

Assurance of Student Learning Reflection 2024-2025

College of Health and Human Services	School of Nursing and Allied Health
Program of Dental Hygiene-AS Degree (226)	
Program Director-Dr. Joseph W. Evans	
<i>Is this an online program?</i> ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Program Student Learning Outcome 1

Program Student Learning Outcome	The dental hygiene graduate will be competent in utilizing critical thinking, problem solving, and evidence-based decision making in the dental hygiene process of care.
Evaluation	After reviewing the last three assessment cycles, this program learning outcome is still relevant as graduates within the dental hygiene program must be able to be competent and implement critical thinking, problem solving, and evidence-based decision making for the treatment of the patient in the overall process of care. The outcome is routinely measurable each year as students are required to present case studies of patients treated in Dental Hygiene 370 Clinical Dental Hygiene II during their second year in the program with student performance being evaluated to determine overall competence in relation to patient treatment. These aspects are extremely important in helping with the evolution of learning for the student to contribute the components to help mold the individual into a graduate who can provide these needed services to each patient. The passing of the NBDHE written board exam by earning a score of 75 provides feedback that the student is competent with the material learned in a comprehensive manner and contributes to the student procuring a dental hygiene license in their respective state. Dental licensing boards require that a student pass this particular exam as it indicates adequate comprehensive knowledge of material in order to treat the public using the skills needed in this learning outcome.
Measurement Instruments	The measurement instruments do appear to be actually measuring the outcome. The instruments are still the best components to use as they provide feedback in a comprehensive manner covering student knowledge and performance associated with their matriculation throughout the program. Both of the measures used are direct measures of student learning with the artifacts being appropriate. With the rise in the use of AI taking place, these assignments and measurements will not be altered. Students have to take the information from a patient with whom they have treated in the clinical setting over a period of time to provide the case study results from these personal interactions. The grading rubric used for the evaluation of the case studies provides feedback for improvement as well as strengths observed. The written national board exam is a comprehensive board exam which must be taken in a testing center without the assistance of any outside resources such as computers or artificial intelligence. The written national board exam is evaluating the overall comprehension of material by the student to determine their competence with the material learned while in the program and their preparation to treat the public. These instruments and the components for evaluation do not need to be altered.
Criteria & Targets	The criteria used to measure this outcome are strong indicators of a student's success and their ultimate graduation with the subsequent earning of a dental hygiene license. When reviewing material from the last three cycles all students (100%) were successful in graduating with a dental hygiene degree, passing their NBDHE exam, and earning their respective state dental hygiene license. The criteria used appear to be good indicators for student success. The target levels are ideally where they need to be. We do occasionally see where a student may not pass their NBDHE on their first attempt, yet are successful on a subsequent attempt. The target of 85% is set at around the national average for the NBDHE exam. The program strives to meet this target on first attempt of the NBDHE by the students with the ultimate goal of a 100% pass rate.
Results & Conclusion	The results obtained over the three-year cycle are expected each year. Expectations are high within the program to meet these goals as ultimately students must achieve this student learning outcome to pass the NBDHE in order to earn a dental hygiene license. When reviewing

	the outcomes for this three-year cycle the program had an ultimate 100% pass rate of the NBDHE as well as 100% of students presenting a successful case study. Although the pass rate was not 100% for the first attempt, the program did exceed 85% for the first attempt pass rate with the ultimate goal of all students eventually passing the NBDHE. This speaks volumes for the success of our students as well as the faculty and staff who routinely bring a strong approach to prepare each student in the classroom and clinical settings. The program has a strong reputation for the success of achieving these goals. Upon the retirement of a faculty member, a new instructor was assigned to DH 370 and DH 371 at the beginning of this three-year assessment cycle and it appears there has been no decline in the results or success of the students.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on the results of the three-year cycle it appears students are meeting this outcome as it is extremely important in their overall success. This outcome should continue to be evaluated as it is a great indicator of the retention of information obtained by the students and the preparation needed to be successful with these measurement instruments ultimately leading to success in their professional career setting. It appears appropriate artifacts are being used to provide an adequate indicator for the student outcome. One target which could be adjusted would be increasing to a minimum of 90% of students passing the NBDHE on their first attempt, yet keeping it at 85% would be more consistent with a national average. Because the outcome is being met it may be best appropriate to continue to evaluate using the same direct measurements to indicate correlation between student success and the outcome.

