Program Overview and Assessment Goals

A. List the program Learning Outcome(s) that the plan is assessing.

The program worked on reviewing and revising the program outcomes using higher cognitive verbs for Bloom’s Taxonomy.

The old program outcomes:

• Apply key concepts of dentistry.
• Utilize standards of infection and hazard control.
• Produce radiographs of diagnostic quality.
• Perform clinical supportive treatments and dental laboratory procedures.
• Model professional behaviors, ethics and appearance.
• Apply Interpersonal skills

We also reviewed DA 118, DA 128 lab performance competencies. We have created several rubrics for DA 118 performance competencies and are in the process of creating rubrics for DA 128.

The Dental Assisting Program completed our self-study for our accreditation this past year. All of our courses in the program were reviewed to make sure that we were compliant with our accreditation standards.

In review of our three year plan we made revisions to Assessment Plan Form 1, to look at Learning Outcome 3 and Learning Outcome 4 this year.

At present we no longer offer the DA 107 Intraoral Radiographic Technique course.

B. Provide a brief description of the plan and the assessment question(s) being addressed.

Question: Do the programs outcomes need to be reviewed and revised?

Answer: Yes, the program outcomes needed to be revised after reviewing them.

The new program outcomes:

1. Apply key concepts in dentistry.
2. Use standards of infection and hazard control in the dental office.
3. Produce radiographs of diagnostic quality.
4. Provide clinical support for the dental team during treatments with patients and in laboratory procedures.
5. Portray professional behaviors, ethics and appearance while providing care to patients of all ages and diverse cultures.
6. Enhance principles of interpersonal skills with the dental health team and the patients in their care.

The new verbiage from Bloom’s Taxonomy Verb List addresses a higher level of learning.
C. If this report does not correspond to the most recent program assessment plan sent to the school assessment coordinator please submit a copy of the revised plan along with this report.

This report does correspond to the most recent program assessment sent to the school assessment coordinator; however we made revisions to the Assessment Plan Form 1, which is attached at the end of the document.

D. Indicate when the outcome(s) were assessed and what conclusions were reached from the previous assessment, and what “closing the loop” changes, if any, were made based on those conclusions. Also indicate whether the assessment method used previously is the same as the one described in this report. If not, what is changed?

Outcome 3: Produce radiographs of diagnostic quality.

Conclusion: All of 17 of the students were able to produce radiographs of diagnostic quality on patients after completing competencies on Dextr (manikin). Faculty will continue to provide opportunities to the students after completing competencies on Dextr in radiology lab until the student feels comfortable before exposing radiographs.

Changes: There were no changes to Outcome 3 at this time.

Outcome 4: Provide clinical support for the dental team during treatments with patients and in laboratory procedures.

Conclusion: There were 17 students that were on externship that provided support for the dental team during treatment with patients and in laboratory procedures. Of the 17 students on externship 14 students were offered jobs during their externship rotations. 82% of the students are providing support to the dental team.

Changes: There are no changes to Outcome 4 at this time.

2. Assessment Design and Coherence

A. Identify the student product(s) used for direct assessment of the Learning Outcome(s) that you listed in 1.A. Explain the context for this product [course name(s) and number(s), place in curriculum, instructor(s), and so forth]. NOTE: If your project depends on anonymity, report only contextual information that doesn’t need to be anonymous. If the project focused on a single or common assignment, please attach the assignment handout or explanation in the syllabus as an appendix.

Outcome 3: Context: DA 128-Dental Radiology. Dental Radiology is a 2 hour lecture and 3 hour lab class that meets for 16 weeks. Faculty: Karen Mulcahy with one lab assistant, Alejandra Cervantes.

Outcome 4: Context: DA 126-Clinical Externship. Clinical Externship provides the students with practical experience in community dental offices, clinics and the UNLV Dental School under the supervision of faculty and dentists. Experiences include chairside assisting, dental office reception, radiography, patient instruction and weekly campus meetings. Students grades in DA 126 is a composite of evaluations by the supervising faculty, the dentist at their externship site, and a portfolio the students compile of their clinical experiences. The portfolio is assessed by both full time instructors, Karen Mulcahy and Carole Brew.

B. Explain how the student product was scored and by whom [for example, objective scoring by machine; course instructor using a rubric; judging panel using a rubric]. If the project used a rubric, please explain who created the rubric and attach it as an appendix.
Outcome 3: The projects in DA 128 are scored by criteria on grading sheets for the different projects.

Outcome 4: The portfolio for clinical externship is evaluated by a very simple rubric that was created by Carole Brew and Karen Mulcahy. The portfolio is 20% of the students’ final grade in DA 126 that also includes supervising faculty evaluations, dental offices evaluations and professionalism.

