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COURSE	Course SLOs	Program Goal (PSLO)	Didactic or Lab/Clinical	Sem./Yr. in Assessment Cycle
DAT 112: Integrated Sciences	1. Describe the importance of the nervous system and how it relates to the oral cavity.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2016
DAT 112: Integrated Sciences	2. Identify the major nerves that innervate the maxillary and mandibular dentition. Determine whether or not a nerve is sensory, motor or mixed, and origin of origination.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2017
DAT 112: Integrated Sciences	3. Understand the importance of the muscular system and how it relates to the oral cavity.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2018
DAT 112: Integrated Sciences	4. Be able to locate the muscles of mastication and their functions. Determine origin, insertion, and function of muscles of mastication.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2016
DAT 112: Integrated Sciences	5. Recognize the importance of the circulatory system and how it relates to the oral cavity.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2017
DAT 112: Integrated Sciences	6. Identify major vessels that provide blood supply to the orofacial structures and clinical complications during anesthesia.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2018
DAT 113: Dental Materials	1. Apply dental knowledge to take alginate impressions, and perform laboratory procedures, including pouring and trimming models.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2016
DAT 113: Dental Materials	2. Properly construct a provisional crown and bleaching splint.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2017
DAT 113: Dental Materials	3. Utilize knowledge of direct restorative material to assist with placement of amalgam and composite restorations.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2018
DAT 113: Dental Materials	4. Be able to correctly manipulate and apply dental cements, liners, and bases.	Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Fall 2016
DAT 112: Integrated Sciences	1. Describe the importance of the nervous system and how it relates to the oral cavity.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2016
DAT 112: Integrated Sciences	2. Identify the major nerves that innervate the maxillary and mandibular dentition. Determine whether or not a nerve is sensory, motor or mixed, and origin of origination.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2017
DAT 112: Integrated Sciences	3. Understand the importance of the muscular system and how it relates to the oral cavity.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2018
DAT 112: Integrated Sciences	4. Be able to locate the muscles of mastication and their functions. Determine origin, insertion, and function of muscles of mastication.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2016

<b>DAT 112: Integrated Sciences</b>	5. Recognize the importance of the circulatory system and how it relates to the oral cavity.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2017
<b>DAT 112: Integrated Sciences</b>	6. Identify major vessels that provide blood supply to the orofacial structures and clinical complications during anesthesia.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2018
<b>DAT 115: Professionalism and Ethics</b>	1. Maintain professional conduct and appearance, and consistently exhibit professional behaviors appropriate to dentistry.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	D	Fall 2016
<b>DAT 115: Professionalism and Ethics</b>	2. Exercise sound clinical judgment while performing duties that fall within the legally and ethically allowed functions of the expanded duty dental assistant.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	D	Fall 2017

<b>DAT 118: Tooth Morphology and Histology</b>	1. Correctly utilize the Universal Numbering System to identify teeth.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Fall 2016
<b>DAT 118: Tooth Morphology and Histology</b>	2. Recognize the four main parts of the tooth.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2017
<b>DAT 118: Tooth Morphology and Histology</b>	3. Classify the four different tooth tissues and state their location.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2018
<b>DAT 118: Tooth Morphology and Histology</b>	4. Identify and differentiate individual teeth according to morphologic differences observed.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2016
<b>DAT 118: Tooth Morphology and Histology</b>	5. Identify the classification of occlusion correlate facial profile.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Fall 2017
<b>DAT 121: Dental Health Education</b>	1. Develop an age-appropriate dental health education presentation for students at an elementary school	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Spring 2017
<b>DAT 121: Dental Health Education</b>	2. Be able to identify the major nutrient categories and determine recommended dietary allowances and important functions of each category.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2018
<b>DAT 121: Dental Health Education</b>	3. Be able to relate nutrient deficiencies to major systemic and oral diseases.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2019
<b>DAT 122: Dental Office Management</b>	1. Demonstrate proficiency in basic dental front office functions, to include adeptness in practice management software.	Communication: Communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.	D	Spring 2017
<b>DAT 122: Dental Office Management</b>	2. Understand the importance of being in compliance with HIPAA regulations.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	D	Spring 2018
<b>DAT 122: Dental Office Management</b>	3. Appraise intraoral and extraoral radiographs for common processing and technique errors and determine corrective action needed.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2019

