

## UNIT REPORT

**Dentistry (DMD) - Reviewer's Report - Academic Data**

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## Dentistry (DMD)

### Dentistry (DMD) Mission

**Mission:**

Vision: to be internationally recognized as a leader in education, research, patient care and service. Mission: to be known for innovative dental education, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of our graduates and the highest degree of patient care and service. Values: Excellence, collaboration, compassion, courtesy, diversity, integrity, professionalism. We strive to: Develop outstanding clinical, research and teaching professionals committed to lifelong learning. Discover, disseminate and apply knowledge in the oral health sciences. Provide and promote patient-centered clinical care and community service. Foster an environment that promotes communication, collaboration, cultural diversity and internationalization, health and wellness and ensures further alignment of the college with UF's vision and mission. Maximize college resources to support the mission while emphasizing accountability and high performance. Promote a culture of continuous improvement. Embrace interprofessional education, research and patient care. Cultivate a humanistic environment. The University of Florida (UF) is a public land-grant, sea-grant and space-grant research university, and one of the most comprehensive universities in the U.S. UF encompasses virtually every academic and professional discipline. The largest and oldest of Florida's 11 universities and a member of the Association of American Universities, UF enjoys high national rankings by academic assessment institutions. UF's faculty and staff members are dedicated to the common pursuit of the university's threefold mission: teaching, research and service. The vision and mission of the College of Dentistry supports and complements that of its parent institution. UF aspires to join the ranks of the nation's top public research universities and is committed to a process of careful planning; an excellence in its faculty, staff, students, alumni and donors; and a determination to invest in areas that enhance quality. UF has formulated a strategic work plan to help the university attain this goal. Likewise, the University of Florida College of Dentistry is committed to a process of strategic planning and performance improvement based on predetermined outcome measures. The planning process at the college aligns the college-level plan with that of the university and the UF Health The Power of Together plan. The college's strategic plan is a living document that is reviewed on an ongoing basis by the university administration as part of the annual college program review conducted by the senior vice president for health affairs, college administration, and college committees, including the Strategic Planning Committee. Suggested changes to the plan from any member or group within the college are directed to the Strategic Planning Committee. Any proposed changes to the plan are shared with the faculty through the Faculty Assembly and, ultimately approved by the dean. The college's Strategic Plan contains the college's vision, mission, goals and values statements, along with its measures of institutional effectiveness. The current 2013-2018 Strategic Plan was approved in July, 2015.

**Start:** 07/01/2017**End:** 06/30/2018

### 2017-18 PG 1 High Quality DMD Education

**Goal:**

Provide the highest quality, innovative DMD predoctoral education through a curriculum that prepares students to deliver outstanding care in a comprehensive, ethical, evidence-based, wellness-oriented and patient-centered manner.

**Evaluation Method:**

## 1. Interviews and Surveys

A) Conduct small group interviews to evaluate student satisfaction in the scope and quality of their education and charge curriculum committee, department chairs and administrators to implement action plans to correct areas of obvious student dissatisfaction. (Senior Exit Interviews, Alumni Periodic Survey)

B) Conduct survey to evaluate student confidence in acquiring the UFCD competencies identified in its competency-based educational program and implement action plan to correct perceived weaknesses if threshold scores are below 3.0 (Senior Student Confidence in UFCD Competencies survey).

**Results:**

## 1. Interviews and Surveys

A) Conduct small group interviews to evaluate student satisfaction in the scope and quality of their education and charge curriculum committee, department chairs and administrators to implement action plans to correct areas of obvious student dissatisfaction. (Senior Exit Interviews, Alumni Periodic Survey)

In Spring 2017, a total of 5 Senior Exit Interviews were conducted with small groups of graduating Class of 2017 members.

Attendance is not taken to assure senior student anonymity, however, a smaller number than usual of the 93 class members attended interviews this year.

There is no percentage tied to this qualitative experience. Graduating seniors are encouraged, but not required to participate. The College Dean, Associate Deans for Clinical Affairs and Education, Assistant Dean for Advocacy & Inclusion and Class Advisor were in attendance.

The Alumni Periodic Survey is conducted every 6 to 7 years in conjunction with the College of Dentistry Commission on Dental Accreditation cycle and accreditation self-study process. This anonymous 42 question online survey was sent to members of the graduating classes between 2006-2010. Eighty respondents completed the survey for a 22% response rate.

These data were reviewed by the Dean, Associate Deans for Education and clinical Administration, and college Curriculum Committee.

