



Academic unit: Advanced Education in General Dentistry College: College of Health Professions

Date of last review n/a Date of last accreditation report (if relevant) 6/15/2017

List all degrees described in this report (add lines as necessary)

Certificate (s): Certificate in Advanced Education in General Dentistry

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

| NAME (List department –if external to unit) | SIGNATURE | TENURE OR NON-TENURE TRACK |
|---|----------------------|----------------------------|
| Dean Elledge | | Non-Tenure |
| John Carnahan | (see email attached) | Non-Tenure |
| David May | (see email attached) | Non-Tenure |
| Lendon Troiani | (see email attached) | Non-Tenure |

Submitted by: Amanda Conner, Program Manager
(Name and title)

Date 4/1/2020
(Date)

In yellow highlighted areas, data will be provided

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

*The mission of Wichita State University is to be an essential **educational, cultural and economic driver** for Kansas and the greater public good.*

A. Program Purpose Statement - formerly Mission

The AEGD program mission is to train, educate and graduate competent and compassionate clinicians in all areas of dentistry with emphasis on quality comprehensive care, outstanding customer service and socially responsible community outreach. Additionally, the mission is to recruit and retain dentists to practice in under-served areas throughout the state of Kansas.

B. The role of the Program(s) and relationship to the University mission:

Within the state of Kansas, there are no opportunities for undergraduate students to further their education goals as dentists. Other states have supported Kansas students by reserving spaces in their programs for qualified applicants from Kansas. The reality of this is that oftentimes, upon graduation these newly trained dentists are not returning to their home state. The AEGD program is offering advanced training for newly graduated Dentists to expand their skillset to be able to function as a single care provider in underserved areas where access to dental care for most patients is limited.

C. Has the purpose of the Program(s) changed since last review? Yes No

This is the first review of the AEGD Program. There is no need to change at this time, accreditation was completed in 2017 with no requirements.

D. How does the Program support the university strategic plan?

AEGD participates in applied learning every day within the AEGD clinic, seeing patients in a private practice type of environment, as well as ensuring that all AEGD graduates engage in significant and meaningful interprofessional educational activities. AEGD strives to enhance educational opportunities and experiences through collaborations across the university and within the community. AEGD continues to participate and collaborate with local and national organizations to be aware of any trends as well as to facilitate additional educational opportunities that could include dental Residents as well as community members. By collaborating with others directly involved in the dental field as well as other community members, we can better maintain appropriate accreditation levels as well as expand the program in other areas as necessary. By maintaining the appropriate levels of Faculty in multiple specialties, we can continue to ensure that our current Residents, and our future workforce will have an outstanding educational experience to prepare them for the future. AEGD would like to increase the current research that is done in the clinic to also include more externally funded research in the future, as appropriate within the AEGD Clinic. AEGD has created multiple external program offerings outside of the AEGD Clinic and continues to

explore additional activities that helps grow the culture within the program as well as tailors the educational outcomes to the specific needs of the Residents and community. AEGD continues to participate in exit surveys to create a feedback loop of information that can be processed and used to improve the program in the future. AEGD is currently working towards a goal of establishing a budget process that will prioritize the needs of the clinic as well as allow the program to invest in faculty, Resident and staff professional development.

E. Provide an overall description of your program (s) including any changes made since the last review?

The Advanced Education in General Dentistry (AEGD) Program at Wichita State University (WSU) is a one-year postdoctoral education program that offers dentists the opportunity for an advanced comprehensive clinical experience. The program is designed to increase resident knowledge and clinical capabilities in preparation for dental practice. A state-of-the-art AEGD clinical facility provides the environment for residents to have the experience of delivering comprehensive patient care in a group practice, while performing procedures that range from basic restorations, to placement and restoration of dental implants. Supported by a faculty of experienced general dentists and specialists, AEGD residents receive the education and training needed to become clinical leaders in general dentistry.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)

See Table 1 on the next page.

