



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: Graduate Orthodontic Program

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 outcomes measures of the program are assessed in two general categories: Internal and External. Externally, it is assessed through an alumni survey, national ABO exams both written and clinical, and published articles. This external information is coupled with internal course and faculty reviews. Clinical and didactic exam performance is discussed at tri-annual faculty meetings and integrated as necessary.

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.

Referencing the graduate orthodontics program assessment plan on file with the University Assessment Team, the following outcomes are being assessed in this cycle.

Student Learning Outcome #1:

A- Integrate Mercy and Jesuit values into the orthodontic curriculum (DOD 5472 and DOD 5442) , ensuring that ethical considerations and compassionate care are emphasized in all aspects of patient interaction, treatment planning, and clinical practice.

B- Provide opportunities for residents to engage in service-learning activities that align with Mercy and Jesuit values, such as treating patient as a form of volunteering at community dental clinics. The benchmark for success is to have all students earn a rubric equivalent score of a B or better on DOD 5472 and DOD5442.

Student Learning Outcome #2: The resident performance in the first part will be compared for validation purposes to their performance in the ABO Domain 4—Critical Analysis and Outcomes Assessment—of the ABO scenario-based oral clinical examination.

Student Learning Outcome #3: Each resident is evaluated three times per year by all clinical faculty regarding their personal traits using a rating scale of 1-5 (1 = poor and 5 = excellent). The benchmark expected is at least a 3. Residents also will be evaluated in multi-disciplinary clinical courses were they learn how to communicate with their peers in other specialties to help their patients get the best treatment outcome possible. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance.



Student Learning Outcome #4 #5: All the residents are assessed by clinical faculty during clinical competency assessments using standardized clinical performance rubrics outlining the steps for respective patient care. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance

Student Learning Outcome #6: The resident must present his/her findings in an oral presentation documented with a PowerPoint presentation at the orthodontic program's Research and Clinical Defense Day, held in June, just prior to graduation. At this time, the Dean of the Dental School, as well as other administrative officers and faculty are invited to listen to each resident's presentation, and ask questions as appropriate. The Program Director is responsible for an assessment of the overall oral presentation as well as written feedback from the questionnaire and incorporates this in his final grade evaluation. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance. (Categories of Performance are A = Outstanding, A- to B+ = Satisfactory, B = Marginal, B- to C = Unacceptable).

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
	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.

1A. Integrate Mercy and Jesuit values into the orthodontic curriculum, ensuring that ethical considerations and compassionate care are emphasized in all aspects of patient interaction, treatment planning, and clinical practice. This was incorporated in DOD 5472 and DOD 5442. Feedback was shared with residents to help them considering their strength and weakness. Feedback from the residents showed positive reception on their parts. All residents passed.

1B. Service-Learning Opportunities: Provide opportunities for residents to engage in service-learning activities that align with Mercy and Jesuit values, such as treating patient as a form of volunteering at community dental clinics. This Was incorporated in DOD 5472 and DOD 5442 where residents are treating orthodontic cases who were started in outreach clinic without charge. We conducted observational assessments of residents' interactions with patients, colleagues, and community members to evaluate the manifestation of Mercy and Jesuit values in their professional conduct and feedback with shared with them. All residents passed.



ABO grading of the graduated residents clinical examinations in November 2023 indicated that all participants passed. Results of this comprehensive examination, therefore, indicated that all residents are effectively learning the material and mastering the required didactic information and clinical concepts. Comparing this national exam results to our clinical evaluation validate our methodology of assessment since no discrepancy was found.

From outcome #2 it was clear that personality traits have a distinct effect on the resident's learning ability and performance. This includes empathy, inter-professional collaboration skills, and emotional intelligence. Extraverted residents for example were consistently evaluated as better provider of patient care. Those who display high levels of openness were evaluated as less adequate feedback-givers. However, residents who were conscientious seem to be good at evaluating their own performance. These insights will be used in the future to re-evaluate the program admission committee screening questions. Also having these results available for the program will help prepare graduating residents to understand and appreciate social responsibility as it relates to the practice of orthodontics, orthodontic education and research.

Regarding outcome #3, second year residents will assist in the practice teaching course by preparation and presenting their assigned lectures under faculty supervision, as well as overseeing specific laboratory sessions of the second year predoc dental students. All residents passed the course, and they were in alignment with professional and academic criteria.

Outcome #4, #5: The clinical attendants discussed the clinical evaluation with the residents, highlighting strengths and weaknesses and pointing out areas that can be improved. The evaluation process was used as an opportunity for teaching by the attendants resulting in personal and professional growth by the resident. Serious deficiencies were documented along with a plan for improvement and were communicated with the residents.

Regarding outcome #6, all graduating residents presented their research findings with a PowerPoint lecture at our Research and Clinical Defense Day in June 2023. The residents were evaluated by the Program Director, the faculty, and all attendees. They all passed.

Attachment(s):

None