After review of Alumni Periodic Survey and Senior Exit Interview data from the Class of 2017 prior to graduation, the following areas of concern were identified:

Graduating Class of 2017 DMD students reported they were satisfied with the quality of education they received at UF and felt well prepared to advance to the next stages in their careers.

Students particularly valued the extramural rotation experiences, but expressed frustration and confusion regarding the caries detection/removal philosophy at UF and other clinical entities.

Seniors also disliked the final semester Pediatric Dentistry simulation exercises which they saw as inappropriate to their level of skill and experience. They would like more opportunities to treat younger age children with primary and mixed dentition with more restorative procedures.

*The Pediatric Dentistry simulation procedures have been modified for the coming year.*

B) Conduct survey to evaluate student confidence in acquiring the UFCD competencies identified in its competency-based educational program and implement action plan to correct perceived weaknesses if threshold scores are below 3.0 (Senior Student Confidence in UFCD Competencies survey).

B) Eighty seven members (93%) of the Class of 2017 completed the UFCD Self-Assessment of Competency survey self-reporting confidence in all of the 20 UFCD competencies.

These data were reviewed by the Associate Dean for Education, Director for Curriculum and Instruction, Department chairs and college Curriculum Committee.

*Collectively these data trended downward in all 4 domains measured in 2017, as can be observed in the attached graphs. We will monitor this in 2018 to see if this is a continuing trend or only observed in this cohort.*

Attached Files

**XOn Campus:** true

**XProgram CIP:** 51.0401

**XOnline:** false

**XOther Site:** false

**XIf Other Site:**

## 2017-18 SLO 1 Dental Patient Diagnosis and Assessment

**Outcome:** Assess patients' needs for dental treatment within the scope of general dentistry.

**SLO Area (select one):** Knowledge (Grad)

**Assessment Method:**

A rubric is used to assess student performance. This rubric includes performance criteria in medical history and medications; physical exam and assessment of oral conditions; diagnosis and formulation of treatment plan(s); delivery of dental treatment; literature review; presentation criteria and patient documentation including clinical photography, study casts, patient documentation; and professionalism.

Attached Files

**SLO Not Assessed This Year:** false

**Results:**

Two of the 93 students in the Class of 2017 initially failed this assessment (97% first time pass rate). Both students successfully remediated and passed the assessment resulting in a final 100% pass rate.

We began discussing an implementation strategy to strengthen the basic sciences component of this assessment.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 100

**How many students did you assess for this outcome?:** 93

**How many students met the outcome?:** 93

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

### 2017-18 SLO 2 Comprehensive Dental Patient Treatment Plans

**Outcome:** Design an appropriate comprehensive dental treatment plans for patients within the scope of general dentistry.

**SLO Area (select one):** Skills (Grad)

**Assessment Method:**

A rubric is used to assess student performance. This rubric includes performance criteria in medical history and medications; physical exam and assessment of oral conditions; diagnosis and formulation of treatment plan(s); delivery of dental treatment; literature review; presentation criteria and patient documentation including clinical photography, study casts, patient documentation; and professionalism.

Attached Files

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**Results:**

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We began discussing an implementation strategy to strengthen the basic sciences component of this assessment.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 100

**How many students did you assess for this outcome?:** 93

**How many students met the outcome?:** 93

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

### 2017-18 SLO 3 Comprehensive Dental Patient Treatment

**Outcome:** Provide comprehensive dental treatment appropriate to the patient's needs and desires within the scope of general dentistry.

**SLO Area (select one):** Professional Behavior (Grad)

**Assessment Method:**

A rubric is used to assess student performance. This rubric includes performance criteria in medical history and medications; physical exam and assessment of oral conditions; diagnosis and formulation of treatment plan(s); delivery of dental treatment; literature review; presentation criteria and patient documentation including clinical photography, study casts, patient documentation; and professionalism.

Attached Files

**SLO Not Assessed This Year:** false

**Results:**

Two of the 93 students in the Class of 2017 initially failed this assessment (97% first time pass rate). Both students successfully remediated and passed the assessment resulting in a final 100% pass rate.

We began discussing an implementation strategy to strengthen the basic sciences component of this assessment.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 100

**How many students did you assess for this outcome?:** 93

**How many students met the outcome?:** 93

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

## Programmatic Use of Results: DMD Program

**Program:** Dentistry (DMD)

**Programmatic Use of Results:**

**DMD PG 1 High Quality DMD Education** - Provide the highest quality, innovative DMD predoctoral education through a curriculum that prepares students to deliver outstanding care in a comprehensive, ethical, evidence-based, wellness-oriented and patient-centered manner.

