



# NORTHERN ESSEX COMMUNITY COLLEGE

## Program Review Year 2012 – 2013

### Name of Program:

Dental Assisting Program

### Program Review Team Members

<u>Name</u>	<u>Title</u>
Kerin Hamidiani	Program Coordinator, Professor, Dental Assisting Program Northern Essex Community College Lawrence, MA
Donna Marquis	Assistant Professor, Dental Assisting Program Northern Essex Community College Lawrence, MA
Lori Vinci	Assistant Professor, Medical Assisting Program Northern Essex Community College Lawrence, MA
Maria Carles	Associate Professor, Natural Science Program Foundational Studies, Liberal Arts and Studies Northern Essex Community College Lawrence, MA
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DATE: February 1, 2013

## INTRODUCTION - BACKGROUND

### REGIONAL ACCREDITATION CONTEXT FOR PROGRAM REVIEW

*NEASC Standard 2.5: The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.*

*NEASC Standard 4.8: The institution ... on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.*

### SCHEDULING OF PROGRAM REVIEWS

The Associate Dean of Academic and Institutional Effectiveness shall maintain a copy of the current schedule for programs to be reviewed, including the names of the person(s) designated as program review team leader(s). The schedule shall be developed by the Deans/ Assistant Deans, and shall be posted on the College's website.

### FORMATION OF PROGRAM REVIEW TEAM

**The team leader will identify at least five program review team members as follows:**

- A. Faculty
  - i. If there are full-time faculty members in the program in addition to the designated team leader, then at least one should be included on the team.
  - ii. If there are no full-time faculty members in the program in addition to the team leader, then the leader can consider including on the team:
    - a. At least one part-time faculty member in such cases where it is believed that the part-time faculty member has sufficient experience and investment in the program to make an informed and solid contribution to the program review, OR
    - b. If no such part-time member can be identified, at least one person who is not a faculty member but who can serve the intended purpose. This may include an outside professional, a faculty member from a related program (e.g., where there is overlap of courses), or some such other individual.
  - iii. At least one faculty member shall be from outside the department/program.
  - iv. At least one faculty member shall be from outside the division.
- B. External Representative
  - i. At least one Advisory Committee member, or a member of an effective approved alternative, should be included on the team. Alternative representatives include an individual from a four-year institution to which students from the program transfer. This individual would be knowledgeable concerning the program and its graduates. Another possible alternative is a representative of an area high school which is an important feeder source for the program.

## SUGGESTED TIMELINE FOR PROGRAM REVIEW PREPARATION

The program review calls for insertion of the program's outcomes and assessment plan. This plan is very helpful in addressing many sections of the program review report. ***The following timeline is based on the assumption that the outcomes and assessment plan has not been developed prior to the program review year.***

Date	Activity
January/ February	<b>Inform/ Orient:</b> Associate Dean of Academic and Institutional Effectiveness informs Dean and/or Assistant Dean and individual(s) who have been designated as program review team leaders of their programs scheduled for program review, which is due by February 1 of the next year. Associate Dean schedules meeting with Dean and/or Assistant Dean, and the designated team leader to orient them to the review materials and process. Deans and/or Assistant Deans inform team leader concerning any specific requirements related to the process.
February	<b>Assemble team/ Begin meeting:</b> Team leader identifies members of the team that will be involved in the program review. Team begins meeting, and develops a schedule of and process for meetings. First task is to orient team members to the work ahead.
February/ March	<b>Develop program mission statement and program outcomes:</b> Team members begin developing the program mission statement, objectives and student learning outcomes. Begin to develop the outcomes and curriculum map.
March	<b>Complete curriculum and outcomes assessment maps.</b>
March/ April	<b>Complete the outcomes and assessment plan. Complete SECTION IX of the program review.</b>
September	<b>Complete SECTIONS I, II, AND III of the program review. NOTE: IN LATE SEPTEMBER, THE ASSOCIATE DEAN WILL PROVIDE THE TABLE NEEDED TO ADDRESS "D" IN SECTION III.</b>  <b>Distribute Chart 6 to each faculty member involved in the program:</b> Ask for returns by mid-October.
October	<b>Complete SECTION IV, V, AND VI of the program review. IN OCTOBER, THE ASSOCIATE DEAN WILL PROVIDE THE CHARTS NEEDED TO ADDRESS SECTION V.</b>
November	<b>Complete SECTIONS VII, VIII, IX, X AND XI. NOTE: IN EARLY NOVEMBER, THE ASSOCIATE DEAN WILL PROVIDE THE CHARTS NEEDED TO ADDRESS SECTIONS VII AND "C" IN SECTION XI.</b>
November/ December	<b>Complete SECTIONS XII THROUGH XV.</b>  <b>Review and edit as needed.</b>
By February 1	<b>Submit final draft:</b> Dean and/or Assistant Dean receives final copy of program review document.
April	<b>Annual program review summit meeting:</b> Attended by the President, Vice President of Academic Affairs, Deans, Assistant Deans, Associate Dean of Academic and Institutional Effectiveness, faculty involved in program reviews, and any other interested faculty and staff.

## PROGRAM REVIEW

### SECTION I: ACCREDITATION/ APPROVAL/ CERTIFICATION

**A. Does the program have external (specialized) programmatic accreditation?**

Yes      X                        No          

**IF NO, skip to I (B).**

**IF YES, please complete items 1 through 8 below.**

1. What is the name of the programmatic accreditation agency?

The name of the accreditation agency that evaluates the Dental Assisting Program is the Commission on Dental Accreditation (CODA) of the American Dental Association.

2. What is the current accreditation status of the program?

The Program's current status is Approval (without reporting requirements). This classification is granted to an educational program indicating that the Program achieves or exceeds the basic requirements for accreditation.

3. What date was the last accreditation status awarded?

January 29, 2009

4. What is the anticipated date of the next accreditation action?

A site visit is anticipated in the year 2015.

5. How often does the program file an official report with the accrediting agency?

The program coordinator completes a self-study document and submits it to CODA every seven years. The self-study document must be submitted 70 days prior to the site visit. The ADA also requires that each accredited program complete an annual survey that is submitted in October.

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

The Program is currently in year 4 of the 7 year review schedule.

7. What were the strengths and weaknesses of the program, as identified by the accreditation agency during the last accreditation activity? (*Base your response in this area to the citation of Standards.*)

**Strengths:**

*Institutional Effectiveness*--The program documented its effectiveness using a formal and ongoing outcomes assessment process to include measures of dental assisting student achievement.

*Educational Program*--The curriculum has been defined in terms of program goals, general instructional objectives, learning experiences designed to achieve the goals and objectives and evaluation procedures to assess student attainment of the goals and objectives.

**Weaknesses:**

There were no weaknesses noted by the visiting team during the 2008 accreditation site visit.

8. How has the program been revised to address the citations or recommendations?

Although the 2008 site visitors did not recommend or mandate any revisions to the Dental Assisting Program, the Program faculty has continued to review the Program using the Outcomes Assessment Plan. Improvement plans and revisions have been made based on the annual findings from the Outcomes Assessment process. Revisions include the addition of ID numbers to Dental Assisting National Board (DANB) candidate reports so that Program faculty are better able to determine success rates on the DANB, development of new service learning opportunities for students and updating software for the Dental Practice Management course.

**B. Does the program have external (specialized) programmatic approval or certification?**

Yes      \_\_\_\_\_      No        X  

**IF NO, skip to I (C).**

**IF YES, please complete items 1 through 8 below.**

1. What is the name of the programmatic approval or certification agency?
2. What is the current approval or certification status of the program?
3. What date was the last approval or certification status awarded?
4. What is the anticipated date of the next approval or certification action?
5. How often does the program file an official report with the approving or certifying agency?

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

7. What were the strengths and weaknesses of the program, as identified by the approval or certification agency during the last approval or certification activity? (*Base your response in this area to the citation of Standards.*)

8. How has the program been revised to address the citations or recommendations?

**C. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?**

Yes \_\_\_\_\_ No   X  

**IF NO, skip to question II.**

**IF YES, please complete items 1 through 3 below.**

1. What is the name of this external organization?

2. What status can your program receive from this organization?

Accreditation \_\_\_\_\_ Certification \_\_\_\_\_ Approval \_\_\_\_\_

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, please explain, then go to question II.**

**IF YES, please complete items 4 through 7 below, then go to question II**

4. Why are you intending to apply for accreditation, certification, or approval?

5. When are you intending to apply and why?

6. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have? If yes, please describe.

7. Please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

## SECTION II: MISSION AND PURPOSES

*NEASC Standard 1.4: The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes are developed by the institution's individual units.*

*NEASC Standard 4.1: The institution's programs are consistent with and serve to fulfill its mission and purposes...*

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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**A. The program's mission statement is as follows:**

The mission of the Dental Assisting Program is to prepare competent entry-level dental assistants who will be able to function professionally in all aspects of the dental office and meet the employment needs of regional dental facilities.

**B. Describe the process through which faculty developed the program mission.**

See 2008 Self-Study Manual, Standard 1, pg. 10.

**C. Describe how the program's mission statement is consistent with, or aligns with, the mission of the College, which is as follows:**

The mission of Northern Essex Community College is to serve the people of the Greater Merrimack Valley as a caring and comprehensive center of educational excellence that offers high quality, affordable adult and post-secondary education through the Associate Degree level, as well as a broad range of occupational programs and community services which enhance the social, cultural and economic life of the region.

The Dental Assisting Program is an occupational post-secondary program that serves the dental community of the Greater Merrimack Valley. The Dental Assisting Program's mission statement links directly to the college mission to serve the needs of the community for trained dental assistants. Program graduates are immediately eligible to complete the Dental Assisting National Board Examination (DANB). Those graduates that successfully complete the DANB earn the credential Certified Dental Assistant (CDA) and may perform at the *highest level* specified for Dental Assistants employed in the State of Massachusetts.

**D. Describe how this program facilitates the accomplishment of the College's Core Values.**

- **Student Engagement**

Dental Assisting Program faculty members constantly review and share with each other new and innovative teaching methods that will engage students in the classroom, laboratory and clinical settings. Since the 2006 Program Review, all the Dental Assisting courses have become web-enhanced to offer alternative methods to learning. Lecture

outlines are posted to Blackboard so students are free to participate in lecture instead of frantically taking notes. Video clips and links have been added to offer visual enrichment. During the practicum experience, discussion topics are posted to Blackboard requiring responses by students to keep them actively involved in integrating classroom learning with clinical practice and to challenge them to critically think about practicum experiences.

In addition to critical thinking skills, reading skills were identified by faculty as needing reinforcement. By increasing active reading and engagement on the part of dental assisting students, the faculty believed they could improve comprehension and success in the Program. Full time faculty member, Donna Marquis, attended the Reading Apprenticeship Conference in California June 2009. Since that time she has shared with Dental Assisting Program faculty, and Divisional Faculty, tools that will increase the student's engagement with their reading. In the first few weeks of classes, the faculty has incorporated reading log assignments to gauge the student's reading comprehension. This has been an invaluable tool to determine reading ability and focus on making changes to improve student engagement. We intend to strengthen and improve this methodology as an ongoing effort to improve student reading skills.

Classroom clicker exercises have been added to review for board examinations and do quick "in-class assessment" activities to improve student engagement. Faculty is investigating the use of the newest technology for clicker techniques and will provide feedback to the CIT center to support the purchase of the newer, easier methodologies. Instructors in the Dental Assisting Program will be able to consistently make use of this fun and engaging tool.

Kerin Hamidiani attended the American Dental Education Conference in March 2012 and has brought back ideas for Team Based Learning. This is one approach that the Dental Assisting Faculty will pilot to some degree in AY12-13 to improve student engagement and to put the responsibility of learning on the learner. Learning teams of varied abilities can support student's active learning while faculty becomes the facilitator, rather than the lecturer, focusing on improving student engagement and responsibility for their own learning.

Both full time Dental Assisting Faculty participated in the summer 2012 CSS workshops and team taught a section of CSS (College Success Seminar) in the fall 2012 semester. The faculty learned and put into practice techniques for working with students that are underprepared for college level work and found ways to further engage and prepare these students. These methodologies can be applied to working with Dental Assisting students as well as students in College Success Seminar.

The approach and focus of the Dental Assisting faculty is to increase student engagement and improve learning. Our ongoing efforts directly support *Student Engagement* as a Core Value.



- **Collaboration**

The Dental Assisting Program has productive and supportive collaborative relationships with the dental professionals in the Merrimack Valley. The Program works closely with the members of the Dental Assisting Advisory Committee, dentists in the community that participate in the Dental Assisting Practicum and through liaisons with the local professional associations such as the Massachusetts Dental Society, Massachusetts Dental Assisting Association and the Merrimack Valley District Dental Society.

As part of the Division of Health Professions, the Dental Assisting Program faculty actively participates in supporting activities of the Division. The faculty participates in college committees and inter-disciplinary activities at the college including the Honors Program, health fairs, career nights and open house recruiting activities as well as the recent “Make a Difference” awards and fund raising.

The Dental Assisting Program continues to develop new relationships for practicum and connections to support the Core Value of *Collaboration*.

- **Personal and Professional Growth**

The Dental Assisting faculty believe in lifelong learning and personal and professional growth. This is evidenced by the ongoing efforts listed under Student Engagement above. In addition, all full time faculty members maintain their Registered Dental Hygiene licenses and Certified Dental Assisting credentials by earning 20 bi-annual continuing education credits in our respective fields. Part-time faculty also maintains their professional licenses through continuing education, but they are not supported by the college in these activities. Continuing education credits are earned through self-study, attending the annual Yankee Dental Congress in Boston and participating in national Dental Assisting conferences.

By acting as role models or mentors, the faculty fosters lifelong learning and professional growth in our students. The faculty encourages our graduates to participate in their professional organizations and to maintain their CDA credentials through ongoing continuing education. The Program incorporated evaluation of lifelong learning of Program graduates by asking them to respond to questions about continuing education activities in the graduate survey. The graduate survey is part of the ongoing Outcomes Assessment process. In addition, faculty advisors guide students through *Degreeworks* to make them aware of other educational opportunities to further their formal education. Faculty assist students to utilize the “what if” scenarios in *Degreeworks* to make them aware of possible Associate Degree options and opportunities to continue their education both at NECC and other 4 year colleges.

- **Respect**

Program faculty ensures that all students are treated with respect. Each student is assigned a faculty advisor and may communicate with faculty anytime they feel that they are not being treated fairly. Program faculty makes every effort to remedy conflicts as

they arise and to guide students to the proper appeals mechanisms should that be necessary.

- **Diversity**

The Dental Assisting Program accepts all qualified applicants and strives to recruit applicants that mirror the diverse cultural and ethnic backgrounds of the community. Dental Assisting faculty is represented on the *Achieving the Dream* Culture and Equity team and foster strong liaisons with the Student Success Center, tutoring (peer and professional) and the Learning Accommodations Center.

- **Access and Opportunity**

The Dental Assisting Program faculty takes into consideration student finances when adding or making changes to fees, textbooks, uniforms, student kits and other optional items. The faculty uses the same textbook for some of the assigned reading in each DAS class. Students purchase two basic uniforms that can be utilized after graduation as well. The student kit price has been kept below \$100 each year by removing or substituting less expensive items. The Student kits are ordered from the dental vendor through the NECC bookstore so that students are able to use Financial Aid vouchers to purchase the kit. The Dental Assisting Program faculty supported the recent removal of the “Petition to Graduate” fees and advocated waiving of the late fee for students admitted late to the Program as a result of admission processes beyond their control. Ongoing discussion of cost containment strategies for students occurs at “end of the year” department meetings.

For the fall 2012/13 academic year the admission criteria changed. All applicants are now required to take the Health Occupations Basic Entrance Test (HOBET) for admission. Although this added a \$70 fee to student’s burden, the faculty believes that students must have a certain level of academic ability to complete the program and pass the certification examination. In previous years applicants’ often waived assessment testing (*reading, writing, and math skills testing*) based on prior successful completion of college level courses. Many of these students truly weren’t able to read at the level required by the Program. This led to decreased retention in the Program. Assessment testing cannot be required of students that are qualified to waive the assessment tests. Therefore, the Dental Assisting Program added an additional test particularly to determine if the applicant has the appropriate reading ability. This test does add another level of criteria and possibly reduce access; however the faculty feels that this saves students from attempting the Program and failing, thus losing tuition money and/or financial aid and time. It gives them the chance to strengthen their abilities prior to entering the Program and ultimately leads to success. The Program Coordinator will study the effects of the HOBET on the current and future classes as it relates to success, retention and access. As future applicants complete the program any changes in the admissions requirements will be adjusted to maintain access and opportunity while accentuating student success.

