

2013-2014 Curriculum Committee Charge Workgroups

Charge	Members	Actions/Deliverables	Timeline
1. Participate in the Accreditation Self-Study including a review of current competency certifications.	Entire committee	Each department will be invited to the committee (2 per meeting) to present their competency certification process and outcomes.	March 2014
2. Develop a detailed curriculum revision plan and timeline.	Dr. Sposetti, Dr. Culp, Dr. Stewart		ASAP
3. Appoint a “Student Assessment Workgroup” that aligns with the curriculum revision efforts.	Dr. Bhattacharyya, Dr. El-Kerdani, Dr. Cooper, Dr. Lense, H. Freymiller, M. Yanes, N. Isaacs	Evaluate our current methods of assessment throughout the curriculum to enhance emphasis on: a) learning and retention of knowledge, (Pass/Fail, Student Portfolios, Critical Assessments, b) comprehensive patient care, (is this #4?) c) professionalism and ethics. (is this #6?)	May 2014
4. Develop a “completed cases” clinical education grading model.	Dr. Harrison, Dr. Clark, Dr. Echeto, Dr. Dilbone, Dr. U. Nair, Dr. Barnes, Dr. Watson	Develop a comprehensive patient care model that complements rotations and includes completed cases.	April 2014
5. Complete evaluation of rotations and develop recommendations.		OOE to meet with Departments to review approved rotation recommendations.	December 2013
6. Finalize grading criteria for the Professionalism Stream Courses to include the faculty (TEAM leaders and Clinical Course Directors) review of the student performance.	Dr. Harrison, Dr. Sposetti, Dr. Rey, Dr. Willis, Dr. Howard, Dr. Echeto, Dr. Dilbone, Dr. U. Nair, Dr. Barnes		February 2014

Department Visits to the Curriculum Committee

Purpose:

Each department will present the following criteria to the Curriculum Committee as part of the college accreditation self-assessment.

1. Describe where student self-assessment and self-directed learning occurs in their departmental courses,
2. Verify how student competencies are assessed,
3. Demonstrate where the assessments align competencies/objectives,
4. Report student first time pass rate and end of semester pass rate for Spring and Summer 2013,
5. Describe how the department uses student learning outcomes to improve the curriculum and student assessment using the Plan-Do-Check-Act (PDCA) cycle. The PDCA is the college's model for outcomes assessment and evaluation.
6. Report any new or emerging technologies utilized in your curriculum.
7. Identify where and how evidence-based dentistry is included in your courses.

Department	<i>Proposed Date 5:15 and 5:45 PM in D8-11</i>	Representative(s)
	October 17, 2013	
Orthodontics Endodontics	November 7, 2013	Dr. Dolce Dr. Pileggi/Dr. Nair
Oral Biology Oral and Maxillofacial Surgery	November 21, 2013	5:15 Dr. Burne Dr. Dolwick/Dr. Dennis
Pediatric Dentistry Oral and Maxillofacial Diagnostic Sciences	December 5, 2013	5:15 Dr. Primosch/Dr. Perez 5:45 Dr. M. Nair/ Dr. Katkur
Community Dentistry and Behavioral Sciences Periodontology	December 19, 2013	Dr. Catalanotto Dr. Aukhil/Dr. Harrison
Restorative Dental Sciences: Operative and Prosthodontics TEAM Program	January 16, 2014	Dr. Dilbone Dr. Echeto Dr. Willis

Date change

Date confirmed

Summer 2009-2012 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2009	Overall Mean/ Respondents 2010	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	CD	
6001	Introduction to Evidence-based Dental Practice	Introduced in 2010, orig. 5001	2.8 (53)	3.3 (77)	4.1 (34)	3.0 (21)	Baccaglioni (2009-11) Gold (2012-13)	Lectures repetitive. Course does not consider students with research experience. Consider condensing to a 2 day intensive course. Group project effective for measuring knowledge of EBD Process. Consider small group discussions.
6407	Preclinical Operative Dentistry II	4.2 (16)	4.3 (46)	3.7 (54)	2.3 (37)	1.8 (31)	Young (2009) Clark (2010-11) Geraldeli (2012-13)	Dr. Geraldeli is nice person however sim lab organization details were lacking. .Lack of faculty for conducting daily grading. Require faculty to provide some feedback each lab. Consider making models of graded examples for student learning. Presentations lacked objectives so students were unclear about expectations. Exam 1 had 20 questions with no student feedback for weeks. Exam 2 had 40 questions.
6128	Host Defense	3.8 (26)	4.6 (48)	4.0 (56)	4.3 (31)	4.1 (21)	Brown	This class coincided well with Pathology. "Not sure why we do case studies?"
6213C	Fundamentals of Occlusion	4.3 (22)	4.6 (56)	4.2 (76)	3.1 (33)	3.6 (60)	Notzer (2009-11) A. Clark (2012-13)	Lab sessions were interesting but often inefficient. More TA's and faculty in lab. Some difference or ambiguity during lectures between Dr. Clark and Dr. DaSilva. Many concepts are abstract and confusing. More videos would be helpful.
6301C	Fundamentals of Oral & Maxillofacial Radiology	4.1 (22)	4.4 (52)	3.8 (49)	4.3 (33)	3.9 (20)	Katkur	Debriefing conducted 9-18-13

Summer 2009-2012 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2009	Overall Mean/ Respondents 2010	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	CD	
6350	General Pathology	4.2 (21)	4.5 (44)	3.6 (47)	4.1 (31)	4.2 (20)	Winter	
6502	Preventive Dentistry	4.4 (23)	4.6 (58)	4.2 (47)	4.3 (28)	4.1 (14)	S. Cooper	
7241	Emergency and Disaster Preparedness	4.3 (35)	4.3 (19)	4.2 (46)	3.9 (19)	4.7 (6)	L. Primosch	
7352 (8352)	Advanced Differential Diagnosis	4.5 (39)	4.9 (28)	4.8 (16)	4.6 (50)	4.8 (30)	Bhattacharyya	
7413C	Removable Partial Prosthodontics: Principles & Techniques	4.6 (25)	4.8 (27)	4.6 (61)	3.2 (76)	3.0 (46)	Echeto	
7417	Concepts in Orofacial Pain	4.3 (20)	4.4 (20)	4.5 (43)	3.9 (16)	4.6 (5)	Widmer	
7450C	Orthodontics for the General Practitioner	3.8 (50)	3.7 (45)	4.3 (46)	3.7 (17)	4.4 (41)	Dopazo (2009-11) Rody (2012-13)	
7452C	Fundamentals of Pediatric Dentistry	3.9 (14)	4.5 (20)	4.4 (46)	3.9 (16)	4.4 (30)	Jerrell	
8423	Periodontics in General Practice	4.7 (63)	3.6 (40)	3.7 (15)	4.1 (29)	3.3 (3)	Aukhil	

University of Florida College of Dentistry
Course Debriefing
DEN 6301C Fundamentals of Oral and Maxillofacial Radiology

September 17, 2013

Present: G. Raju, K. Schey, M. Dixon, J. Orphee, R. Lotfi, A. Mahmud, P. Martin, G. Childs, M. Nair, R. Katkar

Overall: 20 students completed course evaluations. Mean course evaluation scores on all items ranged from 3.8-4.2 and rated the course overall 3.9.

Purpose: New Course Director, Dr. Katkar

Course Content:

- Lectures had lots of images, and it was suggested to have the slides labeled prior to the lecture or have at least one labeled and the others the students can figure out and assist them with the learning process. For instance, Dr. Pettigrew's lectures had a lot of information and students had difficulty transcribing the information while learning the concepts especially since his lectures are not recorded on Mediasite. If he labeled his pictures beforehand or allowed his lectures to be recorded, students could spend more time learning the concepts than worrying about recording the information for future reference.
- Lectures were very dense in material, and it was suggested to present an outline form before the lecture detailing what was going to be covered in that lecture.

Teaching Methods

- UNC website was very helpful.
- The textbook assisted with technique, but in contrast Dr. Pettigrew has a lot of experience. Students blended the text with lectures by relevancy of the information.

Labs

- A student felt the labs were too late in the course to correlate with lectures. Perhaps have these labs earlier or more labs in the class.
- Lab videos may prove helpful for future classes allowing more lab/class time.
- Student suggested additional labs time.

