IDAHO STATE UNIVERSITY

IDAHO DENTAL EDUCATION PROGRAM

ASSESSMENT PLAN

Outcomes Assessment Committee
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Approved by Department of Dental Education
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Introduction:

The Idaho Dental Education Program’s goal is to provide the State of Idaho with outstanding dental professionals using our own residents. The graduates of the Idaho Dental Education Program (IDEP) are equipped to practice today’s dentistry at its finest. Furthermore, IDEP graduates have the background to evaluate changes and future treatment methods as they relate to individual patient care. IDEP is committed to supporting the academic, professional and personal growth and development in each of its students. This is done through excellence in teaching, research, and scholarly activities. The goals of IDEP for academic and professional achievement support the College of Health Professions Mission of “…enhancement of the quality of life of the residents of Idaho and the greater community though the education of students in the health care professions…facilitated through excellence in research, community service, teaching, and the application of technology.” The University is committed to serving the higher education needs of the citizens of the state and the intermountain area. To this end, IDEP aspires to support both the graduate educational pursuits of its dental students, and also the needs of the communities within the state for competent and compassionate dental care providers. IDEP is a somewhat unique program, in that it represents a decentralized one-year component of a four-year curriculum. All of the routine outcome measures are designed to measure the effectiveness of not only the IDEP program but the remaining Creighton curriculum as well.

The Idaho Dental Education Program, in keeping with it’s dedication to providing the most comprehensive learning and teaching environment, strongly supports an efficient assessment program for student learning and instructional development. With this commitment to excellence, the assessment plan measures student’s mastery of the programmatic goals and objective enumerated within, and provides statistical support and data for curriculum and program review.

Program Description

Serving as Idaho’s dental school, the Idaho Dental Education Program is fully accredited by the American Dental Association as a satellite of the Creighton dental school. The program involves a decentralized first year of education taught at Idaho State University (ISU) and second through fourth years taught at Creighton University. The first year curriculum at ISU has been carefully constructed to be equivalent with the first year curriculum at Creighton. The first year courses are primarily basic science and introductory dental science courses. The second-fourth years are comprised of the regular Creighton curriculum with the availability of elective clinical experiences in Idaho.

The four-year education endeavor will culminate with the award of a Doctorate in Dental Surgery, DDS. Upon graduation the students are required to take the licensure examination relevant to their geographical practice area.

The IDEP program has two full-time and 8 part-time faculty teaching courses in Biochemistry, Human Gross Anatomy, Head and Neck Anatomy, Preventive Dentistry, Histology, Oral Histology and Embryology, Pathogenic Microbiology, Neuroanatomy, Oral Microbiology, Occlusion, Community Dentistry, Values and Ethics, and Dental Materials.
MISSION STATEMENT

The mission of the Idaho Dental Education Program (IDEP) is to meet the Dental needs of the residents and communities in the State of Idaho through the recruitment and education of dental students in the IDEP program. This is facilitated through a commitment to excellence in teaching, technical instruction, research and community service.

ENVIRONMENTAL SCAN

Internal

In reviewing the strengths and weaknesses within the program and university it becomes apparent that the strengths far outweigh the weaknesses. The program’s strongest attribute is a strong, stable core of dedicated faculty members. Student evaluations, exit interviews and personal correspondence have all lauded the excellent cadre of faculty who teach in the program. Along with the faculty, the most appreciated strength of the program is the inherent benefit accruing from a small program size. An additional strength is the strong university and college support that has been cultivated over the course of time.

Paradoxically, the size of the program also serves as a weakness to some degree. The small faculty and resource base which accompany the small size of the program limit the faculty to the roles of generalists with a wide knowledge base which is not often able to be narrowed to provide additional depth in some areas. There is also a limitation on the ability to replicate material. If one faculty cannot cover an item or topic, there is little redundancy in the system. Given that these weaknesses are an inherent part of the program and that part of the program also contributes more significantly to the strength of the program our best efforts involve mitigating the negative effects and accentuating the positive effects.