- **Excellence**

The Dental Assisting faculty are constantly researching and practicing new techniques, both in teaching and learning methodologies and in the field of dentistry. In the spring of 2012, one FT faculty member completed her graduate program earning a Master's in Education degree with a focus on andragogy methodologies. The PT faculty member will complete her Master's degree in the spring of 2013. The faculty is striving for excellence in all areas of their work and professional life. Faculty continually exhibits the determination to maintain excellence which is demonstrated in this section and in the sections of the Program Review relating to Student Engagement and Personal and Professional Growth.

The Dental Assisting Program Coordinator prepares the annual budget to be submitted to the Dean of Health Professions and Vice President of Academic Affairs. During this process the Coordinator and faculty conduct a review of equipment needs in order to keep the laboratory area current. Using the most current equipment prepares students with the skills necessary to work in a modern dental practice. Recommendations are made for the purchase or repair of equipment and submitted in the annual budget. By keeping equipment "state of the art" the DA Program supports the high standard of educational excellence and provides the "best of the best" for the Dental Assisting students.

**E. Describe how this program satisfies or is consistent with one or more of the College's Strategic Goals:**

**Goal 1: Develop a comprehensive urban campus in downtown Lawrence.**

The location of the Dental Assisting Program on Franklin Street insures that the Program is part of the development of the urban campus in downtown Lawrence. The Program has been at this location and functioning successfully since 1996. Although the Dental Assisting Program had been slated to move to the new Health and Technology Center in 2013, this planned move was adjusted when the new location was not able to accommodate the Program. However, the college plans to renovate the Franklin Street location and refurbish space for the Dental Assisting Program's dental materials laboratory. In the 2006 Program (pg. 32) review the dental materials lab space was identified as needing more space and better ventilation. These changes will allow us to better serve the students and meet the goal of growing the program to accept 30 students by 2018.

**Goal 2: Improve Student Learning, and Retention and Graduation Rates.**

As discussed above the Program, with advisory committee support and the Division of Health Professions developed a plan to expand the number of graduates in our Programs by the year 2018. The Dental Assisting Program has responded to support that goal by developing a plan to return to accepting and graduating 30 students by 2018.

Efforts to improve student learning and retention have been discussed Section D above. In addition, the Dental Assisting Program organizes a study group, led by the Para-Professional Tutor. The tutor's salary is supported by the College's Tutoring Center.

This effort has been in place since the 2006 Program Review and has been utilized heavily by the students. The course scheduling in the Dental Assisting Program for fall and spring semesters has been developed to allow for a 2 hour non-scheduled block of time during the day for tutoring and open lab practice. Also, 2 hour evening sessions are available for students so that this service is accessible for all. Open labs are offered for additional “hands-on” practice of chairside and laboratory assisting skills. In addition, upon acceptance, all students are provided with a summer homework assignment that familiarizes them to basic dental terminology used in the first week of classes. This exercise supports student’s learning and prevents the feeling of being overwhelmed with new information at the start of the semester.

### **Goal 3: Improve Academic Support Services.**

The Dental Assisting Program encourages students to utilize all Academic Support Services. We have aligned ourselves closely with the newly formed Student Success Center both for the CSS course and for Dental Assisting Students. As mentioned above, we work with the Academic Tutoring Center to organize tutoring for our students. To support college funding for continuance of the tutoring service, we document attendance at tutoring sessions and follow student progress in their dental assisting courses. We have worked with the Learning Accommodations Center and have encouraged the college to offer this service more effectively on the Lawrence campus to benefit all Health Programs.

### **Goal 4: Improve Student Career Preparation.**

The Dental Assisting Program includes both externships (practicum) and *Service Learning*. Students benefit from “hands-on” practice working with area dentists completing 300 hours of practicum and with children from the Haverhill schools to provide diagnostic radiographs, dental sealants and fluoride varnish preventive treatments. Often NECC students do not have the opportunity to get sealant application practice in the practicum setting. The service learning activity calls on Program graduates and members of the dental community to help students provide sealant services. Students gain valuable skills and develop confidence in working with pediatric patients. Service Learning supports both goal 2 and 4 of the Strategic Plan.

In addition, ongoing equipment purchases/replacements and planned renovations for the Program in the Franklin Street location will support the Program’s ability to improve Student Career Preparation.

### **Goal 5: Expand a “culture of Learning” across the college.**

Many of the changes to improve the culture of learning in the Dental Assisting Program are a direct result of faculty development activities, both at the college and outside of the college at local and national conferences. The Dental Assisting Program faculty continues to participate in learning about new teaching strategies, new technologies, the cultures of our students and the patients they serve, computer applications both for teaching and for patient treatment. Faculty representation on the Culture and Equity Team and Transitions to Success Team of *Achieving the Dream* will provide valuable insight into new college

initiatives to expand the culture of learning. Our Program faculty will continue in this effort and are pleased that the college has made this one of its Strategic Goals for 2012-2015.

(For more information, go to: <http://facstaff.necc.mass.edu/vision-and-planning-initiatives/strategic-planning/strategic-goals-2012-2015/>)

## **SECTION II SUMMARY:**

### **Strengths related to Mission and Purposes:**

1. Dental Assisting Program faculty are well qualified in their discipline and dedicated to maintaining excellence by increasing student engagement, staying current with new teaching and clinical practicing techniques and focusing their efforts on providing high quality career preparation.
2. The Dental Assisting Advisory Committee and local dental professionals continue to support the Program's ongoing success. This group offers practicum placement sites, meets regularly to advise the Program, assists with recruiting, serves as guest lecturers, supports service learning projects, donates scholarship money and equipment to the Program. The dental professionals in the Merrimack Valley have been and will continue to be a unique Program strength.
3. The Dental Assisting Program serves as a valuable resource to the community, offering affordable and excellent career preparation. Graduates are able to find employment and a rewarding lifetime career and area dentists have a source pool for well-prepared dental assistants.
4. The Program is accessible and provides a diverse group of graduates that mirror the population in the surrounding community.

### **Challenges or Areas for Improvement related to Mission and Purpose:**

1. With funding becoming increasingly limited, the faculty is concerned that professional development activities will be curtailed or even eliminated. We strongly believe that this funding is essential to support both the college's core values and *all* strategic goals. Faculty must be able to participate in local, state and national professional development activities to stay current in teaching methodologies and clinical practice.
2. The Program's facility was constructed in 1996. Thanks to the Program faculty, the equipment has remained in good working order. Many of the college staff comment on the condition of the Dental Assisting Laboratory space and often include this space when conducting campus tours. However, if the Program is to stay current and offer excellent career preparation, we will need to improve and renovate the existing space and repair and replace equipment to stay current in the dental field.
3. Considering the college and Division of Health goal to increase the number of overall graduates by 2018 by 50%, the Program will need to hire an additional FT faculty member to meet that goal. The need for a third FT faculty member was also identified in the *2006 Program Review*. At that time the Program did accept 30 students and a third FT faculty position was allocated to the Dental Assisting Program. However, when a FT faculty member resigned in 2010, the college did not replace the position and the Program

reduced its' class size to 24 students. The market supports the increase in student numbers.

4. The addition of the HOBET to the Dental Assisting Program's admission criteria may limit access and decrease diversity. It is too early to determine if the use of the HOBET will increase retention and success in the Program.

Recommendations for actions needed to be taken to address Challenges or Areas for Improvement:

1. The college will need to identify and obtain funding sources to maintain Professional Development activities for Dental Assisting faculty and all faculty members in Health Programs, especially as Perkins funding is decreased.
2. The college will need to identify and obtain funding to improve and renovate the existing Dental Assisting Program space, repair and replace equipment to allow the Program faculty to provide current training in the skills necessary for working in a modern dental practice.
3. Before the overall class size returns to 30 students, the college will need to hire one additional FT faculty member in the DA Program to maintain accreditation standards requiring a ratio of 1 faculty member for 6 students (1:6) for Dental Radiology labs and 1 faculty member for 10 students in Dental Assisting labs.
4. The addition of the HOBET to the Dental Assisting Program's admission criteria will require ongoing review to determine its effects on access, diversity, retention and success in the Program.

**Further comments on funding:**

As the Dental Assisting Program has evolved at the college, the Program faculty often receive feedback from administrators and other faculty outside of the Program that the Dental Assisting Program is "*very expensive*" to operate. That is true of all Health Programs. However, closer examination will reveal that most Health Programs, because of the nature of their practicums, do not have to teach *all basic clinical skills* to their students *in the Program facility*. Nursing, for example, has some laboratory sessions at the college but sends out FT faculty with small groups into the hospital setting to teach and practice clinical skills. Although the hospital provides the supplies and equipment, the college must pay FT faculty to be with each small group. Conversely, the Dental Assisting Program needs supplies and equipment to teach clinical skills on campus, while practicum experiences are provided by area dentists and their staff. These dentists are not compensated. FT faculty does not work at the practicum sites with students but visit sites to review progress 2-3 times during the semester. The Program operates with two FT faculty supervising 24 students at practicum sites.

Additionally, all of the Health Programs are utilizing extremely sophisticated and expensive Simulation Manikins to teach "critical thinking" in clinical settings prior to or concurrent with clinical practice. These devices are invaluable and necessary teaching tools. They are equally, if not more, expensive than dental equipment. They require a FT lab staff member to maintain and provide service and repair. There is need for many professional development activities to keep current in the operation and use of these simulators.

With employment of dental assistants expected to grow by 31 percent from 2010 to 2020, much faster than the average for all occupations, an investment in funding the needs of the Dental Assisting Program will support employment needs in the Merrimack Valley. Ongoing research linking oral health and general health will continue to increase the demand for preventive dental services. As dental practices grow, more dental assistants will be needed. The faculty believes that the NECC Dental Assisting Program differentiates itself from non-accredited, for profit Dental Assisting Programs in the Merrimack Valley and will be called upon to fulfill the need for highly skilled assistants that are able to perform at the maximum level designated by the state of Massachusetts dental practice act.

### **SECTION III: PROGRAM POLICIES AND PROCEDURES**

*NEASC Standard 4.3 Each educational program demonstrates coherence through its...policies and procedures for admission and retention...*

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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**A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.**

*(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program [e.g., to meet accreditation standards, to establish the parameters for clinical education experiences]. When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)*

**Policies Relating to Admissions-** See 2008 Self-Study Manual, Standard 2, Admissions pg. 21.

**Policies relating to class, laboratory and clinical sessions-** See 2008 Self-Study Manual, Standard 5, Health and Safety Provisions, pg. 73.

**Policies relating to accreditation-** “Third Party Comment” Policy prior to an accreditation site visit.

**B. Describe the mechanism used to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.**

**Policies Relating to Admissions-** See 2008 Self-Study Manual, Standard 2, Admissions pg. 21.

**Policies relating to class, laboratory and clinical sessions-** See 2008 Self-Study Manual, Standard 5, Health and Safety Provisions, pg. 73.

**Policies relating to accreditation-** “Third Party Comment” Policy--Programs scheduled for review are responsible for soliciting third-party comments from students and patients by publishing an announcement at least 90 days prior to the site visit. Commission on Dental Accreditation (CODA) site visitors will expect to have documentation demonstrating compliance with the policy made available on-site. This policy is published on the NECC college website and in the local newspaper in accordance with the requirements. Any comments are sent directly to CODA with copies sent to the Program where they will be kept by the Program Coordinator.

**C. Describe how the program defines “student success.”** *(For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program’s definition of success?)*

**Describe the program’s policies, procedures and practices related to student success.**

The Dental Assisting Program defines student success utilizing numerous criteria including:

- Achievement of program objectives and student learning outcomes
- Graduation
- Retention of students throughout the Program
- Percentage of students passing the Dental Assisting National Board
- Percentage of students obtaining employment in the dental assisting field
- Number of students continuing their formal education

A student’s success in the Program is defined by passing all Program specific courses with a grade of “C” or higher. In order to pass Dental Assisting courses all objectives must be met by successfully passing written tests, clinical competencies and behavioral assessments. Students who fail a competency must review the material and be re-evaluated. All work must be completed within the time constraints of the semester. The Program faculty has set 70% as the benchmark for measuring success through student retention.

Program success is also measured by the student’s ability to obtain employment as a dental assistant. The State of Massachusetts does not require dental assisting graduates to become Certified Dental Assistants in order to be employed. Most dentists require that a dental assistant be able to expose radiographs as part of their duties. A graduate must become certified in Radiation Health and Safety in order to expose radiographs in the dental office. This may be accomplished by either passing the State Radiation examination or the Radiation Health and Safety component of the Dental Assisting National Board. The Dental Assisting Program faculty expects that 85% of the graduates will pass the RHS examination and become employed as dental assistants. The faculty encourages graduates to take the remaining two components of the DANB to earn the credential of Certified Dental Assistant. Many states require certification in order to be employed as a dental assistant. Earning a CDA would allow graduates to move from state to state and be employable. In addition, those graduates that successfully complete the DANB may perform at the *highest level* specified for Dental Assistants employed in the State of Massachusetts.



**D. Describe how significant modification of this program would impact other programs at NECC. (Reference Table 1 in Appendix 1.)**

When examining Table 1, it is clear that the Dental Assisting Program courses are only offered to dental assisting students. Modification of the program specific courses would not impact students or other programs at NECC. However, dental assisting students are required to take general education courses, i.e. English Composition 1, Introduction to Psychology and Human Biology. Significant changes in numbers of students in the Dental Assisting Program would impact the number of sections offered in general education areas as well as need for faculty and resources to teach those courses.

**SECTION III SUMMARY:**

**Strengths related to Program Policies and Procedures:**

The Dental Assisting Program has clearly stated policies and procedures for students that align with college policies while meeting the needs of the Dental Assisting Program.

The Program has identified objective measures for determining student success that can be reviewed annually. When measures are not met, the Program faculty can easily determine the areas that need modification.

**Challenges or Areas for Improvement related to Program Policies and Procedures:**

The Program disseminates policies and procedures in many areas of the curriculum.

**Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

There is a need to develop a Program Manual that encompasses all policies and procedures that could be given to entering students. This Program Manual would be required reading for new students and a formal “sign-off” could be collected from students indicating that each student had read the policies and procedures.

The faculty will consider offering a Program Specific summer orientation, in conjunction with the college’s orientation, to make students aware of policies and procedures.

In addition, Program policies and procedures could be posted to the Dental Assisting Program website.

## SECTION IV: CURRICULUM

*NEASC Standard 4.3 Each educational program demonstrates coherence through its goals, structure and content...*

*NEASC Standard 4.5: Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.*

**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

See Dental Assisting 2008 Self-Study and Curriculum Documents

**A. Describe the curriculum.** (You may use the same format used in the NECC Academic Catalog.)

COURSE		Proficiency	Prerequisite
Number	Name		
BIO101	Human Biology	College Reading	
DAS101	Dental Assisting I	Basic Math, Basic Writing, College Reading	Enrollment in the Program.
DAS102	Dental Materials and Procedures	Basic Math, Basic Writing, College Reading	Enrollment in the Program.
DAS111	Dental Radiology I	Basic Math, Basic Writing, College Reading	Enrollment in the Program.
DAS120	Dental Science	Basic Math, Basic Writing, College Reading	Enrollment in the Program.
DAS122	Dental Practice Management		DAS101, DAS111, DAS102, DAS120
DAS202	Dental Assisting II		DAS101, DAS111, DAS102, DAS120
DAS212	Dental Radiology II		DAS111
DAS250	Dental Seminar		DAS101, DAS111, DAS102, DAS120
DAS290	Dental Assisting Practicum		DAS101, DAS111, DAS102, DAS120
ENG101	English Composition I	Basic Reading, Basic Writing	
PSY101	Introduction to Psychology	Basic Reading, Basic Writing	

**B. Discuss how the curriculum is an organized, sequential series of courses that progress from simple to complex learning.**

See Dental Assisting 2008 Self-Study and Curriculum Documents

**C. Describe the curriculum development, review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).**

See Dental Assisting 2008 Self-Study and Curriculum Documents

The curriculum is continuously reviewed to ensure that it meets the standards set forth by the Commission on Dental Accreditation. When changes are to occur in these standards, program coordinators have an opportunity to review the changes and respond with suggestions. The proposed changes will be reviewed by program faculty and the Dental Assisting Advisory Committee as well. When proposed changes are adopted, all programs receive a copy of these changes and have ample time to incorporate them into the curriculum.