<b>DAT 123: Oral Medicine/Oral Biology</b>	1. Summarize basic principles involved in pharmacology, to include drug properties, actions, and reactions.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2017
<b>DAT 123: Oral Medicine/Oral Biology</b>	2. Understand the dental assistant's role in pharmacologic management of oral conditions and disorders.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2018
<b>DAT 123: Oral Medicine/Oral Biology</b>	3. Participate and assist in the management of medical emergencies and perform basic life support procedures	Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2019
<b>DAT 124: Expanded Duties/Specialties</b>	1. Maintain professional conduct throughout dental specialty clinical rotations.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	C	Summer 2017
<b>DAT 124: Expanded Duties/Specialties</b>	2. Demonstrate an understanding of the various dental specialties through clinical rotation experience.	Life-long Learning: Demonstrate ability to self-assess the knowledge that is required for lifelong learning	C	Summer 2018
<b>DAT 127: Dental Radiography</b>	1. Apply principles of paralleling and bisecting techniques to effectively expose, mount, and interpret full mouth, bitewing, and periapical radiographs.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2017
<b>DAT 127: Dental Radiography</b>	2. Appraise intraoral and extraoral radiographs for common processing and technique errors and determine corrective action needed.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	D	Spring 2018
<b>DAT 127: Dental Radiography</b>	3. Recognize safe and effective technique when exposing full mouth, bitewing, periapical and panoramic radiographs.	Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	D	Spring 2019

<b>DAT 154: Clinical Procedures I</b>	1. Describe and discuss the importance of reviewing a complete medical history prior to dental care.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2016
<b>DAT 154: Clinical Procedures I</b>	2. Recognize and convey the use of instruments for basic restorative procedures.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2017
<b>DAT 154: Clinical Procedures I</b>	3. Demonstrate correct tray setups for basic restorative procedures.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2018
<b>DAT 154: Clinical Procedures I</b>	4. Assist in diagnostic and restorative procedures utilizing appropriate chair-side techniques for a variety of procedures.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Fall 2016
<b>DAT 154: Clinical Procedures I</b>	5. Uphold infection control protocol and relay procedures essential to maintaining chain of asepsis.	Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Fall 2017
<b>DAT 164: Clinical Procedures II</b>	1. Recognize and convey the use of instruments for specialty dental procedures, to include: orthodontics, oral and maxillofacial surgery, endodontics, periodontics, pediatric dentistry and prosthodontics.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Spring 2017

<b>DAT 164: Clinical Procedures II</b>	2. Demonstrate correct tray setups for specialty procedures, to include: orthodontics, oral and maxillofacial surgery, endodontics, periodontics, pediatric dentistry and prosthodontics.	Critical Thinking: Utilize critical thinking skills to assist in the treatment and care of all patients.	C	Spring 2018
<b>DAT 164: Clinical Procedures II</b>	3. Assist in specialty procedures utilizing appropriate chair-side techniques for a variety of procedures.	Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Spring 2019
<b>DAT 164: Clinical Procedures II</b>	4. Understand the various special needs that may exist in dentistry and be able to adapt dental treatment to meet those special needs.	Quality and Safety: Adhere to state and federal laws, recommendations and regulations in providing quality dental hygiene care using safe and effective dental hygiene practices.	C	Spring 2017
<b>DAT 164: Clinical Procedures II</b>	5. Recognize the various types of specialty dentistry and what each specialty consists of.	Life-long Learning: Demonstrate ability to self-assess the knowledge that is required for lifelong learning	C	Spring 2018
<b>DAT 177: Clinical Procedures III</b>	1. Maintain professional conduct throughout general dentistry clinical rotations.	Professionalism: Exhibit ethical and preferred values that mirror the ADHA Code of Ethics in a variety of situations.	C	Summer 2017
<b>DAT 177: Clinical Procedures III</b>	2. Demonstrate an understanding of the various aspects of general dentistry through clinical rotation experience.	Life-long Learning: Demonstrate ability to self-assess the knowledge that is required for lifelong learning	C	Summer 2018

