Academic Assessment Report – 2014-2015 Calendar Year
Evidence collected in 2014 & 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>Degree Program</th>
<th>Advanced Education in Orthodontics and Dentofacial Orthopedics (Certificate with a Master's Program)</th>
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<tbody>
<tr>
<td>Department(s)</td>
<td>Orthodontics</td>
</tr>
<tr>
<td>College</td>
<td>School of Dental Medicine</td>
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<tr>
<td>Program Assessment Coordinator</td>
<td>James Mah, Program Director</td>
</tr>
<tr>
<td>Report submitted by (include phone/email)</td>
<td>James Mah, Program Director 702-774-2535, <a href="mailto:james.mah@unlv.edu">james.mah@unlv.edu</a></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 Mission Statement. What is the department’s purpose? What is it trying to achieve with students?

The mission of the orthodontic program is to prepare graduates who have the knowledge, proficient skills, and values to provide contemporary assessment, treatment and management of complex facial, skeletal, and dental mal-relationships in the
child, adolescent, or adult; and mentor each Resident to be a "life-long learner," progressive orthodontic clinician and a thoughtful evaluator of evidence-based research. Our students demonstrate in-depth knowledge of biomedical, professional, and clinical sciences by; satisfactorily completing class assignments; conducting seminars and presentations; completion of all related courses; and integrating all three sciences into patient care in their evaluation, diagnosis, treatment planning and clinical care of patients at a satisfactory level.

2. Program Level Student Learning Objectives (SLOs)
- Please articulate student learning objectives by explaining what students will learn/what skills they will attain
- Please explain how they will attain them.
- Please number the objectives for later reference

1. Demonstrate in-depth knowledge of biomedical, professional, and clinical sciences in relation to orthodontics.
2. Develop outstanding clinical skills to allow quality patient care and service.
3. Achieve competencies required for Board Certification by diagnosing, treating and writing case reports on the outcomes.
4. Demonstrate competence in the provision of didactic and clinical instruction for educational purposes.
5. Learn and apply scientific method at an advanced level by developing, conducting, writing and defending a Masters thesis.
6. Demonstrate cultural sensitivity when serving underserved populations in the state of Nevada by treating a diverse patient group with respect to backgrounds, ages and clinical issues.

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>
</tr>
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</table>
| Clinical Evaluations (All Levels)             | These provide real-time assessment of the students’ ability to apply the didactic knowledge they have acquired in the provision of orthodontic care. | 1,2,6                                   | - Satisfactory scores from faculty  
- Minimum 35 patient starts  
- Completion of majority of cases transferred to and/or started  
- Treat a diverse range of malocclusions |
| Oral Presentations (All Levels)               | Students are expected to provide oral presentation regarding case studies          | 1                                       | - 100% completion of assigned presentations  
- Clinical case presentations |
### Participation in Case Conferences (All Levels)
- Participation in Craniofacial/Nevada early intervention clinic, clinical conferences, teaching and community service
- All residents participating in teaching roles in clinical or didactic training sessions
- All residents participating in Craniofacial/Nevada early intervention clinic
- Participation in Community Service Care

### Project Completion (M,E levels)
- Completion of their thesis project including the oral defense. Requirements outlined in the graduate college are followed
- Completion of Master’s Thesis
- Completion of Practice Management Projects
- Complete at least 6 ABO case reports

### Board Examinations (E level)
- The postgraduate students sit for
- Pass Part II of the ABO written exam

### 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?

**Clinical Evaluations:**
All residents must receive satisfactory bi-annual clinical written evaluation scores on several clinical skills (excellent, very good, good, satisfactory, unsatisfactory). Faculty will submit a comprehensive evaluation of each resident that is summarized and reviewed with each resident. Residents will provide a self-evaluation on the same criteria and the results will be compared with faculty evaluations and reviewed with each resident. Only faculty and administrative support staff will see the data. The data will not be shared. Individual success will be indicated by scores that are satisfactory or better. An unsatisfactory score will require remediation and/or other corrective actions. Program success will be 90% satisfactory or higher scores. To date, all residents have achieved satisfactory scores.

