

# Program-Level Assessment Plan

Program:	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program):
Department:	College/School:
Date (Month/Year):	Primary Assessment Contact:

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

#	<b>Student Learning Outcomes</b>  What do the program faculty expect all students to know or be able to do as a result of completing this program?  Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	<b>Curriculum Mapping</b>  In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	<b>Assessment Methods</b>	
			<b>Artifacts of Student Learning (What)</b>	<b>Evaluation Process (How)</b>
1	To be competent in all aspects of specialist-level clinical endodontics. This includes: conducting a comprehensive clinical examination; prioritizing endodontic problems; recognizing pathology; formulating a differential diagnosis; formulating and presenting a treatment plan to the patient; obtaining their informed consent; and competently and compassionately performing treatment.	The following courses:  1. Classic and Contemporary Endodontic Literature: introduced, developed, reinforced, achieved 2. Clinical Endodontics: introduced, developed, reinforced, achieved 3. Endodontic retreatment: introduced, developed, reinforced, achieved 4. Endodontic surgery: introduced, developed, reinforced, achieved 5. American Board of Endodontics Review: introduced, developed, reinforced 6. Preclinical endodontics: introduced, developed, reinforced, achieved 7. Clinical Case Review: developed,	<b>Artifacts of Student Learning (What)</b> 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?  <b>Evaluation Process (How)</b> 1. What process will be used to evaluate the artifacts, and by whom? 2. What tool(s) (e.g., a rubric) will be used in the process?  Note: Please include any rubrics as part of the submitted plan documents.	In addition to ongoing assessment from the individual instructors and the program director, the Graduate Endodontics faculty meets periodically. Assessment results are reviewed and corrective action for performance improvement is made regarding resident performance and/or program improvement.

	<p>reinforced</p> <p>8. Thesis research development and defense: introduced, developed, reinforced, achieved</p>	<p>3. Formulate and present a treatment plan</p> <p>4. Perform the treatment</p> <p>5. Follow-up with the patient at subsequent examinations to assess outcomes</p> <p>Case presentations throughout the residency program measures resident clinical performance indirectly. Grades (as indirect measures) for each case are awarded.</p> <p>American Board of Endodontics objective grading system is used to evaluate the quality of clinical treatment.</p>	
2	<p>Graduates of the program are expected to have a foundational knowledge of endodontics. Foundational knowledge includes</p> <ul style="list-style-type: none"> <li>1. Conducting a comprehensive clinical examination</li> <li>2. Prioritizing endodontic problems</li> <li>3. Recognizing pathology</li> <li>4. Formulating a differential diagnosis</li> <li>5. Formulating and presenting a treatment plan to the patient</li> <li>6. Obtaining the patient's informed consent</li> <li>7. Competently and compassionately performing treatment.</li> </ul>	<p>Grades (as indirect measures) are used to assess resident knowledge. A written examination is administered by the American Board of Endodontics. The examination is a national, comprehensive, criterion-referenced multiple-choice examination administered at a local testing center.</p>	<p>The American Board of Endodontics written examination is a comprehensive test that assesses the fundamental resident knowledge of the specialist provider.</p> <p>Results are reviewed annually by the faculty and are also reviewed during the program's professional accreditation process.</p>

	8. Endodontic retreatment 9. Endodontic surgery 10. Endodontic revascularization 11. Vital pulp therapy 12. Comprehensive knowledge of the endodontic literature 13. Endodontic practice management		
3	Each resident designs an original research project, carries it out, analyzes data, and reports results during oral defense of the thesis.	Residents conduct a research project in partial fulfillment of the required M.S. degree. 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 their residency program.	In addition to ongoing assessment from the Program Director, the Graduate Endodontics faculty meets periodically. Assessment results are reviewed and either corrective action or suggestions for program improvement are made.
4			
5			

#### Use of Assessment Data

- How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Individual data will be analyzed by faculty members as it becomes available. After gathering all the data, the program director will present the findings to the faculty and adopt a majority-recommended changes.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Yearly by the faculty, the recommended changes that were made during the previous year will be evaluated.

**Additional Questions**

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Clinical competency is assessed continuously, in an ongoing basis. The American Board of Endodontics certification is assessed following the annual examination. Resident M.S. theses are completed and defended in the Spring semester of the second year, prior to graduation. All learning outcomes are assessed by the faculty who meet periodically throughout the duration of the program.

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

The program director and the Graduate Endodontic faculty meet periodically to evaluate the current status of learning outcomes, based on the feedback from the residents and from the faculty, and discuss the possible ways to improve the outcomes.

**IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.**