

**Goal 1: EDUCATION**

**Develop integrated educational programs that prepare students for ethical clinical practice of the highest quality**

**OBJECTIVE 1.1: Integrate ethics, professionalism, and critical thinking into the curriculum**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party— Data Assessment	Assessed Outcomes	Future Direction
Integrate ethics, professionalism, and critical thinking into the curriculum	Curriculum review and curriculum mapping	Annually—  Ongoing review with an annual presentation to the Dean	Curriculum Committee  Office of Academic Affairs	Ethical Issues and professionalism courses are assessed in Ethics Didactic courses; and integrated into the Clinical Sciences Seminars and Clinical Practice Teams	Continue to develop ethical issues and professionalism into the casebased instruction in the D1, D2, D3 and D4 courses by fall 2015

**OBJECTIVE 1.2 Integrate evidence-based decision making into the curriculum**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
Integrate evidence-based decision making into the curriculum	Curriculum review and curriculum mapping.  D4 Student Exit Survey	Annually	Curriculum Committee  Office of Academic Affairs	Evidence-based decision making is integrated into all of the D1, D2, D3 and D4 courses	Incorporate Evidence-based decision making into faculty development activities during 2014–2015 academic year

**OBJECTIVE 1.3: Integrate technology into the academic, preclinical, and clinical programs**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party— Data Assessment	Assessed Outcomes	Future Direction

90% of <i>students</i> fall of 2014 report “satisfied” or “somewhat satisfied”	Survey of <i>students</i> with respect to utilization and satisfaction levels of the	Annually— Fall	Office of Academic Affairs	Students satisfaction levels with technology usage are: academic 69%, preclinical 63% and	Added iPads and improved Vital Sources library, Thieme online video dissector and introduced CAD/CAM
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	technologies available at CODM-SJ.			clinically 40%	(E4D) technology and a new EHR (axiUm) during the-2014–15 academic year.
90% of <i>faculty</i> fall of 2014 report “satisfied” or “somewhat satisfied”	Survey of <i>faculty</i> with respect to utilization and satisfaction levels of the technologies available at CODM-SJ.	Annually	Office of Academic Affairs	Faculty satisfaction levels with technology usage are: academic 81%, preclinical 86% and clinically 44%	Added iPads for faculty use in the simulation lab, added CAD/CAM (E4D) technology to the simulation lab, new EPR (axiUm), faculty development programs on using Vital Sources, Blackboard, and Turning Point for course instruction during 2014–15 academic year. Purchased Examsoft for student assessments, and expanded CAD/CAM (E4D) to the CPT Clinics during the 2015–16 academic year.

<b>OBJECTIVE 1.4: Regularly review and update the curriculum to maintain an integrated educational program with appropriate emphasis on oral health and biomedical sciences</b>					
<b>OUTCOMES</b>	<b>ASSESSMENT</b>			<b>RESULTS</b>	

Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
<p>Students express general satisfaction with courses by reporting; “strongly satisfied, satisfied or neutral” through course evaluations</p>	<p>Review of Course Evaluations</p>	<p>Course evaluations occur at the end of each course. Evaluations are reviewed monthly</p>	<p>Office of Academic Affairs</p>	<p>All courses had an overall satisfaction rating of 93%</p> <p>If a course falls below an 80% level of satisfaction the course directors have a counseling session with the Academic Dean and Theme Director</p>	<p>Integration of biomed science courses, practice management courses, change to assessment schedule, providing additional time for remediation, implementation of general dentistry stream course, D3 and D4 clinical science seminars for 2014–2015 academic year</p>
<p>100% First time pass rate</p>	<p>First-time pass rate on NBDE Part I</p>	<p>Annually</p>	<p>Office of Academic Affairs</p>	<p>Class of ‘15—97%</p> <p>Class of ‘16—98%</p> <p>Class of ‘17—97%</p>	<p>All students in 2014–2015 academic year are enrolled in DMD5280 <i>NDBE Part I Review</i> and are required to complete the course to obtain a “pass”.</p>