**Oral Presentations:**
Residents will present assignments orally using appropriate audiovisual aids. These presentations are part of didactic instruction, case presentations, and treatment planning courses. All presentations will be evaluated. Clinical presentations will
also evaluated by peer residents (excellent, very good, good, satisfactory, unsatisfactory). Only faculty and administrative support staff will see the data. The data will not be shared. Individual success will be indicated by scores that are satisfactory or better. An unsatisfactory score will require remediation and/or other corrective actions. Program success will be 90% satisfactory or higher scores. To date, all residents have achieved satisfactory scores.

**Participation in Teaching:**
Residents will begin teaching roles after the 2nd semester of their first year. The Y2 residents will participate in the Pre-doctoral Orthodontic Dentistry Course in teaching clinical, didactic, and laboratory materials. Y2 and Y3 residents assist in teaching Y1 residents and fellows Intro to Orthodontics during Boot Camp in their first semester. Teaching activities are evaluated as satisfactory or unsatisfactory. Only faculty and administrative support staff will see the data. The data will not be shared. Individual success will be indicated by scores that are satisfactory. An unsatisfactory score will require remediation and/or other corrective actions. Program success will be 90% satisfactory or higher scores. To date, all residents have achieved satisfactory scores.

**Project Completion:**
All will conduct research, write and defend a thesis. The thesis will be evaluated as complete or incomplete. Only faculty and administrative support staff will see the data. The data will not be shared. Individual success will be indicated completion of the thesis. An incomplete thesis will require corrective actions. Program success will be 90% thesis completions on time. In addition to the thesis, at least 6 case reports will be written up for the American Board of Orthodontics examination. The case reports will be evaluated as complete or incomplete. Only faculty and administrative support staff will see the data. The data will not be shared. Individual success will be indicated completion of the 6 or more cases. Incomplete case write ups will require corrective actions. Program success will be 90% write ups on time. To date, all residents have achieved satisfactory scores.

**Qualifying Board Examinations:**
All Y2 residents will take the Part II written examination for ABO Board Certification. Individual success will be indicated by passing this Board examination. Failures will require corrective actions. Program success will be 50% or more of the residents passing this examination in that particular year. Only faculty and administrative support staff will see the data. The data will not be shared. To date, all residents in this program have achieved passing scores.

**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. The annual retreat was held in January. The strategic plan focused on vision, mission, goals and outcomes. A five year new plan was developed. The use of outcomes assessments help
us in ensuring whether we met our objectives. If not what we need to do to improve and if so, what we should be doing in the future to grow SDM. The five year strategic plan was approved by the faculty assembly in Feb 2014.

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?

Our program has been highly successful with 100% graduation rate, no course failures or need for remediation. Nevertheless, a plan for program improvement is constantly in place. Results of Planned Assessments (see Section 5.) will be evaluated by the Program Director and appropriate faculty (eg. Clinical Director, Course Director) to develop a plan for improvement. Input from residents (students) is welcomed. Monthly meetings are currently and will continue to be held with all residents to address ad hoc issues. Depending on the improvement or issue, for example lack of patient treatment diversity or equipment and resources a specific action plan will be created with the intent to have the plan available prior to the next time the course/activity is run. With respect to curricular and/or pedagogical improvements, our analysis of planned assessments will be utilized as a basis for continual feedback and improvement. Depending on the nature of any identified deficiencies, all faculty involved will meet and discuss an actionable plan. Working in this manner, we have been able to improve our program and over the next several years plan to enhance clinical experiences for our residents and provide more research opportunities. In AY2014-2015 we advertised for a new full-time faculty member to join us (and subsequently hired).

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.

Faculty attended UNLV, School of Dental Medicine, faculty programs that presented methods of academic assessment, the American Association of Orthodontists Educator’s Meeting as well as local and national continuing education courses and programs, which provide them with the latest developments in education, science and clinical advances. The clinical faculty has continued to review cases in preparation for their recertification by the American Board of Orthodontics.

9. Unit Leader Approval
Department Chairs and Deans must review this document and ensure that it meets both UNLV and NWCCU requirements (these can be found on our website: http://provost.unlv.edu/Assessment/)

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

**Director of Pediatric Residency Program**

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. James Mah    Phone 702-774-2535    Email James.Mah@unlv.edu

**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.

Name Dr. Karen West    Phone 702-774-2500    Email Karen.west@unlv.edu