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).

| Table 1 Departmental Outputs | | | | | | | | | | | | | | | | | |
|------------------------------|-------------------------|---------|----------------------|---------|-------------------------------|---------|--------------|----|-----|--------------------|------|---------------|------------|-----------|-----------------|---------------------------------|----------------|
| Scholarly Productivity | Number Journal Articles | | Number Presentations | | Number Conference Proceedings | | Performances | | | Number of Exhibits | | Creative Work | | No. Books | No. Book Chaps. | No. Grants Awarded or Submitted | \$ Grant Value |
| | Ref | Non-Ref | Ref | Non-Ref | Ref | Non-Ref | * | ** | *** | Juried | **** | Juried | Non-Juried | | | | |
| 2016-2017 | | | | | | | | | | | | | | | | | |
| 2017-2018 | | | | | | | | | | | | | | | | | |
| 2018-2019 | | | | | | | | | | | | | | | | | |
| 2019-2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

*Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.

The AEGD Program is currently an RU funded entity that is funded by Via Christi Graduate Medical Expenses (GME) funding and revenue from the patient serving clinic. Currently, the Program Director is a regional mentor for the Clinicians Research (CR) Foundation, where he is part of a larger body of clinical evaluators and researchers. The role that the AEGD Program Director fills as a regional mentor provided by the CR Foundation infuses the residency training with dynamism and creates diverse faculty development opportunities for AEGD Faculty that are not available in traditional state mandated continuing educational events.

B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.

N/A. AEGD does not have typical faculty in research roles.

Part 3: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan(s) as an appendix (*refer to instructions in the WSU Program Review document for more information*).

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? Yes No

AEGD is a Post-Doctoral Program, no Undergraduates are eligible for admission.

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? Yes No

The “student status” of AEGD Residents is based on enrollment in a non-credit classes for the purpose of earning the Advanced Education in General Dentistry certificate, and qualifying for the deferment of student loans while enrolled in the residency program. The letter grade structure is not utilized within the program, therefore no GPA is collected.

C. Accreditation status: *If accreditation is previously noted, please add:*

Accrediting Body: Commission on Dental Accreditation

Next Review Date: 2024

Commendations and concerns from the last review:

It was recommended that all arrangements with co-sponsoring, affiliated institutions or extramural facilities be formalized by means of written agreements that clearly define the roles and responsibilities of the parties involved. (As of January 2010, the Commission was notified that all affiliation agreements were signed and in place. Signed copies were included in the notification.

D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

You may add an appendix to provide more explanation/details. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.)

Table 2 Learning Outcome Assessment

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Type (e.g., portfolios, exams) | Assessment Tool (e.g. rubrics, grading scale) | Target/Criteria (desired program level achievement) | Results | Analysis |
|--|---|---|---|---|---|
| <i>Students will have a basic understanding of human anatomy.</i> | <i>Comprehensive Exam</i> | <i>Rubric</i> | <i>80% of students will score 80% Or <</i> | <i>90% of students scored 80% or better.</i> | <i>Proficient knowledge of anatomy has been demonstrated.</i> |
| 1. Function as a patient’s primary and comprehensive oral health care provider (treatment plan routing sheet) | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 2. Develop rapport and confidence with patients by treating them efficiently and professionally in a dental practice setting utilizing ancillary personnel to enhance productivity | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 3. Make referrals to, and obtain consultations from professional colleagues for the treatment of dental, medical, psychological, and social problems presented by dental patients | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 4. Apply principles of jurisprudence and professional ethics in the practice of dentistry | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

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| | Eaglesoft Schedule, Reflection Papers | | | | |
| 5. Use accepted prevention strategies to help patients maintain and improve their oral health and aspects of their systemic health | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 6. Perform a comprehensive dental exam by obtaining a complete history, evaluating the patient's chief complaint, gathering indicated diagnostic data, interpreting appropriate diagnostic tests and recognizing need for consultations | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

