

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.

Program Type and Level: Professional Doctorate**Start:** 07/01/2021**End:** 06/30/2022**Program:** Dentistry (DMD)**Program CIP:** 51.0401**Site Information:** Online**If Other Site :****Responsible Roles:** Ana Garcia (aigarcia@ufl.edu)

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.

Program: Dentistry (DMD)**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 due prior to our accreditation in September 2023)

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:

A) The Class of 2021 Senior Exit Interviews were conducted in April 2021. The College Dean, Associate Deans for Clinical Administration and Quality and Office of Academic Affairs, Assistant Dean for Student Advocacy & Inclusion and Class Advisor in were 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. The 2021 Alumni Survey was distributed in Fall 2021. This anonymous 46-question online survey was sent to members of the graduating classes between 2015-2019 with current email addresses. XX respondents completed the survey for a 97% response rate of those receiving the survey and XX% of class members between 2015-2019. The data analysis results and interpretation are in the process of finalization as part of the college accreditation 2022 self-study. These data will be reviewed by the Dean, Associate Deans for Education and Clinical Administration, and the College Curriculum Committee in Spring 2022.

After review of the Senior Exit Interview data from the Class of 2021 prior to graduation, the following feedback included:

Overall, the students were very positive about choosing the dental profession and attending UFCD. They are appreciative of dental faculty mentorship and continue to feel the extramural rotations as an excellent experience simulating private practice. Suggestions included changing some workflows in the TEAM clinics, expanding patient screenings for the Florida Board Exam, and considering a common grade scale in the DMD program.

Actions: In FY 2020, a Clinical Director position was created in college to assist student clinical progress, additional time for patient screenings was added to the Spring 2021 clinical schedule, and in Fall 2021, the college approved 72% as the minimum passing grade in all of the DMD courses.

B. 100% of the Class of 2020 completed the Senior Self-Assessment of Confidence in the UFCD Competencies for the New Dental Graduate.

The mean range of student self-assessment in the UFCD competency areas was 3.27 (Malocclusion and Space Management) - 4.42 (Ethical Standards) on a 5.0 scale. No areas fell below 3.0 Moderate Confidence.

The mean range of curriculum time (decrease, maintain time, increase) was 1.91 (Health Promotion) - 2.31 (Assessment, Diagnosis and Treatment Planning) on a 3.0 scale. Areas of increasing time (>25%) were Practice Management/Informatics.

While not a specific competency assessment, the student mean of 2.88 (SD 1.25) in their confidence in the use of computer assisted design (E4D, Compare) on a 5.0 scale, is noteworthy.

Overall, there was strong agreement that Community rotations demonstrate the need for dental services in all health professional settings across the population spectrum, students are more likely to volunteer time for community service/outreach because of these experiences, and the rotations facilitated reflection and the development of a personal clinical philosophy

These data were reviewed by the Associate Dean for Academic Affairs, Director for Curriculum and Instruction, and College Curriculum Committee.

Actions: The use of compare scanners has been integrated further into the Restorative Dental Sciences Simulation activities. The college strongly supports and works to maintain/expand extramural rotations relationships. The areas of practice management and malocclusion nationally rate lower than all other areas in dental education. This will continue to be monitored.

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 Methods Checklist: Faculty developed examination(s)/test(s)

Paper(s) - includes reports, plans, other documents
Presentation(s)
Capstone
Faculty Evaluation/Review
Review by faculty outside the department

Assessment Method Narrative:

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.

Section 1 of the rubric measures the biomedical science knowledge of this competency assessment.

SLO Not Assessed This Year:**Threshold of Acceptability:** 100**How many students did you assess for this outcome?:** 86**How many students met the outcome?:** 86**What percentage of students met the outcome?:** 100**Does this meet your threshold of acceptability?:** Yes**Results:**

There was a 92% first-time pass rate (similar to last year), and 100% on second-attempt by the students that remediated. This outcome may be due to the additional faculty members invited to be on this student assessment panel. Formal faculty calibration efforts continue. While students must pass this high-stakes competency assessment to graduate and receive their DMD degree, the college will continue to maintain high standards for passing this assessment.

