



INDIANA UNIVERSITY

**SCHOOL OF DENTISTRY**

# Annual Assessment Report to the IUPUI Program Review and Assessment Committee

Doctor of Dental Surgery Program

Academic Year 2022-23

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## Introduction

Founded as the Indiana Dental College in 1879, the Indiana University School of Dentistry (IUSD) is the only dental school in the state. The concentration of its academic programs is located on the IUPUI campus. The Mission of the Indiana University School of Dentistry is to advance the oral and systemic health of the people of the state of Indiana and globally through excellence in teaching and learning, research and creative activities, patient care, civic engagement and service, with a Vision to be a global leader, advancing oral health as an essential component of overall health, through excellence and innovation in education, patient care, research, and community engagement and service, in Indiana and around the world.

At the IUPUI campus, in addition to the Doctor of Dental Surgery (DDS) degree, academic programs include undergraduate allied dental degrees in dental assisting and dental hygiene. Advanced dental education programs include seven discipline focused master's degree majors in dentistry and a Certificate in Oral and Maxillofacial Surgery. Graduates of international dentist programs who are seeking a license to practice in the U.S. are eligible to apply to the International Dentist Program (IDP), which awards a DDS degree. A graduate Certificate in Dental Informatics was recently approved in 2023. Lastly, three dual degree programs are offered, a DDS and MPH (MPH awarded from the IU Fairbanks School of Public Health) and a DDS and MBA (MBA awarded from the Kelley School of Business), and DDS and PhD in Dental and Oral Health Science.

On July 1, 2018, the IU Fort Wayne undergraduate dental education programs (dental hygiene, dental assisting, and dental laboratory technology) officially became a part of the IU School of Dentistry. At this time, the curricula of these programs are not integrated and are evaluated independently.

This PRAC Annual Assessment Report offers a program review for the IU School of Dentistry DDS program only. The IUSD undergraduate and advanced dental education programs are reported independently.

The DDS program is a four-year academic curriculum requiring 105 courses and 160 credit hours. Graduates of the DDS degree program will be ready for entry-level practice in general dentistry and competent to provide safe and effective patient care through demonstrated competency of the [program learning outcomes](#).

In September of 2021, the dental education programs of the IU School of Dentistry were evaluated by the Commission on Dental Accreditation (CODA), whereby all programs are required to demonstrate programmatic achievement of CODA Standards. The DDS program received no recommendations for program improvement and five program strengths, which included: (1) data analysis, (2) student learning outcomes evaluation, (3) curriculum assessment and management plan, (4) integration of biomedical sciences and clinical care, (5) support of faculty development within the school and across campus. All IUSD programs are on a seven-year accreditation cycle except for the Oral and Maxillofacial Surgery program, which is on a five-year cycle.

## Overview of Assessment Activities

The United States Department of Education recognizes CODA as the sole accrediting body, responsible for programmatic assessment of quality and performance of dental, allied dental, and advanced dental educational programs. Programmatic standards set by CODA, the Accreditation Standards for Dental Education, set minimum acceptable requirements but allow institutions flexibility to determine how to meet them through a competency-based education model aligned with dental education, patient care, research, and service missions. The IUSD Institutional Competencies for the Dental Graduate, which are reviewed and approved by the IUSD Curriculum Committee and Faculty Council, are modeled after the CODA standards.

Within Indiana University School of Dentistry, the IUSD Institutional Outcomes Assessment (IOA) committee, DDS Curriculum and Assessment Committee (CAC), and DDS Student Progress Committee are key IUSD committees charged with the ongoing evaluation of the DDS program, curriculum, and individual student progress, respectively. The IUSD Office of Education and Academic Affairs provides administrative guidance for these committees and facilitates the routing of information to the appropriate faculty member, standing committees of the Faculty Council or administrative office to identify areas of strength and opportunities for improvement.

### **Institutional Outcomes Assessment**

Ongoing assessment of IUSD's progress toward its stated mission, vision, and goals is overseen by the Executive Committee of the Faculty Council and the Institutional Outcomes Assessment (IOA) committee, a committee appointed by the Dean. Strategic goals encapsulate identified priority areas that center the institutional work and resources to fulfill its mission, align with the IUPUI campus, and contribute to Indiana and globally. A schedule exists to review these three items every five years at a minimum, for continued authenticity. However, any faculty member or student can make suggestions for revisions at any time. The most recent review and approval of the IUSD Goals by Faculty Council occurred in 2017, and the IOA Committee underwent a process to review, renew, and revise its goals, objectives, metrics, and targets in 2022. IUSD Institutional Goals address 1) Teaching and learning, 2) Research and creative activities, 3) Patient care and 4) Civic engagement and service. The Institutional Outcomes Assessment Plan developed by academic and clinical deans and relevant faculty committees, identifies mission directed objectives and measures for assessment at both the school and DDS program levels. The IOA committee is chaired by the dean, managed by the assistant dean of curriculum development and assessment, and guided by lead members of various constituencies. The committee members work in concert with the Faculty Council to define programmatic objectives reflective of strategic planning, identify meaningful measures, and assess the data to modify and improve the overall program. Eighteen objectives were assessed for Academic Year 2022-23 across the four broad domains. Our outcomes assessment process (Appendix A) informs the ongoing cycle of evaluating the objectives, performance measures, and outcomes data to identify action plans for program improvement. Overall responsibility for the operational implementation and oversight of progress toward the mission and goals of the school rests with the Curriculum and Assessment and Quality Improvement committees.

### **Curriculum Management Plan**

For the continuing oversight and assessment of the DDS curriculum, the DDS Curriculum and Assessment Committee (CAC) implements a multi-faceted review process. The Curriculum Management Plan (CMP) was approved by the Faculty Council in 1999 and serves as the foundation for IUSD's ongoing curricular review process (CMP Process Flowchart, Appendix B; Course Review by Course Director Form, Appendix C; CAC Course Review Form, Appendix D). The Office of Education and Academic Affairs (OEAA) houses the Associate Dean for Education and Academic Affairs who has oversight of the process and ensures that the findings and recommendations of the CAC are routed properly for study, action, and follow-up. The Assistant Dean of Curriculum Development and Assessment in the OEAA provides day-to-day oversight of the process and supports the CAC by compiling and synthesizing review data, routing recommendations to the appropriate faculty, and assessing outcomes of curricular change.

The IUSD process of curricular review and assessment is ongoing, with a new portion of the DDS program selected for review each academic year. The process involves input from faculty, students, and administrators, which includes the following data: course directors' course review reports, student evaluations, student focus

group reports, and course materials such as syllabi and lecture and/or topics outlines. If they wish, instructors may provide exams, cases, or other materials. Additional data reviewed as part of the school's CMP are national board pass rates, clinical licensure pass rates, senior student exit surveys, and outcomes of competency assessments.

The OEAA and/or the CAC identify areas for curricular review, and the OEAA collects, compiles, and summarizes review data. Members of the CAC are responsible for reviewing courses and/or program years as part of their service to the committee. From this review, suggestions for improvement or revision are generated and appropriate action plans are outlined. Key to an effective CMP is the linking of action steps with the appropriate person (course director, department or division director, administrative office, or dean) for oversight. Periodically, the action plans are reviewed by the CAC and the OEAA, and progress toward the intended outcomes are documented.

### **Assessment of Student Progress**

The DDS Progress Committee meets each semester, or more frequently as needed, to address the needs of students in the program. Individual student cases are presented for discussion. In addition to elected representatives, those individuals included in the discussion (as needed) are the following: course directors, student advocates, clinic directors of students under discussion, the Deans of Education and Academic Affairs, Student and Clinical Affairs and other faculty who would have knowledge about a particular student's situation. The DDS Progress Committee members are charged with making decisions concerning student promotions and reporting these outcomes to the Faculty Council. The findings of the DDS Progress Committee are evaluated by the IOA Committee through measures that include D1-D2 promotion and graduation rates.

