Academic Assessment Report – 2014-2015 Calendar Year

Evidence collected in 2014-2015

Report due December 16, 2015

PLEASE NOTE: This template has been significantly revised. Please carefully read and complete all sections.

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email at dan.bubb@unlv.edu.

***Please email your completed form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

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<th>Program Information</th>
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<tr>
<td>Program: Advanced Education in Pediatric Dentistry (Certificate Program)</td>
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<td>Department(s): School of Dental Medicine (Pediatric Dentistry)</td>
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<td>College: School od Dental Medicine</td>
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<tr>
<td>Program Assessment Coordinator: Cody Hughes, DMD, Program Director</td>
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<tr>
<td>Report submitted by: Marcia Ditmyer, PhD, 702-774-2646, <a href="mailto:Marcia.ditmyer@unlv.edu">Marcia.ditmyer@unlv.edu</a></td>
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<td>Date Submitted: December 15, 2015</td>
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Purpose of Assessment Reporting at UNLV:

Annual assessment reports are designed to:

a) Articulate student learning objectives (what students will learn/what skills they will develop, and how they will be able to apply what they have learned)

b) Demonstrate use of direct and indirect instruments to assess student learning outcomes

c) Evaluate student learning outcomes and making curricular and/or pedagogical changes to inform decision-making

d) Align results with the University’s Undergraduate Learning Outcomes (UULOs)

Departments use reports to improve student learning and to fulfill the requirements of the Northwest Commission on Colleges and Universities (NWCCU), UNLV’s accreditation agency.

1. Department Mission Statement. What is the department’s purpose? What is it trying to achieve with students?

The UNLV, School of Dental Medicine, Advanced Education Program in Pediatric Dentistry, strives to develop outstanding pediatric dental specialists, through the utilization of advanced technology, an integrated curriculum of biomedical and clinical sciences, as well as,
professional studies. The program provides opportunities for scholarly research, community service, as well as advanced clinical experiences in out-patient pediatric oral health care and comprehensive oral rehabilitation in the hospital/surgery center, setting.

2. Program Level Student Learning Objectives (SLOs)
- Please articulate student learning objectives by explaining what students will learn/what skills they will attain
- Please explain how they will attain them.
- Please number the objectives for later reference

1. Admit a diverse postgraduate student class of high academic achievers and who are highly, clinically, qualified
2. Provide an evidence-based integrated curriculum comprised of biomedical and clinical sciences, as well as, other professional studies.
3. Develop postgraduate students with outstanding diagnostic and clinical skills to allow quality pediatric oral health care and community service
4. Prepare graduates for American Board of Pediatric Dentistry certification, scholarly activities, educational endeavors, research and leadership roles
5. Cultivate excellence among pediatric dental faculty in the areas of teaching, scholarly activities, research and community service
6. Promote the importance of medical and dental, interdisciplinary cooperation, in order to provide the best pediatric oral health care, achievable
7. Provide care to the many underserved children, in the State of Nevada
8. Provide the environment and background to develop and maintain the highest ethics and professional behavior, as a representative of the dental profession and more specifically, pediatric dentistry

4. Planned Assessments: Methods, Instruments, and Analysis: Following up on the Assessment Plan for this program, what direct instruments (e.g. exams, research papers, oral presentations) and indirect instruments (e.g. surveys) did the department use to assess student learning outcomes during the current period of data collection? Please do not include student course evaluations or course grades as program-level assessment instruments. Contact Dan if you have questions.

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Briefly describe the instrument, sampling strategy, and how the results are collected</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
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<tr>
<td>*Course grades</td>
<td>Measure students’ ability to explain their comprehension of discipline-specific concepts. The exam is administered to all students in each course, each semester. The department amasses the results, and</td>
<td>2,4</td>
<td>*Satisfactory completion of all didactic courses (Grades above 80%)</td>
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uses item analysis to discern areas of student proficiency and weakness.

| *Clinical Evaluations | These provide real-time assessment of the students’ ability to apply the didactic knowledge they have acquired in the provision of pediatric oral health care. | 3-8 | *Average or above average clinical evaluation scores from faculty (Above 50%)
*All postgraduate students completing adequate numbers of special needs patients (Minimum of 5/year/resident)
*Completion of adequate numbers of OR cases per CODA (Minimum of 20 OR cases within the 24-month period)
*All residents providing quality care in a timely manner (Individual postgraduate student production within 25% of average resident production for each year of residency) |

| *Presentations | Seminar format with participation of other postgraduate students and course faculty. | 4 | *Completion of quality assigned presentations in didactic courses by all postgraduate students (100%) |

| *Participation | After attending the AAPD meetings and continuing education courses, the postgraduate students present their experiences to other postgraduate students and faculty. The community outreach activities are overseen by a pediatric dental faculty member. The pediatric dental faculty oversees the | 3, 4, 6, 7, & 8 | *All postgraduate students participating in AAPD or local dental association meetings (80%)
*All postgraduate students participating in teaching roles in clinical or didactic training sessions (At least 5% of total program time) |
<table>
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<tr>
<th>Requirement</th>
<th>Description</th>
<th>Score</th>
<th>Notes</th>
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| Postgraduate students’ in the clinic when they teach the pre-doctoral dental students. | *Postgraduate students participating in community service activities (Minimum of 5/year/ postgraduate students)  
* Postgraduate students completion of assigned community clinical rotations encompassing provision of care to underserved populations (100% of postgraduate students completing rotations) |       |                                                                                               |
| *Hospital/Off-site Rotation Evaluations                                    | Evaluation by each rotation’s faculty of postgraduate students’ in each of the off-site rotations in Hematology, Comp Clinic, Pediatric Medicine, Lied Clinic, Emergency Medicine and Anesthesiology. The evaluations are submitted the Program Director for the Semi-Annual Evaluations of each student. | 3     | *All postgraduate students (100%) functioning satisfactorily in the hospital setting         |
| *Project Completion                                                        | The manuscript of the research project has to be submitted to and accepted by a peer-reviewed journal for possible publishing.                                                                                 | 4,5   | *Completion of at least one research project/postgraduate students/ 24-month period  
*All postgraduate students presenting projects in formal settings during the 24-month period  
*All postgraduate students submitting a research paper for publication during the 24-month period |
| *In-Service Exams and Board Exams                                         | The examination results are provided to the Program Director to provide information about the strengths and weaknesses                                                                               | 4     | *Graduates passing the AAPD Qualifying Exam for Board Certification                           |
5. Results, conclusions and discoveries. In this past year
- What have been the results of each planned assessment listed above?
- Compared to your benchmarks, was the outcome at, above, or below what was expected?
- How do the current results compare to previous years’ results?
- What conclusions or discoveries do you draw from this year’s results?

**Course Grades:**
All postgraduate students received final passing Course Grades in the 80 - 100% range. All postgraduate students met program expectations. The soon-to-graduate Y2 postgraduate students in the Spring Semester achieved at least as high grades as the previous year, indicating a consistent knowledge base, as expected later in the program. As the program continues to accept postgraduate students with higher Dental School GPAs and higher National Board Scores, this trend may change.

**Clinical Evaluations:**
All postgraduate students received clinical evaluation scores from faculty above 50%. For Y2 postgraduate students in the Spring Semester, evaluation scores ranged from 80 – 90% similar to the previous year. The average Y2 postgraduate student’s scores were significantly higher than Y1 resident scores indicating a higher level of competence in the senior group, as expected.

All Y2 postgraduate students treated adequate numbers (minimum of five/ postgraduate student) of special needs patients. In 2013, postgraduate students were able to get into the clinic in the Summer of their first year, compared to 2012, due to a change in the State Dental Licensing. This resulted in the Y1s having an increase in clinical activity during this time and an increase in treatment experiences of all patients.