In addition, the Program Coordinator and faculty respond to input from dentists participating in the practicum, student evaluations, suggestions from graduates and results on the Dental Assisting National Board examination. When areas in the curriculum that need improvement are identified, the faculty makes changes in the curriculum to respond to those needs.

**D. How does the curriculum contribute to the student accomplishing the six institutional learning outcomes - Written and Oral Communication Skills, Information Literacy, Quantitative Reasoning, Global awareness, and Science and Technology?**

By fall 2013, all degree programs will be required to incorporate at least one course intensive in each of the core skills while certificate programs will not need to meet that requirement. However, Human Biology has been designated as Science and Technology intensive so the dental assisting students would satisfy the requirement in that core skill.

In addition, dental assisting students are introduced to written communication skills in English Composition I as well as oral communication skills in all dental assisting courses. The faculty strives to incorporate core skills in all courses, as appropriate; to reinforce skill development.

**E. How does the curriculum contribute to the student accomplishing program specific learning outcomes, as detailed in the program's Curriculum Map in Appendix 5?**

The outcomes and curriculum map highlights the relationship between the curriculum and the program specific outcomes. The curriculum directly relates to the accomplishment of learning outcomes. The curriculum map is displayed in Appendix 5.

## **SECTION IV SUMMARY:**

### **Strengths related to Curriculum:**

The curriculum is well planned and sequenced so that foundational skills are taught first and higher order skills and knowledge build on those basic skills.

### **Challenges or Areas for Improvement related to Curriculum:**

The Dental Assisting Program requires graduates to complete 37 credits in two semesters. With the challenges faced by most community college students, many find it extremely difficult to complete the course work in two semesters.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

The Dental Assisting Program will explore the possibility of instituting an extended program in Dental Assisting either in the day or as a hybrid offering through the *iHealth* area.

## SECTION V: PROGRAM RESOURCES - FACULTY

*NEASC Standard 5.2: The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials.*

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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**A. Discuss the number of faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program. (See completed Chart 5(A), Chart 5(B), and Chart 5(C) in Appendix 3.)**

At the completion of the 2008 Self-Study for Accreditation, the Program Coordinator received 6 units of re-assigned time for the completion of all non-instructional obligations delineated in both the BHE/MCCC contract and the E5 form (2008 Self-Study pg. 44). Since that time the Program Administrator's re-assigned time has been reduced to 3 units with the exception of the semesters where the Program Coordinator is preparing the Program Review documents or Self-Study reports for accreditation.

Health Program Coordinator's non-instructional responsibilities are demanding. Duties include conducting information sessions, recruiting applicants, maintaining equipment, taking inventory and ordering supplies, serving as liaison with external agencies and overseeing the student practicum placements, assuring that all students comply with health requirements, drug testing and CORI/SORI requirements and completing annual Outcomes Assessment. The MCC contract also states that "*other duties may be assigned if specifically contained in a job description and such duties are consistent with the needs of the College . . .*" and that leaves room to constantly expand the duties of the Program Coordinator. Six units of re-assigned time are more appropriate for all Health Program Coordinators.

The information on re-assigned time relates to the information in Chart 5. Currently, a little over 50% of the fall courses are taught by full time faculty and in the spring semester a little over 96% of the courses are taught by full time faculty. \*Although it appears that the spring semester has a greater percentage of courses taught by full time faculty, this figure is misleading. The college hires a staff associate in the spring to serve as clinical coordinator for the practicum course. This person coordinates the clinical externship allowing full time faculty to do more teaching. In the fall, a full time faculty member serves as clinical coordinator. Therefore, the percentage of courses taught by full time faculty seems higher in the spring semester while the number of full time faculty remains at two (50%). If the Program Coordinator continues to receive 3 units of re-assigned time, the percentages for fall and spring stay as shown in Chart 5 but the coordinator has less time to devote to teaching and managing the Program. This limited time has a detrimental effect on maintaining a high quality educational program. The full time faculty are so tightly scheduled that there are only a few hours of the week when they can meet simultaneously to review the Program and make changes or improvements. To cover all of the teaching responsibilities, the two full time faculty have schedules that are opposite from each other. If one teaches in the morning, the other teaches in the afternoon. The faculty often feel like "two ships passing in the night" with little time to make plans, revisions and develop new

projects. If the Program Coordinator was given more re-assigned time to allow for common time to meet with other faculty, fewer courses would be taught by full time faculty. There would need to hire another full time faculty member to keep the percentages (of courses taught by full time faculty) at the current level.

Additionally, if the Program expands to meet the goal of accepting 30 students by 2018, the Program would definitely require the hire of one additional full time faculty member, regardless of re-assigned time for the Program Coordinator. A third full time faculty member would be needed to keep the percentages shown in chart 5 the same and continue to meet accreditation guidelines for faculty/student ratios.

**B. Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty. (See Chart 5 (D) in Appendix 3.)**

50% of the faculty in the Dental Assisting Program is full time. The faculty members teach 57.69% of the courses in the fall semester and 96.42% in the spring. \*See answer to question A. above for review and critique of these percentages.

**C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.**

See answer to question A. above for review and critique of these percentages.

**D. For each faculty member, document their credentials and professional activities. (See the copies of Chart 6 in Appendix 3 completed for each faculty member (full, part-time, or DCE). (Note: Each individual faculty member should complete his/her own chart and submit it to the Program Coordinator or designee.) Describe and summarize the credentials and the activities of program faculty with respect to maintaining their status as content experts and remaining current in their field of expertise.**

Dental Assisting Program faculty is well qualified in their respective field of expertise.

Under proposed Accreditation Guidelines, Laboratory, preclinical and clinical faculty appointed after January 1, 2000 must hold any current dental assisting credential required by the state in addition to a Dental Assisting National Board “Certified Dental Assistant” credential. One laboratory faculty member does not currently hold DANB certification.

See Dental Assisting 2008 Self-Study, Standard 3, pgs. 41-56.

## **SECTION V SUMMARY:**

### **Strengths related to Program Resources - Faculty:**

Dental Assisting Program faculty is well qualified in their respective field of expertise.

### **Challenges or Areas for Improvement related to Program Resources - Faculty:**

The Program Coordinator does not receive enough re-assigned time to complete the duties of Program Coordinator in order to maintain a high-quality educational program. Both the Program Coordinator and the faculty work many “off” hours, including the summer months, to assure that Northern Essex Community College’s Dental Assisting Program meets and exceeds Accreditation standards and offers students high quality professional education.

One PT faculty member does not hold current CDA credential.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

Review the re-assigned time for Health Program Coordinators in an effort to make a fair adjustment to workload and return to the 6 unit adjustment allocated at the time of the last accreditation report.

Require all faculty hired after 2000 to earn DANB certification in Dental Assisting.

## **SECTION VI: PROGRAM RESOURCES – CLASSROOMS AND LABORATORIES, INSTRUCTIONAL TECHNOLOGY, LIBRARY/ LEARNING, AND FINANCIAL**

*NEASC Standard 4.3...The institution provides sufficient resources to sustain and improve its academic programs.*

*NEASC Standard 4.6: The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.*

*NEASC Standard 7.7: Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings...*

*NEASC Standard 8.2: Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning.*

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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### **A. Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.**

Classroom and computer lab space is at a minimum. However, when the new Health Science building is complete, more space will be available and the Dental Assisting Program does not anticipate any further problems scheduling classroom or computer lab space.

The Dental Assisting Program does anticipate problems meeting the proposed accreditation standard for the dental materials laboratory space. The current space was never large enough to accommodate 10 students and instructor. The ventilation has never been adequate to provide good air quality while working with dental materials. With the long term goal to increase the enrollment in the Dental Assisting Program, the dental laboratory space will need to be re-designed.

Proposed changes to the Dental Assisting Accreditation Standards state:

#### ***4-9 Laboratory Facilities***

***A sufficient multipurpose laboratory facility must be provided for effective instruction which allows for required laboratory activities and can accommodate all scheduled students simultaneously. There must be an appropriate number of student stations, equipment, supplies, instruments and space for individual student performance of laboratory procedures with faculty supervision.***

***Examples of evidence to demonstrate compliance may include:***

- *Student stations that are designed and equipped for students work while seated including sufficient ventilation and lighting, necessary utilities, storage space and an adjustable chair*
- *Outlets for electrical equipment are available in the laboratory.*



- *Sinks and plaster control devices are adequate in number to promote cleanliness and efficiency.*

Additionally, the college has a goal to award 1,500 degrees and certificates by 2018. As a response to this goal, the Division of Health Professions has a target goal to increase graduates by 132.8 students in order to achieve a 50% increase by 2018. In support of both goals the Dental Assisting Program has developed a plan to increase enrollment and return student numbers to the 2006 enrollment figures of 30 students. This will occur by 2018. This will require additional laboratory space, and equipment.

Health programs require dedicated space, laboratory equipment, and low student: faculty ratios (1:6) in the laboratory and clinical courses. Consequently, each decision to increase capacity in a program brings with it additional demands for faculty, capital equipment and consumable supplies, and scheduling challenges.

**B. Describe the instructional technology required to support the program's curriculum plan.**

**Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.**

All DAS courses are web-enhanced or web-companion courses. The Program utilizes *Blackboard* as the educational platform for providing online resources to dental assisting students. Currently, instructional technology is sufficient for effective teaching and learning.

Specific dental technology is not sufficient for adequate teaching and learning. The Dental Assisting Program is in need of additional digital radiology equipment to keep current with the methodologies utilized in the modern dental office. Additionally, the dental assisting clinical laboratory space needs to provide computers in each operatory. Currently only two of the five operatories have computers available for teaching and learning.

**C. Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning.**

See Dental Assisting 2008 Self-Study, Section 4-13, Learning Resources

**D. Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.**

See Dental Assisting 2008 Self-Study, 1-2, Financial Support

There is currently inadequate support for capital requests and for professional development. In previous years, some equipment purchases and attendance at conferences was supported by Perkins funding. As this funding source becomes limited, the Dental Assisting Program will be left without reliable funding for larger purchases and to help faculty attend state, regional and national conferences to stay current in dental education as it relates to teaching and practicing in

the field of dental assisting unless funding can be approved as part of the Dental Assisting Program budget.

## **SECTION VI SUMMARY:**

### **Strengths related to Program Resources – Classrooms and Laboratories, Instructional Technology, Library/ Learning, Financial**

Classroom, Computer Laboratories, Instructional Technology, Library holdings and financial support for day to day operation of the Dental Assisting Program is adequate.

### **Challenges or Areas for Improvement related to Program Resources - Classrooms and Laboratories, Instructional Technology, Library/ Learning, Financial**

Future needs to support Program expansion, changes in the Accreditation Standards, purchase of more current technology will not be fully supported unless other funding sources can be identified.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

Continue to work with Dean of Health Professions and other administrators to develop and carry out plan to improve dental materials laboratory space.

Work with Dean of Health Professions and VP to obtain funding for new digital radiology equipment and computers for dental operatories.

## SECTION VII: STUDENTS

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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*IF THE PROGRAM HAS DATA FROM A PREVIOUS REVIEW OR REPORT, COMPARE WITH CURRENT DATA, AND DISCUSS ANY CHANGES.*

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**A. Analyze and discuss the data in Chart 1, included in Appendix 2, which relates to student demand for the program.**

Looking at Chart 1, it appears that demand for the program has remained constant while enrollments have declined from 30 in AY 09/10 to 24 in the two academic years following. The Dean of Health Professions and the Program Coordinator decided to decrease enrollments in AY 2010/11 due to the retirement of one full time faculty member. At that time, resources were not available to replace the full time position in the Dental Assisting Program.

**B. Analyze and discuss student program completion and transfer, referring to Chart 2 in Appendix 2.**

The student completion rate has remained above the 70% benchmark set by the Dental Assisting Program for retention of students in the program. The average completion rate for the three academic years from 2009 to 2012 was 23 students. However, the number of students entering the Program in AY2009-2010 was higher (30) than the number of students entering in AY 2010-2011 and AY 2011-2012 (24). Looking at the chart it is clear that of the 24 beginning the Program in 2010 and 2011, 21 and 24 completed respectively. The three year average does not take into consideration the years when the starting class size was smaller.

The Dental Assisting Program has met or exceeded the 70% retention benchmark in all three years. Overall the program completion rate has been 80%, 87.5% and 100% for the academic years delineated in Chart 2.

**C. Analyze and describe the demographic characteristics of students enrolled in program, referring to Chart 3 in Appendix 2.**

In Chart 3 it is evident that the number of male students in the Dental Assisting Program is low. In both AY 2010 -11 and AY 2011-12 there were no male students at all despite efforts made by the Division of Health and the Dental Assisting Program Coordinator to interest more males in the health careers, including Dental Assisting. The effort to recruit more male applicants will continue to be a high priority in future admission cycles.

The percentage of minority students in the Dental Assisting Program has fluctuated over the three years represented in Chart 3. Generally about one quarter of the students in the Program are minority students with the majority being female. The Dental Assisting Program will

continue efforts to recruit minorities to the Program to provide a healthcare workforce that mirrors the diversity of the communities served by the college.

**D. Analyze and discuss student retention and positive college outcomes by student demographics, referring to Chart 4 in Appendix 2.** *Note: Only address if number of students in each category represented in Chart 4 is at least 10.*

NA

**E. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how are they implemented? Comment on their effectiveness.**

Admissions policies are the first step to improving student retention. All students applying to the Dental Assisting Program must be assessed in reading, writing and basic math skills or provide college transcripts that give evidence that the applicant possesses these same basic skills. The Program Coordinator and Program Faculty found that applicants, allowed to waive assessment testing by providing college transcripts, are deficient in the basic skills. Although these students were successful in the college courses (C or better) the majority of these courses were taken unaccompanied by other courses. All of the student's efforts were placed on one course in one semester. However, when entering the Dental Assisting Program with four reading intensive courses in the same semester, students were unsuccessful. They truly did not have the reading ability required for the Dental Assisting Program. Since assessment testing cannot be mandated if college courses have been taken to document ability, beginning with AY2009-2010 applicants were additionally required to provide evidence of completing a high school science course with a C or better and graduating from high school with an overall GPA of 2.0 or higher. If an applicant has not completed a science course in high school, they are required to complete a college level science course with a C or better.

The additional high school requirements did not necessarily lead to higher retention rates. The admission criteria were again revised in an effort to increase retention. Beginning in AY2012-13 all applicants must also complete the HOBET (Health Occupations Basic Entrance Test). The Program Coordinator plans further investigation into the effect of HOBET testing on student retention in the Program. More study is needed to determine if the HOBET will be a barrier to minorities and whether it will reduce the overall applicant pool as it poses an added expense and step to the overall application process.

In addition to the process described above, applicants must attend an information session with the Program Coordinator. At the information session, students learn about the challenges of the Program and are advised to consider limiting outside employment while in the program to 20 hours or less. Applicants are given information about supplemental college services available to them upon enrollment and are directed to take advantage of these services early in the fall semester, if needed.

After entering the program, students are encouraged to utilize the resources provided by NECC and by the program, including tutoring in general education courses, para-professional tutoring for Dental Assisting courses, the writing and reading centers. Faculty also encourages students to establish study groups to assist them in meeting course requirements.

The faculty has instituted “in class” activities to help students become more active in the learning process. All Dental Assisting courses utilize reading log assignments to gauge and improve

student reading. Prior to the first examination in each course, faculty spend time helping students prepare the learning objectives for the examination. The answers to the objectives are then posted to the tutoring area so that students may discuss them and prepare for the examination with the tutor.

