

CTE Annual Assessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose **one** of the degree and/or certificate outcomes that was part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results and how this might be used to enhance teaching and learning.

This form to be used for both assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome).

On completing the form, please e-mail it to learningassessment@pcc.edu.

SAC Assessment Contact(s):

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1. Which SAC do you represent?

DH - Dental Hygiene

2. Which outcome is reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

- 1) Cultural Awareness
- 2) Self-Reflection

3. Please share **how** this outcome was assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.

Please see attachments:

- 1) Overview of Instructions
- 2) Pre-Survey assessment tool
- 3) Post-Survey assessment tool
- 4) Scoring rubric
- 5) Sample score sheet
- 6) Pre-Post Survey Rubric Results
- 7) Appendix 1

Two outcomes were assessed using a pre- and post-survey tool. Students completed a pre-assessment survey by responding to questions/statements. Students then participated in an activity with international students; the students were paired and given topics or prompts to discuss with one another, and knowledge was shared between the student partners. In concluding, our students completed a post-assessment, responding to identical questions/statements. We hoped to see our students increase their awareness that other countries and cultures differ in the oral health resources they offer their citizens.

4. Please include information about your benchmark (the score that indicates successful attainment of the outcome), and how it was determined.

Scoring rubric: Students were given the option of responding to questions using a likert of 1, 2, or 3.

Successful attainment = 2

A score of 2 would identify “minimal awareness of other cultures”

5. Please provide data collected in the assessment of this outcome (including score distribution and percent of students meeting benchmark). Summarize your findings in the box below. Attach supplemental information or appendices. For this report, **please do not include student identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

The DH program is a “closed program”, and we accept 20 students each year to begin a new cohort. The program is a FT, 2-year program.

Students were identified with a number for this activity. Refer to the excel document Appendix I, titled “2019 Pre-Post Assessment.” This spreadsheet shows how each of the 20 students responded to four (4) questions, in both their pre-and post- surveys. The goal was for the student to increase their responses in the post-survey, which would reflect an increased awareness of oral health in other cultures/countries (this is the column on the far right, titled “CAHNGE.”

The majority of the students did show an “increase” in their responses to all four questions. However, there were a number of students who remained the “same”, and some students “decreased” in their awareness.

6. Please discuss your overall findings regarding student learning. (What did you learn from this assessment? Were there any surprises? Do the data make sense? How do the data relate to student learning?)

In addition to tracking the student responses using the “1, 2, and 3” choices, we also included any additional comments that students make regarding the topic of teach question. Most of these responses related to student interest in volunteering in a foreign country. One student seems to come from a theologian background, and another from parents who have both volunteered in another country AND who work currently in a healthcare discipline.

However, there are some outlier responses from one of the students who has a real concern that humans in the United States might be overlooked, and not served because volunteers prefer to travel to other countries. This is a topic that is currently discussed in one of the DH2 courses in Community Oral Health. This is a topic that needs to be introduced in the classroom ***with the utmost respect and sensitivity***, and the topic should be sustained throughout the 3-course classes.

7. Please reflect on the entire project and share how your CTE SAC will use the results to improve student mastery of this outcome. Are there changes that need to be made to improve teaching and/or learning?

DH1 students are entry-level students who come to PCC with a wide variety of personal and professional experiences. Some enter the Dental Hygiene program with previous jobs, backgrounds, and educational degrees in healthcare; yet other students come with very little knowledge about their own oral health needs. Therefore, the students in DH1 who participated in this activity come from a wide spectrum of knowledge and experience, and therefore could be easier swayed after just one encounter with the international students.

During the 2nd year in the DH program, the students begin a 3-course series of classes called “Community Oral Health”, and the content focuses on current health initiatives on a local, state, national and global level. A common theme in all 3 courses surrounds healthcare reform in the United States, and students compare and contrast how oral health care might like like, or not look like, oral health care in other countries.

This exercise as a stand-alone activity does not infer that a change should be made to our existing DH program, or to a specific course within our program. This exercise can, however, segue to classroom discussions regarding outreach, and could be relevant themes towards **increasing students’ desire for civic engagement.**

The same cohort of students can step back and consider that the lack of dental services they learned exist in other countries actually exist in parts of the United States. ***This will also increase awareness related to current healthcare reform,*** a key theme that is discussed during the entire DH2 year.

Although the “themes” after the pre-and post-surveys asked students if they’d be interested in volunteering in other countries, a relevant theme was overlooked: would students be interested in volunteering in their own communities?

Currently, service-learning is a major part of the DH2 curriculum; this exercise introduces service-learning in a fun forum, and seems like a natural way for students to look forward to some of the program requirements they’ll encounter as they matriculate to their 2nd year in the program.

In addition, some of the countries or regions that were discussed in this exercise could potentially have local citizens represented in our local communities, where the DH2 students do their service-learning rotations. Students could continue learning about the social/medical implications of the same student immigrants they met during this activity!

8. What changes do you plan to make to your assessment of this outcome in the future?

Possibilities:

Re-word the pre-and post-survey questions

Consider timing of this activity; if repeated, perhaps the DH2 students would participate vs. DH1 students; this way, we would assess students' knowledge and beliefs *after* they've had some pedagogical introduction. This exercise could then perhaps assess the effectiveness of current courses related to global, or international, oral health care.

Has the outcome been assessed before? (If not, skip this question).

9. Were any modifications to instruction implemented between the prior assessment and this one? How did the assessment methods and results compare with the prior assessment?

NA.

To help us understand your SAC's overall processes, please complete these additional questions.

1. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

Yes, three (3) PT faculty participated compared to one (1) FT faculty.

2. How do you plan to share this information with all members of your SAC?

We could plan to include the findings in a faculty retreat, especially if we plan to repeat this assessment in a future LAC activity/report.

3. Are there any areas that you might want help with from your CTE coach? Please let us know.

Perhaps, but not known at this time.

4. Is there anything else you would like to share with us? Please let us know.

We are in transition with new SAC Chair (actually, a previous SAC Chair 10 years ago? Much has changed!!)

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Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!