MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

FOR CAREER PROGRAMS
THAT CONDUCT SELF-STUDIES
FOR NATIONAL PROFESSIONAL ACCREDITING BOARDS

Dental Laboratory Technology

2010 – 2011

Program Review Committee:

Apollon Bouzerdan, Program Coordinator

MIDDLESEX COMMUNITY COLLEGE

<u>Academic Program Review</u>

FOR CAREER PROGRAMS
THAT CONDUCT SELF-STUDIES
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Middlesex Community College

<u>**Academic Program Review**</u>

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Note: This program review is an addendum to the Program Self-Study Report that is required for National Accreditation. The report of the Accrediting Board is included in this addendum. The complete Program Self-Study Report is on file with the Division Dean.

Section I: Summary of Self-Study/Introduction to the Program Review

The Dental Laboratory Technology Program was established in1975 to meet the high demand for dental technicians. The curriculum was developed with a primary objective to train technicians at a college level in the category of generalist, as defined by Council on Dental Education of the American Dental Association. Since 1975 the primary objective remained the same, as well as, the curriculum with probably minor changes in content. In 2008, the coordinator who established the program retired and was replaced by the current coordinator who set his eyes on improving the curriculum. In his first year, the current coordinator conducted a Program Self-Study and provided a report in preparation For the Commission On Dental Accreditation site visit that took place in December of 2009. The visiting committee found discrepancies between the Commission's standards and our program curriculum, and made some recommendations. Two progress reports were sent to the Commission. The changes made to the curriculum and reported to the Commission met the Standards and we maintained the accredited status

The findings reported to the Commission by the visiting committee with respect to our curriculum prompted the coordinator to look in depth at this curriculum even after the changes were made to stay in compliance with the Commission's standards. Therefore, the goal of this program review is to focus on the curricular structure and the sequence of the courses offered our students to assess its effectiveness.

Section II: Program Mission and Goals as they support College's Strategic Plan

1. State the mission of the program. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.

   The Program goals have been developed with the institution's and program's mission statements in mind.

   <u>The Institution Mission Statement:</u>
   Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that

support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth. Closely linked to the fabric of the community, Middlesex's partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development. The College's state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical field respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.

The Program Mission Statement:
The Dental Laboratory Technology Program provides education and training for qualified individuals who plan to pursue a career as a dental laboratory technician. The primary objective is to train technicians at a college level in the category of generalist as defined by the Commission of Dental Accreditation, and also to maintain approval status granted by the Commission. The overall mission of the Dental Laboratory Technology Program is to prepare graduates to assume a role in the dental health delivery system; to perform high-quality techniques and procedures in dental laboratories or dental offices.

Program Goals:
The Dental laboratory Technology department developed the following program goals as part of its planning and assessment process:

1. Assist students to attain the knowledge and skills necessary for employment as dental technicians, employment in a related field, or continuing their education.
2. Prepare students, through clinical casework, to meet employment expectations and responsibility to the dental patient.
3. Sustain a nationally-accredited Dental Laboratory Technology education program.
4. Prepare graduates to succeed in the National Board for Certification: Recognized Graduate Examination
5. Maintain an up-to-date program with state of the art equipment and dental laboratory facility.

2. Discuss the program's work over the last five years towards achievement of its goals and initiatives as they support the College's Strategic Plan, described in the program's annual report and reported in the Academic and Student Affairs database. Link these goals and initiatives to relevant NEASC recommendations generated from MCC's 2004-05 accreditation self study.

Year	Initiative	Outcome
2006-07	Affirm and strengthen MCC's commitment to diversity, cross cultural understanding and international partnerships.	The students visited two separate Dental Labs, one is Chinese owned with a full complement of Chinese employees; and the other Japanese owned with Japanese employees
	Increase and affirm student, faculty and staff involvement in community service.	An articulation with Great Brook Valley Regional Health Center was established so that in the future students and faculty will be able to participate in their clinic.
2007-08	Broaden and strengthen students.	Visits to dental labs allowed the students to relate what they learn in the classroom and what goes on in the workplace.
	Increase technology training and support for students, staff and faculty.	Participated in different workshops and symposiums such as Yankee Dental Congress.
2008-09	Continue to implement Workforce Development Initiatives.	Trips to Dental Labs that have new technology allowed students to see what the future of DLT is going to be
	Advance Workforce Development related partnership initiatives	Provide CE courses for the local community of DLTs through Business and Industries.
2009-10	Provide training in High Technology to meet the demands of the DLT industry	Training in high technology was provided to students through partnership with external entities, such as externship site that have the technology, and visits to companies that offered courses with their systems.
	Set up a Continuing	CE courses will be provided

