

Program Assessment Plan

Program: Graduate Endodontics
Department: Endodontics
College/School: Center for Advanced Dental Education
Date:
Primary Assessment Contact: Dr. John Hatton

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
1	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> <p>Using the knowledge and concepts of endodontics, apply major practices, theories, or evidence-based literature in clinical endodontics.</p>	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p> <p>Residents daily provide comprehensive clinical endodontic care under the direct supervision of endodontic faculty.</p> <p>Foundational knowledge is obtained from all core and endodontic specific didactic course work. Knowledge and clinical skills are developed and refined during clinical care.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p> <p>An informal formative assessment occurs with daily verbal feedback from the attending endodontists. A formalized summative assessment occurs monthly via a case grading seminar. In the case grading seminar, residents provide written self-evaluation of their performance on each completed case. Then faculty provide and document feedback and a case grade. Tri-annually, residents are formally evaluated by all program faculty using a rubric.</p> <p>Exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p> <p>The Program Director reviews the case outcomes monthly looking for negative trends in performance that require intervention or remediation. Treatment seminars and/or individual coursework are modified as needed.</p> <p>The results of the tri-annual evaluations are also reviewed in consultation with the faculty. In the case or underperforming residents, a plan is formulated to address any deficiencies.</p> <p>If evidence suggests that all residents are not achieving the program learning level, department faculty are convened to recommend programmatic changes</p>

				to improve the outcome. Programmatic changes are summarized and reported to the Executive Director.
2	Assess relevant literature or scholarly contributions in endodontics	Residents prepare and present complete and accurate critical evaluations of assigned research literature for weekly Classic Literature and Journal Club Seminars. Residents are also challenged during patient care to support their treatment decision using evidenced-based literature.	Literature evaluations are discussed in the seminar and become part of the courses' final grade. Weekly quizzes evaluate comprehension of the prior weeks' topics. A final examination evaluates comprehension and retention of the covered materials. In a one on one setting, residents are required to support their patient care using appropriate literature. The results for each resident are compared to ensure that the program learning outcome level is being achieved Further understanding of the literature is assessed in the development of an original research project and presentation in an oral defense and thesis using a rubric. Exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.	The Program Director reviews the case outcomes monthly looking for negative trends in performance that require intervention or remediation. Treatment seminars and/or individual coursework are modified as needed. The results of the tri-annual evaluations are also reviewed in consultation with the faculty. In the case or underperforming residents, a plan is formulated to address any deficiencies. If evidence suggests that all residents are not achieving the program learning level, department faculty are convened to recommend programmatic changes to improve the outcome. Programmatic changes are summarized and reported to the Executive Director.
3	Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms.	Each resident designs original research project, carries it out, analyzes data, and reports results during oral defense of the thesis.	A thesis is written and orally defended utilizing standard criteria by a thesis committee and graduate education criteria. A department rubric is used to define criteria for the quality of the thesis. Where appropriate, a manuscript is prepared for submission to a refereed journal.	Theses, data and publications are maintained by the department. Outcomes are annually reviewed, summarized and reported to the Executive Director. Using the rubric, if class trends are reporting below quality work, department faculty are convened by the program director to recommend changes in the process to strengthen the end-product. Programmatic changes are summarized and reported to the Executive Director.
4	Evidence scholarly and professional	Content from all department didactic	First analysis will consist of an	The data for this outcome is reviewed

	integrity in endodontics	and clinical course work.	<p>understanding of the literature in the development of an original research project and presentation in an oral defense and thesis using a rubric.</p> <p>Additional analysis will consist of each resident's performance on the American Board of Endodontics written examination. This exam is criterion-based exam and the program does not receive any formal feedback as to performance on topical areas. However, upon completion of the exam, residents are interviewed by the program director to ascertain potential areas of weakness. If residents report any difficulty in a section of the exam, program changes are implemented to improve performance. (Results are also reviewed during the program's professional accreditation process.)</p> <p>Further assessment consists of tracking alumni as to their progress of during the board certification process.</p> <p>In addition, exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.</p>	<p>annually and the results are shared with the Executive Director. If necessary, a plan is implemented to address any shortcomings.</p> <p>The impact of the assessment - informed changes is also assessed annually.</p>
5				

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

We are presently implementing all four of these learning outcomes. The program director is responsible for all efforts in this program. Current data will be provided. Ultimately the program will be reviewed annually at the end of the academic year in June/July.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The program director is responsible for development of this plan. Other endodontic faculty are consulted, as needed, to obtain additional input for modification of the plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

- Current data will be provided. Ultimately the program will be reviewed annually at the end of the academic year in June/July.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

**ADVANCED EDUCATION PROGRAM IN ENDODONTICS
SAINT LOUIS UNIVERSITY
THESIS EVALUATION**

Resident:

Year of Graduation:

Thesis Title:

	Complexity	Clarity	Composition	Assessment of Relevant Literature	Contribution to Existing Literature	Significance	Overall
EE							
ME							
BE							

EE = Exceeds Expectations; ME = Meets Expectations; BE = Below Expectations*

*All Below Expectation ratings must be justified with written comments.

Comments:

Committee Member Signature:

Date:

**GRADUATE ENDODONTICS
SAINT LOUIS UNIVERSITY
RESIDENT SESSION EVALUATION**

Resident: Dr.

Date:

Session:

Instructor: Dr.

	EE	ME	BE	NO
Clinical Management				
Medical Assessment and Management				
Diagnosis and Treatment Planning				
Asepsis				
Communication				
Attitude				
Professional and Ethical Conduct				
Work Habits and Time Utilization				
Non-surgical Skills				
Surgical Skills				
Didactic				
Research				
Literature				
Classic				
Current				
Clinical Seminar				

Use attached criteria when performing student evaluations.

EE = Exceeds Expectations; ME = Meets Expectations; BE = Below Expectations*

NO = Not Observed

*All Below Expectation ratings must be justified with written comments.

COMMENTS:

I have read and understand the above evaluation.

Signature of Resident

Date

Signature of Program Director

Date