A process of “midterm reports” has been developed. Each student is given a report on their academic standing at midterm. Students with poor academic standing are mandated to work with the tutor until their grades improve. The midterm report is signed and returned to the student’s academic advisor during the fall advising meeting. The student must come prepared with a plan for improvement. This process has been very successful in motivating students to make efforts for improvement before it is too late in the semester.

Faculty has also added “open lab” sessions for increased practice with hands-on skills. These sessions are planned for times when Dental Assisting students do not have classes scheduled so that all students may have access to additional help. Tutoring is held concurrent with “open lab time or after classes in the evening so all students are able to attend as well.

**F. Referring to Chart 4, is there evidence that any segment of the student population has a higher attrition rate from this program? Note: Only address if number of students in each category represented in Chart 4 is at least 10. If so, what action has the program taken to address this phenomenon?**

NA

## **SECTION VII SUMMARY:**

### **Strengths related to Students:**

The admission criteria help select students that are well prepared for the demands of the Dental Assisting Program.

Faculty efforts to improve active learning in the classroom have led to improved retention rates.

Midterm reports help shift the emphasis of student success to the student. These reports give an early alert to failing students, allowing them time to improve their study skills.

### **Challenges or Areas for Improvement related to Students:**

The need for recruiting male students is an area the Program is focused on improving.

More study is needed to determine if the HOBET will:

- Increase retention in the program.
- Create a barrier to minorities
- Reduce the overall applicant pool as it poses an added expense and step to the overall application process.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

Work with the Assistant Dean to increase recruitment activities to interest more male students in health careers.

Work with the Director of Outcomes Assessment to develop a method to study the effects of the HOBET admissions requirement on retention, the number of minorities in the program and the overall numbers of applications to the program.

## SECTION VIII: CONTENT EXPERTS

*NEASC Standard 4.9: The evaluation of existing programs includes an external perspective and assessment of their effectiveness...*

**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

### A. Does the program have an Advisory Committee?

Yes ☒x

No ☐

**IF NO, skip to B.**

**IF YES, please complete items 1 through 5 below.**

1. Insert the roster of Advisory Committee members.

### DENTAL ASSISTING PROGRAM 2012/2013 ADVISORY COMMITTEE

Dr. Joseph Beninato 354 Merrimack St, Suite 334 Lawrence, MA 01843	Alexandra Godoy, CDA 150A Middlesex Street North Andover, MA 01845	<b>EX OFFICIO MEMBERS:</b> Mary Farrell, Dean Division of Health Professions Northern Essex Community College
Anne Butterworth, CDA 26 Meadowview Lane Ipswich, MA	Cheryl LeBlanc, CDA 115 Stuart Avenue, Unit 1 Dracut, MA 01826	Nancy Garcia, Asst. Dean Division of Health Professions Northern Essex Community College
Dr. Norman Rogers, Secretary Merrimack Valley District Dental Society 126 Pleasant Valley Street Methuen, MA 01844	Dr. John Lem, Chairperson Dental Assisting Advisory Committee 100 Amesbury Street Lawrence, MA 01840	Kerin Hamidiani, M.Ed, RDH, CDA Coordinator-Dental Assisting Program Northern Essex Community College
Ruth Ann Croce, CDA 28 Monroe Avenue Methuen, MA 01844	Margaret Mahan, BS, RDH 3 Gardner Avenue Andover, MA 01810	Donna Marquis, M.Ed., RDH, CDA Assistant Professor Dental Assisting Program Northern Essex Community College
Paula Flynn, CDA 28 Union Street Newburyport, MA 01950	Dr. Jeanne Velde 209 Summer Street Haverhill, MA 01830	
Dr. Howard Zolot 114 Executive Park 1538 Turnpike Street No. Andover, MA 01845	Dorothy Vannah, CDA, RDH, M.Ed. Assistant Clinical Professor Tufts School of Dental Medicine Boston, MA	

2. Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.

The Dental Assisting Advisory Committee meets twice a year, fall and spring. Meeting dates for the last three years:

**AY 2012/13:** November 1, 2012 and *planned April 25, 2013*

**AY 2011/12:** Oct 27, 2011 and May 3, 2012

**AY 2010/11:** Oct 28, 2010 and April 28, 2011

**AY 2009/10:** Nov 5, 2009 and April 29, 2010

**(See Appendix 4-Dental Assisting Advisory Committee Minutes.)**

4. Describe the input of the Advisory Committee experts on program outcomes.

The current Program Review committee made changes to the 2006 Program Objectives and the Program faculty asked for feedback on these changes. The Program's Advisory Committee reviewed the 2006 Mission Statement and Program Objectives at the November 2012 meeting. The Mission Statement was approved as written. Suggestions were made for further revision in the wording of Program Objective 3 and 6. The final draft of the Program Objectives and associated Learning Outcomes are included in the Outcomes Assessment Plan.

**(See Appendix 5-Outcomes Assessment Plan)**

Proposed revisions to the Dental Assisting Accreditation Standards were reviewed at the November 2012 meeting and suggestions were made to the faculty for developing strategies to meet new Accreditation Standards once approved.

When, through assessment, Program Review or accreditation, areas of weakness are identified, the Advisory Committee is consulted to give input into solutions for addressing those weaknesses.

5. Describe the usefulness of the Advisory Committee relative to anticipating changes and challenges that need to be met by the program.

The Advisory Committee is extremely helpful in assisting the Program Faculty in anticipating changes and challenges. In the most recent accreditation site visit report (2008) the Advisory Committee received a commendation for their continued support of the Dental Assisting Program. Evidence of Advisory Committee input to the Dental Assisting Program include: support in the development of an *iHealth Dental Assisting Program* with hybrid and online courses, recommendations for the addition of practicum sites, ongoing assistance with recruiting students and providing scholarships to students. Since the beginning of the Dental Sealant Community Service project, Advisory Committee members have volunteered to participate in the event.



**NOW GO TO QUESTION C.**

**B. Does the program have any plans to develop an Advisory Committee?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, what is the program's rationale for this decision?**

**IF YES, please detail below.**

**C. Does the program use content experts other than those represented in an Advisory Committee?**

Yes   x   No \_\_\_\_\_

**IF NO, skip to Section IX.**

**IF YES, please discuss below and then go to Section IX.**

Routinely, members of the dental community, other than advisory committee members, are called upon as guest lecturers, mentors, and clinic volunteers. Many area dentists offer their offices as practicum placements for the Dental Assisting students and donate equipment or supplies to the Program. The Dental Assisting Program faculty visits these offices and uses the expertise of the dentists and assistants to provide updated information on trends, materials and new techniques in the field of dentistry.

**SECTION VIII SUMMARY:**

**Strengths related to Content Experts:**

The Dental Assisting Program Advisory Committee is dedicated to maintaining the Program's ongoing success. Members of the dental community are extremely supportive of the Program.

**Challenges or Areas for Improvement related to Content Experts:**

No challenges have been identified.

**Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

Continue to work with the Advisory Committee and dental community to support the success of the Program.

## SECTION IX: PROGRAM LEARNING OUTCOMES AND ASSESSMENT

*NEASC Standard 4.4: The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.*

*NEASC Standard 4.44: The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program... this approach is based on a clear statement of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program.*

*NEASC Standard 4.48: The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program.*

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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### **A. Develop, or review if previously developed, the program's learning outcomes. Display in a Curriculum Map to be included in Appendix 5.**

The Dental Assisting Program Review Committee and the Dental Assisting Advisory Committee reviewed the Mission Statement and Learning Outcomes for the Dental Assisting Program. Minor changes were made to Learning Objectives 3 and 6 and Learning Outcomes 12 and 13 based on feedback from both committees. In addition, the Dental Assisting Advisory Committee and Program faculty made further minor changes to the curriculum map based on proposed changes to the Dental Assisting Accreditation Standards. All changes are shown in the *Curriculum Map in Appendix 5*.

### **B. If the program outcomes are newly developed, discuss plan to assess these outcomes in the coming year in an Assessment Map, to be included in Appendix 5.**

Program Outcomes and the Assessment Map were developed as part of the 2006 Program Review Process.

**If program outcomes had previously been developed,** discuss plans for assessment going forward. Include information in a new or revised Assessment Map, to be included in Appendix 5.

The Program Outcomes were not newly developed; however, after reviewing the Program Objectives developed in 2006 with faculty, the Program Review Committee and Dental Assisting Advisory Committee, minor revisions were made to Objective 3 and 6. Learning Outcomes were slightly modified to be aligned with each of the revised Objectives. This revision is shown in Appendix 5.

Assessment tools will be modified as needed to assess the revised Learning Outcomes.

### **C. If assessment activities related to the learning outcomes have already taken place;** summarize what was learned from these activities, what action plans were developed as a result of the assessment findings, what actions have been implemented, and what the results of these implementations have been.

Since the development of the 2006 Outcomes and Assessment Plan, selected Learning Outcomes were assessed annually. Summaries of the annual assessment process are kept in the Program files. The Director of Outcomes Assessment and Program Review submits annual results to be posted on the NECC website. *Summaries for Outcomes Assessment results for AY 2009-10, 2010-11 and 2011-12 are provided in Appendix 5.*

The revised schedule for Outcomes Assessment is provided in *Appendix 5*.

## **SECTION IX SUMMARY:**

### **Strengths related to Program Learning Outcomes and Assessment:**

The Dental Assisting Program developed a formal Outcomes and Assessment Plan as part of the 2006 Program Review. This plan has been active since 2007 and has provided a structured method for conducting, evaluating Program Outcomes as well as a way to develop plans for improvement. The Dental Assisting Outcomes Assessment Plan has strengthened the Program and continues to assist the Program Coordinator and faculty to assess the Program on an ongoing basis.

### **Challenges or Areas for Improvement related to Program Learning Outcomes and Assessment:**

Although the Outcomes and Assessment Plan provides structure and organization to the outcomes assessment process, it also adds a great deal to the workload of Program Coordinators. It is primarily the responsibility of Program Coordinators to make sure the assessments are completed, tabulated and results are shared with faculty and appropriate administrators. The Program Coordinator must also assure that plans are made for any needed improvements based on the results of the annual assessments. Finally, the Program Coordinator must follow up the process by providing written summaries of assessment activities, results and improvement plans at the end of each cycle. This is time consuming and is often a task delegated to *summertime* because the re-assigned time of a Program Coordinator does not provide enough time for the completion of all “*non-instructional*” duties in addition to Program Assessment.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

The Program Coordinator will continue to work with the Director of Outcomes Assessment to streamline the Outcomes and Assessment process. Currently, summary reports are more abbreviated and this makes the process easier to complete. In addition, the Outcomes and Assessment Director assists Program Coordinators to organize data gathered from assessment tools and provides assistance in interpreting that data. All of these measures have helped to make the process become more efficient and continues to make the many steps of outcomes assessment less time consuming.

## SECTION X: PROGRAM LINKAGES, EXTERNAL AGREEMENTS, AND AFFILIATIONS

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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A. Describe any linkages, activities or agreements with area high schools.

The Dental Assisting Program established an articulation agreement with **NORTHEAST METROPOLITAN REGIONAL VOCATIONAL HS.** This agreement allows qualified graduate students from Northeast Regional Vocational High School's dental assisting program to be admitted to the Dental Assisting Program at NECC and earn 6 credits toward graduation upon entry. By graduating from NECC's accredited Dental Assisting Program, a successful NE Regional High School transfer student would shorten the pathway to becoming a Certified Dental Assistant by one year.

The Dental Assisting Program has established a similar articulation agreement with NASHOBA VALLEY VOCATIONAL HS.

B. Describe any linkages, activities or agreements with four-year colleges.

N/A

C. Describe any linkages, activities or agreements with business and industry, including clinical sites, internships, practicums, service learning, and volunteer work.

See 2008 Accreditation Self-Study, Standard 2-22 through 2-31, clinical sites (practicum)

The Dental Assisting Program conducts an annual "in house" Sealant Clinic in April. First or Second graders from the Tilton School in Haverhill receive dental sealants, BW radiographs, fluoride varnish and oral health instructions from NECC Dental Assisting students, faculty, graduates and members of the dental community.

In 2012, a new linkage was created with *Opportunity Works*, a day facility for mentally challenged adults in Haverhill and Newburyport, MA. Students will help provide oral health instruction to staff members and day clients as part of a practicum experience.

In addition, students attend the Greater Lawrence Family Health Center Oral Health Fairs and help the Haverhill Masonic Temple organization with annual CHiP's (Child Identification) programs.

## **SECTION X SUMMARY:**

### **Strengths related to Program Linkages, External Agreements, and Affiliations:**

Clinical sites provide excellent clinical experiences that allow students the opportunity to apply dental assisting knowledge to real life patient experiences with a culturally diverse population.

### **Challenges or Areas for Improvement related to Program Linkages, External Agreements, and Affiliations:**

The articulation agreements developed with two area vocational high schools have not provided any applicants to the Dental Assisting Program. Both agreements are currently expired.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

Explore reasons why high school students have not taken advantage of the articulation agreements made with Nashoba Valley Technical H.S and Northeast Regional Vocation HS. Work with Secondary/ Postsecondary Linkages to review articulation agreements and renew them if they are still useful.

## SECTION XI: GRADUATE EMPLOYMENT

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**NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.**

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*IF PRIMARILY A TRANSFER PROGRAM, SKIP TO SECTION XII. COMPLETE THIS SECTION ONLY IF THE PROGRAM IS A CERTIFICATE PROGRAM, OR AN ASSOCIATE'S DEGREE CAREER PROGRAM.*

**TO ADDRESS THIS SECTION, USE THE INFORMATION IN THE OCCUPATION PROFILE REPORT PROVIDED TO YOU, AS WELL AS FROM ANY OTHER EMPLOYMENT PROJECTION REPORTS OR SOURCES AVAILABLE TO YOU.**

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**A. Provide information with respect to the job placements of recent program graduates. Indicate the source(s) of this information.**

Included in the Dental Assisting Outcomes and Assessment plan is a graduate survey. A graduate survey is sent out to graduates of the preceding years on a 3 year cycle. Graduates are asked to provide employer information. The most recent survey was sent out to 48 graduates of the class of 2009 and 2010. Of the 48 surveys sent, only 14 were returned, providing a 28% rate of return. 100% of the graduates returning the surveys were employed in their field or continuing their education in dental hygiene programs.

In addition the graduate surveys sent out as part of the outcomes and assessment plan, the Program Coordinator surveys recent graduates about job placement and progress on completing the Dental Assisting National Board (DANB) for certification. This is completed by obtaining the graduates personal email addresses before they exit the program. The Program Coordinator creates a distribution list and frequently surveys the group on their progress as well as emailing job opportunities. To date for the 2012 graduating class, the Program Coordinator received feedback from 13 graduates and all have obtained employment as dental assistants. Those same 13 graduates have completed the DANB and are certified dental assistants. With this credential, graduates should be able to obtain a salary in the range of \$30,000 annually. The Program Coordinator continues to forward information on job opportunities to the most recent graduates via email and will continue to monitor job placements.

**B. Provide information with respect to employer satisfaction with program graduates. Indicate the source(s) of this information.**

In 2011 the Program Coordinator surveyed the 45 dentists that participate in the NECC Dental Assisting Practicum. The dentists that had employed an NECC Dental Assisting Program graduate were then asked to rate the level of preparation of that employee. Of the 45 dentists surveyed, 23 surveys were returned. All of these dentists had employed an NECC DA graduate. From a list of 10 skills, the dentists rated NECC graduates as “4-excellent or 3-Satisfactory/Good” on most of the skills. A few dentists identified areas that needed improvement in chairside assisting skills. These areas were noted and the faculty made changes to provide additional instruction in course content and during

Open lab sessions. The majority of dentists was extremely satisfied with the NECC DA graduates and believed them to be well prepared as entry level dental assistants.

**C. Referring to the *Occupation Profile Report* provided to you (see Appendix 6), and any other sources of employment projections which you may have, discuss future employment prospects for graduates of your program.**

According to the *Occupation Profile Report* the demand for Dental Assistants will continue to grow by 31% nationally and 24% in the state of Massachusetts through 2020 and 2018 respectively. The outlook for employment is good, as job growth is expected.

