

Los Angeles City College  
Comprehensive Program Review 2008

Dental Technology Department

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**I. Department Mission**

*Describe the mission of the Department*

Mission: The department's mission is to continuously improve student performance and the learning process to meet dental industry expectations and demands.

Vision: In the next 5 years the Dental Technology Department will operate in well equipped and highly technological facilities, where instructors are able to demonstrate, instruct and train students in basic and advanced dental technology. Curriculum content and methodology will continuously change according with the new demands and needs of the industry. As a result the student's performance will be commensurable with the needs and expectations of the laboratory industry. The demand for the graduates of this program will increase and the industry will recognize and appreciate the benefits of well-rounded education, knowledge and skills.

In addition continuing education courses will be offered for advanced technicians. Courses will be based on new technologies and materials, or ways to improve in the quality and aesthetics of the dental restorations.

Also a comprehensive online program will be established.

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**II. Department Overview**

**a. Response To Demand**

*Describe the trends in Enrollment, FTES, and Average Class Size.*

*Given the data, what are the implications for your department? If relevant, discuss each discipline separately*

Dental Technology (often referred to as Dental Laboratory Technology) is a career in the design and manufacturing of dental prosthetic and orthodontic appliances. Dental Technicians and technologists usually work in a commercial dental laboratory which is separate from the dental practice. Dental technicians earn from \$20,000 to \$250,000 per year. Salary is based upon knowledge level, experience and speed of manufacture among other aspects. Dental technicians receive dental impressions and prescriptions (work authorizations) from the dentist, apply their expertise and knowledge in manufacturing the prescribed appliance which the dentist will place in the patient's mouth. Before 1994, Dental Technology was taught to most pre-doctoral dental students in dental schools. Currently, Dental Technology is only taught as a post doctoral program in the specialties of Prosthodontics and Orthodontics. Because the general dentist no longer receives training as a dental technologist in dental school, the need for trained dental technologists is essential. In response to this trend, the LACC Dental Technology Program developed the advanced dental technology programs in partnership with UCLA Dental School.

There are currently twenty (20) Programs across the United States that the American Dental Association Commission on Dental Accreditation (CODA) recognizes and accredits dental schools and allied dental health schools. The dental technology program at Los Angeles City College was the sixth program in the US to be accredited by CODA and has been continuously since 1971.

The Dental Technology Program is structured as follows:

All students interested in entering the program must take the prerequisite course, Dental Technology 100 - Introduction to the Dental Laboratory. DT 100- is an introductory course in dental technology that provides the student with entry-level job skills in dental technology. It also includes an overview of the profession of dental technology.

Students selected for each new group (cohort), are admitted to the program based on the following criteria:

-successful completion of the DT 100 course;  
-dexterity test score administered during the DT 100 course;  
-evaluation of the student's level of commitment and determination; and  
-the ability to follow instructions.

Each fall one cohort of students is admitted into the day program.

Every other spring one evening cohort is admitted in the program.

All students are strongly encouraged to gain at least part-time employment in a dental laboratory starting with the first semester in the program.

The program is divided into two parts, basic techniques and specialization. During the first year of the program, the students take course work in all of the dental technology specialties, Fixed Prosthetics, Complete Denture Prosthetics, Removable Partial Denture Prosthetics, and Ceramics. Students also take course work in the related dental sciences, dental anatomy and terminology, dental materials, gnathological concepts and biomechanics. Orthodontics is taught in the second year of the program.

The second year of the program is for specialization. Students choose the specialty area that they are most interested in, Fixed or Removable Prosthetics. A student that chooses Fixed Prosthetics will take courses in Advanced Fixed Prosthetics and Advanced Ceramics. A student that chooses Removable Prosthetics will take courses in Advanced Removable Partial Denture Prosthetics and Advanced Complete Denture Prosthetics. All students are required to take an internship course.

Students that wish to continue their education may apply for one of the two LACC/UCLA Advanced Dental Technology Programs, the Master Ceramist Program or the Advanced Prosthodontics, Implant and Maxillofacial Program. These one of a kind programs are unique in the world in that both dental technicians and dentists are taught together.

The Master Ceramist Program requires the candidate to take a prerequisite course DT 300. The selection of each cohort is based upon the students progress during this course and an oral interview conducted by the course instructor and the director of the UCLA program. The Program consists of courses in the arts and sciences of esthetic dental restorations.

The Advanced Prosthodontic, Implant and Maxillofacial Program, requires that the candidate spend a week shadowing a current student followed by an oral interview conducted by the UCLA program director and faculty. The program consists of the science and technology of implant restorations, full mouth reconstructions and replacement parts of the human face and head.

Student completing one program may apply for the other program. Students completing either one of these program are very sought after and enter the field in the top 10% in compensation.

## **b. Student Achievements**

*Given the data, describe the trends in Success Rates, Retention Rates, and Degrees and Certificates awarded. What are the implications for your program(s)?*

Dental Technology department retention rates is between 95-100%; 10% above the college average. Retaining students in the dental technology program has always been one of the program's strong points, however in the last 2-3 years due to a trend change in student population and increased program cost; -10% decrease has been observed. The department has been closely monitoring student retention and intervenes with all departmental and college resources available.

Student Success rates are between 85-89%, 25-30% higher than the college average

An analysis of the student population trends has resulted in the following conclusions:

1. Students are not intellectually and emotionally ready for college level courses.

Department response:

A mentor-ship assistance program, instructor-student and student-student have been instituted to assist with student progress and success. The scope of this activity is to facilitate and assist with the integration of first semester students in the Dental Technology program.

Each first semester student is assigned to a faculty and a senior student.

Weekly or as needed meetings will be established between students and faculty.

Students are encouraged to seek faculty's guidance and assistance as often as the need presents itself.

Senior class students mentor beginning students as part of their internship course. Students having academic

difficulties receive individual help from instructors and tutors. Tutors are dental technology senior students. Each full-time dental technology faculty is assigned a cohort of students which they meet with on a weekly basis. The grades from each dental technology course are updated and shared with other faculty members on the same weekly basis. Students that have encountered some difficulties are counseled accordingly. Project, quiz and tests results are given back to the students by the next class meeting whenever possible. Students have access to their own grades at all times; this enables them to monitor their own performance.

Students are advised if they are performing below minimum standards in any area. If at the end of the semester, the minimum requirements of the course have not been met, the student can be given either unsatisfactory grade (D or F) or an incomplete (I). If the student earned an unsatisfactory grade the course must be retaken. If the student missed a section of the course and received an incomplete grade, the student must repeat each area that was below minimum standards. Students are also informed continually throughout each semester by each instructor's evaluation sheets of projects and test results.

Student learning progress, completion rate and success is reviewed, evaluated and trends recognized. Faculty do review the courses based on student performance and trends indicators. Evaluations of the student's progress are conducted weekly and at the end of each term to assure the timely counsel and take the necessary steps to achieve student success.

2. Increased number of students admitted in the program due to state funding formula based on FTES (full time equivalent student), has interfered the instructors ability to provide the required level of individual assistance and instruction that fosters student success and advancement.

Steps have been taken to address decreased rate in student retention and success:

As of fall 2007 the number of students accepted in the program is 15 with a maximum of 18. CODA (Commission on Dental Accreditation) student/faculty ratio is 12:1 with a maximum of 15:1

A partnership has been established between the Learning Skills department and Dental Technology department to create courses that will support and enhance the student learning and success.

3. Essential skills are clearly in need for improvement due to a student population with English as a second language.

If the student's problem is in the area of reading or understanding English, they will be referred to the Learning Skills Center for diagnostic testing and possible enrollment in individualized remedial course work. Students are encouraged, before they enter in the program, to take appropriate English courses and beginning mathematics. Math 115 or higher is part of the Dental Technology certification requirements.

4. Increased number of students admitted in the program, is not proportional with the available facilities. In 1998 the Dental Technology department was reduced from three laboratories to one. All instruction, both lecture and lab take place in the one laboratory classroom. The use of laboratory facilities by students and instructors outside class time is conditional upon each course taught at any given time. For example, most of Dental Technology courses have 1-2 hours lecture and 2-3 hours lab from 7:30am to 9:30 pm Monday to Friday. During lecture time, students and instructors can not use the laboratory due to noise factors.

