

## Academic Assessment Plan

### University of Florida

#### Academic Affairs

#### Academic Colleges

#### College of Dentistry

#### Dentistry (DMD)

##### Dentistry (DMD) Mission

The vision of the College of Dentistry is to be internationally recognized as a leader in education, research, patient care and service.

The mission of the College of Dentistry is 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.

**Responsible Roles:** Dean (Garcia, Isabel)

**Program:** Dentistry (DMD)

**Progress:** Ongoing

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#### 2014-15 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.*

##### 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 mutual concern to students and faculty. (Senior Exit Interviews)

B) Conduct survey to evaluate student confidence in acquiring the UFCD 20 competencies identified in it's competency-based educational program and implement action plan to correct perceived weaknesses if threshold scores are below 3.0/5.0 (Senior Student Confidence in UFCD 20 Competencies survey)

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Spocetti, Venita)

**Progress:** Ongoing

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#### 2014-15 PG 2: Community-based Interdisciplinary Educational Experiences

*Offer significant community-based interdisciplinary educational experiences that promote cultural competence, highlight access to care issues, educate dental students about oral health disparities and expand existing international programs.*

### Evaluation Method

- The number of international experiences available to DMD students;
- The number of senior student patient care hours in the community dental settings throughout Florida;
- Successful student completion of the Interdisciplinary Service Learning courses (DEN 5010, 6011, 7012, 8019)
- Evaluate a first year 1DN/1MD Early Childhood Caries interdisciplinary learning module in DEN 5010, Interdisciplinary Service Learning 1.

 DEN5010, 6011, 7012 & 8019 course syllabus

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)  
**Progress:** Ongoing

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### 2014-15 SLO 1: NBDE Parts I and II first time pass rate

Evaluate NBDE Parts I and II first time pass rate for each class and implement action plan to correct weaknesses if pass rate <90% threshold.

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

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

### Assessment Method

National Board Dental Examination Part I and Part II provide schools with norm referenced data on their students' performance on the exam compared to national data. (This is a requirement for graduation.)

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### 2014-15 SLO 2: Complete the 20 UFCD Competencies for the New Dental Graduate

DMD Students will successfully complete the 20 *UFCD Competencies for the New Dental Graduate*

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

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

### Assessment Method

DMD students must be certified competent by Department Chairs in the *UFCD Competencies for the New Dental Graduate* for DMD degree completion.

Multiple assessment methods were used to certify the 20 UFCD Competencies for the New Dentist across the four year curriculum and included student clinical performance-based evaluations, case presentations, reflective writing assignments, standardized patient assessments and written examinations.

The competency document was revised in 2014 in association with the college Council on Dental Accreditation self study process. The revised version is attached.

 UFCD competencies for the New Dental Graduate

**2014-15 SLO 3: DMD students licensed to practice dentistry in Florida**

DMD students' percent licensed to practice dentistry in Florida in the calendar year of graduation.

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

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

**Assessment Method**

With the recognition that all UFCD DMD graduates may not practice dentistry or become licensed to practice in Florida, monitor trends and respond when pass rate trends downward by 20% or greater between yearly evaluations. Evaluated in January annually, at DOH practitioner website, collect names of licensed dentists from prior year graduating class.

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**2014-15 SLO 4: Accepted/applied senior students to advanced education programs.**

Evaluate ratio of accepted/applied senior students to advanced education programs and respond when rates decline more than 50% year to year.

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

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

**Assessment Method**

Monitor acceptance rates and respond if rates drop more than 50% year to year. This is in acknowledgment of the limited number of students involved.

Data collection partially relies on student self-report for programs outside of UF.

 2013 DMD Students Applied/Accepted to Advanced and Graduate Programs

 2014 DMD Students Applied/Accepted to Advanced and Graduate Programs

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**DMD Doctor of Dental Medicine Detail**

**Start:** 7/1/2014

**End:** 6/30/2015

**Progress:** Ongoing

**Providing Department:** Dentistry (DMD)

**Responsible Roles:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**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.