- 1. Interviews and Surveys A) Conduct small group interviews to evaluate student satisfaction in the scope and quality of their education and charge curriculum committee, department chairs and administrators to implement action plans to correct areas of obvious student dissatisfaction.**

In Spring 2017, a total of 5 Senior Exit Interviews were conducted with small groups of graduating Class of 2017 members.

The following area of concern was identified and addressed:

Seniors disliked the final semester Pediatric Dentistry simulation exercises which they saw as inappropriate to their level of skill and experience. They would like more opportunities to treat younger age children with primary and mixed dentition with more restorative procedures.

Meetings with the Department of Pediatric Dentistry were held to identify the issues surrounding the final semester clinical experiences in Pediatric Dentistry. this was also an opportunity to address the entire clinical Pediatric Dentistry curriculum including all assessments. A new assessment plan was developed for this discipline which included decreasing the number of simulation procedures in the final semester.

**Program Results Not Reported This Year:**

## DMD Doctor of Dental Medicine Detail

**End:** 06/30/2018

**Start:** 07/01/2017

**Providing Department:** Dentistry (DMD)

**Assessment Cycle (All AAPs):**

Analysis and Interpretation: December - May

Program Modifications: March - August

Dissemination: August - September

Year	15-16	16-17	17-18	18-19	19-20	20-21
<b>SLOs</b>						
<b>Content Knowledge</b>						
<b>SLO 1: Dental Patient Diagnosis and Assessment</b>	X	X	X	X	X	X
<b>Skills</b>						
<b>SLO 2: Comprehensive Dental Patient Treatment Planning</b>	X	X	X	X	X	X
<b>Professional Behavior</b>						
<b>SLO 3: Comprehensive Dental Patient Treatment</b>	X	X	X	X	X	X

**SLO Assessment Rubric (All AAPs):**

The Assessment Rubric for SLO 1,2 & 3 is attached below.

Attached Files

**Research (Graduate and Professional AAPs only):**

The DMD Degree is not a research degree. However, the College is heavily invested in encouraging student research through endeavors such as the Summer Research Program, supporting the student chapter of the American Association for Dental Research, offering elective research courses and the combined DMD/PhD program. A research track and graduation with research honors is also available to DMD students. The dental office of research monitors total student research participation, the number of students in the research track, how many earn research honors at graduation, how many students travel to and participate in research meetings and have their research published.

**Measurement Tools (Graduate and Professional AAPs Only):**

Multiple assessment methods are used across the four year curriculum and include:

Assessment	Dimensions	Example Description
Independent Competency assessment	Knowledge, skills, professional behavior, critical thinking, evidence-based practice	Faculty assesses students' competence in professionalism and quality of clinical care provided on specific clinical procedures and/or case-based scenarios without faculty assistance. All data is captured in the college clinical management system and electronic health record, axiUm.
Clinical performance based evaluations	Knowledge, skills, professional behavior	Faculty assesses students' professionalism, as well as the daily quality and quantity of clinical care provided on each patient with faculty supervision. All data is captured in the college clinical management system and electronic health record, axiUm.
Case presentations	Knowledge, skills, professional behavior, critical thinking, evidence-based practice	Students present a completed case to a faculty member panel in Semester 10.
Pre-clinical psychomotor examinations	Knowledge, skills,	Students are assessed in clinical skills on typodonts (tooth models) in a simulation laboratory before they can progress to clinical patient care in the TEAM program.
Standardized patient assessments	Knowledge, interpersonal skills, professional behavior	Students interview Standardized Patients in the Harrell Assessment Center. These interviews are video-captured and reviewed by faculty and students in small groups. The last interview is a competency assessment which must be passed at a competent standard or remediated.
Course-based exams	Foundation Knowledge	Students are challenged on multiple course- based exams throughout the curriculum. The range of assessments includes multiple choice, case-based with images, short answers and essays.

**Assessment Timeline (Graduate and Professional AAPs only):**

Assessment			
SLOs	1		
<b>Knowledge</b>			
SLO 1: Dental Patient Diagnosis and Assessment	Fall and Spring Semesters, Semester 10 & 11 DMD program		
<b>Skills</b>			
SLO 2: Comprehensive Dental patient Treatment Planning	Fall and Spring Semesters, Semester 10 & 11 DMD program		
<b>Professional Behavior</b>			
SLO 3: Comprehensive Dental Patient Treatment	Fall and Spring Semesters, Semester 10 & 11 DMD program		