5. The program cost has increased due to an increase in tuition fee and increase in books, instruments and supplies cost. Books, instruments and materials have been changed accordingly with the program needs, format and method of instructional delivery. The department's mission is to continuously improve student performance and the learning process to meet dental industry expectations and demands.

### **c. FTEF**

*Discuss how the FTEF trends will impact your program. Include any need for increasing or reducing your program faculty. (Develop Resource if necessary.) Given the data, describe the trend in FTEF/FTES ratio .*

*What are the implications for your program(s)?*

There have been various reasons why the FTEF of the dental technology department has changed from year to year. From 2000 to 2005 the chair of dental technology (0.2FTEF release) has also served as the Chair of the Department Chairs Caucus (0.2 FTEF release). From 2005 to 2007 the chair of dental technology served as the Chair of the Educational Planning Committee of the Academic Senate (0.2 FTEF release). From 2005 to 2007 a faculty member served as the Academic Senate President (0.6 FTEF release).

The increase of departmental FTEF in 2005/6 and 2006/7 can only be attributed to these release times being included in the totals.

The dental technology program has 3 full-time faculty members and each has an 18 standard hour load. The department also has 2 part-time faculty members each teaching .222 FTEF. The department teaches 60 to 62 standard hours per week. This equates to from 3.33 to 3.44 FTEF. The department faculty also teach in the winter and summer intersession. One of the department faculty member teaches the winter and/or summer intersession as part of their regular assignment. In the winter of 2006 two department faculty members taught winter assignments as overload assignments to help with the college's proposed deficit. These over-loads were taken as under-loads in fall 2007 thus increasing the full-time hourly FTEF.

The department also offers for credit courses that are taught at UCLA dental school. These courses have a full-time departmental faculty as the instructor of record. Each program is 40 standard hours per week during the fall and spring semesters and summer and winter intersession. If this was counted in the department's FTEF total it would equal 4.44 FTEF.

The dental technology program offers only one section of each course in a semester and intersession and the program must be taken in sequence. Cuts to the programs FTEF would cause serious problems for the department.

The program's FTES/FTEF ratio of 6.3 in spring 2001 to 14.7 in fall 2004 is below the college's average. The dental technology program is mandated by its accreditation to have a FTES/FTEF ratio of 12 during laboratory courses. All dental technology courses include laboratories with the exception of DT 101 and 102. The FTES/FTEF ratio also reflects the number of entry-level courses that the department offers. In college years that start with odd numbers, the department accepts 2 entry-level cohorts one in the fall of the odd numbered year and one in the spring of the following even numbered year. FTES/FTEF ratio in these years are higher the other years.

### III. Vocational Programs

#### a. Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.

48,000 full and part-time technicians. (U.S. Census 2007)  
 By 2014, 11,000 technician employees will leave the profession due to retirement or leaving the industry for other reasons (U.S. Dept. of Labor)  
 43% of CDTs (Certified Dental Technicians) are age 45-54 years, with another 28% being 55 years of age or older (National Association of Dental Laboratories 2007)  
 In California is projected a 8.1% increase in jobs demand in the next 6 years. (EDD 2007)  
 The median wage for Dental Technicians in California is \$34,343 and in the high of \$46,385. This numbers exclude dental technicians that are laboratory owners, managers, educators and in house dental technicians in dental clinics.  
 For these groups median wages start at \$65,000-\$70,000 and top wages in the 6 figures range.  
 The need for qualified dental technician (graduate from a 2 year program and certified dental technician CDT) has become a serious concern for the industry at large. More so with the alarming number of technician (11,000, 23%) projected to leave the industry.  
 In the next 10 years 71% of certified dental technicians will be at retirement age and above. As of 2008 US has 20 dental technology schools accredited by the Commission on Dental Accreditation (CODA) that are preparing future dental technician to become Certified Dental Technologists. Out of the 20 schools California has two, Pasadena City College and Los Angeles City College. On an average each school graduates between 12-18 students every year, with a total of 240-360 graduates over the entire USA. According to presented data there is an evident need for qualified dental technician presently and more so in the next 5-10 years  
 The Dental Technology program at LACC awards 12 -16 certificates every year and 22-28 certificates every other year. Also awards between 3-6 degrees every year. 100% of the graduating students either continue their studies at one of the two UCLA continuing education programs (Master Ceramist, Advanced Prosthodontics and Implants) or gaining full employment in the field of dentistry.

#### b. Advisory Board

Advisory Board Member Name	Company / Affiliation	Title	Voc. Program
Hide Fujiwara	G and H Dental		Den Tek
Aurel Saveneau	Precision Dental Studio	Lab Owner	DenTek
Brian Smith	G and H Dental		DenTek
Chester Garcia	DaVinci Dental Studio		DenTek
Daniel Rosales	UCLA Dental Esthetics		DenTek
Hamid Babaeian	Pacific Dental	Lab Owner	DenTek
Jack Edwards	Jack Edwards Dental Studio	Lab Owner	DenTek
Joe Weisz	UCLA Dental Esthetics	Instructor	DenTek
John Ness	PTC		DenTek
Jose Luis Ruiz	USC Dental School	USC Continuing Education Director	DDS
Kurt Tennyson	Excel Laboratory	Lab Owner	DenTek
Renzo Casselini	Swiss Quality Dental Studio	Lab Owner	DenTek
Richard Silvera	Private Practice Century City	DDS	DenTek
Robert Fields	Private Practice Van Nuys	DDS	DenTek

Uri Yarovsky	Opus One Labs	Lab Owner	DenTek
William Westrick	Loma Linda University Dental School	Faculty, Dental Laboratory Technology Director	DenTek
William Yancy	UCLA Dental Esthetics	DDS Assistant Dean for Continuing Education	DenTek

*Advisory Committee Meetings*

Dates	No. of members attending	Voc. Program
Saturday, May 06, 2006	18	DenTek
Wednesday, March 07, 2007	18	DenTek
Tuesday, November 20, 2007	19	DenTek

*What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?*

The changes that the dental technology department has made during the last 48 years are mostly the results of advisory committee recommendations. In 2000, the addition of the UCLA Master Ceramist Program was a recommendation. In 2003, the addition of CAD/CAM technology was a result of a recommendation. In 2004, the adoption of the PTC TVS system into the department's courses was a recommendation. Also in 2004, the addition of the UCLA Advanced Prosthodontic, Implant and Maxillofacial Program was a recommendation. In 2007, the creation of an on-line program was a recommendation. The advisory committee also recommends the acquisition of new systems and equipment.

**c. Comparable Programs**

*Outline your plans to investigate other programs that offer comparable training. If known, compare and contrast your program to these other programs in your service area.*

There are 19 dental technology programs in California. The Labor Market Analysis shows that there are six community colleges with one or two years dental technology programs: City College of San Francisco; Diablo Valley College; Los Angeles City College; Merced College; Pasadena City College and Riverside City College. City College of San Francisco and Merced College closed their dental technology program more than 15 years ago. Diablo Valley College (DVC) and Riverside City College (RCC) gave up their ADA CODA accreditation in the early 1990's. The DVC program is an abbreviated 1 year single subject program. The RCC program is complete. There is only one other ADA Accredited in California it is located at Pasadena City College. The PCC and LACC programs are comparable in length and curriculum, however Pasadena City College program uses the LACC/UCLA program as its advanced program. The other programs are either an adult school program ( Simi Valley Adult School) or private (for profit) career colleges. All of these programs are single subject and under 1 year in length.

**d. Program Accreditation**

*Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?*

**Yes**

**i. Accreditation Status and Recommendations**

*What is the program's accreditation status?*

Los Angeles City College Dental technology Program has had a Class A-1 Approved without reporting, status with the American Dental Association Commission on Dental Accreditation since its last site visitation in 2001.

*Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.*

#### PREVIOUS SITE VISIT RECOMMENDATIONS

Using the program's previous site visit report, please demonstrate that the recommendations included in the report have been remedied.

##### Standard 1. Institutional Effectiveness

It is suggested that the outcomes measures being utilized by the program be incorporated with a specific timeline to insure that the measures be evaluated on a set schedule. It is further suggested that the program utilize the data collection and analysis services of the Office of Planning and Research to more effectively compile statistical data in support of the outcomes assessment plan, and that program faculty actively assists the Office of Planning and Research to insure that any data collected on the behalf of the program can be used to improve the educational experience for LACC dental laboratory technology program students.