**Florence-Darlington Technical College**

**Dental Hygiene Program**

**Assessment-Systematic Evaluation Plan**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

<b>Course Number</b>	<b>Course Student Learning Outcome</b>	<b>Assessment Method</b>	<b>Benchmark</b>	<b>Actual Level of Achievement</b>	<b>Action Plan</b>	<b>Time Interval</b>
DAT 154	Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.	Patient Seating and Medical History Evaluation Rubric	80% of students will receive a passing grade.	92% of students achieved an 80% or higher	To better prepare students, more practice time with different medical history scenario should help them to have a better understanding of what questions are important to ask. Also, having the students research different medical problems and present them to the class may help them to better understand why taking the medical history is important.	Annually, Fall
DAT 154	The student will be able to describe and discuss the importance of reviewing a complete medical history prior to dental care.	Patient Seating and Medical History Evaluation Rubric	80% will receive a passing grade	92% received a passing grade.	Provide the students with more practice time taking medical histories with different potential scenarios.	Annually, Fall
DAT 154	The student will be able to recognize and convey the use of instruments for basic restorative procedures.	Test #5	80% of students will receive a passing grade.	92% of students received a passing grade	Students were weaker in the area of the function of the instruments used in basic restorative procedures. To help the students with the names and functions of basic restorative procedure instruments, an instrument quiz will	Annually, Fall

					be implemented in future semesters.	
DAT 154	The student will be able to demonstrate correct tray setups for basic restorative procedures.	Basic Tray Set Up Evaluation	80% of students will receive a passing grade.	92% of students received a passing grade.	Students were weaker in the areas of setting up the accessory instruments in the proper locations on the tray. To better prepare the students, more practice time with setting up the tray with the accessory instruments will be added to the schedule for future semesters.	Annually, Fall
DAT 112	The student will be able to identify the bones of the skull and discuss their importance to the oral cavity.	Test #2	80% will receive a passing grade.	85% received a passing grade.	Utilize the I-Bench facilities to study the bones of the skull and their interrelationships.	Annually, Fall
DAT 112	The student will be able to locate the muscles of mastication. They will be able to determine the origin, insertion, and function for the muscles of mastication.	Test #3	80% will receive a passing grade.	50% received a passing grade.	Utilize the I-Bench VR lab to study the muscles, their insertion and origin, and the movements made.	Annually, Fall
DAT 112	The student will be able to describe the importance of the nervous system and how it relates to the oral cavity and identify the major nerves that innervate the maxillary and mandibular dentition. Determine whether or not a nerve is sensory, motor or mixed, and origin of origination.	Test #5	80% will receive a passing grade	83% of students	The students were particularly weak in the area of being able to identify the major nerves of the oral cavity based on what each nerve innervates. In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the location of the cranial nerves. By doing so, the students can better	Annually, Fall

					visualize what each nerve innervates.	
DAT 112	The student will be able to recognize the importance of the circulatory system and how it relates to the oral cavity and identify major vessels that provide blood supply to the orofacial structures and clinical complications during anesthesia.	Test #4	80% will receive a passing grade	75% of students received a passing grade.	The students were particularly weak in the area of the details of the blood flow pathway in the orofacial structures. In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the arteries and how the blood flows through the orofacial structures.	Annually, Fall
DAT 115	The student will be able to utilize prefixes and suffixes to identify dental related terminology	Prefix and suffix quiz 4	80% will receive a passing grade.	92% achieved a passing grade	In the coming semester incorporate the use of prefixes and suffixes in other curriculum courses to give the student a wider scope of the use of prefixes and suffixes to identify dental terminology	Annually, Fall
DAT 118	The student will be able to recognize the four main parts of the tooth	Test 1	80% will receive a passing grade	91% received a passing grade	The students were weak and had difficulty in identifying the other structures of the tooth. In the coming semester I will incorporate more practice time identifying the other structures by having the student draw and label the tooth structures	Annually, Fall
DAT 118	Classify the four different tooth tissues and state their location	Test 1	80% will receive a passing grade	91% received a passing grade	The students were weak and had difficulty in identifying the different tissue structures surrounding the tooth structure. In the coming semester I will incorporate	Annually, Fall

					more practice time with homework having the student to draw and identify the different tooth structures and their surrounding tissues	
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**Florence-Darlington Technical College**

**Dental Hygiene Program**

**Assessment-Systematic Evaluation Plan**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Quality and Safety: Dental Assisting graduates will adhere to state and federal laws, recommendations and regulations in providing quality care using safe and effective practices.

