

M.S. in Dental Sciences Academic Assessment Plan

College of Dentistry
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.S. in Dental Sciences

College of Dentistry

A. Mission

The vision of the College of Dentistry is to be an internationally recognized dental school known for an innovative educational program, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of our graduates, and the highest degree of service. The mission of the College of Dentistry is to achieve excellence in the art and science of dentistry through teaching, research and service.

The college strives to:

- To develop outstanding clinical, research and teaching professionals committed to lifelong learning.
- To discover, disseminate and apply knowledge in the oral health sciences.
- To provide and promote patient-centered clinical care and community service.
- To 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.

The following values help the College of Dentistry achieve its vision, mission and goals: excellence, integrity, fairness, communication, cooperation, courtesy, and continuous improvement.

The college employs a variety of benchmarks to measure success in carrying out its mission. Overall, we strive to consistently:

- Maintain "top 10" status in National Institutes of Health (NIH) research rankings.
- Rank as comparable to our peer schools.
- Engage in continuous improvement based on our measured outcomes.
- Improve our financial resources and external support of the college.

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&Shands Forward 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 2012-2016 Strategic Plan was approved in August 2012.

The College maintains and fosters an environment that promotes communication, cultural diversity, and internationalization and ensures further alignment of the College with the vision and mission of the University of Florida.

The mission of the Masters of Dental Sciences program is in alignment with the College of Dentistry and University of Florida missions for service, teaching and research.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Demonstrate proficiency in their specialty.	Students take their specialty written board exam or an in-service exam which is administered by the individual specialty either right before or right after graduating from the program. Target goal is 100% pass rate. Where able, specific subject areas will be reviewed to identify possible curriculum weaknesses.	Campus
Knowledge	Demonstrate clinical excellence in their specialty.	Patient records, consisting of cases treated by the student will be examined by appropriate faculty and assessed for completeness, quality of records, and treatment outcomes. Target goal is for all records to be complete, consist of high quality records, and have a thorough assessment of treatment outcomes as measured by that specialty.	Campus
Skills	Clinically competent to evaluate, diagnose and treat patients.	Residents are evaluated semi-annually both didactically and clinically by the faculty, and must maintain a B average.	Campus
Skills	Develop research skills and assess scientific conclusions.	All students must design, conduct, and successfully defend a research thesis or project. A faculty committee oversees each student's research.	Campus
Professional Behavior	Recognize standards for ethical behavior.	Patient/record review by faculty to assess ethical treatments. Students are evaluated semi-annually on their behavior by faculty. All students are expected to exhibit ethical standards in their treatment and behaviors.	Campus
Professional Behavior	Engage in lifelong learning, with a commitment to teaching and service.	Self-reporting through an alumni survey sent by department at specified yearly intervals for each program/specialty. It is hoped that the majority of our graduates will indicate participating in some organization, be involved in some service or in teaching.	Campus

C. Research

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.

D. Assessment Timeline

Program M.S. in Dental Sciences

College of Dentistry

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
Clinical excellence in their specialty	On a continual basis throughout the program. Review of treatment planning, proper diagnosis and clinical care by the appropriate specialty faculty	On a continual basis throughout the program. Superior clinical outcomes from case reviews using evidence practiced dentistry.	On a continual basis throughout the program. Quality completion of patient records, assessment of clinical needs, treatment and any required follow-up treatment.
Proficiency in their specialty	May of their senior year. Successful completion of Part I of their specialty board examination	Each semester until graduation Achievement of all graduate core and specialty curriculum..	Final semester of their program. Presentation and defense of their project or thesis and conferral of their MS degree.
Skills			
Clinical competence in patient evaluation, diagnosis and treatment.	On a continual basis throughout the program. Case presentations, literature reviews and evidence based assessment.	On a continual basis throughout the program Patient chart reviews, evaluation of treatment outcomes..	On a continual basis throughout the program Didactic assessment throughout the curriculum meeting graduate school standards. Resident evaluations in accordance with specialty accreditation standards..
Develop research skills and assess scientific conclusions	Second semester of enrollment. Completion of development of a research project, and presentation to the supervisory committee.	Last semester of enrollment Development and submission of a scientific manuscript..	Last semester of enrollment. Presentation and defense of their project or thesis and conferral of their MS degree.
Professional Behavior			
Recognize standards for ethical behavior	On a continual basis throughout the program. Record review of ethical treatment planning and delivery..	Semi-annually Behavior assessment of students by faculty.	On a continual basis throughout the program Assessment of graduate ethical standards.
Engage in lifelong learning, teaching and service.	Every two years Program assessment through alumni surveys..	Annually Promotion of continuing education courses to alumni. .	Annually Establish an alumni organization promoting engagement in teaching, service and board certification.

