

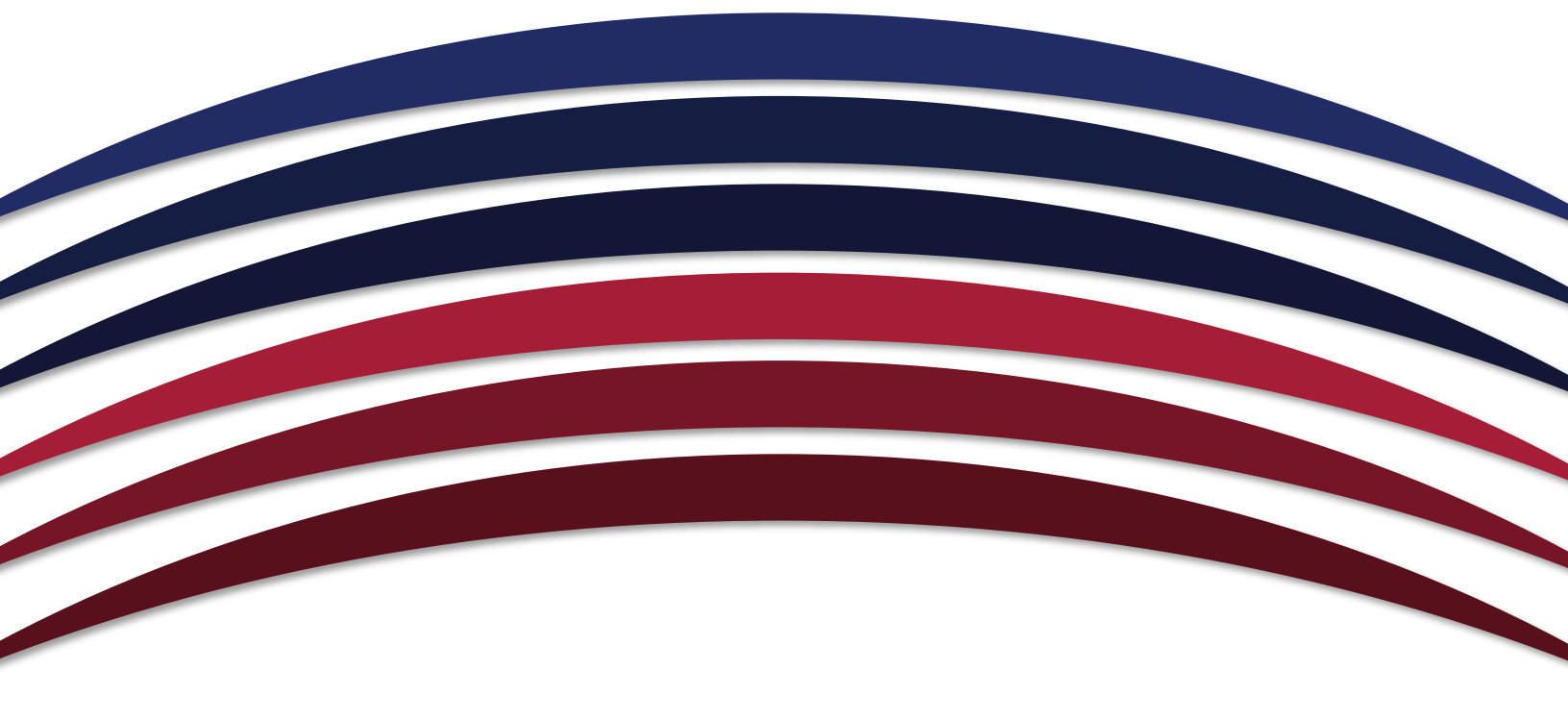


UNIVERSITY OF ARKANSAS PULASKI TECH

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.



The following is the assessment information required by the American Dental Association on Dental Accreditation (CODA) for the self-study document.

STANDARD 1 – INSTITUTIONAL EFFECTIVENESS

Planning and Assessment

- 1-1 The program must demonstrate its effectiveness through a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated. This process must include the following:**
- a. Dental assisting program goals that include, but are not limited to student outcomes that are consistent with the goals of the sponsoring institution and appropriate to dental assisting education;**
 - b. Time-table for implementation that indicates roles and responsibilities of all participants;**
 - c. Methods to assess goals and provide outcomes that include, but are not limited to, ~~means~~ of student achievement;**
 - d. Review and analysis of compiled data obtained from assessment methods, and related conclusions;**
 - e. Findings and conclusions are used for program improvement, and for revisions to the overall planning and outcomes assessment process.**

Intent:

Outcomes assessment planning is broad-based, systematic, and designed to promote achievement of the program's stated goals and objectives. Through this process, evaluation and improvement of the educational quality of the program is monitored.