At the end of the Fall Semester 2014, all the Y2 postgraduate students had completed over 20 OR total cases (observation and treatment). Y1 postgraduate students do not begin OR treatment until their 2nd semester, but they do begin their observation requirement in the OR. At the end of the Fall Semester, 2012 the Y1 postgraduate students observed on average of 4 OR cases/ postgraduate student. Postgraduate student are on track to complete adequate numbers of OR cases to be competent in this area.

Postgraduate student clinical production was at or above production targets. Individual variations in productivity are affected by rotation schedules (more in the senior year) as well as patient numbers, staff effectiveness, and clinic organization.

**Presentations:**

*Graduates scoring within 10 % of the National Average on the AAPD In-Service Exams*
100% of postgraduate students prepared and presented their assigned presentations in a quality format including visual materials and power point presentations. These presentations were part of the Introduction to Pediatric Dentistry and Pediatric Clinical Seminars Courses, including 3-8 presentations/ postgraduate student/course.

**Participation:**
About 1/2 of postgraduate students participate in American Academy of Pediatric Dentistry (AAPD), Annual Meeting. Two Y1 postgraduate students and two Y2 postgraduate students, completed the American Academy of Pediatric Dentistry course, “Contemporary Sedation of Children for the Dental Practice: Enteral and Parenteral Techniques”, while all other Y2 postgraduate students, completed their Comprehensive Review of Pediatric Dentistry Course, sponsored by the AAPD. All postgraduate students have completed and maintained PALS certification.

Postgraduate students begin teaching roles after the 2nd semester of their first year. The Y2 postgraduate students all participated in the Pre-doctoral Pediatric Dentistry Course in the pre-clinical lab and in the didactic portion during at least one lecture/postgraduate student. Y2 postgraduate students also served as clinical instructors in the Pre-doctoral clinic sessions along with a pediatric attending faculty member, on an assigned rotational basis. The time allotted to teaching roles was 5%. Total time allotted to teaching roles needs to increase.

100% of postgraduate students participated in community service activities. Y2 postgraduate students were less active due to the set curriculum, with Y1 postgraduate students having more time allotted for these activities as well as utilizing Y1 students more often for public relations and oral health education activities. Activities included Community Health Fairs, Head Start screenings, WIC education, UMC education programs for pregnant mothers, Give Kids A Smile, Saturday Children's Clinic, Clark Country School screenings, and other oral health presentations for elementary schools. The over-all participation time in community service activities is more than adequate.

100% of postgraduate students completed their mandatory clinical rotations in the community. All Y2 postgraduate students completed a 2-week rotation to the Children's Specialty Center of Nevada and Hemophilia Treatment Center of Nevada Children's, as well as participating in the Multidisciplinary Clinics for Bleeding Disorders each month. All postgraduate students participated in the Cleft Lip and Palate Clinic on a rotational basis. All postgraduate students completed their assigned rotations to the Paradise Community Dental Clinic, an on-going weekly rotation.

**Hospital Rotation Evaluations:**
100% of postgraduate students received satisfactory evaluations on mandatory hospital rotations and functioned satisfactorily in the hospital setting. During 2014, all Y2 postgraduate students completed 2-week hospital rotations in Pediatric Medicine and Emergency Medicine at University Medical Center's Children's Hospital of Nevada, as well as a 4-week rotation in Anesthesia. All postgraduate students provided On-Call Emergency services on a rotational basis at UMC's Children's Trauma Center. These rotations provide adequate training for functioning in a hospital setting as a pediatric dentist.

**Project Completion:**
All Y2 postgraduate students in the Spring Semester of 2015 completed their required individual research projects and submitted for publication in a peer-reviewed journal. Increased monitoring and mentorship of the first year postgraduate students is needed for them to complete their research projects in a timely manner and to enable them to be prepared to present their projects at national and local meetings.

