

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

**This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.**

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**PROGRAM SECTION (Due to the dean on October 15)**

*After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

**Submission date:** 10/15/2021

**Submitted by:** Stephanie Olson, Professor, smolson@alaska.edu

**Program(s) covered in this report:** Select program, or “Other”.

*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

If you selected “Other” above, please identify. *(100 characters or less)* AAS and UC Dental Assisting

**College:** College of Health

**Campuses where the program(s) is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

**Specialized accrediting agency (if applicable):** Commission on Dental Accreditation of the American Dental Association

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** The UC is accredited and the AAS is not.

### INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four “core competencies” at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

**1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

Dental Assisting (DA) students have the opportunity to learn dental assisting under the direct supervision of faculty in UAA's DA Clinic. This is an unusual opportunity among DA

programs nationwide. Most DA students learn the hands-on portion of dentistry from externship offices. At UAA faculty work with students clinically to model professional responsibility. Students also participate in a free Dental event and complete children's dental health presentations to foster community engagement.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?**  Yes  No

**If yes, please briefly describe. (500 characters or less)**

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?**  Yes  No

**If yes, please briefly describe. (500 characters or less)**

There are opportunities to add additional components of community engagement to the dental assisting program. A free sealant program could be added for school age children. While the children are receiving sealants, their parents could receive a free set of Dental radiographs. This would enhance community engagement and would also increase the dental assisting students' opportunity to take radiographs and to place sealants.

## PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

Demonstrate skills and knowledge necessary to be competent in the dental assisting field- exceeded faculty expectations

Demonstrate professional standards according to OSHA, ADA, OSAP, ADAA and radiation health and safety standards- exceeded faculty expectations

Demonstrate ethical behavior in a dental office setting - met faculty expectations

Demonstrate general knowledge in the fields of biology, communication and nutrition ( this is for the AAS degree only)- exceeded faculty expectations

3. **Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

Data is collected at various times as students complete key components of the dental assisting

program. The following data were collected for this assessment:

1. Summer Externship Performance Review- May-July, 45 Reviews were collected 2. Rubber Dam Placement Competencies were collected in November and April-5 were collected for each time period (1 per student) The skills are expected to elevate as the student progresses through the program. 3. Vital Signs Competencies – 5 were collected in April - 1 for each student 4. Tofflemire Placement Competencies-10 were collected- 5 each in November and March 5. Final grades for students completing the AAS degree in Biology, Communication and nutrition. Faculty continually discuss findings.

**4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

Summer Externship Performance Reviews-the performance of the students was evaluated at 94% of total clinical performance. The average of 10 Rubber Dam Placement Competencies was 95%. The average of 10 Tofflemire Placement Competencies was 92% . The average of the 5 Vital signs competencies was 92%. The average of the Radiography final skills assessment for 5 students was 89%. The average of the Infection Control Skills Competency was 95%. This information tells faculty that students are exceeding expectations for learning the skills/knowledge needed to become a dental assistant. Only 1 student pursued an AAS degree this year, and that particular student earned As in the course final grades that were assessed, the data is not useful.

**5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

The small cohort size and the exceptional academic ability of this small cohort did not reveal any changes that needed to be made. The program is considering changes and will use data analyzed in the next assessment year to fully consider if those changes would improve student achievement.

### PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

**6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes

- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

**If you checked "Other" above, please describe. (100 characters or less)**

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

One of the changes made, with a first implementation year of 2020-2021 was to condense DA A195A into several weeks at the end of spring semester. So, instead of students participating in hands-on dental assisting clinic a few hours once a week for the entire semester, the course allocated 16 hours a week for the last 4 weeks of the semester. The knowledge, skills and clinical abilities of the students was retained far easier than any previous dental assisting cohort. Dental assisting students were able to transition to their spring and summer externships with more ease and confidence. Teamwork improved in the clinical setting and students were able to use critical thinking to enhance their clinical learning.

### STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree	Junior graduation rate (after 60 credits) can reflect a department's

Metric	Definition	Rationale
	within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

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**DEAN SECTION (Due to the program on January 15)**

After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_oaa@alaska.edu](mailto:uaa_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus,

*the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The Dental Assisting faculty have been intentional in assessing their curriculum and delivery models to meet both industry and student demand. They are currently involved in a statewide group assessing industry expectations and needs for dental assistants as well as ways to collaborate and coordinate statewide efforts surrounding dental assisting education. This is important work that will help guide focus areas for moving forward. In addition to continuing those efforts, the program is encouraged to continue assessing the impact of the changes they are making in delivery models including how it impacts core student learning outcomes, student diversity, and the number of graduates available to meet Alaska workforce demand.

**2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

The Dental Assisting program has recently struggled with low enrollment and yet there is extremely high workforce need. The DA faculty are commended for exploring ways to increase enrollment through offering different delivery modes that meet the needs of various potential students. This provides opportunity for diverse students that may have a range of competing time demands. Their approach with laboratory intensives rather than weekly labs can be a model for other programs. It is particularly appreciated that the faculty focused on assessment in learning around this new model to ensure the adjusted delivery model did not compromise learning. It appears it may have, in fact, improved student learning which is an important finding.

Dean's signature:

  
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Date: 12/23/2021