Academic Assessment Report – 2014-2015 Calendar Year
Evidence collected 2014 & 2015

Report due December 16, 2015

PLEASE NOTE: This template has been significantly revised. Please carefully read and complete all sections.

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email at dan.bubb@unlv.edu.

***Please email your completed form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>Doctorate in Dental Medicine (DDM)</th>
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<tbody>
<tr>
<td>Department(s)</td>
<td>Clinical Sciences and Biomedical Sciences</td>
</tr>
<tr>
<td>College</td>
<td>School of Dental Medicine</td>
</tr>
<tr>
<td>Program Assessment</td>
<td>Dr. Marcia Ditmyer</td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>Report submitted by</td>
<td>Dr. Marcia Ditmyer, 774-2646, <a href="mailto:Marcia.ditmyer@unlv.edu">Marcia.ditmyer@unlv.edu</a></td>
</tr>
<tr>
<td>(include phone/email)</td>
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<tr>
<td>Date Submitted</td>
<td>December 16, 2015</td>
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Purpose of Assessment Reporting at UNLV:

Annual assessment reports are designed to:

a) Articulate student learning objectives (what students will learn/what skills they will develop, and how they will be able to apply what they have learned)
b) Demonstrate use of direct and indirect instruments to assess student learning outcomes
c) Evaluate student learning outcomes and making curricular and/or pedagogical changes to inform decision-making
d) Align results with the University’s Undergraduate Learning Outcomes (UULOs)

Departments use reports to improve student learning and to fulfill the requirements of the Northwest Commission on Colleges and Universities (NWCCU), UNLV’s accreditation agency.
1. Department Vision and Mission Statement. The primary vision of UNLV SDM is to provide world class oral health education while providing for the dental needs of Nevada residents. In doing this, UNLV SDM’s mission is to be a driving educational force toward improving the health of the citizens of Nevada through innovative programs of oral healthcare services to the community, integrated biomedical and clinical curricula, and research. To accomplish this, it requires SDM to have an established clear, valid, and measurable set of student standards/competencies for learning. These are then used to formulate measurable objectives that are set into a workable framework. The SDM curriculum philosophy is primarily the development of skills, knowledge, processes, competencies and attitudes necessary for the dental student to successfully function as a productive dental professional in an ever-changing world. Because of this the school has one unified vision and mission statement across both of the departments. These were revalidated by faculty, students, and staff in January 2014. In addition, the following are the schools Goal Statements:

**GOAL 1: PATIENT CARE AND SERVICE**
Provide excellence in patient-centered clinical care, patient education, and statewide community outreach programs fostering an environment where individual differences are valued, clear communication provided in all interactions, and cross-cultural relations recognized to meet unique needs of our patients.

**GOAL 2: EDUCATION**
Maintain a progressive, evidence-based, and innovative curriculum integrating biomedical, behavioral, and clinical sciences to support student academic success to ensure oral health literate, competent, contemporary oral health care professionals.

**GOAL 3: SCHOLARSHIP**
Provide an environment that fosters clinical and community engagement for the scholarship of faculty and students in inter-professional education and research by developing mutual understanding of, and respect for, the contributions of various disciplines.

**GOAL 4: PROFESSIONAL DEVELOPMENT**
Cultivate a diverse faculty and staff of excellence committed to life-long learning, ethics, patient-centered care, and professional success.

**GOAL 5: ALUMNI RELATIONS**
Develop and enhance the University of Nevada, Las Vegas, School of Dental Medicine alumni in support of the school’s mission and goals.

2. Program Level Student Learning Objectives (SLOs): SDM originally established a curriculum that implements both vertical and horizontal integration of three disciplines, biomedical, behavioral, and clinical sciences. The intent is to offer foundation subject matter concurrently with clinical instruction that complements the clinical setting and ensures achievement of clinical competency. In the current era of competency-based learning, educators have a unique opportunity to become more active participants in improving
teaching and learning over all. All accredited dental schools must show proof of complying with their internal competencies, as well as the CODA standards. Therefore the learning outcomes include both the SDM competencies and the CODA standards. These are aligned (SDM competencies and CODA standards) for the purposes of outcomes assessment measures.

