



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BS Dental Hygiene

2. College/School: School of Dentistry

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The Dental Hygiene Program has six student learning domains. Within each domain, are specific outcomes that are assessed each year. Faculty assess student learning outcomes using direct measures from assignments, exams, quizzes, reflections, OSCE's, process evaluations and competencies.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Outcome #3 in the Domain Critical Thinking will be reported on.

Dental Hygiene students will evaluate and utilize critical thinking and problem-solving skills. The benchmark is set at a 75% first time pass rate.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
	IV. Communication
	V. Professionalism
	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2024-2025



7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

OSCE(s) are assessed by each faculty member assigned to each station and grade the students using a standardized rubric (that students see in advance). These rubrics are designed with a GAS style (Goal, Acceptable, and Standard not met). The benchmark is to have a mean score of 75% or higher on the first time pass rate. Each student not meeting the benchmark, must remediate with faculty and retest to pass on the second attempt. Each year faculty review results from previous years and adjust curriculum and exams to improve the educational quality of the program. These OSCE(s) vary in topics (i.e. evidence-based delivery of oral health care, treatment planning, verbal and written communication, application of clinical problem-solving/critical thinking, and self assessment).

Attachment(s):

[2024 OSCE Reports_Sally Ammar.docx](#)

[DH 2 OSCE 2 HAND Instrumentation rubric_Sally Ammar.docx](#)

[DH 2 OSCE 2 POWERED Instrumentation rubric_Sally Ammar.docx](#)