

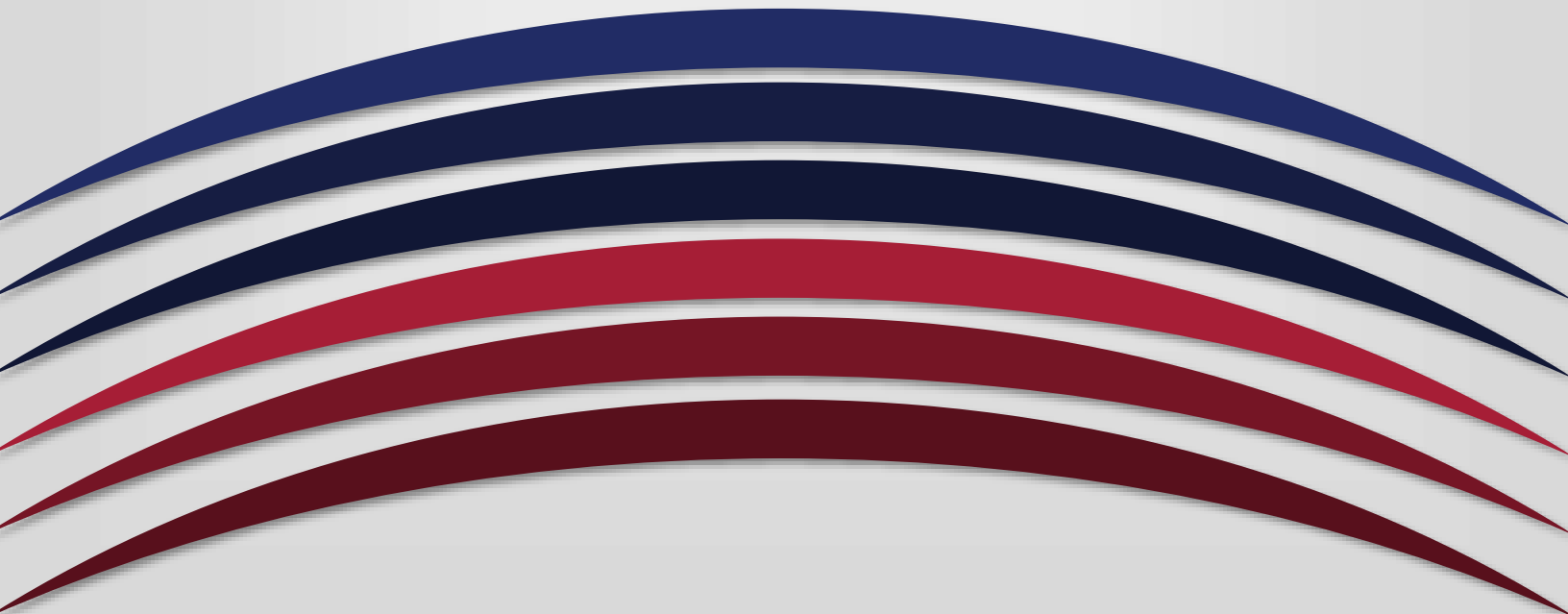


UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program learning outcomes
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: Dental Assisting
2. Name of individual compiling report: Weeda Jones
3. Date of submission: February 11, 2021
4. Academic year: 2020-21
5. Is the assessment plan
☐ an initial plan for the program
☒ a revision of an old plan
☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

The dental assisting program provides educational opportunities for students to perform at a high level as a dental assistant to meet the needs of the dentist, patients and their community in the maintenance of dental health and prevention of dental disease.

Dental assisting graduates may serve in many different areas of dentistry including chairside assisting or working in the front office in private practice, dental clinics, hospitals or government facilities. Graduates may also work for dental insurance companies, dental laboratories and dental supply companies.

Dental Assisting PLO's

1. Possesses dignity, empathy, works harmoniously with others and assumes responsibility for his/her own actions.
2. Functions as an active team member in providing dental care for persons with commonly occurring dental problems and assist the dentist or hygienist with the care of patients with more complex problems.
3. Communicates effectively with patients, families and members of the dental health team.
4. Possesses sufficient knowledge of scientific principles to insure the ability to follow instructions and exercise judgment within the scope of dental assisting.
5. Shows an interest in the welfare of the community and makes a positive contribution in meeting the dental health needs of its citizens.
6. Continues to practice the legal and ethical responsibilities as a member of the dental health team.
7. Will continue his/her education by keeping abreast of current concepts within the dental profession.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes						
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7
DEN 1103		X		X		X	X
DEN 1203				X			

DEN 1303		X		X	X	X	X
DEN 1404	X	X	X	X	X	X	
DEN 1504				X			X
DEN 1603	X	X		X		X	
DEN 1702	X	X		X	X		
DEN 2101	X			X			
DEN 2201	X	X	X	X		X	
DEN 2303	X	X	X	X	X	X	X
DEN 2405	X	X	X	X			
DEN 2508	X	X	X	X		X	X

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

- ☐ ILO #1 – Information Literacy
- ☐ ILO #2 – Technology Literacy
- ☐ ILO #3 - Communication
- ☐ ILO #4 – Critical Thinking
- ☐ ILO #5 – Quantitative Reasoning
- ☐ ILO #6 – Cultural Awareness
- ☐ ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

- Complete the chart below or attach documentation of the assessment process that includes the data included below.