## **SECTION X SUMMARY:**

### **Strengths related to Graduate Employment:**

Despite the economic difficulties of the last few years, NECC Dental Assisting Program graduates have been able to obtain employment. The length of time to find employment has increased (approximately 6 months), however the graduates are able to find dental assisting positions within a reasonable amount of time after graduation.

### **Challenges or Areas for Improvement related to Graduate Employment:**

Obtaining information on graduate employment is always a challenge. In addition to the difficulty of getting graduates to respond to surveys and maintaining current email and mailing address information, the Division of Health has been discussing alternatives to gathering graduate information. The Divisional Dean has raised some concern that the small class size in the health programs prevents survey results from remaining anonymous. The Divisional Dean has suggested gathering graduate information on a Divisional level to make the pool of graduates larger. This poses numerous problems because the Program Coordinator's need specific data relative to their respective programs.

Further investigation is necessary to develop better methods to survey our graduates and employers.

### **Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:**

The Program Coordinator plans to work with the Divisional Dean to determine if the information collected by the college on *all graduates* can be broken down by department and provide additional information to the Program Coordinators.

It would be helpful if program graduates could be provided with a different NECC email address for a period of time after graduation (2 years) so that they could be contacted through the college email system more readily. i.e. [firstname\\_lastname@graduateYR.necc.edu](mailto:firstname_lastname@graduateYR.necc.edu). Graduates could be made aware of this email and asked to check it for surveys and job opportunities every few months. Graduates could also choose to forward this email to their personal accounts.

## SECTION XII: PROGRAM DASHBOARD

*TO COMPLETE THIS TABLE, USE THE INFORMATION CONTAINED IN THIS REVIEW OR THE PROGRAM'S EXTERNAL REPORT (ACCREDITATION, APPROVAL, OR CERTIFICATION).*

ITEM	TOPIC		SOURCE	TIME PERIODS		
A	Number of program majors		Chart 1	YR 1 (AY 09-10)	YR 2 (AY 10-11)	YR 3 (AY 11-12)
				30	24	24
B	Number of program graduates		Chart 2	24	20	24
C	Percentage of females enrolled (Only if at least 10 enrollees)		Chart 3	93%	100%	100%
D	Percentage of minority enrollees (Only if at least 10 enrollees)		Chart 4	23%	16%	20%
E	Number of FTE faculty		Chart 5a	Spring 2012	Fall 2011	Spring 2011
				2	2	2
F	Number of program-specific courses		Table 1	YR 1 (AY 11-12)		
				9		
G	Enrollment in program-specific courses – Majors (M)/ Non-majors (N)		Table 1	YR 1 (AY 11-12) (M/N)		
	1	DAS101 – Dental Assisting I		23 (23/0)		
	2	DAS102 – Dental Materials and Procedures		23 (23/0)		
	3	DAS111 – Dental Radiology I		23 (23/0)		
	4	DAS120 – Dental Science		23 (23/0)		
	5	DAS122 - Dental Practice Management		23 (23/0)		
	6	DAS202 - Dental Assisting II		23 (23/0)		
	7	DAS212 - Dental Radiology II		23 (23/0)		
	8	DAS250 - Dental Seminar		24 (24/0)		
	9	DAS290 - Dental Assisting Practicum		24 (24/0)		
	10					
H	Linkages, activities or agreements with area high schools (Y or N). (Section X)					Y
I	Linkages, activities or agreements with four-year colleges? (Y or N). (Section X)					N
J	Linkages, activities or agreements with business and industry (Y or N). (Section X)					Y



### SECTION XIII: SUMMARY – PROGRAM STRENGTHS

**A. List and describe the program’s major strengths, as detailed at the end of each section of this review, or in the program’s external report (accreditation, approval, or certification).**

SECTION	AREA OF STRENGTH
<b>I ACCREDITATION APPROVAL</b>	<ol style="list-style-type: none"> <li><i>Institutional Effectiveness</i>--The program documented its effectiveness using a formal and ongoing outcomes assessment process to include measures of dental assisting student achievement.</li> <li><i>Educational Program</i>--The curriculum has been defined in terms of program goals, general instructional objectives, learning experiences designed to achieve the goals and objectives and evaluation procedures to assess student attainment of the goals and objectives.</li> </ol>
<b>II MISSION AND PURPOSES</b>	<ol style="list-style-type: none"> <li><i>Dental Assisting Program faculty</i> are well qualified in their discipline and dedicated to maintaining excellence by increasing student engagement, staying current with new teaching and clinical practicing techniques and focusing their efforts on providing high quality career preparation.</li> <li><i>The Dental Assisting Advisory Committee</i> and local dental professionals continue to support the Program’s ongoing success. This group offers practicum placement sites, meets regularly to advise the Program, assists with recruiting, serves as guest lecturers, supports service learning projects, donates scholarship money and equipment to the Program. The dental professionals in the Merrimack Valley have been and will continue to be a unique Program strength.</li> <li><i>The Dental Assisting Program serves as a valuable resource</i> to the community, offering affordable and excellent career preparation. Graduates are able to find employment and a rewarding lifetime career and area dentists have a source pool for well-prepared dental assistants.</li> <li><i>The Program is accessible</i> and provides a diverse group of graduates that mirror the population in the surrounding community.</li> </ol>
<b>III PROGRAM POLICIES AND PROCEDURES</b>	<ol style="list-style-type: none"> <li><i>The Dental Assisting Program has clearly stated policies</i> and procedures for students that align with college policies while meeting the needs of the Dental Assisting Program.</li> <li><i>The Program has identified objective measures</i> for determining student success that can be reviewed annually. When measures are not met, the Program faculty can easily determine the areas that need modification.</li> </ol>
<b>IV CURRICULUM</b>	<ol style="list-style-type: none"> <li><i>The curriculum is well planned and sequenced</i> so that foundational skills are taught first and higher order skills and knowledge build on those basic skills.</li> </ol>

<b>V PROGRAM RESOURCES FACULTY</b>	1. <i>Dental Assisting Program faculty is well qualified in their respective field of expertise.</i>
<b>VI PROGRAM RESOURCES CLASSROOM, COMPUTER LABS, INSTRUCTIONAL TECHNOLOGY LIBRARY</b>	1. <i>Classroom, Computer Laboratories, Instructional Technology, Library holdings and financial support for day to day operation of the Dental Assisting Program is adequate.</i>
<b>VII STUDENTS</b>	<p>1. <i>The admission criteria help select students that are well prepared for the demands of the Dental Assisting Program.</i></p> <p>2. <i>Faculty efforts to improve active learning in the classroom have led to improved retention rates.</i></p> <p>3. <i>Midterm reports help shift the emphasis of student success to the student. These reports give an early alert to failing students, allowing them time to improve their study skills.</i></p>
<b>VIII CONTENT EXPERTS</b>	1. <i>The Dental Assisting Program Advisory Committee is dedicated to maintaining the Program's ongoing success. Members of the dental community are extremely supportive of the Program.</i>
<b>IX LEARNING OUTCOMES AND ASSESSMENT</b>	1. <i>The Dental Assisting Program developed a formal Outcomes and Assessment Plan as part of the 2006 Program Review. This plan has been active since 2007 and has provided a structured method for conducting, evaluating Program Outcomes as well as a way to develop plans for improvement. The Dental Assisting Outcomes Assessment Plan has strengthened the Program and continues to assist the Program Coordinator and faculty to assess the Program on an ongoing basis.</i>
<b>X PROGRAM LINKAGES</b>	1. <i>Clinical sites provide excellent clinical experiences that allow students the opportunity to apply dental assisting knowledge to real life patient experiences with a culturally diverse population.</i>
<b>XI GRADUATE EMPLOYMENT</b>	1. <i>Despite the economic difficulties of the last few years, NECC Dental Assisting Program graduates have been able to obtain employment. The length of time to find employment has increased (approximately 6 months), however the graduates are able to find dental assisting positions within a reasonable amount of time after graduation.</i>
<b>XII PROGRAM DASHBOARD</b>	<p>1. <i>The number of Program graduates has remained well above the expected benchmark of 70%.</i></p> <p>2. <i>The Dental Assisting Program has filled all available seats in the program for the last three academic years.</i></p>

## SECTION XIV: SUMMARY – PROGRAM CHALLENGES AND AREAS FOR IMPROVEMENT – ACTION PLANS

**A. List and describe the program’s major challenges and areas for improvement detailed at the end of each section of this review, or. For each challenge, describe the action recommendation, as well as the individuals responsible for implementation.**

SECTION	CHALLENGE - AREA FOR IMPROVEMENT	ACTION RECOMMENDATION – INDIVIDUAL(S) RESPONSIBLE
<b>I ACCREDITATION APPROVAL</b>	1. <i>There were no weaknesses</i> noted by the visiting team during the 2008 accreditation site visit.	No Action needed
<b>II MISSION AND PURPOSES</b>	<p>1. Faculty must be able to participate in local, state and national professional development activities to stay current in teaching methodologies and clinical practice.</p> <p>2. The Program’s facility was constructed in 1996. An ongoing system to improve and renovate the existing space and repair and replace equipment to stay current in the dental field is needed.</p> <p>3. The college and Division of Health have the goal to increase the number of overall graduates by 2018 by 50%. The Program will need to hire an additional FT faculty member to meet that goal.</p> <p>4. The addition of the HOBET to the Dental Assisting Program’s admission criteria may limit access and decrease diversity without increasing retention and success in the Program.</p>	<p>The college, the Division of Health will need to identify and obtain funding sources to maintain Professional Development activities for Dental Assisting faculty and all faculty members in Health Programs, especially as Perkins funding is decreased.</p> <p>The college, the Division of Health and Dental Assisting Program faculty will need to work together to identify and obtain funding to improve and renovate the existing Dental Assisting Program space, repair and replace equipment to allow the Program faculty to provide current training in the skills necessary for working in a modern dental practice.</p> <p>Before the overall class size returns to 30 Dental Assisting students, the college will need to hire one additional FT faculty member for the DA Program to meet and maintain accreditation standards for designated faculty/student ratios.</p> <p>The addition of the HOBET to the Dental Assisting Program’s admission criteria will require ongoing review by the Program Coordinator to determine its effects on access, diversity, retention and success in the Program. (see also Section VII)</p>

<b>III PROGRAM POLICIES AND PROCEDURES</b>	1. The Program disseminates policies and procedures in many areas of the curriculum.	<p>There is a need to develop a Program Manual that encompasses all policies and procedures to be given to entering students. This Program Manual will be developed by the Program Coordinator and Program Faculty.</p> <p>The faculty will consider offering a Program Specific summer orientation, in conjunction with the college's orientation, to make students aware of policies and procedures.</p>
<b>IV CURRICULUM</b>	1. The Dental Assisting Program requires graduates to complete 37 credits in two semesters. With the challenges faced by most community college students, many find it extremely difficult to complete the course work in two semesters.	The Dental Assisting Program faculty will explore the possibility of instituting an extended program in Dental Assisting either in the day or as a hybrid offering through the iHealth area.
<b>V PROGRAM RESOURCES FACULTY</b>	1. The Program Coordinator does not receive adequate re-assigned time to complete the duties of Program Coordinator in order to maintain a high-quality educational program. The re-assigned time does not prove adequate time for the completion of the annual Outcomes Assessment process.  2. One PT faculty member does not currently hold CDA credential.	<p>Administration needs to review the re-assigned time for Health Program Coordinators in an effort to make a fair adjustment to workload and return to the 6 unit adjustment allocated at the time of the last accreditation report. Program Coordinator will continue to work with the Director of Outcomes Assessment to streamline the Outcomes and Assessment Process.</p> <p>Program Coordinator will require faculty hired after 2000 to earn DANB certification in Dental Assisting.</p>
<b>VI PROGRAM RESOURCES CLASSROOM, COMPUTER LABS, INSTRUCTIONAL TECHNOLOGY LIBRARY</b>	1. Future needs to support Program expansion, changes in the Accreditation Standards, purchase of more current technology will not be fully supported unless other funding sources can be identified.	<p>Continue to work with Dean of Health Professions and other administrators to develop and carry out plan to improve dental materials laboratory space.</p> <p>Work with Dean of Health Professions and VP to obtain funding for new digital radiology equipment and computers for dental operatories.</p>
<b>VII STUDENTS</b>	1. There is a need for recruiting male students to Health Careers and specifically Dental Assisting.	The Program Coordinator and Program Faculty will work with the Assistant Dean to develop recruitment activities directed towards recruiting male students into health careers.

<b>VIII CONTENT EXPERTS</b>	1. No challenges have been identified.	Continue to work with the Advisory Committee and dental community to support the success of the Program.
<b>IX LEARNING OUTCOMES AND ASSESSMENT</b>	SEE Section V	
<b>X PROGRAM LINKAGES</b>	1. The articulation agreements developed with two area vocational high schools have not provided any applicants to the Dental Assisting Program. Both agreements are currently expired.	The Program Coordinator and articulation services at the college will work with Secondary/ Postsecondary Linkages to review articulation agreements and renew them if they are still useful.
<b>XI GRADUATE EMPLOYMENT</b>	1. Further investigation is necessary to develop better methods to survey our graduates and employers.	<p>The Program Coordinator plans to work with the Divisional Dean to determine if the information collected by the college on <i>all graduates</i> can be broken down by department and provide additional information to the Program Coordinators.</p> <p>In addition, the Program Coordinator will work to find alternative methods to collect information from program graduates.</p>
<b>XII PROGRAM DASHBOARD</b>	Challenges in this section relate to number of male applicants to the Program and the number of FT faculty.	These challenges have been addressed in sections II and VII above.

## SECTION XV: RESOURCES REQUESTED

**If any specific resource needs were identified in this program review, and included in SECTION XIV Action Plan(s), please list these resources below, indicating for each whether the type of resource needed is Equipment, Personnel, space, or Other. If applicable and known, provide vendor and estimated cost information.**

<b>SECTION</b>	<b>RESOURCE NEED</b>	<b>TYPE OF RESOURCE</b>	<b>VENDOR/ ESTIMATED COST</b>
II and VI	Increased Professional Development Funds.	Financial	
	Funding to renovate Dental Materials Lab	Financial	Currently working on this project with Divisional Dean and VP of Lawrence campus.
	When program increases to admit 30 students, 1 Full Time Faculty Member will be needed in the DA Program.	Financial	
IV	Financial support to develop an iHealth option for Dental Assisting	iHealth funding	
V	Administration needs to review the re-assigned time for Health Program Coordinators in an effort to make a fair adjustment to workload and return to the 6 unit adjustment allocated at the time of the last accreditation report (2008)	Financial	
VI	Purchase new digital radiology hardware and software	Financial	Henry Schein provided bid for equipment for FY'13 budget: \$24,000: two #2 digital sensors, one #1 sensor, software provided with no charge from vendor.
	Funding to purchase computers (5) for all dental operatories		5 Computers, carts and 3 drops approx. \$18,000.

