

Program-Level Assessment: Annual Report

Program Name (no acronyms): Graduate Periodontics	Department: Center for Advanced Dental Education
Degree or Certificate Level: MS and Certificate	College/School: SLU CADE
Date (Month/Year): 12/22	Assessment Contact: Dr. Elio Reyes Rosales
In what year was the data upon which this report is based collected? 2021-22	
In what year was the program's assessment plan most recently reviewed/updated? 2021	
Is this program accredited by an external program/disciplinary/specialized accrediting organization? YES	

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.)

Outcomes #:

- 1- Prepare residents to be competent in all aspects of clinical periodontics
- 2- Prepare residents to become certified by the American Board of Periodontology

2. Assessment Methods: Artifacts of Student Learning

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

Outcome #1.

Final Grades from each didactic course. (All courses offered in-campus)

- Clinical Periodontics
- Current Literature
- Principles of Periodontics
- Periodontal Literature Review
- Periodontal Case Presentation

Exit Interviews

Alumni Surveys

Outcome #2.

AAP In-Service examination (Taken in-campus)

Alumni survey

American Board of Periodontology List of Diplomates

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** (please do not just refer to the assessment plan).

Objective #1.

Course grades at end of each course (by Course Director)

Exit interview at the end of Spring Semester for graduating residents (by Program Director and Executive Director)

Alumni survey sent at time intervals (by Program Director and presented to Graduate Periodontics Advisory Committee)

Outcome #2

Alumni survey (collected every-3 years) regarding results of the Board Certification Exam (by Program Director and presented to the Graduate Periodontics Advisory Committee)

Reference to the American Board of Periodontology List of Diplomates. (Online)

In-Service Exam Report from the AAP.

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)?

Outcome #1:

- The data is collected from the grades from each didactic course at the end of every term.
- The data from the exit interviews is gathered every year at the end of the Spring Semester for the Year III residents.
- The data from the Alumni survey is collected every 3 and 8 years post-graduation via mail response.

Results Outcome #1:

- All residents received satisfactory grades.
- The YIII residents feel competent with their education.
- The alumni feel proficient and well prepared clinically and didactically in clinical periodontics.
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Outcome #2:

- The data from the In-Service Exam is collected from the grades provided by the grade report from the AAP In-service Exam committee.
- The data reflecting the current ABP status or the intention to become an ABP Diplomate is taken from the Alumni survey, collected every 3 and 8 years post-graduation via mail.
- The data on the actual number of Diplomates is provided by the American Board of Periodontology publication, and similarly on the status from the qualifying exam.

Results Outcome #2:

- All residents currently participate in the In-Service exam.
- Historically more than 50 percent of the alumni have pursued becoming Diplomates of ABP. To date, 36/62 (58%) alumni have become certified by the American Board of Periodontology.

5. Findings: Interpretations & Conclusions

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

The results from the Program Assessment data reveal that the residents feel prepared and well trained clinically and didactically in the science of periodontics.

The number of Graduates that become Board Certified has increased in the last 6 years.

- Program changes resulted in improvement. Increased number of residents seeking board certification from 64% (11/17) between 2010-2015 to 76%. (13/17) from 2016-2021.

For the 2 Outcomes analyzed, the Faculty Advisory Committee concluded that the Graduate Periodontics Program is achieving its goals satisfactorily.

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 Graduate Periodontics Faculty Advisory Committee analyzes and discusses the data at least once a year during the Periodontal Faculty Retreat as part of the program assessment. The results and data is disseminated to the program faculty during the Periodontal Faculty Retreat, or at least annually during a personal meetings of the faculty members with the program director.

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

- Ongoing revision of course content to reflect the most current advances in technology, science, and therapy.
- Improvements in technology with the introduction of digital planning and digital workflows.

- Adding the Periodontal Literature Reviews to the YI residents to better prepare for the American Board of Periodontology qualifying exam.

Changes to the Assessment Plan

- Introduction of more detailed evaluation tools, benchmarks and rubrics for the clinical courses

- Establishing levels of competency for specific clinical procedures.

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

- Based on current trends identified in the literature, the program has an ongoing revision of course content to reflect the most current advances in technology, science, and therapy.
- Based on trends in best practices in periodontics, we have implemented improvements in technology with the introduction of digital planning and digital workflows.
- At the curricular level, the Periodontal Literature Reviews course was added to the YI resident's curriculum to better prepare for the American Board of Periodontology qualifying exam.

If no changes are being made, please explain why.

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?

- Established collaboration with the Center for Dental Anesthesia to provide additional experience for the residents through a voluntary rotation.
- Hired part-time faculty members Dental Anesthesiologists at SLU to provide additional didactic and clinical experience for parenteral moderate sedation.
- Implement the use of intraoral scanners and 3D printers at SLU Clinic to facilitate digital workflow protocols.
- Acquired 3D planning software for digital planning of implant cases.
- Schedule seminars conducted by various faculty to cover selected topics such as Prosthodontics and Implantology, Restorative principles, and immediate temporization protocols for implant restorations.
- Expanded the financial support for resident research.

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

Through Alumni Surveys and Exit interviews.
Clinical Productivity data

C. What were the findings of the assessment?

Changes needed to be made on all the points cited on Previous Assessment Findings to enhance the educational experience of the residents .

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

The data obtained through the current Program Assessment tools seems to be reliable and reflects the trends of the discipline and the needs of the program. We will continue to utilize these tools to gather information for the program assessment.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, 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.