Program (Major, Minor, Core): Graduate Periodontics  
Department: Graduate Periodontics  
College/School: Center for Advanced Dental Education  
Person(s) Responsible for Implementing the Plan: Douglas Miley  
Date Submitted: January 2016

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<th>Program Learning Outcomes</th>
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<th>Assessment Methods</th>
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<td>What do you expect all students who complete the program to know, or be able to do?</td>
<td>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</td>
<td>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</td>
<td>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</td>
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To be competent in all aspects of clinical orthodontics. This includes  
a. conduct a clinical examination  
b. listing orthodontic problems  
c. prioritizing orthodontic problems  
d. recognize and listing pathology  
e. formulating a diagnosis  
f. formulating a treatment plan  
g. performing treatment

The following courses: Clinical Orthodontics, Diagnosis Seminars, Current Literature, Fundamentals of Orthodontics, Clinical Case Conference, and others.

Performance is measured directly through class participation, written and oral examinations, daily assessment of clinical activities by individual instructors, and through competency reports formulated by individual faculty and the program director each semester. Two comprehensive examinations are conducted, one by external examiners. A case display at the end of the program measures student performance indirectly. Grades (as indirect measures) for each course are awarded.

In addition to ongoing assessment from the individual instructors and the program director, the Core Graduate Orthodontics Faculty Committee is made up of 4 faculty members and meets regularly (weekly). Assessment results are reviewed and either corrective action for performance improvement are made with regard to student performance and/or program improvement.
Graduates of the program are expected to have a foundational knowledge of orthodontics. Foundational knowledge includes:
- craniofacial anatomy
- craniofacial growth
- biomechanics
- early and adult treatment
- diagnosis
- treatment planning
- orthognathic surgery
- orthodontic history
- oral medicine
- bone biology

Courses are given in all these areas. The American Board of Orthodontics board certification process assesses this outcome in the quarter prior to graduation.

Grades (as indirect measures) are used to assess student knowledge. A written examination is administered by the American Board of Orthodontics. The examination is a comprehensive, criterion-referenced multiple-choice examination administered at a testing center.

If residents have difficulty in a particular section of the exam, program changes are implemented to improve performance. Results are also reviewed during the program’s professional accreditation process.

Each resident designs an original research project, carries it out, analyzes data, and reports results during oral defense of the thesis.

During the course Thesis Research. This course takes place during Years 2 and 3. Progress is also assessed via the thesis committee.

Residents conduct a research project. Residents complete and defend a written thesis during an oral examination with their Graduate Thesis Committee. They also present their results at a formal presentation at the end of the program.

In addition to ongoing assessment from the Program Director, the Core Graduate Orthodontic Committee is made up of 4 faculty members and meets regularly (i.e., weekly). Assessment results are reviewed and either corrective action or suggestions for program improvement are made.

1. **It is not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.
Clinical competency is assessed at the end of each clinical course. American Board of Orthodontics certification is assessed following the annual examination. Theses are completed in the fall term prior to graduation. All learning outcomes are assessed by the Core Graduate Orthodontic Committee meets weekly throughout the program. General competency is orthodontics is also assessed using a pretest and post-test; this is the same examination given upon matriculation and then repeated just before graduation.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

N.A.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

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

      The assessment plan is reviewed once a year by the Core Graduate Orthodontic Committee. It is also reviewed once a year at a called meeting of the entire orthodontic faculty.

   b. **How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**

      Residents evaluate all didactic and clinical courses and all faculty members at the end of each year. The residents evaluate the overall effectiveness of the program and the assessment plan at the end of the program during several individual exit reviews. The alumni are also invited to comment on the program via a survey; this occurs regularly. This information is used to provide critical feedback for program improvements.

   c. **What external sources were consulted in the development of this assessment plan?**

      The external examiners provide a critique of the program. The basic plan was constructed from many sources, but mainly via the Tennessee Higher Education Committee guidelines for a professional masters degree program. The American Dental Association accredits the program every seven years.

   d. **Assessment of the manageability of the plan in relation to departmental resources and personnel**
Department resources and personnel are adequate to manage the assessment plan.