	Education Program.	for the local community of DLT, starting October 2010. A program has been set in place in collaboration with The department of Business and Industries at MCC, and with the NBC which approved the CE credits.
2010-2011	Program Review.	Areas for program improvements identified.
	Work on a proposal for a new curriculum structure to improve program outcomes.	New Curriculum to be proposed by Fall 2011.

Section III: Student Learning Outcomes and Assessment

Program Student Learning Outcomes (PSLOs)

3. Identify your Program Student Learning Outcomes

1. Students will be able to demonstrate competence in the fabrication of removable and fixed prostheses;

2. Students will be able to perform all related procedures at a commercial level;

3. Students will be able to practice within the legal and ethical framework of the profession;

4. Students will be able to use appropriate oral and written communication in all professional interactions.

5. Students will be able to successfully complete the RG Exam

4. Please provide your program's timeline for ongoing, annual assessment of its PSLOs.

2010-11	Students will be able to successfully complete the RG Exam
2011-12	Students will be able to perform all related procedures at a commercial level
2012-13	Students will be able to practice within the legal and ethical framework of the profession
2013-14	Students will be able to use appropriate oral and written

	communication in all professional interactions
2014-15	Students will be able to demonstrate competence in the fabrication of removable and fixed prostheses
2015-16	Students will be able to successfully complete the RG Exam
2016-17	Students will be able to perform all related procedures at a commercial level

5. If applicable, discuss any changes you have made to your PSLOs and/or the ways in which the courses in the program support those PSLOs since your last program review.

Since this is my first program review, I have not made any changes to the PSLOs or the ways in which the courses in the program support these PSLOs. However, based on this program review, it has become obvious that there is a need to review and change the current PSLOs to ones that are in better alignment with the ISLOs.

There is no evidence of any changes made by the previous coordinator since the last program review.

6. Map the way in which your program provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**. **(Note: at the Developing and Competency levels, PSLOs should be reflected, directly or indirectly within the course outcomes.)**

Curriculum Map I:
    Course Opportunities for Student Achievement of PSLOs

PSLO	ISLO supported	Course DLT 101	Course DLT 102	Course DLT 103	Course DLT 104	Course DLT 201	Course DLT 202	Course DLT 203	Course DLT 204	Course DLT 205	Course DLT 206
1. Fabrication of removable and fixed prostheses;	K&S, CT	C	C			C	C			C	
2. Perform all related procedures at a commercial level;	K&S, CT	I	I			I	I			D	I
3. Practice within the legal and ethical framework;	K&S, CT, SR, PPD, GP	I	I			I	I		I	D	D
4. Use appropriate oral and written communication;	K&S, Com	D	D	I	I	D	D	D	D	C	D
5. Succeed in the NBC: RG Examination	K&S, CT, PPD	I/D/C	I/D/C	I/D/C	I/D/C	I/D/C	I/D/C	I/D/C	I/D/C	I/D/C	I/D/C

7. Does Curriculum Map I suggest a need to make changes to the **sequencing of** opportunities for students to develop and achieve any PSLO within the program? If so, please explain.

The Curriculum Map strongly suggests a need to change.

1. The sequence of courses offered does not provide a scaffolded learning experience. The courses are offered independent from one another, and higher level courses, such as DLT 101, are offered prior to or at the same time as lower level courses, such as DLT 104 and DLT 203.

2. Higher level courses, such as DLT101, DLT102, DLT201 and DLT202, should be divided into courses that are offered in sequence and progress from introductory to Developmental to Competence as the student progress in the program.

3. Courses such as DLT104 and DLT203 should be combined since the materials are interrelated and offer a foundation to the rest of the courses.

