**University of Florida College of Dentistry**
**Course Debriefing Summary**
**DEN 6128, Host Defense**
**September 24, 2015**

**Present:** H. Perez, A. Francis, V. Gosai, A. Hartzell, B. Hagen, W. Baldock, N. Guanche, S. Wallet, G. Childs

Course evaluation: respondents –31, Mean range 3.86-4.94, overall score = 4.74
Debriefing Purpose: new course director

**Learning Environment**
- The students felt Dr. Wallet summarized the pertinent information well, was very organized and timely in her communication to students.
- Students felt they were treated like adults when they were given the option of coming to Dr. Wallet's live lectures vs. watching the videos. She also acknowledged various learning styles which the students also appreciated.
- When asked by Dr. Wallet, *"What would encourage students to attend classes?"* they recommended interactive/active classroom and lectures.

**Course Content**
- Students reported the course material correlated with periodontics and both oral and general pathology.
- Other instructors lectures left students uncertain what information was important and why in preparation for exam. The instructor lecture objectives were unclear.
- Students felt the syllabus was very descriptive, and they like Dr. Wallet's first lecture that introduced them to each faculty member.

**Course Materials**
- Students felt the book was helpful as supplemental material.

**Evaluation**
- Students felt well prepared for the exams from the lecture materials presented by Dr. Wallet.
- Dr. Brady's lectures had supplemental anecdotes the students felt were obtuse to be included in an exam.

**Summary of Recommendations**
- Students thought it would be beneficial for Dr. Wallet to submit a "Best Practices on How to Give a Lecture".
- Add an exam review a week before the exam and remove the post review.
- Add captions to images

**Present:** W. Baldock, A. Tow, H. Perez, S. Elliott, C. Murbach, C. Migliaccio, P. Patel, M. Jones, D. Dilbone, A. Delgado, V. Sposetti, G. Childs

Course evaluation: respondents –31, Mean range 4.11-4.97, overall score = 4.84
Debriefing Purpose: new course director, Dr. Alex Delgado

**Learning Environment**
- The course director was available to the students outside of class and demonstrated good communication and empathy.
- The Great Operative Race was introduced this year by Dr. Delgado as a non-graded weekly assignment. Students found this a useful tool for learning/reviewing the information and building bonds with their classmates.

**Course Content**
- The lectures exposed the students to broad topics and more detailed information was supplemented from the book.
- Students felt this prepared them for the next semesters Operative Dentistry course.
- Dr. Delgado encouraged students to use irubric, to self asses the quality of their work. This enhanced student's faculty feedback and practice time.
- Students felt the biomaterials information was too dense and unnecessary for the current course.

**Course Materials**
- Students like the textbook in general, and felt the assignments in the text were manageable.

**Laboratory Sessions**
- Students felt not enough time was spent by faculty with each individual student, and that faculty should rotate more allowing students to work with different faculty.
- Students felt faculty should use the student name board more. Dr. Dilbone is an example of a faculty member who does this to prioritize time with each student whose light is on.
- TAs are not evenly scheduled with faculty members. Students reported not having a faculty member for their group for at least 2 sessions. They also felt TAs could be more effective if they float about the class or group instead of talking amongst themselves.

**Evaluation**
- Exam reviews were helpful before exams.
- Exams were over information covered in the course and did not focus on minute details.
- Students names were used in the exam questions and students felt this personalized it and made students strive to answer their question correctly.
- Psychomotor grading was very fair due to the standardization from the rubric and a video lecture.

**Summary of Recommendations**
- Students recommended faculty rotating more in lab would be helpful to allow students work with each faculty member.
- Dr. Delgado was encouraged to create "Best Practices for Teaching in the Sim Lab send it to faculty members.
- For Dr. Delgado to maintain what is integrated in this course.
- Further integration of the biomaterials information and more applicability using clinical correlations while supporting the course material.

