



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: Certificate in Periodontics

2. College/School: School of Dentistry

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

Residents are assessed on four (4) basic outcomes each year via grades for academic and clinical courses. Academic courses are graded on the standard School of Dentistry grading scale. Clinical course grades are based on performance on specific tasks and demonstration of skills. Residents are graded daily based on rubrics for all procedures performed (formative assessments) and semi-annually and annually based on completion of clinical competencies (18 total competencies over 3 years) (summative assessments) and 20 successfully completed IV sedation cases. (See attached file for rubrics).

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

The program has the following four (4) learning outcomes listed below. The learning outcomes are assessed in a variety of ways including in-class examinations, assignments, clinical assessments and competencies (all graded).

An overall summary evaluation is produced combining academic and clinical performance (rubric attached). For each of the following learning outcomes residents have clinical competencies that correspond to each of the desired outcomes listed here. Clinical competencies have rubrics that are scored by two faculty members (see attached sample rubrics) and adjudicated by the program director if required. Note that the clinical competency examinations are identical to daily evaluation sheets used in the clinic. Residents are required to complete the competencies independently of faculty assistance. In addition, each year residents have an all-day mock oral board examination using identical rubric criteria of the American Board of Periodontology (certifying agency).

1. Residents will be competent in collecting, organizing, analyzing and interpreting periodontal data.
2. Residents will be competent in periodontal: diagnosis, prognosis and comprehensive treatment planning.
3. Residents will be competent in non-surgical and surgical management of periodontal diseases as well as the placement of and management of diseases/conditions around dental implants.
4. Residents will be competent in communication with patients, staff and health professionals.



Residents are trained in all aspects of management of non-surgical and surgical management of periodontal diseases. Residents are required to pass 20 clinical competencies as outlined in the program manual (competencies include eight (8) non-surgical periodontal therapy procedures, with two each of the following categories: (a) including periodontal exam and (b) treatment plan, (c) scaling and root planning, (d) periodontal re-evaluation and periodontal maintenance. They must also complete ten (10) periodontal and implant-related surgical procedures, including two (2) each of the following: (a) osseous resective surgery, (b) soft tissue surgery, (c) dental implant placement, (d) regenerative/bone graft surgery and (e) dental provisionalization.).

Outcomes for the procedures described above coincide with required resident performance skills outlined in the Commission on Dental Accreditation (CODA) standards for the Advanced Dental Education Program in Periodontics. Performance rated for each applicable outcome area are listed in an End of Course Report form. The report is reviewed by the Division the semester following the completed course during a scheduled school-wide Curriculum Review session.

Residents are evaluated daily, semi-annually and annually by the faculty and program director. The benchmark for daily performance/evaluations is based on a minimum level of “Acceptable” based on a scale of G, A, S. (G = Goal met, A = Acceptable performance, S = Standard Not Met). The benchmark for the semi-annual review is based on progress toward benchmark stages by the time of graduation. (1 = Novice Stage, 2 = Beginning Stage, 3 = Developing Stage, 4 = Emerging Stage and 5 = Graduating Stage. The category F = failure). In addition to daily and semi-annual reviews, residents are required to successfully pass 20 clinical competencies as outlined in the program manual. Rubrics for each assessment and procedure undertaken are available in the resident handbook and are discussed before and after procedures. (see attached file for rubrics)

The benchmark for program success is to have 100% of residents earn an average of B or higher in all required academic and clinical courses. This is true for all four (4) of the outcomes listed above. All courses and grades are reviewed by the program director. Students failing to meet the minimum standards must meet with the program director for guidance and/or remediation strategies.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024



7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Four of four senior residents (100%) completed the Advanced Education in Periodontics program in 2024 with overall rubric scores of A-(75%) or A (25%). All graduated residents earned certificates in Periodontics and a Master of Science degree (each resident was required to be an author on a peer-reviewed journal publication). Each of the other six (6) junior residents earned overall scores of B to B+(83.3%) or A- (16.7%) for 2023-24, corresponding to the developing and emerging stages of achievement (see attached overall review rubric). Three (75%) of four (4) graduated residents have passed the qualifying exam (part 1, written board exam) of the American Board of Periodontology (ABP). One graduate did not challenge the examination, so 75% of residents took the qualifying exam and 100% of those residents passed. All three eligible graduates will take the oral (in-person) portion of the ABP exam in 2025.

Semi-annual and annual reviews (both rubric-based) were used to assess overall resident performance, need for remediation, and readiness for graduation. The assessment results were analyzed by faculty and used by the program to modify course content as needed, delivery methods and clinical procedures to improve overall performance as well as improve scores on yearly national (In-service) examinations for current residents and those starting in the 2024-25 academic year. As noted above, all students met the benchmark of an average grade of B or higher for the 2023-24 academic year. It is our goal that all graduates take and pass the ABP exams, but not all students do. We will continue to encourage all our graduates to challenge the ABP exam.

Attachment(s):

[Appendix A GPerio Goals and Objectives_Anthony Neely.docx](#)

[Appendix U Evaluation Competency Forms_Anthony Neely.doc](#)