The Office of Planning and Research provides the department with biannual statistical data. This data is used to asses and evaluate the program's effectiveness. It is also used to develop the program review documents .See Exhibit 1-Folder

##### Standard 2. Educational Program

It is suggested that every effort be made to insure all students develop competency in relining techniques. Every effort has been put fourth to assure that reline techniques are included in the complete denture curriculum.

Recommendation #1: It is recommended that the part time faculty providing didactic instructions complete instruction in the educational theory and practice, e.g. curriculum development, educational psychology, test construction, measurement and evaluation, or be actively working toward the objective.

All didactic instruction is provided by full time faculty.

##### Standard 4. Educational Support Services

The visiting committee learned that the casting room in Franklin Hall 202 was also used for storage of supplies such as gypsum products; carts of stored laboratory equipment; and janitorial supplies compromising the safety of the students performing required casting procedures. It is suggested that this area be used for its intended purpose to ensure a safe environment for students.

A separate area has been allocated to the program to store all bulk supplies.

Recommendation #2 It is recommended that services of institutional support personnel be adequate to facilitate program operation. (DLT Standard 3-15)

A Full -Time Equivalent Senior Office Assistance was assigned to the program as of fall 2001 semester.

#### **ii. Student performance on licensure or board exams on first attempt.**

*Provide a brief analysis of student performance on licensure or board exams on first attempt.*

The career of dental technology does not have a mandatory licensure or board exams. There is a voluntary national certification exam that is offered by the National Board for the Certification of Dental Technicians and Dental Technologists. Of the students that participate in this examination, 90% pass the exam on the first attempt

The Recognized Graduate Exam Data is broken into 15 topics, that include terminology, materials, fabrication, appliance design, occlusion, morphology, anatomy, health & safety, lab industry & dental profession, equipment, dentures, partials, crown & bridge, ceramics and orthodontics.

The data is presented in both numerical and graphic form. Tables II through IV are of direct interest to the program. Table II gives the mean and standard deviation for each of the fifteen topics. Table III gives the ranking in descending order of all of the participation schools. Table IV charts LACC's student's results against the national average. Table IV is the table the department uses to evaluate the results of the exam.

Certified Dental Technician Recognized Graduate Examination results in all topics are evaluated against the national average. The faculty will revisit any topic that is below the national average and formulates a plan of action to improve and increase performance and success. A report is written and submitted to the advisory committee for review, comments and approval.

### **iii. Employer Satisfaction Survey attempt.**

*Provide brief analysis of employer satisfaction with regard to completed survey results.*

Employer evaluation of a student is a survey the department uses to evaluate students progress through their first dental laboratory work experiences. Four types of information come from this survey:

- a. First the student's ability to work with others, as viewed from the employer's point of view.
- b. Second, the employer's evaluation of the student's performance while working/interning in the dental laboratory environment.
- c. Third the student progress while working in a dental laboratory environment for the specified four months with a total of minimum 90 hours

Employers surveys are collected once a year as the graduating cohort fulfills their internship requirements.

Employer survey collected data is analyzed during departmental meetings and advisory meetings. The analysis results are formulated in the form of recommendations as to what changes or adjustments should be implemented in the program. An example of such change is: Productivity training verification learning system incorporated in the program curriculum since 2006. This new teaching methodology enables students to improve their learning process and increase skill performance and efficiency much required in the dental technology field.

## IV. Curriculum

### a. Program Delivery and Effectiveness: Current Courses

#### *Analysis of over-all course offerings and effectiveness*

The courses in the Dental Technology Program are offered in sequence. This sequence of courses follows a logical order. Each successful completed semester will provide the students with the skills and knowledge necessary to be successful in the next sequence of courses. There is only one section of each course offered in a semester or intersession. As each cohort of students completes a semester or intersession, only those with passing grades "C" or better are allowed to enroll and take the next semester or intersession courses. Students with non passing grades (including Incompletes) must successfully complete the course in the following semester before continuing in the program.

The program's retention rate is 85-90%. The cost of course materials and supplies focuses the student's interest and persistence.

Success rates in the program are dependent upon the student focus. Some students may not complete all of a course's requirements and receive a grade of "I" incomplete. This lowers the overall success rate of the program. The rate of success will be directly proportional with the number of students not completing all course requirements with a 70% level or better. An evening cohort is added every other year. Student performance and commitment to dental technology program is reduced by 30% in the evening cohorts. 90% of the students in the evening cohort have full time jobs. Adding a full time educational program to their schedule becomes a challenge and a hardship that some can not overcome. This is reflected in the program's overall success rate.

#### *Course-by-course analysis of offerings and effectiveness (optional)*

##### Course by Course Analysis

DT 100 "Introduction to Dental Technology", has had a healthy enrollment since its inception. This is the prerequisite course for all students wishing to enter the dental technology program. It has been offered: Summer 2001, 2002, 2003, 2004, 2005, 2006 & 2007; Winter 2002, 2004 & 2006; Fall 2001; and Spring 2002, 2005, 2006 & 2007.

Enrollments have ranged from 11 in fall 2001 to 42 in summer 2003. DT 100 is used as a screening course for the dental technology program. It is offered in the semester and/or intersession before the department accepts a cohort of students.

DT 101 "Elements of Dental Technology", is a lecture course that does not require acceptance in the program or the prerequisite of DT 100 in order to enroll. This course is offered during the fall semester as a day class and every other spring in the evening. Enrollments range from 18 to 42. This course has had high enrollments when offered on a Friday afternoon. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 102 "Dental Anatomy and Terminology", is a lecture course that does not require acceptance into the program or the prerequisite of DT 100 in order to enroll. Like DT 101, this course is offered every fall as a day class and every other spring in the evening. Enrollments range from 21 to 43. This course has had high enrollments when offered on Friday afternoon. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 103 "Complete Denture Prosthetics I", is a lecture/laboratory course that requires DT 100 as a prerequisite and acceptance into the dental technology program. This course is offered in fall semesters as a day class and every other spring semester in the evening. Enrollments have ranged from 19 to 26. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 104 "Complete Denture Prosthetics" has been incorporated into DT 103 since fall of 2007. This course needs to be archived.

DT 105 "Complete Denture Prosthetic III(II)", is a lecture/laboratory course that requires DT 103 as a prerequisite. It is offered in spring semesters as a day class and every other fall semester in the evening. Enrollments range from 13 to 22. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 106 "Dental Materials" is a lecture/laboratory course that requires DT 100 as a prerequisite and acceptance into the dental technology program. This course is offered in winter intersession as a day class and summer intersession in the evening. Students take this course in the intersession after taking DT 103 and DT 109. Enrollments have ranged from 13 to 35. The 35 student course was a result of not offering this course during the winter 2006 intersession due to a faculty illness. In the following summer intersession, two cohorts of students took a single section of this course. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 107 "Tooth Carving" has been archived.

DT 108 "Gnathological Concepts", is a lecture/laboratory course that requires DT 109 as a prerequisite. It is offered in spring semesters as a day class and every other fall semester in the evening. Enrollments range from 10 to 24. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 109 "Fixed Prosthetics I", is a lecture/laboratory course that requires DT 100 as a prerequisite and acceptance into the dental technology program. This course is offered in fall semesters as a day class and every other spring semester in the evening. Enrollments have ranged from 17 to 28. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 110 "Fixed Prosthetics II" has been incorporated into DT 109 and DT 111. This course has been archived.

DT 111 "Fixed Prosthetics III(II)", is a lecture/laboratory course that requires DT 109 as a prerequisite. It is offered in spring semesters as a day class and every other fall semester in the evening. Enrollments range from 8 to 23. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 112 "Removable Partial Denture Prosthetics", is a lecture/laboratory course that requires DT 103 as a prerequisite. It is offered in spring semesters as a day class and every other fall semester in the evening. Enrollments range from 13 to 22. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 113 "Removable Partial Denture Prosthetics II", has been archived.

DT 201 "Specialty Laboratory" has been archived.

