**Academic Affairs**
UNIVERSITY of ALASKA ANCHORAGE

**2022 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 moved 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 AY22 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."

*Note:* To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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

**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:** October 8, 2022

**Submitted by: Stephanie Olson, Program Director, smolson@alaska.edu**
Enter assessment coordinator name, title, email address.

**Program(s) covered in this report:** Dental Assisting

**College:** School of Allied Health

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

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

**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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working.** *(500 characters or less)*

    The DA program identified Spring DA Practicum (DA Clinic) to demonstrate professional and community responsibility. DA Clinic is a unique, clinical experience for DA students to learn on the UAA campus, with dentists and  faculty supervising and modeling professional responsibility. This class is a culmination of student learning, while providing care to patients (community members). This is an unusual opportunity among DA programs nationwide, most learn exclusively at externship sites, without faculty.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now.  *(500 characters or less)***


**B.** *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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)*

    Students learn to communicate in the dental profession. In the program students learn specific dental vocabulary and are given opportunities to develop their professional communication skills through role playing, video projects, presentations and communicating with faculty, dentists and patients in the program.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency.** *(500 characters or less)*

Students are evaluated throughout the program (Fall, Spring & Summer) using the same criteria which allows for intentional evaluation of skills and professional growth. Students are evaluated using a Clinical Performance Review which assesses students on attitude (initiative, personal drive, preparedness), teamwork, dependability/ethics (responsible, safe, ethical), communication skills

(patients, faculty, dentists) and overall clinical skills.  Over the year, the program can evaluate a student's progress in these areas.

## PROGRAM STUDENT LEARNING OUTCOMES

**2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet 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 AY22 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 - 41 Reviews were collected
2. Rubber Dam Placement Competencies were collected in November and April. 10 were collected.
3. Vital Signs Competencies – 5 were collected in April - 1 for each student
4. Tofflemire Placement Competencies-10 were collected in November and  March.
5. Final grades for students completing the AAS degree in Biology, Communication and nutrition.
Faculty continually discuss findings, evaluate programs and accept feedback from the dental programs advisory board.

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

Students solicit feedback from their externship sites on their clinical skills and demonstrated an average of 96% on their Clinical Performance Review.  Data is evaluated during the program in DA 102, 130 and DA 201.  In fall semester students earned an average of 92% and in spring semester a 95% on their rubber dam competency. In fall semester students earned 89% and in spring a 93% on tofflemire placement.  In Spring 2022, students demonstrated 96% competency on taking blood pressure/pulse and 86% on radiology skills and  in DA 201. In DA 102, students demonstrated 89% in

Room Disinfection and 90% on Sterilization Procedures. This information demonstrates that students are exceeding expectations and learning the knowledge and skills to be successful dental assistants. Three students were eligible for the AAS degree, but only one was awarded. Data from one student is not statistically significant.

2.    **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)*

Dental Assisting completed a 7-year Commission on Dental Accreditation (CODA) site visit in March 2021. The program passed with no recommendations for improvement and received accreditation until 2028.  Based on the results of the CODA site visit, DA has no recommendations for improvement towards the Program Student Learning Outcomes.

## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

4.   **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

**X** ☐ 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 AY22.

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

5. **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)*

   The DA program implemented reduced course prerequisite requirements for part-time students, taking select DA courses. Participation part-time for selected courses to increase enrollment. It is too early to evaluate the success of this change.

### STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

3. **8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.** **Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

| Metric | Definition | Rationale |
|---|---|---|
| UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division). | The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.* | 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 |

| Metric | Definition | Rationale |
|---|---|---|
|  |  | 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. |
| ANNUAL RETENTION 1ST TO 2ND FALL | Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.* | Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion. |
| SEMESTERS TO DEGREE – GRADUATE PROGRAMS | The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.* | Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner. |

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 2021-2022 cohort are working in the dental profession, as dental assistants.  4 out 5 2022 graduates are employed as dental assistants and working in Alaska.  One student attended DA in Fall 2021 and was accepted into the hygiene program in January of 2022.

**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 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?** *(750 characters or less)*
   The program has demonstrated strong outcomes and is congratulated for an excellent accreditation review. Despite a strong accreditation review with no recommendations, continuous program improvement is at the heart of assessment and should be the goal strived for. The program is encouraged to identify specific program improvement activities or targets that would further enhance student achievement.
   The program is encouraged to provide additional clarity in assessment reports as to how the assessment measures and outcomes directly inform program improvements.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*
   The program is commended for its excellent achievement of the identified PSLOs as well as job placement rates following program completion. It is noteworthy and appreciated that the assessment process not only includes faculty discussion and input, but also input from the DA advisory committee. This connection to industry is a critical element in developing a workforce that meets industry demands.
   In the area of core competencies, it is not clear how the activities described specifically allow assessment of those competencies. More specificity of that connection would be valuable in order to clearly determine to what extent those competencies are being achieved.

**Dean's signature**: _____  **Date:** 1/9/2023.