4. Courses such as DLT103 and DLT205 should have their contents divided and embedded in the higher level courses according to their relevance.

An in-depth study will be needed to restructuring the curriculum to provide a strong and effective sequencing of opportunities for the student.

8. Please discuss how the program will support faculty to align their course student learning outcomes with program and institutional student learning outcomes.

The faculty meets prior to the beginning of each semester to review the program and institutional student learning outcomes, as well as, the individual course student learning outcomes to insure proper alignment. Since the program is accredited by the American Dental Association's Commission on Dental Accreditation, the standards for Dental Laboratory Technology educational programs, put forth by the commission, are also taken into consideration with regards to student learning outcomes.

PSLO 5
Graduates of the DLT Program will be able to successfully complete the RG *EXAM*

9. Please provide examples of representative course student learning outcomes that include or embed this PSLO from course syllabi where competency of the PSLO is expected.

The RG Exam is a comprehensive examination, and therefore student learning outcomes that include or embed this PSLO exist in all of the DTL courses. The following table contains some examples of these SLOs:

DLT101 Partial Dentures	- The student will be able to define terms of the dental science that deal with the major areas of dental technology. - The student will be familiarized with the general dental laboratory environment (Terminology, Equipment, Materials and Infection control) - The student will be able to list the indications for a prosthesis
DLT102 Complete Dentures	- The student will be able to list, locate, and identify masticatory relationships - The student will be able to label anatomical structures. - The student will be able to write the definition and know how it applies to complete dentures including the factors of retention.
DLT103 Dental Materials	- The student will be able to list various types of impression materials. - The student will be able to list the reaction of dental gypsum products. - The student will be able to list the properties of waxes. - The student will be able to discuss the properties of investments and the investing process - The student will be able to define the terms and properties related to acrylics. - The student will be able to list the properties alloys. - The student will be able to list and define various ways of casting and soldering.
DLT104 Dental Anatomy	- Identify and locate teeth in permanent and primary dentitions by arch, quadrant, name and number, according to the Universal numbering system. - Identify the structures of the oral cavity and related terminology. - Identify the parts of the tooth and its tissues, as well as, its surrounding structures and related terminology.

	• Describe the anatomy, type of articulation, and function of the craniomandibular joint, also known as the temporomandibular joint (TMJ).
DLT201 Fixed Prosthodontics	• The student will be able to list the types of fixed restorations • The student will be able to identify various margin designs • The student will be competent in fabricating restorations on various types of articulators • The student will be competent in developing functional occlusion on full-arch articulated casts • The student will be able to describe the types and uses of attachments and will be able of fabricating a semi-precision attachment
DLT203 Occlusion	• The student will be able to explain the motion of the mandible. • The student will be able to list the conditions for an optimum occlusion. • The student will be able to produce the various movements on an articulator. • The student will be able to list the types of anterior determinates of occlusion.
DLT204 Issues in DLT	• The student will be able to identify major historical events in dentistry and allied health occupations. • The student will demonstrate knowledge of the profession and its relation and obligation to the dental profession. • The student will be able to list the ways of training dental technologists. • The student will be able to list the names of organizations • The students will be able to list all legal and ethical responsibilities of the dental technology professions.

10. Describe the process by which this Program Student Learning Outcome was assessed for Competency. Include in your description:

- Which courses contributed evidence of student learning and achievement?

   The courses selected to assess competency for this PSLO were:
   1. DLT 101 Partial Dentures
   2. DLT 102 Complete Dentures
   3. DLT 201 Fixed Prosthodontics
   4. DLT 202 Dental Ceramics
   These courses are the major areas that the RG Exam is based on.

- Which assignments/projects/exams/activities within those courses generated the evidence?

   These courses have didactic and laboratory components that are essential to student learning outcomes. Final written test results and practical test results were used in this PSLO assessment.

- How was a sample selected from the full sets of contributed evidence?

The RG Exam is not mandatory for graduating students. However, we encourage our students to take the test just to measure how our program results compare nationally. Due to the cost of this test, not all of our students sit for it. The sample we used to assess this PSLO were all the students that took the RG Exam in the last 3 years, a total of 15 students.

