



Selecting Our Residents In the Pass/No Pass Environment

- Dr. Dorothy Perry
- Associate Dean Perspective on Referring Dental Students to Residency Programs



Selecting Our Residents In the Pass/No Pass Environment

- Welcome to San Francisco
- My Task: Associate Dean Perspective on Referring Dental Students to Residency Programs



Welcome! I hope you are enjoying our beautiful city!

My task today.

I always do as I am told, so I am using the supplied template for this presentation but I asserted myself a bit and changed the font.



UCSF School of Dentistry

- Success of UCSF Students
- Overview of UCSF
- Defining the P/NP curriculum
- Letters of Recommendation
- Comments



Here is my plan:

Start with what I think you really want to know – how do UCSF students fair in the post graduate market?

Then I will tell you a little bit about UCSF to give you some context.

Describe the P/NP curriculum

Talk about the letters from the dean

And then editorialize a bit.



UCSF Student Success Applying to Graduate Programs

- Percent of class applying: 66%
- Overall Acceptance Rate: 77%
- Past Graduate Rate: 71%

Class of 2014, applied 2013 cycle

Post Graduate Program	AEGD	Endo	GPR	OMFS	Ortho	Ped Dent	Perio
Applied	12	3	10	4	11	14	2
Withdrew	1	0	2	0	0	0	0
Accepted	10	1	6	3	9	9	2
Denied	1	0	2	1	2	1	0
Post Match	0	0	0	0	0	3 (1 to AEGD)	0
% Accepted	90.10%	33%	75%	75%	82%	79%	100%

Past graduates, applied 2013 cycle

Post Graduate Program	AEGD	Endo	GPR	OMFS	Ortho	Ped Dent	Perio
Applied	1	5	1	2	6	2	1
Withdrew	1	0	0	0	1	0	0
Accepted	0	5	1	2	3	0	1
Denied	0	0	0	0	2	2	0

85 Graduates in 2014 – 56 applied for residency places so 66% of the class.

AEGD AND GPR applicants have increased since PGY-1 became a licensure option- combined 22 applied, 3 withdrew, 16 accepted = 72%

34 to POSTGRAD programs 24 accepted = 71%

Ped dent = 9 accepted, 3 more accepted in post match, 1 accepted into AEGD

Past graduates also applied = at total of 18, 12 accepted, 1 withdrew = 71%



UCSF School of Dentistry: Our Values

- Excellence
- Integrity
- Respect
- Innovation
- Accountability
- Leadership
- Social Responsibility

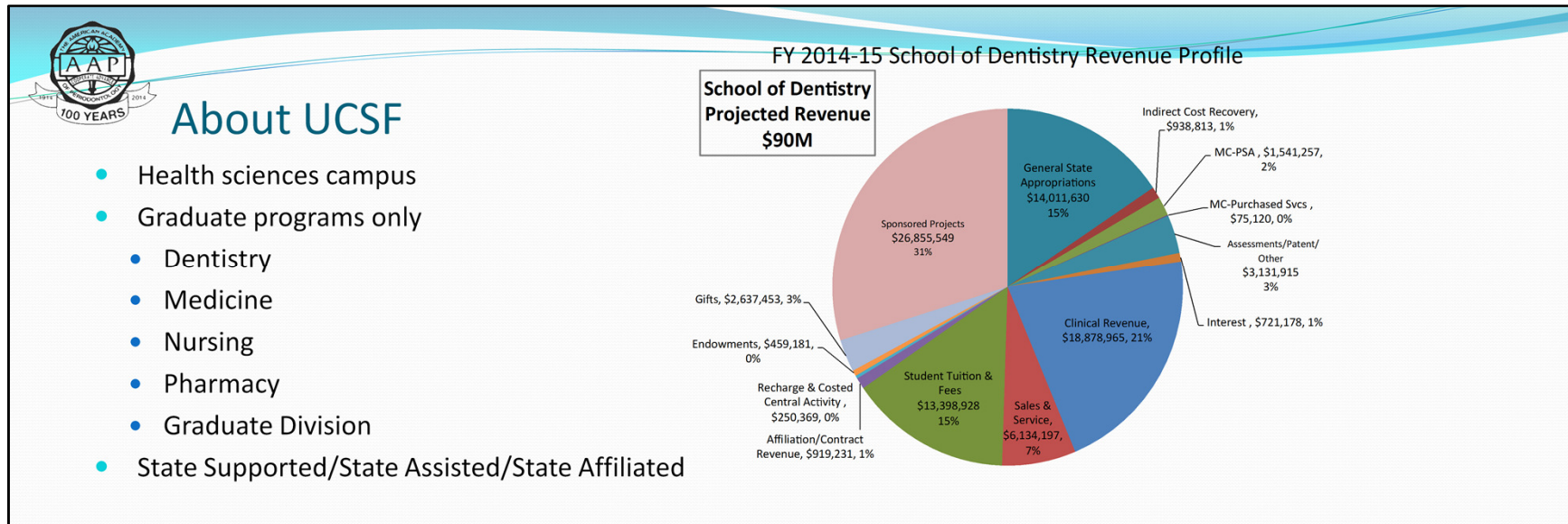


Now a little more about the UCSF School of Dentistry:

