

DEN 7961

Clinical Examination I-Class of 2017 Remediation

STUDENT	Oper-rest. Only	Oper. Prep only	Prosth	Oral	Written	Impressions/Casts	Total Failed/Student
Student 1			x				1
Student 2	x		x				2
Student 3	x						1
Student 4			x				1
Student 5		x					1
Student 6			x				1
Student 7		x					1
Student 8			x				1
Student 9	x						1
Student 10			x	x			2
Student 11			x				1
Student 12	x		x				2
Student 13			x				1
Student 14	x	x					2
Student 15	x	x					2
Student 16				x			1
Student 17					x		1
Total Failed/Section	6	4	9	2	1	0	17
	6%	4%	9%	2%	1%	0%	18%

Class N-95

All 17 students remediated in the first 2 week time period.

Summer 2011-2015 Course Evaluation Summary

Course	Course Name	CD	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	Overall Mean/ Respondents 2014	Overall Mean/ Respondents 2015
6001	Introduction to Evidence-based Dental Practice	Baccaglini (2009-11) Gold (2012-15)	3.3 (77)	4.1 (34)	3.0 (21)	2.9 (48)	3.8 (31)
6407	Preclinical Operative Dentistry II	N. Clark (2010-11) Geraldelli (2012-13) Dilbone (2014) Delgado (2015)	3.7 (54)	2.3 (37)	1.8 (31)	3.7 (49)	4.8 (31)
6128	Host Defense	Brown (2009-2013) Wallet & Brady (2014) Wallet (2015)	4.0 (56)	4.3 (31)	4.1 (21)	4.3 (48)	4.7 (31)
6213C	Fundamentals of Occlusion	Notzer (2009-11) A. Clark (2012-13) DaSilva (2014)	4.2 (76)	3.1 (33)	3.6 (60)	3.9 (48)	3.2 (31)
6301C	Fundamentals of Oral & Maxillofacial Radiology	Pettigrew (2009-2012) Katkur (2012-2014) Kashtwari (2015)	3.8 (49)	4.3 (33)	3.9 (20)	3.3 (53)	2.7 (31)
6350	General Pathology	Winter	3.6 (47)	4.1 (31)	4.2 (20)	4.2 (48)	4.1 (31)
6502	Preventive Dentistry	S. Cooper (2009-2014) S. Cooper (Tomar) (2015)	4.2 (47)	4.3 (28)	4.1 (14)	4.2 (47)	4.2 (31)
7241	Emergency and Disaster Preparedness	L. Primosch	4.2 (46)	3.9 (19)	4.7 (6)	4.0 (73)	4.7 (6)
7413C	Removable Partial Prosthodontics: Principles & Techniques	Echeto	4.6 (61)	3.2 (76)	3.0 (46)	3.7 (83)	4.1 (6)
7417	Concepts in Orofacial Pain	Widmer	4.5 (43)	3.9 (16)	4.6 (5)	3.9 (73)	3.8 (6)
7450C	Orthodontics for the General Practitioner	Dopazo (2009-11) Rody (2012-13) Neubert (2014-2015)	4.3 (46)	3.7 (17)	4.4 (41)	4.1 (81)	4 (6)
7452C	Fundamentals of Pediatric Dentistry	Jerrell	4.4 (46)	3.9 (16)	4.4 (30)	4.2 (73)	3.8 (6)
(7352) 8352	Advanced Differential Diagnosis	Bhattacharyya	4.8 (16)	4.6 (50)	4.8 (30)	5.0 (4)	4.6 (5)
8423	Periodontics in General Practice	Aukhil	3.7 (15)	4.1 (29)	3.3 (3)	3.7 (4)	4.75 (4)