- What criteria were used to assess student learning and achievement?

  The RG Exam results were gathered, and each of the faculty members gathered the results for each student in the sample in their respective courses. The RG Exam results were compared to the programmatic results of each student.

- Which faculty members assessed the evidence, and how representative are they of the faculty teaching in the program?

  All faculty that teach in the program were involved in the assessment of the evidence.

- How you created a block of time to conduct the assessments of student learning

  After the RG Exam results were obtained, a meeting was set-up. It took place in July 2011.

11. What did your program learn about student achievement of this PSLO?

The comparison of the RG Exam results to the students' programmatic results shows that, while doing well in the program, our students underperform in the RG exam. This is due to many factors. The most important factor is the sequencing of our courses. The evidence shows that the areas our students do better in on the RG Exam are the areas related to courses they completed last in the 2 year program.

Out of 15 students, 9 successfully completed the RG Exam and 6 failed it in the last 3 years. It is worth noting that 4 of the 6 students who failed are from the 2011 class, one of our weakest.

12. What curricular and/or instructional changes are planned within the program as a result of this assessment work (if any)?

Faculty discussed some instructional changes within each of the courses. Since there is a heavy lab/practical component in each of the 4 major courses, it seems that the didactic component is less emphasized. More effort will be applied to emphasize the

didactic aspect in each area. One approach is to link written testing to practical testing in student learning assessment. The current method does not link didactic to lab learning assessments.

Of more importance is the re-structuring of the curriculum to provide a better sequence of courses that improve student learning outcomes.

Institutional Student Learning Outcomes

Knowledge and Skills
   The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.
   - Freshman and sophomore foundation for transfer
   - Professional skills for career track (degree or certificate)

Critical Thinking
The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.
   - Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis, and Evaluation
   - Quantitative and Scientific Reasoning
   - Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Communication
The MCC graduate will communicate, use information and employ technology effectively.
   - Effective Written, Presentation and Numeracy Skills, AND
   - Information Literacy and Technology Fluency

Global Perspectives
The MCC graduate will communicate an understanding of the world from a global perspective.
   - Historical, Political, Economic and Social
   - Scientific and Environmental
   - Aesthetic Appreciation and Creativity

Social Responsibility
The MCC graduate will demonstrate social responsibility both within and outside of the classroom.
   - Multicultural and Diversity Awareness
   - Ethics, Values, and Social Justice
   - Citizenship and Civic Engagement

Personal and Professional Development
The MCC graduate will demonstrate the capacity for on-going personal and professional development.
   - Independent and Life-long Learning
   - Professionalism and Accountability
   - Collaboration
   - Managing Responsibilities and Adapting to Change
   - Initiative and Self-Advocacy
   - Self Assessment

Section IV: Instructional Support

14. Discuss the adequacy of the staffing level in the program to teach and advise students enrolled in the program.

Presently there is one full-time faculty and three part-time in the department. This number is adequate for teaching the DLT courses, and advising all 34 advisees on the list of the full-time faculty.

15. How adequate and appropriate are program facilities and equipment? Please be specific about current deficiencies or projected needs.

The program facilities and equipment are now very adequate. The program recently benefited from a Federal Grant (HRSA) which allowed for upgrading old equipment and acquiring new high tech equipment. The only deficiency is having a smart station or a smart board in the lab where mall of the instruction takes place.

16. Describe any professional development needs of program faculty or staff.

The part-time faculty members could benefit from a number of professional development activities. The areas that the part time faculty could improve in are: Teaching methodology, assessment and evaluation, test construction, and use of blackboard, just to name a few.

17. Describe the sources of program funding. Are the funds adequate to support the program? Is the current use of funds effective to realize program goals? Does the program leadership have input into the program budget?

The fiscal year begins on July 1 of each year. In the spring of each academic year the Program coordinator for Dental Laboratory Technology supplies information to the Division Dean so as to anticipate needs for the upcoming fiscal year. The dean prepares a budget request for the division which includes requests from the DLT department in order to articulate budget needs for the upcoming fiscal year. The request is submitted to both the college's budget director and the Provost and Vice President for Academic and Student Affairs. Final approval rests with the Executive Vice President for Administration and Finance.