100% First time pass rate	First-time pass rate on NBDE Part II	Annually	Office of Academic Affairs	Class of '15—98%	Implemented a mock board exam during the 2014–15 academic year. Implemented case based instruction into the curriculum through DMD6390 <i>Case Based Clinical Preparation</i> in the D2 year and DMD7410 and DMD8410 <i>Clinical Sciences Seminars</i>
Overall class attrition rate <	Class year attrition	Annually	Office of Academic	Attrition Rate: 2015 0%;	Attrition rate is less than target

5%			Affairs	<ul style="list-style-type: none"> <li>• 2016 (2) students 2.5%</li> <li>• 2017 0%</li> <li>• 2018 (2) students 2.4%</li> </ul> Overall 1.3%	and all withdrawals have been for personal reasons  Continue to monitor
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**Goal 2: PROFESSIONALISM**

**Create a humanistic learning environment where faculty model collegiality and professionalism in an atmosphere of cooperation, teamwork, shared knowledge, and mutual respect.**

OBJECTIVE 2.1: Describe and define behavioral expectations and prepare students for thoughtful, ethical practice and professionalism

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

Assessments are developed	Develop a case based curriculum that integrates ethics and professionalism for students	Annually	Office of Academic Affairs	Curriculum and Assessments have been developed and utilized for the D1, D2, D3, and D4 classes	Incorporated ethics and professionalism into simulated family of patients, beginning in the D1 year, during the 2014–15 academic year
Clinical competence in professionalism and ethics	Assessment of professionalism during clinical assessments	3 summative student assessments during each of the D3 and D4 years.	Office of Clinical Affairs	Implemented in the 2014–2015 Academic Year	Analysis of the class of 2015 has identified students not attaining competence. An action plan has been developed and students are being reassessed at the next summative assessment
<b>OBJECTIVE 2.2: Regularly review and update the curriculum in order to maintain an integrated biomedical and dental educational program</b>					
<b>OUTCOMES</b>	<b>ASSESSMENT</b>			<b>RESULTS</b>	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

Biomedical and dental education programs are integrated	Course evaluations, end of course reviews, and course mapping are evaluated by Curriculum Committee and also by the Theme Director of Integrated Biomedical Sciences	Curriculum is evaluated annually	Curriculum Committee  Office of Academic Affairs	<p>Course evaluations and faculty indicated a need to re-sequence courses and incorporate more small-group learning exercises. In 2013–14 the Curriculum Committee had difficulty in determining where information was being delivered in the curriculum.</p> <p>Integration Courses were set up to follow the Health and Disease and Return to Wellness sequence</p>	<p>A major revision to the biomedical sciences courses implementing more integration, smallgroup learning and better sequencing and providing more time for remediation was approved by the Dean and implemented in the 2014–15 academic year.</p> <p>Electronic course mapping (eCurriculum) was implemented in the 2014–2015 Academic year to assess and enhance the process of integration</p>
<b>OBJECTIVE 2.3: Develop and implement a faculty development program that ensures faculty members are modeling professionalism and learning to assess it in their students</b>					
<b>OUTCOMES</b>	<b>ASSESSMENT</b>			<b>RESULTS</b>	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

<p>100% of fulltime and 50% of part-time faculty participate in an ongoing faculty development program</p>	<p>Attendance rosters at ongoing faculty development and calibration programs and at faculty retreats and participation in Roseman sponsored AAL/ADEA online training courses.</p>	<p>Annually at the end of the academic year.</p>	<p>Office of Academic Affairs</p>	<p>16 development activities are offered to faculty during 2014–2015 academic year. All full time faculty have participated in one or more activities.</p> <p>There was 45% participation of part time faculty due to variations in part time faculty schedules</p> <p>All faculty hired prior to June 2014 participated in a</p>	<p>Additional faculty development programs are now available to new faculty as they are hired</p> <p>Future faculty development programs will be recorded and posted on Blackboard providing access for the faculty that are unable to attend.</p>
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				<p>faculty development program on professionalism in accordance ADEA/AAL Program for faculty development</p>	
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**OBJECTIVE 2.4: Ensure mutual respect and professionalism among the students, faculty, and staff**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

