### Program (Major, Minor, Core): Endodontics (M.S.)

**Department:** CADE  
**College/School:** Medicine  
**Person(s) Responsible for Implementing the Plan:** Karl Woodmansey  
**Date Submitted:** Nov 2015

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<th>Program Learning Outcomes</th>
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<td><strong>What do you expect all students who complete the program to know, or be able to do?</strong></td>
<td><strong>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</strong></td>
<td><strong>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.</strong></td>
<td><strong>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?</strong></td>
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1. Graduates will be able to describe the foundational concepts of endodontics, including the current disease model, known immunologic responses and other biologic factors affecting endodontic pathosis, treatment and healing.

   - The American Board of Endodontics board certification process assesses this outcome in the quarter prior to graduation.
   - A written examination is administered by the American Board of Endodontics. The examination is a comprehensive, criterion-referenced multiple-choice examination administered by 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 (Commission on Dental Accreditation).
### Learning Outcomes

#### 2. Demonstrate satisfactory clinical skills, including patient management, time management and both non-surgical and surgical clinical endodontic treatments.

| Residents daily provide comprehensive clinical endodontic care under the direct supervision of endodontic faculty. | An informal formative assessment occurs with daily verbal feedback and 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. | 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. |

#### 3. Critically evaluate dental research literature, particularly those articles related to endodontics.

| Residents prepare and present complete and accurate critical evaluations of assigned research literature for weekly Classic Literature and Journal Club Seminars. | 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. | Results of these assessments are continually reviewed, aggregated and reported by the Program Director to the Executive Director. Action plans are formed and changes made when necessary. |

#### 4. Conduct original research leading to a thesis and publication in a refereed journal.

| 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 approved utilizing standard criteria by a thesis committee. B. Article is submitted for publication in refereed journal. | Theses, data and publications are maintained by the department. Outcomes are annually reviewed, summarized and reported to the Executive Director. |

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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.

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. Because the current program director has only been on faculty Since July 2015, there is same evolution of the program, its goals and its analysis.
2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

NA

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

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
      - The program conducts exit interviews of graduating residents for student input and assessment of the curriculum.
      - An alumni survey is conducted annually inviting curricular input from alumni.
      - Students/residents meet with the program director at the end of each term for a performance review. At that time their performance relative to available benchmarks is reviewed and discussed.

   c. What external sources were consulted in the development of this assessment plan?
      - The American Board of Endodontists written board certification examination is an external assessment source.

   d. Assessment of the manageability of the plan in relation to departmental resources and personnel
      - The SLU/CADE graduate endodontic program is fairly unique in that it matriculates only 3 students/residents each year. The program is typically completed in 24 months. With a small class/program size, the number of faculty is limited. The program director is primarily responsible for the program’s curriculum and the competency/proficiency of the program’s graduates.