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| <p>7. Obtain informed consent for dental treatment by discussing with patients, or parents/guardians of the following: findings, diagnoses, the risks, benefits, and process of various treatment options, patient responsibilities during and after treatment, estimated fees and payment responsibilities</p> | <p>Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers</p> | <p>Rubric</p> | <p>100% of Residents will score a Level III</p> | <p>100% of Residents scored a Level III or better.</p> | <p>Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently.</p> |
| <p>8. Develop the data obtained from a comprehensive exam into a complete problem list that facilitates solving problems with a comprehensive sequenced treatment plan, which respects a patient's cultural individuality, special needs of any social, medical, or psychological issues</p> | <p>Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers</p> | <p>Rubric</p> | <p>100% of Residents will score a Level III</p> | <p>100% of Residents scored a Level III or better.</p> | <p>Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently.</p> |

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| <p>9. Develop and perform the skills to successfully complete a comprehensive and complex treatment plan in an efficient manner and recognize which procedures would be better managed by an appropriate referral (be able to recognize limitations)</p> | <p>Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers</p> | <p>Rubric</p> | <p>100% of Residents will score a Level III</p> | <p>100% of Residents scored a Level III or better.</p> | <p>Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently.</p> |
| <p>10. Modify a treatment plan, if indicated, based on therapeutic outcomes, unexpected circumstances of the patient's individual needs</p> | <p>Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers</p> | <p>Rubric</p> | <p>100% of Residents will score a Level III</p> | <p>100% of Residents scored a Level III or better.</p> | <p>Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently.</p> |
| <p>11. Treat patients with intraoral dental emergencies and infections</p> | <p>Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers</p> | <p>Rubric</p> | <p>100% of Residents will score a Level III</p> | <p>100% of Residents scored a Level III or better.</p> | <p>Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently.</p> |

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| 12. Anticipate, prevent, diagnose and provide initial treatment and follow-up management for medical emergencies that may occur during dental treatment | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 13. Understand the principles, diagnostic procedures and indications for utilizing a wide range of materials necessary when restoring single teeth | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 14. Understand the principles, techniques and materials and appropriately apply them when treating patients with missing teeth requiring removable restorations. | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments, Eaglesoft Schedule, Reflection Papers | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 15. Understand the principles, techniques and materials and appropriately apply them when treating patients with missing teeth requiring uncomplicated fixed restorations | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

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| 16. Understand the principles, diagnostic procedures, techniques, and materials appropriately apply them when treating patients with missing teeth requiring complicated fixed restorations | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 17. Understand the principles, materials and techniques to enhance a patient's facial esthetics | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 18. Recognize the signs and symptoms or occlusal disease and be able to manage a case based on sound principles | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 19. Communicate case design with laboratory technicians and evaluate the resultant prosthesis | Resident Portfolio, Treatment Plan routing sheet | Rubric | 100% of Resident will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 20. Understand the principles, diagnostic challenges, materials, techniques and appropriately apply them when restoring endodontically treated teeth | Resident Portfolio, Treatment Plan routing sheet, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

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| 21. Diagnose and treat pain of pulpal origin utilizing contemporary endodontic principles and techniques | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 22. Perform uncomplicated non-surgical anterior endodontic therapy. | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 22. Perform uncomplicated non-surgical posterior endodontic therapy; be able to manage or appropriately treat such a case | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 23. Perform uncomplicated non-surgical posterior endodontic therapy | 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 24. Understand the indications, and principles of surgical endodontic therapy; be able to manage or appropriately treat such a case | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 25. Recognize, diagnose and be able to treat uncomplicated endodontic complications | Resident Portfolio | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |

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| 26. Recognize, diagnose and manage or treat complex endodontic therapy and its complications | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 27. Operative complexities of size, extension or compromises in treatment plan (4 or more surface restoration, provisional or core build up as interim restoration) | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 28. Operative complexities requires additional radiographs or specialty consults for final restoration | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 29. Anticipate full crown restoration that requires modification from ideal OR requires radiographic verification | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 30. Understand and apply the principles and techniques of replacing missing teeth with dental implants | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 31. Understand the principles and apply within limitations the surgical | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but |