University of Florida College of Dentistry
Course Debriefing
DEN 6301C Fundamentals of Oral and Maxillofacial Radiology
October 6, 2015

Present: B. Sleeth, H. Nguyen, P. Robbins, W. Baldock, S. Calhoun, N. Hovencamp, P. Patel, H. Perez, M. Vracar, V. Sposetti, G. Childs, M. Nair, D. Kashtwari

Overall: 30 students completed course evaluations. Mean course evaluation scores on all items ranged from 2.71-4.13 and rated the course overall 2.71.

Purpose: New Course Director, Dr. Kashtwari and course mean below 3.0/5.0

## Learning Environment/Teaching Methods
- Students felt those who attended lecture were subjected to the instructor's disappointment of the lack of attendance by the class.
- Students noted on the Mediasite recordings, Dr. Katkar was soft spoken and difficult to hear. The anatomy lecture had no labeling on the images and that combined with the fact that using a laser pointer does not record on Mediasite makes the recordings much less useful for self-study.

## Course Content:
- The ECO schedule and syllabus did not include the video requirements and the self-study lectures students needed.
- Previous year's Mediasite lectures were not helpful for review due to technical issues of instructors using laser pointers and images not being labeled.
- Students described the lectures as outdated. However the examples they brought forward were a reflection of mislabeling of current lecture numbers and titles. There was confusion in how course materials were labelled in the ECO course syllabus.
- Students appreciated the use of a prop in communicating the buccal object rule.

## Labs
- Students reported they liked taking the radiographs during lab. They felt it enhanced the learning experience beyond the lectures.
- Students requested more lab sessions and opportunities for interpretation of normal vs. abnormal.
- It was noted by a student having the rotation before lab helped prepare the student better for the lab.

## Evaluation
- The lab evaluation form was not available for the students to use as a benchmark on how they were going to be assessed in lab.
- Students felt the grading in lab was subjective due to lack of definition in the grading criteria.
- With only one lab session students only had one opportunity to be graded on technique.
- Exams covered a large number of lectures (18), and students felt it was difficult to prepare for the exam.
- Students felt the exam questions were not evenly distributed over the 18 lectures, and it also did not reflect what was covered in the review.

## Summary of Recommendations

- Students would like more preparation for the lab session and additional lab session opportunities.
- More exposure to a range of radiographs with descriptive labels, bullet points.
- Longer versions of the lectures online with clearly labeled key points for review purposes.
- Add interactive case studies online (similar to oral pathology) as a student resource.
- Spread the lectures out over several exams. The class has only a final exam.
- Inform students of why material is important and included in the course.
-  Residents presenting lectures should be required to review the material before presenting it to the class and/or create their own version of the material.
- Develop voice narrated power point presentations for asynchronous presentations.
- E-books for future courses as opposed to a hard copy text.
- Clearly define attendance requirements to the students.
- To increase attendance make the lectures more positive experiences for the students who attend lecture.
- Continue to evaluate the conventional wet image processing content with digital imaging and overtly describe rationale for its inclusion in the course.

Date_____

Check one:

|   |                      |
|---|----------------------|
|   | New Elective         |
|   | Elective Renewal     |
|   | Elective Modification |

Course Title_____

Department_____

Course Director_____

Department Chair Approval:  _____YES        _____NO

Elective type (check all that apply):

|   |            |   |              |   |              |
|---|------------|---|--------------|---|--------------|
|   | lecture    |   | research     |   | intramural   |
|   | laboratory |   | independent  |   | extramural   |
|   | clinical   |   | Grad seminar |   | international |

_____ Other, describe_____

Recommended Class Year:  (check all that apply):

|   |     |   |     |   |     |   |     |
|---|-----|---|-----|---|-----|---|-----|
|   | 1DN |   | 2DN |   | 3DN |   | 4DN |

Number of students:  Maximum_____ Minimum_____

Entry level prerequisite_____

Student hours required

|                   | Day | Evening | Weekend | Holiday/ Break Week |                 |
|-------------------|-----|---------|---------|---------------------|-----------------|
| Lecture/seminar   |     |         |         |                     |                 |
| Independent study |     |         |         |                     |                 |
| Laboratory        |     |         |         |                     |                 |
| Clinical          |     |         |         |                     | **TOTAL HOURS** |
| **HOURS**         |     |         |         |                     |                 |