Evaluation

- Exam 2 was comprehensive and dense, and students felt it was unbalanced with the first exam. It was suggested to have 3 exams or more material on exam 1 to balance the exams process. Additionally, students felt the structures of the exams were very different, and they felt unprepared when taking exam 2 due to the expectations set by exam 1. (Exam 1 included anatomical image identification.) Students felt the question items were not proportional to the lecture content in exam 2.
- A student suggested giving quizzes to assist with assuring class attendance.

Summary of Recommendations

- In DEN 6015, spend some time in radiology labs.
- For Dr. Pettigrew's lectures, label slides more or allow recordings. Recordings would allow more preparation for exams.
- Exam 2, adjust distribution and expectations to parallel exam 1 or communicate to students the proportions of the exam for content vs interpretation. Sample exam questions could be posted on ECO or E-Learning is another option.
- Adjust lab time with videos and or splitting them up to allow more time to perfect technique.

To: Dental School Deans

From: Tsung-Hsun Tsai, Ph.D.
Manager, Research and Development/Psychometrics

Subject: New monthly report format for NBDE Parts I and II

In 2011, the Joint Commission on National Dental Examinations (Joint Commission) sent two important messages to all dental schools providing information and requesting comments on new monthly reports. The Joint Commission appreciates the feedback that has been provided, and has incorporated this feedback into our efforts.

Enclosed is a confidential report depicting performance on National Board Dental Examinations Parts I and II for students who are currently enrolled in your school or have graduated within the last five years. This report is for your school file. The new report includes the following information:

- School name and number of enrolled students taking the examination
- Student names, DENTPINs, year of graduation, birth date, testing dates, and pass/fail status.

The monthly report includes the following additional information if more than 10 students completed the examination:

- A d-value representing the standardized difference between your school's average standard score and the national average standard score.
- A d-value representing the standardized difference between your school's average raw score (i.e., average number correct) and the national average for each of the disciplines covered on the examination.

*Please note that a d-value is a standardized value representing the distance between your school's average and the national average in standard deviation units. A positive d-value of 1.0 indicates that your school average is **one standard deviation above** the national average. A d-value of -1.0 indicates that your school average is **one standard deviation below** the national average. A d-value of 0 would indicate that your school's average falls directly on the national average.*

This report will be distributed monthly. Please do not hesitate to contact me at tsait@ada.org or at 312.440.2684 if you have any questions or comments.