Upon graduation, SDM students must be able to:

1. develop principles of ethical reasoning and professional responsibility as they pertain to the academic environment, patient care, practice management, and research.
2. demonstrate self-assessment, critical thinking, and problem-solving skills related to the comprehensive care of patients.
3. promote oral and systemic health of patients within private practice and within the community.
4. assess, diagnose, and perform treatment planning for individual patients of all ages.
5. treat or manage periodontal and peri-implant tissues.
6. restore defective teeth to form, function, and acceptable esthetics.
7. replace missing teeth to form, function, and acceptable esthetics.
8. treat or manage pulpal and periradicular disorders.
9. treat or manage oral mucosal, bone, and temporomandibular disorders.
10. perform uncomplicated oral hard and soft tissue surgical procedures.
11. diagnose and manage malocclusion and occlusal disorders.
12. treat or manage orofacial pain and anxiety.
13. recognize, prevent, diagnose and treat or manage dental and medical emergencies encountered in dental practice.

Below are the current CODA Standards which are aligned with the 13 SDM competency statements above.

2-3 In advance of each course or other unit of instruction, students must be provided written information about the goals and requirements of each course, the nature of the course content, the method(s) of evaluation to be used, and how grades and competency are determined.

2-4 If students do not meet the didactic, behavioral and/or clinical criteria as published and distributed, individual evaluations must be performed that lead to an appropriate decision in accordance with institutional due process policies.

2-7 The dental school must define the competencies needed for graduation, which must be focused on education outcomes.

2-8 The dental school must employ student evaluation methods that measure the defined competencies

2-9 Biomedical, behavioral and clinical science instruction must be integrated and of sufficient depth, scope, timeliness, quality and emphasis to ensure achievement of the curriculum’s defined competencies.

2-10 The dental school must have a curriculum management plan that ensures: a) an ongoing curriculum review and evaluation process which includes input from faculty, students, administration and other appropriate sources; b) evaluation of all courses with respect to the defined competencies of the school to include student evaluation of instruction; c) elimination of unwarranted repetition, outdated
material, and unnecessary material; d) incorporation of emerging information and achievement of appropriate sequencing.

2-11 The dental school must ensure the availability of adequate patient experiences that afford all students the opportunity to achieve its stated competencies within a reasonable time.

2-12 Biomedical science instruction in dental education must ensure an in-depth understanding of basic biological principles, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.

2-13 The biomedical knowledge base must emphasize the oro-facial complex as an important anatomical area existing in a complex biological interrelationship with the entire body.

2-14 In-depth information on abnormal biological conditions must be provided to support a high level of understanding of the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment and prognosis of oral and oral-related disorders.

2-15 Biomedical science knowledge must be of sufficient depth and scope for graduates to apply advances in modern biology to clinical practice and to integrate new medical knowledge and therapies relevant to oral health care.

2-16 Graduates must be competent in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving and maintaining oral health.

2-17 Graduates must be competent in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment.

2-18 Graduates must be competent in evaluating different models of oral health care management and delivery.

2-19 Graduates must understand the basic principles and philosophies of practice management and have the skills to function successfully as the leader of the oral health care team.

2-20 Graduates must be competent in applying ethical, legal and regulatory concepts to the provision and/or support of oral health care services.

2-21 Graduates must be competent in the application of the principles of ethical reasoning and professional responsibility as they pertain to patient care and practice management.

2-22 Graduates must recognize the role of lifelong learning and self-assessment in maintaining competency.

2-23 Graduates must be competent in the use of critical thinking and problem solving related to the comprehensive care of patients.
2-24 Graduates must be competent in the use of information technology resources in contemporary dental practice.

2-25 At a minimum, graduates must be competent in providing oral health care within the scope of general dentistry, as defined by the school, for the child, adolescent, adult, and geriatric patient, including:
   a. patient assessment and diagnosis;
   b. comprehensive treatment planning;
   c. health promotion and disease prevention;
   d. informed consent;
   e. anesthesia, and pain and anxiety control;
   f. restoration of teeth;
   g. replacement of teeth;
   h. periodontal therapy;
   i. pulpal therapy;
   j. oral mucosal disorders;
   k. hard and soft tissue surgery;
   l. dental emergencies;
   m. malocclusion and space management; and
   n. evaluation of the outcomes of treatment.

2-26 Graduates must be competent in assessment the treatment needs of patients with special needs.

2-27 Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental practice.
### 4. Planned Assessments: Methods, Instruments, and Analysis:
Following up on the Assessment Plan for this program, what direct instruments (e.g. exams, research papers, oral presentations) and indirect instruments (e.g. surveys) did the department use to assess student learning outcomes during the current period of data collection? **Please do not include student course evaluations or course grades as program-level assessment instruments.** Contact Dan if you have questions.