The funds are now adequate to support the program needs, and the use of these funds have been effective in realizing program goals.

Section V: Institutional Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

18. Please note important trends, patterns and issues that emerge as you examine data from Institutional Research office, including:
    a. program enrollment data
    b. reading, writing and math placement data
    c. demographic data
    d. enrollment status data
    e. course completion data (by method of course offering)
    f. academic progress data
    g. retention data
    h. transfer data

    The important trends that were noticed as significant while examining the data from the Institutional Research Office are:
    - Program Enrollment. Enrollment in the DLT program increased significantly since 2008. This coincided with the change of the program coordinator and the concentrated efforts of the college's admissions office.

    - Demographic data. The gender, race and ethnic backgrounds of the DLT students are more diverse than the overall MCC population.

    - Course completion rate. In 2009 and 2010 the data shows 100% of successful completion of DLT courses. This is due to the quality of students enrolled in the program.

19. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data from Institutional Research Office and/or your Program/Department Records.

    Data from both the institutional Research Office and program records seems to be consistent in recent years with no significant change in trends. Student who seek employment are usually employed within 6 months of graduation.

20. Please identify labor/market trends that may impact current and future graduates of this program, based on input from advisory boards, focus group meetings with recent graduates, and national and regional data. Some possible sources for such data include:

- http://online.onetcenter.org (use "Find Occupations")
- http://lmi2.detma.org/lmi/FPlmiforms1.asp

According to the Bureau of Labor Statistics the job market for DLT is expected to grow faster than average. Between 2008 and 2018 the expected number of jobs added to the field would be 15,300. Based on input from the advisory board the future technicians will be expected to have skills in using CAD/CAM technology.

21. Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake.

The DLT department maintains contact with as many as possible graduates and continually solicits feedback from current and former students. The most common feedback is regarding the hands on learning experiences provided within the program. There is a consensus among students that they would benefit from extra lab hours to prepare them meet the employers expectations once on the job.

Section VI: Program Analysis

Additional Curricular Opportunities:

22. Comment on experiential/ work-based learning opportunities in the program (i.e., co-op, internships, service learning).   Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.

    The DLT 206 Field Experience course has been in place for a long time. The idea is to place the student in a commercial dental laboratory for 3 hours a week to observe or perform some tasks in the laboratory. The student will be awarded one credit for the course based on the evaluation of the supervisor in that lab. The student will get a Pass or Fail grade for the course. All students must participate in this course.

    The main problem with this course and the way it is set up, is the fact that dental laboratory owners do not put our students to work: 1) Because 3 hours a week is not enough for the student to do any significant work to learn from, and 2) Each lab has their own way of doing the work and, hence, do not want to take the time to show our students how they function.

    In our assessment, our students do no benefit much from the current set-up of this internship course. However, we have seen better results with students who spend more time and do actual work in the internship site.

    A better and more effective internship needs to be developed to give our students a meaningful experience.

23. Discuss any new strategies being implemented within your program to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with Academic Support Services and/or other support areas, curriculum revision, pedagogical sharing and innovation, etc. Please comment on the availability and adequacy of any support services being utilized.

    Much is needed in the way of curriculum revision and structuring with respect to scaffolding learning within sequential courses to provide better student learning outcomes.

That being said, we cannot ignore the fact that collaboration with Academic Support Services, such as the TRIO program, and the Disability Support, has contributed greatly in the success of our students that needed this kind of support.

24. In the event that there are admissions criteria for acceptance into the program, describe the rationale and process for establishing and reviewing the admission criteria. Do current criteria produce a pool of students who are adequately prepared to succeed in the program?

The current admissions criteria are very basic. A high school diploma or its equivalent, such as GED, is required in addition to college placement scores of ENG101, above MAT 001, and reading score of 68.

These criteria produce a pool of students with mixed abilities; some are well prepared to succeed in the program, but others require more assistance to succeed. What we found is that students with good fine motor skills do much better than those who lack those skills. Adding dexterity test to the admission process would help us identify, right from the start, the students who are well prepared and those who need assistance. This will help our efforts to establish consistent and reasonable expectations from our students.