C. Explain the “fit” or “match” between the program Learning Outcome(s) being assessed and the student product used as a direct measure. In other words, how fully does the quality of the product reveal achievement of the learning objective? [Sometimes there may be a one-to-one correspondence between the learning objective and the product. At other times, only some features of the product are relevant to the learning objective. In such cases, the learning objective might be assessed only by one or two rows of a rubric or by a few selected questions on an exam.]

Outcome 3: Produce radiographs of diagnostic quality.
The grading sheets used to score the students radiology projects has very specific criteria to make sure that the students are able to produce radiographs of diagnostic quality before working on patients. The same grading sheet is used to evaluate the students ability to take radiographs on patients.

Outcome 4: Provide clinical support for the dental team during treatments with patients and in laboratory procedures.
The student’s portfolio and composite of evaluations from supervising faculty, and the dentist at their externship site provides the assessment of the student’s ability to satisfactorily conduct all the duties for clinical support as a member of the dental team.

D. Explain how program faculty defined achievement terms (example: minimally competent, proficient, aspiring, satisfactory etc.) for the learning objective and how they distinguished between the levels of achievement (criteria). If the project used a rubric, does the rubric clearly indicate these categories and specify the corresponding criteria? If not, explain how rubric scores correspond to these categories. If program faculty hasn’t yet defined terms and criteria for achievement of the learning objective(s), how and when do you plan to do so?

Outcome 3: Produce radiographs of diagnostic quality.
The faculty defines achievement as proficient. Students must earn a 75% based on the criteria on the grading sheet.

Outcome 4: Provide clinical support for the dental team during treatments with patients and in laboratory procedures.
The CSN Dental Assisting Program has customized the definition of achievement from our accrediting body CODA to meet the needs of the program. The evaluation used by dentists and the supervising faculty evaluates professionalism, infection control, interpersonal skills and hands on skills.

E. If your project used a rubric, did program faculty try to establish inter-rater reliability in the use of the rubric? If so, explain how. If not, explain why.

Outcome 3: The faculty did not try to establish an inter-rater reliability in the use of the grading sheet criteria as there is only faculty that is grading the students’ radiographic projects.

Outcome 4: The two full time faculty-members that evaluate the students in DA 126, their clinical externship meet regularly to discuss the reliability of multiple raters. The two full time faculty are the ones responsible for grading students to keep the grading consistent.
3. **Assessment Methods**

   Outcome 3 is assessed using specific criteria on the grading sheets as well as weekly quizzes. The grading of radiographs is conducted by the full-time faculty that is in charge of the class and lab. That faculty member wants the grading consist.

   Outcome 4 The composition of evaluations from the supervising faculty, dental offices, professionalism and the student’s portfolio is evaluated by either Carole Brew or Karen Mulcahy or both faculty depending on the number of students out on clinical rotation.

   At the end of the semester faculty will fill out a course evaluation to determine if the course materials included the most current principles and techniques and if the course needs revisions.

4. **Assessment Results**

   Outcome 3: All of the 17 students completed the DA 128 Dental Radiology with a C or better.

   Outcome 4: 14 of the 17 students that graduated had jobs upon graduation in dental offices. The students are able to demonstrate that they have achieved proficiency a members of the dental health team.

5. **Discussion of Results**

   Outcome 3: The goal of the program is to train students to take radiographs that are of diagnostic quality on a patient without retakes. Students will be encouraged to bring in multiple different patients that qualify for radiographs.

   Outcome 4: The goal of the program is to prepare the dental assisting student for an entry level position as part of the dental team. The program is pleased that 83% of the students that graduated in 2013-2014 received job upon graduation. Students were offered jobs during their externship rotations.

6. **“Closing the loop” actions**

   Outcome 3: Faculty will continue to provide students additional opportunities to practice exposing radiographs both on Dextr and on patients.

   Outcome 4: Faculty will continue to deliver hands-on skills focusing on current principles and techniques in four handed dentistry. Expose students to procedures and task in each of the dental specialties as well as advanced functions and concepts of essential information.

7. **Assessment ownership**

   Outcome 3: The program director and the faculty member instructing the DA 128 Dental Radiology were involved in the discussion and findings.