E. Assessment Cycle

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

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
Clinical excellence in their specialty		X	X	X	X	X	X
Proficiency in their specialty		X	X	X	X	X	X
Skills							
Clinical competence in patient evaluation, diagnosis and treatment.		X	X	X	X	X	X
Develop research skills and assess scientific conclusions		X	X	X	X	X	X
Professional Behavior							
Recognize standards for ethical behavior		X	X	X	X	X	X
Engage in lifelong learning, teaching and service.		X	X	X	X	X	X

F. Measurement Tools

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.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Roberta Pileggi	Director, Graduate Endodontics and Interim Director, School of Advanced Dental Sciences & Advanced/Graduate Education	rpileggi@dental.ufl.edu	352.273.5440
Dr. Calogero Dolce	Director Graduate Orthodontics	cdolce@dental.ufl.edu	352.273.5700
Dr. Rodrigo Neiva	Director Graduate Periodontics	rneiva@dental.ufl.edu	352.273.8360
Dr. Edgar O'Neill	Director Graduate Prosthodontics	Eoneill@dental.ufl.edu	352.273.6901
Susan Loffredo	Sr. Administrative Asst.	sloffredo@dental.ufl.edu	352.273.5951

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program: Master of Science in Dental Sciences

Year: 2013

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.	X			
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.	X			
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.	X			
	SLOs focus on demonstration of student learning.	X			
	SLOs are measurable.	X			
	Measurements are appropriate for the SLO.	X			
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.	X			
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.	X			
	The Assessment Map identifies the assessments used for each SLO.	X			
Assessment Cycle	The assessment cycle is clear.	X			
	All student learning outcomes are measured.	X			
	Data is collected at least once in the cycle.	X			
	The cycle includes a date or time period for data analysis and interpretation.	X			
	The cycle includes a date for planning improvement actions based on the data analysis.	X			
	The cycle includes a date for dissemination of results to the appropriate stakeholders.	X			

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.	X			
	Measurements are appropriate for the SLOs.	X			
	Methods and procedures reflect an appropriate balance of direct and indirect methods.	X			
	The report presents examples of at least one measurement tool.	X			Successful completion of part one for board certification.
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified	X			

Didactic Grading Scale for Small Group Discussions and Seminars:

Grading will be accomplished utilizing the following criteria.

1. quality of verbal presentation
2. ability to critically analyze literature
3. individual literature contributions for review seminar
4. participation in group discussions
5. cooperation with philosophy of course format
6. demonstration of critical thinking
7. demonstration of evidence based knowledge when reviewing the literature

A	97-100
A-	93-96
B+	89-91
B	85-88
B-	81-84
C+	77-80
C	73-76
C-	69-72
E	< 72

A grade will be given for each seminar on how the graduate student presented the assigned article, discussed the methods, results and discussion of the abstract, and critiqued the studies supporting statement with scientific literature. Fifty percent of the course grade will be based on the written critique of the abstract; twenty-five percent of the course grade will be based on presentation of the assigned articles and knowledge of the materials; and twenty-five percent of the grade will be based on participation during each seminar using supporting references of ideas and opinions.

- "A" - superior performance demonstrates careful review of materials and methods of each paper. Choosing evidence based to support opinions in paper or seminar participation.
- "B" - above average performance in preparation, choosing evidence based to support opinions and participation.
- "C" - average performance in critical review of literature, weak understanding of material, but uses appropriate references to support ideas. Participates only when called upon.
- "E" - poor performance in critical review of literature, does not understand articles, fails to support statements with literature, and fails to participate in discussions.

ORAL EXAMINATION EVALUATION FORM

CANDIDATE: _____

EXAMINER NAME: _____

ROOM: _____

Circle candidate's score for each question according to this scale:

- 3 = EXCELLENT:** Candidate's response unquestionably meets expectations
- 2 = ACCEPTABLE:** Candidate's response is appropriate, with minor omissions or errors
- 1 = DEFICIENT:** Candidate's response is incomplete or less than appropriate
- 0 = UNACCEPTABLE:** Candidate's response is incorrect, incomplete, and/or inappropriate

QUESTION		SCORE				
1	INTERPRETATION OF RADIOGRAPHS / PHOTOGRAPHS	(1)	3	2	1	0
2	REQUEST FOR ADDITIONAL INFORMATION	(2)	3	2	1	0
3	DIFFERENTIAL DIAGNOSIS / DIAGNOSIS	(3)	3	2	1	0
4	ETIOLOGY	(4)	3	2	1	0
5	PATHOGENESIS	(5)	3	2	1	0
6	ALTERNATE TREATMENTS / TREATMENT OF CHOICE	(6)	3	2	1	0
7	BIOLOGICAL IMPLICATIONS	(7)	3	2	1	0
8	MEDICAL HISTORY	(8)	3	2	1	0
9	COMPLICATIONS / MANAGEMENT OF COMPLICATIONS	(9)	3	2	1	0
10	PROGNOSIS	(10)	3	2	1	0

Examiner's Signature _____

Date _____

Clinical Grading Scale for Graduate Students

1) Common grading scale 1-100

Grading will be accomplished utilizing the following criteria.

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

“A” Superior: Excellent quality

“B” Acceptable: Satisfactory quality

“C” Marginally Acceptable: Acceptable quality but may require additional intervention.

“E” Unacceptable: below a marginally acceptable quality and requires repair or replacement

A	97-100
A-	93-96
B+	89-91
B	85-88
B-	81-84
C+	77-80
C	73-76
C-	69-72
E	< 72