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Use of Progress Testing in Undergraduate Dental Education

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PROGRESS TESTING IN UNDERGRADUATE DENTAL EDUCATION

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Introduction

- Longitudinal, feedback oriented assessment to measure growth of knowledge.
- Peninsula Dental School was the first to use progress testing in undergraduate dental education.
- Each progress test is benchmarked to the level expected of a newly qualified.
- Each test is based on 100 single best multiple choice items with an appropriate clinical vignette

Aim:

To evaluate the performance of undergraduate dental students on progress tests

Methods

Data were collected for data were collated across seven academic years and from all year groups sitting each test at Peninsula.

Results

- A total of 56 distinct test occasions over 10 years.
- Overall reliability was acceptable, Alpha= 0.75 (SD=0.09, range 0.50-0.90).

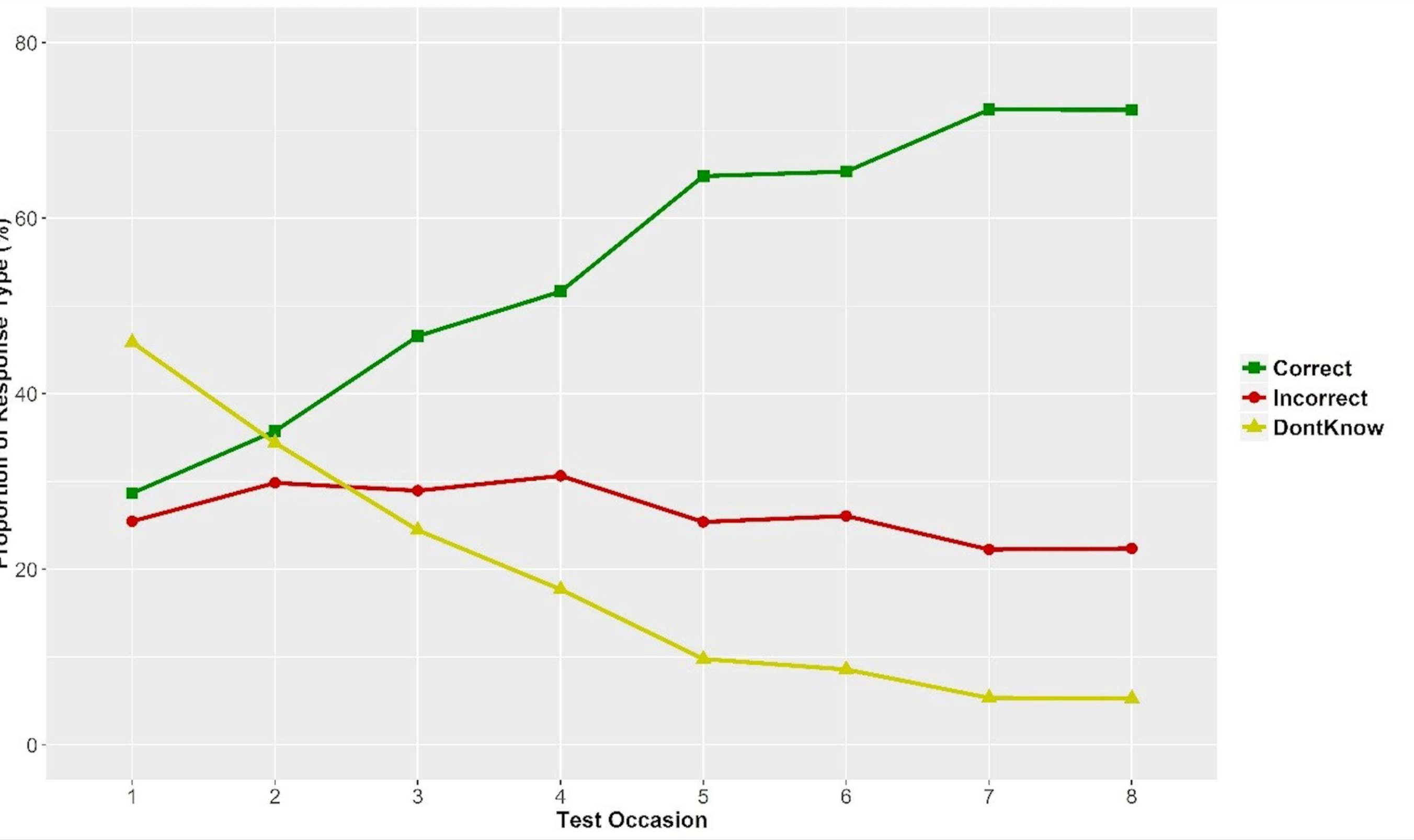


Fig. 1 Graphical Representation of Growth in Applied Dental Knowledge

Table 1: Response Type Proportions and Mean Score by Test Occasion

Test Occasion	N (Cohorts)	Score (%)	SD	Response Type Proportion (%)		
				Correct	Incorrect	Don't Know
1	8	22.34	7.75	28.67	25.47	45.85
2	8	28.38	9.11	35.76	29.84	34.4
3	8	39.34	5.65	46.57	28.96	24.46
4	7	44.45	11.65	51.65	30.65	17.7
5	7	58.49	5.31	64.81	25.41	9.78
6	6	59.35	10.78	65.33	26.09	8.59
7	6	66.81	6.53	72.38	22.26	5.36
8	6	67.36	7.48	72.34	22.38	5.28

