

**2012-2013**  
**Doctor of Dental Medicine**  
**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 Doctor of Dental Medicine

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.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	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.	Nation 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.)	Campus
Knowledge, Skills, and/or Professional Behaviors	DMD Students will successfully complete the 20 <i>UFCD Competencies for the New Dental Graduate</i> .	Multiple assessment methods are used across the four year curriculum and include student clinical performance based evaluations, case presentations, pre-clinical psychomotor examinations, standardized patient assessments and course-based exams. (Rubrics included in appendix section.)	Campus
Skills	All graduates wishing to practice dentistry will pass a Dental Licensure Examination.	State Dental Board Examinations are generally conducted by the State Boards of Dentistry. They are multi-day examinations consisting of written and performance-based evaluation required for licensure to begin independent practice in that state or region. (This is not a requirement for graduation.)	Campus

Knowledge, Skills, and/or Professional Behaviors	Evaluate ratio of accepted/applied senior students to advanced education programs.	Students complete applications and receive letters of recommendation through the UFCO Office of Education. This office has student academic records for students accepted to UF at the Advanced Education level. Student self-reports are used to track students accepted at other schools.	Campus
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### C. 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 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.

### D. Assessment Timeline .

Program Doctor of Dental Medicine                      College of Dentistry  
(Assessment rubrics included in Appendix section)

Assessment	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
<b>SLOs</b>					
<b>Knowledge</b>					
<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 &lt;90% threshold</b>	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>					

<p><b>All graduates wishing to practice dentistry will pass a Dental Licensure Examination.</b></p>	<p>Semester 10 American Dental Licensing Exam (ADEX) Curriculum Integrated Format Dental Licensure Examination, Manikin Exam</p>	<p>Semester 11 American Dental Licensing Exam (ADEX) Curriculum Integrated Format Dental Licensure Examination, Clinical Patient Exam</p>			
<p><b>Professional Behavior</b></p>					
<p>Professional behaviors are assessed in conjunction with the 20 <b>UFCD Competencies for the New Dental Graduate. See below.</b></p>	<p>Professional behaviors are assessed in conjunction with the 20 <b>UFCD Competencies for the New Dental Graduate. See below.</b></p>				
<p><b>Knowledge, Skills &amp;/or Professional Behaviors</b></p>					
<p><b>DMD Students will successfully complete the 20 UFCD Competencies for the New Dental Graduate.</b></p>	<p>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</p>	<p>In Semester 8, certification of the 20 UFCD Competencies for the New Dental Graduate continues and is ongoing</p>	<p>In semester 9, certification of the 20 UFCD Competencies for the New Dental Graduate continues and is ongoing.</p>	<p>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</p>	<p>Final certification of the 20 UFCD Competencies takes place in Semester 11. As an example, one assessment includes successful completion of DEN 8768 Oral Diagnosis/Medicine &amp; Treatment Planning 3, which includes a formal case presentation of a completed patient care to a faculty board.</p>

	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).			clinical patient care written and psychomotor demonstrations of competency.	
<b>Evaluate ratio of accepted/applied senior students to advanced education programs.</b>	Students admitted to advanced education programs. Semester 11				

### E. Assessment Cycle

Assessment Cycle for:

Program Doctor of Dental Medicine College of Dentistry

Analysis and Interpretation:

February - August

Program Modifications:

June - December

Dissemination:

June - April

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
<b>Evaluate NBDE Parts I and II first time pass rate for each class and implement action plan to correct weaknesses if pass rate &lt;90% threshold</b>		X.	X	X	X	X	X
<b>Skills</b>							

<b>All graduates wishing to practice dentistry will pass a Dental Licensure Examination.</b>	X	X	X	X	X	X
<b>Professional Behavior</b>						
Professional behaviors are assessed in conjunction with the 20 <i>UFCD Competencies for the New Dental Graduate. See below</i>	X	X	X	X	X	X
<b>Knowledge, Skills &amp; Professional Behavior</b>						
<b>DMD Students will successfully complete the 20 UFCD Competencies for the New Dental Graduate.</b>	X	X	X	X	X	X
<b>Evaluate ratio of accepted/applied senior students to advanced education programs.</b>	X	X	X	X	X	X

## F. Measurement Tools

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	Knowledge,	Students interview 4 Standardized Patients in



assessments	interpersonal skills, professional behavior	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.

### G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Venita Sposetti	Prosthodontics	<a href="mailto:sposetti@dental.ufl.edu">sposetti@dental.ufl.edu</a>	(352) 273-5952
Gail Childs	Community Dentistry & Behavioral Sciences	<a href="mailto:gchilds@dental.ufl.edu">gchilds@dental.ufl.edu</a>	(352) 273-5952
Boyd Robinson	Restorative Dentistry	<a href="mailto:brobinson@dental.ufl.edu">brobinson@dental.ufl.edu</a>	(352) 273-5850
Richelle Janiec	Clinical Administration	<a href="mailto:rjaniec@dental.ufl.edu">rjaniec@dental.ufl.edu</a>	(352) 273-7896

## APPENDIX

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

**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 ½' 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 intervention.**
- 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 an 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. 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> of the patient medical &amp; dental history <b>and/or failed 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. 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 or insensitive. Ineffective communication and failure to establish functional rapport with patient. Disinterested in patient's needs. Displays <b>close-mindedness' by resisting faculty or patient feedback</b>.</p>
<p><b><u>3. Compliance with infection control standards</u></b></p> <p>Did the student use universal precautions and comply with regulations regarding infection control, hazard communication and medical waste disposal?</p>	<p>Student follows protocol in the Clinical Procedural Manual. Uses and removes PPE <b>appropriately. 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.</p>	<p>Student follows protocol in the Clinical Procedural 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.</p>	<p>Student follows protocol in the Clinical Procedural Manual but uses 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.</p>	<p>Break in asepsis as described in the Clinical Procedure Manual.</p>
<p><b><u>4. Time management</u></b></p> <p>Did the student use the clinical time appropriate?</p>	<p>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>.</p>	<p>Student <b>uses time properly</b>, finishing on time with the patient and allows time to complete paperwork on time.</p>	<p>Student finishes on time with the patient however the paperwork and grading have to be done after clinical hours.</p>	<p>Student does not finish within the allotted time and the patient must return. The paperwork and grading have to be done after clinical hours.</p>

<p><b>5. Preparation for procedure</b></p> <p>Was the student prepared to perform the procedure?</p>	<p>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>.</p>	<p>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>.</p>	<p>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>.</p>	<p>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 procedures to satisfactorily complete the procedure.</p>
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**Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric**

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

Program:

Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				

<b>Assessment Cycle</b>	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

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

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

