



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:** MS Orthodontics
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).

Planning for, evaluation of and improvement of educational quality for the program are broad-based, systematic, continuous, and designed to promote achievement of program goals related to education, patient care, research and service. The outcomes measures, of the program are assessed in two general categories: Internal and External. In both instances, they assess the success of the educational program in meeting its stated overall goals and objectives.

In addition, data is collected national ABO exams, published articles in refereed journals, published abstracts and invited resident participation at local and national meetings. This external information, coupled with internal course and faculty reviews, clinical and didactic exam performance are discussed at tri-annual faculty meetings and integrated as necessary per the format outlined in the curriculum management plan.

Internally the residents will be evaluated by written, oral and clinical exams and competencies to assess their progress through the program by the following requirements:

1. Annual Written Comprehensive Exam
2. Annual Oral Case Comprehensive Exam
3. Bi-annual Clinical Case Competency
4. Tri-annual Faculty Evaluation
5. Graduation ABO-style Model Competency
6. Graduation Random Chart Evaluation
7. Research and Clinical Defense Day Competency
8. Didactic Course Exams
9. Mock ABO Scenario-Based Clinical Examination



4. **Student Learning Outcomes & Benchmarks** -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.

Learning Outcome 1-Critical Analysis and Outcomes Assessment

Graduate orthodontic residents will apply outcomes assessment methodology and critical appraisal to treated cases with children with special needs. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance in Also, the resident performance in Part 1 will be compared to their performance in the ABO Domain 4—Critical Analysis and Outcomes Assessment.

Learning Outcome 2-Professionalism : Residents will demonstrate professionalism by applying ethical and legal standards in the provision of orthodontic care. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance. (Categories of Performance are A = Outstanding, A- to B+ = Satisfactory, B = Marginal, B- to C = Unacceptable).

Learning Outcome 3-Teaching and Communication: Residents will demonstrate the ability to communicate effectively with peers, patients and dental students. Also residents will be introduced to the foundation knowledge and skills essential to the teaching of predoctoral orthodontics at the University of Detroit Mercy School of Dentistry. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance.

Learning Outcome 4- Practice Management and Informatics: Residents will demonstrate effective business, financial management, and human resource skills. The residents will get an introduction to acquiring a practice, transitioning a practice, business management, marketing, accounting, and financial planning. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance.

Learning Outcome 5-Patient Care: Residents will demonstrate the ability to assess, diagnose, plan, deliver, evaluate, and manage orthodontic patient care. The Benchmark: the residents will perform above the national average in part 1 and part II ABO exam.

Learning Outcome 6-Research & Scholarly Activity: The research program will provide foundation knowledge to critically study and evaluate the literature and conduct research. One of the requirements for the successful completion of the orthodontic program is that the resident initiate, conduct, and complete an original research project. The benchmark performance expected is that all residents will earn at least a B+ grade level of performance at the Clinic and Research Defense Day by all attendants.

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):

2024-2025

7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

Learning Outcome 1-Critical Analysis and Outcomes Assessment

outcome (5 out of 5) residents achieved A- in Craniofacial and Special Care course which is above the target benchmark. Student strengths were in handling special care cases of cleft lip and palate patients. Some improvement is possible in the scheduling of these patients when they miss their appointments. also 5 out of 5 residents took the clinical ABO exam and all passed the exam. Our program quintile ranking in Critical Analysis (2.4: 2.93). while our quintile ranking in Outcome Assessment (2.3: 2.97) which is significantly better than the national average.

Learning Outcome 2-Professionalism

outcome (5 out of 5) residents participated in teaching tasks in undergraduate courses. All of residents achieve A in the teaching course.

ethical and legal standards in the provision of orthodontic care.

outcome: (5 out of 5) residents achieved A in the Ethics course.

Outcome 4- Practice Management and Informatics

outcome: all 5 residents attended the business course and all 5 of them achieved A in the coursework.

Outcome 5-Patient Care

outcome: 5 out of 5 residents took the clinical ABO exam and all passed the exam. Our program quintile ranking was 2.1 while the national quintile ranking was 2.93. which means that our program is significantly better the national average. our program ranked significantly better than the national average in all four domains; Data Gathering and Diagnosis (2.4: 2.94). Treatment Objectives and Planning Treatment Implementation and Management (1.4: 2.87). Critical Analysis (2.4: 2.93). and Outcome Assessment (2.3: 2.97).

Outcome 6-Research & Scholarly Activity

outcome: 5 out of 5 graduating residents achieved A grade in their evaluation from attendants of the Clinic and Research Defense Day by all attendants. The residents were evaluated by the Program Director, the faculty, and all attendees.

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

Based on the evaluation findings, modifications to the educational program can be made as needed to strengthen the integration of Mercy and Jesuit values, ensuring that these principles remain central to the development of compassionate and ethical orthodontic practitioners. Results of the comprehensive ABO examination indicated that all residents are effectively learning the material and mastering the required didactic information and clinical concepts. Comparing this national exam results to our clinical evaluation



validate our methodology of assessment and no discrepancy was found. A new lecture about Mercy and Jesuit values was introduced in the Research Methodology Course based on previous evaluations. This was incorporated in DOD 5472 and DOD 5442. Feedback was shared with residents to help them considering their strength and weakness. Feedback from the residents showed positive reception on their parts.