Narrative Response and Documentation:

- 1. List the program's goals that include, but are not limited to, student learning outcomes.**

Dental Assisting Program Learning Outcomes

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 assists 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 ensure 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 to

- 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.

2. Explain how these goals are consistent with the goals of the sponsoring institution and appropriate to dental assisting education.

The assessment process at the college includes assessing each dental assisting courses as well as the program. The program goals guide the assessment plan. Program learning outcomes are assessed annually to determine if goals are being met and when and where revision may be made for improvement. The dental assisting learning outcomes align with the college's learning outcomes as demonstrated in the table below.

Institutional Learning Outcomes and Program Learning Outcomes Comparison Table

UA-PTC Institutional Learning Outcomes	Dental Assisting Program Learning Outcomes
Analyze information from credible sources. (Information Literacy) This may include the ability to: <ul style="list-style-type: none"> • 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. 	4. Possesses sufficient knowledge of scientific principles to ensure the ability to follow instructions and exercise judgment within the scope of dental assisting. 7. Will continue education by keeping abreast of current concepts within the dental profession.
Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy) This may include the ability to: <ul style="list-style-type: none"> • Acquire information, • Solve real-world problems, • Communicate, and/or • Perform tasks and processes. 	2. Functions as an active team member in providing dental care for persons with commonly occurring dental problems and assists the dentist or hygienist with the care of patients with more complex problems.
Communicate effectively with diverse audiences in multiple contexts. (Communication) This may include the ability to: <ul style="list-style-type: none"> • 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 	1. Possesses dignity, empathy, works harmoniously with others, and assumes responsibility for his/her own actions. 3. Communicates effectively with patients, families and members of the dental health team. 5. Shows an interest in the welfare of the community and makes a positive contribution to meeting the dental health

<p>And informally with consideration of community and context.</p> <ul style="list-style-type: none"> 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. 	<p>needs of its citizens.</p>
<p>Apply critical thinking skills to achieve a desired goal. (Critical Thinking) This may include the ability to:</p> <ul style="list-style-type: none"> Apply appropriate methods to solve problems or address issues. Use evidence to justify conclusions. 	<p>2. Functions as an active team member in providing dental care for persons with commonly occurring dental problems and assists the dentist or hygienist with the care of patients with more complex problems.</p> <p>4. Possesses sufficient knowledge of scientific principles to ensure the ability to follow instructions and exercise judgment within the scope of dental assisting.</p>
<p>Use quantitative methods to solve problems. (Quantitative Reasoning) This may include the ability to:</p> <ul style="list-style-type: none"> Analyze and interpret quantitative information. Apply quantitative concepts and skills to solve real world problems. 	<p>4. Possesses sufficient knowledge of scientific principles to ensure the ability to follow instructions and exercise judgment within the scope of dental assisting.</p>
<p>Demonstrate awareness of cultural differences. (Cultural Awareness) This may include the ability to:</p> <ul style="list-style-type: none"> Explain how similar actions can be understood differently depending on cultural context. Evaluate the impact of culture on individuals and groups. 	<p>1. Possesses dignity, empathy, works harmoniously with others, and assumes responsibility for his/her own actions.</p> <p>3. Communicates effectively with patients, families and members of the dental health team.</p>
<p>Demonstrate career readiness skills. (Professionalism) This may include the ability to:</p> <ul style="list-style-type: none"> Demonstrate personal accountability. Meet commitments. Demonstrate ethical behavior. Demonstrate teamwork. 	<p>1. Possesses dignity, empathy, works harmoniously with others, and assumes responsibility for his/her own actions</p> <p>2. Functions as an active team member in providing dental care for persons with commonly occurring dental problems and assists the dentist or hygienist with the care of patients with more complex problems.</p> <p>3. Communicates effectively with patients, families and members of the dental</p>

	<p>health team.</p> <p>6. Continues to practice the legal and ethical responsibilities as a member of the dental health team.</p> <p>7. Will continue education by keeping abreast of current concepts with the dental profession.</p>
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3. How, when and by whom are the program goals reviewed and evaluated?

Program goals are reviewed and evaluated by the program director and faculty during the fall semester of each year. Course assessment reports are done in September and the program assessment report is done in October. The school of Science, Mathematics and Allied Health has an assessment liaison to assist faculty with any assessment questions they may have. Once assessment reports are completed, they are evaluated by the assessment committee and feedback is given to the program director and faculty.

Data used to determine if the goals are being met come from many sources including students' clinical reports and evaluations, as well as graduates and facilities who hire the graduates.

All data is shared with faculty and the advisory committee, discussed and when warranted, program changes are made to improve the area of concern and strengthen the overall program.

4. On what basis are goal revisions made? Using the sample format illustrated in Example Exhibit 1 develop an assessment schedule, timetable or plan.