Minimal reported incidents	Review incident reports, course surveys and faculty surveys	Continuous and active review	Office of Academic Affairs	<p>4 incidents of staff unprofessional conduct have been handled immediately through counseling and in some cases dismissal</p> <p>3 faculty have been counseled concerning insensitivities</p> <p>Implemented a reporting mechanism for the students in an iPad app during the 2014–2015 academic year</p> <p>Instituted assessment in course evaluations for cultural sensitivity during the 2014–2015 academic year</p>	<p>A follow-up diversity survey will be administered in the beginning of 2015–2016 academic year</p> <p>HR training at College retreats for professionalism during the 2014–2015 retreat</p> <p>Continue rotations and cross training of staff</p> <p>Implementing Professional Progress Report to track student professional behavior in 2014–2015</p>
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**OBJECTIVE 2.5: Develop and support cultural competence**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party Data Assessment	Assessed Outcomes	Future Direction
No required	Utilization	Annually	Office of the	Survey completed	Continue with



disciplinary action	of Outcomes Survey		Dean	<p>January 2015</p> <p>Results indicate a general misunderstanding of some issues</p> <p>One incident with cultural differences in team assignments that focused our attention on the importance of recognizing cultural differences</p>	<p>annual diversity training targeted using the results from the survey and curriculum improvement</p> <p>Integrate cultural competence in case-based education in the D1 year, in the 2014–2015 academic year and expanded in the D2 curriculum during the 2015–2016 academic year</p> <p>HR directed instruction for the staff at future College Retreats beginning in the 2014–2015 academic year</p> <p>Expansion of service learning and communitybased clinical rotations during the 2014–2015 and 2015–2016 academic years for D3 and D4 students</p>
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**Goal 3: CARE**

**Provide a patient-centered, comprehensive care program that considers the overall wellbeing of the patient**

OBJECTIVE 3.1: Provide all non-urgent care patients with a comprehensive exam and treatment plan

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

Provide all nonurgent care patients with a comprehensive treatment plan	Quality Assurance Report using patient record data from chart audits	Exception report compiled every quarter to show active	Office of Clinical Affairs  Director of Quality	Last manual chart audit showed 95% of active patients receive comprehensive	Inability to generate exception reports indicated the need to change EHR from
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		patients without active treatment plan	Assurance	care and treatment plans	current system of ICE to axiUm and more frequent chart reviews and exception reports
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**OBJECTIVE 3.2: Develop and implement systems that ensure timeliness of the treatment process**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data	Assessed Outcomes	Future Direction
At least every 21 days, active patients have an appointment	Chart audit and exception report	Monthly exception reports	Associate Dean of Clinical Affairs	Preliminary sample of QA data indicated inadequate tracking of appointments	March of 2015 axiUm implementation will allow us to have reports on site for April 2015

**OBJECTIVE 3.3: Develop and implement systems that ensure quality of care for patients**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
85% compliance with policy that every comprehensive patient has an end of phase exam and a case completion exam	Patient record audits	Quarterly	Office of Clinical Affairs	Fall 2014 report was 90% of patients receive case completion exam  Preliminary sample of QA data indicated inadequate tracking of end of phase exams	Continued monitoring  March of 2015 axiUm implementation will allow us to have reports on site for April 2015

80% of patients surveyed that care or service received was good or very good	Survey to determine patient satisfaction distributed in the clinic	Quarterly	Office of Clinical Affairs	Fall of 2014 report indicated that 90% of patients surveyed reported that care or service received was good or very good	Continued monitoring but improve patient response rate to survey  During the 2014–2015 academic year develop a new survey of active patients that chose to
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					terminate treatment
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**OBJECTIVE 3.4: Provide faculty development programs that reinforce patient-centered care**

OUTCOMES		ASSESSMENT		RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
80% of full time faculty and 50% of part time participate in development seminars that address patientcentered care	Attendance	Annually	Office of Clinical Affairs	85% of faculty participated in development seminars offered during faculty meetings and calibration sessions addressing patientcentered care  There was 45% participation of part time faculty due to variations in part time faculty schedules	Record and post learning activities on Blackboard during the 2014–2015 academic year  During the 2014–2015 academic year, schedule additional faculty development seminars that address patientcentered care at more convenient times and offered multiple times