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 Methods Checklist:** Faculty developed examination(s)/test(s)

Paper(s) - includes reports, plans, other documents

Presentation(s)

Capstone

Faculty Evaluation/Review

Review by faculty outside the department

Assessment Method Narrative:

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.

Sections 2, 3, 4 and 5 of the rubric measure the clinical sciences skills of this competency assessment.

SLO Not Assessed This Year:**Threshold of Acceptability:** 100**How many students did you assess for this outcome?:** 86**How many students met the outcome?:** 86**What percentage of students met the outcome?:** 100**Does this meet your threshold of acceptability?:** Yes**Results:**

There was a 92% first-time pass rate (similar to last year), and 100% on second-attempt by the students that remediated. This outcome may be due to the additional faculty members invited to be on this student assessment panel. Formal faculty calibration efforts continue. While students must pass this high-stakes competency assessment to graduate and receive their DMD degree, the college will continue to maintain high standards for passing this assessment.

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 Methods Checklist:** Faculty developed examination(s)/test(s)

Paper(s) - includes reports, plans, other documents

Presentation(s)

Faculty Evaluation/Review

Review by faculty outside the department

Assessment Method Narrative:

SLO Not Assessed This Year:

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 86

How many students met the outcome?: 86

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

There was a 92% first-time pass rate (similar to last year), and 100% on second-attempt by the students that remediated. This outcome may be due to the additional faculty members invited to be on this student assessment panel. Formal faculty calibration efforts continue. While students must pass this high-stakes competency assessment to graduate and receive their DMD degree, the college will continue to maintain high standards for passing this assessment.

Use of Results for Improvement

Improvement Types Checklist: No changes made based on this review (Check this box no more than 2 years in a row)

Use of Results for Improvement Narrative - Required:

The Course Directors of DEN8768L and DEN8859L, The Department Chair of Restorative Dentistry, and the Associate Dean of Academic Affairs reviewed this data. There was a 92% first-time pass rate (similar to last year), and 100% on second-attempt by the students that remediated. This outcome may be due to the additional faculty members invited to be on this student assessment panel. Formal faculty calibration efforts continue. While students must pass this high-stakes competency assessment to graduate and receive their DMD degree, the college will continue to maintain high student standards for passing this comprehensive assessment. Additional actions will be considered if the first-time passing rate falls below 90%.

Program Results Not Reported This Year:

Program Results Reporting Complete:

DMD Doctor of Dental Medicine Detail

Providing Department: Dentistry (DMD)

Assessment Cycle:

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	21-22
SLOs							
Content Knowledge							
SLO 1: Dental Patient Diagnosis and Assessment	X	X	X	X	X	X	X
Skills							
SLO 2: Comprehensive Dental Patient Treatment Planning	X	X	X	X	X	X	X
Professional Behavior							
SLO 3: Comprehensive Dental Patient Treatment	X	X	X	X	X	X	X

SLO Assessment Rubric:

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

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Patricia Pereira	Restorative Dental Sciences	ppereira@dental.ufl.edu	(352) 273-8346
Gail S. Childs	Community Dentistry & Behavioral Sciences	gchilds@dental.ufl.edu	(352) 273-5952

Methods and Procedures - Undergraduate and All Certificate Programs:

Curriculum Map - Undergraduate Degree Programs:

Research :

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 dentistry 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.

SLO Measures - Graduate and Professional Programs:

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. 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.
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 Programs:

Assessment			
SLOs			
Knowledge			
SLO 1: Dental Patient Diagnosis and Assessment	Final Spring Term Semester 11 DMD program		
Skills			
SLO 2: Comprehensive Dental patient Treatment Planning	Final Spring Term Semester 11 DMD program		
Professional Behavior			
SLO 3: Comprehensive Dental Patient Treatment	Final Spring Term Semester 11 DMD program		