External

At this point in time, there are no overt threats to the program’s existence and viability. The Idaho State Dental Association is supportive of our efforts at the time of this plan. There are always emergent issues at a national level which could affect the program, but none that are predictable and quantifiable. There is a need to constantly work toward enhancing the resources, especially fiscal, which are needed to continue making the program an outstanding success for Idaho and Idaho State University. There are some changes in the profession which make the future prospects for the profession challenging, but the applicant pool remains strong and well qualified and the need for dentists is relatively strong as well.

The program’s biggest challenge is to find and develop resources to meet the opportunities that exist. There is significant opportunity to expand into part-time clinical courses and enhance our continuing education offerings, but the fiscal, physical and manpower resources to produce a sufficient quality of offerings in these areas is severely limited.

OBJECTIVES AND EXPECTED OUTCOMES

As the IDEP program is the first in a four-year program, the outcomes assessment measurements will only partially be attributed to the IDEP program. The goals of the pre-doctoral dental education program are to educate dentists who, upon graduation, will be specialist in diseases of the oral cavity. As such, the graduates of the Idaho Dental Education Program will working toward mastery of the published Creighton Codes, which are: ...they
will be motivated and capable of utilizing the latest acceptable techniques and technology available to ……

A. diagnose and treat most dental health problems,

B. effectively manage and efficiently utilize auxiliary personnel,

C. promulgate, promote and practice the latest concepts of preventive dentistry,

D. comprehend, analyze and evaluate scientific literature,

E. qualify for and participate in formal advanced education programs,

F. assume the responsibility for their own continuing education and intellectual development,

G. actively participate in the affairs of the community both socially and professionally,

H. fulfill legal qualifications to practice dentistry.

PROCEDURES AND MEASURES

The Assessment Committee’s annual report to the department will be disseminated to all IDEP faculty for review. The committee will make copies available for student review as well.

Assessment Tools:

* National Board Scores – The National Board Scores are given twice during the four-year dental program. Board scores are sent to the IDEP program by Creighton University, and are reviewed by the Assessment Committee. The Committee uses the score to monitor the progress of the students once they have left the home site.

  • The first board is given during the sophomore year. This board covers the basic science coursework and pre-clinical preparation. This will allow for the assessment of the science and pre-clinical foundation established during the IDEP year.

  • The second board is given during the senior year. This board covers the clinical areas. This assessment allows for a comparison of final outcomes of IDEP students vs. Creighton students who have like-experiences with the exception of the IDEP year.

* Clinical Board Pass Rates – The clinical board pass rates denote the final measure of a student prior to entering the professional realm. These are reported by the Creighton administration.

* Student Rank upon Graduation - The IDEP student performance is measured through a ranking amongst their graduating class. The ranking lists the IDEP students in terms of rank/total students and also their quintile status amongst the class.

* First Year Exit Interviews - The program director conducts an exit interview with each student. The results of this interview are eventually compared with the Graduating Students Exit Surveys 3 years later.
* **Graduating Students Exit Surveys** – The surveys are used as a tool to provide feedback regarding the strengths and weaknesses of the IDEP program and to allow the students to give suggestions for improving the program.

* **Alumni Survey** – The alumni survey is used to collect information from graduates regarding their career history and graduate work (if applicable). In addition, the graduates are asked to assess the strengths and weaknesses of the program.

**Implementation Plan**

The IDEP assessments committee uses the seven tools identified expressly to assess student outcomes and measure the success of the Idaho Dental Education Program. The analysis of the assessment generated data is used to refine, update and restructure the IDEP curriculum.

The alumni surveys assist the committee in identifying the current needs and skills in the dental profession, as well as the patient needs within the state of Idaho. The committee uses this information to ensure that dental students are trained and/or exposed to the latest materials and techniques to meet the needs of the population base in Idaho.

The national board scores allow the assessments committee to analysis the knowledge base of the IDEP students in comparison to the other sophomore students at Creighton. The committee has used this information to ensure that the curriculum provides the most comprehensive focus to optimize the student’s academic endeavors.

Clinical Board Pass Rates, and ranking upon graduation for the IDEP students are used in comparison to ensure that the curriculum and faculty prepares the IDEP students for competition in the dental field.

The assessment committee reviews these tools each year to assess the success of every class of IDEP students and to determine the strengths and needs of the faculty and curriculum. Any needs identified will prompt the committee to refine and improve the areas in question, and all strengths will be reviewed for generalization throughout the program.

