



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 encompasses six student learning domains. Each domain includes specific outcomes that are evaluated annually. Faculty assess student learning using direct measures such as assignments, exams, quizzes, reflections, OSCEs, process evaluations, and competency assessments.

4. **Student Learning Outcomes & Benchmarks** -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.

Student Learning Outcome #2 on Communication will be reported on.

The Dental Hygiene student will apply appropriate interpersonal and communication skills with patients, dental and inter-professional health care team members. Students will also communicate effectively with individuals from diverse populations. The Benchmark for SLO #2 is 100% will pass (total score greater than 70%) with no more than 2 attempts.

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
Yes	II. Diversity & Cultural Awareness
	III. Critical Thinking & Problem Solving
Yes	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):
2025-2026
7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

Outcome #2: In the Clinical Dental Hygiene II course (CLN8150) students are to complete a competency on Communication. This competency looks to assess communication skills of a dental hygiene student with a patient from diverse populations with a focus on therapeutic intervention for an unmet need. Students are videotaped speaking with a patient, and are later assessed by faculty by using the Kalamazoo Communication Competency Rubric. Students are to score above an acceptable range and any standard not met will be remediated and retested. For this cycle, the results were that 91% (22/24) of DH students passed on the first attempt in CLN 8150 course on the Communication Video Competency, which is in line with our benchmark for this outcome. All standards not met require a formal remediation and retest. 2/24 students had to retest on the competency and passed at the 2nd attempt. This aligns with our current benchmark of having 100% pass this competency with no more than 2 attempts.

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

Each year, assessment results are reviewed with faculty. Based on these reviews, we revised the instructional materials in the winter-semester Strategies course to give students earlier opportunities to develop communication skills before being assessed on this competency in the summer course. Students then reinforce and apply these same communication skills again in the fall semester during the Wayne State Communication OSCE. In addition, we streamlined the rubrics across all experiences to ensure students are evaluated using consistent criteria.