Program-Level Assessment Plan

Program: Graduate Pediatric Dentistry	Degree Level: GR certificate/Masters
Department: Pediatric Dentistry	College/School: Center for Advance Dental Education
Date (Month/Year): 8/2021	Primary Assessment Contact: Dan Stoeckel

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	To be competent in all aspects of clinical pediatric dentistry	The following courses: Clinical Pediatric Dentistry, Pediatric Dentistry Seminar, Pediatric Dentistry Literature Review	Performance is measured through ongoing assessment by the pediatric dental program director and additional faculty members. Courses are either graded or pass/fail.	In addition to ongoing assessment from the Program Director, the Graduate Pediatric Dentistry Advisory Committee is made up of full time pediatric dentistry faculty members and meets annually. Assessment results are reviewed and either corrective action or suggestions for program improvement are made.
2	To be prepared for American Board of Pediatric Dentistry certification	The following courses: Pediatric Dentistry Seminar, Pediatric Dentistry Literature Review All residents take the AAPD In-Service exam at the beginning of the program and at the end of the second year.	Performance is measured by American Board of Pediatric Dentistry certification. In addition, preparation data will be collected from Alumni Surveys and In-service exam results	In addition to ongoing assessment from the Program Director, the Graduate Pediatric Dentistry Advisory Committee consists of full-time pediatric dentistry faculty members and meets annually. Assessment results are reviewed and either corrective action or suggestions for program improvement are made.

3	To conduct an original research project resulting in a written thesis	During the course, Thesis Research. This course takes place during the spring semester of Year I and both the fall and spring semesters of Year II.	Residents conduct a research project. Residents complete and defend a written thesis during an oral examination with their Graduate Thesis Committee.	In addition to ongoing assessment from the Program Director, the Graduate Pediatric Dentistry Advisory Committee is made up of full-time faculty members and meets annually. Assessment results are reviewed and either corrective action or suggestions for program improvement are made.

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

   Clinical competency is assessed at the end of each semester through evaluations completed by all clinical faculty members. American Board of Pediatric Dentistry certification preparation is assessed following the annual examination of second year residents through the In-service exam and the results of the Board exam. Each resident's master's thesis is completed in the spring term prior to graduation. All learning outcomes are assessed by the Graduate Pediatric Dentistry Advisory Committee which meets annually.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

   The Graduate Pediatric Dentistry Advisory Committee meets in August following the graduation of the residency class on June 30th and collection of the data generated the previous academic year.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

   As this is a two-year program and important to ensure clinical competency each of the programs three central learning objectives are assessed annually following the graduation of the residency class on the last day of June. The Graduate Pediatric Dentistry Advisory Committee generally meets in August to review the data and implement changes if possible, starting in the fall semester.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   All full-time faculty are members of the committee and contribute to the development and implementation of the assessment plan.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

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

Year I	Fall	S	U
	Spring	S	U
Year II	Fall	S	U
	Spring	S	U

Comments: