



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: November 30, 2022
4. Academic year: 2021-2022

5. Is the assessment plan (**Check or highlight one**)

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.

Dental Assisting Mission Statement

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 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.

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?

The table below shows how the Program Learning Outcomes line up with the Institutional Learning outcomes. The data from various assessment methods will change annually based on the outcomes.

Institutional Learning Outcomes and Program Learning Outcomes Comparison Table

UA-PTC Institutional Learning Outcomes	Dental Assisting Program Learning Outcomes
<p>Analyze information from credible sources. (Information Literacy) This may include the ability to:</p> <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. 	<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>7. Will continue education by keeping abreast of current concepts within the dental profession.</p>
<p>Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy) This may include the ability to:</p> <ul style="list-style-type: none"> • Acquire information, • Solve real-world problems, • Communicate, and/or • Perform tasks and processes. 	<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>Communicate effectively with diverse audiences in multiple contexts. (Communication) This may include the ability to:</p> <ul style="list-style-type: none"> • Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context. 	<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>5. Shows an interest in the welfare of the community and makes a positive contribution to meeting the dental health</p>

<ul style="list-style-type: none"> • 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. 	<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 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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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 is defined. As mentioned earlier, some assessment methods 5 & 7 are not collected until the spring so the data may not change on all PLO’s until 2023.

	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 students, collaborate with other faculty	Instructors, Employer
Method of goal assessment	Professional component of Clinical and	Clinical evaluations,	Exams and assignments in	Employer follow up

	instructor evaluations	employer follow up survey	Legal and Ethical and Psychology	
Appropriate benchmark?	Yes 70%	Yes 70%	Yes 70%	Yes 70%
Analysis timeframe for obtained data	After clinical experience	End of clinicals and 6 months post-graduation	After class completion	6-month post-graduation
Related findings and conclusions	Average of 89%	Average of 87%	Average of 93%	Average of 90%
Program changes made as a result of findings		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	Consult advisory committee	Consult advisory committee	Consult advisory committee

	Program Goal 5	Program Goal 6	Program Goal 7
Time-table for process implementation	6-month post-graduation	post-graduation	6-month post-graduation
Participant(s)	Graduates	Graduates, State Board	Graduates
Participant(s) roles and responsibilities	Complete follow up survey	Complete program, posting of state registrants	Complete follow up survey
Method of goal assessment	Student follow-up survey	Legal and Ethical grades, State Board jurisprudence exam and registration	Student follow-up survey
Appropriate benchmark?	Yes 3.0	Yes 70%	Yes 3.0
Analysis timeframe for obtained data	Graduate follow-up	Graduate follow-up	Graduate follow-up
Related findings and conclusions	No data The follow-up questionnaire has been revised to include questions about community service for 2023.	Students scored an average of 92% on studies associated with legal and ethical matters while 100% of graduates became registered dental assistants in the state	No data The follow-up questionnaire has been revised to include questions about continuing education for 2023.
Program changes made as a result of findings	Questions about community service added to graduate follow	No changes made	Questions about continuing education added

	up the graduate follow up		to graduate follow up
Changes made within outcomes planning and assessment process	No changes made to the assessment process at this time	Changes were made to include the Legal and Ethical course grades and performance on the State Board Jurisprudence Exam.	No changes made to the assessment process at this time
Follow-up	Consult advisory committee	Consult advisory committee	Consult advisory committee

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.

Calibration sessions are held among faculty periodically for competency grading and clinical instructor evaluating. A Supervised Clinical Manual is distributed to each clinical facility to assure calibration of grading in clinical offices.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

Graduate registration rates with the State Board of Dental Examiners and Nitrous Oxide State Board Exam pass rates are indicators of success.

1. 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.

Discussion about the size difference of the cohorts and their beliefs and cultural differences and the impact on results was discussed. Faculty feel motivated to increase student success by assessing the curriculum on a regular basis and revising areas that impact student learning in a positive way. Faculty assess courses at the end of each semester and the program overall at the end of the year to address any areas of concern. Concerns are then brought to the advisory committee for assessment.

- 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

2. 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.

Because we did not have any way to measure PLO 5&7, continuing community service and continuing education after graduation, we have added question about these two items to the graduate survey and follow-up. By working with Institutional Research, we were able to put the Graduate Follow-up and Employer Follow-up surveys online which resulted in a higher completion rate for the surveys.

3. What specific changes were implemented this year based on last year's results?

With the help of the Perkins Grant, we were able to add an iTero scanner for arch impressions. This assures PLO's 2&4 continue to be met with the changing technology in dental facilities.

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

A new laptop for the Radiography course is needed to continue meeting the needs for digital radiography competence in dental facilities. Continued support to purchase routine supplies needed for gaining competence before going out to clinical facilities is also instrumental.

5. 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.

The Advisory Committee has expressed interest in the program securing a 3D scanner to use along with the iTero scanner in order to fabricate dental models.

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.