DT 202 "Laboratory Internship", is a laboratory only. This course is offered to senior dental technology students. Enrollments range from 8 to 21. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 203 "Metal Ceramic Restorations" is a lecture/laboratory course that requires DT 111 as a prerequisite. It is offered in winter or summer intersession following the DT 111 course. Enrollments range from 9 to 22. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 204 "Orthodontics" is a lecture/laboratory course that requires DT 112 as a prerequisite. It is offered in fall semesters as a day class and every other spring semester in the evening. Enrollments range from 8 to 21. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 205 "Advanced Removable Partial Dentures" is a lecture/laboratory course that requires DT 105 and DT 112 as prerequisites. It is offered in fall semesters as a day class and every other spring semester in the evening. Enrollments have been at 7 students. This course is combined with DT 206. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 206 "Advanced Fixed Prosthetics" is a lecture/laboratory course that requires DT 108, DT 111 and DT 203 as prerequisites. It is offered in fall semesters as a day class and every other spring semester in the evening. Enrollments range from 6 to 14 students. This course is combined with DT 205. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 207 "Advanced Complete Dentures" is a lecture/laboratory course that requires DT 205 as a prerequisite. It is offered in spring semesters as a day class and every other fall semester in the evening. Enrollments have been at 6 students. This course is combined with DT 208. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 208 "Advanced Ceramics" is a lecture/laboratory course that requires DT 206 as a prerequisite. It is offered in spring semesters as a day class and every other fall semester in the evening. Enrollments have been at 11 students. This course is combined with DT 207. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is a required for a Certificate or Associate of Science Degree in Dental Technology.

DT 300 "Introduction to Esthetic Dentistry" is the prerequisite course to the LACC/UCLA Master Ceramist Program. This course is offered in the spring each year. Enrollment has been steady with 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 301 " Macro and Micro Esthetics" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 300 as a prerequisite. It is offered in fall semesters as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for

LACC.

DT 302 " Esthetic Dental Photography", " is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 300 as a prerequisite. It is offered in fall semesters as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 303 "Skeleton build-up for Porcelain Fused to Metal" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 300 as a prerequisite. It is offered in fall semesters as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 304 "Skeleton build-up for All Ceramic" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 300 as a prerequisite. It is offered in fall semesters as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 305 "Skeleton build-up for Pressable Ceramic Restorations" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 300 as a prerequisite. It is offered in fall semesters as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 306 "Prototypes and Indirect Composite Restorations" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 301 as a prerequisite. It is offered in winter intersession as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 307 "Shade Analysis" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 301 as a prerequisite. It is offered in winter intersession as a day class. Enrollments have been at 12 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 308 "Skeleton Build-up for Laminate Veneers" is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 304 as a prerequisite. It is offered in spring semester as a day class. Enrollments have been at 5 to 11 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1

and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 309 "Live-Patient Course " is a lecture/laboratory course that is part of the LACC/UCLA Master Ceramist Program and requires DT 304 as a prerequisite. It is offered in spring semester as a day class. Enrollments have been at 11 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 310 "Dental Laboratory Management" is a lecture course that is part of the LACC/UCLA Master Ceramist Program and requires DT 300 as a prerequisite. It is offered in spring semester as a day class. Enrollments have been at 10 to 11 students. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 401 "Introduction to Advanced Prosthodontics" is a lecture/laboratory course that is part of the LACC/UCLA Advanced Prosthodontics, Implant and Maxillofacial Program. It is offered in summer intersession as a day class. Enrollments have been at 9 to 11 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 402 "Advanced Prosthodontics I" is a lecture/laboratory course that is part of the LACC/UCLA Advanced Prosthodontics, Implant and Maxillofacial Program. It is offered in fall semester as a day class. Enrollments have been at 9 to 11 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 403 "Advanced Prosthodontics II" is a lecture/laboratory course that is part of the LACC/UCLA Advanced Prosthodontics, Implant and Maxillofacial Program. It is offered in winter intersession as a day class. Enrollments have been at 10 to 11 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 404 "Advanced Prosthodontics III" is a lecture/laboratory course that is part of the LACC/UCLA Advanced Prosthodontics, Implant and Maxillofacial Program. It is offered in spring semester as a day class. Enrollments have been at 10 to 11 students. To comply with the American Dental Association, Commission on Dental Accreditation (CODA) requirements, the dental technology program has limited the enrollment of this course to 18 students starting in fall 2007. The CODA requires that the student to faculty ratio should be 12/1 and not to exceed 15/1. It is an elective for a Certificate or Associate of Science Degree in Dental Technology and required for a Certificate from UCLA Dental Continuing Education. This course is taught under contract by UCLA for LACC.

DT 99's are first time offering of many dental technology courses or experimental courses. All of the DT 99 courses have other numbers or have been deleted.

## b. Title 5 Updates and Student Learning Outcome Assessment

### *Analysis of Title 5 Update Status*

As of 2007 all courses in Dental Technology have been updated and SLO's identified in all 100 and 200 courses. As a result of dental technology program reorganization, first year basics and second year specialization, new courses were written for the program's second year; DT 205, 206, 207, 208.

Students select courses either in fixed or removable prosthetics in the second year in dental technology. DT 205 and 207, 10 units each - specialty removable prosthetics courses for 1st and 2nd semester in the second year.

DT 206 and 208, 10 units each-specialty fixed prosthetics courses for the 1st and 2nd semester in the second year.

The Dental Technology program will begin the formal assessment process in fall 2008 right after the CODA accreditation site visit.

In support of the assessment process please note the following facts:

Since 2006 dental technology program has introduced a new methodology of teaching, PTC skill learning system, based on continuous assessment of student learning and identification of the student learning outcome. Courses in crown and bridge, dentures and ceramics are designed to have the student go through learning cycles using videos, technical manuals, personal achievement chart, course guides, exercises, photography and drills from the beginning to the end of each cycle. Each cycle has three steps:

- identifying objective standards- stable point of reference for each objective
- learning with objectives
- assessment of learning progress, quality, efficiency

As a result students have a clear road map of the cycles of learning and the ability to self evaluate progress. Program faculty are able to continuously assess student progress, and coach, instruct or guide the student to keep on the designed road map.

*Please update requested information below:*

*Note: Course list includes all courses ever approved for the department, including archived courses. Courses must be updated through the Curriculum Committee every 6 years. Courses that are out of compliance with this requirement are highlighted. Please update and save information on all pages.*

*If the Title 5 Update Date seems to be incorrect, contact the Chair of the Curriculum Committee.*

### Courses Last Updated Before 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
DEN TEK	104	Complete Denture Prosthetics II	4/1/2000	No	No	in process to be archived
DEN TEK	99F	Practical Applications in Esthetic Dentistry I	9/1/2001	No	No	Course became DT 302
DEN TEK	99G	Practical Applications in Esthetic Dentistry II	9/1/2001	No	No	Course became DT 303
DEN TEK	99H	"Specialty Clinical & Lab Applications in	9/1/2001	No	No	Course became DT 304
DEN TEK	99I	"Specialty Clinical & Lab Applications in	9/1/2001	No	No	Course became DT 305

## Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
DEN TEK	100	Introduction to the Dental Laboratory	4/12/2007	No	No	
DEN TEK	101	Elements of Dental Technology	9/1/2007	No	No	
DEN TEK	102	Dental Anatomy & Terminology	2/2/2005	No	No	
DEN TEK	103	Complete Denture Prosthetics I	9/2/2007	No	No	
DEN TEK	105	Complete Denture Prosthetics II	10/1/2007	No	No	
DEN TEK	106	Dental Materials	5/25/2007	No	No	
DEN TEK	108	Gnathological Concepts	4/13/2007	No	No	
DEN TEK	109	Fixed Prosthetics I	5/26/2007	No	No	
DEN TEK	111	Fixed Prosthetics II	4/14/2007	No	No	
DEN TEK	112	Partial Denture prosthetics I	5/27/2007	No	No	
DEN TEK	202	Laboratory Internship	5/28/2007	No	No	
DEN TEK	203	Metal Ceramic	4/15/2007	No	No	
DEN TEK	204	Orthodontics	9/3/2007	No	No	
DEN TEK	205	Advanced Removable Partial Dentures	1/1/2006	No	No	
DEN TEK	206	Advanced Fixed Prosthetics	1/2/2006	No	No	
DEN TEK	207	Advanced Complete Dentures	9/1/2006	No	No	
DEN TEK	208	Advanced Ceramic Restorations	9/2/2006	No	No	
DEN TEK	300	Introduction to Esthetic Dentistry	2/1/2004	No	No	
DEN TEK	301	Macro and Micro Esthetics	2/2/2004	No	No	
DEN TEK	302	Esthetic Dental Photography	2/3/2004	No	No	
DEN TEK	303	Skeleton build-up for Porcelain Fused to Metal	2/4/2004	No	No	
DEN TEK	304	Skeleton build-up for All Ceramic Restorations	2/5/2004	No	No	
DEN TEK	305	Skeleton build-up for Pressable Ceramic Restorations	2/6/2004	No	No	
DEN TEK	306	"Prototypes and Indirect Composite	9/3/2003	No	No	
DEN TEK	307	Shade Analysis	9/3/2003	No	No	
DEN TEK	308	"Skeleton Build-up for	2/7/2004	No	No	
DEN TEK	309	Live-Patient Course	2/8/2004	No	No	
DEN TEK	310	Dental Laboratory Management	2/9/2004	No	No	
DEN TEK	401	Introduction to Advanced Prosthodontics	1/1/2005	No	No	
DEN TEK	402	Advanced Prosthodontics I	2/3/2005	No	No	
DEN TEK	403	Advanced Prosthodontics II	2/4/2005	No	No	
DEN TEK	404	Advanced Prosthodontics III	2/5/2005	No	No	

### Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
DEN TEK	99J	Fundamentals of Esthetic Dentistry	5/1/2002	No	No	

### Archived & Deleted Courses

Course		Title	Archive / Delete	Comments
DEN TEK	107	Tooth Carving	Archive	
DEN TEK	110	Fixed Prosthetics II	Archive	
DEN TEK	113	Removable Partial Denture Prosth. II	Archive	
DEN TEK	201	Specialization Lab I	Archive	
DEN TEK	99B	Dental Technology Lab	Archive	

### c. Student Learning Outcomes and Assessment

*1.a Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.*

The Dental Technology program will begin the formal assessment process in fall 2008 right after the CODA accreditation site visit.  
 In support of the assessment process please note the following facts:  
 Since 2006 dental technology program has introduced a new methodology of teaching, PTC skill learning system, based on continuous assessment of student learning and identification of the student learning outcome. Courses in crown and bridge, dentures and ceramics are designed to have the student go through learning cycles using videos, technical manuals, personal achievement chart, course guides, exercises, photography and drills from the beginning to the end of each cycle. Each cycle has three steps:  
 -identifying objective standards- stable point of reference for each objective  
 -learning with objectives  
 -assessment of learning progress, quality, efficiency  
 As a result students have a clear road map of the cycles of learning and the ability to self evaluate progress. The faculty is able to asses student progress; coach, instruct and guide the student to keep on the designed road map.

*1.b Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.*

*2. Program-level SLOs – Has the department developed SLOs for its program(s)?*

Award Type	Program	Program SLO Developed?	Program Outcome
AS	Dental Technology	No	
C	Dental Technology	No	

**3. Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?**

Information Competency; Critical and creative Thinking  
 Students read, gather, evaluate, organize and synthesize information from articles written in specialty magazines and literature, web sites, trade shows seminars as part of the course work assignments included in the syllabus.  
 Written and Oral communication;  
 Written and oral communication skills are required for the success in the field of dental technology. Students do have specific written and oral assignments as part of their course work.  
 Technological literacy:  
 Students do use the computers, web browsing and research computerized dental technologies as tools that serves to assist with the process of learning.  
 Self Assessment and Growth  
 Student's self assessment and faculty assessment are used as a measure of student,s growth and progress which becomes a key role in the individual decision making and changes.  
 Intellectual Engagement:  
 Student are continuously encouraged to explore new discoveries and technologies in dentistry and never stop satisfying their curiosity.

**d. Proposed New Course and Course Changes**

1. Enter new courses and course changes planned (Note: All course changes, additions and archives require Curriculum Committee approval).

Course Name	Advisory Committee Recommendation	New technology developments	Similar CSU/UC lower division requirements	Course needed for sequence	Integrating current trends and new information	Other (please detail)
Aided Design for Dental Appliances	Yes	Yes	No	Yes	Yes	
Introduction to Business Principles in Dental Technology	Yes	No	No	Yes	Yes	

**e. Course Scheduling**

Use this link to ClassTracks to access information about historical course scheduling. Review data over the last 5 years with special attention to scheduling in the afternoon and evening, on Fridays, on Weekends, and on-line. Comment on the enrollment in these sections, and on the feasibility of offering classes at non-standard times. Web site available on LACCD intra-net: <http://classtrack.laccd.edu/lacity/> Password: lac4681

In 1988, the dental laboratory program lost 2 departmental members to cancer. The department was downsized, by a district-wide re-basing, from over 5 FTEF to a fraction over 3 FTEF. From 1988 to 1998 it was this staffing issue that dictated the scheduling of the department's offerings. However, since 1998, it has been the facility that has limited the department's scheduling. The department offers only one section of each required course per semester or intersession. Most of the department's courses are four standard hours in length. Since there is only one laboratory facility, courses are scheduled in the morning 7:30-11:45, afternoon 12:30 to 4:45 and evening 5:00 to 9:15, Monday through Friday. Because of this scheduling, it is difficult to schedule departmental meeting and activities. The new dental laboratory facility in the Science and Technology building will have two laboratory classrooms. As a result, the facility will no longer be a limiting factor in course scheduling.

*Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems? Explain.*

The Dental Technology Program is sequenced in the following manner:

Prerequisite course DT 100

First semester courses DT 101, 102, 103 & 109

First intersession course DT 106

Second semester courses DT 105, 108, 111 & 112

Second intersession course DT 203

Third semester courses DT 204 & DT 205 or 206

Fourth semester courses DT 202 & DT 207 or 208

The first year courses DT 103, 109, 111, 112 and 203 are basic and general required techniques. DT 102, 106 and 108 are related dental sciences. DT 101 is an overview including history, ethics and legal issues. The second year courses DT 204, 205, 026, 207 & 208 are advanced specialty related courses. DT 202 is a required internship.

*What outreach and hybrid classes has your department offered? What are the benefits and problems associated with outreach and hybrid classes? How can the outreach and hybrid classes be improved?*

The program does not currently have on-line or hybrid courses in its offerings. The dental technology program is in the process of writing all of our program as online or hybrid courses. There will be issues of how distance education can be accomplished with the fabrication actual dental appliances.

## **f. Course Consistency**

*How does the department determine that classes are taught consistently with the course outline? You may consider such approaches as:*

*Class syllabi are collected and reviewed for a majority of faculty, mentoring of part-time faculty to ensure integrity of course outline, evaluation of full-time program faculty, evaluation of part-time program faculty, program-wide or course-wide exams, distribution of appropriate course outline to faculty, department chair's review of individual instructor's finals or other exams*

The Dental Technology Department has three full time faculty and two adjunct. The methods through which the department determines that classes are taught in accordance with course outlines is as follows:

1. continuous communication and sharing of daily classroom practices and findings among the department members;
2. mentoring program; instructor-student
3. observing while peers are conducting their respective classes.
4. course syllabi are collected and reviewed by faculty. Each dental technology course has an assigned binder that includes continuously updated materials such as; course syllabi, course outline, course handouts, course assignments, quizzes and tests.
5. student progress assessment as an ongoing process.

The dental technology program is structured as a sequence of courses based upon a step learning system. Each course must be delivered as set forth in the course outline in order for the program to maintain its integrity, fulfill the Commission on Dental Accreditation Standards and provide the student with the knowledge and skills to be successful.

If the department concludes that one of the faculty, full or part-time, does not follow the course outline, the faculty is informed in regards to the existing deficiencies and advised to remedy them. However, the department has no control over any faculty member that does not follow advise to implement remedies to the delivery of a course based upon the course outline.