**REVIEW SUBMISSION**

<b>PROGRAM:</b>	<b>DENTAL ASSISTING PROGRAM</b>
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

<b>Individual Responsible for Completing the Program Review</b>	
Name: Kerin Hamidiani	Title: Program Coordinator
Signature:	Date:
<b>Program Coordinator</b>	
Name: same as above	
Signature:	Date:
<b>Department Chair (if appropriate)</b>	
Name: N/A	Title:
Signature:	Date:
<b>Assistant Dean/Director</b>	
Name: Nancy Garcia	Title: Assistant Dean, Division of Health Professions
Signature:	Date:
<b>Dean of Division</b>	
Name: Mary Farrell	Title: Dean, Division of Health Professions
Signature:	Date:

## **APPENDICES**



## **Appendix 1**

### **Table 1**

September 12, 2012

**DENTAL ASSISTING**  
**PROGRAM REVIEW TABLE 1 – ENROLLMENT IN PROGRAM-SPECIFIC COURSES**  
**MAJORS (M) / NON-MAJORS (N)**

*By Term*

	<b>Term</b>	<b>Course</b>	<b>AY 11 – 12 (M / N)</b>	<b>Sections Offered</b>
1	Fall 2011	DAS101 – Dental Assisting I	23 (23/0)	3
2	Fall 2011	DAS102 – Dental Materials and Procedures	23 (23/0)	3
3	Fall 2011	DAS111 – Dental Radiology I	23 (23/0)	4
4	Fall 2011	DAS120 – Dental Science	23 (23/0)	1
1	Spring 2012	DAS122 - Dental Practice Management	23 (23/0)	1
2	Spring 2012	DAS202 - Dental Assisting II	23 (23/0)	2
3	Spring 2012	DAS212 - Dental Radiology II	23 (23/0)	4
4	Spring 2012	DAS250 - Dental Seminar	24 (24/0)	1
5	Spring 2012	DAS290 - Dental Assisting Practicum	24 (24/0)	3

*By Academic Year*

	<b>AY11-12</b>	<b>Course</b>	<b>AY 11 – 12 (M / N)</b>	<b>Sections Offered</b>
1	Fall 2011/Spring 2012	DAS101 - Dental Assisting I	23 (23/0)	3
2	Fall 2011/Spring 2012	DAS102 - Dental Materials & Proc.	23 (23/0)	3
3	Fall 2011/Spring 2012	DAS111 - Dental Radiology I	23 (23/0)	4
4	Fall 2011/Spring 2012	DAS120 - Dental Science	23 (23/0)	1
5	Fall 2011/Spring 2012	DAS122 - Dental Practice Mgmt	23 (23/0)	1
6	Fall 2011/Spring 2012	DAS202 - Dental Assisting II	23 (23/0)	2
7	Fall 2011/Spring 2012	DAS212 - Dental Radiology II	23 (23/0)	4
8	Fall 2011/Spring 2012	DAS250 - Dental Seminar	24 (24/0)	1
9	Fall 2011/Spring 2012	DAS290 - Dental Assisting Practicum	24 (24/0)	3

## **Appendix 2**

**Chart 1, Chart 2, Chart 3**

## Dental Assisting - 0218

### Chart 1. Student Demand

	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	3 Year Average
Total Applications	37	38	38	38
First Time Freshmen who registered	8	2	2	4
External Transfers who registered	7	12	5	8
Internal Transfers who registered				
Readmitted Students who registered	17	17	20	18
Total Students new to program	32	31	27	30
Total Unduplicated Enrollment	27 / <b>30</b>	26 / <b>24</b>	26 / <b>24</b>	26/ <b>26</b>

### Chart 2. Program Completion/Student Transfer

	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	3 Year Average
Program Graduates	22 / <b>24</b>	21 / <b>20</b>	24/ <b>24</b>	22 / <b>23</b>
Students who transfer prior to graduation from program (multiple years out)	1	-	-	-

**Chart 3. Student  
Demographics**

		Asian	Black	Cape Verdean	Hawaiian/Pacific Islander	Hispanic	Native American/ Native Alaskan	White	Non- Resident Alien	Multi- Racial	Unknown	Total	Minority Percentage (unprorated)
AY 2009-2010	Male	0	0	0	0	5 / <b>1</b>	0	2 / <b>1</b> 17 /	0	0	1 / <b>0</b>	8 / <b>2</b> 19 /	63% / <b>50%</b>
	Female	0	0	0	0	0 / <b>6</b>	0	<b>22</b> 19 /	0	0	2 / <b>0</b>	<b>28</b> 27 /	0% / <b>21%</b>
	Total	0	0	0	0	5 / <b>7</b>	0	<b>23</b>	0	0	3 / <b>0</b>	<b>30</b>	19% / <b>23%</b>
AY 2010-2011	Male	0	0	0	0	0 / <b>0</b>	0	0 / <b>0</b> 22 /	0	0	0	0 / <b>0</b> 26 /	0%
	Female	0	0	0	0	4 / <b>3</b>	0	<b>21</b> 22 /	0	0	0	<b>24</b> 26 /	15% / <b>13%</b>
	Total	0	0	0	0	4 / <b>3</b>	0	<b>21</b>	0	0	0	<b>24</b>	15% / <b>13%</b>
AY 2011-2012	Male	0	0	0	0	0 / <b>0</b>	0	0 / <b>0</b> 18 /	0	0	0	0 / <b>0</b> 26 /	0%
	Female	1	0	0	0	7 / <b>4</b>	0	<b>19</b> 18 /	0	0	0	<b>24</b> 26 /	31% / <b>21%</b>
	Total	1	0	0	0	7 / <b>4</b>	0	<b>19</b>	0	0	0	<b>24</b>	31% / <b>21%</b>

\* Numbers in bold to the right of the diagonal line are the numbers from DA program records.

## **Appendix 3**

**Chart 5 A, B, C & D**  
**Chart 6**

**FALL 2012 ACADEMIC PROGRAM REVIEW: DENTAL ASSISTING CERTIFICATE PROGRAM**

### **CHART 5 (A), (B), (C), (D): FACULTY RESOURCES**

### 5(A). FULL-TIME FACULTY

[illegible]

## FALL 2012 ACADEMIC PROGRAM REVIEW: DENTAL ASSISTING CERTIFICATE PROGRAM

### **CHART 5 (A), (B), (C), (D) : FACULTY RESOURCES**

### 5(B). PART-TIME FACULTY

[illegible]



## FALL 2012 ACADEMIC PROGRAM REVIEW: DENTAL ASSISTING CERTIFICATE PROGRAM

### **CHART 5 (A), (B), (C), (D): FACULTY RESOURCES**

### 5(C). DCE FACULTY

[illegible]

## FALL 2012 ACADEMIC PROGRAM REVIEW: DENTAL ASSISTING CERTIFICATE PROGRAM

CHART 5 (A), (B), (C), (D): FACULTY RESOURCESCHART 5 (D): COMPARISONS BETWEEN FULL-TIME AND NON-FULL-TIME FACULTY (PART-TIME AND DCE):  
OVERALL NUMBERS AND CREDIT HOURS TAUGHT

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# OF NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT by FTF + NFTF (TCH)		PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING (2012)	2	27	2	1	4	28		50%	96.42%
FALL (2011)	2	15	2	11	4	26		50%	57.69%
SPRING (2011)	2	27	2	1	4	28		50%	96.42%

**CHART 6: FACULTY CREDENTIALS**  
**Complete one chart for each member of the faculty**

DATE \_\_\_\_\_ 10/3/2012 \_\_\_\_\_

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

<b>NAME:</b> Denise Wilkinson						
Current Academic Rank:		Tenure Status	Tenured [ ]	Not Tenured [X]		
<b>Academic Degrees:</b>						
Bachelor Degree BA [ ] BS [ x ]		Concentration:	Dental Hygiene/Healthcare Management			
Institution Granting Degree:						
Masters Degree:	MA [ ]	MS [x ]	MEd [ ]	MBA [ ]	MPH [ ]	Other
Concentration:		In progress				:
Institution Granting Degree		MCPHS				
Doctorate:		PhD [ ]	EdD [ ]	JD [ ]	Other:	
Concentration:						
Institution Granting Degree						
<b>Certifications</b>						
<b>Type</b>		<b>Issuing Agency</b>			<b>Date</b>	
Registered Dental Hygienist		NHTI			May 1986	
Local Anesthesia		State of NH			1996	
CPR Instructor		When Seconds Count			Jan. 2012	
<b>Membership in Professional Organizations</b>			<b>Awards</b>			
<b>Publications (relevant to teaching responsibilities)</b>			<b>Presentations (relevant to teaching responsibilities)</b>			

**CHART 6 (CONTINUED)**

<b>NAME:</b> Denise Wilkinson		
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>		
Type	Sponsoring Agency	Date
Annual Continuing Ed for licensure/ minimum of 20 credit hours	Multiple	
MS degree in progress	MCPHS	On going
<b>Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.</b>		
<p>My thesis is related to Dental Assisting Education involving dental materials research.</p>		

DATE\_\_\_\_10/17/12\_\_\_\_\_

<b>NAME: Joseph Beninato, DMD</b>						
Current Academic Rank:	<b>Instructor DCE</b>	Tenure Status		Tenured [ ]	Not Tenured [x]	
<b>Academic Degrees:</b>						
Bachelor Degree BA [ ] BS [ x ]		Concentration:	Microbiology			
Institution Granting Degree:		University of Massachusetts				
Masters Degree: Concentration:	MA [ ]	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ]	Other :
Institution Granting Degree						
Doctorate: Concentration: Dentistry		PhD [ ]	EdD [ ]	JD [ ]	Other:	
Institution Granting Degree		Tufts University School of Dental Medicine, Boston, MA				
<b>Certifications</b>						
<b>Type</b>		<b>Issuing Agency</b>			<b>Date</b>	
Dental License		State of Massachusetts			1985-Present	
<b>Membership in Professional Organizations</b>			<b>Awards</b>			
American Dental Association						
American Academy of General Dentistry						
Red Cross-CPR Instructor						
YMCA-swim instruction						
<b>Publications (relevant to teaching responsibilities)</b>			<b>Presentations (relevant to teaching responsibilities)</b>			

**CHART 6 (CONTINUED)**

<b>NAME: Joseph Beninato, DMD</b>		
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>		
Type	Sponsoring Agency	Date
<b>Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.</b>		
<p>23 years as DCE instructor with NECC.</p> <p>Practicing Dentist, Lawrence, MA</p>		

DATE\_\_10/16/2012\_\_\_\_\_

<b>NAME: Kerin Hamidiani</b>						
Current Academic Rank:	Professor	Tenure Status		Tenured [x ]	Not Tenured [ ]	
<b>Academic Degrees:</b>						
Bachelor Degree BA [ ] BS [ x ]		Concentration:	BS: Education AS: Dental Hygiene, cum laude			
Institution Granting Degree:		University of Vermont				
Masters Degree: Concentration:	MA [ ]	MS [ ]	MEd [x ] Adult Educ.	MBA [ ]	MPH [ ]	Other :
Institution Granting Degree		University of Vermont				
Doctorate: Concentration:		PhD [ ]	EdD [ ]	JD [ ]	Other:	
Institution Granting Degree						
<b>Certifications</b>						
<b>Type</b>		<b>Issuing Agency</b>			<b>Date</b>	
Dental Hygiene License		State of Massachusetts			1984- Present	
Certified Dental Assistant		Dental Assisting National Board			1985-Present	
CPR Healthcare Provider		American Heart Association			1974-Present	
<b>Membership in Professional Organizations</b>			<b>Awards</b>			
American Dental Education Association			Sigma Phi Alpha National Dental hygiene Honor Society			
			NISOD Excellence Award, 2003			
<b>Publications (relevant to teaching responsibilities)</b>			<b>Presentations (relevant to teaching responsibilities)</b>			
Co-authored textbook: <u>Case Reasoning for Clinical Dental Hygiene</u> , Lea & Febiger, Philadelphia, PA 1986			NECC Speaker Board, 2010-Present Topic: Oral Health and Systemic Disease			
			Case Studies in the Classroom, Division of Health Professions, December 2005.			

**CHART 6 (CONTINUED)**

<b>NAME: Kerin Hamidiani</b>		
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>		
Type	Sponsoring Agency	Date
American Dental Education Association, Annual Session, Orlando, Florida	American Dental Education Association	March 17- 20, 2012
Yankee Dental Congress	Massachusetts Dental Society	January 27, 2012
Esther Wilkins Symposium	Mass College of Pharmacy	November 2012
<b>Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.</b>		
<p>Organize and conduct annual Service Learning Project to provide dental sealants for children from Tilton School in Haverhill.</p> <p>Dental Hygiene licensing requirements: 20 CEUs biannually. Certificate in Dental Assisting requires: 12 CEUs annually.</p> <p>3 day workshop training for instructors: College Success Seminar, June 2012.</p> <p>Ongoing participation in NECC professional development workshops in teaching methodologies, technology and student success.</p>		



DATE 10/15/12

<b>NAME: Donna M. Marquis</b>						
Current Academic Rank:	Assistant Professor	Tenure Status		Tenured [ ]	Not Tenured [X]	
<b>Academic Degrees:</b>						
Bachelor Degree BA [ ] BS [X]		Concentration:	Dental Hygiene			
Institution Granting Degree:		University of New England, Westbrook College Campus, Portland, ME				
Masters Degree:	MA [ ]	MS [ ]	MEd [X] Adult Ed	MBA [ ]	MPH [ ]	Other :
Institution Granting Degree		University of Phoenix Online				
Doctorate:		PhD [ ]	EdD [ ]	JD [ ]	Other:	
Concentration:						
Institution Granting Degree						
<b>Certifications</b>						
<b>Type</b>		<b>Issuing Agency</b>			<b>Date</b>	
Certified Dental Assistant		Dental Assistant National Board (DANB)			Since 2004	
Registered Dental Hygienist		NH, MA			Since 2006	
CPR/AED Basic Life Support Healthcare Provider Instructor		When Seconds Count, Salem, MA			2012	
<b>Membership in Professional Organizations</b>			<b>Awards</b>			
NH Dental Association						
MA Dental Association						
Seacoast Periodontal Study Club						
<b>Publications (relevant to teaching responsibilities)</b>			<b>Presentations (relevant to teaching responsibilities)</b>			
			Academic Strategic Plan – Board of Trustees; Division of Health Professions FT Division/DCE Division			
			Reading Apprenticeship Reading for Understanding Reading Logs/Strategies for Comprehension to Community College Consortium May 2012; Health Division Staff Meeting			

**CHART 6 (CONTINUED)**

<b>NAME: Donna M. Marquis</b>		
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>		
Type	Sponsoring Agency	Date
Staff/Faculty Inquiry Group – Reading for Understanding	WestEd, Reading Apprenticeship	July 2010
College Success Seminar Training	NECC Reading Department	July 2012
Core Team Member, National Initiative Achieving the Dream	Academic Affairs	Ongoing since 2011
NEASC College Self-Study	NECC	2010
Attendance at Yankee Dental Congress Annually	Yankee Dental	Since 2006
<b>Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.</b>		
<p>Sponsor Honor Student Spring 2012 semester to work with Opportunity Works Facility for Mentally Disabled for providing training in Oral Health Care standards of care to staff.</p> <p>Clinical Coordinator Duties with Practicum Sites of 40+ Dental Practices located in NH and MA for Dental Assistant Program</p>		

## **Appendix 4**

### **Advisory Committee Minutes**

### Dental Assisting Advisory Committee Minutes

Date: November 5, 2009

Room 244, Lawrence Campus

7 pm

**Members present:** Dr. Joseph Beninato, Ruth Ann Croce, Paula Flynn, Alexandra Godoy, Mark Knutsen, Dr. Rudolph Lantelme, Dr. John Lem, Dr. Norman Rogers, Dr. Howard Zolot, Dorothy Vannah, Donna Marquis, Kerin Hamidiani.