**Goal 4: HEALTH CARE TEAM**

**In cooperation with the Roseman University of Health Sciences colleges and programs, develop an interprofessional model of learning and practice that prepares practitioners for the health care team of the future**

OBJECTIVE 4.1: Develop interprofessional courses that interact and collaborate with other health care disciplines						
OUTCOMES		ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction	
Interprofessional courses with College of Nursing and College of Pharmacy are part of the curriculum	Annual Curriculum Review with Curriculum Committee and eCurriculum, student	Annually	Office of Academic Affairs and the Office of Clinical Affairs	Currently in the 2014–2015 academic year there are (2) IP courses in the D2 curriculum	Continue to develop IP courses in the D3 and D4 curriculum by summer 2015	

	surveys			(Patient Analgesia course with Pharmacy and emergency management with Nursing)	
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OBJECTIVE 4.2: Incorporate interprofessional activity, beyond traditional dental clinicians, into patient care services						
OUTCOMES		ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction	
DMD lectures or cases are developed for interprofessional patient care experiences	Curriculum Review	Annually	Office of Clinical Affairs	Expansion of implemented IPE during the 2014–2015 academic year	Continued development of IPE initiatives with all 4 colleges during the 2015–2016 academic year	

**Goal 5: DIVERSITY**

**Create an environment of diversity that is valued among students, staff, faculty, and patients**

OBJECTIVE 5.1: Establish and maintain an environment of diversity						
OUTCOMES		ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction	

Improve access to dental education for non-traditional students and individuals from disadvantaged backgrounds	Admissions data	Annual	Office of Admissions	Number of applicants in each category considered, interviewed, accepted and enrolled	<p>2014–2015 Admissions cycle fully implemented use of local GPA in the initial evaluation of all applicants meeting the admissions criteria</p> <p>Modify admissions software in the 2015–2016 admissions cycle to provide reports or create secondary application to obtain more accurate data on</p>
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					non-traditional and disadvantaged students
Achieve 35% female enrollment	Annual admissions data	Annually	Office of Admissions	<p>Class of 2015 22%</p> <p>Class of 2016 26%</p> <p>Class of 2017 21%</p> <p>Class of 2018 49%</p>	<p>Eliminated rank order for candidates recommended for acceptance in 2013–2014 admission cycle, resulting in a holistic approach</p> <p>Continue strategy</p>

<p>Continue progress towards admitting a DMD class that is proportional to population profile of the United States of America (22.3% minority) and the Intermountain states of Utah (18.4% minority), Idaho (6.3%), Wyoming (7.3%) and Montana (11.5%)</p> <p>Goals for Underrepresented Minorities (URM):</p> <ul style="list-style-type: none"> <li>• 2014–2015 enroll 4 URM's</li> <li>• 2015–2016 enroll 6 URM's</li> <li>• 2016–2017 enroll 8 URM's</li> </ul>	<p>Percentage of faculty, staff, and students from minority groups in the College</p>	<p>Annually</p>	<p>Office of the Dean</p>	<p>Class of 2015: 22% minority students</p> <p>Class of 2016: 24% minority students</p> <p>Class of 2017: 34% minority students</p> <p>Class of 2018: 32% minority students</p> <p>2013–2014 enrolled 2 URM's</p>	<p>Continue and enhance relationships with feeder institutions in Intermountain West and other target recruitment areas</p> <p>Continue participation with UC Davis and UCSD career program initiatives</p> <p>Continue relationship with AHEC to reach Hispanic and Native American populations in the Intermountain West</p> <p>Implement a follow up phone interview or survey with URM's who were accepted but did not enroll to determine reasons for decision for 2014–2015 admissions cycle</p>
<p>Establish a multi-cultural student approval activities designed 2015 to promote ability to respond campus</p>	<p>Organization Student conduct events and organization in awareness and diversity on</p>	<p>Annually to foster cultural the value of</p>	<p>Office of</p>	<p>organization in awareness and diversity on</p>	<p>Once approved, Affairs and diversity on those of diverse backgrounds; enhance training in medical and dental terminology.</p>

