REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/14/2023

Assessment Plan covered in the report: Dental Hygiene BS

College: College of Health

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

Submitted by: Carri Shamburger MSDH; Program Director

After responding to the questions below, 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.

1. **Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met 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. - Met Faculty Expectations.

   2. Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers. - Met 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. - Met 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. - Met 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. - Met 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. - Met Faculty expectation

10. Assess, plan, implement, and evaluate complex community oral health projects to diverse populations. Met Faculty Expectations.

2. **Describe your assessment process in AY23 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.** *(1000 words or less)*

ADA 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 each semester and consulted as needed.

3. **What are the findings and what do they tell the faculty about student learning in your program?** *(1000 words or less)*

Program Assessment Measures include:

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

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

Professionalism grade - Completed at the Benchmark of 80%

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

Skill Assessments - Completed at the minimum of 80%

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

Community Projects - Completed above benchmark of 80%

National and Regional Exams Passed at 100%

ADHA Membership- Student participation. Met benchmark of 100%

4. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes?** Select Yes or No.

   i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision.** *(1000 words or less)*

   At the last CODA site visit, the program was presented with areas that required improvement. Those areas have been addressed with a report from CODA stating no additional reporting is needed. The program continues to monitor and maintain patient experience numbers along with the different periodontal classifications seen by each student, ensuring compliance. The program successfully held its annual Children's Day event, giving each student the required number of pediatric and youth age patients. The DH students participated in the Remote Area Medical (RAM) event held in Anchorage last April, providing an excellent learning opportunity to give back to their community through service. The students provided oral health care for over 60 patients in that 2-day event. The program has spent time focusing on course material and curriculum and assessing where there are redundancies in instruction and where required information needed to be strengthened. Progression through program courses has become more streamlined, improving overall student knowledge.

5. **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 AY23. *(If no options above were selected)*

If you checked "Other" above, please describe. *(100 words or less)*
N/A

6. **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.** *(1000 words or less)*

Over the past year, the DH program has refocused its instruction and communicated clearly the expectations for grading and accreditation requirements. The event UAA Cares for Kids was implemented to provide services to children and adolescents within the community, and also assist students to meet accreditation standards of working with children and adolescents. Students and instructors are aware of all clinical requirements to meet CODA accreditation and processes are in place to monitor clinical experiences. Software was purchased to assist in requirement tracking, however, with the change in program faculty and the learning curve of the software, its use has been limited over the past year. Requirement tracking is performed by instructors and students monitoring their numbers and recording with Excel spreadsheets. The program looks to work with the software and implement its use in the near future.

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?** *(200 words or less)*

   This program continues to demonstrate excellent outcomes for national board exam pass rates and established assessment measures related to student performance and involvement in professional associations and community projects. Identification and tracking of any changes to outcomes measures and how this information informs program improvement would be beneficial. Additionally, inclusion of accreditation recommendations in the program assessment process would enhance tracking and ongoing measurement of these changes.

2. **Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc.** *(200 words or less)*

   The Dental Hygiene program is to be commended on diligent and informed efforts of program improvement. The program instituted timely and recommended responses to accreditation feedback. The program meets consistently with the advisory board and this is a strength in terms of maintaining community partnerships and in ensuring the development of a workforce that meets

current needs. This program is well poised for growth and expansion with continued utilization of program assessment tools and tracking.

Cary C Moore

Dean's signature: _____   **Date:** 1/8/2024