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Briefly describe the instrument, sampling strategy, and how the results are collected</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
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<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>Syllabus review by the curriculum committee and Director of Outcomes Assessment completed each semester to ensure compliance. Faculty complete self-assessment of each course every time it is taught. Student progress committee reviews all student progress 2 times each semester. All is monitored by the student progress committee and the Office of Academic Affairs.</td>
<td>CODA Standards 2-3 and 2-4 SDM competencies 1-13</td>
<td>A. All syllabi to include a course description of content, goals, objectives, SDM competencies, CODA Standards, methods of evaluation, and required information sent by Office of Provost from UNLV main campus. 100% compliance B. Names of students who do not meet the criteria will be submitted to the Student Progress Committee for review, evaluation and appropriate recommendations. 100% compliance with the student progress committee’s function</td>
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<tr>
<td><strong>COMPETENCY</strong></td>
<td>1. Each student should achieve all SDM competencies within the 4 year academic period. 2. National Board Exam results 3. Clinical Licensing Exam (Regional Board Exam) results 4. Program Performance as evidenced by the competency assessments in the clinic and course work within each course. These reviews are conducted</td>
<td>SDM Competencies 1-13 CODA standards 2-7 through 2-27</td>
<td>A. &gt;90% first-time pass on part 1 of the Dental Board examination <strong>Met objective</strong> with 91.7% first time pass rate increased from previous year of 87% B. &gt;90% first-time pass on part 2 of the Dental Board <strong>Met objective</strong> with 92% first time pass rate; to-date 96% pass</td>
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</table>

**12/2013**
Office of the Vice Provost for Academic Affairs
by the team leaders, and course directors, and student progress committee.

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>1. Senior Exit Survey</th>
<th>2. Alumni Survey</th>
<th>SDM Competencies 1-13 CODA standards 2-12 through 2-27</th>
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<tbody>
<tr>
<td>Each class exhibits confidence of their competence in all areas of the curriculum. Alumni are satisfied with the quality of the overall program</td>
<td></td>
<td></td>
<td>A. &gt;90% report being prepared to practice in all areas of the curriculum <strong>Met objective</strong> B. &gt;90% report being prepared to practice in all areas of the curriculum <strong>Met objective</strong> C. &gt;80% rate UNLV SDM education as being very good or excellent <strong>Met objective</strong> – will attempt to increase this to 85% in 2016</td>
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<table>
<thead>
<tr>
<th>INTEGRATION</th>
<th>1. Review of Course Syllabi</th>
<th>2. Course Reports in Biomedical Sciences and Behavioral Sciences</th>
<th>CODA Standard 2-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum integrates biomedical, professional and clinical sciences</td>
<td>3. Senior Exit Survey</td>
<td>4. Student Focus Groups</td>
<td>5. Faculty, Staff, Student Annual Retreat</td>
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</table>
| CRITICAL THINKING | 1. Review of Course Syllabi by Curriculum Committee | SDM 1 and 2 CODA 2-22 and 2-23 | A. >60% of biomedical and behavioral studies courses require review and analysis of scientific literature **Met objective**  
B. 100% of clinical competency evaluations will include problem solving and critical thinking skills **Met objective**  
C. 100% of students demonstrate critical thinking on clinical competency exams **Met objective**  
D. 100% complete self-assessment on mock board examinations **Met objective** |
| --- | --- | --- | --- |
| The curriculum fosters active learning and critical thinking | 2. Competency Assessment results regarding critical thinking  
3. Student Focus Groups  
4. Faculty, Staff, Student Annual Retreat  
5. Senior Exit Survey  
6. Student Self Assessments |  | |

| LIFE-LONG LEARNING | 1. Alumni Surveys  
2. Residency program directors | SDM 1-13 CODA 2-22 and 2-23 | A. 90% of those responding state how they have acquired new knowledge that relates to their professional growth **Met objective**: Will try and increase to 95% on the 2015 alumni survey **Met objective**  
B. 50% of those responding state that students acquired knowledge that relates to their professional growth **Met objective**  
C. Sufficient patient experiences as determined by the Co-Directors of Clinical Services and Chair of Clinical Sciences 100% compliance **Met objective** |
| SDM graduates exhibit life-long learning |  |  | |

<table>
<thead>
<tr>
<th>PROFESSIONAL VALUES</th>
<th>1. Competency Assessment results</th>
<th>SDM 1-13</th>
<th>A. 100% of behavioral courses</th>
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</thead>
</table>
The program fosters professional values. Alumni report that the program fostered professional values.