New Course Director

**ADEA Survey of Dental School Seniors
Time Devoted to Areas of Instruction**

			2011		2012		2013		2014	
% Response Rate			Nat'l	UF 100%	Nat'l	UF 100	Nat'l	UF 100	Nat'l	UF 100
N			4145	79	3916	81	4314	79	4466	81
32a	Q2.3A	Basic Science								
		excessive	17.6	37.2	25.1	42.0	21.6	32.9	20.0	17.3
		appropriate	71.2	59.0	71.3	56.8	72.1	67.1	74.1	81.5
		inadequate	1.6	0.0	1.8	1.2	2.1	0.0	2.1	1.2
		not applicable	2.3	0.0	1.8	0.0	4.2	0.0	3.9	0.0
		neutral	7.3	3.8						
32c		Behavioral Science								
		excessive	12.6	21.8	12.2	13.6	9.1	3.8	8.3	6.2
		appropriate	68.9	74.4	76.0	84.0	79.3	86.1	80.9	87.7
		inadequate	4.7	0.0	9.1	2.5	7.8	5.1	7.0	6.2
		not applicable	2.0	0.0	2.7	0.0	3.9	5.1	3.8	0.0
		neutral	11.8	3.8						
32d		Pharmacology								
		excessive	9.3	5.3	6.3	3.7	10.2	1.3	9.2	3.7
		appropriate	70.3	64.5	82.7	95.1	79.7	91.1	79.7	87.7
		inadequate	12.4	25.0	9.9	1.2	8.8	7.6	10.1	8.6
		not applicable	0.9	0.0	1.2	0.0	1.3	0.0	1.0	0.0
		neutral	7.1	5.3						
32e		Patient Evaluation/Treatment Planning								
		excessive	6.1	7.8	7.2	8.6	7.0	3.8	6.3	4.9
		appropriate	79.1	74.0	85.9	86.4	87.3	87.3	88.2	91.4
		inadequate	8.5	10.4	6.3	4.9	5.4	8.9	5.3	3.7
		not applicable	0.5	0.0	0.6	0.0	0.3	0.0	0.2	0.0
		neutral	5.9	7.8						
32h		Occlusion/ TMJ								
		excessive	4.8	10.3	4.3	6.2	5.2	2.5	4.2	2.5
		appropriate	65.4	57.7	74.9	79.0	78.2	77.2	79.8	82.7
		inadequate	21.3	23.1	20.0	14.8	16.4	20.3	15.8	14.8
		not applicable	0.6	0.0	0.8	0.0	0.3	0.0	0.2	0.0
		neutral	7.9	9.0						
32i		Preventive Dentistry/OH Promotion								
		excessive	11.6	21.8	7.5	7.4	9.9	5.1	8.9	6.2
		appropriate	78.1	73.1	87.0	91.4	86.7	94.9	88.1	91.4
		inadequate	3.7	21.8	4.6	1.2	2.9	0.0	2.6	2.5
		not applicable	0.5	0.0	0.9	0.0	0.5	0.0	0.4	0.0
		neutral	6.1	5.1						