/tth

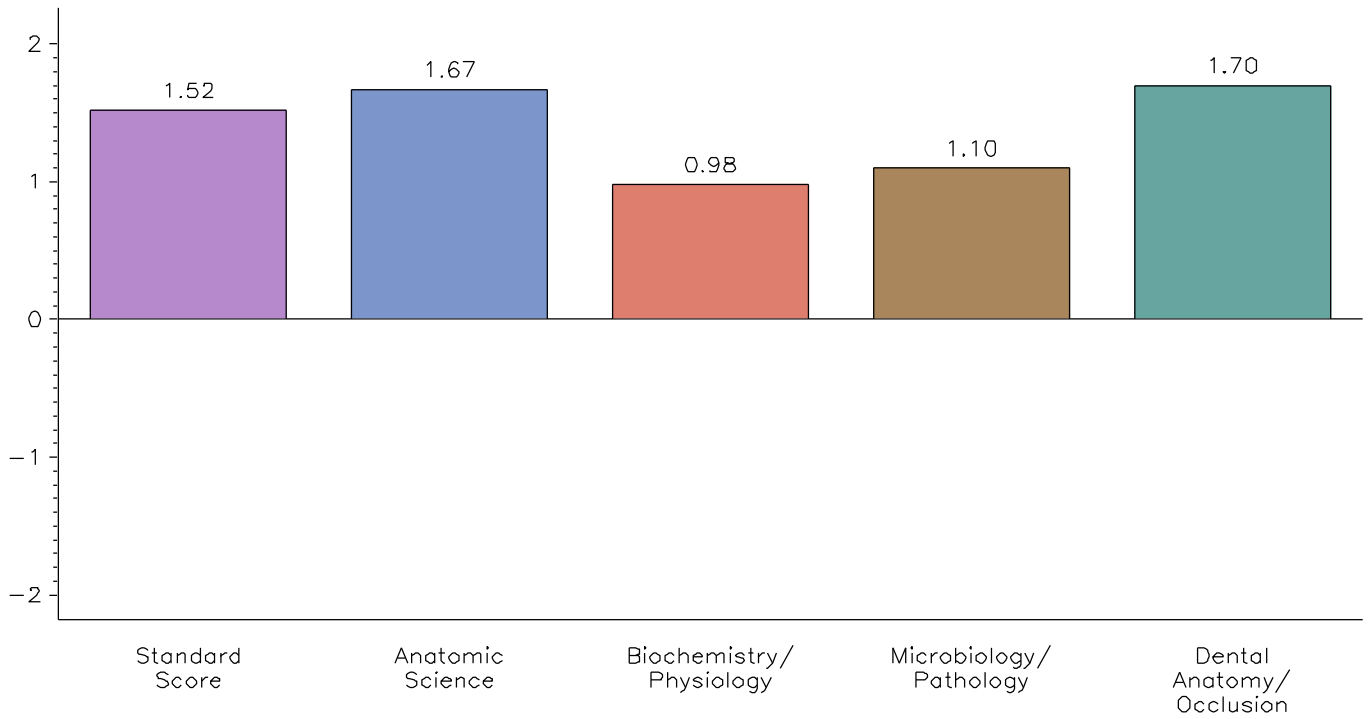
Enclosure

cc: Dr. David M. Waldschmidt, secretary, Joint Commission on National Dental Examinations

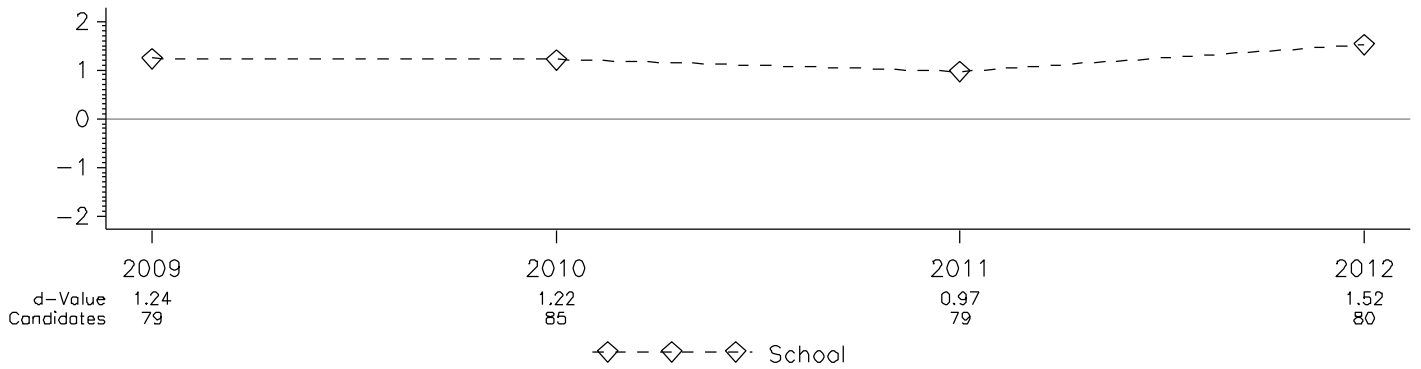
NBDE Part I Profile Report for 2012

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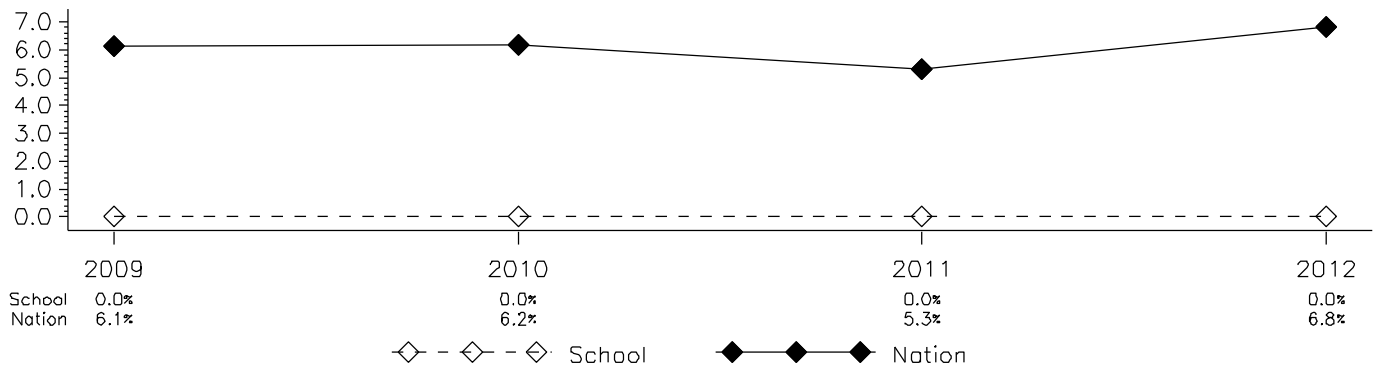
d-Values by Discipline