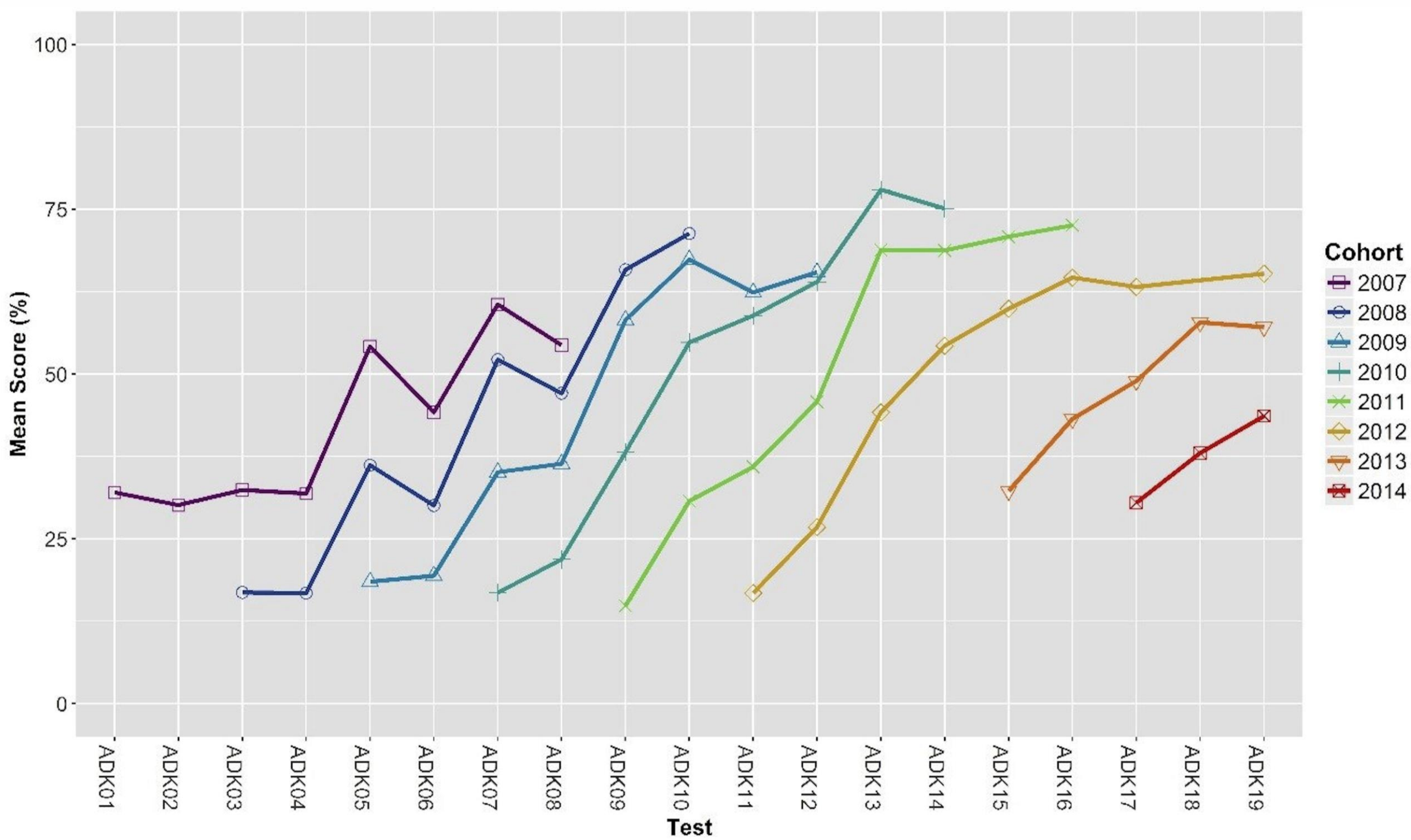


Figure 2: Mean Scores (%) by Cohort across tests

Conclusions

- ❑ Progress testing is appropriate for assessment of undergraduate dental students.
- ❑ Test preparation, administration and standard setting presents distinct challenges
- ❑ Need to develop collaboration to develop progress testing in other dental institutions.

