It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: Graduate Periodontics
2. Department: Graduate Periodontics
3. School/Center/College: Center for Advanced Dental Education
4. Name(s): Douglas Miley
5. Email: mileydd@slu.edu
6. Phone: 314-977-8362

Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

Assessment activities take place on a number of levels. Each course is assessed with either a grade or pass/fail for each resident. Most graduates take the American Board of Periodontology certification exam following graduation and their performance can be assessed annually. The Program Director makes ongoing assessments. The Graduate Periodontics Advisory committee meets twice a year and assesses the following: program applications, interview process, faculty outcomes surveys, clinical competency, exit interviews, alumni surveys, In-Service exams, resident teaching, resident research, infection control and case presentations.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.
1. To be competent in all aspects of clinical periodontics.

All residents received satisfactory grades in courses that are used to assess this learning objective. All faculty members on the Graduate Periodontics Advisory Committee agreed that the three graduating residents were competent in all aspects of clinical periodontics.

2. To be prepared for American Board of Periodontology certification.

All residents received satisfactory grades in courses that are used to assess preparation for board examination. The three graduating residents have not taken the ABP examination which will occur in the spring of 2016. Two of the three prior year’s graduating class have successfully passed the American Board of Periodontology exam.

3. To conduct an original research project resulting in a written thesis.

All three graduating residents completed a written thesis and successfully passed an oral examination from the Graduate Thesis Committee.

*Please attach any tables, graphics, or charts to the end of this report.

3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Assessment feedback to the residents occurs during discussions with the Program Director, the Course Directors, Program Faculty and Graduate Thesis Committee members. Feedback also occurs following the results of the American Board of Periodontology exam.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

The following changes have been made as a result of the assessment findings:

1. Hired a part-time faculty member to provide additional didactic and clinical experience for parenteral moderate sedation.
2. Conducted board review sessions for the residents by recent graduates that successfully passed the American Board of Periodontology examination.
3. Made curricular modifications to aid in resident preparation for the American Board of Periodontology examination.
4. Scheduled seminars conducted by various faculty to cover selected topics such as evidence-based dentistry and immediate provisional implant restorations.
5. Accepted externship students to assist in the application pool selection process.
6. Provided financial support for resident travel to American Academy of Periodontology annual meeting.
7. Provided financial support for resident travel to the Midwest Society of Periodontology meeting.
8. Scheduled seminars for In-Service examination preparation.
9. Provided financial support for resident research.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

There have been no significant changes to the assessment plan or process within the last year. Minor changes with regard to curricular content and course assessment have been made in the individual program courses.

*Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.*