### **Assessment Data**

Evidence of student learning and development is captured and evaluated at both program and student levels. Direct measures of student learning outcomes are continuously tracked and compiled annually for use by faculty standing committees in planning and decision-making. Other student measures, including focus group data and senior exit surveys, inform program development, benchmarking, and curricular and/or assessment initiatives. The following data are reviewed annually, or more often, as part of our ongoing assessment activities:

- Analysis of student performance in courses, clinics, discipline competency assessments, and national written and regional clinical boards
- Retention rates by program year
- On-time and ultimate graduation rate
- Outcomes of patient care
- Patient opinion surveys
- IUSD Standards of Care audit
- Course syllabi (reviewed against IUSD DDS approved syllabus template and University mandated policies)
- Course review reports (completed by course directors)
- Course evaluation surveys
- Student focus groups reports
- Senior exit interview surveys (IUSD and American Dental Education Association)

## **Program Learning Outcomes**

To demonstrate successful completion of the curriculum, IUSD has established twenty (20) Institutional Competency Statements for the Dental Graduate, which each student must achieve to be deemed competent for the beginning practice of general dentistry and to be eligible for graduation. Competency consists of complex behaviors or abilities that include knowledge, experience, critical thinking and problem-solving skills, professionalism, ethical values, and technical and procedural skills. The IUSD Institutional Competency Statements have been developed by the discipline, or disciplines working together, to measure student development across the program.

Most of the IUSD Institutional Competency Statements map to all four of the IUPUI Principles of Graduate and Professional Learning (PGPL):

- PGPL 1: Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- PGPL 2: Thinking critically, applying good judgment in professional and personal situations
- PGPL 3: Communicating effectively to others in the field and to the general public
- PGPL 4: Behaving in an ethical way both professionally and personally

The IUSD Institutional Competency Statements for the Dental Graduate and corresponding PGPLs are listed below:

The IUSD graduate must be competent in:

- patient assessment, diagnosis, and referral (PGPL 1,2,3,4)
- treatment planning (PGPL 1,2,3,4)
- communicating and collaborating with individuals and groups to prevent oral disease and promote oral and general health in the community (PGPL 1,2,3,4)
- control of pain and anxiety, clinical pharmacology, and management of related problems, including prescribing practices and substance use disorder (PGPL 1,2,3,4)
- prevention and management of dental and medical emergencies (PGPL 1,2,3,4)
- detection, diagnosis, risk assessment, prevention, and management of dental caries (PGPL 1,2,3,4)
- diagnosis and restoration of defective teeth to form, function and esthetics (PGPL 1,2,3,4)
- replacement of teeth including fixed, removable and dental implant prosthodontic therapies (PGPL 1,2,3,4)
- diagnosis and management of periodontal disorders (PGPL 1,2,3,4)
- prevention, diagnosis and management of pulpal and periradicular diseases (PGPL 1,2,3,4)
- diagnosis and management of oral mucosal and osseous disorders (PGPL 1,2,3,4)
- collecting and assessing diagnostic information to plan for and perform uncomplicated oral surgical procedures (PGPL 1,2,3,4)
- recognizing and diagnosing malocclusion and space management needs (PGPL 1,2,3,4)
- discerning and managing ethical issues and problems in dental practice (PGPL 1,2,3,4)
- understanding and application of the appropriate codes, rules, laws and regulations that govern dental practice (PGPL 1,2,3,4)
- behavioral patient management and interpersonal skills (PGPL 1,2,3,4)
- understanding the fundamental elements of managing a dental practice (PGPL 1,2,3,4)
- performing and supervising infection control procedures to prevent transmission of infectious diseases to patients, the dentist, the staff and dental laboratory technicians (PGPL 1,2,3,4)
- providing evidence-based patient care in which they access, critically evaluate, and communicate scientific and lay literature, incorporating efficacious procedures with consideration of patient needs and preferences (PGPL 1,2,3,4)

- recognizing the role of lifelong learning and self-assessment to maintain competency (PGPL 1,2,4)

## Assessment Measures

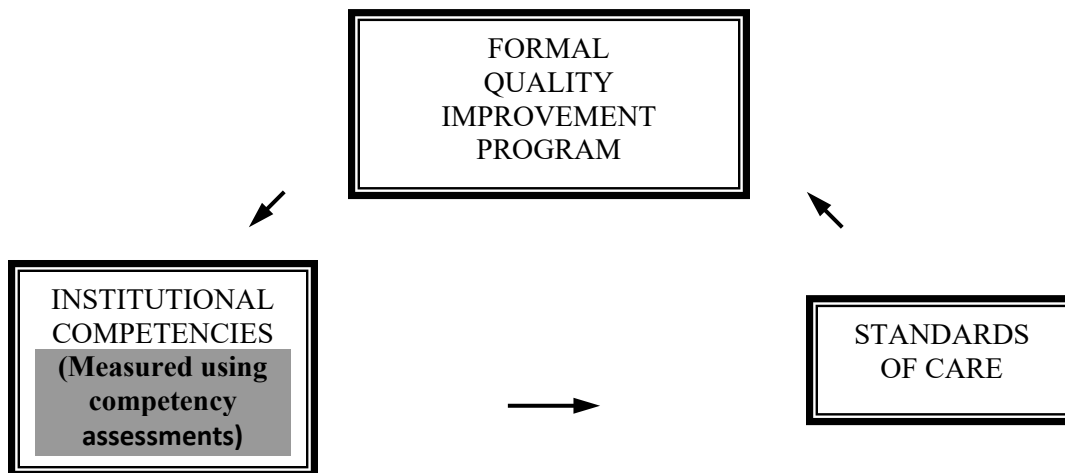
### Direct Measures of Student Learning

The assessments used to evaluate student competence are outlined in the IUSD Competency Assessment Manual, which serves to guide faculty and students in the preparation for, and evaluation of, student competence. Each assessment is used as a direct measure of at least one of the twenty IUSD Institutional Competency Statements for the Dental Graduate. Students are tracked individually in their progress toward each of these competency statements (program learning outcomes). Student preparation for and evaluation of competence occurs as an integrated part of all aspects of the DDS program with multiple measures of student mastery of knowledge, skills, behaviors, and attitudes.

### Rationale for Competency Assessments

The Competency Assessments are the direct measure used to assess the desired outcomes for students based on the parameters of the IUSD Institutional Competency Statements for the Dental Graduate. The Institutional Competency Statements are part of a triad of specifications that, along with the IUSD Standards of Care and a sound Quality Improvement Program, create a framework that fosters the development of competent beginning practitioners of dentistry. The Standards describe the proper care for the patient, the Institutional Competency Statements establish those skills expected of our graduates, and the Quality Improvement Program provides the mechanism that assures the Standards are met.

**Figure 1. Flow Chart for Institutional Reporting of Competency Outcomes**



All IUSD students must successfully complete the competency assessments as a collective measure of overall competence. The discipline-specific faculty review the outcomes for their competency assessments and determine if any changes in the assessments are necessary, or, whether any didactic or clinical courses require evaluation and/or change. Any recommendations that involve course changes regarding time or curriculum placement are submitted to the DDS Curriculum and Assessment Committee. This plan follows the generation of outcomes through to their use in analyzing the curriculum to prepare graduates for beginning independent practice. The competency assessments are mapped to the IUSD institutional Competency Statements in the

table below.