Elective semester offering: _____one time _____recurring

Beginning date/semester_____Completion date/semester_____

Elective Description: *(For additional space please request an ECO course be created for elective development)*

Course Goal

Outline

Methodology/Activity planned:

Evaluation mechanism / Criteria:

_____*Send completed form as pdf to the Office of Education,* *gmitchell@dental.ufl.edu* _____

Curriculum Committee Approval date_____Credit hours assigned_____

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# NBDE Standard Setting

David M. Waldschmidt, Ph.D.
Secretary, JCNDE

ADEA Dean's Conference
October 19, 2015

**JCNDE** JOINT COMMISSION
ON NATIONAL
DENTAL EXAMINATIONS

# NBDE Purpose and Interpretation

- The purpose of the National Board Dental Examinations is to assist state boards in determining the qualifications of individuals seeking licensure to practice dentistry.

- The NBDE is used to determine whether the candidate possesses the minimally acceptable level of knowledge, cognitive skills, and ability that is necessary for the safe, entry-level general practice of dentistry:

  - Part I: Anatomic sciences, biochemistry-physiology, microbiology-pathology, and dental anatomy & occlusion.

  - Part II: Dental and clinical dental sciences.

# Standard Setting

- The National Board Examinations are criterion-referenced and not norm-referenced examinations.

- Subject matter experts identify standards (pass/fail points) following established procedures and criteria that reference specific skill level requirements, not by the process sometimes known as "grading on a curve."

  – All candidates who demonstrate the necessary skill level through their examination performance will pass the examination (it is NOT the case that scoring is established to fail a certain percentage of examinees).

- The standard for each examination program is the same for all examination forms administered to candidates. This occurs through the use of equating procedures that control for subtle differences in difficulty in test items across examination forms.

- The standard for each examination is determined through a process called "standard setting".

# Standard Setting: Overview and Purpose

- "Standard setting" refers to the structured process by which subject matter experts (SMEs) recommend a performance standard for an examination.

- The Joint Commission periodically conducts standard setting activities for the NBDE and NBDHE. The purpose of these activities is to establish a recommendation for the Joint Commission regarding the minimum score that a candidate should obtain in order to pass each examination.

- The Joint Commission conducts separate standard setting activities for the NBDE Part I, NBDE Part II and NBDHE.

# Standard Setting: Overview and Purpose

- The current performance standards for the NBDE Part I and NBDE Part II were set in 2007 and 2008, respectively.

- In late 2014, standard setting activities were conducted for purposes of updating the minimum passing scores for the NBDE Parts I and II, respectively.

- The NBDE Part I standard setting activities were held on October 27-28, 2014. The NBDE Part II standard setting activities were held on November 3-4, 2014. Both were conducted at the ADA offices in Chicago, IL.

- The 2014 standard setting activities for NBDE Parts I and II were facilitated by Dr. Gregory Cizek, a nationally recognized expert in standard setting who has authored several books on the subject (Cizek 2001, 2012; Cizek & Bunch, 2007).

# Standard Setting Panel Membership

- The NBDE Part I and Part II standard setting panels consisted of 10 and 12 members, respectively.
- The panels were composed of dental Subject Matter Experts (SMEs).
- The panels were selected to be broadly representative and aligned with the purpose of the examinations:
  - Practitioners
  - Dental school faculty
  - Joint Commission members
  - Members of state boards
  - Dental school deans and associate deans
  - Current and former NBDE Test Construction Committee members
  - Geographically representative
  - Gender balanced

# Bookmark Standard Setting Method

- An established standard setting method called the "Bookmark" method was used for the NBDE Part I and NBDE Part II standard setting activities.

- For the Bookmark method, panelists are asked to review a representative booklet of test items that have been sorted in ascending order of difficulty (i.e., easiest to hardest). The booklet of test items is called an "ordered item booklet" (OIB).

- After reviewing the OIB, each panelist places a "bookmark" on the page containing the last item he or she believes a "just qualified candidate" would have at least a two thirds (67%) chance of answering correctly.

- The panel's recommended performance standard for the examination is derived from the median of the bookmarked pages, across panelists.