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| component of dental implant systems | | | | | usually skill can be performed independently. |
| 32. Recognize and be able to manage the complications of dental implants | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 33. Understand the multifactorial issues of orofacial pain and be able to diagnose and manage such problems | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 34. Diagnose and non-surgically treat uncomplicated temporomandibular disorders | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 35. Understand and apply to actual clinical cases the principles and techniques of surgical and nonsurgical extraction of teeth | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 36. Understand and apply to actual clinical cases the principles and techniques of uncomplicated impacted wisdom teeth | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |

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| 37. Understand and apply to actual clinical cases the principles and techniques of uncomplicated pre-prosthetic surgery | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 38. Recognize and manage the indications and principles of biopsy techniques and apply them to clinical cases of soft and hard tissue lesions | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 39. Evaluate and manage intra oral hard and soft tissue lesions of traumatic origin | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 40. Manage intraoral soft tissue lesions of non-traumatic origin | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 41. Diagnose and treat periodontal disease using non-surgical procedures | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 42. Diagnose or manage moderate periodontal disease using surgical and nonsurgical procedures | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

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| 43. recognize when crown lengthening is indicated and perform the procedure to improve clinical crown length | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 44. Recognize the indications and be able to diagnose and manage/treat mucogingival defects | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 45. Evaluate the results of periodontal treatment and monitor periodontal maintenance patients | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 46. recognize and understand the complications related to intraoral surgical procedures and be capable of proper management or treatment | Resident Portfolio, 51 Faculty Assessments | Rubric | 100% of Residents will score a Level I | 100% of Residents scored a Level I or better | Residents will demonstrate Fundamental awareness (basic knowledge) techniques and concepts |
| 47. Diagnose and manage oral manifestations of systemic disease | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 48. Diagnose and manage common oral pathological abnormalities | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

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| 49. Use pharmacologic agents in the treatment of dental patients | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 50. Provide control of pain and anxiety in the conscious patient through the use of psychological interventions, behavior management techniques, local anesthesia, and nitrous oxide conscious sedation techniques | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |
| 51. Prevent, recognize, and manage complications and interactions related to the use of drugs and local anesthesia | Resident Portfolio, 51 Faculty Assessments, Consent form | Rubric | 100% of Residents will score a Level III | 100% of Residents scored a Level III or better. | Residents will demonstrate Competent, practical application. Expert help may be necessary but usually skill can be performed independently. |

Definitions:

Learning Outcome: Learning that should result from instruction.

Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.

Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised

- Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

Dental Residents within the AEGD program are continuing to meet their expectations required of them for completion of the certificate program. In the future, the grading rubric needs to be updated to reflect that the Residents also provide themselves with a self-assessment to discuss with faculty on their skill level. Oftentimes, on items that are required a specific Level of understanding, it is difficult to find the perfect patient mix of procedures for each patient, so Patient Care Conference during class time for each Resident to teach other Residents about specific treatments. This broadens each Resident’s experience in areas they may not have a similar patient.

E. Assessment of Student Satisfaction

Table 3 Student Learning Outcomes Comparison

| Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates) | | | | |
|---|-----|-------------------------------|---|--|
| Year | N | Name of Exam | Program Result | National Comparison± |
| <i>Ex. 1</i> | 225 | <i>Praxis</i> | <i>80% of 225 were proficient</i> | <i>75% of testers are proficient</i> |
| 2017 | 6 | Resident Competency Portfolio | 100% of 6 Residents improved in 51 competency skillsets | National Standard requires proficient competency in 13 skillsets |
| 2018 | 6 | Resident Competency Portfolio | 100% of 6 Residents improved in 51 competency skillsets | National Standard requires proficient competency in 13 skillsets |
| 2019 | 6 | Resident Competency Portfolio | 100% of 6 Residents improved in 51 competency skillsets | National Standard requires proficient competency in 13 skillsets |
| 2020 | 6 | Resident Competency Portfolio | NA | NA |

- Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors’ satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3d) to illustrate student satisfaction with the program and perceptions of program value.

100% of the graduates from the AEGD Program are employed in the Dental field.