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. Possesses dignity, empathy, works harmoniously with others and assumes responsibility for his/her own actions.	DEN 2508	Clinical Evaluation

2. Functions as an active team member in providing dental care for persons with commonly occurring dental problems and assist the dentist or hygienist with the care of patients with more complex problems.	DEN 2508	Clinical Evaluation, Instructor Clinical Evaluation
3 Communicates effectively with patients, families and members of the dental health team.	DEN 1303 DEN 2405	DEN 1303 Legal and Ethical Exam 1, HIPAA Course Completion, ,DEN 2405 Psychology Exams
4. Possesses sufficient knowledge of scientific principles to insure the ability to follow instructions and exercise judgment within the scope of dental assisting.	DEN 2508	Clinical Evaluation, Instructor Clinical Evaluation
5. Shows an interest in the welfare of the community and makes a positive contribution in meeting the dental health needs of its citizens.	DEN 1702 DEN 1404 DEN 2303	<i>OHI Competency, DEN 1702 Exam, Fluoride Competency, DEN 1404 and DEN 2303 Service Learning Activities, Participation in fundraising activities for service learning project</i>
6. Continues to practice the legal and ethical responsibilities as a member of the dental health team.	DEN 1303	<i>DEN 1303 Exams 1,2,3; AR State Board of Dental Examiners Jurisprudence Exam, Mandated Reporter Course Completion, HIPAA Course Completion</i>
7. Will continue his/her education by keeping abreast of current concepts within the dental profession.	DEN 2508	Clinical Evaluations

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.
 - ☐ Rubrics and/or standardized tests were pilot-tested and refined.
 - ☒ Rubrics were shared with students.
 - ☒ Reviewers were calibrated with high inter-rater reliability or norming workshops.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
 - Percentage rates of graduates obtaining the RDA credential by becoming registered by the State Board of Dental Examiners.
 - Pass rates for the Nitrous Oxide Board Exam
 - Post Graduate continued registration with the State Board of Dental Examiners.

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

Faculty assess exam and competency results for each course exam and skill competency to determine where students may need remediation or further classroom understanding and demonstration.

☐ Comparative data used when interpreting results and deciding on changes for improvements.

☐ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards. Through ADA Commission on Dental Accreditation.

5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

During this cycle the Coronal Polish procedure which is in DEN 1702 Preventive Dentistry Course will be assessed. Data from 2019-2020 and 2020-2021 was used.

Program Learning Outcomes	Assessment Results/Conclusion
1. 70% pass rate on written exam	2019-2020 83. 2020-2021 82.50 The score of an average of 70% pass rate was met.
2. 70% pass rate for Competency 1 (manikin)	2019-2020 94.05 2020-2021 97.60 2020-2021 student lab practice time and demonstration instruction was increased.
3. 70% pass rate on Competency 2 (Classmate #1)	2019-2020 96.72 2020-2021 99. Students far exceeded the goal of 70% pass rate. 2020-2021 assessment indicates the rise is due to increase practice time, demonstration time and smaller number of students enabling more individualized instruction.
4. 80% pass rate for Competency 3 (Classmate #2)	2019-2020 98.05 2020-2021 99.60 Students exceeded the 80 pass rate. 2020-2021 raised scores slightly above the 2019-2020 class. This is due to the familiarity of the procedure after Competency 1 & 2 and also the increase instruction time.

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.
Results were/will be used to improve student learning by assessing weaknesses in the coronal polish procedure. Changes include classroom and laboratory instruction to go more in-depth with demonstration of the technique and increase student lab time to practice in order to reinforce areas of weakness found in assessment.
7. What specific changes were implemented this year based on last year's results?

Demonstration of technique, ergonomics and patient placement were lengthened significantly. Student lab time to practice the procedure was increased.

8. What specific budgetary resources are needed for your program based on your assessment results?

No budgetary resources are necessary.

9. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

Coronal polishing is an expanded function for registration of dental assistants in the state of Arkansas by the State Board of Dental Examiners.

Appendix A – UA-PTC’s Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one’s discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.