Course objectives are aligned with program outcomes and a combination of assessment measures are used to measure program outcomes. Clinical data is used from clinical rotations to assess a student's progression from the first clinical rotation to the last

There is an ongoing systematic assessment process done throughout the year and a report done annually. Specific outcomes and skills competencies are measured during preclinical training and if objectives are not met, they are allowed additional attempts to achieve competence in the skill.

Exhibit 1 Assessment Schedule

List the program's goals and/or objectives and describe the assessment methods utilized.

	Program Goal 1	Program Goal 2	Program Goal 3	Program Goal 4
Time-table for process implementation	End of clinical experience	End of clinical experience, 6 months post-graduation	1 st semester 2 nd semester	End of clinical experience, 6-month post-graduation
Participant(s)	Dentist and staff, Instructors	Dentist and staff	Instructors, students	Dentist and Staff, Instructors
Participant(s) roles and responsibilities	Evaluate student	Evaluate student	Interact with student, collaborate with other faculty	Instructors, Employer
Method of goal assessment	Clinical and instructor evaluations	Clinical evaluations, employer follow up	Exams and assignments in Legal and Ethical and Psychology	Clinical and instructor evaluation, Employer follow up
Appropriate benchmark?	Yes 70%	Yes 70%	Yes 70%	Yes 70%
Analysis timeframe for obtained data	After clinical experience	6 months post-graduation	After class completion	6-month post-graduation
Related findings and conclusions	Average of 94%	Average of 90%	Average of 93%	Average of 86%
Program changes made as a result of findings	Professionalism added to evaluation	No changes made	Added case studies for real life scenarios	No changes made
Changes made within outcomes planning and assessment process	No changes made to the assessment process at this time	No changes made to the assessment process at this time	No changes made to the assessment process at this time	No changes made to the assessment process at this time
Follow-up	Consult advisory committee and implement changes	Consult advisory committee and implement changes	Consult advisory committee and implement needed changes	Consult advisory committee and implement changes

	Program Goal 5	Program Goal 6	Program Goal 7
Time-table for process implementation	6-month post-graduation	6-month post-graduation	6-month post-graduation
Participant(s)	Graduates	Graduates, State Board	Graduates
Participant(s) roles and responsibilities	Complete follow up survey	Complete follow up survey, posting of state registrants	Complete follow up survey
Method of goal assessment	Student follow-up survey	Student follow-up survey, website stats	Student follow-up survey
Appropriate benchmark?	Yes 3.0	Yes 3.0	Yes 3.0
Analysis timeframe for obtained data	Graduate follow-up	Graduate follow-up	Graduate follow-up
Related findings and conclusions	The follow-up questionnaire does not include questions about community service	100% of graduates are registered dental assistants in the state	The follow-up questionnaire does not include questions about community service
Program changes made as a result of findings	Questions about community service added to the graduate follow up	No changes made	Questions about continuing education added to the graduate follow up
Changes made within outcomes planning and assessment process	No changes made to the assessment process at this time	No changes made to the assessment process at this time	No changes made to the assessment process at this time
Follow-up	Consult advisory committee and implement changes	Consult advisory committee and implement changes	Consult advisory committee and implement changes

5. Describe the outcomes measures that are utilized to determine the degree to which these stated goals and objectives are being met.

Outcome measures include assignments, exams, class presentation, written reports, clinical evaluations, performance assessments that measure competencies that are rubric based and surveys. These outcomes assessments align with the course learning outcomes and link to the program outcomes.

6. Document the assessment methods utilized. If appropriate, include examples of completed surveys. Provide the compiled data summary used. Provide an analysis of the data. Relate the findings and conclusions to the program goals.

Assessment reports are done for each dental assisting course as well as a program assessment report. Student exit surveys are done by graduating students and follow-up surveys are done six months later. Employer follow up are done six months after graduation.

See exhibit 1-1.6 Program Assessment Report
Student Exit Survey
Employer Follow up Survey

7. Describe how conclusions are review/used for program improvement.

The program director and faculty review the assessment reports, surveys and any feedback from the assessment committee once completed, in a departmental meeting. The feedback is considered and the information is brought to the advisory committee for consultation on any changes warranted. The changes are then implemented.

8. Document the results of the assessment process. Include examples, i.e., course completion rates, job placement rates, certification examination results, etc.

Graduating class of 2021:

Course Completion Rate	75%
Job Placement Rate	92%
State Registration Rate	100%

Registration rate is 100% because Arkansas State Board of Dental Examiners recognizes graduation from a CODA accredited program as a basis of meeting the requirements of registration.

For additional guidance you may refer to “Examples of evidence to demonstrate compliance” following Standard 1-1 in the Accreditation Standards for Dental Assisting Education Programs.