

Program Assessment Plan

Program: Graduate Orthodontics
Department: Orthodontics
College/School: Center for Advanced Dental Education
Date:
Primary Assessment Contact: Dr. Eustaquio Araujo

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

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> ▪ <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	Assessment Mapping 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.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> ▪ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Using the knowledge and concepts of orthodontics, apply major practices, theories, or evidence-based literature in clinical orthodontics.	Residents daily provide comprehensive clinical orthodontic care under the direct supervision of orthodontic faculty. They start treatment on 60-65 patients and later receive 15-20 more patients to complete treatment. Foundational knowledge is obtained from all core and orthodontic specific didactic course work. Knowledge and clinical skills are developed and refined during clinical care.	An informal formative assessment occurs with daily verbal feedback from the attending orthodontists. A formalized summative assessment occurs monthly via clinical case discussion seminars. In these seminars, residents provide oral and written assessment of their own patients as well as performance on classmates completed case. Then faculty provide and document feedback. Annually, residents are formally evaluated by all program faculty on competency exams. Exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.	The Program Director and faculty review treatment progress and outcomes weekly 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 evaluations are also reviewed in consultation with the faculty. In the case of 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.
2	Assess relevant literature or scholarly contributions in orthodontics	Residents prepare and present complete and accurate critical evaluations of assigned research literature for weekly Classic and Recent 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 specific seminar and become part of the courses' final grade. 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. Students are also required to take the American Board of Orthodontics written comprehensive exam. 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 and full time faculty review outcomes weekly 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 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, presents it to the thesis committee for adjustments, 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 integrity in orthodontics	Content from all department didactic and clinical course work.	<p>First analysis will consist of an 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 Orthodontics written examination. This exam is criterion-based exam and the program does receive a formal feedback as to performance on topical areas. Upon completion of the exam, and analysis of the performances, 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>The data for this outcome is reviewed 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. Full-time faculty assist and contribute to the plan. Part-time orthodontic faculty are invited to participate and 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.

**GRADUATE PROGRAM IN ORTHODONTICS
SAINT LOUIS UNIVERSITY
THESIS EVALUATION**

Resident:

Year of Graduation:

Thesis Title:

Thesis Committee:

	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 ORTHODONTICS
 SAINT LOUIS UNIVERSITY
 RESIDENT SESSION EVALUATION**

Resident: Dr.

Date:

Session:

Instructor: Dr.

	EE	ME	BE	NO
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

CLINICAL PROFICIENCY EVALUATION - BLANK MASTER

As in the past, all preclinical laboratories, typodont instruction, and clinical experiences are grouped under one title called "Clinical Orthodontics," even though each is considered a separate educational offering. An overall grade will be given for the Clinical Orthodontics course and you are asked to contribute your assessment as to the students' performance in your portion of the course. Your grade can be determined according to any activity involved in your instruction (tests, quizzes, papers, attendance, exercises, demonstrations, class participation, project grades, clinical performance, etc) as you determine.

Evaluation of Clinical Proficiency:

- A. Outstanding: far exceeds reasonable expectations
- B. Good: usually exceeds reasonable expectations
- C. Satisfactory: always meets reasonable expectations
- D. Doubtful: occasionally falls short of reasonable expectations
- F. Unsatisfactory: often falls short of reasonable expectations

* Required

STUDENT'S ATTITUDE

	A. Outstanding	B. Good	C. Satisfactory	D. Doubtful	F. Unsatisfactory
Expresses a commitment to orthodontics by actions and attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strives for quality treatment in each case	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates in meeting the demands of the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity, reliability, responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapport with peers, staff, and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapport with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT'S KNOWLEDGE

	A. Outstanding	B. Good	C. Satisfactory	D. Doubtful	F. Unsatisfactory
Fund of information for level of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A. Outstanding	B. Good	C. Satisfactory	D. Doubtful	F. Unsatisfactory
Application of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT'S JUDGEMENT

	A. Outstanding	B. Good	C. Satisfactory	D. Doubtful	F. Unsatisfactory
Seeks appropriate assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathers data pertinent to specific procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates initiative in solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks to solve patient problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates procedures for improved efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT'S CLINICAL SKILLS

	A. Outstanding	B. Good	C. Satisfactory	D. Doubtful	F. Unsatisfactory
General preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficient use of clinic time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows patients appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attains patient compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT'S PRESENTATION

	A. Outstanding	B. Good	C. Satisfactory	D. Doubtful	F. Unsatisfactory
Presentation of the patient for treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chart and record documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinic area cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate attendance and punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A. Outstanding B. Good C. Satisfactory D. Doubtful F. Unsatisfactory

Compliance with clinic regulation

ASSIGNMENT OF AN OVERALL LETTER GRADE *

- A. Outstanding: far exceeds reasonable expectations
- B. Good: usually exceeds reasonable expectations
- C. Satisfactory: always meets reasonable expectations
- D. Doubtful: occasionally falls short of reasonable expectations
- F. Unsatisfactory: often falls short of reasonable expectations

COMMENTS *

SUGGESTED ACTION

- This evaluation should NOT be discussed with the resident.
- Evaluation will be discussed with the resident by the instructor instead of the Program Director.
- Evaluation should be discussed with the resident by the Program Director.

INSTRUCTOR'S NAME *

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