



# 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:** Advanced Education in General Dentistry

**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).

There are four student learning outcomes that are assessed quarterly, semi-annually, or annually using the Outcomes Assessment Plan. The plan has embedded evaluations such as case presentations, resident skills management assessment form, resident evaluation by faculty and rotation evaluations by supervising faculty. Demographic data, tracking the number and type of patient contacts and quality improvement reports also provides data for analysis on resident outcomes. The plan is reviewed quarterly, and program improvements are made as a result of the data analysis and evaluation results.

**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.

Student Learning Outcome #4 - Community Service - (a) Promote professional ethics by providing residents opportunities to discuss patient care situations in the context of seminars and case reviews. (b) Provide residents the opportunity to provide oral health care and health promotion activities for patients from economically diverse populations. (c) Provide residents with a broad exposure to faculty, staff, patients and colleagues with a diverse background. (d) Provide residents with experiences in community-based clinics and (e) Provide residents with opportunities to serve the community and participate in health promotion activities.

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

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



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

2022-2023

**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.

Residents participate in an Ethics & Professional Responsibility course. In reviewing the quarterly assessments, residents have received only excellent or acceptable ethical decision-making in the management skills assessment instrument. All residents have demonstrated ethical decision-making in day-to-day patient treatment and in case presentations. Detroit Mercy Dental is in an underserved and culturally diverse area and residents have also provided dental care in a mobile clinic as community service events. Approximately 50% of each residents' patient family and nearly 100% of patients served during community service activities were from economically and/or culturally diverse populations. Demographic data shows that each resident has more than adequately provided treatment to patients from economically and/or diverse patient populations. Residents continue to be exposed to faculty, staff and patients with diverse backgrounds. There is continued development of the recruitment process, including virtual open house, virtual interviews to increase the diversity and inclusivity of the program's applicant pool. Residents have volunteered in at least two service community events where there is emphasis on health promotion and/or disease prevention.

**Attachment(s):**

None