**Encourage lifelong learning based on science, evidence, and critical thinking that emphasizes continuous professional development**

**OBJECTIVE 6.1: Institute a development program to ensure the faculty of the CODM-SJ understands the principles of evidence-based learning and practice**

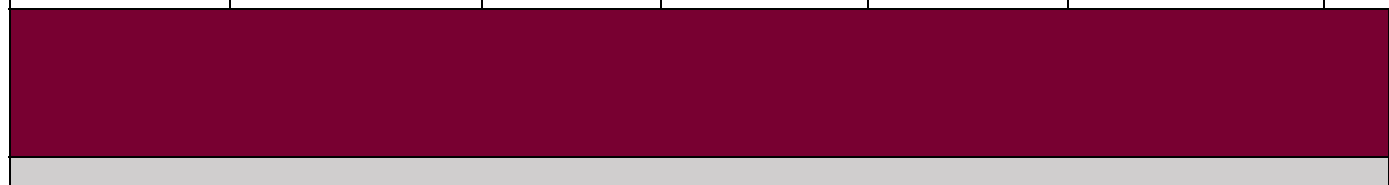
OUTCOMES	ASSESSMENT	RESPONSIBLE	RESULTS
		Responsible	

Expected Outcome	Method of Analysis	Frequency	Party—Data Assessment	Assessed Outcomes	Future Direction
Faculty of the Annual Academic Summer 2014 learners based evidence and critical thinking	Annual faculty CE available to faculty that	Office of Starting to increase on science, education at the	Continue to make CODM-SJ evaluations and all full time course instructors part time	Faculty use money to attend maintain licensure	COMD-SJ
	offered their ADEA/AAL seminars and	courses development through		20% of full time faculty participating during the 2014–2015 academic year	

OBJECTIVE 6.2: Require faculty to include evidence-based learning in their individual courses

OUTCOMES	ASSESSMENT	RESULTS
Expected Outcome	Method of Analysis	Future Direction
100% of eCurriculum courses to include 2014–15 have	Annual Office of All D1 include and Evidence-based	Continue to courses will Academic through D4 develop increase use of Learning

OUTCOMES	ASSESSMENT	RESULTS
Expected Outcome	Method of Analysis	Future Direction
100% of overall courses develop clinical Office of D4 in of student sessions academic	Performance Ongoing and assessment simulated based throughout the Dentistry year ability	Office of All D1 and Continue to course assessments of Clinical D2 year implement a critical thinking curriculum



OBJECTIVE 7.1: Develop a culture within the University that will foster initial faculty research ventures

OUTCOMES		ASSESSMENT		RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
Faculty members are reviews grants faculty with projects at the University	Annual faculty Academic 2015	Annually is invested in	Office of engaged with Affairs	Through January 1, providing the research 101 Abstracts 35 Poster presentations for 62 Oral clinical research presentations as well as 81 peer reviewed articles 11 patents 6 Non-peer reviewed magazines or chapters National Dental Practice edited/written Research	The University 22 Funded research opportunities by building facilities on the CODM-SJ campus providing opportunities at the Summerlin campus We need to initiate contact reviewed with the textbooks edited/written Research



					<p>Network</p> <p>Developed a partnership with Ultradent Products, Inc. for research on dental products</p> <p>Our intent is to train faculty in formal research at the University of Washington School of Dentistry Summer Institute in Clinical Dental Research Methods</p>
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**OBJECTIVE 7.2: Develop and implement collaborative research projects within the Intermountain West**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
Increased number of collaborative publications, applications and funded projects	Track publications, applications and funded projects	Annually	Associate Dean for Academic Affairs	<p>Established collaborative research projects with Brigham Young University and Ultradent Products, Inc. in 2014–2015 academic year</p> <p>Interprofessional Research with Colleges within Roseman University in 2015–2016 academic year</p>	<p>Develop data system and protocols, summer 2015, to collect information.</p> <p>Seek out regional collaborative opportunities in 2015–2016</p>