# The Just Qualified Candidate (JQC)

- The key referent in the bookmark procedure is the Just Qualified Candidate (JQC) – a hypothetical examinee whose knowledge, skills and abilities (KSAs) represent the lowest level that would still be considered acceptable to pass the examination.

- For the NBDE Part I, the JQC was defined as follows:

  *"The JQC is a candidate, currently pursuing an approved training program in dentistry, who possesses the minimally acceptable level of knowledge, cognitive skills, and ability that is necessary to apply the biomedical, dental, and clinical dental sciences for the safe, entry-level general practice of dentistry."*

- For the NBDE Part II, the JQC was defined as follows:

  *"The JQC is a candidate, currently pursuing an approved training program in dentistry, who possesses the minimally acceptable level of knowledge, cognitive skills, and ability in the dental and clinical dental sciences – including the areas of professional ethics and patient management – that is necessary for the safe, entry-level general practice of dentistry."*

# Standard Setting Process

- Prior to beginning the bookmark procedure, panelists engaged in small-group and whole-group discussions regarding the characteristics of the JQC. During these discussions, panelists described specific KSAs they believed the JQC would and would not possess.

- To ensure that panelists were familiar with the content and difficulty of the examination, panelists were administered a "mini form" of the test that was representative of the actual examination with respect to content, difficulty, and item formats. Upon completion, they were provided with an answer key so they could self-score their mini form.

- To ensure that the mechanics of the bookmark process were well understood by all, panelists also participated in a practice bookmarking round which was conducted using a "practice" OIB consisting of 12 test items.

- Staff were available throughout the activity to provide assistance and any necessary information and clarification concerning the NBDE program.

# Bookmark Standard Setting Method

- Three rounds of bookmarking were conducted. In each round, each panelist placed his or her bookmark on the page containing the last item he or she believed a "just qualified candidate" would have at least a two thirds (67%) chance of answering correctly.

- After each round, standard setting panelists were provided with the following information:
  - Information about how their bookmarked page compared to the bookmarked pages of other panelists (i.e., "normative information").
  - Information about the prospective consequences of their bookmarked pages on the fail rate for the examination (i.e., "impact information").

- After the second round, panelists were also provided with empirical information about the difficulty of the test items in the OIB.

# Bookmark Standard Setting Method

- After each round, panelists discussed their individual bookmark placements as a group and shared their thoughts and concerns.

- The panel's final recommended performance standard for each examination was based on the median of the bookmarked pages (across panelists) from the third bookmarking round.

# Panelist Feedback

- At five points during the standard setting activities, panelists were given an opportunity to provide feedback about the standard setting process.

- The feedback was collected through a series of evaluative questionnaires developed by Dr. Cizek.

- Participants' evaluations of all aspects of the process were uniformly strong and supportive.

- Each panelist indicated that they supported the final group-recommended performance standard.

# Panelist Feedback: NBDE Part I

- Panelist feedback from the final evaluative questionnaire: NBDE Part I

| Survey Item Number and Statement | Mean Rating |
|---|---|
| 1. The item difficulty information provided for generating the Round 3 ratings was helpful. | 4.3 |
| 2. The instructions regarding how to use the item difficulty information were clear. | 4.4 |
| 3. The discussion of the Round 2 Bookmark placements and instructions helped me understand what I needed to do to complete Round 3. | 4.5 |
| 4. I am confident in my Round 3 Bookmark placement. | 4.5 |
| 5. I had the opportunity to ask questions while working on my final recommendations. | 5.0 |
| 6. The facilitators helped to answer questions while working on my final recommendations. | 4.8 |
| 7. The timing and pace of the final round were appropriate. | 4.7 |
| 8. Overall, the facilities and food service helped create a good working environment. | 4.8 |
| 9. Overall, the materials were clear and helpful. | 4.6 |

Key: Values are on a five-point scale, ranging from 1=Strongly Disagree to 5=Strongly Agree; NR = no response. All table entries are based on $n$=10 responses.