<b>Course Number</b>	<b>Course Student Learning Outcome</b>	<b>Assessment Method</b>	<b>Benchmark</b>	<b>Actual Level of Achievement</b>	<b>Action Plan</b>	<b>Time Interval</b>
DAT 154	Uphold infection control protocol and relay procedures essential to maintaining chain of asepsis.	Operatory Set Up and Breakdown Evaluation Rubric	80% of students will receive a passing grade	100% of students received a passing grade.	Offer more practice time for setting up and breaking down the clinical unit and have the student explain why it is important	Annually, Fall
DAT 113	Be able to correctly manipulate and apply dental cements	Lab evaluation Rubric	80% will receive a passing grade	100% received a passing grade	In the coming semester I will incorporate more practice to add to the procedures that require the use of ZOE cements	Annually, Fall
DAT 113	Be able to correctly manipulate liners	Lab evaluation Rubric	80% will receive a passing grade	100% received a passing grade	In the coming semester I will incorporate more use of liners when placing restorations such as temporary and amalgam placement.	Annually, Fall
DAT 113	Be able to correctly manipulate bases	Lab evaluation Rubric	80% will receive a passing grade	100% received a passing grade	In the coming semester I will incorporate more use of bases when placing other restorations such as temporary and amalgams.	Annually, Fall

**Florence-Darlington Technical College**

**Dental Hygiene Program**

**Assessment-Systematic Evaluation Plan**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Communication: Dental Assisting graduate will be able to communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers.

<b>Course Number</b>	<b>Course Student Learning Outcome</b>	<b>Assessment Method</b>	<b>Benchmark</b>	<b>Actual Level of Achievement</b>	<b>Action Plan</b>	<b>Time Interval</b>
DAT 118	The dental assisting student will correctly utilize the Universal Numbering System to identify teeth	Test 1 & 2	80% will receive a passing grade	91% of the students made an 80% or above	In the coming semester I will have the student practice writing the correct Universal Numbering System by calling out different teeth for them to record	Annually, Fall

Florence-Darlington Technical College

Dental Hygiene Program

Assessment-Systematic Evaluation Plan

Course Category:  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Professionalism: Dental Assisting graduates will exhibit ethical and preferred values that mirror the ADA Code of Ethics in a variety of situations.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval
DAT 115	The student will exercise sound clinical judgement while performing duties that fall within the legally and ethically allowed functions of the expanded duty dental assisting student	Test 1	80% of the students will receive a passing grade	91% of the students made an 80% or above	The students had difficulty listing the duties of the chairside assistant verses the expanded duties allowed by the dental assistants that are graduates of an accredited expanded duty dental assisting program. In the coming semester I will incorporate in class quizzes that will require the student to list the duties of chairside assistants and expanded duty dental assistants	Annually, Fall

Florence-Darlington Technical College

Dental Hygiene Program

Assessment-Systematic Evaluation Plan

Course Category:  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Life-Long Learning: Dental Assisting graduates will demonstrate the ability to self-assess the knowledge that is required for life-long learning.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 112 – Integrated Human Sciences**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to identify the bones of the skull and discuss their importance to the oral cavity.

**Analysis of Results:**

**Strength in student performances:**

The students performed well in the area of the bones of the skull and displayed the ability to recognize the bones in the form of pictures or question form.

**Weaknesses in student performances:**

The students were particularly weak in the area of landmarks of the maxilla and mandible, both in picture form and question form.

**Recommended Action(s):**

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students visualize the bones of the skull in various forms (picture, skull specimens, and computer generated images).

**When Action will be implemented:**

Fall 2017, the next time the course is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
Test #2	80% of students will receive a passing grade.  85% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 112 – Integrated Human Sciences**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to locate the muscles of mastication. They will be able to determine the origin, insertion, and function for the muscles of mastication.

**Analysis of Results:**

**Strength in student performances:**

The students performed well in the area of the location of the muscles of mastication, in relation to other muscles of mastication and muscles of facial expression.

**Weaknesses in student performances:**

The students were particularly weak in the area of the muscle origin and insertion points.

**Recommended Action(s):**

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the muscles in action and see their origins and insertion points. I plan to have a muscles lesson developed for use with the programs available and utilize the Visual Body software currently available.