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

Assessment SLOs	1	2	3	4	5
<b>Knowledge</b>					
Evaluate National Board Dental Examination (NBDE) Parts I and II first time pass rate for each class and implement action plan to correct weaknesses if pass rate <90% threshold	April-May of Semester 5, National Board Dental Examination (NBDE) Part I	August-September of Semester 10, National Board Dental Examination (NBDE) Part II,			
<b>Skills</b>					
All graduates wishing to practice dentistry will pass a Dental Licensure Examination.	Semester 10 American Dental Licensing Exam (ADEX) Curriculum Integrated Format Dental Licensure Examination, Manikin Exam	Semester 11 American Dental Licensing Exam (ADEX) Curriculum Integrated Format Dental Licensure Examination, Clinical Patient Exam			
<b>Professional Behavior</b>					
Professional behaviors are assessed in conjunction with the 20 UFCD Competencies for the New Dental Graduate. See below.	Professional behaviors are assessed in conjunction with the 20 UFCD Competencies for the New Dental Graduate. See below.				
<b>Knowledge, Skills &amp;/or Professional</b>					

Behaviors					
DMD Students will successfully complete the 20 UFCD Competencies for the New Dental Graduate.	Beginning in Semester 2, certification of the 20 UFCD Competencies for the New Dental Graduate is ongoing. For example, assessment includes successful completion of DEN 5221, Oral Health Management and Psychosocial Issues over the Lifespan, which includes writing assignments from the cultural dimensions, multiple choice and essay exams and four standardized patient interviews (including self-critiques, structured standardized patient evaluations, and faculty evaluations).	In Semester 8, certification of the 20 UFCD Competencies for the New Dental Graduate continues and is ongoing	In semester 9, certification of the 20 UFCD Competencies for the New Dental Graduate continues and is ongoing.	In semester 10, certification of the 20 UFCD Competencies for the New Dental Graduate continues and is ongoing. For example, assessment includes successful completion of DEN 8960L Clinical Examination 2 which includes simulated and clinical patient care written and psychomotor demonstrations of competency.	Final certification of the 20 UFCD Competencies to place in Semester 11. As an example one assessment includes successful completion of D 8768 Oral Diagnosis/Medication & Treatment Planning 3, which includes a formal case presentation a completed patient care to a faculty board.
Evaluate ratio of accepted/applied senior students to advanced education programs.	Students admitted to advanced education programs. Semester 11				



**Methods and Procedures (UG and Certificate AAPs)**

**SLO Assessment Rubric (All AAPs)**

APPENDIX: Competency Assessment Form

**Example: Spring 2013 DEN 5221** Competency Assessment Form

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Today's Date    Student's Name

Faculty's Name

Was student competent in each category?



Please check each Box to reflect your observations.	Yes	No
<b>1. ESTABLISHING RAPPORT</b>		
a) Greeting (Did student introduce self; use patient's name?)		
b) Structuring (Did student inform patient of activities?)		
c) Initiating (Did student request data re: previous care, preferences , & health values?)		
d) Calming (Did student exhibit confidence & concern for patient?)		
e) Rationale (Did student provide reasons for seeking health information?)		
<b>2. COMMUNICATING EFFECTIVELY – NONVERBALLY</b>		
a) Distancing (Did student maintain 2-2 1/2' distance or what was comfortable for patient?)		
b) Squaring (Did student face patient directly?)		
c) Eye Contact (Did student make & maintain eye contact during interview but did not stare?)		
d) Posturing (Did student lean forward; eliminate potentially distracting behaviors?)		
<b>3. COMMUNICATING EFFECTIVELY – VERBALLY</b>		
a) Responding – Content (Did student listen for & accurately reflect content?)		
b) Responding—Feeling (Did student listen for & accurately reflect feeling?)		
c) Accepting (Did student exhibit respect; do not put down or reflect superior attitude?)		
d) Wording (Did student use non-jargon terminology?)		
e) Questioning (Did student use mix of open and closed questions, reflect on answers?)		
<b>4. Terminating</b>		
a) Checking (Did student verify patient's understanding?)		
b) Summarizing (Did student highlight key points?)		
c) Structuring (Did student inform patient as to where, when, who & what next would happen?)		