Program Student Learning Outcome 2	
Program Student Learning Outcome	The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications.
Evaluation	After reviewing the last three assessment cycles, this program learning outcome is still relevant as graduates within the dental hygiene program must be able to be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications. This outcome is routinely measured each year by experiences indicated on the Clinical Evaluation Form. As each student matriculates through the program, the performance level expectations from the beginning to the end of students' clinical experiences within their clinical courses increases. The Western Kentucky University Program of Dental Hygiene has a tracking system to ensure that graduates are competent in providing dental hygiene care for all types of classifications of periodontal disease, different age groups of patients, and patients with special needs. These patient characteristics are included in the requirements and a minimum number of each must be completed at a competent level for graduation. Student exit surveys are also provided during the last week of classes before graduation. Student exit surveys should indicate that the upcoming dental hygiene graduate is well prepared or prepared in providing oral health care to individuals at all stages of life and for all periodontal classifications. The results collected are important to make sure students are receiving the opportunity to treat patients in various aspects of needs in order to matriculate with these various levels and to prepare them for their professional clinical career as well as gauge their level of comfort with patient treatment.
Measurement Instruments	The measurement instruments do appear to be measuring the outcome. The instruments are still the best components to use as they provide feedback in a comprehensive manner covering student knowledge and performance associated with their matriculation throughout the program. The Clinical Evaluation Form provides a manner of direct measurement while the Student Exit Survey provides an indirect measure of this outcome with both artifacts being appropriate. With the rise in the use of AI taking place, these measurements will not be altered as the clinical evaluations are monitored by faculty providing feedback for procedures observed chairside without AI involvement while the survey will be answered by each respective student without the assistance of AI. The Clinical Evaluation Form used for the clinical treatment sessions provides feedback for improvement as well as strengths observed for each criteria the student must meet during patient treatment. For the Student Exit Survey, the goals of the program are listed with descriptions under each asking the student if they feel well prepared, prepared, not prepared, or do not know in relation to various components of these goals. One goal listed on the exit survey that correlated with the student learning outcome was does the program prepare dental hygienists who possess the reasoning, judgment and leadership skills necessary to identify problems, develop solutions to problems, implement these solutions, and evaluate the effectiveness of these solutions through formulating a dental hygiene assessment and developing a treatment plan. Another goal related to this student learning outcome on the exit survey was does the program prepare dental hygienists who can function in the increasingly complex,

	interdisciplinary healthcare system and who are able to meet the dental hygiene care needs of the elderly, culturally diverse, disadvantaged, and physically challenged. These instruments and the components for evaluation do not need to be altered.
Criteria & Targets	The criteria used to measure this outcome are strong indicators of a student's success and their competency in providing oral health care to individuals at all stages of life and for all periodontal classifications. When reviewing material from the last three cycles all students (100%) were successful with achieving a minimum number of "mastery" level interactions for various procedures and patient types. Upon meeting these parameters, students achieve a level of competency in relation to providing health care to a conglomerate of various patient needs. Student exit surveys also indicated that all upcoming graduates (100%) felt well prepared or prepared in providing oral health care to individuals at all stages of life and for all periodontal classifications. These amounts exceeded the target measurement of 90% set forth for the Student Exit Survey. The target levels are ideally where they need to be to measure this outcome.
Results & Conclusion	The results obtained over the three-year cycle are expected each year. Expectations are high within the program to meet these goals as ultimately students must achieve this student learning outcome to contribute to their overall competency for providing oral health care to individuals at all stages of life and for all periodontal classifications which will be experienced in the clinical practice setting. When reviewing the outcomes for this three-year cycle the program had an ultimate 100% rate at which the targets for this particular outcome were met. This speaks volumes for the success of our students as well as the faculty and staff who routinely bring a strong approach to prepare each student in the classroom and clinical settings. The program has a reputation for the success of achieving these goals. Upon the retirement of a faculty member, a new instructor was assigned to DH 370 and DH 371 at the beginning of this three-year assessment cycle and it appears there has been no decline in the results or success of the students.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on the results of the three-year cycle it appears students are meeting this outcome as it is extremely important in their overall success. This outcome should continue to be evaluated as it is a great indicator of dental hygiene graduates being competent in providing oral health care to a wide variety of patients and the preparation needed to be successful. These measurement instruments ultimately indicate the parameters needed leading to success in their professional career setting. It appears appropriate artifacts are being used to provide an adequate indicator for the student outcome. One target which could be adjusted would be increasing to a minimum of 95% of respondents of the Student Exit Survey indicating that the upcoming dental hygiene graduate is well prepared or prepared in providing oral health care to individuals at all stages of life and for all periodontal classifications. Because the outcome is being met it may be best appropriate to continue to evaluate using the same direct and indirect measurements to indicate correlation between student success and the outcome.