# Panelist Feedback: NBDE Part I

- Panelist feedback from the final evaluative questionnaire: NBDE Part I

| Survey Item Number and Statement | Mean Rating |
|---|---|
| 10. Overall, the training in the standard setting purpose and methods was clear. | 4.5 |
| 11. Overall, I am confident that I was able to apply the standard setting method appropriately. | 4.6 |
| 12. Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut score for the NBDE Part I. | 4.7 |
| 13. Overall, the facilitators helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions. | 4.5 |
| 14. Overall, I was able to understand and use the information provided (e.g., other panelists' ratings, item difficulty information). | 4.5 |
| 15. Overall, I support the final group-recommended cut score as fairly representing the appropriate performance standard for the NBDE Part I. | 4.6 |

Key: Values are on a five-point scale, ranging from 1=Strongly Disagree to 5=Strongly Agree; NR = no response. All table entries are based on *n*=10 responses.

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# Panelist Feedback: NBDE Part II

- Panelist feedback from the final evaluative questionnaire: NBDE Part II

| Survey Item Number and Statement | Mean Rating |
|---|---|
| 1. The item difficulty information provided for generating the Round 3 ratings was helpful. | 4.5 |
| 2. The instructions regarding how to use the item difficulty information were clear. | 4.7 |
| 3. The discussion of the Round 2 Bookmark placements and instructions helped me understand what I needed to do to complete Round 3. | 4.7 |
| 4. I am confident in my Round 3 Bookmark placement. | 4.6 |
| 5. I had the opportunity to ask questions while working on my final recommendations. | 4.9 |
| 6. The facilitators helped to answer questions while working on my final recommendations. | 4.9 |
| 7. The timing and pace of the final round were appropriate. | 4.5 |
| 8. Overall, the facilities and food service helped create a good working environment. | 4.8 |
| 9. Overall, the materials were clear and helpful. | 4.9 |

Key: Values are on a five-point scale, ranging from 1=Strongly Disagree to 5=Strongly Agree; NR = no response. All table entries are based on *n*=10 responses.
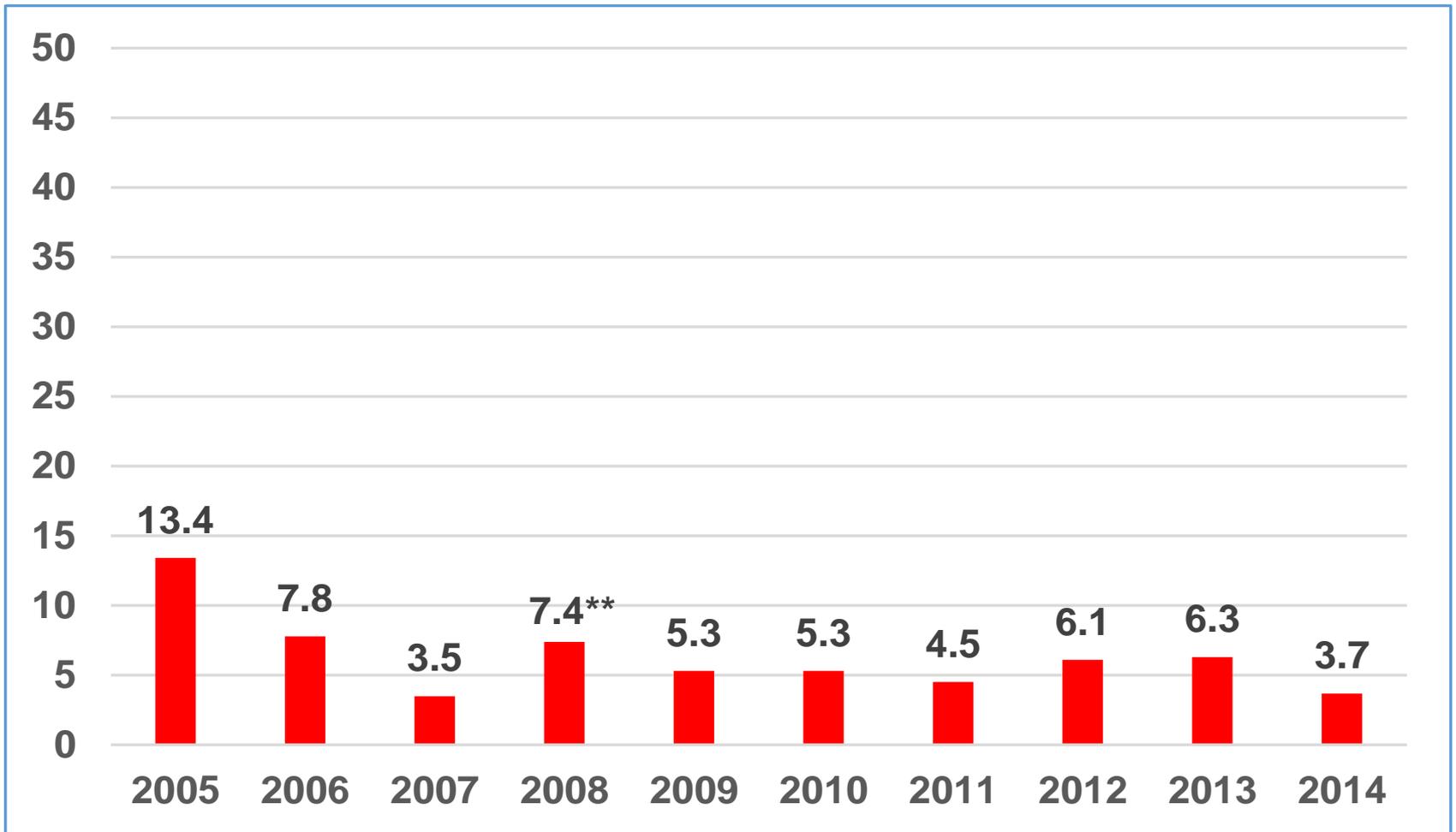
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# Panelist Feedback: NBDE Part II