External Perspectives:

25. LOCAL: Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

The Middlesex Community College Dental Laboratory Technology program is one of 20 accredited programs in the nation. There are no other similar accredited programs in the New England Region. The closest accredited program is in New York City.

26. NATIONAL BEST PRACTICE: Based upon either the committee's knowledge of or research on institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' comment on significant similarities or differences at MCC and identify areas that bear further exploration.

We looked at different college catalogs beyond our geographical area to compare to our program. We found more than one interesting program structures, but one in particular caught our attention. The DLT program at Atlanta Tech seems to make sense and could be used as a guide for restructuring our program. Our current program lacks an introductory course in dental laboratory technology and offers the specialty courses: DLT101 Removable Partial Dentures, DLT102 Complete Dentures, DLT201 Crown and Bridge, and DLT202 Dental Ceramics as one semester courses. The Atlanta Technical College DLT program offers an introductory course in Dental Laboratory Technology which covers the fundamentals of DLT and offers each of the four specialties in two courses, intermediate and advanced. They also have a Practicum where the student chooses to concentrate either in Removable or Fixed prosthetics. In comparison to the Atlanta Tech DLT program our program seems disorganized and the courses are improperly sequenced.

Another program at Los Angeles Community College offers an advanced certificate in DLT in collaboration with the University of California Los Angeles. After completing the Associate Degree at LACC graduates have the option to continue their education by enrolling in the Dental Esthetic Design program offered jointly by LACC and UCLA. This program gives the students an edge in dental esthetics, a growing market in dentistry due to the growing demand for improved appearance. We have in our area three dental schools that we can approach about a similar program: Tufts University, Boston University, and Harvard University Dental Schools.

27. What role do external parties such as advisory groups, alumni, practicum/intern supervisors, corporations/agencies, professional groups, outside licensure/accrediting bodies, etc. play with regard to decision-making in your program?

External parties play an important role with regard to decision-making in our program. The two most important external parties that we are concerned with are:

- The Commission On Dental Accreditation sets the standards for our program. To stay in compliance with the accreditation requirements, all our decision making are guided by these standards.

- The advisory committee acts in a consultant capacity, responsible for making recommendations and suggestions to college authorities who are empowered to act upon the advice offered. When recommendations of advisory committees are not carried out, it may be because of financial restrictions, lack of physical equipment or facilities or other difficulties which necessitates legitimate delay of recommended procedures. The advisory committee should be concerned with particular dental auxiliary education area which it represents. It has no legislative or administrative authority. Some of the ways in which the college will utilize the guidance and direction for the advisory committee are:

  - PLANNING, EQUIPPING AND FURNISHING INSTRUCTIONAL FACILITIES

  - PROGRAM EVALUATIONS

  - PUBLIC RELATIONS

  - ENCOURAGING PUBLIC SUPPORT

  - MATERIAL ASSISTANCE

  - INSTRUCTIONAL RESOURCES

  - CONTINUING EDUCATION

Section VII: **Program Evaluation Summary**

A. Program Strengths
(Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)

- Clearly stated program goals (Section II, Question 1)

- Facility, equipment and financial support (Section IV, Questions 15, 17)

- Increased enrollment (Section IV, Questions 18)

- Completion rate (Section V, Questions 18)

- Diversity (Section V, Questions 18)

- Employment outlook (Section V, Questions 19, 20)

- Only Accredited program in region (Section VI, Questions 25)

B.   Program Action Plan for Improvements, Budgetary Implications, Timelines

Action Items (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
PSLO's Section III, Questions 5,6	Revise PSLO's to be aligned with ISLO's	N/A	Fall 2013
Professional Development Section IV, Question 16	Encourage part-time faculty to get more involved with professional development activities Communicate to the Associate Dean of Professional Development the professional development needs of the DLT part-time faculty	N/A	Spring 2012 Spring 2012
Curriculum Change Section III, VI, Questions 7, 23	Restructuring of course sequence to be more effective in achieving PSLO's Link written testing to practical testing in student learning assessment Redesign the internship course DLT 206 Field Experience, to provide a more meaningful work experience for our students and their host site Initiate a conversation with local Dental Schools regarding a possible advanced program partnership.	N/A	Fall 2013 Spring 2012 Spring 2013 Fall 2012
Admission criteria Section VI, Question 24	Adding Dexterity test to admission criteria	N/A	Spring 2013