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## V. Departmental Engagement

**a. What standing committees does your department maintain? What are their charges and membership?**

Academic Senate President, Dana Cohen 2005-2007, Senator since 1978 and Arax Cohen since 2000  
Educational planning Committee- Chair, Arax Cohen 2005-2007 and member since 2000-present, Dana Cohen member since 2000-2007  
Budget allocation committee-Dana Cohen 2000-2007 and Arax Cohen 2005-2007  
Share Governance Committee- Chair 2007-present, member since 2000  
Share Governance Educational Planning Committee-Dana Cohen member since 2000, Arax Cohen member since 2005  
AFT 1521- Dana Cohen member since 1985  
Basic Skills committee- Arax Cohen 2006-2007  
Student Success Initiative Committee- 2006-2007  
Chairs Council- Chair of Chairs Dana Cohen 2000-2005 and member 1993-2005 and member Arax Cohen 2005-present  
Chairs Caucus- Dana Cohen member 1993-2005 and Arax Cohen member 2005-present  
District Budget Committee- Dana Cohen member 2005-present  
Dental Laboratory Summit (national committee on dental education)- Dana Cohen member 2004-present

**b. What interdepartmental collaboration has your department been involved in during the past six years?**

As of Spring 2008 Dental Technology Department has formed a partnership with the Learning Skills Center. The purpose for this partnership is for the two departments to collaborate in creating courses that will support and enhance student learning and success.

**c. What has your department done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?**

The dental technology program has made great strides in its connections with industry and other educational institutions. The dental technology program has two programs at UCLA Dental School, the Master Ceramist Program and the Advanced Prosthodontic, Implant and Maxillofacial Program. The program also jointly offers an outreach program to middle school and high school students with USC Dental School and the California Dental Association. The program is also a member and participates in the yearly National Association of Dental Laboratories Educator's conference. One of the program full-time faculty members is a charter member of the Dental Laboratory Summit Group, an organization that purpose is to revitalize dental technology education, dentist-technician relations and certification/licensing. The program is also involved in the California Dental Association taskforce on Dental Auxiliaries. The program is also greatly involved with Productivity Training Corporation, one of the world leaders in student learning outcome in dental technology programs.

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## VI. Professional Development

*Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.*

As per department's mission statement the department of dental technology is planning to introduce on line courses.

As a result faculty will expand their professional development by tacking appropriate courses and training following the relocation and CODA accreditation site visit Fall 2008.

The Dental Technology program has been in great need of a Orthodontic specialty instructor since fall 2003. Ever since the department has been actively seeking orthodontic dental technician by using any available means, which by the way are quite limited.

List all professional development activities engaged in by each faculty member in your program in the last 2 years. Activities may include:

- Conference attendance
- Conference presentations
- Other off-campus presentations
- Publications
- Grants
- On-Campus presentations
- Leadership/ Membership in professional organizations (specify)
- Leadership/ Membership in campus-wide or District-wide committees (specify)

Faculty Name	Professional Development Activities
COHEN ARAX, Full-Time	Excellence in Teaching-@One Summer Institute-2002 Computer Aided Design for Dental Appliances Course-workshops CAD/CAM 2003 Pres sable Ceramics Technology Course 2004 Aesthetics in Dentistry-USC Dental School Continuing Education. 2005 PTC courses in crown and bridge, ceramics and dentures 2006-2007 On line Continuing education courses required for licenses renewal in:infection control, disease control in dentistry, implants, dental prophylaxis, dental materials. Committee member of the Allied Health Task Force of the California Dental Association. 2004-2006 Dental Camp program coordinator for dental technology 2004-present American Dental association member, California Dental Association member, National Association of Dental Laboratories member, Educational Planning Committee chair 2005-2007 Chair of Dental Technology 2005-present Dental Technology Educator's conference 2007
COHEN DANA, Full-Time	AI Smith Award for excellence in education by the California Dental Laboratory Association 2004 Dental Technology Educator's Conference NADL 2001, 2002, 2003, 2004, 2005, 2006, 2007 & 2008 ADA Mid-Winter Meeting 2001, 2002, 2003, 2004, 2005, 2006, 2007 & 2008 Dental Laboratory Summit Group meeting 2005, 2006, 2007 & 2008 Dental Laboratory Owners Association of California CAD/CAM Symposium 2005, 2006 & 2007 CAL-LAB Meeting 2005, 2006, 2007 & 2008 Lab Day West 2001, 2002, 2003, 2004, 2005, 2006, 2007 & 2008 Lab Day Chicago 2005, 2006, 2007 & 2008 @ONE Photoshop course 2002 CEREC InLab course 2003 PTC Complete Dentures Course and Certification 2007 PTC Ceramics Course and Certification 2007 PTC Crown & bridge Waxing Course and Certification 2006 PTC Science of a Natural Smile and Anterior Anatomy Course and Certification 2007
GABRIE CONSTANTINO, Full-Time	None provided
NYQUIST GERHARD, Part-Time	National Board for Certification in Dental Technology Trustee until 2005, Trade Western States meetings yearly, continuing education courses in infection control, implants, metal free restorations, web based digital models, business courses, organize fund raising lectures for the Dental Technology program and otherwise.

## VII. Support and Activities

**a. Instructional Support Services**

Item	Yes / No
Is there adequate secretarial/Instructional Assistant support for this program?	No
Are the necessary media services to support this program readily available?	Yes
Are the library references provided by the college sufficient to support up-to-date program instruction?	No
Are library resources integrated into the program curriculum and coursework?	No
Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	No
Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	No

*If "no" was answered to any of the above, please explain.*

The department has a part time secretary that is providing insufficient assistance to the department. The department does not have an instructional assistant. The library reference provided by the college is insufficient and inadequate. It seems that neither the library or the department have the funds to fulfill this need. The dental technology department does have a limited library available for student use.

The department has several issues in regards to improper ventilation, toxic fumes evacuation, storage. Custodial services are limited and inadequate to program needs such as office floors, disposal of trash on daily basis...bathroom facilities.

**b. Student Services, Academic Support, and Marketing**

*Describe the availability and adequacy of academic counseling and advising for students enrolled in the program. Who performs these services?*

Programmatic counseling is provided for by the department chair and one of the full-time faculty members. Students only get outside counseling assistance if it is needed for attainment of an Associate Degree or for financial aid.

**Academic Support Services**

*Identify the academic support services which are used most often by the students and faculty of this program.*

Service	Frequently	Sometimes	Not at all
Specialized testing (OSS)		X	
Tutorial services: writing center			X
Tutorial services: Pi Shoppe		X	
Tutorial services: Learning Skills		X	
Accommodations for disabilities		X	
Use of All-College Computer Lab		X	
Use of specialized departmental lab	X		
Consultation for teaching/learning problems	X		

**Marketing**

*What impact do you feel the college catalog, class schedule and college web site have on marketing your program? Describe your program's plan for working with the institutional marketing personnel in developing new promotional materials to enhance the marketing of your program.*

The college catalog, class schedule and college web site has been somewhat limited and insufficient in fulfilling the program's marketing needs. The dental technology department is planning to develop new promotional materials such as brochures, posters and also enhance the department's web site assuring that will include all pertinent information. The plan can be applied only if the college funds will be available or the department will secure outside funds. In the mean time with the help of the marketing department fliers are made and distributed throughout the campus 4 times a year. The program marketing is vital for the department's progress and growth.

**c. Programs, clubs, organizations, and special activities for students**

*List the clubs which are designed specifically for students in this program. Describe their significant accomplishments.*

None

*List any awards, honors, scholarships or other notable accomplishments of students in the program.*

-American Dental Association Scholarship for outstanding commitment to the field of dental technology awarded to LACC Dental Technology student in 2001, 2004, 2006, 2008  
 -AVES scholarship awarded to Dental Technology students; 2005, 2006, 2007, 2008  
 -California Association of Dental Laboratories Certificate of recognition and scholarship for outstanding commitment and dedication awarded to dental technology graduate 2003,2004, 2005, 2006, 2007, 2008.

**VIII. Resources: Personnel, Equipment and Facilities**

**a. Classified Staff, Student Workers, and Faculty**

Classified Staff

<u>Staff Name</u>	<u>Job Title</u>	<u>Projected for Retirement</u>

Student Workers

<u>Student Name</u>	<u>Type</u>	<u>End of Employment</u>

Faculty

*Projected faculty retirements*

No faculty retirements are projected at the time of this writing.

*Are available faculty and clerical staff adequate to support the program?*

More full-time and part-time faculty members are necessary to fulfill the programs goals and action plans.

## **b. Equipment inventory, including technology and software**

Does your department maintain an equipment inventory?

