

Program-Level Assessment: Annual Report

Program Name (no acronyms): Pediatric Dentistry

Department: Pediatric Dentistry

Degree or Certificate Level: Certificate and MS

College/School: Center for Advance Dental Education

Date (Month/Year): 8/2021

Assessment Contact: Dan Stoeckel

In what year was the data upon which this report is based collected? 2019-2020

In what year was the program's assessment plan most recently reviewed/updated? 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

1. To be competent in all aspects of clinical pediatric dentistry.
2. To be prepared for American Board of Pediatric Dentistry certification.
3. To conduct an original research project resulting in a written thesis.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

1. To be competent in all aspects of clinical pediatric dentistry

Letter grades are awarded to students in the Clinical Pediatric Dentistry Course they take each semester. Discipline specific courses are also evaluated as assessment of this learning outcome. Data on the numbers of procedures, sedations, and operating room cases is collected and evaluated.

2. To be prepared for American Academy of Pediatric Dentistry Board Certification

Letter grades or satisfactory and unsatisfactory grades are awarded in all core curriculum and discipline specific courses. In-service exams are taken in the first month of the program and again in February of the second year of the program to assess resident progress and preparedness for the written board examination.

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

All residents take a thesis research course each semester and are awarded a satisfactory/unsatisfactory grade. All residents submit and defend a thesis in the final semester of the program.

3. **Assessment Methods: Evaluation Process**

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

1. To be competent in all aspects of clinical pediatric dentistry.

All residents received a satisfactory grade in the Clinical Pediatric Dentistry course that is used to assess this learning objective. All clinical faculty members assess the resident bi-annually. This information is reviewed bi-annually by the program director who meets with the resident and reviews the resident's progress. Annually, the Graduate Pediatric Dentistry Advisory Committee reviews the evaluation data to agree the three graduating residents are competent in all aspects of clinical pediatric dentistry.

2. To be prepared for American Board of Pediatric Dentistry certification.

All residents received satisfactory grades in courses that are used to assess preparation for board examination. Reports of the scores received in the in-service exam and comparisons to the in-service exam taken during the first month of the program. The results of the in-service examination are also compared to the national average as reported by the testing service. All graduating residents have passed the written portion of the American Board of Pediatric Dentistry Examination. Since the oral portion of the exam was canceled in 2020, all graduating residents of the Pediatric Dentistry program have yet to complete board certification. The Graduate Pediatric Dentistry Advisory Committee reviews this data annually.

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

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

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

1. All residents should be competent in all aspects of pediatric dentistry.

All residents during the academic year evaluated achieved passing grades in the clinical pediatric dentistry course and graduating residents achieved competence based on the grade and faculty evaluation by the conclusion of the program. All residents met benchmarks in the minimum number of procedures completed in the program.

2. To be prepared for the American Board of Pediatric Dentistry board examination.

All residents received satisfactory grades in courses that are used to assess preparation for board examination. Reports of the scores received in the in-service exam and comparisons to the in-service exam taken during the first month of the program. All graduating residents have passed the written portion of the American Board of Pediatric Dentistry Examination. Since the oral portion of the exam was canceled in 2020, all graduating residents of the Pediatric Dentistry program have yet to complete board certification.

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

All residents received satisfactory grades in the thesis research courses. Graduating residents completed their research project and thesis defense and were approved by their thesis committee.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

All residents achieved the student learning outcomes. However, one of the data points evaluating the preparation for the American Board of Pediatric Dentistry examination showed that our outgoing scores on the in-service exam was lower than we expected compared to the national average.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The full-time faculty met in the August 2021 to discuss the lower than expected in-service exam scores as compared to the national average. At that time, we decided to implement changes to the discipline specific program curriculum.

- B.** How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We have redesigned the discipline specific program curriculum into a series of seven "blocks" based on the American Academy of Pediatric Dentistry's core curriculum. Each of these blocks is completed in 8 to 12 weeks, combines lectures on relevant topic areas, literature review on the topic area drawn from the AAPD's core curriculum and concludes with a written test over the topic area.

If no changes are being made, please explain why.

N/A

7. Closing the Loop: Review of Previous Assessment Findings and Changes

- A.** What is at least one change your program has implemented in recent years as a result of assessment data?

Although residents were meeting the benchmark for the number sedations as operator, the number was close to the minimum. In the past the resident began participating in sedations in the fall of the second year. The number of sedation experiences is increased by increasing the number of sedation appointments available and starting the sedation experience during the spring semester of the first year.

B. How has this change/have these changes been assessed?

The change is assessed by tracking the number of sedation experiences as operator per resident.

C. What were the findings of the assessment?

Resident sedation experiences per resident increased from 25-28 as operator in the 2018-2019 academic year to 30 – 35 during the 2020-2021 academic year.

D. How do you plan to (continue to) use this information moving forward?

We will continue to track this information to maximize the number of sedation experiences per resident. This is beneficial to the education of our residents as well as helps meet the demand for sedation visits for our patient population.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

**SAINT LOUIS UNIVERSITY
CENTER FOR ADVANCED DENTAL EDUCATION
GRADUATE PROGRAM IN PEDIATRIC DENTISTRY**

RESIDENT CLINICAL EVALUATION FORM

Resident: _____ **Period:** _____

Scale: 1 poor, 2 below average, 3 average, 4 above average, 5 excellent

1 (Needs improvement), 2-3 (making progress), 4-5 (competence)

Clinical skill..... 1 2 3 4 5

Clinical knowledge.....1 2 3 4 5

Behavior management.....1 2 3 4 5

Asepsis.....1 2 3 4 5

Record keeping.....1 2 3 4 5

Effort/motivation.....1 2 3 4 5

Follows instructions.....1 2 3 4 5

Professional demeanor.....1 2 3 4 5

Overall score (average of above): _____ / 5.0

Comments:

Signature: _____ **Date:** _____

**SAINT LOUIS UNIVERSITY
GRADUATE PEDIATRIC DENTISTRY PROGRAM
RESIDENT CONFERENCE DOCUMENT**

Resident:

Each of the following items are discussed and evaluated for each term:

Diagnosis and Treatment Planning
Clinical ability
Patient Treatment Records
Asepsis
Didactic coursework
Research
In-Service Exams (when applicable)
Communication
Attitude
Professional and Ethical Conduct
Work Habits and Time Utilization

S = Satisfactory U = Unsatisfactory*

*Unsatisfactory ratings must be justified with written comments

Areas of evaluation where the resident is expected to achieve competence are graded as follows: C = Competent MP = Making progress NI = Needs improvement

<u>Year I</u>	Fall	S	U
	Spring	S	U
<u>Year II</u>	Fall	S	U
	Spring	S	U

Comments:

Cc: Resident
Rating Criteria: