

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

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

The text boxes will expand to accommodate as much text as you wish to provide.

SAC Assessment Contact (s):

<i>Name</i>	<i>e-mail</i>
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1. What SAC do you represent?

DH Dental Hygiene

2. Before reporting on this year's assessment, please briefly reflect on last year's project. On the last page of the Learning Assessment Peer Review Feedback from summer 2019, the peer evaluators created a custom question or two for your SAC. Please cut and paste that question in the box below, and add your SAC's response to the question(s). In future years, the custom question will be embedded in the annual program review update.

3. Which outcome is reported here for 2019-20? (Please provide the text of the focal outcome, and the degrees/certificates to which it applies.)

After our SAC submitted our MYP in Dec 2019, an opportunity arose that led to our SAC revising our focal assessment plan. Instead of our Program Outcome #2 (*Apply scientific research methods to support evidence based treatment modalities with specific concern for oral health and overall health.*), we decided to assess our Program Outcome #1 (*Communicate with patients, peers, the public and other healthcare professionals using verbal, non-verbal and written language with clarity, coherence and purpose.*).

The opportunity: One of our adjunct faculty is currently enrolled in a degree completion program, and for one of her courses, she had developed a complete teaching module on "Communication thru Motivational Interviewing." Included in her project was a pre-assessment for students, an educational presentation, student role-play activities, and a student post-assessment.

The following bullet points support the plan to change our focal assessment for 2019-2020:

- The foundations of the focal assessment were already developed
- We anticipated modifying the instructor's materials, especially the assessments, in order to meet the college's recommendations for metrics
- We would need to develop the inter-rater rubric to ensure validity and reliability
- The actual topic, Communication thru Motivational Interviewing, is a long overdue curriculum enhancement that the SAC and the program director have supported
- The standards from our accrediting body, Commission on Dental Accreditation, include communication

The main reason we were unable to assess, was due to COVID-19. The course in which we were planning on presenting this to students, DH 203, was a spring lecture course. However, this course was cancelled. Thus, we were unable to assess our students.

The SAC plans on keeping this as our focal outcome; the SAC will discuss when we can implement this project and we look forward to embedding this into our permanent curriculum.

4. Please share how this outcome was assessed, to help us understand your process for assessment. Please include information about your benchmark (the score that indicates successful attainment of the outcome) and how it was determined. For example, if your benchmark is set at 2, what does that mean?

5. Please provide data collected in the assessment of this outcome (including score distribution and percentage meeting benchmark). We understand that some SACs will need to present work that is not redacted when reporting to TSA. For this report, please do not include student G#s, but do assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion. Include your principal data in the box below. Attach supplemental information or appendices when this form is turned in.

6. Please discuss your overall findings regarding student learning. (Were there any surprises? Do data points make sense? How much confidence does the SAC have on these results? How does this information relate to student learning?)

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? How will the SAC use the results to reassess this outcome in the future?

If this is a Reassessment (that is, the outcome has been assessed before), please answer question 8; otherwise, write N/A and continue with question 9.

8. 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?

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

9. 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.

10. Has this information been shared with all members of your SAC?

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

12. If the project/assignment was assessed by more than one faculty member, how did the SAC ensure that all faculty or scorers were scoring in a consistent manner, also known as norming?

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

Thank you for completing this report!

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