



Assessment and Continuous Quality Improvement Form

Date Form is Completed	12/8/2020												
Names of Faculty/Staff Involved	Chantel Rivera												
Department/Office/Committee	Dental Assisting												
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	DENT 118												
Instruments Used Type of Data Collected <i>Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You may attach copies of the assessments used, if you think that helps to clarify the assessment process. For course review, ensure three assessment instruments are considered. You must consider the end of course student survey and major course tests and other summative performances.</i>	<p>Check one or more boxes then describe each instrument</p> <table border="1"> <tr> <td><input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)</td><td><input checked="" type="checkbox"/> Test/exam item analysis/student performance (required for course assessment) <i>Students were given a pretest at the beginning of the semester and the same final exam at the end of the semester to evaluate their progress. Reading quizzes were also given at the beginning of every lecture to ensure students read their assigned reading passages. Progress monitoring checks were given weekly to collect data.</i></td></tr> <tr> <td><input type="checkbox"/> Focus Group Results</td><td><input type="checkbox"/> Review of minutes or other ongoing record or reflection</td></tr> <tr> <td><input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)</td><td><input type="checkbox"/> Course Learning Outcome Rubric/Data</td></tr> <tr> <td><input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)</td><td><input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)</td></tr> <tr> <td><input type="checkbox"/> Peer Review</td><td><input type="checkbox"/> External Review (accreditor visit, audit)</td></tr> <tr> <td><input type="checkbox"/> Job Placement/Alumni Survey Data</td><td><input type="checkbox"/> Other... <i>Skill competency assessments were given to evaluate each individual student's performance and knowledge for the specific skills.</i></td></tr> </table> <p>Additional Description of Assessments (name, date, who was assessed, description of assessments)</p>	<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input checked="" type="checkbox"/> Test/exam item analysis/student performance (required for course assessment) <i>Students were given a pretest at the beginning of the semester and the same final exam at the end of the semester to evaluate their progress. Reading quizzes were also given at the beginning of every lecture to ensure students read their assigned reading passages. Progress monitoring checks were given weekly to collect data.</i>	<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection	<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input type="checkbox"/> Course Learning Outcome Rubric/Data	<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)	<input type="checkbox"/> Peer Review	<input type="checkbox"/> External Review (accreditor visit, audit)	<input type="checkbox"/> Job Placement/Alumni Survey Data	<input type="checkbox"/> Other... <i>Skill competency assessments were given to evaluate each individual student's performance and knowledge for the specific skills.</i>
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	What strengths are identified through an analysis of these assessments?	Student's displayed higher scores on their unit exams when reading quizzes were given. They were essentially forced to read the chapter assigned prior to attending the lecture to ensure students understood the content. If they were confused on any content, they were required to bring their questions to be discussed during lecture. Knowledge retention is assessed through comparing the pretest scores with the final exam scores.
	What insights have you gained through an analysis of these assessments?	Through assessment data I was able to drive instruction and adapt it to the needs of the students so they were able to reach the objectives and goals set for the lesson. Students that were dedicated to their reading assignments retained more knowledge than those who did not.
	What areas for Improvement have you identified through an analysis of these assessments?	I believe I need to create more interesting assignments to engage the students and prompt them to be interested in reading their assigned chapters. Reading quizzes alone did not motivate the students as it should have.
	PLAN: What change is needed to address the deficiencies you have identified?	I plan to create more in depth assignments to prompt students to think deeper about the question at hand, or create a discussion board to discuss the topic that is to be covered prior to the lecture. A flipped classroom will be utilized to assess student knowledge of the assignments.
	DO : What concrete steps will be taken? Is a pilot needed? Who will be impacted? Who needs to buy in? Who should you communicate with? Who is responsible for doing what?	A pilot may be needed to assess whether a flipped classroom will be effective. Only participants of the course (students/instructor) will be impacted by the change. I will communicate closely with my supervisor regarding my new implementation. The student will be responsible to research the assigned topic and provide information to their peers during the flipped classroom setting.
	CHECK: What data will you collect and analyze to assess this plan? Who will do the work? When will this be completed? Should the future assessment be placed on the institutional assessment calendar?	The data to be collected will be the assignments/discussions given. The future assessment does not need to be placed on the institutional assessment calendar.
	Additional Comments	
DOCUMENTATION	Report Conveyed to Admin/Faculty/Director/Committee	
	Standards related to Assessment Process	

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