

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico – Gallup Campus*
2. Department: *Health Careers*
3. Date: *May 13, 2008*

B. Academic Program of Study*

Dental Assisting Science Program

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Assisting in the provision of culturally relevant dental health care; (DAP # 4)
- B. Practicing in accordance with the ethics of the dental profession. (DAP # 2)
- C. Employing state of the art methods and materials (DAP # 2)
- D. Providing and maintaining a safe treatment environment for patients and dental health care team; (DAP # 3)
- E. Receiving national and state certification in Dental Assisting. (DAP # 1)

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Discuss the basis for professional communication.
- A.2. Identify the various instruments used for each specialty.
- A.3. Demonstrate the care of each instrument including passing, sharpening, sterilizing, and storage.
- A.4. Identify the different materials used for each specialty.
- A.5. Prepare each material properly.
- A.6. Provide proper patient education for each procedure in the specialties.
- A.7. List strategies to prevent plaque disease.
- A.8. Define Human Motivation
- A.9. Develop Preventive Programs

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

- B.1** Indicate care and technique when treating patients.
 - B.2** Assist in patient record keeping.
 - B.3** Learn to accurately take and record medical and dental histories.
 - B.4** Identify basic procedures used with treatment documentation and patient information.
 - B.5** Appraise techniques for patient management.
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- C.1** Explain the rationale for infection control in operative dentistry.
 - C.2** Identify and demonstrate the principles of four-handed dentistry.
 - C.3** Assist in basic operative procedures, using the necessary equipment, instruments, materials, and chairside procedures.
 - C.4** Explain the different physical and biological properties that can exist with dental materials.
 - C.5** Classify restorative materials.
 - C.6** Identify basic materials used with amalgam and composite preparations.
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- D.1** Set-up and clean operatory according to OSHA infection control recommendations.
 - D.2** Demonstrate the proper method to expose dental radiographs utilizing appropriate safety and protection procedures
 - D.3** Perform aseptic techniques for dental equipment, instruments, and surfaces.
 - D.4** Classify microorganisms.
 - D.5** Identify methods of disease transmission.
 - D.6** Identify and use correct communication control methods.
 - D.7** Set-up and clean-up operatory according to OSHA infection control standards.
 - D.8** Learn to greet, prepare, and dismiss patients.
 - D.9** Define the role and responsibility of the dental auxiliary in dental emergencies
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- E.1** Set-up and clean up operatory according to OSHA infection control recommendations.
 - E.2** Prepare for operative, sterilization and laboratory procedures
 - E.3** Prepare basic instruments and operatory equipment used with coronal polish, fluoride, pit and fissure sealants, and radiology preparations.
 - E.4** Identify the basic patient management techniques; demonstrate those techniques.
 - E.5** Perform the duties of a front office dental assistant including: performing basic secretarial functions, managing an appointment system, and maintaining a supply inventory, developing a office manual.
 - E.6** Outline a resume and cover letter for job evaluation.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A. 2. Identify the various instruments used for each specialty.	x	x	x	
A. 3. Demonstrate the care of each instrument including passing, sharpening, sterilizing, and storage.	x	x	x	
A. 4. Identify the different materials used for each specialty.	x	x	x	
B. 3 Learn to accurately take and record medical and dental histories.	x	x	x	
B. 4 Identify basic procedures used with treatment documentation and patient information.	x	x	x	
C. 1 Explain the rationale for infection control in operative dentistry.	x	x	x	
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
C. 2 Identify and demonstrate the principles of four-handed	x	x	x	

dentistry.				
D. 1 Set-up and clean operatory according to OSHA infection control recommendations.	X	X	X	
D. 2 Demonstrate the proper method to expose dental radiographs utilizing appropriate safety and protection procedures	X	X	X	
E. 4 Identify the basic patient management techniques; demonstrate those techniques.	X	X	X	
E. 5 Perform the duties of a front office dental assistant including: performing basic secretarial functions, managing an appointment system, and maintaining a supply inventory, developing a office manual.	X	X	X	

2. How will learning outcomes be assessed?

A. What:

- i. For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?
- ii. Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]
- iii. Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

SLO	i. Means of Assessment	Samples of evidence	ii. Direct / Indirect	iii. Criteria for Success
A. 2. Identify the various instruments used for each specialty.	Proficiency check-offs	Report of Proficiency	Direct	Score above a

		check-offs		76%
A. 3. Demonstrate the care of each instrument including passing, sharpening, sterilizing, and storage.	Proficiency check-offs	Report of Proficiency check-offs	Direct	Score above a 76%
A. 4. Identify the different materials used for each specialty.	Proficiency check-offs	Report of Proficiency check-offs	Direct	Score above a 76%
B. 3 Learn to accurately take and record medical and dental histories.	Proficiency check-offs	Report of Proficiency check-offs	Direct	Score above a 76%
B. 4 Identify basic procedures used with treatment documentation and patient information.	Proficiency check-offs	Report of Proficiency check-offs	Direct	Score above a 76%
C. 1 Explain the rationale for infection control in operative dentistry.	Proficiency check-offs	Report of Proficiency check-offs	Direct	Score above a 76%
C. 2 Identify and demonstrate the principles of four-handed dentistry.	Proficiency check-offs	Report of Proficiency check-offs DANB CDA	Direct	Score above a 76% Pass DANB CDA
D. 1 Set-up and clean operatory according to OSHA infection control recommendations.	Proficiency check-offs	Report of Proficiency check-offs DANB ICE	Direct	Score above a 76% Pass DANB ICE
D. 2 Demonstrate the proper method to expose dental radiographs utilizing appropriate safety and protection procedures	Proficiency check-offs	Report of Proficiency check-offs Radiographs DANB RAD	Direct	Score above a 85% Pass DANB RAD
E. 4 Identify the basic patient management techniques; demonstrate	Proficiency check-offs	Report of Proficiency	Direct	Score above a

those techniques.		check-offs		76%
E. 5 Perform the duties of a front office dental assistant including: performing basic secretarial functions, managing an appointment system, and maintaining a supply inventory, developing a office manual.	Proficiency check-offs	Report of Proficiency check-offs Student printouts of computer work	Direct	Score above a 76%

B. Who: Evidence will come from all students.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Learning outcomes will be assessed each semester, during the summer UNM-G clinicals (capstone class including all learned procedures, proficiency check-offs and office externships) and at the end of the Dental Assisting Program when the students complete the Dental Assisting National Board (DANB). The assessment results are shared with the Advisory Committee and the American Dental Association Council on Dental Accreditation as yearly reports.

SLO	Semester of Evaluation	Discussed
A. 2. Identify the various instruments used for each specialty.	Spring 2009, 2010, 2011	<i>Martinez-Welles In proficiency evaluation</i>
A. 3. Demonstrate the care of each instrument including passing, sharpening, sterilizing, and storage.	Fall 2008, 2009, 2010,	<i>Martinez-Welles In proficiency evaluation</i>
A. 4. Identify the different materials used for each specialty.	Spring 2009, 2010, 2011	<i>Martinez-Welles In proficiency evaluation</i>
B. 3 Learn to accurately take and record medical and dental histories.	Fall 2008, 2009, 2010,	<i>Martinez-Welles In proficiency evaluation</i>
B. 4 Identify basic procedures used with treatment documentation and patient information.	Fall 2008, 2009, 2010,	<i>Martinez-Welles In proficiency</i>

		<i>evaluation</i>
C. 1 Explain the rationale for infection control in operative dentistry.	Fall 2008, 2009, 2010,	<i>Martinez- Welles In proficiency evaluation</i>
C. 2 Identify and demonstrate the principles of four-handed dentistry.	Fall 2008, 2009, 2010,	<i>Martinez- Welles In proficiency evaluation</i>
D. 1 Set-up and clean operatory according to OSHA infection control recommendations.	Fall 2008, 2009, 2010,	<i>Martinez- Welles In proficiency evaluation</i>
D. 2 Demonstrate the proper method to expose dental radiographs utilizing appropriate safety and protection procedures	Spring 2009, 2010, 2011	<i>Martinez- Welles In proficiency evaluation</i>
E. 4 Identify the basic patient management techniques; demonstrate those techniques.	Fall 2008, 2009, 2010,	<i>Martinez- Welles In proficiency evaluation</i>
E. 5 Perform the duties of a front office dental assistant including: performing basic secretarial functions, managing an appointment system, and maintaining a supply inventory, developing a office manual.	Fall 2008, 2009, 2010,	<i>Martinez- Welles In proficiency evaluation</i>

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *Faculty in the Dental Assisting Program will be collecting the data through out the year, and students will take the Dental Assisting National Exam (DANB) to assess overall program preparation.*
2. *the process for consideration of the implications of assessment for change:*
 - a. *assessment mechanisms themselves will be used at the end of each semester,*
 - b. *curriculum design will be rewritten to reflect the emphasis in topics for areas found weak for student progress in the DANB reports.*
 - c. *andragogy will be used in the interest of improving student learning based on adult education.*
3. *The assessment results will be communicated to the Dental Assisting Advisory Committee at the Spring 2009 meeting, and the ADA CODA for Accreditation Standards in the yearly report.*