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			2011		2012		2013		2014	
			Nat'l	UF 100%	Nat'l	UF 100	Nat'l	UF 100	Nat'l	UF 100
		% Response Rate								
		N	4145	79	3916	81	4314	79	4466	81
32j		Restorative Dentistry								
		excessive	5.5	6.5	5.4	7.4	5.8	6.3	5.1	2.5
		appropriate	87.4	90.9	92.7	91.4	92.6	92.4	93.3	97.5
		inadequate	2.3	6.5	1.2	1.2	1.4	1.3	1.4	0.0
		not applicable	0.5	0.0	0.7	0.0	0.2	0.0	0.2	0.0
		neutral	4.3	1.3						
32k		Prosthodontics-Fixed								
		excessive	4.8	3.9	3.7	2.5	5.3	3.8	4.0	0.0
		appropriate	84.2	85.7	92.2	93.8	90.0	87.3	91.3	93.8
		inadequate	5.8	7.8	3.4	3.7	4.4	8.9	4.5	6.2
		not applicable	0.5	0.0	0.7	0.0	0.2	0.0	0.2	0.0
		neutral	4.6	2.6						
32l		Prosthodontics-Removable								
		excessive	5.6	5.1	4.8	2.5	7.6	3.8	7.1	1.2
		appropriate	76.9	78.2	87.1	88.9	83.2	83.5	84.9	85.2
		inadequate	11.8	12.8	7.4	8.6	9.0	12.7	7.8	13.6
		not applicable	0.6	1.3	0.7	0.0	0.2	0.0	0.2	0.0
		neutral	5.1	2.6						
32m		Endodontics								
		excessive	3.0	6.4	2.8	1.2	3.2	1.3	3.1	2.5
		appropriate	76.5	52.6	85.0	86.4	83.6	91.1	84.7	87.7
		inadequate	15.2	39.7	11.6	12.3	13.0	7.6	12.2	9.9
		not applicable	0.6	0.0	0.6	0.0	0.2	0.0	0.1	0.0
		neutral	4.7	1.3						
32n		Periodontics								
		excessive	15.4	11.5	13.6	8.5	16.1	12.7	13.1	11.1
		appropriate	74.3	76.9	82.0	87.7	80.3	84.8	83.5	86.4
		inadequate	15.4	9.0	3.7	3.7	3.4	2.5	3.4	2.5
		not applicable	0.4	0.0	0.7	0.0	0.2	0.0	0.1	0.0
		neutral	4.7	2.6						
32n		Orthodontics								
		excessive	4.3	9.1	3.9	9.9	4.0	1.3	3.6	2.5
		appropriate	47.0	66.2	60.3	67.9	63.1	68.4	65.5	71.3
		inadequate	41.1	20.8	34.2	22.2	32.6	30.4	30.7	26.3
		not applicable	0.6	0.0	1.6	0.0	0.2	0.0	0.2	0.0
		neutral	7.0	3.9						
32p		Pediatric Dentistry								
		excessive	4.6	6.4	5.0	6.2	6.2	8.9	4.8	14.8
		appropriate	76.7	82.1	83.6	86.4	83.9	87.3	85.7	81.5
		inadequate	13.0	9.0	10.7	7.4	9.6	3.8	9.4	3.7
		not applicable	0.5	0.0	0.8	0.0	0.2	0.0	0.1	0.0
		neutral	5.2	2.6						
32q		Oral Surgery								

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			2011		2012		2013		2014	
			Nat'l	UF 100%	Nat'l	UF 100	Nat'l	UF 100	Nat'l	UF 100
		% Response Rate								
		N	4145	79	3916	81	4314	79	4466	81
		excessive	3.9	6.4	3.8	17.3	4.7	7.6	3.6	4.9
		appropriate	81.4	91.0	86.6	81.5	84.1	91.1	85.5	93.8
		inadequate	3.9	1.3	8.9	1.2	11.0	1.3	10.7	1.2
		not applicable	0.5	0.0	0.7	0.0	0.3	0.0	0.2	0.0
		neutral	4.6	1.3						
32r		Oral Pathology								
		excessive	7.5	3.9	9.1	11.1	8.7	0.0	8.5	1.2
		appropriate	82.1	90.9	86.9	87.7	86.5	93.7	86.8	95.1
		inadequate	4.9	2.6	3.3	1.2	4.4	2.5	4.5	3.7
		not applicable	0.5	0.0	0.7	0.0	0.4	0.0	0.2	0.0
		neutral	5.0	2.6						
32s		Dental Public Health								
		excessive	5.5	9.0	5.6	7.4	7.8	2.5	6.7	3.7
		appropriate	58.8	62.8	70.0	74.1	73.2	64.6	75.4	74.1
		inadequate	21.5	14.1	22.0	16.0	15.5	29.1	14.9	22.2
		not applicable	2.8	2.6	2.4	2.5	3.5	3.8	2.9	0.0
		neutral	11.5	11.5						
32u		Organization / Financing Health Services								
		excessive	3.2	3.8	1.7	3.7	2.6	2.5	2.2	1.2
		appropriate	48.6	51.3	51.0	45.7	56.8	41.8	59.1	51.9
		inadequate	34.2	28.2	42.6	46.9	36.2	53.2	34.6	46.9
		not applicable	3.2	1.3	4.7	3.7	4.4	2.5	4.1	0.0
		neutral	10.9	15.4						
		Implant Dentistry								
		excessive	1.9	1.3	1.7	0.0	1.7	0.0	1.6	1.2
		appropriate	54.3	51.3	61.2	61.7	66.5	62.0	68.8	72.8
		inadequate	36.8	42.3	36.1	37.0	31.4	38.0	29.5	25.9
		not applicable	0.8	0.0	1.0	1.2	0.4	0.0	0.1	0.0
		neutral	6.1	5.1						
		Dental Materials								
		excessive	7.7	36.4	8.3	33.3	11.8	35.4	11.3	23.5
		appropriate	73.9	59.7	75.8	64.2	76.1	64.6	79.1	75.3
		inadequate	11.0	1.3	14.8	2.5	10.4	0.0	8.1	1.2
		not applicable	0.7	0.0	1.0	0.0	1.7	0.0	1.5	0.0
		neutral	6.7	2.6						
32v		Anesthesiology/Pain Control								
		excessive	2.0	6.4	1.5	6.2	2.6	3.8	2.5	0.0
		appropriate	85.0	85.9	87.8	88.9	88.5	93.7	89.1	100.0
		inadequate	7.3	3.8	9.0	4.9	7.7	2.5	7.6	0.0
		not applicable	0.5	0.0		0.0	1.2	0.0	0.8	0.0
		neutral	5.2	3.8						

**ADEA Survey of Dental School Seniors
Time Devoted to Areas of Instruction**

		2011		2012		2013		2014	
		Nat'l	UF	Nat'l	UF	Nat'l	UF	Nat'l	UF
			100%		100		100		100
	% Response Rate								
	N	4145	79	3916	81	4314	79	4466	81
	Ethics								
	excessive	14.7	43.6	21.4	18.8	16.1	15.2	13.6	13.6
	appropriate	76.3	53.8	74.4	77.5	80.4	81.0	83.1	82.7
	inadequate	3.2	0.0	3.3	3.8	3.1	3.8	2.8	3.7
	not applicable	0.6	0.0	0.8	0.0	0.3	0.0	0.4	0.0
	neutral	5.3	2.6						
	Practice Administration								
	excessive	2.8	2.6	1.7	1.2	3.1	0.0	2.2	0.0
	appropriate	52.4	48.7	53.6	50.6	62.7	60.3	65.6	65.4
	inadequate	36.4	42.3	42.0	46.9	33.0	38.5	31.4	34.6
	not applicable	0.9	0.0	2.7	1.2	1.2	1.3	0.7	0.0
	neutral	7.5	6.4						
32aa	Geriatric Dentistry								
	excessive			5.7	1.5	4.7	1.3	5.4	2.5
	appropriate			75.7	90.1	77.0	93.7	79.0	96.3
	inadequate			17.0	8.6	16.6	5.1	14.4	1.2
	not applicable			1.6	0.0	1.7	0.0	1.2	0.0
	neutral								

**ADEA Survey of Dental School Seniors
Preparedness for Practice**

		2011		2012		2013		2014	
		Nat'l	UF	Nat'l	UF	Nat'l	UF	Nat'l	UF
		%	%	%	%	%	%	%	%
	Response Rate		100		100		100		100
	N	4145	79	3916	81	4314	79	4460	81
Q2.4A	Practice Administration								
	Underprepared	30.7	39.5	22.5	21.0	16.5	12.7	15.0	14.8
	Somewhat Underprepared	35.0	28.9	38.4	37.0	33.4	34.2	32.6	43.2
	Prepared	24.7	25.0	22.2	22.2	38.1	44.3	40.9	23.5
	Well prepared	4.3	2.6	6.4	6.2	11.3	8.9	11.0	18.5
	Not Applicable					0.7	0.0	0.5	0.0
Q2.4B	Patient Evaluation and Diagnosis								
	Underprepared	1.0	0.0	0.5	2.5	0.6	1.3	0.7	0.0
	Somewhat Underprepared	7.1	6.6	3.8	2.5	4.2	3.8	4.0	4.9
	Prepared	48.5	52.6	36.7	30.9	55.0	59.5	56.3	42.0
	Well prepared	24.6	26.3	31.8	34.6	40.0	35.4	38.8	53.1
	Not Applicable					0.1	0.0	0.1	0.0
Q2.4C	Radiology								
	Underprepared	0.6	0.0	0.4	1.2	0.5	1.3	0.8	0.0
	Somewhat Underprepared	4.5	3.9	3.0	2.5	3.4	3.8	4.0	8.6
	Prepared	51.7	59.2	38.4	37.0	56.9	59.5	57.7	51.9
	Well prepared	23.7	26.3	30.2	24.7	39.0	35.4	37.4	39.5
	Not Applicable					0.1	0.0	0.1	0.0
Q2.4D	Oral Pathology								
	Underprepared	1.7	1.3	0.9	1.2	2.1	0.0	1.2	2.2
	Somewhat Underprepared	15.8	8.0	11.1	3.7	11.6	8.9	11.1	12.0
	Prepared	50.6	58.7	41.9	42.0	59.6	59.5	58.0	59.6
	Well prepared	14.8	22.7	20.7	28.4	26.6	31.6	29.6	26.2
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4E	Occlusion/Temporomandibula Disorder								
	Underprepared	7.1	2.6	2.8	3.7	6.1	6.3	5.7	4.9
	Somewhat Underprepared	30.6	34.2	24.9	13.6	27.3	21.5	25.6	23.5
	Prepared	43.3	46.1	40.3	44.4	52.7	58.2	53.9	46.9
	Well prepared	12.6	10.5	20.5	21.0				
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4F	Integrating Oral Health Care/ Medical Care								
	Underprepared	3.2	2.6	1.7	2.5	2.3	2.5	2.3	1.2
	Somewhat Underprepared	16.5	13.2	12.6	6.2	13.6	11.4	13.3	13.6
	Prepared	53.1	55.3	47.2	45.7	63.0	60.8	63.1	56.8
	Well prepared	10.7	14.5	16.2	23.5	20.5	25.3	20.9	28.4
	Not Applicable					0.7	0.0	0.3	0.0
Q2.4G	Providing Emergency Treatment								
	Underprepared	1.3	0.0	1.0	3.7	1.3	0.0	1.6	1.2
	Somewhat Underprepared	11.4	10.7	7.1	3.7	8.5	7.6	8.6	4.9
	Prepared	47.1	52.0	40.0	38.3	56.7	48.1	56.3	48.1
	Well prepared	20.7	18.7	27.1	24.7				
	Not Applicable	19.4	18.7	24.8	29.6	33.3	44.3	33.5	45.7
	Not Applicable					0.1	0.0	0.0	0.0
Q2.4H	Therapeutics & Prescription Writing								
	Underprepared	2.6	2.6	1.5	1.2	2.9	1.3	3.7	2.5
	Somewhat Underprepared	16.1	22.4	13.0	11.1	17.7	8.9	18.2	6.2
	Prepared	49.7	52.6	43.7	44.4	61.0	67.1	60.2	69.1
	Well prepared	13.2	9.2	17.2	21.0	18.2	22.8	17.8	22.2
	Not Applicable					0.2	0.0	0.1	0.0

**ADEA Survey of Dental School Seniors
Preparedness for Practice**

		2011		2012		2013		2014	
		Nat'l	UF	Nat'l	UF	Nat'l	UF	Nat'l	UF
		%	%	%	%	%	%	%	%
	Response Rate		100		100		100		100
	N	4145	79	3916	81	4314	79	4460	81
Q2.4I	Anesthesiology / Pain Control								
	Underprepared	0.8	0.0	0.8	2.5	0.7	0.0	0.5	0.0
	Somewhat Underprepared	7.5	3.9	4.1	1.2	6.3	3.8	5.9	2.5
	Prepared	50.1	52.6	41.6	29.6	53.5	39.2	55.1	48.1
	Well prepared	20.8	22.4	25.2	43.2	39.3	57.0	38.4	49.4
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4J	Preventive Practices & Patient Education								
	Underprepared	0.7	0.0	0.4	2.5	0.3	0.0	0.5	0.0
	Somewhat Underprepared	2.3	0.0	0.9	1.2	2.6	1.3	2.3	0.0
	Prepared	39.9	43.3	26.5	22.2	47.9	48.1	49.5	45.7
	Well prepared	37.7	42.1	46.3	55.6	49.1	50.6	47.6	54.3
	Not Applicable					0.1	0.0	0.1	0.0
Q2.4K	Operative / Restorative Dentistry								
	Underprepared	0.7	0.0	0.4	2.5	0.3	0.0	0.4	0.0
	Somewhat Underprepared	2.3	0.0	0.9	1.2	1.8	1.3	1.2	0.0
	Prepared	39.9	43.4	26.5	26.9	37.9	45.6	41.4	34.6
	Well prepared	19.4	14.5	26.9	18.5	59.9	53.2	56.7	65.4
	Not Applicable					0.2	0.0	0.2	0.0
Q2.4L	Fixed Prosthodontics								
	Underprepared	1.1	1.3	0.5	2.5	1.1	2.5	1.0	0.0
	Somewhat Underprepared	6.3	11.8	3.2	1.2	7.0	5.1	7.3	8.6
	Prepared	42.7	47.4	32.0	27.2	51.2	54.4	52.6	45.7
	Well prepared	27.3	27.6	33.5	38.3	40.5	38.0	39.0	45.7
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4M	Removeable Prosthodontics								
	Underprepared	2.3	1.3	1.4	1.2	2.4	2.5	2.0	1.2
	Somewhat Underprepared	12.6	15.8	8.7	7.4	15.9	16.5	14.7	16.0
	Prepared	45.3	52.6	37.6	32.1	50.8	49.4	53.3	50.6
	Well prepared	19.1	17.1	24.3	30.9	30.8	31.6	29.9	32.1
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4N	Implant Dentistry								
	Underprepared	17.8	28.9	10.8	13.6	17.3	22.8	14.3	8.6
	Somewhat Underprepared	28.9	27.6	28.7	35.8	32.0	31.6	32.0	38.3
	Prepared	34.4	32.9	31.6	25.9	36.9	30.4	40.1	34.6
	Well prepared	7.5	5.3	10.8	11.1	13.5	15.2	13.2	18.5
	Not Applicable					0.4	0.0	0.4	0.0
Q2.4O	Endodontics								
	Underprepared	4.9	19.7	3.1	3.7	6.8	2.5	7.2	3.7
	Somewhat Underprepared	17.5	23.7	13.9	17.3	21.4	17.7	21.5	19.8
	Prepared	46.0	38.2	41.3	37.0	47.1	57.0	48.7	56.8
	Well prepared	13.8	6.6	17.0	24.7	24.5	22.8	22.5	19.8
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4P	Periodontics								
	Underprepared	1.5	0.0	2.5	1.1	1.4	0.0	1.0	0.0
	Somewhat Underprepared	7.3	7.9	3.7	5.1	6.9	0.0	7.0	0.0
	Prepared	48.6	52.6	33.3	38.8	54.4	62.0	56.8	49.4
	Well prepared	21.8	22.4	30.9	25.9	37.1	38.0	35.1	50.6
	Not Applicable					0.2	0.0	0.1	0.0

**ADEA Survey of Dental School Seniors
Preparedness for Practice**

		2011		2012		2013		2014	
		Nat'l	UF	Nat'l	UF	Nat'l	UF	Nat'l	UF
		%	%	%	%	%	%	%	%
	Response Rate		100		100		100		100
	N	4145	79	3916	81	4314	79	4460	81
Q2.4Q	Orthodontics								
	Underprepared	30.8	17.1	19.7	11.1	30.5	21.5	27.3	23.5
	Somewhat Underprepared	29.0	30.3	33.9	28.4	32.0	31.6	32.5	30.9
	Prepared	29.5	39.5	27.8	37.0	27.6	32.9	30.5	29.6
	Well prepared	5.0	6.6	7.7	13.6	8.5	12.7	8.8	13.6
	Not Applicable					1.4	1.3	0.9	2.5
Q2.4R	Oral Surgery								
	Underprepared	1.6	0.0	0.9	1.2	1.5	0.0	2.1	0.0
	Somewhat Underprepared	8.4	1.3	6.6	3.7	9.5	0.0	8.8	0.0
	Prepared	45.6	41.3	36.7	24.7	53.5	38.0	54.5	38.3
	Well prepared	21.8	26.7	25.7	39.5	35.4	62.0	34.5	61.7
	Not Applicable					0.1	0.0	0.0	0.0
Q2.4S	Epidemiology								
	Underprepared					3.4	5.1	3.5	2.5
	Somewhat Underprepared					20.9	15.2	19.4	14.8
	Prepared					59.8	30.8	61.1	65.4
	Well prepared					13.3	17.7	13.7	17.3
	Not Applicable					2.7	1.3	2.2	0.0
Q2.4T	Evidence-Based Dentistry								
	Underprepared					1.9	2.5	1.2	0.0
	Somewhat Underprepared					9.9	12.7	9.5	6.2
	Prepared					56.1	55.7	57.6	58.0
	Well prepared					31.6	29.1	31.6	35.8
	Not Applicable					0.4	0.0	0.2	0.0
Q2.4U	Pediatric Oral Health Care								
	Underprepared	3.6	3.9	2.5	2.5	2.7	1.3	3.0	3.7
	Somewhat Underprepared	14.6	14.5	12.1	9.9	11.5	6.3	12.0	3.7
	Prepared	44.8	47.4	43.5	43.2	60.2	60.8	61.3	63.0
	Well prepared	17.3	7.9	18.5	27.2	25.4	31.6	23.6	29.6
	Not Applicable					0.2	0.0	0.1	0.0
Q2.4V	Geriatric Oral Health Care								
	Underprepared	1.8	1.3	1.7	2.5	2.3	0.0	2.0	0.0
	Somewhat Underprepared	12.2	7.9	13.3	4.9	18.0	10.1	16.0	5.0
	Prepared	50.9	46.1	48.8	34.6	58.1	19.4	60.9	50.0
	Well prepared	13.8	15.8	14.9	24.7	21.1	40.5	20.9	45.0
	Not Applicable					0.5	0.0	0.2	0.0
Q2.4W	Oral health Care/Patients with Disabilities								
	Underprepared	6.9	6.8	4.6	3.7	3.9	2.5	3.9	7.4
	Somewhat Underprepared	28.0	33.8	26.0	38.3	18.0	17.7	18.1	23.5
	Prepared	43.2	43.2	40.6	29.6			58.6	45.7
	Well prepared	8.2	6.8	10.9	13.6	20.8	22.8	19.1	23.5
	Not Applicable					0.6	0.0	0.4	0.0
Q2.4X	Oral health Care/Patients with AIDS/HIV								
	Underprepared	2.5	3.9	2.0	3.7	1.8	0.0	2.1	2.5
	Somewhat Underprepared	10.9	9.2	9.0	13.6	9.3	15.2	10.0	12.3
	Prepared	47.1	51.3	46.5	40.7			62.1	61.7
	Well prepared	20.6	21.1	20.5	23.5	27.0	27.8	25.3	23.5
	Not Applicable					0.7	0.0	0.7	0.0

<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p>written exams, mcqs, short answer questions. 2 written exams. Multiple choice, T/F, and short answer/essay written exams (mult choice, short answer, essay, T/F) written exams</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments: Remediation is done through an oral exam Evaluation based on objectives can only be assessed by looking at the written examinations.</p>	<p>XXX</p> <p>XXXX</p> <p>XXXX</p>	<p>XXXX</p>
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments: Assignments provided with each lecture in the schedule</p>	<p>XXXX</p>	
<p>Criteria</p>	<p>Yes</p>	<p>No</p>
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: It is offered in the fall of the junior year when students have just entered clinics.</p>	<p>XXXX</p>	
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments: Credit hour assignment consistent with the course content.</p>	<p>XXXX</p> <p>XXXX</p>	

Summary: Strengths of the course

Very well organized goals and objectives

Very detailed and very thorough. The course material is difficult, but it is also very important to be extremely familiar with in every day practices.

Summary: Weaknesses of the course

No active learning methodologies described.

Theres not real "hands-on" component, but it is used every day down in SOS. I think it all flows together pretty nicely.

Recommendations (continue on separate sheet, if necessary)

Incorporate active and evidence based teaching methodologies.

Have an in class discussion about emergency medical management. You can't ever learn that enough.