AAPD In-Service and Qualifying Board Examinations:
The postgraduate students sit for two American Academy of Pediatric Dentistry, AAPD, In-Service Examinations, and one American Board of Pediatric Dentistry, ABPD, qualifying board examination, over the course of the 2 years. All Y2 postgraduate students took the ABPD Qualifying Examination for Board Certification in May of 2015. All graduating postgraduate students passed this examination. This is an outstanding accomplishment for a, relatively, new program.

6. Use of Results (Closing the Loop over this past year)
- How were the student learning outcome results used to make curricular and/or pedagogical changes?
- If no changes were needed, please explain why
- Who reviewed the results? Is assessment a shared responsibility in the department? Does the work rotate among faculty?
- Who acted on the results and in what way?

Based on this evaluation, the following changes are indicated:

In-coming postgraduate students need to obtain their state dental licenses sooner in order to increase their clinical experiences during their first semester. Attention to providing increased email reminders by the Program Director to up-coming postgraduate students may be helpful. The new dental software, “axiUm”, is now fully implemented and all of the patient electronic health records, EHR, have now been entered into the new software, allowing the clinic to function more effectively. These changes should allow the first year postgraduate students to gain increased clinical experience.

Year One (Y1) postgraduate students require increased mentoring and monitoring of individual research projects. A requirement by the Director of Research for a spring oral presentation of individual projects (as was done during the first year of the program) may encourage first year postgraduate students to progress in a timely manner. Also, increased mentoring and progress reporting to the Director of Research may improve postgraduate student progress and allow postgraduate students to be prepared for presentations and potential awards at national meetings.

7. Progress over this past year
- Please describe the program changes that have been recommended in past reports
- What progress has been made since the recommendation(s)? Has the rate of improvement in pattern or trend been what you anticipated?

Increase the postgraduate students’ applicant pool.
Modifications were made to improve the web page for the program. Both the PASS and MATCH Services were utilized in the application process. This resulted in an approximate average of 65 applications for the last two interview sessions.

**Increase postgraduate student exposure to and treatment of special needs patients.**
An on-going rotation was established with the Children's Specialty Center of Nevada and Hemophilia Treatment Center of Nevada. This association has allowed the postgraduate students to see first-hand how these diseases are clinically evaluated and managed. They are then able to complete needed dental treatment and follow-up care for these children either in the postgraduate student clinic or in the hospital setting. This has greatly increased postgraduate students' abilities in managing medically compromised children.

**Increase the number of pediatric attending faculty to allow for additional clinical experiences.**
Ongoing search for full-time pediatric dental faculty. Also looking to add two to three more part-time pediatric dental faculty.

**8. Opportunities for Professional Development in Assessment** – Over this past year:
- How have faculty developed their knowledge of academic assessment (workshops, brown-bags, conference attendance, etc.)?
- What opportunities did faculty have to publish assessment-related articles in assessment journals and other publications?

**Please note:** This section is designed to help clarify ways in which faculty participate in assessment. These activities are not mandatory; rather, they serve as examples in which programs develop faculty engagement in assessment.

The pediatric dental faculty attended UNLV, School of Dental Medicine, faculty programs that presented methods of academic assessment as well as local and national continuing education courses, which provide them the ability to assess the didactic information of the postgraduate student. The clinical faculty has continued to renew their PALS skills, so they can better assess the postgraduate student’s knowledge about managing pediatric medical emergencies.

**9. Unit Leader Approval**
Department Chairs and Deans must review this document and ensure that it meets both UNLV and NWCCU requirements (these can be found on our website: http://provost.unlv.edu/Assessment/)

**Director of Outcomes Assessment**
X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Name Dr. Marcia Ditmyer                Phone 702-774-2646               Email Marcia.ditmyer@unlv.edu

**Director of Pediatric Residency Program**
X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.
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<tr>
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<tr>
<td>Dr. Cody Hughes</td>
<td>702-774-2416</td>
<td><a href="mailto:cody.hughes@unlv.edu">cody.hughes@unlv.edu</a></td>
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**Dean**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

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<td>Dr. Karen West</td>
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