   Outcome 4: The program director and the faculty member supervising the students in DA 126 – Clinical Externship were involved in the discussion and the findings.
# ASSESSMENT PLAN Form 1

School: School of Health Sciences  
Academic Program: Dental Assisting  
Program external Accrediting Organization: CODA  
Year of Next Accreditation Review: March 2015  
Submitted By: Carole Brew  
Date Submitted to School Assessment Coordinator (Due November 1):

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Covered by Accreditation Standard(s)</th>
<th>C. Which Standard(s) Cover this Outcome?</th>
<th>D. If not covered through accreditation, when and how will students demonstrate achieving this outcome?</th>
<th>E. AY in which assessment will occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply key concepts in dentistry.</td>
<td>yes</td>
<td>2-5; 2-9</td>
<td></td>
<td>2015-2016</td>
</tr>
<tr>
<td>2. Use standards of infection and hazard control in the dental office.</td>
<td>yes</td>
<td>2-8</td>
<td></td>
<td>2014-2015</td>
</tr>
<tr>
<td>3. Produce radiographs of diagnostic quality.</td>
<td>yes</td>
<td>2-16</td>
<td></td>
<td>2013-2014</td>
</tr>
<tr>
<td>4. Provide clinical support for the dental team during treatments with patients and in laboratory procedures.</td>
<td>yes</td>
<td>2-4; 2-5</td>
<td></td>
<td>2013-2014</td>
</tr>
<tr>
<td>5. Portray professional behaviors, ethics and appearance while providing care to patients of all ages and diverse cultures.</td>
<td>yes</td>
<td>2-11</td>
<td></td>
<td>2015-2016</td>
</tr>
<tr>
<td>6. Enhance principles of interpersonal skills with the dental health team and the patients in their care.</td>
<td>yes</td>
<td>2-8; 2-9</td>
<td></td>
<td>2014-2015</td>
</tr>
</tbody>
</table>
# Student Full Mouth Radiograph Evaluation

**Directions:** Fill out form when radiographs are completed. Top portion of box is for self grading. Instructor will use lower half.

<table>
<thead>
<tr>
<th>Patient's Name</th>
<th>Student Name</th>
<th>Date Exposed</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Film</th>
<th>Digital</th>
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</table>

**Patient Cooperation**
- [ ] Uncooperative
- [ ] Nervous
- [ ] Critical
- [ ] Sensitive
- [ ] Cooperative

**Case Difficulty**
- [ ] Average
- [ ] Difficult
- [ ] Very Difficult

**Tooth Rotation**
- [ ] Anomalies

**Mouth Size**
- [ ] Large
- [ ] Medium
- [ ] Small

**Tori**
- [ ] Flat
- [ ] Lingual
- [ ] Palatal

**Vault Shape**
- [ ] Normal
- [ ] Deep
- [ ] Narrow

**Gagger**
- [ ] Yes
- [ ] No

**Oral Habits**
- [ ] Tongue Thrust
- [ ] Bruxism
- [ ] Other

**Student**
- [ ] Instructor

**Instructor**
- [ ] 

<table>
<thead>
<tr>
<th>Errors</th>
<th>POINTS DEDUCTED</th>
<th>FILM NO.</th>
<th>STUDENT TOTAL</th>
<th>INST. TOTAL</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>b.</td>
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</tbody>
</table>

**Radiographic findings:**
- Bone Loss: Horizontal
- Angular
- Generalized
- Localized
- Slight
- Moderate
- Advanced

**Peri-implant bony lesion:**
- Radiopaque
- Radiolucent
- Unfavorable crown-root ratio
- Close root proximity

**Tooth development, eruption pattern, missing or supernumerary teeth**
- Other

**Indication for retake:**
- Area not seen in any other film
- Critical region cut off
- Total blockage of interproximal area
- Not seen on any other film

**Retakes:**
- Instructor needs to be present
- Not graded
- No remediation necessary/error corrected
- Error still present/remediation to be arranged

**Grading:**
- Total Points Deducted
- Final Grade
- Date Graded
- Faculty Signature
CSN Dental Assistant Program

Criteria for Acceptable Full Mouth (14 films) Radiographs

General Criteria:
- Film mounted in correct position.
- Raised portion of dot faces viewer.
- Dot on occlusal/incisal edge of film.
- Labeling of mount, envelope, and chart correct.
- No fingerprints, smudges, streaks, or stains.
- Correct teeth/region shown on film. (see additional criteria below)
- Three mm of normal bone visible beyond apices or pathology.
- Occlusal plane parallel with inferior border of film.
- Correct contacts open for individual film.
- Correct reproduction of size and shape.
- Complete and correct exposure
- Good density.
- Sharp outlines and detail.
- Supplemental film taken if necessary
- Edentulous areas adequately shown.

**EVERY contact must be open in at least one film.

Criteria for Specific Films:
These are ideal circumstances. In some cases, due to irregularity of teeth, size, arch and other factors, some adjustments may be made.

<table>
<thead>
<tr>
<th>FILM</th>
<th>PLACEMENT</th>
<th>OPEN CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maxillary Molars</td>
<td>All molars present must be shown. The anterior portion of the film should be placed no more anterior than the 2nd premolar.</td>
<td>Between the 1st and 2nd molar.</td>
</tr>
<tr>
<td>Maxillary Premolars</td>
<td>Premolars plus the distal 1/3 of the canine.</td>
<td>Between the premolars</td>
</tr>
<tr>
<td>Maxillary Canine</td>
<td>Canine centered</td>
<td>Between canine and lateral</td>
</tr>
<tr>
<td>Maxillary Incisors</td>
<td>Centrals and lateral shown.</td>
<td>Between the centrals.</td>
</tr>
<tr>
<td>Mandibular Molars</td>
<td>All molars present must be shown. The anterior portion of the film should be placed no more anterior than the 2nd premolar.</td>
<td>Between the 1st and 2nd molar.</td>
</tr>
<tr>
<td>Mandibular Premolars</td>
<td>Premolars plus the distal 1/3 of the canine.</td>
<td>Between the premolars</td>
</tr>
<tr>
<td>Mandibular Canine</td>
<td>Canine centered</td>
<td>Between canine and lateral</td>
</tr>
<tr>
<td>Mandibular Incisors</td>
<td>Centrals and lateral shown.</td>
<td>Between the centrals.</td>
</tr>
</tbody>
</table>

**DIGITAL FILMS:**
All criteria is the same EXCEPT on the premolar films, the distal of the canine is desired but not required.
DA 126B Externship Notebook Summary
This form is turned in with the notebook you compile at the end of your externship.
The notebook is worth 20 percent of your grade.

The notebook will contain the items listed below.

Student Name____________________________________________________________

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Journal</td>
<td></td>
<td>3 points</td>
</tr>
<tr>
<td>1 per week of externship</td>
<td></td>
<td></td>
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<tr>
<td>Time Cards</td>
<td></td>
<td>3 points</td>
</tr>
<tr>
<td>Total of 300 hours</td>
<td></td>
<td></td>
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<tr>
<td>Signed by cooperating lead assistant</td>
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<td></td>
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<tr>
<td>Scavenger Hunt</td>
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<td>2 points</td>
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<tr>
<td>1 per externship assignment</td>
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<td></td>
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<tr>
<td>Evaluations of Students</td>
<td></td>
<td>3 points</td>
</tr>
<tr>
<td>1 per externship assignment</td>
<td></td>
<td></td>
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<tr>
<td>Signed by lead assistant/Dentist</td>
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<tr>
<td>Self-evaluation</td>
<td></td>
<td>2 points</td>
</tr>
<tr>
<td>1 per externship assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of Artifacts</td>
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<td>2 points</td>
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<tr>
<td>i.e. radiographs</td>
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<tr>
<td>Radiograph Log</td>
<td></td>
<td>2 points</td>
</tr>
<tr>
<td>1 per externship assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of externship portfolio</td>
<td></td>
<td>2 points</td>
</tr>
<tr>
<td>Presentation of additional information</td>
<td></td>
<td>1 point</td>
</tr>
</tbody>
</table>

**Total possible points 20**

Notebook Grade 20%___________

Site Evaluations 75%___________

Professionalism 5%___________ Final Grade ___________
Letter Grade___________
End of Term Course Review Conducted by Instructor

Date of Review ______ Course ______________ Instructor ______________ Semester ______

1. Check the competencies that are taught in this course and indicate level of achievement expected of student (I= Introductory, D= Developing, C= Competent)
   - I D C 1. Apply the knowledge and skills required to systematically collect diagnostic data;
   - I D C 2. Function as an effective and efficient member of the dental health team by performing a variety of clinical supportive treatments;
   - I D C 3. Utilize the most current infection control and safety precautions in all laboratory and clinical settings;
   - I D C 4. Apply the knowledge and skills required for basic business office procedures;
   - I D C 5. Communicate effectively both verbally and in writing with dental team members and patients;
   - I D C 6. Function in a responsible, professional and ethical manner;
   - I D C 7. Demonstrate the clinical skills needed to perform direct patient care as stated in Nevada State Board of Dentistry

2. Teaching Format:
   __________________ Lecture _____________ Lab ____________ Preclinical ____________ Externship

3. Evaluation Methods Used:
   Assignments/Projects ____________ Oral Presentation ____________ Quizzes ____________
   Group Activities ____________ Lab/clinic skill eval ____________ Midterm ____________
   Research ____________ Self Evaluations ____________ Final Exam ____________
   Written paper ____________ Table Clinic ____________ Journals ____________
   Portfolios ____________ Community Rotations ____________ Other __________

4. List courses in the DA Program that Review/Enhance material presented in this course:
   Topic ____________ Other Course/s ____________ Review Enhance
   Topic ____________ Other Course/s ____________ Review Enhance
   Topic ____________ Other Course/s ____________ Review Enhance