**Table 1. IUSD Institutional (Predoctoral Program) Competency Statements Mapped to Competency Assessments (direct measures)**

IUSD Institutional Competency Statements <i>Graduates must be competent in:</i>	Competency Assessments
1. patient assessment, diagnosis, and referral	<ul style="list-style-type: none"> <li>• Caries Diagnosis Risk Assessment and Management</li> <li>• Dental Emergency Clinical</li> <li>• Endodontic Clinical</li> <li>• Endodontic Emergency</li> <li>• Operative Dentistry</li> <li>• Oral and Maxillofacial Surgery</li> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Oral Mucosal and Osseous Disorders</li> <li>• Orthodontic Malocclusion</li> <li>• Outcomes of Treatment</li> <li>• Patients with Special Needs</li> <li>• Pediatric Behavior Guidance</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Periodontics D3-Diagnosis and Management of a Gingivitis or Successfully Stable Periodontitis Case</li> <li>• Periodontics D4-Comprehensive Treatment Planning and Management of a Stage-Grade Periodontitis Case</li> <li>• Radiology</li> <li>• Readiness to Practice</li> <li>• Screening and Risk Assessment for Head and Neck Cancer</li> </ul>



IUSD Institutional Competency Statements <i>Graduates must be competent in:</i>	Competency Assessments
<p><b>2. treatment planning</b></p>	<ul style="list-style-type: none"> <li>• Caries Diagnosis Risk Assessment and Management</li> <li>• Endodontic Clinical</li> <li>• Endodontic Emergency</li> <li>• Operative Dentistry</li> <li>• Oral and Maxillofacial Surgery</li> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Oral Mucosal and Osseous Disorders</li> <li>• Orthodontic Malocclusion</li> <li>• Outcomes of Treatment</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Periodontics D3-Diagnosis and Management of a Gingivitis or Successfully Stable Periodontitis Case</li> <li>• Periodontics D4-Comprehensive Treatment Planning and Management of a Stage-Grade Periodontitis Case</li> <li>• Prosthodontic Restoration of Teeth-Crown PAC</li> <li>• Prosthodontic Restoration of Teeth-Crown VPAC</li> <li>• Prosthodontic Replacement of Teeth-Complete Denture PAC</li> <li>• Prosthodontic Replacement of Teeth Complete Denture VPAC</li> <li>• Prosthodontic Replacement of Teeth-Fixed Bridge SPAC</li> <li>• Prosthodontic Replacement of Teeth-Implant SPAC</li> <li>• Prosthodontic Replacement of Teeth-Implant VPAC</li> <li>• Prosthodontic Replacement of Teeth-Removable Partial Denture PAC</li> <li>• Prosthodontic Replacement of Teeth-Removable Partial Denture VPAC</li> <li>• Readiness to Practice</li> <li>• Screening and Risk Assessment for Head and Neck Cancer</li> </ul>
<p><b>3. communicating and collaborating with individuals and groups to prevent oral disease and promote oral and general health in the community</b></p>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part I</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part II</li> <li>• Caries Diagnosis Risk Assessment and Management</li> <li>• Patients with Special Needs</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Readiness to Practice</li> <li>• Standardized Patient Simulation</li> </ul>
<p><b>4. control of pain and anxiety, clinical pharmacology, and management of related problems, including prescribing practices and substance use disorders</b></p>	<ul style="list-style-type: none"> <li>• Dental Emergency Clinical</li> <li>• Endodontic Clinical</li> <li>• Endodontic Emergency</li> <li>• Operative Dentistry</li> <li>• Oral and Maxillofacial Surgery</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Prosthodontic Restoration of Teeth-Crown PAC</li> <li>• Readiness to Practice</li> <li>• Screening and Risk Assessment for Head and Neck Cancer</li> </ul>

IUSD Institutional Competency Statements <i>Graduates must be competent in:</i>	Competency Assessments
5. prevention and management of dental and medical emergencies	<ul style="list-style-type: none"> <li>• Dental Emergency Clinical</li> <li>• Endodontic Clinical</li> <li>• Endodontic Emergency</li> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Readiness to Practice</li> <li>• Screening and Risk Assessment for Head and Neck Cancer</li> </ul>
6. detection, diagnosis, risk assessment, prevention, and management of dental caries	<ul style="list-style-type: none"> <li>• Caries Diagnosis Risk Assessment and Management</li> <li>• Operative Dentistry</li> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Readiness to Practice</li> </ul>
7. diagnosis and restoration of defective teeth to form, function and esthetics	<ul style="list-style-type: none"> <li>• Operative Dentistry</li> <li>• Pediatric Case Selection &amp; Space Maintainer</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Pediatric Operative Class II Restoration</li> <li>• Pediatric Operative Stainless Steel Crown</li> <li>• Pediatric Pulpotomy</li> <li>• Prosthodontic Restoration of Teeth-Crown PAC</li> <li>• Prosthodontic Restoration of Teeth-Crown VPAC</li> <li>• Prosthodontic Replacement of Teeth-Implant SPAC</li> <li>• Prosthodontic Replacement of Teeth-Implant VPAC</li> </ul>
8. replacement of teeth including fixed, removable and dental implant prosthodontic therapies	<ul style="list-style-type: none"> <li>• Prosthodontic Replacement of Teeth-Complete Denture PAC</li> <li>• Prosthodontic Replacement of Teeth Complete Denture VPAC</li> <li>• Prosthodontic Replacement of Teeth-Fixed Bridge SPAC</li> <li>• Prosthodontic Replacement of Teeth-Implant SPAC</li> <li>• Prosthodontic Replacement of Teeth-Implant VPAC</li> <li>• Prosthodontic Replacement of Teeth-Removable Partial Denture PAC</li> <li>• Prosthodontic Replacement of Teeth-Removable Partial Denture VPAC</li> </ul>
9. diagnosis and management of periodontal disorders	<ul style="list-style-type: none"> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Periodontics D3-Diagnosis and Management of a Gingivitis or Successfully Stable Periodontitis Case</li> <li>• Periodontics D4-Comprehensive Treatment Planning and Management of a Stage-Grade Periodontitis Case</li> <li>• Readiness to Practice</li> </ul>
10. prevention, diagnosis and management of pulpal and periradicular diseases	<ul style="list-style-type: none"> <li>• Endodontic Clinical</li> <li>• Endodontic Emergency</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Radiology</li> <li>• Readiness to Practice</li> <li>• Screening and Risk Assessment for Head and Neck Cancer</li> </ul>

IUSD Institutional Competency Statements <i>Graduates must be competent in:</i>	Competency Assessments
<b>11. diagnosis and management of oral mucosal and osseous disorders</b>	<ul style="list-style-type: none"> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Oral Mucosal and Osseous Disorders</li> <li>• Readiness to Practice</li> </ul>
<b>12. collecting and assessing diagnostic information to plan for and perform uncomplicated oral surgical procedures</b>	<ul style="list-style-type: none"> <li>• Oral and Maxillofacial Surgery</li> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Readiness to Practice</li> </ul>
<b>13. recognizing and diagnosing malocclusion and space management needs</b>	<ul style="list-style-type: none"> <li>• Orthodontic Malocclusion</li> <li>• Pediatric Case Selection &amp; Space Maintainer</li> </ul>
<b>14. discerning and managing ethical issues and problems in dental practice</b>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part I</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part II</li> <li>• Readiness to Practice</li> <li>• Standardized Patient Simulation</li> </ul>
<b>15. understanding and application of the appropriate codes, rules, laws and regulations that govern dental practice</b>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Outcomes of Treatment</li> <li>• Practice Administration</li> </ul>
<b>16. behavioral patient management and interpersonal skills</b>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part I</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part II</li> <li>• Pediatric Behavior Guidance</li> <li>• Pediatric Comprehensive Patient Management</li> <li>• Readiness to Practice</li> <li>• Standardized Patient Simulation</li> </ul>
<b>17. understanding the fundamental elements of managing a dental practice</b>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Practice Administration</li> </ul>
<b>18. performing and supervising infection control procedures to prevent transmission of infectious diseases to patients, the dentist, the staff and dental laboratory technicians</b>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Endodontic Clinical</li> <li>• Oral and Maxillofacial Surgery</li> <li>• Readiness to Practice</li> </ul>

IUSD Institutional Competency Statements <i>Graduates must be competent in:</i>	Competency Assessments
<b>19. providing evidence-based patient care in which they access, critically evaluate, and communicate scientific and lay literature, incorporating efficacious procedures with consideration of patient needs and preferences</b>	<ul style="list-style-type: none"> <li>• Standards Common to All Clinical Competency Assessments</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part I</li> <li>• Behavioral Science, Communication, Cultural Competence and Ethics OSCE Part II</li> <li>• Caries Diagnosis Risk Assessment and Management</li> <li>• Critical Thinking and Evidence-Based Dentistry</li> <li>• Outcomes of Treatment</li> <li>• Standardized Patient Simulation</li> </ul>
<b>20. recognizing the role of lifelong learning and self-assessment to maintain competency</b>	<ul style="list-style-type: none"> <li>• Caries Diagnosis Risk Assessment and Management</li> <li>• Dental Emergency Clinical</li> <li>• Endodontic Clinical</li> <li>• Operative Dentistry</li> <li>• Oral and Maxillofacial Surgery</li> <li>• Oral Diagnosis and Treatment Planning</li> <li>• Outcomes of Treatment</li> <li>• Pediatric Behavior Guidance</li> <li>• Pediatric Case Selection &amp; Space Maintainer</li> <li>• Pediatric Operative Class II Restoration</li> <li>• Pediatric Operative Stainless-Steel Crown</li> <li>• Pediatric Pulpotomy</li> <li>• Periodontics D3-Diagnosis and Management of a Gingivitis or Successfully Stable Periodontitis Case</li> <li>• Periodontics D4-Comprehensive Treatment Planning and Management of a Stage-Grade Periodontitis Case</li> <li>• Prosthodontic Restoration of Teeth-Crown PAC</li> <li>• Prosthodontic Replacement of Teeth-Complete Denture PAC</li> <li>• Prosthodontic Replacement of Teeth-Removable Partial Denture PAC</li> <li>• Radiology</li> </ul>

In dentistry, clinical assessments are highly authentic and replicate the work required of a general dentist. As an example, a student's ability to diagnose, treatment plan, clinically prepare and evaluate the completed treatment for a patient requiring multiple dental procedures is done by direct evaluation of these skills (patient management and communication, diagnosing, treatment planning, clinically providing the needed treatment and then evaluating the outcomes of the treatment) within the context of an actual patient. Critical errors are incorporated into clinical assessments and result in an unsuccessful competency assessment. Students who are not successful on competency assessments are remediated as needed, given additional opportunities to master the skills, and then must attempt the assessment again. In addition to the successful completion of the required courses in the curriculum, students are not eligible to graduate until they have demonstrated achievement for all 20 IUSD Institutional Competencies.

In addition to the competency assessments, formative assessments, which measure student development toward achieving the IUSD Institutional Competency Statements, are embedded in all DDS courses. Types of formative and summative assessments are listed below:

**Table 2. Formative Assessment Methods**

Type	Description	Acronym
CATS/PICO	Assessment formats include Critically Appraised Topic Summaries (CATS) and Patient/Problem, Intervention, Comparison, Outcome (PICO) questions	PICO
Faculty Assessment by Observation: Longitudinal/Global	Longitudinal/global evaluation over extended periods	FA-LG
Faculty Assessment by Observation: Daily Clinical Evaluation	Formative assessment of procedural independence, professionalism, and infection control during discrete patient-care experience	FA-DCE
Faculty Assessment by Observation: Clinical Competency Assessment	High stakes patient-based assessment requiring students to perform independently (5 on the IUSD Procedural Independence Scale)	FA-CCA
Independent Assessment: Standardized Patient	Simulation assessment using standardized patient methods	IA-SP
Independent Assessment: Peer Assessment	Critical assessment of performance conducted by peer colleagues	IA-PA
OSCE	Objective Structured Clinical Examination	OSCE
Self-Assessment	Critical assessment of one's own performance and reflection on ways to enhance subsequent performance with feedback from external sources that may need to be reconciled with self-appraisal; includes standard rubrics	SELF
Simulation Assessment	Assessment formats include Virtual Reality, computer-based clinical scenarios, Typodont and peer patient	SIM-A
Work Sample	Assessment format includes portfolios and record reviews, chart simulated review, and case presentations	WS
Written Assessment	Assessment formats include multiple choice questions, short answer, structured essay, and research reports	WA

### Indirect Measures of Student Learning

Indirect measures are used to evaluate student outcomes and programmatic effectiveness. Student focus groups are used to collect student feedback on a broad range of issues, including unplanned curricular redundancy, course sequencing, applicability of content in courses and the effectiveness of new curricular components incorporated into the program. IUSD also has a student-run Student Curriculum and Assessment Committee (SCAC) that meets regularly and provides input directly to the DDS CAC. Each DDS class has a non-voting representative on the CAC to provide the students with a voice on the committee.

Each DDS student completes the IUSD Senior Exit Interview Survey, and all students have the opportunity to complete the American Dental Education Association (ADEA) Senior Exit survey. These surveys provide information about student satisfaction with advising, the curriculum, their sense of preparedness to practice, and job placement. Additionally, all students have the opportunity to complete the IUSD Humanistic Culture and Learning Environment Survey (administered every 4 years), which assesses aspects of the learning environment such as student-student interactions, student-faculty interactions, curricular flexibility, emotional climate, student support, curricular organization, meaningful experiences and breadth of interest.

## Academic Year 2022-23 Assessment Findings and Actions

### Assessment of Student Competency

The Associate Dean of Education and Academic Affairs and Assistant Dean of Curriculum Development and Assessment regularly review the first-time pass rates of our Clinical Competency Assessments, which are the summative direct measures of the 20 IUSD Institutional Competencies. First-time pass rates are considered an important measure of program quality and student preparedness. Table 3 provides an example of the data reviewed.

**Table 3. First-time Pass Rates for DDS Competency Assessments, Class of 2022**

Competency Assessments (Direct Measure)	Year	Methods	IUSD Competencies (Program Learning Outcomes)	CODA Standards	First Time Pass Rate (n=117)	Final Pass Rate
Standards Common to All Clinical Competency Assessments	D3, D4	FA-CCA	3, 14, 15, 16	2-16, 2-17, 2-18, 2-21, 2-24a, 2-24d	100%	100%
Behavioral Science, Communication, Cultural Competence and Ethics OSCE – Part I	D2	IA-SP, OSCE, WA	3, 14, 16, 19	2-10, 2-16, 2-17, 2-20, 2-21, 2-22	91.4%	100%
Behavioral Science, Communication, Cultural Competence, and Ethics OSCE – Part II	D3	IA-SP, OSCE, WA	3, 14, 16, 19	2-10, 2-16, 2-17, 2-20, 2-21, 2-22	69.0%	100%
Caries Detection, Diagnosis, Risk Assessment, and Management Competency Assessment	D3	FA-CCA, SELF	1, 2, 3, 6, 19, 20	2-10, 2-11, 2-15, 2-16, 2-22, 2-24a, 2-24d, 2-24o	100%	100%
Critical Thinking and Evidence-based Dentistry Competency Assessment	D3	PICO, WS, WA	19	2-10, 2-22	58.1%	100%
Dental Emergency Clinical	D4	FA-CCA, SELF	1, 3, 4, 5, 20	2-11, 2-15, 2-20, 2-24a, 2-24c, 2-24e, 2-24m	100%	100%

<b>Competency Assessments (Direct Measure)</b>	<b>Year</b>	<b>Methods</b>	<b>IUSD Competencies (Program Learning Outcomes)</b>	<b>CODA Standards</b>	<b>First Time Pass Rate (n=117)</b>	<b>Final Pass Rate</b>
Endodontic Clinical	D4	FA-CCA, SELF	1, 2, 4, 5, 10, 18, 20	2-11, 2-24a, 2-24e, 2-24j, 2-24m	99.1%	100%
Endodontic Emergency	D3	WA	1, 2, 4, 5, 10	2-24a, 2-24e, 2-24j, 2-24m	95.7%	100%
Operative Dentistry	D3-D4	FA-CCA, SELF	1, 2, 4, 6, 7, 20	2-11, 2-24a, 2-24d, 2-24e, 2-24f	62.4%	100%
Oral and Maxillofacial Surgery	D3,D4	FA-CCA, SELF	1, 2, 4, 12, 18, 20	2-11, 2-15, 2-24a, 2-24e, 2-24l	99.1	100%
Oral Diagnosis and Treatment Planning	D3	FA-CCA, SELF, WS	1, 2, 3, 11, 20	2-11, 2-20, 2-24, 2-24a, 2-24b, 2-24c, 2-24k, 2-24o	100%	100%
Oral Mucosal and Osseous Disorders Competency Assessment	D3	WA, OSCE	1, 2, 11, 20	2-11, 2-23, 2-24k	53.9%	100%
Orthodontic Malocclusion	D2	WA	1, 2, 13	2-23, 2-24a, 2-24n	94.0%	100%
Outcomes of Treatment	D4	PICO, WS	1, 2, 3, 11, 15, 16, 19, 20	2-10, 2-11, 2-15, 2-16, 2-18, 2-20, 2-22, 2-24, 2-24a, 2-24b, 2-24c, 2-24d, 2-24o	100%	100%
Patients with Special Needs	D4	OSCE, WS WA	1	2-24a, 2-25	93.2%	100%

<b>Competency Assessments (Direct Measure)</b>	<b>Year</b>	<b>Methods</b>	<b>IUSD Competencies (Program Learning Outcomes)</b>	<b>CODA Standards</b>	<b>First Time Pass Rate (n=117)</b>	<b>Final Pass Rate</b>
Pediatric Behavior Guidance	D3-D4	FA-CCA, SELF	1, 16, 20	2-11, 2-16, 2-23, 2-24c, 2-24o, 2-25	100%	100%
Pediatric Case Selection & Space Maintainer Competency Assessment	D3-D4	SIM-A	13, 20	2-11, 2-23, 2-24g, 2-24n	100%	100%
Pediatric Comprehensive Patient Management	D 4	OSCE, WA	1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 16	2-16, 2-17, 2-20, 2-23, 2-24, 2-24a, 2-24c, 2-24d, 2-24e, 2-24f, 2-24i, 2-24j, 2-24l, 2-24m, 2-24n	88.0%	100%
Pediatric Operative Class II Restoration	D3-D4	SIM-A	7, 20	2-11, 2-23, 2-24f	88.9%	100%
Pediatric Operative Stainless Steel Crown	D3-D4	SIM-A	7, 20	2-11, 2-23, 2-24f	98.3%	100%
Pediatric Pulpotomy	D3-D4	SIM-A	10, 4, 20	2-11, 2-23, 2-24e, 2-24j	97.4%	100%
Periodontics D3-Diagnosis and Management of a Gingivitis or Successfully Stable Periodontitis Case	D3	FA-CCA, SELF	1, 2, 9, 20	2-11, 2-24a, 2-24c, 2-24i, 2-24o	100%	100%
Periodontics D4-Comprehensive Treatment Planning and Management of a Stage-Grade Periodontitis Case	D4	FA-CCA, SELF	1, 2, 9, 20	2-11, 2-24a, 2-24c, 2-24i, 2-24o	100%	100%
Practice Administration	D3	WA	15, 17	2-18, 2-19	79.5%	100%
Prosthodontic Restoration of Teeth-Crown PAC	D3-D4	FA-CCA, SELF	1, 2, 4, 7, 20	2-11, 2-24a, e, f	99.1%	100%
Prosthodontic Restoration of Teeth-Crown VPAC	D4	WA	1, 2, 7	2-24a. f,	89.0%	100%



Competency Assessments (Direct Measure)	Year	Methods	IUSD Competencies (Program Learning Outcomes)	CODA Standards	First Time Pass Rate (n=117)	Final Pass Rate
Prosthodontic Replacement of Teeth-Complete Denture PAC	D3-D4	FA-CCA, SELF	1, 2, 8, 20	2-11, 2-24a, g, h	99.1%	100%
Prosthodontic Replacement of Teeth-Complete Denture VPAC	D4	WA	1,2 8	2-24a, g, h	85.0%	100%
Prosthodontic Replacement of Teeth-Fixed Bridge SPAC	D4	SIM-A	1,2 8	2-24g, h	28.8%	100%
Prosthodontic Replacement of Teeth-Implant SPAC	D4	SIM-A, SELF	1,2 8	2-24a, g, h	56.0%	100%
Prosthodontic Replacement of Teeth-Implant VPAC	D4	WA	1,2 8	2-24a, g, h	100%	100%
Prosthodontic Replacement of Teeth-Removable Partial Denture PAC	D3-D4	FA-CCA, SELF	1, 2, 8, 20	2-11, 2-24a, g, h	99.1%	100%
Prosthodontic Replacement of Teeth-Removable Partial Denture VPAC	D4	WA	1,2 8	2-24a, g, h	92.0%	100%
Radiology Interpretation	D3	WS	1, 2, 15, 20	2-11, 2-15, 2-18, 2-24a	93.2%	100%
Readiness to Practice	D4	FA-LG, SELF, WS	1, 2, 20	2-11, 2-24	100%	100%
Screening and Risk Assessment for Head and Neck Cancer	D3	WA	1, 11	2-23, 2-24b	22.4%	100%
Standardized Patient Simulation	D1	IA-SP, WA	3, 14, 16, 19	2-10, 2-16, 2-17, 2-21, 2-22	*	*

\*Suspended due to COVID-19. Essential competencies were included in the Behavioral Science, Communication, Cultural Competency, Ethics, and Professionalism OSCEs I and II.

In addition to the first-time pass rates, the Associate Dean of Education and Academic Affairs, Assistant Dean of Curriculum Development and Assessment and DDS Progress Committee (as needed) review students' progress toward meeting the eligibility criteria (essential patient experiences) to challenge competency assessments. The Associate Dean of Education and Academic Affairs, Assistant Dean of Curriculum Development and Assessment, Department Chairs, Discipline Directors, and the Progress Committee work collaboratively to modify the competency assessments based on the assessment data. Amendments to competency assessments are submitted to the DDS CAC for review and approval.

### Institutional Outcomes Assessment

The IUSD institutional outcomes assessment (IOA) process is broad-based, systematic, continuous, and designed

to promote achievement of our institutional goals:

**Table 4. IUSD Goals**

IUSD Goals
<b>Teaching and Learning</b>
1. Attract and support a well-prepared and diverse student population for all School of Dentistry oral health profession programs.
2. Enhance student learning and develop graduates who are competent clinicians, critical thinkers, lifelong learners who are ethical, socially aware, and culturally sensitive oral health professionals.
3. Attract and retain quality faculty and provide support to enhance effective teaching and learning in clinical, laboratory, classroom, and service-learning settings.
<b>Research and Creative Activities</b>
4. Excel in high quality, innovative research, and scholarly activities that engage faculty, students, and staff; attract external funding; increase our national standing, and lead to improvements in oral and systemic health.
<b>Patient Care</b>
5. Provide comprehensive, evidence-based, quality oral health services to individuals from any socioeconomic or cultural group.
<b>Civic Engagement and Service</b>
6. Serve local, state, national, and global communities through partnerships involving clinical care, service learning, and community-engaged scholarship in addition to serving the university and the profession.

The dean of IUSD and the IOA committee regularly review the objectives and progress toward intended outcomes at both program and student levels. Each objective identifies direct, indirect and proxy measures able to determine the degree of achievement or progress toward our intended outcomes. The measures related to the assessment of student learning are summarized under each domain below.

