

Program Assessment Plan

Program: Graduate Periodontics

Department: Periodontics

College/School: Center for Advanced Dental Education

Date: January 2018

Primary Assessment Contact: Dr. Elio Reyes

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	<p>Using the knowledge and concepts of periodontics, apply major practices, theories, or evidence-based literature in clinical periodontics.</p>	<p>Residents daily provide comprehensive clinical periodontal care under the direct supervision of periodontal faculty.</p> <p>Foundational knowledge is obtained from all core and periodontal specific didactic course work. Knowledge and clinical skills are developed and refined during clinical care.</p>	<p>An informal formative assessment occurs with daily verbal feedback from the attending periodontists. A formalized assessment occurs weekly during the Periodontal Case Presentation Seminar. In the seminar, residents provide documented self-evaluation of their performance on patient treatment. Faculty provide and document feedback and a course grade. Bi-annually, residents are formally evaluated by all program faculty using a rubric.</p> <p>Exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.</p>	<p>The Program Director reviews the case outcomes each term looking for negative trends in performance that require intervention or remediation. Treatment seminars and/or individual coursework are modified as needed.</p> <p>The results of the bi-annual evaluations are also reviewed in consultation with the faculty. In the case of an underperforming resident, a plan is formulated to address any deficiencies.</p> <p>If evidence suggests that all residents are not achieving the program learning level, department faculty are convened to recommend programmatic changes</p>

				to improve the outcome. Programmatic changes are summarized and reported to the Executive Director.
2	Assess relevant literature or scholarly contributions in periodontics	Residents prepare and present complete and accurate critical evaluations of assigned research literature for weekly Periodontal Literature Reviews and Current Literature courses. Residents are also challenged during patient care to support their treatment decision using evidenced-based literature.	Literature evaluations are discussed in the seminar and become part of the courses' final grade. Weekly quizzes evaluate comprehension of the prior weeks' topics. The annual American Academy of Periodontology In-Service examination is a comprehensive written exam used to assess a residents' knowledge of literature and concepts critical to the discipline of periodontology. In a one on one setting, residents are required to support their patient care using appropriate literature. The results for each resident are compared to ensure that the program learning outcome level is being achieved Further understanding of the literature is assessed in the development of an original research project and presentation in an oral defense and thesis using a rubric. Exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.	The Program Director reviews the outcomes each term looking for negative trends in performance that require intervention or remediation. Treatment seminars and/or individual coursework are modified as needed. The results of the bi-annual evaluations are also reviewed in consultation with the faculty. In the case or underperforming residents, a plan is formulated to address any deficiencies. If evidence suggests that all residents are not achieving the program learning level, department faculty are convened to recommend programmatic changes to improve the outcome. Programmatic changes are summarized and reported to the Executive Director.
3	Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms.	Each resident designs original research project, carries it out, analyzes data, and reports results during oral defense of the thesis.	A thesis is written and orally defended utilizing standard criteria by a thesis committee and graduate education criteria. A department rubric is used to define criteria for the quality of the thesis. Where appropriate, a manuscript is prepared for submission to a refereed journal.	Theses, data and publications are maintained by the department. Outcomes are annually reviewed, summarized and reported to the Executive Director. Using the rubric, if class trends are reporting below quality work, department faculty are convened by the program director to recommend changes in the process to strengthen the end-product.

				Programmatic changes are summarized and reported to the Executive Director.
4	Evidence scholarly and professional integrity in periodontics	Content from all department didactic and clinical course work.	<p>First analysis will consist of an understanding of the literature in the development of an original research project and presentation in an oral defense and thesis using a rubric.</p> <p>Additional analysis will consist of each resident's performance on the American Academy of Periodontology In-Service written examination. Upon completion of the exam, residents are interviewed by the program director to ascertain potential areas of weakness. If residents report any difficulty in a section of the exam, program changes are implemented to improve performance. (Results are also reviewed during the program's professional accreditation process.)</p> <p>Further assessment consists of tracking alumni as to their progress of during the board certification process.</p> <p>In addition, exit interviews and alumni surveys are also used to assess whether the program is meeting its outcome.</p>	<p>The data for this outcome is reviewed annually and the results are shared with the Executive Director. If necessary, a plan is implemented to address any shortcomings.</p> <p>The impact of the assessment -informed changes is also assessed annually.</p>
5				