I would like to highlight that this list represents our core values

Of course we have a mission and vision statement, but these values are tied to our admissions process.

Nothing unusual here, but these are the elements that the faculty identified and value as what represents our community, and what we want in students.



UCSF is a graduate health sciences campus, the only one of the ten UC's solely devoted to graduate education primarily in health and sciences

What does this mean? We do not have a history of huge alumni support, so we are late coming to the table creating scholarships and things like endowed chairs.

Many alumni reflect back on their experiences at UCSF and recall paying less than \$200 per quarter in fees, and graduating with no student debt.

The total cost now to attend 4 years at the S/D, if you borrow every cent, is more than \$300,000.

Why do I bring this up, this affects our ability to attract some students that we admit who choose to go elsewhere.

The School of Dentistry is now in its 133rd year of operation

90M per year operation

Totally committed to the tripartite mission of the university: research, teaching, and service

State support – goes primarily to teaching - \$14M

Student tuition and fees - \$13M

State supported/state assisted/state affiliated/ moving toward state located



Organizational Overview

Departments and Programs

- 4 Departments
 - Cell and Tissue Biology
 - Orofacial Sciences
 - Oral and Maxillofacial Surgery
 - Preventive and Restorative Dental Sciences
- Programs
 - Center for the Health Professions
 - Children's Oral Health Research Center
 - Craniofacial and Mesenchymal Biology Program
 - International Dentist Program

Faculty and Staff

- 172 Paid full and part time faculty (105.81 FTE)
- 23 Recall faculty (6.44 FTE)
- 239 Volunteer faculty
- 30 Non-faculty academics
- 297 Career and limited staff (256 FTE)
- 80 Residents
- 54 Post Docs
 - 11 post graduate programs
 - 17 clinics
 - Over 120,000 patient visits per year
 - 14 Externship sites throughout Northern California

Mid sized for Schools of Dentistry

4 departments

4 additional programs

172 paid faculty

239 volunteer faculty

297 staff

80 residents

54 post docs

11 graduate programs

17 clinics

120,000 patient visits per year

14 externship sites



Dental Students

Applicants for fall 2014 Admission

- 1968 applicants
- 1530 invited to submit supplemental
- 1260 reviewed holistically
 - 8.9% eventually admitted
- 260 interviewed
 - 43% get admitted
- 112 offers, 98 on alternate list
- 33 alternates admitted
- Initial yield rate = 75%

Admitted

- Average admitted student
 - 25
 - Female
 - Asian
 - CA resident
- 60% female
- Ethnicity
 - 41% Asian
 - 33% Caucasian
 - 18% URM

So what about our students?

The average incoming student is female, 25 years old, Asian and a CA resident.

We are 60% female and 18% URM. We have a very successful post baccalaureate program that assists us with creating diversity in our classes.

It is a very competitive place: 2000 applicants

1260 received a holistic, whole file review (8.9% eventually admitted)

Yield rate of 75% - so $\frac{3}{4}$ of them accept our offer

Don't go down too far on the alternate list, 33 this past year



Academic Credentials

GPA (Undergrad)		DAT		Degree earned		Undergraduate Institution			
Cumulative	3.50	Academic Average	20.5	Bachelor's	82	UC	54%	Out of State	30%
Science	3.41	Total Science	20.9	Master's	6	CSU	8 %	Private CA	8%

So how do they look?