<table>
<thead>
<tr>
<th>The program fosters professional values</th>
<th>regarding professionalism</th>
<th>CODA 2-22 and 2-23</th>
<th>support professional competencies and 100% of the clinical competency assessment support professionalism <strong>Met objective</strong></th>
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<tbody>
<tr>
<td>2. Alumni Surveys</td>
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<tr>
<td>3. Interview with employers</td>
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<td></td>
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<tr>
<td>4. Residency program directors</td>
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5. **Results, conclusions and discoveries.** In this past year

- What have been the results of each planned assessment listed above?
- Compared to your benchmarks, was the outcome at, above, or below what was expected?
- How do the current results compare to previous years' results?
- What conclusions or discoveries do you draw from this year's results?

Overall, SDM has met or exceeded the assessment goals. There was one area in which follow-up is required. We will attempt to increase a few areas as well.

1. Efforts will be made to increase the number of alumni surveys completed.
2. Our rate of graduating students accepted into residency programs continues to be very high (close to 50%). This is strong evidence that our students excel in all areas of competency. Efforts will be made to increase the number of program director surveys in the upcoming years.
3. The number of behavioral science courses that require evidence-based literature assignments has increased. Will continue to monitor this.
4. The return rate of the senior exit survey has been excellent. Efforts will be made to review the comments to help improve the students' perceptions of their level of education. While we have met the benchmark, we raised the goal to 85% for 2015.
5. The first time pass rate on the National Boards Part 1 was ____ first time pass rate. While the current pass rate is over 90%, efforts will be made to increase the first time pass rate in the upcoming year.

6. **Use of Results (Closing the Loop over this past year)**

- How were the student learning outcome results used to make curricular and/or pedagogical changes?
- If no changes were needed, please explain why
- Who reviewed the results? Is assessment a shared responsibility in the department? Does the work rotate among faculty?
- Who acted on the results and in what way?

The results were used to help in strategic planning for SDM. SDM regularly holds retreats and meetings to review and update the strategic plan. The last meeting was in 2014. The next meeting will be in 2016 at which time the school’s goals and objectives, strategic plan, and assessment plans will be reviewed and revised if necessary.
7. Progress over this past year
- Please describe the program changes that have been recommended in past reports
- What progress has been made since the recommendation(s)? Has the rate of improvement in pattern or trend been what you anticipated?

We have continued to improve our faculty development opportunities which will ultimately help in student satisfaction and overall outcomes. In 2013 we successfully completed the re-accreditation by the Commission on Dental Accreditation with no recommendations or suggestions. At the time of the site visit we were complemented on the level of integration and critical thinking initiatives that we have in place.

8. Opportunities for Professional Development in Assessment – Over this past year:
- How have faculty developed their knowledge of academic assessment (workshops, brown-bags, conference attendance, etc.)?
- What opportunities did faculty have to publish assessment-related articles in assessment journals and other publications?

Please note: This section is designed to help clarify ways in which faculty participate in assessment. These activities are not mandatory; rather, they serve as examples in which programs develop faculty engagement in assessment.

The faculty development committee continues to provide lunch and learn opportunities. In addition, our Continuing Education Department provides many opportunities for life-long learning for our faculty in most cases at free or reduced costs. The faculty practice is also being improved to allow for more opportunities for faculty to practice in-house to keep up their skills. Regular departmental meetings and school-wide meetings are held throughout the year.

9. Unit Leader Approval

**Director of Outcomes Assessment**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Name Dr. Marcia Ditmyer Phone 702-774-2646 Email marcia.ditmyer@unlv.edu

**Chair of Biomedical Sciences**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Name Dr. Gillian Galbraith Phone 702-774-2622 Email gillian.galbraith@unlv.edu

**Chair of Clinical Sciences**
X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

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<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr. Michael Sanders</td>
<td>702-774-2650</td>
<td><a href="mailto:Michael.sanders@unlv.edu">Michael.sanders@unlv.edu</a></td>
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**Associate Dean for Academic Affairs**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. William Davenport</td>
<td>702-774-2515</td>
<td><a href="mailto:William.davenport@unlv.edu">William.davenport@unlv.edu</a></td>
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**Dean**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

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<tr>
<th>Name</th>
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<tr>
<td>Dr. Karen West</td>
<td>702-774-2500</td>
<td><a href="mailto:Karen.west@unlv.edu">Karen.west@unlv.edu</a></td>
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