**Domain: Teaching and Learning**

Objective: To retain and support students

**Table 5. First-year retention rate, AY 22-23**

Measure	Target	Findings AY 22-23	Objective Met
Retention rate D1-D4	98%	D1: 97.2% D2: 97.6% D3: 100% D4: 100%	<b>Partially</b>

Recommendations for Program Improvement:

1. Expand current Study Coaching Program to include surgical periodontics course for Fall 2023
2. Revise data reporting process to include International Dentists Program (IDP) students
3. Review and clarify as needed student handbook policies on academic progress and dismissal
4. Increase awareness of academic progress and dismissal policies throughout all four years of the DDS program through orientation sessions

5. Implement student progress dashboard to identify at-risk students and connect them to resources available through the Office of Student Affairs

Program Improvement and Action Steps:

1. The Study Coaching Program expanded to include D721 Surgical Periodontics for Fall 2023. The course director has worked with study coaches to design cases to help prepare students for mid-term and final exams. Study coaches have met regularly with interested students.
2. Retention data now include IDP students, which provides a more complete picture of student retention in the DDS program.
3. The DDS Progress Committee has developed a standard operating procedure and committee philosophy. The committee has also engaged in intentional calibration meetings to discuss these guiding documents. Sections of the DDS Handbook pertinent to dismissal and academic progress have been reviewed and revised to provide clarity and to reflect the committee’s overall philosophy of providing second chances and support to students.
4. A new D2 orientation was implemented for Fall 2023, with sessions on academic progress. Additionally, a new session in the D4 Spring orientation provided specific information on our graduation and fifth-year policies.
5. Development of an academic dashboard is in progress. Static and dynamic data sets have been identified and a visual mock-up has been created. Additionally, the process for integrating Power BI with axiUm and other IU systems has been explored and determined.

Objective: To ensure students are well-prepared to pass INBDE

**Table 6. National Board First-time Pass Rate**

Measure	Target	Findings AY 22-23	Objective Met
<b>First-time pass rate on national board exams</b>	≥ 98%	99%	<b>Yes</b>

Recommendations for Program Improvement:

1. Develop equity measures for INBDE outcomes (and other academic data)

Program Improvement and Action Steps:

1. OEAA is developing process to assess our academic metrics through an equity lens. Equity measures being considered include:
  - a. Childhood residency (urban, suburban, rural)
  - b. Residence in medically underserved area
  - c. Disadvantaged background
  - d. 1<sup>st</sup> generation
  - e. Relatives in dentistry
  - f. EO indicator (ADEA metric for SES/disadvantaged)
  - g. Historically underrepresented race and ethnicity (HURE)
2. Once process is developed, work with key stakeholders at IUSD to address equity gaps.

Objective: To ensure students are well-prepared to pass all sections of the clinical licensure board exam

**Table 7. First-time pass rate CDCA, Class of 2023**

Measure	Target	Findings AY 22-23	Objective Met
<b>First-time pass rate on each section of the clinical licensure board exam</b>	>90%	Diagnostic Skills: <b>100%</b> Prosthodontics : <b>91.4%</b> Endodontics: <b>78.4%</b> Periodontics: <b>98.3%</b> Restorative (ant): <b>93.1%</b> Restorative (pos): <b>84.5%</b>	<b>Partially</b>

Recommendations and action steps for program improvement based on AY22-23 outcomes are being considered by the Office of Clinical Affairs. Recommendations and actions steps from AY21-22 are as follows:

Recommendations for Program Improvement:

1. Determine appropriate actions with the Department of Endodontics to enhance student performance on the endodontics section of the CDCA and implement for next cycle.

Program Improvement and Action Steps:

1. A meeting between the Predoctoral Director in Endodontics and the Office of Clinical Affairs was held and the following action plan steps were determined and will be instituted for the next cycle of licensing exams:
  - a. Increase the number of practice session with a mandatory attendance requirement
  - b. Provide students with clinical simulation points for attending the practice sessions
  - c. Hold an endodontic mock board as a prerequisite to taking the clinical board, utilizing the talents of the many CDCA examiners that are on faculty at IUSD
  - d. All mock board students who are not successful must meet with endodontic faculty to review deficiencies
  - e. A PowerPoint of Unsuccessful submissions will be made available to all students to help in preparation for the exam

Objective: To graduate students on-time (4-year graduation for traditional students and 2.5 year graduation for IDP students)

**Table 8. On-time graduation rate, AY 22-23**

Measure	Target	Findings AY 22-23	Objective Met
<b>On-time graduation rate</b>	>95%	90.0%	<b>No</b>

Of the original 120 students in the Class of 2023 traditional and IDP cohorts, six (6) students did not graduate in 4 years due to academic/clinical progress challenges, one (1) was dismissed for violations of the professional code of conduct, three (3) were delayed due to leaves of absence, 1 was delayed due to pursuing our DDS-PhD dual degree program, and one (1) student withdrew from the program. The recommendations and action steps are similar to those outlined under the retention rate objective.

Objective: To support students in persisting through the DDS program

**Table 9. Ultimate graduation rate, AY 22-23**

Measure	Target	Findings AY 22-23	Objective Met
<b>Ultimate graduation rate</b>	≥99%	98.3%*	<b>No</b>

\*Six (6) students retained in program are on track to graduate with their new cohorts

Of the original 120 students in the original Class of 2023 traditional and IDP cohorts, 118 students have either graduated or are on track to graduate with their new cohorts. The recommendations and action steps are similar to those outlined under the retention rate objective.

### Domain: Civic Engagement and Service

Objective: To engage IUSD students in service learning or community-based dental experiences

**Table 10. Students engaged in service learning or community-based dental education experiences**

Measure	Target	Findings AY 22-23	Objective Met
<b>Number of students engaged in service learning or community-based dental experiences</b>	100%	100%	<b>Yes</b>

There were no recommendations for program improvement based on a review of the data associated with this objective.

### Curriculum Assessment

The Curriculum Management Plan (CMP), which functions as the foundation of the IUSD curriculum assessment process, is on a four-year cycle and focuses on three key areas, as required by CODA standards:

- Elimination of unwarranted repetition and outdated and unnecessary material,
- Incorporation of emerging information and achievement of appropriate sequencing, and
- Incorporation of emerging didactic and clinical technologies to support the dental education program

In addition to the CMP, individual faculty and/or administrators are encouraged to make recommendations to CAC for course improvement or suggest portions of the curriculum to review.

In the AY 2022-23, the DDS Curriculum and Assessment (CAC) CMP subcommittee reviewed nine (9) courses and four (4) recommendations were made to course directors for course-level improvement. Tables 11-14 summarize the recommendations, action steps and outcomes as a result of the school's curriculum assessment process during academic year 2022-23.

**Table 11. D512 Molecular Cell Biology**

Recommendation	Action Steps	Response/Follow-up/Outcome
Eliminate D512 MCB from the predoctoral dental education curriculum, transitioning some	<b>2023</b> Meet with department chair to discuss support for the recommendation	<b>2023</b> The department chair was supportive of the recommendation and suggested working with the director of biomedical sciences and other key faculty to facilitate the change

Recommendation	Action Steps	Response/Follow-up/Outcome
content to Systems Approach to Biomedical Sciences I	<b>2023</b> Determine portions of D512 to include in new SABS I course	<b>2023</b> Director of biomedical sciences is reviewing course content to determine portions of D512 MCB to include in a new Systems Approach to Biomedical Sciences (SABS) I course. This change is planned for Fall 2024

**Table 12. D515 and D615 Systems Approach to Biomedical Sciences (SABS) I and II**

Recommendation	Action Steps	Response/Follow-up/Outcome
Decompress and streamline the SABS curriculum, moving 4 contact hours to Fall of D1, 4 contact hours to Spring of D1, and 4 contact hours to the Fall of D2.	<b>2023</b> Meet with Office of Education and Academic Affairs to determine course properties and schedule of new SABS I, II, and III  <b>2023</b> Review and re-sequence content for new SABS I, II, and III	<b>2023</b> Course director met with OEAA to determine appropriate credit hours, course schedule, and course number/title for the new SABS I course. The new D515 SABS I will be held during the old MCB time of M, W, F 11a-12p and will be a 3-credit hour course. A new D516 SABS II course will be held on M, Th, F from 8a-9a and will be a 3-credit hour course, and the new D615 SABS III course will remain on M, W, F from 1p-3p.  <b>2023</b> Course director is reviewing content to facilitate the re-sequencing of SABS. New syllabi and lecture schedules are being created, with a planned implementation of Fall 2024. OEAA considering long-term plan to review SABS content using Delphi Process involving key stakeholders.

