

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:

Academic Year of Report: 2022 and 2023 (covering Summer 2021 through Spring 2023)

Date Submitted:

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Report due 11/15/2023

The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: https://www.weber.edu/ie/Results/Dental_Hygiene.html

A. Mission Statement

Information is current; no changes required: Yes No

Update if not current: Current

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required: Yes No

Update if not current: Current

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oie@weber.edu if you wish to have access)

Information is current; no changes required: Yes No

Update if not current: Updated Fall 2023-

Department Learning Outcomes

DH Course	LO1 Knowledge for comprehensive DH Practice	LO2 Technical skills	LO3 Reasoning and judgment for problem-solving	LO4 Research & Communication	LO5 Leadership & Initiative for Profession & Society	LO 6 Moral Character & Professional Ethics
DENT2201	I, E/R		I, E/R	I, E/R	I, E/R	I, E/R
DENT2205	I, E/R	I	I, E/R		I	I
DENT2206	I, E/R	I, E/R	I, E/R	I	I	I
DENT2207	I, E/R	I	I, E/R	I	I	I
DENT2208	I, E/R	I, E/R, A	I, E/R, A	I, ER	I	I, E/R
DENT2211	I,E/R	I	I, E/R	I, ER		I, ER
DENT2215	I, E/R	I, E/R	I, E/R, A	I, ER	I, ER	I
DENT2216	I, E/R	I, E/R	I, E/R	I		I
DENT2217	I, E/R	I	I, E/R	I	I	I
DENT2219	E/R,A	I, E/R,A	E/R	I, E/R, A	E/R	E/R
DENT2235	I, E/R		E/R	E/R, A	I	I
DENT2250	I	E/R	I E/R, A	I	I, E/R, A	I, E/R, A
DENT3301	E/R, A	E/R, A	E/R, A		E/R, A	E/R, A
DENT3305	I, ER	I,E/R	I, E/R	I		I, E/R
DENT3336	E/R, A	I, E/R, A	E/R, A	I	E/R	E/R, A
DENT3337	I, E/R, A	I, E/R	E/R, A	E/R, A	E/R	E/R
DENT3346	E/R, A	I, E/R, A	E/R, A	E/R, A	E/R	E/R, A
DENT3347	E/R, A	I, E/R, A	E/R, A	E/R, A	E/R, A	E/R, A

1. or I=Introduced
2. or E/R=Emphasized/Reinforced
3. or A=Comprehensively Assessed

D. Program and Contact Information

Information is current; no changes required: Yes _____ No _____

Update if not current: Current

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan should include:

- a timeline (which courses or which outcomes will be assessed each year),
- an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.)
- information about how you will collect and review data
- information about how the department/program faculty are engaged in the assessment review.

We have both course outcome achievement and have added outcome-based assessments (formal competencies). We have implemented the outcome-based assessments or what we refer to as competencies in the four major clinical courses and are working to including this type of assessment in all didactic courses. Faculty have considered the competencies in relation to the educational content and the learning experiences they plan for students. All competencies have a minimum requirement to be considered 'passing or acceptable'. We just transitioned to an annual review of our curriculum and assessment plan (as required by our Accreditation agency) and will meet at the end of Fall and Spring Semesters to complete the annual review. We also plan to survey students to obtain 1) feedback on their perceptions of the curriculum (ie., redundancy, "what's missing?" etc.), 2) where they perceive they need additional learning support as well as 3) their perception of the competencies being used in the Department.