Demonstrated Overall Competency in Interviewing

Yes

No

SP Case Name \_\_\_\_\_

Comments: Explain any no's

### Clinical DMD grading scale using AxiUm clinical management system

#### 1) Common grading scale 1-4

The 4 point grading scale will be used for clinical activities grading (Quality, Professionalism and Quantity grade (RVUs)) with the following definitions:

**4 - Superior: Excellent quality**

**3 - Acceptable: Satisfactory quality**

**2 - Marginally Acceptable: Acceptable quality but may require additional interventi**

**1 - Unacceptable: below a marginally acceptable quality and requires repair or replacement**

\*Critical errors will be determined by each individual department's competency

\*The default grade is 3 points for all departments

\*The minimum passing grade is 2 points

Letter Grade	4 point Scale	Percentage Scale
A	3.50-4.00	95-100
A-	3.25-3.49	92-94
B+	3.00-3.24	88-91
B	2.75-2.99	84-87
B-	2.50-2.74	80-83
C+	2.25-2.49	76-79
C	2.00-2.24	72-75
E	< 2.00	< 72

#### 2) Professionalism criteria

1. Preparation for procedure(s)
2. Evidence-based judgment
3. Interpersonal skills
4. Compliance with infection control standards
5. Time management

See “Professionalism and patient management criteria chart” (Page 4)

#### 3) Grading Forms in AxiUm

The clinical grading form consist of a series of questions/errors (set by each department) related to ADA code written in the treatment plan. The questions are written so they delineate the possible errors that the students could do on a specific procedure/step.

The faculty will need to assign a professionalism and quality grade based on the student performance every day. If any error/s have found, the proper question/category/error must be marked and final quality and professionalism grade are granted. **If the procedure is done properly, there is no need to mark/click in any error/category/questions and a quality and professionalism grades are granted.** These quality and professionalism grades are then dump into a report that averages them for the final grade calculations.

Once the procedure/step is marked as completed, the correspondent RVU value is accumulated (**Quantity Grade**). If the case is "in progress", the quality and professionalism grades are granted but RVUs are not accumulated.

## **UFCD Professionalism and Patient Management Rubric Criteria**

Question	Superior (4)	Acceptable (3)	Marginally substandard (2)	Unacceptable (1) (Critical Errors)
<p><b><u>1. Evidence-based judgment</u></b></p> <p>Did the student draw upon current biomedical and clinical knowledge to exercise evidence-based judgment?</p>	<p><b>Extensive in-depth knowledge</b> and understanding. Information is <b>complete, accurate, concise and well organized.</b> Ability to <b>associate all</b> exam findings with issues raised in health history. <b>Seeks more information and asks insightful questions.</b> <b>Analyzes literature and incorporates it</b> into patient treatment. Student is <b>exceptionally prepared.</b></p>	<p>Demonstrates <b>knowledge and understanding.</b> Foundation knowledge and medical information is <b>complete and accurate.</b> Ability to <b>associate all</b> exam findings with issues raised in health history. <b>Analyzes literature and incorporates it</b> into patient treatment. Student is <b>adequately prepared.</b></p>	<p>Demonstrates <b>some gaps in knowledge and understanding.</b> Foundation knowledge and medical information is <b>partial and with some inaccuracies.</b> Ability to associate <b>most</b> exam findings with issues raised in health history. <b>Little evidence is incorporated</b> into the patient treatment. Student is <b>minimally prepared.</b></p>	<p>Student <b>has little to no knowledge</b> the patient medical &amp; dental history <b>and/or fails to consult</b> with faculty or appropriate health care providers. <b>Key information is missing and planning is incomplete</b></p>
<p><b><u>2. Interpersonal skills</u></b></p> <p>Did the student demonstrate acceptable interpersonal skills while interacting with faculty, staff and the patient; including the appropriate use of effective techniques to manage anxiety, distress, discomfort and pain associated with this procedure?</p>	<p><b>Overtly demonstrates</b> honesty, integrity, humility, compassion and respect for patients, peers &amp; staff. <b>Clearly recognizes</b> patient concerns and needs <b>in the context of their lives</b> and the patient's oral care. Establishes rapport with patient and <b>communicates skillfully.</b> <b>Displays fair-mindedness and actively seeks feedback.</b></p>	<p><b>Demonstrates</b> honesty, integrity, compassion and respect for patients, peers &amp; staff. <b>Recognizes</b> patients concerns and needs in the context of the patient's oral care. Establishes rapport with patient and communicates well. <b>Displays fair-mindedness and accepts feedback readily.</b></p>	<p><b>Demonstrates</b> honesty, integrity, compassion and respect for patients, peers &amp; staff. <b>Recognizes some</b> of the patients concerns and needs in the context of the patient's oral care. Establishes <b>minimal</b> rapport with patient. Some communication skills lacking. <b>Accepts some feedback.</b></p>	<p>Student interactions are disrespectful insensitive. Ineffective communication and failure to establish functional rapport with patient. Disinterested in patient's needs. Displays <b>closed-mindedness by resisting faculty or patient feedback.</b></p>
<p><b><u>3. Compliance with infection control standards</u></b></p>	<p>Student follows protocol in the Clinical Procedural Manual. Uses and</p>	<p>Student follows protocol in the Clinical Procedural</p>	<p>Student follows protocol in the Clinical Procedural Manual but uses</p>	<p>Break in asepsis as described in Clinical</p>

