

## Academic Assessment Plan

### University of Florida

#### Academic Affairs

#### Academic Colleges

#### College of Dentistry

#### Dental Sciences (MS)

##### MS Dental Sciences 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.

**Responsible Roles:** Chair of Endodontics (Pileggi, Roberta)

**Program:** Dental Sciences (MS)

**Progress:** Ongoing

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### **2017-18 PG 1: Training program for scholarly achievements**

Maintain advanced and graduate education programs with a curriculum that provides the highest levels of research, didactic and clinical education.

#### **Evaluation Method**

1. Successful completion of research requirements established by the graduate school (thesis, abstracts, project in lieu of thesis)

2. Successful completion of specialty written board exam and an in-service exam with a target goal of 80-100% pass rate. When deficiencies are noted, specific subject areas will be reviewed to identify possible curriculum weaknesses.

**Responsible Role:** Chair of Endodontics (Pileggi, Roberta)

**Progress:** Ongoing

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### **2017-18 SLO 1 : Knowledge**

Demonstrate didactic and scientific proficiency in their specialty as required by each specific Advanced Graduate Education standards.

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

**Responsible Role:** Chair of Endodontics (Pileggi, Roberta)

**Progress:** Ongoing

#### **Assessment Method**

A. Successful demonstration of didactic knowledge during literature review seminars. Every specialty program has a rubric by which didactic knowledge related to literature is assessed in every component of the curriculum. Residents must have a GPA score equal and/or higher than 3 to successfully complete this assessment.

B. Successful completion of the research project for the master's degree of Advanced Dental Sciences by approval of the graduate school committee.

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### **2017-18 SLO 2: Skills**

Develop clinical skills based on evidence based practice and scientific literature.

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

**Responsible Role:** Chair of Endodontics (Pileggi, Roberta)

**Progress:** Ongoing

#### **Assessment Method**

Resident skill performance is assessed during case presentation seminars following the rubrics associated with each specialty accreditation standards. Residents must have a GPA of 3.0 and/or above to pass this assessment.

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### **2017-18 SLO 3: Professional Behavior**

Recognize standards for professional behavior.

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

**Responsible Role:** Chair of Endodontics (Pileggi, Roberta)

**Progress:** Ongoing

#### **Assessment Method**

Professional behavior is assessed by:

Case Presentation evaluations where the treatment plan, clinical behavior and patient management are all evaluated by faculty and program directors of each advanced specialty program. Residents are graded based on a rubric established by each specialty. Residents must have a GPA score of 3.0 and/or above to pass this assessment.

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### **MS in Dental Sciences AAP Detail**

**Start:** 7/1/2017

**End:** 6/30/2018

**Progress:** Ongoing

**Providing Department:** Dental Sciences (MS)

**Responsible Roles:** Chair of Endodontics (Pileggi, Roberta)

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

The expectations for our graduate students are to present research at local and national component organization meeting/conferences. They must successfully publish their research findings with their respective specialty organization journals and other publications. In addition, to receive their degree they must competently defend their thesis or project in lieu of thesis.

Preparation: In order to receive a Master of Science degree in the College of Dentistry, an approved thesis must be submitted to the Graduate School. The project in lieu of thesis is presented to the supervisory committee and report of final examination of successful defense submitted to the Graduate School via GIMS. The primary requirements leading to the development of the project or thesis are as follows:

1. Select research advisor and committee

2. Write research proposal
  
3. Present a seminar on literature review and research proposal
  
4. Write an abstract for AADR/IADR, local or national specialty conferences, or equivalent meeting
  
5. Present a project or write thesis on research results (graduate school format)
  
6. Present a seminar on research results and project or thesis defense

The curriculum includes a variety of graduate courses to assist in the research preparation. These include biostatistics, research ethics, supervised research, interdisciplinary grand rounds and special topics. Advanced basic science and specialty specific courses provide students with foundational knowledge required to enhance their research experience.

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

#### **Curriculum Map (UG AAPs only)**

Assessment	Dimensions	Example Description
Knowledge	Knowledge on clinical didactic based on evidence based research	Assessment of didactic, clinical and research by faculty. Passing rate in the specialty board as 80-100%
Skills	Interdisciplinary research	Successfully complete the requirements for master degree.  Number of abstracts and national presentations
Professional Behavior	Ethical Behavior and life long learning	Patient/record reviewed by faculty. Patient satisfaction surveys. Alumni survey to assess national involvement and service to the community.

#### **Assessment Cycle (All AAPs)**

Assessment Cycle for:

Program M.S. in Dental Sciences College of Dentistry

Analysis and Interpretation: April-June

Program Modifications: Completed by July of new academic year

Dissemination: Completed by July of new academic year

<b>Year</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>SLOs</b>				
<b>Content Knowledge</b>				
Proficiency and clinical excellence in their specialty	X	X	X	X
<b>Skills</b>				
Clinical skills based on evidence based practice and scientific literature	X	X	X	X
<b>Professional Behavior</b>				
Recognize standards for ethical behavior, lifelong learning and service	X	X	X	X

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

#### SLO Assessment Rubric (All AAPs)

Assessment	Dimensions	Example Description
Knowledge	Knowledge based on evidence based research.	Assessment of didactic and research by faculty. Passing rate in the specialty board and core specialty graduate courses as 80-100%
Skills	Clinical skills, diagnosis and treatment planning.	Successful completion of the clinical courses graded by faculty and program directors.
Professional Behavior	Professional behavior and patient care	Case presentations where professional behavior, patient management and ethical conduct are evaluated.

#### Measurement Tools (Graduate and Professional AAPs Only)

The measurement tools involve a combination of factors. The content of SLOs in knowledge and skills is assessed by advanced level faculty members involved in teaching the courses. Direct assessment includes critique of their research methodology, development and submission of scientific manuscripts/thesis/projects, clinical cases and presentation thereof, knowledge of current literature, specialty board preparation and results. Indirect assessment involves periodic faculty/course evaluations, program progress surveys conducted with direct interaction with each specialty group specific to their respective standards and the Director Advanced & Graduate Education. Additionally, residents are required to complete an exit

survey for feedback of possible modifications.

Professional behavior is measured by completion of treatment planning, student and faculty evaluations, alumni surveys, and direct observations of graduate directors, course directors and clinical/didactic faculty.

**Assessment Oversight (All AAPs)**

Name	Department Affiliation	Email Address	Phone Number
Dr. Roberta Pileggi	Director, Graduate Endodontics and Interim Director, School of Advanced Dental Sciences & Advanced/Graduate Education	<a href="mailto:rpileggi@dental.ufl.edu">rpileggi@dental.ufl.edu</a>	352.273.5440
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Dr. Rodrigo Neiva	Director Graduate Periodontics	<a href="mailto:rneiva@dental.ufl.edu">rneiva@dental.ufl.edu</a>	352.273.8360
Dr. Edgar O'Neill	Director Graduate Prosthodontics	<a href="mailto:Eoneill@dental.ufl.edu">Eoneill@dental.ufl.edu</a>	352.273.6901

**Academic Assessment Plan Entry Complete:**