Standard Score d-Value Trend



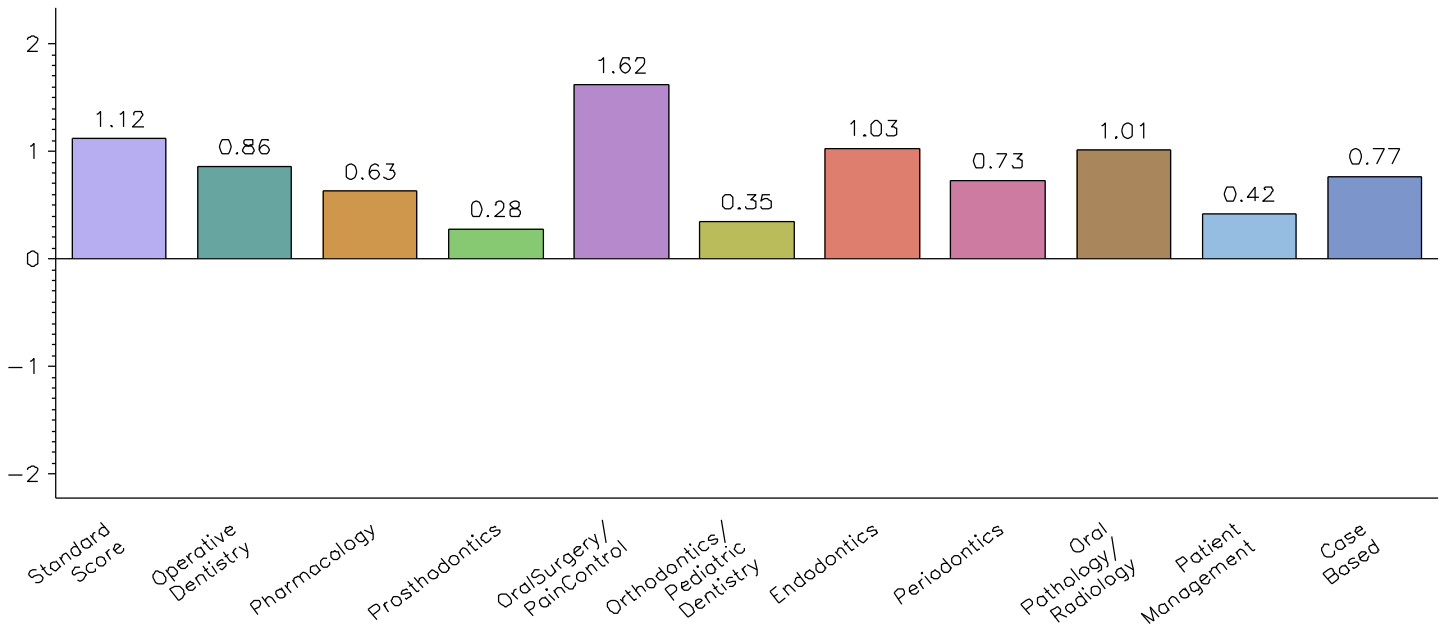
Failure Rate Trends



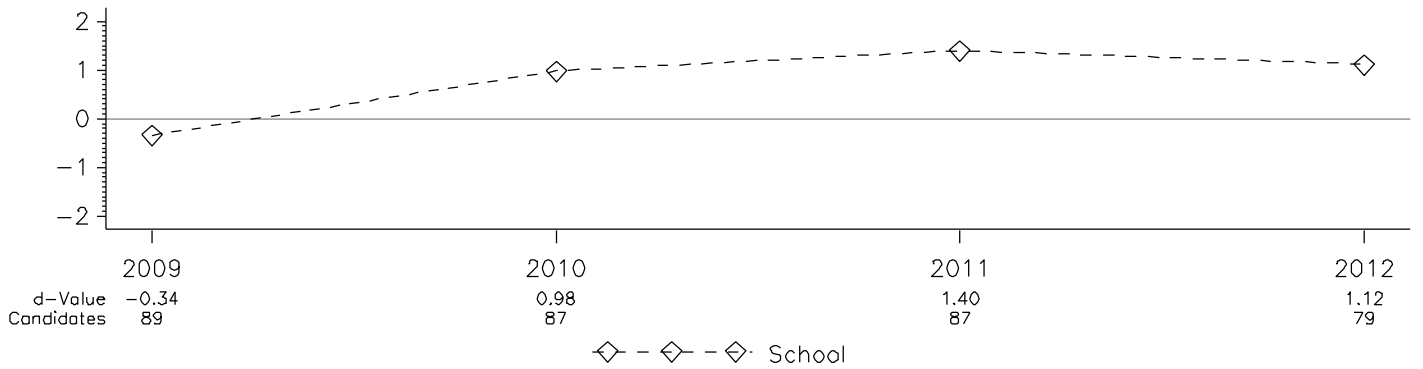
NBDE Part II Profile Report for 2012

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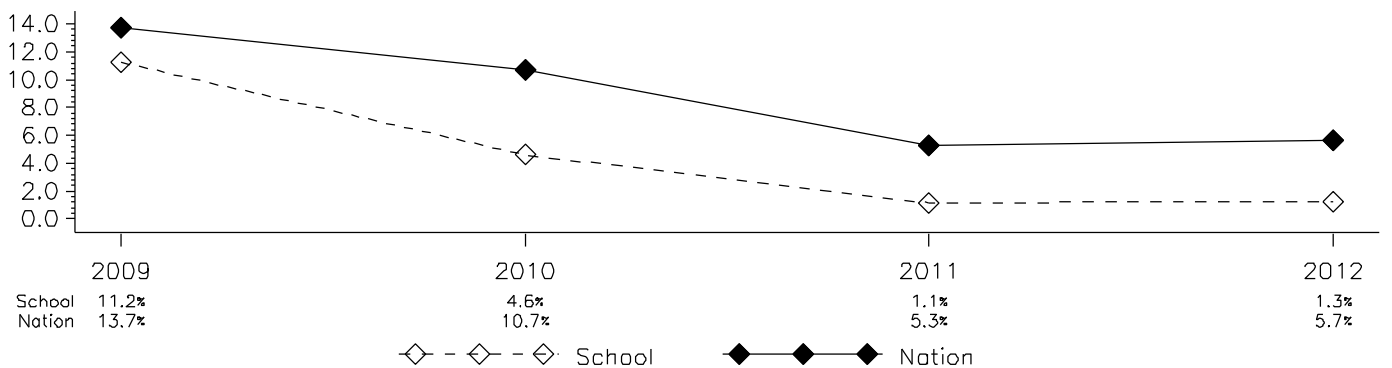
d-Values by Discipline



Standard Score d-Value Trend



Failure Rate Trends



Class of 2012	CLASS OF 2012										
	AEGD/GPR	ENDODONTICS	OMS	ORTHODONTICS	PEDIATRICS	PERIODONTICS	PROSTHODONTICS	Other	TOTAL	% of 83	
	1	1	1	1	1		1	1			
	1	1	1	1	1		1	1			
	1		1	1	1						
	1		1	1	1						
	1		1	1	1						
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	TOTAL Applied	18	2	5	5	8	0	2	2	42	51%
TOTAL Admitted	16	1	4	4	7	0	1	2	33		TOTAL Admitted
Acceptance rates	89%	50%	80%	80%	88%	NA	50%	100%		79%	Percent Accepted
	AEGD/GPR	ENDODONTICS	OMS	ORTHODONTICS	PEDIATRICS	PERIODONTICS	PROSTHODONTICS	Other	TOTAL		