GPA ~ mean in 3.5 range

DAT's ~ 20 to 21

82 BS

6 Masters

54% from UC's

30% from out of state (mostly CA residents though)



Predoctoral Admissions

- Initial review for invitation to interview
 - 7 questions in a values-based assessment
 - Determine match with Values of the S/D
- Interview: motivation, communication, professionalism
- Post-Interview Review is looking for a match
- Outcomes
 - Greater diversity
 - More collaborative classes
 - Community service
 - More engaged students



Entirely faculty driven system

AdCom provides initial review – we assume that they can all succeed in the program

Looking for those 7 values in the holistic review: Excellence, Integrity, Respect, Innovation, Accountability, Leadership, Social Responsibility

Face-to-Face interviews – one with faculty, one with student, weighted equally

Seeking their OPINION about the candidate

Holistic review for the past 4 years:

Increased diversity

Faculty report class more congenial and collaborative

More community service



Pass/No Pass Curriculum

- Changed in 2004
- Faculty driven change
- Created high unit count, high stakes courses
- Benefits – Student perspective
 - Reduced pressure
 - More collaboration
- Benefits – Faculty perspective
 - Passing grades set at “C”
 - No “D” grades, no manipulation of GPA
- RESEARCH opportunity, not required



Faculty driven change

High stakes courses

Students like it – more collegial

Faculty like it – less pressure on them too

No D GRADES

Research opportunities

summer off after first year

20% of class participate

Some continue on with mentor



Rewarding Outstanding Academic Performance

- Letters of commendation – years 1 and 2
- Honors grades – years 3 and 4
- Criteria specified in course syllabi
- Criterion-referenced
- Range of units earned (both commendations and honors)
 - 2 – 39 by end of third year (out of 156 units by end of D3 year)
- OUTSTANDING ACADEMIC PERFORMANCE highlighted in Dean's letters

Now: The P/NP system

Faculty can award commendations and honors grades – honors grades appear on transcripts, commendations in narrative of Dean's letter

Criterion referenced, not top % of class

Highlighted in letters we write

Dean's letter is not boilerplate: Personalized, outstanding performance and contributions highlighted



Dean's Letters

- Complex process
 - Student initiated – application
 - Staff review and draft
 - Associate Dean revisions
 - Approval by Dean
 - Submission
- 30 days notice
- Never decline last minute requests
- Confidential
- Letter
 - Academic accomplishments
 - Honors/commendations/awards
 - Leadership and community service activities
 - Research
 - Other highlights – adversity/potential
 - Closing recommendation
 - Very important
 - OVERALL SUMMARY ASSESSMENT, NOT BOILER PLATE

How do Dean's letters happen?

Student-centered process

30 days, drafted, reviewed, signed and approved

Always insist on confidentiality

Closing – no bad recommendations

But strength of recommendation is significant.



UCSF Perio Selection Process

Statistics

- 35 to 50 applicants annually for 3 places
- Holistic, whole file review
 - Personal statement
 - Activities
 - Letters - both narrative and evaluations
 - Rankings and GPA if available: very low, not considered
- 1/3 application weak, 1/3 mediocre letters and evaluations
- 15 – 20 interviewed

Final Selection

- Interview is critical
 - Faculty assessment
 - Resident assessment
- Ranked in meeting
- Take top three
- Also look for diversity, age, gender, others
- MUTUAL AGREEMENT
 - Notified after Labor Day
 - Rarely go to alternates

How does this work for our Perio Program?

3 places, 30+ applicants

Holistic whole file review

Very interested in activities, letters and evaluations – the PPI

How does this fall out? Typically 1/3 are weak applicants, nothing special don't seem to add to the program

Rankings and GPA are considered when present

Interview maybe 1/3 of the candidates

The interview is CRITICAL

faculty and resident assessments

meet to rank the interviewees, looking to have a diverse group

Adhere to the MUTUAL AGREEMENT

Rarely go to alternates



Comments

NB as a P/NP exam

- I understand why it changed
- Were we using it incorrectly?
 - Basic science scores in Part I
- Creating our own admission exam
- What about the GRE?
 - Verbal Reasoning
 - Quantitative
 - Analytical Writing

Going Forward

- Need to work together
- We want to provide as much information as possible
- You want the best applicants
- We want you to consider our outstanding students
- What do you want from UCSF to assist you?

A bit of commentary:

I understand why it changed

Create our own exams? Extremely time consuming and expensive, too easily compromised

What about the GRE? Your residents are graduate students, expected to understand research, provide evidence of creative work and thinking

Elements of the GRE:

Verbal Reasoning — Measures your ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences and recognize relationships among words and concepts.

Quantitative Reasoning — Measures problem-solving ability, focusing on basic concepts of arithmetic, algebra, geometry and data analysis.

Analytical Writing — Measures critical thinking and analytical writing skills, specifically your ability to articulate and support complex ideas clearly and effectively.

There is no perfect solution, or at least I don't have it.

But we do need to work together.

I have had residency directors stand up at this point and say "We will never consider any UCSF graduate"
We have the same goals: you want the best residents and we have great students to send to you.

Bearing all this in mind, what can we do at UCSF to assist you?



Thank you!

Questions?