F. Student Achievement



Undergraduate Program Review

Time to Baccalaureate Degree From 90 Credit Hours

Program Review Unit

Dental Hygiene

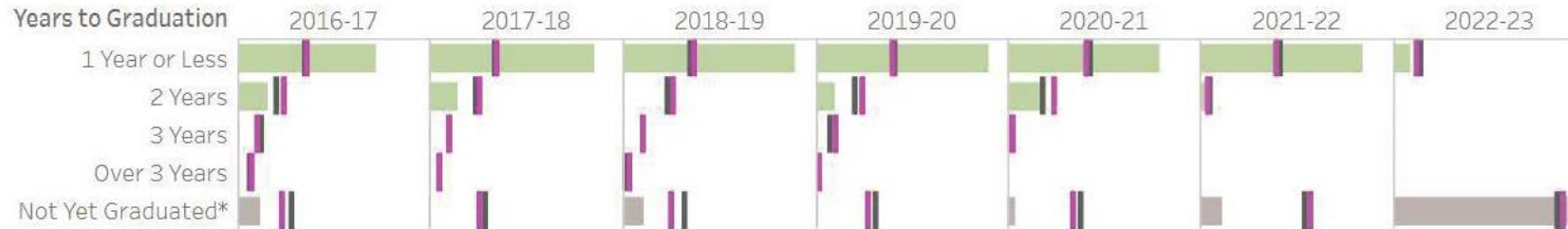
Data as of: 11/20/23 1:38 AM

Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?

Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.



The above figure from the Report Gallery shows that our students complete their degree within 2 years. Over the last several years, the majority of students, 100%, graduate on time. [we have had a small number withdraw for personal reasons since 2020, but one was readmitted and is schedule to graduate this year] Those in 2022-23 have not yet graduated at the time of report preparation. Additionally, our students have achieved 100% pass-rates over the last five-years on clinical and written examinations (conducted by non-WSU agencies, post-graduation) required for licensure. This validates our student’s educational preparation and competency accomplishment.

G. Evidence of Learning

The Dental Hygiene Department has included a course-based student learning outcomes assessment (see attached document/grid). All courses within the Department are similarly designed (with course objectives/learning outcomes for each week/topic) and all students must meet similar performance outcomes for each course.

[Evidence of Learning doc](#)—Document is 68 pages

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: 2017 CODA-Accreditation Agency	Recommendation	Progress Description
CODA no longer cites recommendations, nor do they cite commendations.	In 2017, The CODA review determined the Dental Hygiene Program was in full compliance and had maintained compliance since the prior review (2010).	The Program has documented effectiveness using formal and ongoing outcomes assessments including student achievement. CODA adopted approval to continue accreditation status, “approval without reporting requirements.” (Including during COVID interruptions for 2020 & 2021).

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2019-20	2020-21	2021-22	2022-23
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	1	1	1	2
Full-time Non-Tenured (includes tenure-track)	0	0	0	0
Part-time and adjunct	1	1	0	0
With Master's Degrees	9	8	8	9
Full-time Tenured	4	4	3	3
Full-time Non-Tenured	1	1	4	3
Part-time and adjunct	5	3	1	3
With Bachelor's Degrees	5	6	6	5
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time and adjunct	5	5	6	5
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty	15	15	15	16
Full-time Tenured	4	4	3	3
Full-time Non-tenured	1	1	4	3
Part-time	10	10	8	10

Appendix C

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

While not identified as a strategy for improvement in the last report, we have re-framed all skill-based measures and patient care experiences in the form of competencies for multiple areas of the curriculum. This included the development of OSCE (objective structured clinical examinations) in defined times in the semester, including outcomes, to ensure student skill development, knowledge, critical thinking-including problem solving skills are being assessed. The defined competencies for our profession include Professional Knowledge (including Critical Thinking & Scientific Inquiry & Research), Health promotion & Disease Prevention (including Health Education and Community Connection and Advocacy), Professional Development & Practice (including Professional Growth and Leadership), and the Dental Hygiene Process of Care.

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
 - a. What are you seeing?
 - b. What concerns you?
 - c. What additional data could be beneficial?

The minimum accepted grade in the DH Department is a C. All students, including underserved minority students are meeting this standard.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

Currently, we are investigating the use of Canvas to support the completion and compilation of the competencies as we have multiple competencies requirements for each student.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>