**When Action will be implemented:**

Fall 2017, the next time the course is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Test #3	80% of students will receive a passing grade.  50% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 112 – Integrated Human Sciences**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to describe the importance of the nervous system and how it relates to the oral cavity and identify the major nerves that innervate the maxillary and mandibular dentition. Determine whether or not a nerve is sensory, motor or mixed, and origin of origination.

**Analysis of Results:**

**Strength in student performances:**

The students performed well in the area of the determining whether each cranial nerve is sensory, motor, or mixed.

**Weaknesses in student performances:**

The students were particularly weak in the area of being able to identify the major nerves of the oral cavity based on what each nerve innervates.

**Recommended Action(s):**

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the location of the cranial nerves. By doing so, the students can better visualize what each nerve innervates.

**When Action will be implemented:**

Fall 2017, the next time the course is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Test #5	80% of students will receive a passing grade.  83% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 112 – Integrated Human Sciences**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to recognize the importance of the circulatory system and how it relates to the oral cavity and identify major vessels that provide blood supply to the orofacial structures and clinical complications during anesthesia.

**Analysis of Results:**

**Strength in student performances:**

The students performed well in the area of the knowing the pathway of blood vessels as they leave the heart and flow toward the head and neck area.

**Weaknesses in student performances:**

The students were particularly weak in the area of the details of the blood flow pathway in the orofacial structures.

**Recommended Action(s):**

In the coming semesters, I plan to utilize the I-Bench virtual reality lab to help the students better visualize the arteries and how the blood flows through the orofacial structures.

**When Action will be implemented:**

Fall 2017, the next time the course is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Test #4	80% of students will receive a passing grade.  75% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.



**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 113 Dental Materials**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported:**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Quality and Safety: Dental Assisting graduates will adhere to state and federal laws, recommendations and regulations in providing care using safe and effective practices

**Course Student Learning Outcome:**

The student will correctly manipulate liners and apply during lab evaluations

**Analysis of Results:**

The student safely manipulated the placement of liners.

**Strength in student performances:**

The students were weak in containing the liners just to the cavity walls of the preparation in other restorations placed such as amalgams and the temporary restoration

**Weaknesses in student performances:**

In the coming semester I will incorporate more use of varnishes when placing restorations such as temporary and amalgam placement

**Recommended Action(s):**

In the coming semester I will incorporate more use of varnishes when placing restorations such as temporary and amalgam placement

**When Action will be implemented:** Fall 2017, the next time the course is offered

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
Placement of liners lab evaluation	80% will receive a passing/100 % received a passing grade			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 113 Dental Materials**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported:**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Quality and Safety: Dental Assisting graduates will adhere to state and federal laws, recommendations and regulations in providing care using safe and effective practices

**Course Student Learning Outcome:**

The student will correctly manipulate varnishes and apply during lab evaluations

**Analysis of Results:**

The student safely manipulated the placement of varnishes.

**Strength in student performances:**

The students were weak in containing the varnishes just to the cavity walls of the preparation in other restorations placed such as amalgams and the temporary restoration

**Weaknesses in student performances:**

In the coming semester I will incorporate more use of varnishes when placing restorations such as temporary and amalgam placement

**Recommended Action(s):**

In the coming semester I will incorporate more use of varnishes when placing restorations such as temporary and amalgam placement

**When Action will be implemented:** Fall 2017, the next time the course is offered

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
Placement of varnishes lab evaluation	80% will receive a passing/100 % received a passing grade			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Florence-Darlington Technical College  
Expanded Duty Dental Assisting Program  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 113 Dental Materials**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Quality and Safety: Dental Assisting graduates will adhere to state and federal laws, recommendations and regulations in providing care using safe and effective practices

**Course Student Learning Outcome:**

The student will be to correctly manipulate and apply dental cements during lab evaluations.

**Analysis of Results:**

**Strength in student performances:**

The students performed well in the manipulation of cements and safely disposed of the unused material.

**Weaknesses in student performances:**

The students were particularly weak in mixing Zinc Oxide Eugenol (ZOE) temporary cements for a temporary restoration.