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

We are presently implementing all four of these learning outcomes. The program director is responsible for all efforts in this program. Current data will be provided. Ultimately the program will be reviewed annually at the end of the academic year in June/July.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The program director is responsible for development of this plan. Other periodontal faculty are consulted, as needed, to obtain additional input for modification of the plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

- Current data will be provided. Ultimately the program will be reviewed annually at the end of the academic year in June/July.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

**ADVANCED EDUCATION PROGRAM IN PERIODONTICS
SAINT LOUIS UNIVERSITY
THESIS EVALUATION**

Resident:

Year of Graduation:

Thesis Title:

	Complexity	Clarity	Composition	Assessment of Relevant Literature	Contribution to Existing Literature	Significance	Overall
EE							
ME							
BE							

EE = Exceeds Expectations; ME = Meets Expectations; BE = Below Expectations*

*All Below Expectation ratings must be justified with written comments.

Comments:

Committee Member Signature:

Date:

**SAINT LOUIS UNIVERSITY
GRADUATE PERIODONTICS PROGRAM
RESIDENT CONFERENCE DOCUMENT**

Resident:

Each of the following items are discussed and evaluated for each term:

- Diagnosis and Treatment Planning
- Clinical ability
- Patient Treatment Records
- Asepsis
- Didactic coursework
- Research
- In-Service Exams
- Communication
- Attitude
- Professional and Ethical Conduct
- Work Habits and Time Utilization

S = Satisfactory

U = Unsatisfactory*

*Unsatisfactory ratings must be justified with written comments

				<u>Resident initials</u>	<u>Director initials</u>	<u>Date</u>
<u>Year I</u>	Fall	S	U	_____	_____	_____
	Spring	S	U	_____	_____	_____
<u>Year II</u>	Fall	S	U	_____	_____	_____
	Spring	S	U	_____	_____	_____
<u>Year III</u>	Fall	S	U	_____	_____	_____
	Spring	S	U	_____	_____	_____

Comments:

The Commission on Dental Accreditation will review complaints that relate to the program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099 ext. 4653.

Cc: Resident

Rating Criteria:

1. Diagnosis and Treatment Planning

Satisfactory: Resident is usually able to formulate an accurate periodontal diagnosis and treatment plan

Unsatisfactory: Resident is unable to consistently formulate an accurate periodontal diagnosis and treatment plan and faculty assistance is required on an on-going basis.

2. Clinical ability

Satisfactory: All periodontal procedures are performed in a satisfactory manner according to level of experience. The student may require some guidance and/or intervention

Unsatisfactory: Clinical procedures are frequently performed in an unacceptable manner resulting in major corrective action by the faculty or the need for additional clinical procedures for the patient.

3. Patient Treatment Records

Satisfactory: Resident is maintaining an accurate and complete record of periodontal patient treatment.

Unsatisfactory: The resident is not maintaining an accurate and complete record of periodontal patient treatment.

4. Asepsis

Satisfactory: Follows OSHA and university guidelines with regard to operator and instrument asepsis.

Unsatisfactory: Frequently has major deficiencies with regard to compliance with OSHA and university guidelines for operator and instrument asepsis.

5. Didactic coursework

Satisfactory: Resident performs an acceptable, passing level on all and exams and coursework.

Unsatisfactory: Student has received a failing grade in the didactic portion of the program.

6. Research

Satisfactory: The research project is progressing in a timely manner and will be completed by the end of the program.

Unsatisfactory: The research project is not progressing in a timely manner and it is unlikely that the project can be completed by the end of the program.

7. In-Service Exams

Satisfactory: Exam scores are acceptable with some improvement in Year II and III

Unsatisfactory: Exam scores are in the tenth percentile or lower and need considerable improvement.

8. Communication

Satisfactory: Residents' oral and written communication skills are good

Unsatisfactory: Resident has difficulty with oral and/or written communication skills.

9. Attitude

Satisfactory: Resident has a positive attitude

Unsatisfactory: Resident's attitude is generally negative.

10. Professional and Ethical Conduct

Satisfactory: Resident exhibits acceptable professional and ethical conduct.

Unsatisfactory: Resident's professional or ethical behavior is frequently unacceptable and results in patient, faculty, resident/student or staff complaints.

11. Work Habits and Time Utilization

Satisfactory: Resident makes good use of clinic time and is always prepared for didactic classes. Resident is organized.

Unsatisfactory: Resident frequently does not make good utilization of clinic time and is frequently not prepared for didactic coursework.