It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: MS program in orthodontics
2. Department: Orthodontics
3. School/Center/College: Center for Advanced Dental Education
4. Name(s): Rolf Behrents
5. Email: Behrents@slu.edu
6. Phone: 977-8626

Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

   We assess student performance via tests that are required for passing required coursework. We assess student performance via assessment of clinical treatment on patients. We conduct various exit interviews. We evaluate performance on standardized examinations. We conduct pre and post-tests. We conduct a midcourse and final oral examination. We survey our alumni.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

   As part of our program learning outcomes, 85% of the residents will be able to pass the written portion of the American Board of Orthodontics certifying examination. The residents must maintain a B average for all didactic and clinical courses. This was achieved.

   All 14 residents demonstrated proficiency in clinical skills consistent with those exhibited by experienced orthodontists. This was declared unanimously by the faculty at a meeting of the
faculty just before graduation.

All 14 residents conducted an original research project and conducted a successful oral defense.

*Please attach any tables, graphics, or charts to the end of this report.

3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Assessment feedback is provided to students via a variety of methods. The American Board of Orthodontists written examination provides an outcome assessment directly to the resident.

For proficiency of clinical skills, an informal formative assessment occurs with daily verbal feedback and a formalized summative assessment each semester.

All 14 graduating residents conducted an original research project and authored and defended a thesis. Feedback is ongoing throughout their research project and then at the thesis defense.

Assessment feedback is provided to the student via classroom activities and by individual sessions.

Feedback is provided to the faculty via faculty meetings (core faculty and general faculty meetings).

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

We have celebrated the success of the students on the ABO Examination by holding a luncheon.

A graduation banquet is held as a symbolic rite-of-passage from student to alumnus.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

We also use measures of their performance on each of the four parts of the ABO exam to alter the curriculum and faculty. We have added, altered, and deleted various clinical and didactic courses as the result of the examination results.

Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.