

UNIVERSITY OF ROCHESTER
EASTMAN INSTITUTE FOR ORAL HEALTH
Assessment Plan: Executive Summary

1. Mission

Eastman Institute for Oral Health's mission is to improve oral health care through caring, discovery, teaching and learning.

2. Goals

- Position Eastman Dental as a high-quality, multidisciplinary oral health care provider in addition to its community service role, "Excellent without Exception."
- Educate dental academic leaders with translational research strengths.
- Educate outstanding clinical dental specialists.
- Develop and strengthen basic and translational research in periodontal diseases, dental caries and biofilms, pain and arthritis, developmental and system biology, genomics and proteomics, salivary physiology and microbiology, and health services research.
- Develop a comprehensive research and treatment center for pain and arthritis.
- Strengthen and improve the integration of basic, translational, and clinical research.

In support of the educational goals, the Eastman Institute for Oral Health offers a variety of postdoctoral educational opportunities for US/Canadian and foreign trained dentists. These opportunities include Graduate Medical Education (GME), Foreign Trained Dentists programs, Advanced Fellowships, Internships, Preceptorships and Externships. Trainees in the programs work closely with talented, diverse, world-renowned faculty, fellow trainees and gain extensive exposure to clinical, translational and basic science research.

3. Data Collection Tools and Approaches (Assessment activities and evidence of student learning)

The US Department of Education has granted the Commission on Dental Accreditation (CODA) the responsibility of approving and monitoring (auditing) educational programs in dentistry and allied clinical areas. The standards for dental educational programs established by the Commission include specific language for assessment of the programs and individual students and using the assessment information to improve the program and the education of the students. The Eastman Institute for Oral Health has CODA accredited postdoctoral programs in the dental specialties of Periodontics, Prosthodontics, Pediatric Dentistry, Oral and Maxillofacial Surgery, Orthodontics, Oral-Facial Pain, Advanced Education in General Dentistry and General Practice Residency.

A. Programs

Each program must develop clearly stated goals and objectives appropriate to advanced specialty education, addressing education, patient care, research and service. Planning for, evaluation of and improvement of educational quality for the program must be broad-based, systematic, continuous and designed to promote achievement of program goals related to education, patient care, research and service. The program must document its effectiveness using a formal and ongoing outcomes assessment process to include measures of advanced education student/resident achievement.

CODA expects that a primary goal for a program is to comprehensively prepare competent individuals to initially practice the specialty. The outcomes process must include steps to: a) develop clear, measurable goals and objectives consistent with the program's purpose/mission; b) develop procedures for evaluating the extent to which the goals and objectives are met; c) collect and maintain data in an ongoing and systematic manner; d) analyze the data collected and share the results with appropriate audiences; e) identify and implement corrective actions to strengthen the program; and (f) review the assessment plan, revise as appropriate, and continue the cyclical process.

CODA provides self-study tools to facilitate program adherence to the standards that must be met that are specific for each of the specialty programs. Program Directors and their faculty meet biannually to review the results of the self-study, and to modify the educational program where the assessment indicates deficiency.

An annual national examination is taken by all programs in the United States in many of the specialties. This comprehensive examination allows program directors to compare the quality of their programs to every other program in the US. Relative weaknesses are identified and corrective measures are instituted to strengthen that aspect of the educational program. The results of third year residents permit a summative assessment of program effectiveness. All graduates take the written and oral exams given by respective specialty board certification entities. Board certification exams provide another summative program outcome. Final assessments of programs are also determined by exit surveys and surveys obtained 2, 5 and 10 years following graduation.

B. Students

1. Formal courses and seminars are evaluated for participation and knowledge of subject matter. Written and oral exams are given at the end of each semester.
2. Clinical activities are evaluated by the responsible faculty attending on a daily basis and at the end of each semester. These activities are summarized so that faculty can evaluate each student's progress towards fulfilling necessary competencies.
3. Students have research experiences and student progress is evaluated each semester by their research mentors.
4. A comprehensive formative assessment of didactic, clinical and research progress for each student is performed at the end of each semester. This written assessment is presented to the student during a meeting with the program director. The student and program director discuss the student's progress in all aspects of the educational program and together form a strategy going forward to achieve learning objectives.

4. Institutional Programs

In addition to the educational programs within the specialty programs, which are the responsibility of the program directors and their faculty, EIOH has institutional educational programs. The institutional educational programs are under the administration of the Associate Director for Education and the Curriculum Committee.

A. Core courses

There are fourteen core courses which are common requirements for the different specialty programs. These core courses evaluate student learning by participation and a final exam. Some of the courses require completion of assigned projects. A comprehensive evaluation of each

course is performed by the students. These student evaluations are reviewed by the Curriculum Committee and recommendations are made to the course director for course improvement. Assessment of the core courses for relevant content by the program directors occurs at Curriculum Committee meetings. Changing educational standards within specialty programs creates the necessity for changes in the content of the core curriculum.

B. Master's of Science in Dental Science

Students in the clinical specialty programs can also complete the M.S. in Dental Science at the same time. The M.S. in Dental Science is structured so that a research mentor and M.S. committee are appointed early on to evaluate and monitor student performance. The M.S. committee offers constructive criticism and approves study plans, grades and research progress. Exit surveys and surveys done at 2, 5 and 10 years aid in assessing the effectiveness of the M.S. program.