

Briefly describe the evaluation philosophy for the department.	
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1. Didactic courses (Please list all didactic courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

Course Title	Number	Director	Semester (S1,2,3,etc)
Advanced Differential Diagnosis	8352	Bhattacharyya	S9
Grade Scale:	S/U? A= %, A-= %, etc.		
	A	4.00	
	A-	3.67	
	B+	3.33	
	B	3.00	
	B-	2.67	
	C+	2.33	
	C	2.00	
	D/R ₁	1.00	
Lowest Passing Grade	C		
Other grading issues			
Last taught	Dates: <u>Summer 2015</u> Class of <u>20_16</u> # Failures <u>2</u> #Remediations <u>2</u> - <u> </u> # Final Failures <u>0</u>		

Briefly describe the evaluation philosophy for this course.	Based on two exams which count for 40% + 40 % and best 5 scores of 9 quizzes which is 20% of the grade Competency questions are separate from course grade and all questions on competency must be answered correctly in order to be pass competency.
Why was this grade scale selected for this course?	Most suitable for didactic courses such as this. Ease of use and provides for a good discriminatory tool
Rationale for lowest passing grade.	70% score is considered to be C. Scores lower than this are considered not passing even if competency is cleared.

Challenges in student evaluation in this course.	Very difficult to get student feedback, only a handful of students complete the evaluation even if given extra time out of classroom teaching time. Even when requested to fill out evals multiple times by course director. Only two instructors for the course but still get too few respondents.
Future directions for assessment in the course?	More clinical cases and case based discussions, points given based on number of classes attended and participation in discussions
Comments	

2. Preclinical courses (Please list all preclinical courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

Course Title	Number	Director	Semester (S1,2,3,etc)
Grade Scale:	S/U? A= %, A-= %, etc.		
Lowest Passing Grade			
Other grading issues			
Last taught	Dates: _____ Class of 20 _____ # Failures _____ #Remediations _____ - _____ # Final Failures _____		

Briefly describe the evaluation philosophy for this course.	
Why was this grade scale selected for this course?	
Rationale for lowest passing grade.	
Are there any other conditions required to pass this course? If so why?	
Challenges in student	

evaluation in this course.	
Future directions for assessment in the course?	
Comments	

3. Clinical courses (Please list all clinical courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

Course Title	Number	Director	Semester (S1,2,3,etc)
Grade Scale:	S/U? A= %, A-= %, etc.		
Lowest Passing Grade			
Other grading issues			
Last taught	Dates: _____ Class of 20 _____ # Failures _____ #Remediations _____ - # Final Failures _____		

Briefly describe the evaluation philosophy for this course.	
Why was this grade scale selected for this course?	
Rationale for lowest passing grade.	
Do any students fail a clinical assessment due to ethics/ professionalism (infection control, patient management, evidence, culturally sensitive communication)?	
Is there patient availability for most students complete the clinical expectations for this course?	
Challenges in student evaluation in this course.	
Competency assessments MUST be pass/fail. If they are not and/or you plan other changes, describe future directions for assessment in the course?	
Comments	

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Course Title	Number	Director	Semester (S1,2,3,etc)
Oral & Maxillofacial Pathology	Den 6351	Dr Cohen	4
Grade Scale:	A 90 - 100 A- 88 - 90 B+ 85 - 88 B 80 - 85 B- 78 - 80 C+ 75 - 78 C 65 - 75 E 0 - 65		
Lowest Passing Grade	65		
Other grading issues	Class participation		
Last taught	Dates:8/15-9/15 Class of 2018 # Failures 1 #Remediations 1- # Final Failures 0		
Briefly describe the evaluation philosophy for this course.	Goal of this course is to expose students to oral pathology and lay a foundation for clinical competency. There are 2 intermediate exams and a cumulative final. The exams contain case studies that students are required to review as part of each topic. The final is cumulative and worth ½ the grade to encourage review of material and actual competency. Students are required to attend class and they are called upon to analyze actual cases during lecture. This should help teach higher level learning not just memorization of facts.		
Why was this grade scale selected for this course?	I felt 90% not 95 should be an A. Students are grade crazed as it is, and to be almost perfect (95%) in order to get an A seems to accentuate this grade mania.		
Rationale for lowest passing grade.	When using the A- scale grades are compressed and 65 is the minimum passing grade		
Challenges in student evaluation in this course.	Keeping track of student class participation is very time consuming especially since they are excused for off-site activities 6 x per semester. They also have excuses for not attending almost every Lecture. We did manage to call on each one 3 times and to award 5 points for class participation.		
Future directions for assessment in the course?	May increase value of class participation.		
Comments			