Section VIII

August 6, 2010

Dr. Carole A. Cowan
President
Middlesex Community College
33 Kearney Square
Lowell, MA 01852

**RE: <u>Dental Assisting, Dental Hygiene and Dental Laboratory Technology
Programs</u>**

Dear Dr. Cowan:

At its August 5, 2010 meeting, the Commission on Dental Accreditation (CODA)
considered the site visit report on the dental assisting, dental hygiene and dental
laboratory technology programs sponsored by Middlesex Community College. The
Commission also considered the institution's response to the site visit report.

On the basis of this review, the Commission adopted a resolution to grant the **dental
assisting** and **dental hygiene** programs the accreditation status of "approval <u>without</u>
reporting requirements", respectively. The definitions of accreditation classifications are
enclosed. No additional information is requested from the programs at this time. The
next site visit for the programs is scheduled for **2016**.

A copy of the Commission's site visit report is enclosed. One copy of this report and the
related enclosures has also been sent to the chief administrative officers and program
directors copied on this letter. The Commission requests that a copy of this report and
the related enclosures be forwarded to the chairpersons and appropriate faculty.

In taking this action, the Commission stipulated that it will expect the institution to keep
the Commission informed as soon as possible of anticipated major changes in any
approved educational program offered, particularly in the areas of administration, faculty,
facilities and curriculum. The Commission's policy and guidelines for reporting major
program changes are enclosed.

In a separate action following careful review of the information provided, the
Commission adopted a resolution to grant the **dental laboratory technology** program the
accreditation status of "approval <u>with</u> reporting requirements".

Based on a review of the response, the Commission determined that the following
recommendations contained in the site visit report remain unmet: **1, 2, 3, 4 and 5.** The
Commission specified that continued accreditation of the program will be dependent
upon the remaining recommendations being met and the program achieving full
compliance no later than August 2012.

Please review the attached "Summary of Recommendations and Required Documentation" that includes the stated recommendation and required documentation to submit with the progress report to demonstrate compliance.

The Commission requests one paper copy and one comprehensive electronic copy of the detailed progress report on the implementation of the recommendation(s) be submitted to this office by **November 15, 2010** for consideration at the Dental Laboratory Technology Education Review Committee's January 13, 2011 meeting and the Commission's February 3, 2011 meeting.

Attached please find Guidelines for Preparation of Reports and Documentation Guidelines for Selected Recommendations to assist you in developing a focused, concise response to the Commission's recommendations. Please note that if a Review Committee determines that a report does not meet the criteria as outlined in the documentation guidelines, the report will be returned to you and will not be reviewed at the January 2011 meeting. The Commission's timelines for demonstration of full compliance will not be modified due to a delayed review resulting from improperly formatted reports.

In addition to the paper copy requested above, please be advised that the Commission requires that all accreditation correspondence/documents/reports and related materials submitted to the Commission for a program's permanent file be done so electronically. The attached Electronic Submission Guidelines will assist you in preparing your report. If the program is unable to provide a comprehensive electronic document, the Commission will accept a paper copy and assess a fee of $250 to the program for converting the document to an electronic version.

Institutions/Programs are expected to meet established deadlines for submission of requested information. If an institution fails to comply with the Commission's request, it will be assumed that the institution no longer wishes to participate in the accreditation program. In this event, the Commission will immediately notify the chief executive officer of the institution of its ***intent to withdraw*** the accreditation of the program at its next scheduled meeting.

A copy of the Commission's site visit report is enclosed. One copy of this report and the related enclosures have also been sent to the chief administrative officer and program directors copied on this letter. The Commission requests that a copy of this report and the related enclosures be forwarded to the chairpersons and appropriate faculty.

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that
wish to advertise the specific programmatic accreditation status granted by the

Commission may include that information as indicated in italics below (see text inside

square brackets); that portion of the statement is optional but, if used, must be complete and current.

> The programs in dental assisting, dental hygiene and dental laboratory technology programs are accredited by the Commission on Dental Accreditation *[and have been granted the accreditation statuses of "approval <u>without</u> reporting requirements, "approval <u>without</u> reporting requirements" and "approval <u>with</u> reporting requirements, respectively"]*. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: http://www.ada.org/100.aspx

The Commission wishes to thank you and the faculty and staff for their cooperation during the site visit. If this office can be of any assistance to you, please contact me by telephone, at 1-800-621-8099, extension 2705 or by e-mail, at renfrow@ada.org.

Sincerely,

Patrice Renfrow, RDH, BA, BS
Manager, Dental Assisting and
Dental Laboratory Technology Education
Commission on Dental Accreditation

PR/bg

Enclosures: CODA Accreditation Status Definitions
                      Formal Report of the Site Visit

Sent via E-mail to Program Directors:
                      Reporting Major Changes in Accredited Programs
                      Electronic Submission Guidelines for General Correspondence
                      Accreditation Standards for Dental Assisting Education
                      Accreditation Standards for Dental Hygiene Education

cc: Ms. Kathleen Jennings Sweeney, dean, Health Careers Division
       Ms. Margaret Bloy, program director, Dental Assisting
       Ms. Nancy J. Baccari, department chairperson/program director, Dental Hygiene
       Mr. Apollon Bouzerdan, program director, Dental Laboratory Technology
       Dr. Bryan Edgar, chair, Commission on Dental Accreditation (CODA)
       Dr. Anthony J. Ziebert, director, CODA
       Ms. Gwen Welling, manager, Dental Hygiene Education, CODA

Summary of Recommendations and Required Documentation

Please review the following paragraphs that include the stated recommendation and required documentation to submit with the progress report to demonstrate compliance.

Recommendation #1: It is recommended that written documentation of each course in the curriculum must be provided and include the course description, course outline including topics to be presented, specific instructional objectives, learning experiences including time allocated for each experience and evaluation procedures. (DLT Standard 2-6)

To demonstrate compliance with recommendation #1, the Commission requests that the program submit evaluation mechanisms for all course objectives. In addition, please submit course syllabi for each course in the curriculum with time allocations for learning experiences that match time allocations in course outlines.

Recommendation #2: It is recommended that graduates be competent in the fabrication of complete denture prostheses, including relining. (DLT Standard 2-18, i)

To demonstrate compliance with recommendation #2, the Commission requests that the program submit competency evaluations for the fabrication of complete denture prostheses, including relining.

Recommendation #3: It is recommended that graduates be competent in the fabrication of removable partial denture prostheses, including various repair procedures. (DLT Standard 2-19, m)

To demonstrate compliance with recommendation #3, the Commission requests that the program submit competency evaluations for various repair procedures on partial denture prostheses.

Recommendation #4: **It is** recommended that graduates be competent in the fabrication of fixed porcelain-to-metal prostheses, including post-soldering. (DLT Standard 2-21, o)

To demonstrate compliance with recommendation #4, the Commission requests that the program submit competency evaluations for post-soldering.

Recommendation #5: It is recommended that graduates be competent in the fabrication of orthodontic appliances, including preparing and evaluating study casts, identifying the components of orthodontic appliances including various types of arch wires, clasps and

springs, identifying and categorizing of appliances, fabricating retainers, space maintainers and tooth moving appliances, contouring various types of arch wires, clasps and springs, fabricating, finishing and polishing autopolymerizing resin appliances, soldering and band placement and acrylic repairs. (DLT Standard 2-22, a-h)

To demonstrate compliance with recommendation #5, the Commission requests that the program submit a revised syllabus that reflects the fabrication of orthodontic appliances, including preparing and evaluating study casts, identifying the components of orthodontic appliances including various types of arch wires, clasps and springs, identifying and categorizing of appliances, fabricating retainers, space maintainers and tooth moving appliances, contouring various types of arch wires, clasps and springs, fabricating, finishing and polishing autopolymerizing resin appliances, soldering and band placement and acrylic repairs.