**Yes**

*Discuss the department equipment needs. Include both equipment/technology upgrades and expansion.*

The dental technology program uses equipment in every part of our curriculum. Much of the equipment that is being used now is more than 30 years out of date. Because of the costs involved the equipment that is in use is many times two or more generation out of date as well. For example, the program is using air turbine handpieces as its standard, the industry has progressed to electric micro motor and then to brushless electric micro motors. Why didn't the program order them? There was always an another piece of equipment that was more essential to have running and the cost of replacing all of the air turbine handpieces would be more than \$80,000. The college is always in a state of emergency and never has enough money to meet the need of its career and technical education programs.

The list of equipment

1. Model trimmers
2. Orthodontic model trimmers
3. Vibrators
4. Scales
5. Vacuum mixers
6. Vacuum mixing bowls
7. Dental lathes
8. High speed dental lathes
9. Micro-blasters
10. Blasting cabinets
11. Shell blasters
12. Central vacuums
13. Electric burnout furnaces
14. Gas burnout furnaces
15. Centrifugal casting machines
16. Vacuum casting machines
17. Induction casting machines
18. Belt drive handpieces
19. Air turbine handpieces
20. High speed air turbine handpieces
21. Dowel pin drilling machines
22. Steam machines
23. Electric boilout machines
24. Gas boilout machines
25. Light curing machines
26. Vacuum light/heat curing machines
27. Pressure light/heat curing machines
28. Water bath heat curing machines
29. Pneumatic presses
30. Pneumatic injection machine
31. Pressure curing machines
32. Hydraulic presses
33. Vacuum porcelain ovens
34. Vacuum pressing porcelain ovens
35. Porcelain condensing machines
36. Electric dipping pots
37. Stereoscopic microscopes
38. Hydrocolloid conditioning machines
39. Computers for CAD/CAM
40. CAM milling machines

41. CAD acquisition machines
42. Digital still cameras
43. SD and CD cards
44. Digital motion cameras
45. Camera Tripods
46. Digital card readers
47. Color laser printers
48. Laser printers
49. Electric waxing machines
50. Bunsen burners
51. Ultrasonic baths
52. Electric dry-out ovens
53. Digital scales
54. Dental surveyors
55. Compression denture flasks
56. Injection denture flasks
57. Fluid resin denture flasks
58. Partial denture duplication flasks
59. Microwave ovens
60. Refrigerators
61. Posture chairs
62. Laboratory workstations
63. Task lighting
64. Gas/air torches
65. Gas/oxygen torches
66. Acetylene/oxygen torches
67. Orthodontic soldering torches
68. Orthodontic spot welders
69. Soldering tables

The dental technology industry is converting from low technology analog methods of manufacturing to high technology digital method of manufacturing. The LACC dental technology program is one of the leading programs in digital technology, but as the industry progresses the program is going to have to keep up. This will require the acquisition of hundreds of thousands of dollars of investment in CAD/CAM equipment. The average dental CAD/CAM system costs more than \$200,000.

When the dental technology moved into Franklin Hall it went from three laboratory classrooms to one. When the program moves into the Science and Technology Building, there will be two laboratory classrooms one for fixed prosthetics and one for removable prosthetics. The total departmental workstations will increase from 36 to 48. This will require the acquisition of adequate equipment. The department will need many of the items in the above list.

### **c. Facilities**

*Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.*

As explained in other parts of the program review document, the dental technology program was moved to the Franklin Hall 202 laboratory classroom in 1998. This single laboratory classroom replaced 3 other laboratories. The resulting consolidation required the program's restriction upon enrollment to 3 groups (cohorts) of students. The existing office space was supposed to be the department's storeroom.

The June 2008 move from the existing Franklin Hall facility to a temporary facility will be a challenge for the program. The temporary facility envisioned for us is only 65% of our current facility. Much of our equipment will not be able to be placed into this facility, will have to be stored and will be unavailable for student use. We will also be losing the visibility that we had in Franklin Hall. We will be located behind the main campus behind the Foundation office and not easily visible. Some of the processes that the program teaches create hazardous fumes or smoke that up to now were vented to the roof of Franklin Hall. These processes which cannot be placed directly into the classroom are now going to be located in the program's office suite. There might be hours at time in which the program's office will be usable. The program will have an Accreditation Site Visitation in this facility in the fall 2008 semester.

The future move into the Science and Technology Building will in the fall 2009 or winter 2010 semesters will be very nice indeed. This facility should meet the needs of the program in the near future. However since the building is currently more than 3 years behind schedule the program has dampened its enthusiasm until it is actually in the facility.

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## IX. Planning and Budgeting

*(Past / New Planning Goals & Activities are in separate report.)*

### a. Budget and Expenditures

*Describe the trends in budget and expenditures in your department.*

1. 10100 budget includes department's laboratory and office supply budget which are insufficient to cover department's needs. Donations from industry helped to supplement through the years. We continuously seek industry donations, however adequate funding is imperative for the department's well being and success.

2. The advertising and marketing in the 10000 budget is also vital budgetary line item due to the fact that the department must continuously advertise the program to the public at large in order to make them aware of its existence, offers and opportunities. For example; 2003/2004 the program has experienced increased marketing efforts and the results were accordingly as the records show. Most of the faculty members conduct a sustain effort in advertising the program to industry at large by attending trade shows local and national, writing articles in the specialty magazines and journals, collaborating with different industry segments etc.. It is our responsibility and duty to keep the program continuously present and striving in the eyes of the industry at large. The Dental Technology at Los Angeles City College has been one of the educational leaders in the field of dental technology. We must continue our efforts to provide excellence in teaching the skills and knowledge for the field of dental technology.

3. Traveling- budget line item, necessary for the ongoing participation of faculty to trade shows, dental educational conferences local and national.

4. line item budget should be provided for faculty and staff computer replacement.

5. In the past 6 years the program has received SIEF equipment funding and VTEA funding since 2007 to replace old obsolete equipment and add new technologies equipment. However as of spring 2008 only 20% of the obsolete equipment has been replaced and the new technologies equipment is an ongoing need due to the continuous changes in the industry.

### c. New Departmental Planning Assumptions

*In the space below, please list the planning assumptions that will guide your department during the next 6 year period. Include assumptions for at least the following areas:*

- *Expected demand*
- *Anticipated curricular trends*
- *Anticipated pedagogical trends*
- *Anticipated technological trends*
- *Anticipated trends in student preparation and/or demographics*
- *Relevant Advisory Group recommendations*

1. expected demand:
  - a. great shortage for qualified dental technologists
  - b. in the next 5-10 years approx. 70% of the certified Dental Technicians will retire
  - c. As of 2008 only 20 remaining CODA accredited schools in the country of which 2 in California.
2. Anticipated curricular trends:
  - a. new course based on computerized aided dental appliances
  - b. new course in basic business principles in dental laboratory technology
  - c. online courses
  - d. learning skills course tailored to assist dental technology students
3. Anticipated pedagogical trends
  - a. persistent observation of individual student performance and progress.
  - b. Additional efforts will be applied to integrate and assist first semester students.
  - c. early intervention as needed
3. anticipated technological trends
  - a. online courses
  - b. CAD/CAM technologies
4. anticipated trends in student preparation and/ or demographics
  - a. greater basic skills need student population
  - b. increase in the economical challenged student population
4. relevant advisory group recommendations:
  - a. revamping the program to first year basics and second year specialty
  - b. CAD/CAM technologies included in the curriculum
  - c. increase the program exposure to industry and population

#### **d. Self-Assessment of Challenges Facing Department**

*Please present the Department's analysis of the challenges it will face over the next 6 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.*

## PR Challenges

The challenges facing the dental technology department are serious and numerous. The challenges are as obvious as budget issues to as complex as trying to predict the future course of the dental technology. The following is the list of challenges facing the dental technology in the next 6 years: relocation; budget; technology; faculty; accreditation; and certification.

Relocation is going to be a major challenge facing the program. There are two moves planned in the next 2 to 3 years. The temporary relocation to bungalows behind the Foundation office will have some serious challenges. Packing up and setting up a program with over 1,000 pieces of equipment and 50,000 large and small piece of supplies is an immense job. Visibility will be a serious challenge. The location on the second floor of Franklin Hall allowed the program to have a visibility that assisted in recruitment. As students passed by the display case and the laboratory classroom they became aware of the program. Keeping our visibility when hidden between the foundation and the golf driving range is going to hurt the enrollment into the program. The future location of the program into the Science and Technology Building will offer the program visibility similar to the Franklin Hall location. The dental technology program will have to pay this price at a time when the college and the district are going to be looking at enrollments especially Career and Technical Ed programs with a fine tooth comb.