F. General Education

- Does your program support the university General Education program? Yes No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 4 General Education Outcomes

| Course | Results | Assessment Type | General Education Outcomes | | | |
|-----------------------------|--|-----------------|--|------------------------------------|-----------------------------|--|
| | | | Have acquired knowledge in the arts, humanities, and natural and social sciences | Think critically and independently | Write and speak effectively | Employ analytical reasoning and problem-solving techniques |
| <i>Math 242: Calculus I</i> | 2015: 96% passed 2016: 87% passed 2017: 96% passed | | | x | | x |
| | | | | | | |
| | | | | | | |

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

G. Concurrent Enrollment

1. Does the program offer concurrent enrollment courses? Yes No

If yes, provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

If no, skip to next question.

H. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18?
 Yes No

If no, provide explanation.

AEGD residents are also partially students. They are enrolled in a zero-credit graduate course at WSU for the fall, spring, and summer semester of their residency. As residents/students they are eligible for an educational deferment of student loans as they are present at WSU to continue their education under the guidance of highly trained and specialized faculty dentists and faculty specialists.

I. Overall Assessment

1. Define the overall quality of the academic program based on the above information and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The Wichita State University AEGD Program is the only one of its type in the state of Kansas. AEGD Residents opt to receive additional education so that they can be more efficient and effective in

patient treatment. In 2018 the Wichita District Dental Society named AEGD Program Director, Dr. Dean Elledge ‘Dentist of the Year.’ The AEGD Program is one of the testing locations for the Clinicians Review and performs live testing on patient care products, techniques and other newly invented items as it relates to the dental field. The Residents provide a necessary service to improve the patient treatment outcomes by providing feedback on each item/technique which is provided to dentists nationwide.

Part 4: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

A. Complete the table below.

| | Avg. Salary | Employment In state (%) | Employment in the field (%) | Employment related to the field (%) | Employment outside the field (%) | Pursuing graduate or professional education (N) | Projected growth from BLS** |
|-----------|-------------|-------------------------|-----------------------------|-------------------------------------|----------------------------------|---|-----------------------------|
| 2016 - 17 | N/A | 0% | 100% | 0% | 0% | | |
| 2017-18 | N/A | 67% | 100% | 0% | 0% | | |
| 2018 - 19 | N/A | 17% | 100% | 0% | 0% | | |

* https://ksdegreestats.org/program_search.jsp and U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

B. Provide a brief assessment of student need and demand using the data from Tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find. Also address students enrollment, degree production and employment outcomes for diverse students.

AEGD residents do not complete the graduate school exit survey. Our residents upon completion of the program will move to private practice or other clinics (e.g. FQHC) as practicing dentists. Salaries vary dependent on type of clinic and location.

Part 5: Program Service

Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate. Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production) can be used to partially address this section. (Refer to instructions in the WSU Program Review document for more information on completing this section).

- A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.**

AEGD residents are enrolled in zero credit courses.

- B. Provide a brief assessment of the service the Program/certificate provides to other university programs.**

The AEGD Clinic can offer comprehensive care to other patients seen in other on campus clinics. For example, AEGD is one of the referral locations for patients seen in the Dental Hygiene clinic who need more advanced care. Our clinic is also a rotation site for both Dental Hygiene students (both Junior and Senior levels) as well as the WSU Tech Dental Assisting Program. We provide hands on applied learning experiences to others in the dental field, working with live patients consistent with what they will experience in the real world dental practices.

- C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.**

The College of Health Professions mission is to lead the change in healthcare education, and by being the only AEGD Program within in the State of Kansas, the program is fulfilling that mission. AEGD is not only educating, training and trying to retain dentist to practice in Kansas, the program is also helping to train the workforce needed to continuing to serve patients in the future. By providing a one in a kind opportunity for new dentists to experience all aspects of patient care, we are graduating competent dentists who can become a well-rounded dental provider.

Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

- A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.**

AEGD does not have a GEM plan, it is a Post-Doctoral Certificate program.

- B. Discuss how graduate assistantships are being used to advance the GEM goals.**

AEGD Residents are paid, with benefits and are treated as employees of the university.

- C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.**

AEGD does not have a GEM plan, it is a Post-Doctoral Certificate program.

