



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: Residency, Graduate Orthodontic Program

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).

There are Three parts to the measurement component.

First, all residents are assessed by the Program Director in the second year using a rubric outlining the steps to conduct a critical appraisal of their clinical outcomes. 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)

Second, the resident performance in Part 1 will be compared to their performance in the ABO Domain 4—Critical Analysis and Outcomes Assessment—of the ABO scenario-based oral clinical examination. This will be used to validate our Part 1 evaluation methodology and to ensure consistency of our clinical outcomes long-term.

Third, the graduating residents will be evaluated by all faculty during the Research and Clinic Defense day. The benchmark performance expected is that all graduating 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)

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.

Learning Outcome 1-Critical Analysis and Outcomes Assessment

Graduate orthodontic residents will apply outcomes assessment methodology and critical appraisal to treated cases. The residents do this for each finished case in the Orthodontic Clinic by using the ABO Cast and Radiographic Evaluation Form to determine the quality of each case. This is done to show the effectiveness of each orthodontic treatment technique taught in the various clinic segments.



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.

Measures for Student Learning Outcome #3. Describe how student learning outcome #3 will be measured. What is the desired level of success (benchmark)?

All residents are assessed by one of the course directors in a Practice Teaching course in the second year of the program by the preparation and presentation of assigned lectures, under supervision, as well as overseeing specific laboratory procedures performed by the undergraduate dental students. 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).

Additionally, each resident is evaluated three times per year by all clinical faculty regarding their personal traits using a rating scale of 1-5 (1 = poor and 5 = excellent). The benchmark expected is at least a 3. Residents also attend an orthodontic-periodontics course for four semesters and an orthognathic surgery segment for both years. In these multi-disciplinary clinical courses they learn how to communicate with their peers in other specialties to help their patients get the best treatment outcome possible. 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)

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
	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. 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.

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

Attachment(s):