DMD Program Student Assessment

Date: 4/19/16

Department/Division: Oral Diagnostic Prepared

by: Joseph Katz

Briefly describe the evaluation philosophy for the department.	Critical thinking, clinical based curriculum, evidence based approach
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Course Title	Number	Director	Semester (S1,2,3,etc)
DEN6260	90	Joseph Katz	5
Grade Scale:	A 96 - 100 A- 92 - 96 B+ 88 - 92 B 84 - 88 B- 80 - 84 C+ 76 - 80 C 72 - 76 E 0 - 72		
Lowest Passing Grade	C = 72 -76		
Other grading issues			
Last taught	Dates: <u>04/19/16</u> Class of 2018 # Failures <u>0</u> #Remediations <u>0</u> - <u>0</u> # Final Failures <u>0</u>		
Briefly describe the evaluation philosophy for this course.	Combination of 2 exams, quizzes and assignments		
Why was this grade scale selected for this course?			
Rationale for lowest passing grade.	Minimum of 72% seems as passing grade in Oral medicine		
Challenges in student evaluation in this course.	none		
Future directions for assessment in the course?	Case based questions		
Comments	Attendance is becoming a major problem		

Briefly describe the evaluation philosophy for the department.	The first half of the course is passive learning with on-line media-site lectures and points. Seven self - assessment quizzes are provided during the first half to ensure that the key points of the material are being received and to provide exposure to the types of questions students will experience on the exams. The enrollment conference and the mid-term exam review are 'live' lectures.
	The second half consists of active participation from students via case presentations discussions.

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Course Title Advanced Oral Medicine and Clinical Pharmacology	DEN 8263 Number	Director Carol Stewart	Semester (S 9)
Grade Scale:	S/U? A= %, A-= %, etc.		
Lowest Passing Grade	72		
Other grading issues			
Last taught	Dates: <u>May</u> – <u>August 2015</u> _____ Class of 20 16 _____ # Failures <u>0</u> #Remediations <u>0</u> - # Final Failures <u>0</u>		

Briefly describe the evaluation philosophy for this course.	Course evaluation is based on performance on 2 written exams, one independent case presentation, and attendance at seminars. Grade is determined by mathematical average of: Midterm 45%, Comprehensive final 45%, Seminar attendance 5%, and Case presentation 5%.
Why was this grade scale selected for this course?	Standard for the College? A 96 - 100 A- 92 - 96 B+ 88 - 92 B 84 - 88 B- 80 - 84 C+ 76 - 80 C 72 - 76 E 0 - 72

Rationale for lowest passing grade.	Less than 72% performance on the written exams would be indicative of inadequate preparation/understanding of the patient evaluation tenets, clinical pharmacologic issues, potential drug interactions, differential diagnoses of oral lesions and complex medical concerns.
Challenges in student evaluation in this course.	<p>Class participation and attendance are a challenge due to competing patient care, classes, and events during the senior year. Many students can only attend one seminar due to external rotations, clinical care that may begin at 1:00 or 1:30 pm, and excused absences for interviews.</p> <p>Therefore, unless students have more than 2 unexcused absences for the seminars, they receive 100% for attendance. (>2 unexcused absences from seminars will result in 0% for attendance.)</p>
Future directions for assessment in the course?	<p>Due to increased class size, another seminar session may be requested, an increase from 4 seminars to 5. Each seminar is 1.5 hours, 12:00 pm – 1:30 pm.</p> <p>Due to the time required to review all 50 cases for the final exam, (15-30 minutes for each case), some students have indicated that the course should be increased to 2 credits.</p>
Comments	<p>Students seem to enjoy the course and offer comments that the course aided them in preparation for National Boards II.</p> <p>As an instructor, it is rewarding to observe students using critical thinking skills during their presentations to present the best approaches for their assigned case. It is equally nice to appreciate the levels of professional development via confidence demonstrated during their case presentations.</p>

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Future directions for assessment in the course?	
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