**OBJECTIVE 7.3: Initiate student research opportunities**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

Increase number of student	Track the number of student	Annually	Associate Dean for Academic	2011–2012:	Continue to encourage
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<p>research opportunities, including: posters, projects and presentations</p>	<p>research opportunities, including: posters, projects and presentations</p>		<p>Affairs</p>	<p>0 research projects</p> <p>2012–2013:</p> <p>Academic year: 4 Students with faculty mentors engaged in research resulting in a poster presentation</p> <p>2 Faculty members presented a poster at ADEA Annual Meeting</p> <p>2013–2014:</p> <p>3 Students in class of 2015 presented a poster at the 2014 annual ADEA meeting</p> <p>2014–2015:</p> <p>11 Students with 2 faculty mentors and 2 researchers from Ultradent Products, Inc.</p> <p>3 students presenting a poster at 2015 annual ADEA meeting</p> <p>15 students engaged in research projects, 3 students submitted an article, 2 students presented a poster which represents multiple interprofessional projects. Students</p>	<p>students to participate in research.</p> <p>Establish a Student Research Group during the 2014–2015</p> <p>In 2014 the University initiated “Roseman University Research Symposium,” providing a local environment to encourage research</p>
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				participated in Roseman Research Symposium	
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**Goal 8: SERVICE/LEADERSHIP**

**Demonstrate leadership in oral health care among students, staff, and faculty through integrity, innovation, responsibility, and service to the community**

**OBJECTIVE 8.1: Create partnerships within the Intermountain West region to address specific needs in oral health care**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
Establish partnerships with regional health care organizations that would provide:  In the 2014–2015 academic year, students have a 2 weeks or 640 days of experiences  2015–2016 academic year a 3 weeks of experiences or 1200 days	Track number of established affiliations with organizations	Annually	Office of Clinical Affairs	Established 5 partnerships, 4 in Utah and 1 at UCSD, providing: 1210 days of experiences  84% students are satisfied or very satisfied	During the 2015–2016 increase the amount of experiences outside the state of Utah to develop additional programs  During 2015–2016 students will have the opportunity for a 3 week rotation

**OBJECTIVE 8.2: Promote student programs for service learning and outreach**

OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction

Every student develops and participates in at least one service learning experience and outreach	Track student participation in service learning and outreach projects	Annually	The Office of Clinical Affairs	The class of 2015: <ul style="list-style-type: none"> <li>• 100% participation in service learning</li> <li>• 60% developed a learning service project</li> </ul>	Modified the DMD7120 <i>Dental Public Health 3: Oral Health Care System</i> , to allow the class of 2016 to have 100% participation and 100% development of at least 1 service learning project
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OBJECTIVE 8.3: Encourage students and faculty to assume leadership roles within the College, the University, and external organizations					
OUTCOMES	ASSESSMENT			RESULTS	
Expected Outcome	Method of Analysis	Frequency	Responsible Party—Data Assessment	Assessed Outcomes	Future Direction
Establishing an opportunity for every interested student to be a student leader at some point in their academic career	Track student leadership roles within clubs, class leadership and course blocks	Annually	Office of Student Affairs	Students having served in leadership positions:  50% —class of 2015  53%—class of 2016  25%—class of 2017  13%—class of 2018	Through the Office of Student Affairs continue to reach out to students that are not in leadership positions and encourage them to participate  Emphasize the opportunity for student leadership in student government and student clubs at applicant interviews and orientation

<p>20–30% of faculty members holding an executive position within organized dentistry</p>	<p>Track student and faculty executive appointments within organized dentistry (e.g., UDA, ADEA, ADA)</p>	<p>Annually</p>	<p>Office of the Dean</p>	<p>23% of faculty have served or are serving in leadership positions in organized dentistry</p> <p>34% of the CODM-SJ student body have served in leadership positions (1) faculty CODM-SJ member serving in leadership positions within ADEA, (2) students serving in</p>	<p>Continue to encourage students and faculty to actively participate in leadership roles</p>
				<p>leadership positions in the ADEA, and (2) students served externships with the ADA</p>	