**Table 13. D520 Risk Assessment, Prevention, and Early Management of Dental Disease**

Recommendation	Action Steps	Response/Follow-up/Outcome
Consider splitting D520 Risk Assessment, Prevention, and Early Management of Dental Disease into separate cariology and periodontology courses, taking into consideration the sequencing of content with D510 GMIDAT.	<b>2023</b> Meet with department chairs to discuss support for the recommendation  <b>2023</b> Meet with Office of Education and Academic Affairs to determine course properties and schedule of new cariology and periodontology courses	<b>2023</b> The department chairs were supportive of the recommendation and suggested working with the course directors to develop the new courses  <b>2023</b> Course directors met with OEAA to identify new days/times for the courses. The new cariology course, D538 (title TBD), will be held Thursdays from 8a-9a, and the new periodontology courses, D520 (title TBD), will be held on Wednesdays from 8a-9a. The two courses will share lab time on Tuesdays from 1p-5p.

Recommendation	Action Steps	Response/Follow-up/Outcome
	<b>2023</b> Develop new course syllabi and lecture/lab schedules for the courses	<b>2023</b> Action step ongoing

**Table 14. D510 General Microbiology, Infectious Disease, and Antimicrobial Therapy (GMIDAT)**

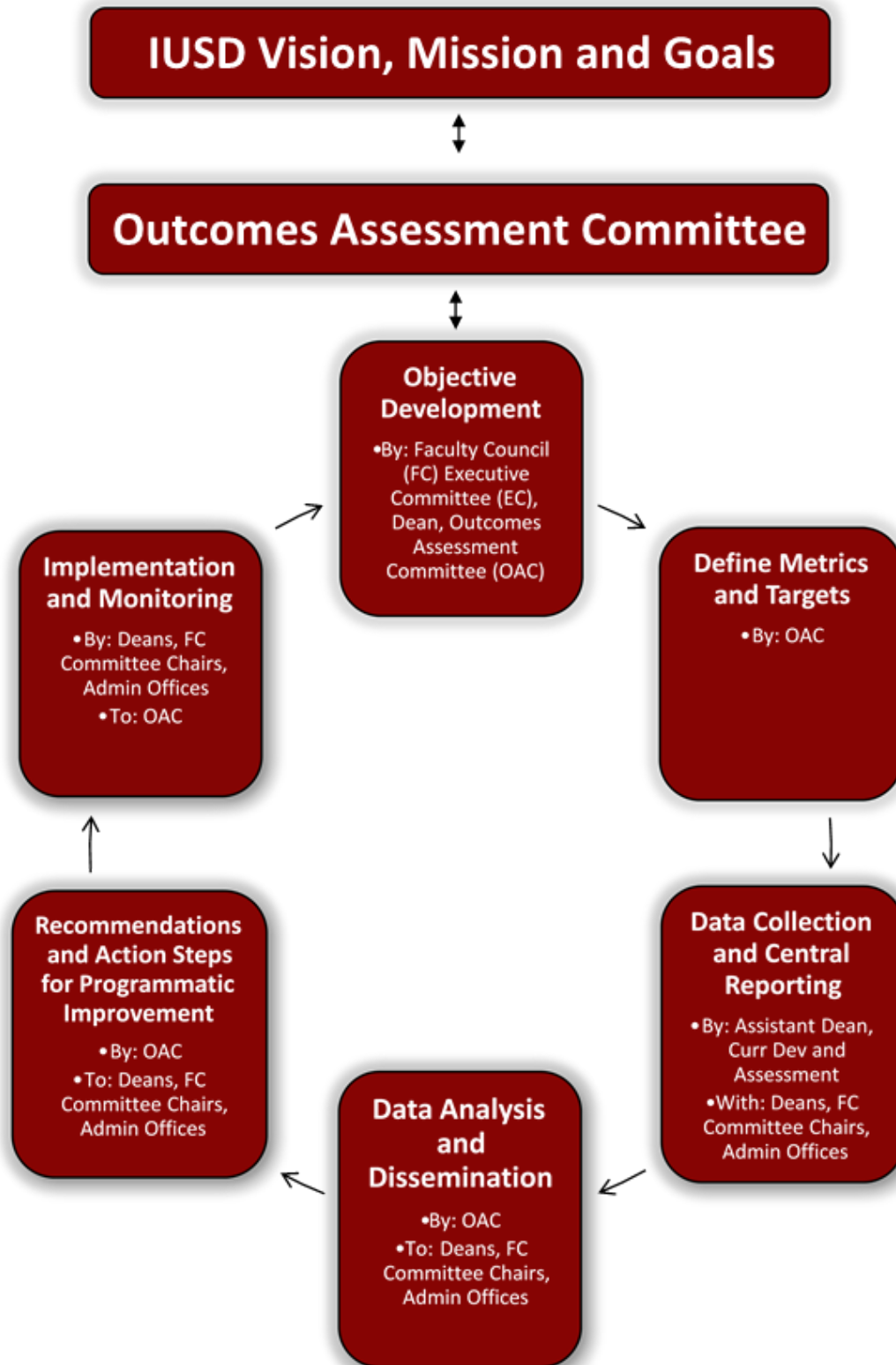
Recommendation	Action Steps	Response/Follow-up/Outcome
Incorporate case-based prescription writing assignment in D510 GMIDAT	<b>2023</b> Discuss implementation of assignment with course director	<b>2023</b> Course director was supportive of adding new assignment, and will plan to implement it for Fall 2024
	<b>2023</b> Review outcomes of initial assignment	<b>2023</b> Action step ongoing

## Summary

The IUSD Institutional Competencies define what a competent graduate will be able to do upon graduation. Multiple assessments are used to evaluate students across four years of the program and include the assessment of a broad range of attributes, aligning with both the IUPUI Principles of Graduate and Professional Learning and CODA Standards for Dental Education Programs. Competency assessments serve as the final measurement of the defined set of knowledge, values and skills that have been developed through the formative daily feedback process.