**Timetable:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
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<tr>
<td>Personal First Year Exit Interview</td>
<td>May of 1st year at ISU</td>
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<tr>
<td>National Boards Part One</td>
<td>May (12 months after completing IDEP Curriculum)</td>
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<tr>
<td>National Boards Part Two</td>
<td>December (2 ? years after completing IDEP Curriculum)</td>
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<tr>
<td>Clinical Board Pass Rate</td>
<td>May (3 years after completing IDEP Curriculum)</td>
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<tr>
<td>Student Ranking upon Graduation</td>
<td>May (3 years after completing IDEP Curriculum)</td>
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<tr>
<td>Exit Survey of Graduating Seniors</td>
<td>June (3 years after completing IDEP Curriculum)</td>
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<tr>
<td>Alumni Survey</td>
<td>July ( &gt; after completing Dental School)</td>
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The outcome data will be computed IDEP staff and given to the assessment committee for review, following which they will publish a summary to be distributed to faculty and staff. The students have access to the data for review as well.
First Year Exit Interview

Name: (Optional)
Date of IDEP Completion:

1. What IDEP courses do you feel were the most valuable?

2. Was there an advantage to attending the de-centralized first year in the IDEP program?

3. In what ways did the IDEP courses assist in the development of your communication and analytical skills?

4. How do you feel the instruction in IDEP compares to that of other departments from which you took courses?

5. Which IDEP instructors did you feel were the best? Why?

6. Did the faculty present material clearly, and choose material which supported the objectives of the course?

7. What suggestions do you have for improving the IDEP department and its programs?

8. What do you think is important in a first year dental curriculum?

9. In what other ways could the program be evaluated?

10. What are your plans for the future?

Specialty School
AEGD or GPR residency
Appendix D

Idaho State University
Idaho Dental Education Program

Graduate Exit Survey

Name: (Optional)
Date of Graduation:

General questions

1. What IDEP courses do you feel were the most valuable to you?
2. How do you feel the instruction in the IDEP department compared to that of other departments from which you took courses?
3. Which IDEP instructors do you feel were the best, and why?
4. What suggestions do you have for improving the IDEP department and its programs?
5. Do you feel a background in the IDEP program has been helpful to you in the remainder of your dental school pursuit?

Post-Graduate School

1. Are you planning to attend a post-graduate program?
2. Name of School:
   Current Status:
   Degrees/certificates to be earned (include year):
3. What IDEP courses were the most helpful in preparing you for post-graduate studies? Why?
4. What IDEP courses were the least helpful in preparing you for post-graduate school? What changes need to be made in these courses to improve them?

Employment

1. Name of company/practice:
   Job Title:
   Description of job:
   Length of time in current position:
2. What IDEP courses were most helpful in preparing you for your job? Why?
3. What IDEP courses were the least helpful in preparing you for your job? What changes need to be made in these courses to improve them?
Appendix E

Idaho State University
Idaho Dental Education Program

Alumni Survey

Name: (Optional)
Date of Graduation:

General questions

1. What IDEP courses do you feel were the most valuable to you?
2. How do you feel the instruction in the IDEP department compared to that of other departments from which you took courses?
3. Which IDEP instructors do you feel were the best, and why?
4. What suggestions do you have for improving the IDEP department and its programs?
5. Do you feel a background in the IDEP program has been helpful to you in the remainder of your dental school pursuit?

Post-Graduate School

1. Did you attend a post-graduate program or residency program?
2. Name of School:
   Current Status:
   Degrees/certificates earned (include year):
3. What IDEP courses were the most helpful in preparing you for post-graduate studies? Why?
4. What IDEP courses were the least helpful in preparing you for post-graduate school? What changes need to be made in these courses to improve them?

Employment

1. Name of company/practice:
   Job Title:
   Description of job:
   Length of time in current position
2. What IDEP courses were most helpful in preparing you for your job? Why?
3. What courses were the least helpful in preparing you for your job? What changes need to be made in these courses to improve them?
4. Was there an advantage to attending the de-centralized first year in the IDEP program?