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number __DEN 7411C__ Course title: Overview of Implant Dentistry ____

Faculty reviewer: **Wallet, Steinberg** _____ Date: 9/2015 _____

Criteria	Evident	Not Evident
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: The Section under course competencies is very clear and specific to how this particular course and its activities address each of the domains.</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>	
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: There are 14 hours of laboratory instruction coupled with 17 hours of didactic lectures. According to the syllabus and the course description there is a multidisciplinary approach to the teaching emphasizing the team approach to treatment. A good example is under the objectives of treatment planning the partially or full edentulous patient, the studnets are expected to identify, describe and understand factors in volved in the inter-disciplinary planning required for best treatment opitions. In addition, the syllabus also emphasizes the use of evidence-based decisions for treatment planning which requires critical thinking skills and reflective judgment. For instance under the course objectives students are expected to identify the indication, advantages, and disadvantages of several abutment options. These are only single examples of several. It is unclear if the course has decreased lecture hours.</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p> <p>0</p>	
<p>Course Content:</p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments:</p>	<p>XX</p> <p>X</p>	<p>X</p>

<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p>Four quizzes as well as a final written exam. It is unclear if the laboratory teachings are graded (are these the quizzes?)</p> <p>written exams, quizzes</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p> <p>While the syllabus does describe how remediation will occur, there are several options which can be utilized at the discretion of the course director.</p>	<p>XX</p> <p>X</p> <p>XX</p> <p>XX</p>	<p>X</p>
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p> <p>There are suggested readings as well as lecture and Sim lab presentation handouts</p>	<p>XX</p>	
<p>Criteria</p>	<p>Yes</p>	<p>No</p>
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:</p> <p>This course follows fixed prosthodontics, perio and oral surgery which are all taught in year 2, thus some exposure to implant therapy has probably been introduced as well as the need for multidisciplinary treatment planning of this endeavor.</p>	<p>XX</p>	
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	<p>XX</p> <p>XX</p>	

Summary: Strengths of the course

The teaching methods incorporate active learning, critical thinking and multidisciplinary approaches very nicely. In addition emerging information and technology seem to be integrated into the syllabus.
labs that correspond appropriately with material taught in lecture

Summary: Weaknesses of the course

For the course syllabus, It is unclear if the methods of evaluation of the students incorporate both the didactic learning as well as the laboratory skills.

Recommendations (continue on separate sheet, if necessary)

none

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number __DEN 7422C__ Course title: Periodontal Surgery for the Gen. Prac.

Faculty reviewer: Patel, Hardeman, Culp _____ Date: 9/2015 _____

Criteria	Evident	Not Evident
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: Would like to see specifics as to the learning experiences and a clear objective of the goals of each experience</p>	<p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XX</p>	<p></p> <p></p> <p></p> <p>X</p>
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: The syllabus does not provide any information in regards to decreased lecture hours in the past three years. Evidenced based dentistry: is this covered by the selected assigned articles on ECO that is described in the syllabus?</p>	<p>XXX</p> <p>XX</p> <p>XXX</p> <p>XX</p> <p>0, 0</p>	<p></p> <p>X</p> <p></p> <p></p>
<p>Course Content:</p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: To my knowledge, the course does not have excessive overlap with other courses in the curriculum Selected journal articles: Is this what is meant to cover the requirement of emerging information?</p>	<p>X</p>	<p>XX</p> <p>XXX</p>

<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p>Written exam (mcq, true/false, short answer, identification and production of drawings), Lab. multiple choice, t/f short answer and pig lab simulation</p> <p>Written exams</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p>	<p>XXX</p> <p>XXX</p> <p>XXX</p>	<p>XXX</p>
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p> <p>There are multiple resources for the students to use to gain additional information. However, how thorough the resources are can only be determined if I have access to the material.</p> <p>Required texts noted</p>	<p>XXX</p>	
<p>Criteria</p>	<p>Yes</p>	<p>No</p>
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:</p> <p>I am assuming it is for semester 7 (fall semester D3)</p>	<p>XXX</p>	
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p> <p>The syllabus does not state the number of online or in-class lectures and the approximate duration of lectures to be able to determine whether the credit assignment for the course reflects the instructional hours for the course.</p>	<p>XX</p> <p>XX</p>	<p>X</p> <p>X</p>