Topic	Discussion	Action
Welcome Review of May 09 minutes	Minutes of the May 2009 meeting were sent with the agenda in and email for review.	Minutes of the May 2009 meeting were approved as written.
New Dental Assisting Technique	A video was shown to the group demonstrating a new “musical technique” for calming dental patients.	Humorous dental office video from the <i>Jay Leno show</i> was played. Many requested a copy via email.
Update on the Class of 2010	<p>Began the year with 31 students (1 returning). Currently there are 27 students registering for spring 2010. The reasons for loss of 4 students:</p> <ul style="list-style-type: none"> <li>1 medical</li> <li>3 academic</li> </ul> <p>Most all students have completed the fall observation in a dental office.</p> <p>7 participated in Oral Health Night at the Lawrence Family Daycare on October 21, 2009. Families attended and students worked with BU dental students presenting oral health education.</p> <p>All are registered for Yankee Dental Congress in January 2010.</p>	<p>Our benchmark for retention is 70%. We utilize the academic support center, PACE and dental assisting tutor to help with academic issues. Students that fall below 73% in their coursework are recommended to tutoring.</p> <p>300 people attended.</p> <p>This will be the first year that some courses will be offered to students for free.</p>
Changes with the DA Program Full time faculty Student numbers	<p>Dorothy Vannah is leaving NECC. She has accepted a position at Tufts School of Dental Medicine where she is now the Director for Simulation Learning.</p> <p>--continued--</p>	<p>Congratulations Dotti, we will miss you.</p> <p>--continued--</p>

--Changes with the DA Program cont- -	Due to the current decline in job opportunities for Dental Assisting graduates and the loss of one FT faculty member, the program is considering a reduction in the number of students admitted for fall 2010 from 30 down to 24. This would probably lead to a graduating class of approximately 18.	The advisory committee members felt strongly that the program should keep its incoming class at 30. It was thought that hiring trends will return to normal soon.
Mass State Budget for Higher Ed	The FY'11 State budget is expected to have a huge deficit. Funding to Community Colleges may be reduced by 7.2%. The College is not likely to hire additional staff to replace the FT position lost in Dental Assisting.	Since it is unlikely that the one FT faculty position will be replaced, suggestions were made to hire a PT clinical coordinator in addition to a DCE faculty member for courses that are not taught by the two remaining FT faculty.
Donations of equipment/supplies	The Dental Assisting Program has received equipment donations this fall: 1. Large AT2000 Automatic Processor—Dr. Hirsch, Newburyport 2. Peri Pro Processor—Dr. Burba, Peabody 3. Artwork for dental lab—Donna Marquis	The College will provide an “official donation form” to the dentist when donations are made. When the form is submitted to the college a thank you letter is sent to the dentist that may be used for tax documentation. In addition, the College receives matching funds from the State.
Practicum issues Office Visits Survey Results CEUs for DAs	Office Visits for Spring 2010: The faculty may be visiting students less often this spring as we adjust to the reduction in faculty.  Survey: At the end of last year, a survey was sent to all 40 practicum offices asking for feedback about the practicum. 17 surveys were returned (42%).  CEUs: All practicum offices received CEU forms to duplicate and distribute to CDAs that worked with students.	Dentists responding to the practicum survey were satisfied with the preparation of students. Dentists also were asked to list the common dental materials used in their offices. These same materials were utilized in the Dental Materials course this fall to better prepare students for practicum 2010.  CDAs were appreciative of CEUs for time spent working with NECC students during practicum.
New Massachusetts dental regulations governing DAs	The committee of the BORID has been meeting each month since the passage of the new legislation in Jan 2009. Dental Assistants will register in the State beginning in 2011.	A list of delegable duties will go to public hearing and hopefully will be ready to disseminate by spring 2010.
2010 Dental Sealant Clinics	Possible dates for spring sealant clinics:	Dr. Beninato volunteered to help with the Monday

	April 5 <sup>th</sup> and 9 <sup>th</sup> OR April 12 <sup>th</sup> and 16 <sup>th</sup> .	clinic. Kerin will contact Dr. Velde for Friday clinic.
<p>New DA program: Greater Lawrence Technical School</p> <p>New articulation with North East Metropolitan Vocational HS</p>	<p>A new dental assisting program is proposed for Greater Lawrence Vocational Technical H.S.</p> <p>NECC has a new articulation with graduates of the Dental Assisting Program at North East Metropolitan Vocational H.S (see Career Maps)</p>	<p>When this is up and running there will possibly be overlap with practicum sites. Issues that dentists need to consider with H.S. students:</p> <p>Health immunizations, CORI/SORI status, They will not be eligible to take x-rays until 18 yrs. and cannot be fully certified until they have two years of on-the-job experience.</p> <p>If dentists choose to support non-accredited programs, there will most likely be a decline in accredited programs.</p>
Job placement	Two '09 graduates are looking for FT employment and one is looking for PT. 2 graduates have decided to return to school.	Dentists were asked to send announcements of job openings to Kerin's email address. These job opportunities will be send out to the '09 graduates.
New Business Career Map for Offices	Career Maps were distributed and discussed. Should these be distributed to practicum sites?	The committee felt that these could be displayed at practicum sites as a recruiting tool.
Date for spring meeting	Possible dates: April 29 <sup>th</sup> or May 6 <sup>th</sup> , 2010.	May 6, 2010 was selected.
Adjournment	Motion was made to adjourn	Meeting adjourned at 8:40PM.

### Dental Assisting Advisory Committee Minutes

Date: April 29, 2010

Room 244, Lawrence Campus

7 pm

**Members present: Anne Butterworth, Ruth Ann Croce, Dr. Joseph Beninato, Dr. Norman Rogers, Paula Flynn, Alexandra Godoy, Dorothy Vannah, Dr. Rudolph Lantelme, Cheryl LeBlanc, Barbara Ryan, Dr. Howard Zolot, Jackie Long-Goding, Donna Marquis, Kerin Hamidiani.**

Topic	Discussion	Action
Welcome		
Review of the minutes of the November 2009 meeting.	Minutes from the November 2009 meeting were reviewed.	There were no corrections or additions to the November 2009 minutes. The committee voted to approve the minutes as written.
Update on the Class of 2010 and Incoming Class 2011	<ul style="list-style-type: none"> <li>We expect 24 students to complete the DA program and graduate in May 2010.</li> <li>We have decided to accept 24 students for fall 2010, instead of 30 as was our previous number.</li> </ul>	Although the advisory committee had suggested that the DA program remain at 30 new accepts, they agreed with the rationale for the lower number of accepts for fall of 2010. The number of accepts will be reviewed each year.
New Instructional Methodologies <ul style="list-style-type: none"> <li>DAS290 Dental Assisting Practicum</li> <li>DAS122 Dental Practice Management</li> <li>DAS250 Dental Seminar</li> </ul>	Donna and Kerin demonstrated new instructional methodologies for the spring DA courses. <ul style="list-style-type: none"> <li>DAS290 has the practicum schedule posted and updated so that <i>instructors and students</i> can view the schedule and be aware of any changes. Changes are posted to Blackboard in “pink” so they are clearly evident to all. These changes are posted as they occur by the Clinical Coordinator.</li> <li>DAS290 has a “virtual office hour” on Sunday nights from 8pm-9pm. Students may log on and discuss practicum issues with instructors in a “live forum”.</li> <li>DAS250 has developed a “clicker” review for DANB. Donna gave the advisory committee a sample review utilizing clickers so that all could respond to multiple choice questions electronically. All responses could be viewed.</li> </ul>	The advisory committee enjoyed the presentation, especially the opportunity to try out the clicker review. All agreed that this was a great way to keep students actively involved in the subject matter.

Job Placement with MDS	The committee discussed possible ways to make dentists in the MVDDS aware that students are graduating in May and seeking employment. Methods were discussed to connect the graduate to the dentist looking to hire.	Dr. Rick Lentini is Editor of the MVDDS newsletter. Last issue is in February. Send him an announcement and contact information for dentists looking for assistants. Dr. Trowbridge will send out an email blast. Dr. Zolot will assist with getting this blast sent out.
New Massachusetts dental regulations governing DAs	The committee discussed the new regulations to be promulgated by the Board of Registration in Dentistry.	Dr. Zolot reported that the new regulations governing dentistry and dental hygiene were almost completed (summer 2010) The dental assisting regulations were not expected to be completed until fall 2010.
2010 Dental Sealant Clinics	Two sealant clinics were conducted on April 12 and 16. Dr. Beninato served as legal coverage on Monday and Dr. Velde served on Friday. The committee viewed a slideshow of sealant day.	30 children received dental sealants. In addition to the two dentists, 10 CDAs or RDH volunteers attended the clinics. We are grateful to all that assisted our students. <b>We encourage more dentists to get involved in our sealant days.</b>
Practicum Placement and Issues.	NECC needs more orthodontic, oral surgery placements.  Small Smiles is requiring “drug testing” for all students that are assigned to their clinic.	Committee members suggested; <ul style="list-style-type: none"> <li>• Dr. John Pavlo, Harris Street, Newburyport and office in Peabody.</li> <li>• Dr. Blazer, Newburyport Oral Surgery</li> <li>• Dr. Trowbridge, Lowell, MA</li> <li>• Dr. Stone, Oral Surgeon, Lowell, MA</li> <li>• Northeast Oral Surgery, Andover, MA</li> </ul>
New Business	New Bldg update: demolition is scheduled to begin in Nov. 2010 on current parking garage with new construction to be completed by 2013.  NECC is developing 25,000 sq ft at Riverwalk in Lawrence to open July/Aug 2010.	Business courses, Adult Basic Ed, 20 classrooms for both day and night will be offered at Riverwalk.
Date for fall meeting	10/28/2010 Thursday	
Adjournment	Meeting adjourned at 8:10pm.	



# **Dental Assisting Advisory Committee Minutes**

Date: **Thursday, October 28, 2010**

Room L244, Lawrence Campus

7 pm

**Members present:** Dr. Joseph Beninato, Anne Butterworth, Ruth Ann Croce, Paula Flynn, Dr. Norman Rogers, Barbara Ryan, Dorothy Vannah, Dr. Howard Zolot, Jackie Long Goding, Donna Marquis, Kerin Hamidiani

<b>Topic</b>	<b>Discussion</b>	<b>Action</b>
<b>Welcome</b> Review of the minutes of the April 2010 meeting.		Minutes were reviewed and accepted without correction.
Update on the Class of 2011	<p>23 Students, all female  18 are less than 23yrs (16)  2 are 24 -29 yrs (8)  3 are older than 40 yrs (1)</p> <p>Academically weaker class, based on grades to date  <b>Clinically strong</b>  Admissions criteria was revised in fall 2009</p> <ul style="list-style-type: none"> <li>Added GPA of 2.0 H.S and College</li> <li>Science course with C or higher within the last 5 years.</li> <li>Looking to revise for fall 2012 by adding the TEAS (test of essential academic skills). JLG</li> </ul>	No action
Massachusetts dental regulations governing DAs	<p><b>On Sunday 10/24 MDAA sponsored a workshop on the new regulations for DAs.</b>  Dr. Mina Paul reported from the BORID– the goal of the revision is to establish standards for DAs across the state of Mass.</p> <ul style="list-style-type: none"> <li>14 – 16,000 dental assistants (1800 CDAs, more with RHS/ICE credentials)</li> </ul> <p>The new regulations will set out rules for:</p> <ul style="list-style-type: none"> <li>Registering of DAs</li> <li>The practice of dental assisting (skills)</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Final mtg of the Dental Assisting Workgroup is 11/10/2010.</li> <li>Final draft of changes: 12/10/2010</li> <li>BORID votes</li> <li>Public comment (6-8wks)</li> <li>Public hearing</li> <li>BORID reviews all comments</li> <li>April or May 2011 FINAL draft</li> <li>90 period to comply (media blast, letters to</li> </ul>

Massachusetts dental regulations governing DAs	<ul style="list-style-type: none"> <li>• Level of supervision</li> <li>• Prohibited skills</li> </ul> <p>There will be 4 categories: OJT, Formally trained, CDA and EFDA.</p> <ul style="list-style-type: none"> <li>• The chart listing duties will be changed.</li> <li>• Assistants will be licensed.</li> <li>• 20 CEUs/2yrs</li> <li>• New applicants: required to take a jurisprudence exam</li> </ul>	<p>schools, monitor the website)</p> <p><a href="http://www.mass.gov/dph/boards/dn_dentistry.admin@state.ma.us">www.mass.gov/dph/boards/dn_dentistry.admin@state.ma.us</a></p>
DANB Updates	<p>New fees: \$375 CDA, \$200 GC, \$175 RHS, \$175 ICE \$250 RHS/ICE combo</p> <p>COPA-new exam Certified Preventive Assistant Exam April 2011</p> <ul style="list-style-type: none"> <li>• Developed to support the ADA Oral Preventive Assistant workforce model approved in 2006.</li> <li>• Coronal polishing, topical fluoride, sealants, topical anesthetic (no scaling for plaque induced gingivitis as only one state allows assistants to do this-Kansas)</li> <li>• Graduate of a ADA accredited dental hygiene or dental assisting program or have passed the DANB CDA examination.</li> </ul> <p><i>New online review courses: RHS \$75</i></p>	<p><b>DANB exam results for 2009</b></p> <ul style="list-style-type: none"> <li>• 12 graduates took and passed all components to become CDAs.</li> <li>• 1 graduate is currently at Vermont Tech and 2 are at UNE for dental hygiene</li> </ul> <p><b>2010 results coming in from graduates</b></p> <ul style="list-style-type: none"> <li>• 17 graduates passing all or portions of the DANB</li> </ul>
Upgrades to dental lab.	<p>Autoclave, ultrasonic, cassettes</p> <p>2 new computers, online connection, updated Schick software for digital radiography, online tech support.</p>	No action taken
Practicum Scheduling Issues—how can we do it better?	<p>We need advise about how to improve and streamline the process of making the practicum schedule:</p> <ul style="list-style-type: none"> <li>• Call all office in Dec to update hours, days, vacation and leave time, and contact person</li> <li>• Plan schedule in Jan</li> <li>• Mail letters 2 wks in advance (observation in fall too)</li> <li>• Multiple changes throughout the semester</li> </ul> <p>How can we make it better? Donna has some new thoughts on the practicum schedule.</p>	<p>Program will hire a Clinical Coordinator to work with student schedule changes through out the spring 2011 semester.</p> <p>Student will be asked about their areas of interest earlier in order to schedule with specialty practices.</p> <p>An orientation will occur before practicum begins in January.</p>
Recruiting/publicity	Dental Assisting Publicity	<ul style="list-style-type: none"> <li>• The dental assisting program had newspaper photos from sealant days.</li> <li>• An article was published in the summer of 2010 about a NECC graduate and her dental</li> </ul>

		<p>office donating oral health kits to the military group in the mid-east.</p> <ul style="list-style-type: none"> <li>• Donna Marquis represented the program at the “NECC Women Returning to Work” session.</li> <li>• A 2010 graduate was featured in the NECC Alumni Report.</li> </ul>
GLVTHDS dental assisting program/letter to dentists	This high school program is going forward. Dentists in the Merrimack Valley have been contacted to serve as advisory members, donate equipment. Next: practicum sites.	No action taken.
New Business	Family Oral Health Nights 10/26 and 10/28 evenings at Lawrence Community daycare facilities. 10 students participated along with BU faculty.	NECC DA students participated to give oral health information to children and parents.
Date for spring meeting	April 28 or May 5, 2011	April 28, 2011 was selected as the date for the spring advisory committee meeting.