Recruitment of new students will be one our greatest challenges. Dental technology is a hidden profession. Very few people know of it and dentists usually do not mention it to their patients. Hampered by our temporary location, the program's visibility will be greatly reduced.

The most obvious challenge is the securing adequate budget to keep the program. Serious budget shortfalls due to the defect in the State of California as well as declining property values and thus lower property tax revenues will have a serious effect upon the district, the college and therefore the program.

On top of this the dental technology industry is rapidly moving towards the digital age. Everything from dental impressions to final appliances, are being fabricated with digital technology. To keep the program current with changes in the dental industry will be one that can only be accomplished with an increased budget and serious fund raising efforts or grant opportunities. The cost of the technology is high with the very lowest cost system "CEREC INLAB" the one that the program has is \$85,000 and it was donated by Serona Cooperation. Along with the system there is an ongoing per unit cost. Each time the system is used to mill a unit, a dongle (counter) is signaled. A unit is considered a single tooth restoration. A 3 unit bridge would place 3 counts on the dongle. The dongle on the program's milling machine has 100 mills which are almost depleted. There are other supplies that are necessary to run the milling systems. Zirconia is very hard and requires diamond abrasives to shape the blank into a tooth. Diamond burs last about 6 units of milling before replacement is necessary. These burs are not inexpensive and must be provided by the program.

Faculty members for the dental technology program are difficult to find. Though the State Minimum Qualification only require an Associate Degree in Dental Technology, our accreditation with the American Dental Association Commission on Dental Accreditation requires that all faculty be Certified Dental Technicians, have training in teaching theory and methodology and that didactic faculty have at least one degree higher than the level that is being taught. Since we teach to an Associate Degree level the faculty must have a Bachelors degree (in any subject since only 2 universities in the US offer a Bachelor's Degree in Dental Technology). There are 45,000 dental technicians in the United States. Only 7,000 are Certified Dental Technicians. Of these only about 1,000 have Associate Degrees in Dental Technology and of these only 400 have Bachelors degrees or Master degrees. To compound the issue, those eligible to be hired as faculty members earn about twice as much in the dental industry, as the LACCD can pay and without the headaches of being an educator.

Accreditation of the program by the American Dental Association Commission on Dental Accreditation (CODA) will offer its own challenges. The dental technology program will have a site visitation from CODA in the fall 2008 semester, shortly after the program moves into its temporary facility. Any accreditation team can only report upon what it sees when it visits. The program fully expects that the visiting team will report upon the temporary facility with recommendations and suggestions. The accreditation self study document for CODA prepared by the program faculty for their postponed spring 2008. CODA is currently reviewing its standards and may notify the program about changes to the standards that will take effect in January 2009.

## X. Final Summary by Discipline

### a. Based on your program review, summarize:

#### 1. Department Strengths - What is your program doing well?

The dental technology program has the following strengths:  
Student learning outcome based learning system;  
Continuous student feedback;  
UCLA Programs;  
Student portfolios; and  
Leadership.

The program uses Productivity Training Corporation's Training Verification System 2000 for its basic dental technology training in Anterior Anatomy and the Science of a Natural Smile; Simplified Posterior Anatomy; Framework Design and Fabrication; Crown and Bridge Anatomical Waxing; Anterior Porcelain Application; Posterior Porcelain Application; Contouring Posterior Bridges; Contouring Anterior Bridges; Color in Dental Ceramics; and Creating Natural Dentures.  
Each of these learning programs gives students technical opinion and judgment.

The program works closely with students throughout the educational experience. The laboratory is open 13 hours per day five days per week to allow students to complete their required course work. Students meet with their faculty advisers each week during the spring and fall semesters to keep track of their progress through the program. Students are encouraged to comment on the courses by filling out a course evaluation form at the end of each semester or intersession.

The LACC/UCLA advanced technology programs are unique in the world. There are two programs that are currently in progress, the Master Ceramist Program and the Advanced Prosthodontic, Implant and Maxillofacial Program.

The Master Ceramist Program (formerly the Esthetic Dental Design Program) is directed by Dr. Ed McLaren, a world-renowned Prosthodontist and director of the UCLA Center for Esthetic Dental Design. The program compresses 10 years of experience and knowledge into 2. Students graduating from this program have an average starting salary of \$70,000 per year. All of the graduates have employment before leaving the program and many have multiple offers. A large percentage of the graduates of this program have been hired by dental schools across the country.

The Advanced Prosthodontic, Implant and Maxillofacial Program is directed by Dr. John Beumer, director of Hospital Dentistry at UCLA. This program, like the Master Ceramist program, compresses 10 years of experience and knowledge of advanced prosthodontics and implant technology into 2 years. The students in this program produce all of the advanced prosthodontic work for the Postgraduate Prosthodontists Program as well as all of the implant prostheses for the entire dental school. On top of this, the students are trained in the latest techniques of implant supported Maxillofacial (prosthetic parts of the human face and head) prostheses.

Students in the Dental Technology Program are required as part of their course work to take high quality digital photographs of the assigned course work. These photographs are compiled and printed with a color laser printer to be used as evaluation forms. The students save these photographs to compile a digital portfolio of their course work. This material is submitted at the end of their second year for evaluation and assessment. The portfolio is also used in employment interviews to show prospective employers the capabilities of the student/graduate.

The leadership of the dental technology program is visible across the nation and the world. The program faculty are visible at local, state and national events. LACC Program was a charter member of the Dental Lab Summit Group, the first dental technology program invited. Program faculty have also been in leadership positions in the campus and district.

#### 2. Department Weaknesses – What areas can your program improve?

The dental technology program weaknesses are:

Low visibility;  
Poor level of applicant;  
Inadequately funding; and  
Difficulty in finding qualified faculty.

Dental technology is a hidden profession. Most people that have dental appliances think that the dentist made it. Each dental appliance is custom made. The career path starts with learning entry-level job skill (DT 100) and continues for the rest of their life. 50% of the program's candidates just walked past the open door or the display case of the program in Franklin Hall. Within one month, that will be gone.

The applicants for the dental technology program are like the rest of the college's students, under prepared, barely knowing the English language and with poor study skills. Bringing these students up to the level that is necessary is difficult.

The dental technology is considered an expensive program to run. This is due to the equipment and supply needs of the program to keep it running. Even in the best years the program has been under funded in equipment and supplies by 50%. In the next few years this will most likely increase.

Finding qualified faculty is difficult in dental technology. Many colleges across the US have been looking for qualified faculty for years without success. This is partly due, as stated in the challenges areas of this document, to there being few dental technicians with the educational background available and partly due to compensation factors.

*3. Discuss anything else you would like to share about your program that has not been addressed*

NONE

### **b. Seven Principles for Good Practice in Undergraduate Education:**

- *Good Practice Encourages Student – Faculty Contact*
- *Good Practice Encourages Cooperation Among Students*
- *Good Practice Encourages Active Learning*
- *Good Practice Gives Prompt Feedback*
- *Good Practice Emphasizes Time on Task*
- *Good Practice Communicates High Expectations*
- *Good Practice Respects Diverse Talents and Ways of Learning*

*Additional information about the seven principles for good practice can be found at the following web sites:*

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

<http://www.tltgroup.org/seven/home.htm>

*Please identify and discuss one principle that you feel your program does well and one principle that you feel your program could improve upon as a good practice in serving your students.*

All the above 7 principles do represent the foundation of the dental technology program conduct; please refer to section a.

We strive to continuously improve and adapt our pedagogical methods as per student need without infringing into the integrity of the program and quality of education.

Evaluate each aspect of the program by indicating the appropriate status

<b>DENTAL TECHNOLOGY</b>					
	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Enrollment			X		
FTES		X			
FTES / FTEF		X			
Retention Rate		X			
Success Rate		X			
Degrees and Certificates			X		
FTEF			X		
Course Offerings		X			
Course Outline Consistency	X				
Vocational Program	X				
Student Learning Outcomes		X			
Departmental Engagement			X		
Professional Development	X				
Support & Activities			X		
Equipment				X	
Physical Facilities				X	
Budget & Expenditure				X	
Objectives		X			
Resources				X	