25	25	20	20	20	20	20
Reflection Assign.	20	20	20	20	20	20	20	25	25	25	25	25	25	25	25
Presentation															
Preparing/Planning	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Creativity of Service	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Educational/Inform	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Total points Rec'd	140	140	145	133	135	140	140	150	150	150	140	140	140	0	0
Percent	93.3%	93.3%	96.7%	88.7%	90.0%	93.3%	93.3%	100.0%	100.0%	100.0%	93.3%	0.0%	93.3%	0.0%	0.0%

OUTCOME #2 Environmental and Community Responsibility: Help an organization thrive in a diverse, rapidly changing and increasingly global healthcare environment.

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

These assessments are used to evaluate skills in a dental office environment during their clinical externship rotations Spring Term. This experience allows students to participate and prepare for future global healthcare positions. Students reported at 3, 6, 9 week intervals to show progress through the levels of beginning, intermediate and final stages of their dental office experience.

- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

The student sample included all students in the program. It was important to see each student's level of competence at the beginning, middle and end of their externship experience.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.

Please see attached rubric and score results.

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Our results are not consistent due to the fact that students are placed individually in community dental offices, thus resulting in 43 evaluators. In addition, results do not totally reflect an accurate description of student skill levels because evaluators can only rate as "demonstrated", "not demonstrated" and "Not Applicable." Many written comments from evaluators gave additional information that described a student as "not consistently able to demonstrate" and "improvement needed." For this reason future rubrics will be enhanced to include these ratings.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

All skill evaluations were completed as directed successfully. Two students had lower scores due to English as a second language and illness.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc). Include two additional rating choices as indicated in number 2 above.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

This assessment would be effective if we are able to increase the rubric ratings to include “Demonstrates, but not on a consistent basis” and “Needs Minor Improvement.” The format that is currently used was developed following the program accreditation site visit in 2010. At that time the site visitors suggested a “Pass/No Pass” style evaluation for Externship Office Evaluators. Discussion will occur with the accreditation organization at the next site visit describing why a more detailed rubric is desired.

The current rubric described below has the following descriptors:

1 = Demonstrated

0 = Not Demonstrated

N/A = Not Applicable

OUTCOME #6 Self Reflection: Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting.

2. Describe the assessment design (tool and processes) used. Include relevant information about:
 - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
 - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
 - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.
 - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

A point value was given to seven areas to which each student would be graded.

Each point value/subject was written and explained and discussed in class.

Each student used the tools given in class to determine what personal skills were needed to be addressed.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
 - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
 - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

The purpose of this assignment was to have each student look carefully at the direction of their future regarding the rules and regulations within the dental community and to reflect on how they would react when placed into a negative situation.

When reviewing the results it became apparent that several students did not understand specific directions and further clarification is needed to assure that each student correctly completes the written assignment.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

Written instructions and discussion took place prior to the assignment, however several students did not include one area; Division 41 of the Practice Act. This was clarified in the written assignment directions and was discussed in class; however students did not find it important to the paper. In the future the importance of this subject would need to be emphasized with possible examples regarding their own self reflection and concerns in the dental community.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

The assessment tool is reflective of the work done and does not need to be changed.

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Outcome #6 Self Reflection: Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting.

Assessment Tool: Ethics and Jurisprudence Paper #3

Student	1	2	3	4	5	6	7	8	9	10	11	13	14	15
Red Group														
Philosophy Statement	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Patient Care Ideas	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Practice Act Used	0	0	0	5	0	0	5	5	5	0	5	0	5	5
Related to HC Ethics	5	5	5	5	0	5	5	5	5	5	5	5	5	5
2 pages Typed	10	20	20	20	20	15	20	10	20	20	20	20	20	20
Correct Spell/Gram.	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Late Point Penalties	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Points Rec.	45	55	55	60	50	50	60	50	60	55	60	55	60	60
%	75.0%	91.7%	91.7%	100.0%	83.3%	83.3%	100.0%	83.3%	100.0%	91.7%	100.0%	91.7%	100.0%	100.0%
Blue Group														
Philosophy Statement	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Patient Care Ideas	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Practice Act Used	5	5	0	5	5	0	0	0	5	0	0	0	0	5
Related to HC Ethics	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2 pages Typed	15	20	20	15	20	20	20	20	20	20	20	20	20	20
Correct Spell/Gram.	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Late Point Penalties	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total points Rec'd	55	60	55	55	60	55	55	55	15	55	55	55	55	60
Percent	91.7%	100.0%	91.7%	91.7%	100.0%	91.7%	91.7%	91.7%	25.0%	91.7%	91.7%	91.7%	91.7%	100.0%
Yellow Group														
Philosophy Statement	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Patient Care Ideas	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Practice Act Used	0	5	5	0	5	0	5	5	5	0	0	0	0	5
Related to HC Ethics	5	5	5	5	5	5	5	5	5	5	0	5	5	5
2 pages Typed	20	20	20	20	20	20	20	20	20	20	20	20	20	10
Correct Spell/Gram.	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Late Point Penalties	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total points Rec'd	55	60	60	55	60	55	60	60	60	55	50	55	55	50
Percent	91.7%	100.0%	100.0%	91.7%	100.0%	91.7%	100.0%	100.0%	100.0%	91.7%	83.3%	91.7%	91.7%	83.3%

