

## 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:** Carri Shamburger, RDH, MSDH; Program Director; cashamburger@alaska.edu

**Program(s) covered in this report:** Dental Hygiene BS

*(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) NA

**College:** College of Health

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

**Specialized accrediting agency (if applicable):** Select Specialized Accrediting Agency or N/A.

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** Commission on Dental Accreditation (CODA)

## 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)**

The dental hygienist plays an integral role in assisting individuals and groups in achieving and maintaining optimal oral health. Dental hygienists provide educational,

clinical, and consultative services to individuals and populations of all ages in a variety of settings and capacities. Our students would attest to the quality education they have received that would allow them to exceed in whatever professional role they decide for themselves.

- **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)**

PSLO #10. Assess, plan, implement, and evaluate complex community oral health projects to diverse populations. Assessed by the courses DH A324, A424, student-led community health research/projects were shared virtually in a CE course in spring 2021 to dental health professionals within the community. The feedback from professionals in attendance was very positive. The DH program usually holds Dental Days each spring, but the pandemic has caused the event to be canceled the last two years.

- **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)**

Fall of 2021, the program will hold the 1st annual Pediatric Day. This community dental health clinic will provide services to children and youth within our community and assist current students in meeting accreditation standards of working with children and adolescents. The DH students will provide oral health education through skits & puppet shows and deliver preventive treatments such as dental cleanings, fluoride treatments, & sealants. This event aligns with UAA's new core competencies.

## 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.***

At the completion of this program, students are able to:

1. Provide and document dental hygiene care in a legal and ethical manner. - Exceeded Faculty Expectations.
2. Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers. - Exceeded Faculty Expectations
3. Critically evaluate scientific literature and research relevant to dental hygiene. - Met Faculty Expectations

4. Collect, analyze, and record data on the general and oral health status of patients. -Exceeded Faculty Expectations.
5. Use critical decision making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed. - Met Faculty Expectations.
6. Formulate a dental hygiene care plan, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers. - Exceeded Faculty Expectations
7. Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices. - Exceeded Faculty Expectations
8. Evaluate the effectiveness of the implemented services, and modify as needed. - Met Faculty Expectations.
9. Promote the profession of dental hygiene through service and affiliations with professional organizations. - This was difficult in the midst of a pandemic, however, the students participated in professional meetings and courses.
10. Assess, plan, implement, and evaluate complex community oral health projects to diverse populations. - The program did well despite a pandemic to deliver community health projects. A CE was conducted where the students presented reach projects to professionals within the community. It was well received.

**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)**

CODA accreditation requires publicly posted program competencies that demonstrate required skills and knowledge. Assessment tools are reviewed by faculty at the end of the academic year in response to institutional changes, professional emphasis, student performance in school and on national and regional examinations, and changes in professional research data. Evaluation and revisions are made during program faculty meetings or special meetings as needed. Assessment of outcomes are done at the end of the academic year. Faculty meet to share instrument data from their courses and to discuss student performance. Dental Advisory Committee meetings are held once each semester and consulted as needed.

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

Program Assessment Measures include:

Course examinations/assignments - Completed above the Benchmark of 80%.

Case presentations - Completed at or above the Benchmark an 80%.

Professionalism grade - Completed above the Benchmark of 90%

Literature reviews - Completed at or above the Benchmark of 80%

Competencies - Minimum requirement 80% - Completed at 85% or higher.

Community Projects - Completed above benchmark of 80%

ADHA Membership- Student participation. Met benchmark or 80%

- 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)**

Student feedback is a source of valuable information to improve and advance teaching and learning. Student feedback on competency evaluations stated there is a need for calibration among clinical faculty. Students reported that their clinical grade "depended on which faculty member graded the competency." The program implemented "calibration workshops" to close the gap on faculty grading to provide unified grading system. It will be a continual process. Calibrations workshops have been implemented into faculty training each semester.

#### **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)**

NA

- 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)**

With the transition of the AAS to a BS degree, it was determined that additional time was needed for the presentation of course DH A220 Introduction to Preventive Dentistry. An increase in time was approved in the Fall of 2020 from 1.5 hours to 2 hours. With the new time allotment, materials are presented with more depth for increased student understanding and learning. An increase of credit hours for this course is being considered.

### 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 within four years of first reaching junior class status (60 credits).<br><i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i> | Junior graduation rate (after 60 credits) can reflect a department's 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                               | 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   |

| Metric | Definition   | Rationale  |
|--------|--|--|
|        | 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> | 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)**

100% of the thirteen graduating students from the class of 2021 passed their National Dental Hygiene Exam and scored above the national average of 77%. All thirteen also successfully passed their Western Regional clinical exams for dental hygiene and local anesthesia required for licensure. Ninety one percent of graduates passed the Restorative Functions exam. All thirteen graduates recieved employment opportunities prior to graduation and are successfully working in the profession.

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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 assessment data presented demonstrate exceptional student outcomes, particularly as it relates to the ultimate goal of passing national board exams and obtaining employment. The program is commended for also incorporating qualitative assessment through student feedback and using that feedback to implement actions such as the "calibration workshop" to continually be mindful of the student experience moving through their academic program. In addition to continuing to monitor



program SLOs, it is appreciated that the program has also assessed how it provides opportunity for students to grow in UAA's core competency areas; continuing to incorporate this into assessment will be valuable.

- 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 addition of the Pediatric Day provided not only a tremendously valuable service to the community, but also a mechanism for students to have additional learning opportunities around a specific patient population. The dental program has a long-history of providing direct patient care to the community which is a unique model that provides a consistent learning experience for students.

**Dean's signature:**

  
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**Date:** 12/23/2021