Program Student Learning Outcome 3

Program Student Learning Outcome	The dental hygiene graduate will be able to perform self-assessment to maintain professional standards and encourage life-long learning.
Evaluation	After reviewing the last three assessment cycles, this program learning outcome is still relevant as graduates within the dental hygiene program must be able to perform self-assessment to maintain professional standards and encourage life-long learning. This outcome is routinely measured each year during laboratory and preclinical courses to establish that students can self-evaluate steps found on each process evaluation. Emphasis is placed on the mastery of a skill instead of grade performance. Each process evaluation and module evaluation includes a self-evaluation component with students being required to complete the self-evaluation prior to instructor evaluation. When completing some tasks with a student partner in Preclinical Dental Hygiene and Dental Materials I and II, the partner is also required to provide peer evaluation in relation to the confidence of the student partner. In the clinical setting, students are required to self-evaluate their preparation, performance, and approach to various services within in the clinic before instructor evaluation as well as self-evaluating radiographs in association with errors and possible retakes before their instructor will evaluate. Student exit surveys should indicate that the upcoming dental hygiene graduate is well prepared or prepared to be able to perform self-assessment to maintain professional standards and encourage life-long learning. The results collected are important to make sure students are receiving the opportunity to evaluate their understanding of topics and procedures before being formally evaluated by an instructor. This helps instill knowledge and an environment conducive to thinking through clinical/laboratory processes before attempting. These components are critical to instill into the student as life-

	long learning is something that must be initiated individually and continues throughout the dental hygiene career.
Measurement Instruments	The measurement instruments do appear to be measuring the outcome. The instruments are still the best components to use as they provide feedback in a comprehensive manner covering student knowledge and performance associated with their matriculation throughout the program. The process evaluation forms provide a manner of direct measurement while the Student Exit Survey provides an indirect measure of this outcome with both artifacts being appropriate. With the rise in the use of AI taking place, these measurements will not be altered as the process evaluations are monitored by faculty providing feedback for procedures observed chairside or in the laboratory setting without AI involvement while the survey will be answered by each respective student without the assistance of AI. The process evaluation forms used for the clinical/laboratory sessions provide feedback for improvement as well as strengths observed for each criteria the student must meet during that particular exercise. These evaluation forms provide step by step instructions for the student to complete and learn for a particular process which act as the building blocks to learn procedures within the field of dental hygiene. The instructor's evaluation follows the student's self-evaluation. The student can then compare their own evaluation with the instructor. This approach instills the mindset for continuous self-evaluation by the student for learning purposes not only through the completion of process evaluations, yet also in preparing for various competencies that must be passed throughout the curriculum. For the Student Exit Survey, the goals of the program are listed with descriptions under each asking the student if they feel well prepared, prepared, not prepared, or do not know in relation to various components of these goals. One goal listed that correlated with the student learning outcome was does the program prepare individuals who are capable of meeting the needs of society, dentistry, and dental hygiene now and in the future. Another goal related to this student learning outcome was does the program prepare dental hygienists who are literate, capable of problem-solving, decision making, and motivated to be life-long learners. These instruments and the components for evaluation do not need to be altered.
Criteria & Targets	The criteria used to measure this outcome are strong indicators of a student's success and their ability to perform self-assessment to maintain professional standards and encourage life-long learning. When reviewing material from the last three cycles all students (100%) were successful with being able to identify if they understand each concept detailed on the respective process evaluation. As the student continues matriculation throughout the program, performance skills continue to build on those previously mastered and expectations continue to increase in relation to performance. Student exit surveys also indicated that all upcoming graduates (100%) felt well prepared or prepared to be able to perform self-assessment to maintain professional standards and encourage life-long learning. These amounts exceeded the target measurement of 90% set forth for the Student Exit Survey. The target levels are ideally where they need to be to measure this outcome.
Results & Conclusion	The results obtained over the three-year cycle are expected each year. Expectations are high within the program to meet these goals as ultimately students must achieve this student learning outcome to perform self-assessment to maintain professional standards and encourage life-long learning which will be experienced in the clinical practice setting. When reviewing the outcomes for this three-year cycle the program had an ultimate 100% rate at which the targets for this particular outcome were met. Students are provided daily, weekly, and routine feedback from laboratory, preclinical, and clinical performance with instructor comments on evaluation forms. Students are expected to demonstrate steady competency progression throughout each semester while also completing all requirements within a timely manner. The faculty may require any student who is not demonstrating adequate progression at a competency level or struggling with certain material or clinical aspect to seek remediation during the open clinical lab sessions or work with an individual instructor pertaining to clinical issues. Faculty also relay information to the program director when a student is having difficulty meeting parameters and a meeting with the student could be provided to discuss possible approaches to help the student be successful. This speaks volumes for the success of our students as well as the faculty and staff who routinely bring a strong approach to prepare each student in the classroom and clinical settings. The program has a reputation for the success of achieving these goals.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on the results of the three-year cycle it appears students are meeting this outcome as it is extremely important in their overall success. This outcome should continue to be evaluated as it is a great indicator of dental hygiene graduates being competent in their ability to perform self-assessment to maintain professional standards and encourage life-long learning. These measurement instruments ultimately indicate the parameters needed leading to success in their professional career setting. It appears appropriate artifacts are being used to provide an adequate indicator for the student outcome. One target which could be adjusted would be increasing to a minimum of 95% of respondents of the Student Exit Survey indicating that the upcoming dental hygiene graduate is well prepared or prepared in being able to perform self-assessment to maintain professional standards and encourage life-long learning. Because the outcome is being met it may be best appropriate to continue to evaluate using the same direct and indirect measurements to indicate correlation between student success and the outcome.