**Recommended Action(s):**

In the coming semester I will incorporate more practice to add to the procedures that require the use of ZOE cements

**When Action will be implemented:** Fall 2017, the next time the course is offered

**Data Comparison:**

	2016 Fall-	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Mixing Cements and placement of cements Lab evaluation	80% will receive a passing grade/ 100% received a passing grade			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle**

No data to report from this cycle

**Florence-Darlington Technical College  
Expanded Duty Dental Assisting Program  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** DAT 115 Ethics & Jurisprudence

[HSC]

**Faculty:** Susan Cochran

**Semester(s) Reported:** Fall 2016

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Professionalism: Dental Assisting graduates will exhibit ethical and preferred values that mirror the ADA Code of Ethics in a variety of situations

**Strength in student performances:**

The student did well in answering the Multiple choice questions related to the State Board of Dentistry.

**Weaknesses in student performances:**

The students had difficulty listing the duties of the chairside assistant versus the expanded duties allowed by the dental assisting student that are graduates of an accredited expanded dental assisting program

**Recommended Action(s):**

In the coming semester incorporate in class quizzes that require the student to list the duties of the chairside assistants and the expanded duties dental assistant

**When Action will be implemented:** Fall 2017, the next meeting time the course is offered

**Data Comparison:**

	2016 Fall-	20__	20__	20__		
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark		
Test 1	80% will receive a passing grade/91% received a passing grade/91% received a passing grade					

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle

**Florence-Darlington Technical College  
Expanded Duty Dental Assisting Program  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 115 Ethics & Jurisprudence**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients

**Strength in student performances:**

The student will be able to utilize prefixes and suffixes to identify dental related terminology

**Weaknesses in student performances:**

The students had difficulty identifying the individual prefix and suffix as related to their definition  
In the coming semester incorporate the use of prefixes and suffixes in other curriculum courses to give the student a wider scope of the use of prefixes and suffixes to identify dental terminology

**Recommended Action(s):**

In the coming semester incorporate the use of prefixes and suffixes in other curriculum courses to give the student a wider scope of the use of prefixes and suffixes to identify dental terminology

**When Action will be implemented:** Fall 2017, the next meeting time the course is offered

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>		
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>		
Quiz 4	80% will receive a passing grade/91% received a passing grade					

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle

**Florence-Darlington Technical College  
Expanded Duty Dental Assisting Program  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 118 Tooth Morphology**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Communication: Dental Assisting graduates will be able to communicate effectively with a variety of patients from diverse backgrounds, in addition to peers and other dental health care providers

**Course Student Learning Outcome:**

The dental assisting student will correctly utilize the Universal Numbering System to identify teeth

**Analysis of Results:**

**Strength in student performances:**

The students were able to correctly identify teeth using the Universal Numbering system

**Weaknesses in student performances:**

The students were weak in correctly identifying the deciduous Universal Numbering System using letters

**Recommended Action(s):**

In the coming semester I will have the student practice writing the correct Universal Numbering System by calling out different teeth for them to record

**When Action will be implemented:** Fall 2017, the next meeting time the course is offered

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>		
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>		
Test 1 & 2	80% will receive a passing grade/91% received a passing grade on Test 1 & 2					

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 118 Tooth Morphology**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients

**Course Student Learning Outcome:**

The student will recognize thwe four main parts of the tooth

**Analysis of Results:**

The dental assisting student performed well in identifying the four main parts of the tooth

**Strength in student performances:**

The dental assisting student performed well in identifying the four main parts of the tooth

**Weaknesses in student performances:**

The students were weak and had difficulty in identifying the other structures of the tooth

**Recommended Action(s):**

In the coming semester I will incorporate more practice time identifying the other structures by having the student draw and label the tooth structures

**When Action will be implemented:**

Fall 2017, the next time the course is offered

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
Test 1	80% will receive a passing/91% received a passing grade			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 118 Tooth Morphology**

[HSC]

**Faculty: Susan Cochran**

**Semester(s) Reported:**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients

**Course Student Learning Outcome:**

The student will be able to classify the four different tooth tissue structures surrounding the tooth structures

**Analysis of Results:**

The dental assisting student did well in classifying the different tissue structures surrounding the tooth structure

**Strength in student performances:**

The dental assisting student did well in classifying the different tissue structures surrounding the tooth structure

**Weaknesses in student performances:**

The students were weak and had difficulty in identifying the different tissue structures surrounding the tooth structure

**Recommended Action(s):**

In the coming semester I will incorporate more practice time with homework having the student to draw and identify the different tooth structures and their surrounding tissues

**When Action will be implemented:**

Fall 2017, the next time the course is offered

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
Test 1 & 2	80% will receive a passing/91% received a passing grade			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**



**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 154 – Clinical Procedures I**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to describe and discuss the importance of reviewing a complete medical history prior to dental care.