Did the student use universal precautions and comply with regulations regarding infection control, hazard communication and medical waste disposal?	removes PPE <b>appropriately</b> . <b>Clearly</b> recognizes patient's non-verbal desire concerning asepsis and communicates <b>skillfully</b> with staff, faculty, and patients about asepsis procedures and questions.	Manual. Uses and removes PPE <b>appropriately</b> . Recognizes patient's non-verbal desire concerning asepsis and as necessary <b>communicates effectively</b> with staff, faculty, and patients about asepsis procedures and questions.	or removes PPE <b>inappropriately</b> . Recognizes some patient non-verbal desire concerning asepsis and as necessary communicates with staff, faculty, and patients about asepsis procedures and questions.	Procedure Manual.
<b>4. Time management</b>  Did the student use the clinical time appropriate?	Student <b>uses time efficiently</b> , finishing on or ahead of time with the patient and allowing enough time to complete paperwork in a timely fashion. <b>Student assists with other clinic functions.</b>	Student <b>uses time properly</b> , finishing on time with the patient and allows time to complete paperwork on time.	Student finishes on time with the patient however the paperwork and grading have to be done after clinical hours.	Student does not finish within the allotted time and the patient must return. The paperwork and grading have to be done after clinical hours.
<b>5. Preparation for procedure</b>  Was the student prepared to perform the procedure?	Student is <b>completely prepared</b> to perform the procedure. Knows the steps and procedures properly by setting up the appropriate instruments and materials. Student needed <b>little to no assistance</b> and completed patient care <b>with superior standards.</b>	Student is <b>prepared</b> to perform the procedure. Knows the steps and procedures properly by setting up the appropriate instruments and materials. Student needed <b>some assistance</b> and completed patient care <b>with acceptable standards.</b>	Student is <b>minimally prepared</b> to perform the procedure. <b>Some instruments and/or materials are missing.</b> Student needed <b>some assistance</b> and completed patient care <b>with acceptable standards.</b>	Student was <b>not prepared</b> to perform the procedure. Did not have the necessary instruments and materials and did not know the steps and procedure to satisfactorily complete the procedure.

### 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 4 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.
Student portfolio	Knowledge, interpersonal skills, professional behavior	Students must submit reflection papers on the following experiences; cultural dimensions (Semester 2) interprofessional care (Semester 2) and community-based experiences (Semester 11). These papers are evaluated by faculty against established rubrics.

### Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
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**Academic Assessment Plan Entry Complete:**