- Panelist feedback from the final evaluative questionnaire: NBDE Part II

| Survey Item Number and Statement | Mean Rating |
|---|---|
| 10. Overall, the training in the standard setting purpose and methods was clear. | 4.8 |
| 11. Overall, I am confident that I was able to apply the standard setting method appropriately. | 4.8 |
| 12. Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut score for the NBDE Part II. | 4.8 |
| 13. Overall, the facilitators helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions. | 4.9 |
| 14. Overall, I was able to understand and use the information provided (e.g., other panelists' ratings, item difficulty information). | 4.8 |
| 15. Overall, I support the final group-recommended cut score as fairly representing the appropriate performance standard for the NBDE Part II. | 4.9 |

Key: Values are on a five-point scale, ranging from 1=Strongly Disagree to 5=Strongly Agree; NR = no response. All table entries are based on *n*=12 responses.
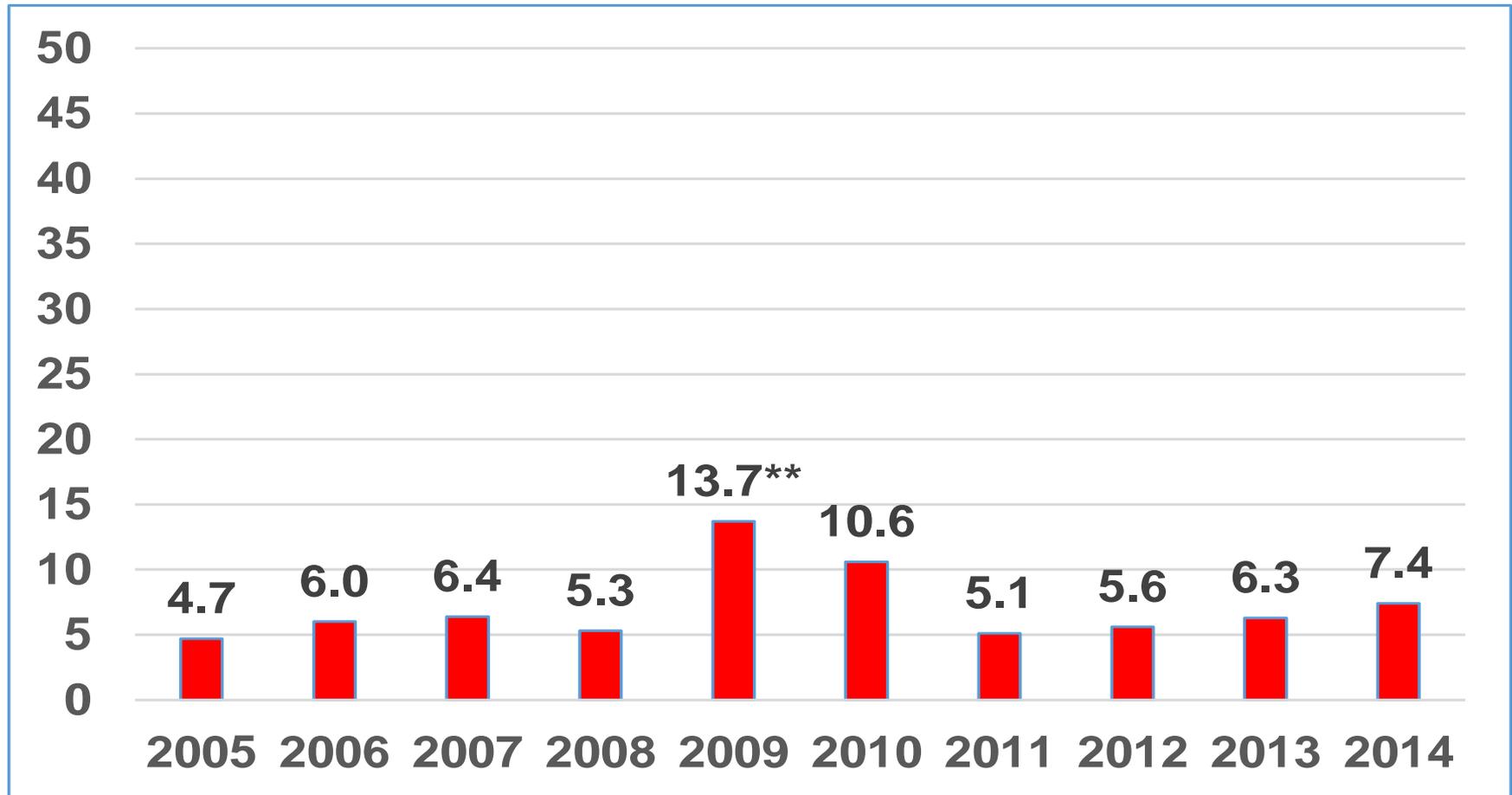
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# NBDE Part I Failure Rates



** A new standard was introduced this year, based on updated standard setting activities.

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# Standard Setting Results: NBDE Part I

- The 2014 NBDE Part I standard setting panel provided a recommendation to the Joint Commission concerning the minimum passing score for the NBDE Part I. The recommendation represented an **<u>increase</u>** in the performance standard for the NBDE Part I.

- In 2013, the current operational performance standard resulted in a failure rate of 6.3% for first-time test-takers from accredited dental programs. **If the panel's recommendation is applied to the same population, the resulting failure rate is 10.1%.**

- The recommendation from the 2014 NBDE Part I standard setting panel was approved by the Joint Commission in 2015. **The new standard will be implemented no sooner than April 2016.**

# NBDE Part II Failure Rates



** A new standard was introduced this year, based on updated standard setting activities.

# Standard Setting Results: NBDE Part II

- The 2014 NBDE Part II standard setting panel provided a recommendation for the Joint Commission concerning the minimum passing score for the NBDE Part II. The recommendation represented an **increase** in the performance standard for the NBDE Part II.

- **In 2013, the current operational performance standard resulted in a failure rate of 6.3% for first-time test-takers from accredited dental programs. If the panel's recommendation is applied to the same population, the resulting failure rate is 8.6%.**

- The recommendation from the 2014 NBDE Part II standard setting panel was approved by the Joint Commission in 2015**. The new standard will be implemented no sooner than April 2016.**

# Q & A

# Thank you