D. Summarize how the GEM plan is being updated going forward based on the findings above.

AEGD does not have a GEM plan, it is a Post-Doctoral Certificate program.

Part 7: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.

AEGD does not have a Undergraduate Enrollment Management plan, it is a Post-Doctoral Certificate program.

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Finding appropriate funding is always a challenge as the AEGD Clinic must rely on revenues generated from patient care. Also, not involved in Undergraduate Enrollment Management.

Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

A.. Complete the table.

Table 6 Changes made based on Previous Recommendations

| Recommendation | Activity | Outcome |
|--|---|---|
| All arrangements with co-sponsoring, affiliated institutions or extramural facilities be formalized by means of written agreements that clearly define the roles and responsibilities of the parties involved. | Affiliation agreements and volunteer faculty agreements were created. | Affiliation Agreements and Volunteer Faculty Agreements have been signed. |
| | | |
| | | |
| | | |

Part 9: Program Goals from Last Review

Report on the Program's/certificate's goal (s) from the last review. List the goal(s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

A. Complete the table.

Table 7 Results of Goals from Last Review

| (For Last 4 FYs) | Goal(s) | Assessment Data Analyzed | Outcome | Status (Continue, Replace, Complete) |
|------------------|---|---|--|--------------------------------------|
| FY 2016 | The goal of the AEGD program is for the resident to develop competency in the development and execution of a treatment plan. Each resident will develop a broader practice and procedure base to allow for a better depth of understanding of patient need. | Resident portfolios, faculty evaluation of residents, Eaglesoft patient files, patient care conferences, consent forms, treatment plan routing sheets | Residents successfully completed program goals/requirements. | Continue |
| FY 2017 | The goal of the AEGD program is for the resident to develop competency in the development and execution of a treatment plan. Each resident will develop a broader practice and procedure base to allow for a better depth of understanding of patient need. | Resident portfolios, faculty evaluation of residents, Eaglesoft patient files, patient care conferences, consent forms, treatment plan routing sheets | Residents successfully completed program goals/requirements. | Continue |
| FY 2018 | The goal of the AEGD program is for the resident to develop competency in the development and execution of a treatment plan. Each resident will develop a broader practice and procedure base to allow for a better depth of understanding of patient need. | Resident portfolios, faculty evaluation of residents, Eaglesoft patient files, patient care conferences, consent forms, treatment plan routing sheets | Residents successfully completed program goals/requirements. | Continue |
| FY 2019 | The goal of the AEGD program is for the resident to develop competency in the development and execution of a treatment plan. Each resident will develop a broader practice and procedure base to allow for a better depth of understanding of patient need. | Resident portfolios, faculty evaluation of residents, Eaglesoft patient files, patient care conferences, consent forms, treatment plan routing sheets | Residents successfully completed program goals/requirements. | Continue |

Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

A.. Complete the table.

Table 8 Forward Facing Goals for Program Review Period

| Program/Certificate Goal | Specific | Measurable | Attainable | Realistic | Time-bound |
|---|---|--|---|--|------------------------------|
| <i>Ex. To improve student learning outcomes (exam scores) by supporting Supplemental Instruction from four sections to seven by fall 2020.</i> | <i>Yes – Exam Scores</i> | <i>Yes – How many sections.</i> | <i>Yes – budget approved. Discussed with OSS.</i> | <i>Yes – Within the scope of responsibility.</i> | <i>Yes – Fall 2020</i> |
| The goal of the AEGD program is for the resident to develop competency in the development and execution of a treatment plan. Each resident will develop a broader practice and procedure base to allow for a better depth of understanding of patient need. | Yes – patient care and treatment planning routing sheet | Yes – Eaglesoft patient files, consent forms and case acceptance | Yes – continue to maintain levels of support from college and Via Christi GME | Yes – Within the scope of responsibility | July-July each academic year |

B. Provide any additional narrative covering areas not yet addressed.

Maintaining patient flow is instrumental to being able to teach dentists complex treatments. Funding is another concern for our clinic, as it is mostly funded from revenues generated by the patient serving clinic.