

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: 10/7/2022

Submitted by: Carri Shamburger; 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): 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: NA

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 professional dental hygienist plays an integral role in assisting and educating individuals and groups in achieving and maintaining optimal oral health. Students take part in DH Community courses where they present information on community dental health epidemiology, and develop, design, and implement community dental health care projects. Children's Day was implemented as a public health event for children and adolescents. These assignments promote personal and professional flourishing.
 - **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)**

The DH program continually works on developing this core competency by offering events and learning environments that promotes professionalism, and community engagement.
- 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)**

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.
 - **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)**

The DH program's held it's 1st annual Children's Day. This community dental health clinic provided services to children and youth within the community, and assisted students in meeting accreditation standards of working with children and adolescents. The DH students provided oral health education through skits& puppet shows and delivered preventive treatments such as dental cleanings, fluoride treatments, & sealants. This event aligns with UAA's new core competencies and will be held annually.

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.**

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

1. Provide and document dental hygiene care in a legal and ethical manner. - Exceeded Faculty Expectation
2. Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers. - Met Faculty Expectation
3. Critically evaluate scientific literature and research relevant to dental hygiene. - Met Faculty Expectation
4. Collect, analyze, and record data on the general and oral health status of patients. - Exceeded Faculty Expectation
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 Expectation
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. - Met Faculty Expectation
7. Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices. - Met Faculty Expectation
8. Evaluate the effectiveness of the implemented services, and modify as needed. - Met Faculty Expectation
9. Promote the profession of dental hygiene through service and affiliations with professional organizations. - Exceeded Faculty Expectation
10. Assess, plan, implement, and evaluate complex community oral health projects to diverse populations. - Exceeded Faculty Expectation

- 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)**

CODA accreditation requires publicly posted program competencies that demonstrate required skills and knowledge. Assessment tools are reviewed by faculty at the end of each academic year in response to institutional changes, professional emphasis, and student performance on school, national, and regional examinations, and address changes in professional research data. Evaluation and revisions are made during program faculty meetings or special meetings as needed. Outcomes are assessed 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- 100 % 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)

The program underwent reaccreditation in 2022 with CODA. The site visit revealed specific areas requiring improvement, particularly in the tracking of patient numbers and patient periodontal classifications. The program needed to improve its ability to show that students do in fact treat children and adolescent patients, as well as patients that are moderate to severe periodontal disease. The program has implemented an annual Children's Day event and purchased a software system to assist with patient tracking.

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 AY22.

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)

The DH program, Children's Day was implemented to provide services to children and adolescents within the community and has assisted students in meeting accreditation standards of working with children and adolescents. Students are also able record the periodontal categories of each patient seen in the program's new software platform. Reports can be generated to help meet clinical standards. As the software is in its inaugural semester, assessment of its use will be performed at the conclusion of the fall semester.

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.

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	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key

Metric	Definition	Rationale
(Undergraduate lower-division, undergraduate upper-division).	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. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.
ANNUAL RETENTION 1 ST TO 2 ND 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. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd 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. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	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 eleven graduating students from the class of 2022 passed their National Dental Hygiene Exam and scored above the national average of 77%. All eleven also successfully passed their Western Regional clinical exams for dental hygiene and local anesthesia required for licensure. All eleven graduates have become licensed clinicians and received employment opportunities prior to graduation. The majority of them are successfully working in the profession.

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 excellent outcomes in its national board exam pass rates as well as job placement rates. The program is commended for this, particularly given that recent graduates completed their dental hygiene education during COVID restrictions which significantly impacted the operations of dental clinics and labs and how students were able to engage in learning activities. In moving forward with assessment, in addition to noting whether each assessment outcome meets a benchmark, I would encourage the program to specify the actual outcome and provide some analysis of these data in terms of what this tells faculty about student learning and/or the impact of the assessment process.

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 has done well with identifying specific areas for improvement such as using a new tool to track specific outcomes. The program is encouraged to continue that and report on how that has impacted the ability to have more robust or extensive outcomes data that informs program improvement.

The addition of Children's Day was an innovated mechanism to address an assessment finding and, additionally, provided an excellent opportunity to develop one of UAA's core competencies as noted in the program's assessment.



It is noted and appreciated that the program incorporates feedback from its advisory board into its assessment process. Industry input is critical to continuing to develop a workforce that meets current needs.

Dean's signature:

Kendra Stoltz

Date: 1/9/2023