**Analysis of Results:**

**Strength in student performances:** Students showed strength in the ability to greet and seat the patient.

**Weaknesses in student performances:** Students were weaker in the areas of taking and assessing patient medical histories. Students seemed shy and unsure of their questions to patients when trying to obtain all the necessary information needed.

**Recommended Action(s):**

To better prepare the students, more practice time with different medical history scenarios should help them to have a better understanding of what questions are important to ask. Also, having the students to research different medical problems and present them to the class may help them to better understand why taking the medical history is important.

**When Action will be implemented:**

Fall 2017, the next time the class is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. 1. Patient Seating and Medical History Evaluation Rubric	80% of students will receive a passing grade.  92% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 154 – Clinical Procedures I**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to recognize and convey the use of instruments for basic restorative procedures.

**Analysis of Results:**

**Strength in student performances:** Students showed strength in the area of naming the instruments used in basic restorative procedures.

**Weaknesses in student performances:** Students were weaker in the area of the function of the instruments used in basic restorative procedures.

**Recommended Action(s):**

To help the students with the names and functions of basic restorative procedure instruments, an instrument quiz will be implemented in future semesters.

**When Action will be implemented:**

Fall 2017, the next time the class is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Test #5	80% of students will receive a passing grade.  92% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 154 – Clinical Procedures I**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to demonstrate correct tray setups for basic restorative procedures.

**Analysis of Results:**

**Strength in student performances:** Students showed strength in the ability to set up the basic restorative procedure instruments in the proper order.

**Weaknesses in student performances:** Students were weaker in the areas of setting up the accessory instruments in the proper locations on the tray.

**Recommended Action(s):**

To better prepare the students, more practice time with setting up the tray with the accessory instruments will be added to the schedule for future semesters.

**When Action will be implemented:**

Fall 2017, the next time the class is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Basic Tray Set Up Evaluation	80% of students will receive a passing grade.  92% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 154 – Clinical Procedures I**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Critical Thinking: Dental Assisting graduates will be able to utilize critical thinking skills to assist in the treatment and care of all patients.

**Course Student Learning Outcome:**

The student will be able to assist in diagnostic and restorative procedures utilizing appropriate chair-side techniques for a variety of procedures.

**Analysis of Results:**

**Strength in student performances:** Students showed strength in using the proper transfer technique for each of the instruments used in the basic restorative procedures.

**Weaknesses in student performances:** Students were weaker in the transferring the instruments in the proper order.

**Recommended Action(s):**

To better prepare the students, have the students practice the steps of the restorative procedures, utilizing the instruments in the proper order.

**When Action will be implemented:**

Fall 2017, the next time the class is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Final Clinical Exam	80% of students will receive a passing grade.  92% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: DAT 154 – Clinical Procedures I**

[HSC]

**Faculty: Jamie Driggers, DMD**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Quality and Safety: Dental Assisting graduates will adhere to state and federal laws, recommendations and regulations in providing quality care using safe and effective practices.

**Course Student Learning Outcome:**

Uphold infection control protocol and relay procedures essential to maintaining chain of asepsis.

**Analysis of Results:**

**Strength in student performances:** Students showed strength in the ability to control the chain of asepsis by providing proper infection control techniques during the set-up of the dental unit.

**Weaknesses in student performances:** Students were weaker in the ability to control the chain of asepsis by providing proper infection control techniques during the break down of the dental unit.

**Recommended Action(s):**

To better prepare the students, more practice time with the break down process for the dental units, being sure to emphasize the possible infectious outcomes.

**When Action will be implemented:**

Fall 2017, the next time the class is offered.

**Data Comparison:**

	<b>2016 Fall-</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
<b>Measurement Instrument</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>	<b>Benchmark</b>
1. Operatory Set Up and Breakdown Evaluation Rubric	80% of students will receive a passing grade.  100% of students received a passing grade.			

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

No data to report from this cycle.