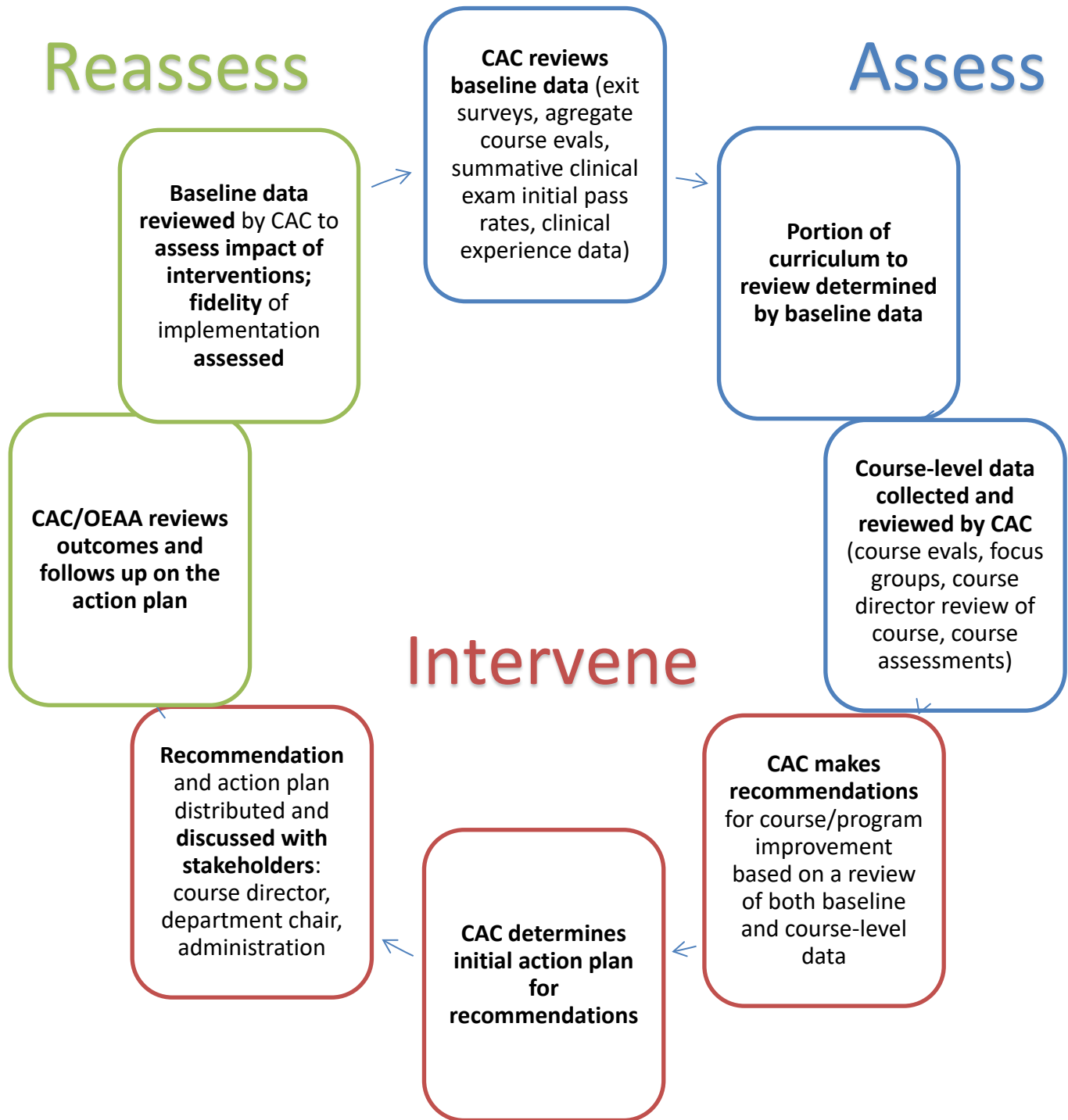
IUSD has multiple processes in place to evaluate the content of the DDS program, the measurement instruments used in student evaluation and the outcomes of those assessments which ensure that there is meaningful, ongoing evaluation of student learning. There are processes in place that provide for continuous evaluation of the program as a whole, which result in ongoing improvements in student learning.

## Appendix A: Outcomes Assessment Process





## Appendix B: Curriculum Management Plan Flowchart



## Appendix C: Curriculum Management Plan Course Director Review Forms



INDIANA UNIVERSITY

SCHOOL OF DENTISTRY

IUPUI

March 4, 2024

Dear Course Directors,

Standard 2-8 of the Commission on Dental Accreditation's Standards for Dental Education Programs requires dental schools to have a curriculum management program 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 and outdated and unnecessary material;
- d. incorporation of emerging information and achievement of appropriate sequencing;
- e. incorporation of emerging didactic and clinical technologies to support the dental education program curriculum.

The faculty and administration have constructed multiple measures to collect this information. One of these methods is a program of in-depth study of defined portions of the pre-doctoral curriculum each academic year by the faculty members of the Curriculum and Assessment Committee (CAC) and the Office of Education and Academic Affairs. The **[defined portion of the curriculum]** has been selected for evaluation by the committee.

As a course director in a **[defined portion of the curriculum]** course, you are being asked to participate in this ongoing process by completing the appropriate forms which are included in this electronic packet. If your course is currently running, or has yet to run, please assess its most recent running.

When you have completed the appropriate review forms, please submit them electronically to **[OEAA representative]**. **The CAC requests that all review packets are submitted by no later than [DATE].**

If you have questions regarding this process, please contact **[CAC Chair]**, Chairperson of CAC, or **[OEAA representative]** in the Office of Education and Academic Affairs.

Thank you for your dedication to excellence in dental education.

Sincerely,



## CURRICULUM MANAGEMENT PROGRAM COURSE DIRECTOR REVIEW FORM

**Directions for completing the form:**

1. Please complete the form by typing your text responses in the designated gray response fields (the fields will expand as you type your text).
2. For the check boxes, please double click the box you would like to select and then choose "checked" from the list of options.

<b>Course number:</b>	
<b>Course title:</b>	
<b>Course director:</b>	
<b>Date of review:</b>	

1. Have students achieved the defined objectives/competencies for your course?

Yes

No

Unsure

a. What evidence do you use to support your conclusions?

2. How did you measure student achievement of the defined objectives/competencies?

3. Please summarize and discuss the student evaluations of your course.

4. Based upon the evaluations and student outcomes, what changes have you made to your course? What changes are you planning for the next academic year?

5. What difficulties or concerns do you have regarding your course? How can IUSD assist?

6. How is the use of best evidence/evidence-based dentistry (EBD) incorporated in your course and how is it assessed?

7. How is critical thinking assessed in your course?

8. Do students self-assess in your course? If so, please describe the self-assessment process and how it is evaluated.

9. In your course, how are basic and behavioral sciences integrated with clinical practice?

10. Does your course support the core competencies of interprofessional education, which include: values/ethics for interprofessional practice, roles/responsibilities of the health care team, interprofessional communication, and interprofessional teamwork? If so, how are these aspects of IPE assessed?

## Appendix D: Curriculum Management Plan Curriculum Committee Review Form



INDIANA UNIVERSITY  
SCHOOL OF DENTISTRY  
IUPUI

### CURRICULUM MANAGEMENT PROGRAM COURSE REVIEW PACKET – CAC REVIEWER

#### Protocol:

1. Please use this packet to guide your review of the curriculum management documentation:
  - a. Course Review by Course Director Packet
  - b. Student focus group report
  - c. Course evaluations
  - d. Course syllabus
2. Please follow the instructions under each section.
3. Once you have completed the review packet, please submit it by following the instructions on the last page.

#### Course Information:

##### Instructions:

1. Please type the course number and title in the “Course for review” field.
2. Please identify the documents contained in the review packet for the course you are reviewing, and check them off in the “Items for Review” checklist by clicking on the check boxes.

<b>CAC Reviewer:</b>	
<b>Course for review:</b>	
<b>Date of review:</b>	

<b>Items for review:</b>	<input type="checkbox"/> Course Review by Course Director <input type="checkbox"/> Student Focus Group Report <input type="checkbox"/> Course Evaluation <input type="checkbox"/> Syllabus
--------------------------	---

## Summary of Syllabus

*Instructions:*

1. Please review the Course Syllabus of the course.
2. Please identify any concerns with course objectives, grading expectations or course policies.
3. Please provide a brief summary of your review in the field below.

## Summary of Course Director Self-Study Packet Review

*Instructions:*

1. Please review the “Course Review by Course Director Packet” of the course you are reviewing.
2. Please identify any themes or notable comments that may emerge. These themes or notable comments may indicate strengths of the course or areas for improvement.
3. Please provide a brief summary of your review in the field below.

## Summary of Focus Group Report

*Instructions:*

1. Please review the “Focus Group Report” of the course.
2. Please identify any themes or notable comments that may emerge. These themes or notable comments may indicate strengths of the course or areas for improvement.
3. Please provide a brief summary of your review in the field below.

## Summary of Course Evaluations

*Instructions:*

1. Please review the “CoursEval Course Evaluations” of the course.
2. Please identify any themes or notable comments that may emerge. These themes or notable comments may indicate strengths of the course/module or areas for improvement.
3. Please provide a brief summary of your review in the field below.

## Summary of Recommendations:

### *Instructions:*

1. Based on your comments made in the summary sections above, please record your recommendations for the course in the fields below.
2. There are fields for up to 5 recommendations. Please list each recommendation in a separate field.

### **Recommendation #1**

### **Recommendation #2**

### **Recommendation #3**

### **Recommendation #4**

### **Recommendation #5**

## Submission Instructions:

1. Please save this document with the course number, e.g. D501, in the title and email it to [OEAA Representative] in the Office of Education and Academic Affairs.