### Dental Assisting Advisory Committee Minutes

Date: April 28, 2011

Room L244, Lawrence Campus

7 pm

**Members present:** Anne Butterworth, Paula Flynn, Cheryl LeBlanc, Dr. John Lem, Dr. Norman Rogers, Barbara Ryan, Dorothy Vannah, Dr. Jeanne Velde, Dr. Howard Zolot, Donna Marquis and Kerin Hamidiani

Topic	Discussion	Action
Welcome  Review of the minutes of the October 2010 meeting.	Minutes to of the October 2010 meeting were reviewed.	Minutes were approved as written.
Update on the Class of 2011 and incoming Class of 2012	20 students will graduate on Saturday May 21, 2011 2 additional students will complete their degree requirements in August 2011.  24 applicants have been accepted for fall 2011. 5 on the waitlist	There was a 91% retention rate this year however this has been an academically weak class. Many hours have been spent in remediation: tutoring, open labs, learning accommodations. The class has exhibited strong clinical skills, excellent radiology skills and has had good results/feedback in practicum.
Review of new admission criteria for fall 2012: HOBET	In place for fall 2012, applicants to the Dental Assisting Program will complete the HOBET: Health Occupations Basic Entrance Test. (same as TEAS for Nursing) The test consists of four content areas: Math, Reading, English and Science.  Although the current admission criteria were revised for fall 2010 and 2011, the addition of a science course requirement and a 2.0 GPA has not resulted in students with stronger academic skills.  Retention rates were dropping and students were requiring assistance with basic academic skills.  Many were able to waive the mandatory assessment testing in	<ul style="list-style-type: none"> <li>Used by other health programs with good results.</li> <li>Has statistics from other colleges that use this exam for dental assisting applicants</li> <li>“Cut” scores were set for NECC based on HOBET statistics and scores in other dental assisting programs. -Rad Tech, Found that people that score low in reading comprehension are generally not successful in the program - DA set reading “cut” scores higher than other areas of the exam</li> <li>Exam in administered on a computer at NECC Haverhill campus on a monthly basis.</li> </ul>

	<p>reading, writing and basic math by transferring in grades from other college courses. Many of these applicants that “waived” testing could not read at the appropriate level. (often take 1 course at a time and then cannot handle 15 -21 credits at a time.</p> <p>Dr. Rogers recommended that the incoming class be given the HOBET as a test run to determine if established cut scores for 2012 were valid. Kerin responded that this was suggested but there was not a funding source for paying for a pilot HOBET.</p> <p>Dr. Lem suggested administering a older copy of the HOBET or a review copy for test purposes.</p> <p>All agreed that the HOBET was a good idea but were concerned that applicants would not meet the cut scores and there would not be a class for fall 2012.</p>	<p>4 hours, \$70.</p> <p><b>Kerin will report on the HOBET process at the spring 2012 meeting.</b></p>
Student retention: Reading Logs	<p>Donna Marquis—discussed her trip to Oakland, CA as a member of the NECC SFIG (student/faculty inquiry group) on reading. The group researched techniques to improve student reading. One tool for <i>metacognitive reading</i> is a reading log. Donna incorporated reading log exercises in DAS111 in fall 2010 semester which greatly improved student learning of radiology and ALL students passed Dental Radiology I Donna distributed descriptions and samples of reading logs.</p> <p>Dr. Rogers inquired if all our students that have graduated from High School. When the response was ‘yes’ he wondered why reading was something we had to be teaching. We discussed the typical community college student, reasons why they get to our program without reading skills.</p>	<p>We will begin to use this exercise in all DA courses next year.</p> <p>New admission criteria will require HOBET testing for fall 2012 with greater emphasis on testing reading comprehension.</p>
The “news” from practicum sites	<p>We’ve discovered many changes when visiting practicum sites this year. These changes will require teaching our students about new techniques and materials.</p> <ul style="list-style-type: none"> <li>Human growth factor (DM)</li> </ul>	<p>Donna and Kerin will incorporate new materials and techniques into the curriculum.</p> <p>Anne Butterworth suggested helping students learn</p>

	<p>Dr. DiMauro has his DAs also certified in phlebotomy so they may draw patient's blood to use in making "growth factor". The patient's own growth factor is used to enhance healing after extractions and before implants.</p> <ul style="list-style-type: none"> <li>• Many more Cerec machines</li> <li>• Orthodontic brackets being placed on models and then fabricating stents. Brackets can then be placed all at one time!</li> <li>• Digital models</li> <li>• New materials in endodontics-Mineral Trioxide Aggregate used for filling root canals. Also used for tooth reimplantation</li> <li>• Microscopes</li> <li>• 3D imaging</li> <li>• Greater use of intra oral photographs</li> <li>• Paperless offices</li> <li>• Documentation! Documentation!</li> </ul>	<p>to talk to patients about dental insurance. It would be helpful if DAs could present the basics of insurance coverage as treatment is suggested to patient. Donna responded that the DAS122 Practice Management course teaches about completing insurance information but suggests that DAs leave explanation to the front desk staff so as not to conflict with information at the discharge point. However, this can be brought up as a possible practice scenario.</p> <p>Dr. Velde asked that students practice more with instrument transfer. Now that dentists are wearing loops they really cannot see the instrument being passed so the assistant needs to deliver it with a "strong" pressure so the dentist can feel the instrument being passed. It was suggested practice instrument transfer with "blindfolds" on the person role playing the dentist. Kerin agreed as long as the instruments for practice were "blunt".</p> <p>Cheryl wanted students to have more practice having instruments ready before needed and Barbara agreed with this suggestion--along with have them passed ready for use (not backwards).</p> <p>All great suggestions that will be incorporated into next year's lab sessions in DAS101 and DAS122.</p>
Practicum Scheduling Issues— how we plan to do it better.	<ul style="list-style-type: none"> <li>• 5 week rotations</li> <li>• Fewer rotations, fewer student changes</li> <li>• Keep the <i>much successful</i> calendar with student photos—how do we get these to the right personnel?</li> <li>• Fewer rotations to specialty practices but more select students that have a real interest in the specialty</li> <li>• Continue to revise and post scheduling changes on</li> </ul>	<p>Most of the group felt 5 week rotations were too long and suggested 4 weeks with fewer time in specialty practices.</p> <p>It was agreed that this year's "practicum calendars" with student photos were fantastic and that in the future these could be emailed to dental offices.</p>

	Blackboard	
Massachusetts dental regulations governing DAs.	<p>4/5/11 Kerin emailed the DPH this question: I am looking for the new regulations that are proposed for Dental Assistants in Massachusetts. I believe the regulations were to be posted to the DPH website for public comment. I have not been able to locate them.</p> <p>An extensive discussion ensued regarding non-accredited schools and the “danger” of allowing students into practices with little to no preparation.</p> <p><b>Proprietary programs: diploma</b></p> <ul style="list-style-type: none"> <li>• <b>Seacoast Career School, Manchester, NH</b> No “real” lab, \$14000, must find your own practicum and get 300 hours.</li> <li>• <b>Kaplan Career Institute, Boston, MA</b></li> <li>• <b>Dental Careers of the North Shore</b></li> </ul>	<p>DPH response: These have not yet been reviewed by the Executive Office of Health and Human Services. Once they are ready to be posted for public comment, they will appear on the Board's web site: <a href="http://www.mass.gov/dph/boards/dn">www.mass.gov/dph/boards/dn</a>, under News &amp; Updates.</p> <p>The timetable depends, in part, on the Executive Office of Health and Human Services who will need to review the proposed regulations before returning them to the Board. However, the public comment period is 90 days. Please check our web site weekly to see when that period will begin.</p> <p>Dr. Zolot said after his last conversation with the BORID that the DA regulations were more likely to be out for public comment in the summer and ready to be implemented in fall 2011. He will follow up and get a better idea of the timetable.</p> <p>Many of these students are showing up in practicum sites. NECC students are checked in the following areas BEFORE going to practicum:</p> <ul style="list-style-type: none"> <li>• Immunizations</li> <li>• CORI/SORI</li> <li>• Drug tested</li> <li>• Dress code (i.e. nails, tattoos, professional demeanor)</li> </ul>

	<p>10 week program-\$6000</p> <ul style="list-style-type: none"> <li>• <b>Certificate of Completion in Basic Dental Assisting---MDS</b></li> </ul> <p><b>Admission Criteria:</b> high school diploma or GED 36 hrs, \$1500</p> <p><b>Upon finishing each program the attendee will receive:</b></p> <ul style="list-style-type: none"> <li>• MDS certificate signifying completion of the course work, which can be displayed in the dental office</li> <li>• Summary of training</li> <li>• Letter of recommendation</li> <li>• Certification in radiology approved by the BORID (2 days)</li> <li>• Completion of BORID biennial CE requirement of infection control class</li> <li>• Certification: American Heart Association two year BLS Healthcare Provider card</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write.</li> </ul> <p><b>Proprietary schools do not do any of the above.</b></p> <p>Kerin asked: Why are dentists supporting these programs when the ADA, their own professional organization, sets guidelines for education of dental assistants? The accreditation guidelines assure that the assistant working in the office is safe, skilled and educated.</p> <p><b>If dentists do not support accredited programs, they will disappear.</b></p>
Recruiting/publicity	NECC recruiting brochure: one page feature on NECC DA graduate '10, Macelly Sanchez.	Brochure was distributed.
Announcements	<p>Sealant Clinics Monday April 11 and Friday April 15, 2011</p> <p>May 1, 2011, CHIPs program, Kid Fest, Haverhill</p>	<p>Completed sealants for 27 second graders from Tilton School in Haverhill. Used DIGITAL radiographs which sped up the process. Dentists found this extremely helpful.</p> <p>3 NECC students will attend and help with obtaining bite registrations for child identification.</p>
New Business	<p>New Dental School- Portland, Maine to Open 2013 40 students</p> <p>Dr. Lem asked about the requirement for Electronic records—2015?</p>	<p>Dr. Zolot has met the Dean of the new dental school in Maine. The new school will be similar to Arizona's newer school. The focus will be on Community Health Dentistry. This purpose of this design is to get the dentist to practice in areas that are underserved – more rural settings, institutional settings, etc.</p> <p>Dr. Zolot said the ADA is lobbying for an exemption for dentistry.</p>



	Kerin apologized for “lack” of reserved parking.	Kerin will determine why the 10 cones were removed before committee members arrived and rectify for fall meeting.
Date for Fall meeting	possible dates Oct 27th or Nov 3 <sup>rd</sup> , 2011	October 27, 2011 was chosen
Adjournment	Motion was made to adjourn.	Meeting adjourned at 8:40pm.

# **Dental Assisting Advisory Committee Minutes**

Date: 10/27/11

Room L144, Lawrence Campus

7 pm

**Members present:** Dr. Joseph Beninato, Ruth Ann Croce, Paula Flynn, Alexandra Godoy, Dr. Rudolph Lantelme, Margaret Mahan, Barbara Ryan, Dorothy Vannah, Dr. Jeanne Velde, Dr. Howard Zolot, Jackie Long-Goding, Donna Marquis, and Kerin Hamidiani

<b>Topic</b>	<b>Discussion</b>	<b>Action</b>
Welcome New Member	Margaret Mahan, Mayor's Health Task Force (Oral Health Working Group)	
Review of Minutes April 2011 meeting	Minutes were emailed to the group. Kerin asked for corrections or motion to approve minutes.	Minutes were accepted as written.
Update on class of 2012	<p><b>23 female students</b> (lost one student early in Sept)</p> <p>3 Haverhill  3 Groveland, W Newbury, Salisbury,  3 Dracut, And, No Andover  5 Lawrence,  1 Danvers,  8 So NH</p> <p><b>4 MVDDS Scholarships:</b> Sui Li, Lawrence, Gina Broyer, Kingston, NH, Heather Venturo, Haverhill, Mary Wright, Windham, NH</p> <p>Ages: 10 students &lt; 23years  5 students 24-29years  3 student 30-34years  1 student 35-39 years  4 students &gt; 40years</p> <p>7 applicants remained on the waitlist and are being offered seats in next year's class.</p>	A new admission criterion has been added for fall 2012: HOBET examination.

Proposed change to Massachusetts Law governing Dental Assisting	<p>Handout was distributed with selected pages of the proposed law relating to Dental Assisting.</p> <p>Feedback on these changes was solicited from Advisory Committee.</p>	<p>Once approved, the new regulations will require Certified Dental Assistants and Formally Trained Dental Assistants to:</p> <ul style="list-style-type: none"> <li>• Complete an application and pay licensing fee - Licensed Dental Assistant</li> <li>• Provide proof of completion of a dental assisting program (see requirements)</li> <li>• Pass an Ethics/Jurisprudence Exam</li> <li>• Hold current CPR certification</li> <li>• Submit a passport type photo</li> <li>• Submit a physician's statement that an exam was completed in the last 6 months.</li> <li>• Submit proof of satisfactory good moral character????</li> <li>• Complete CEUs</li> <li>• Renew license biennially and pay fee</li> </ul>
Student Retention: Update on Reading Logs	<p>Reading logs have been given as assignments in dental assisting classes this semester.</p> <p>Donna and Kerin reviewed their thoughts on Reading Log assignments this semester.</p> <p>Reading logs help to immediately identify students with difficulty reading textbooks. They provide an opportunity to justify tutoring and to meet with the student and plan strategies for improvement. They help students organize their thoughts while reading and pick out the important facts in the textbook.</p>	
New Practicum Sites and Practicum scheduling	<p>See letters.</p> <p>Updated previous practicum site information and will begin scheduling students for spring. 4 week rotations with general dentists (10 days) and 2 weeks with one specialty of interest for each student.</p>	<p>Advisory committee suggested that the program contact:</p> <ul style="list-style-type: none"> <li>• Dr. John Pavlo, Orthodontist</li> <li>• Dr. Howard Zolot, Periodontist</li> <li>• Dr. Carmen Santana-Paine, Genl Dentist</li> <li>• Dr. Bart Blaeser, Oral Surgeon</li> <li>• Drs. Stone &amp; Trowbridge, Oral Surgeons</li> </ul>

<b>City of Lawrence Oral Health Fair Nov 19, 2011</b> Lawrence Senior Center 155 Haverhill Street 10 am – 2pm	6 Students have volunteered their time to help “man” tables with Oral Health information for children and parents.	Brochure circulated
Announcements	JLG—iHealth  “50 <sup>th</sup> Anniversary” of NECC, Nominations for “Make a Difference Awards” see criteria Kerin asked for a volunteer to nominate Dr. Joe Kalil	Jackie described the new iHealth programs at NECC.  Dr. Velde volunteered to submit a nomination on behalf of the advisory committee.
New Business		No new business was brought forward.
Date for Spring Meeting	Possible dates April 26 or May 3, 2012	May 3, 2012 was selected.
Adjournment	Motion was made to accept the minutes	Meeting adjourned at 8:20pm.



# **Dental Assisting Advisory Committee Minutes**

Date: May 3, 2012

Room L244, Lawrence Campus

7pm

**Members present:** Dr. Joseph Beninato; Anne Butterworth; Ruth Ann Croce; Paula Flynn; Alexandra Godoy; Dr. John Lem; Margaret Mahan; Dr. Norman Rogers; Dorothy Vannah; Dr. Howard Zolot; Jackie Long-Goding; Kerin Hamidiani; Donna Marquis

Topic	Discussion	Action
Welcome	Attendees acknowledged	Meeting came to order 7pm
Introductions	NECC by the Numbers: Despite recent published reports and newspaper articles criticizing community colleges in Massachusetts for having low graduation rates and for not responding effectively to the needs of the workforce, President Lane highlighted that in 2011 1,048 degrees and certificates were awarded (the highest number in the history of the college); and 95% of students were employed within one year of graduation (five year average and most students report being employed in their field of study)	
Review of the minutes of the October 2011 meeting	Minutes were emailed to the group in advance of the meeting. Kerin asked for corrections or motion to approve minutes. Dr. Norman Rogers name had been inadvertently missing from the members present.	Adjustment of additional member present at 10/27/11 meeting and minutes were accepted by all members present.
Update on the Class of 2012	We began the semester with 23 students (as one dropped out in the first week). We ended the year with 24 students from the Program (as one student re-joined the class from the previous year).	24 students graduated from the Program on May 19, 2012.

<p>Update on the Class of 2013, Recruiting</p>	<p>8 students have been accepted as of 5/3/12. This class will be the first students that were administered the Health Occupational Basic Entrance Skills Exam (HOBET) – 4 areas measured: Reading; Math; Science and English Language.</p> <p>Student scores may limit enrollment numbers. However all health programs report experiencing lower than usual enrollment numbers possibly related to economy.</p> <p>Additional marketing could benefit enrollment.</p> <p>Dr. Rogers inquired as to our insight into why enrollment may be low. Jackie indicated that all Health Division Programs were low – hospitals wanted experience – this year was the worst in 10 years for the division as a whole. National data reflects health fields are growing. Kerin reported that the Department of Labor stats reflected that Dental Assisting was touted as in the “Top 10” careers for the next 10 years.</p>	<p>Advertising Program in Newspaper was suggested by Ann B.</p> <p>Recruiting activities conducted in the academic year 2011/12:</p> <ul style="list-style-type: none"> <li>• Open House in December 2011</li> <li>• Health fair at the Haverhill Campus April 2012</li> <li>• College for a day/career day in the local area High Schools, May 2012.</li> </ul> <p>More brainstorming with administrators and the new Director of Admissions will be conducted to improve recruiting efforts.</p> <p>Kerin will provide recruiting brochures as enclosures to end of the year letters to practicum dentists; Donna to distribute for EHS in Exeter.</p> <p>Kerin indicated that she would email past classes to remind them to refer friends to our DA Program for recruitment purposes.</p>
<p>New Practicum Sites</p>	<p>Program is in need of additional Orthodontic, Periodontal &amp; Oral Surgery specialty practices.</p>	<ul style="list-style-type: none"> <li>• Dr. Rogers will follow up with Dr. Burty, Oral Surgeon in Lawrence.</li> <li>• Alex suggested Dr. Pelletier, Ortho of Windham for follow up</li> <li>• Dr. Lem will call Dr. Pavlov to follow up</li> </ul>
<p>Non-accredited DA Programs</p>	<p>Kerin and Donna presented a proposed letter drafted to Practicum dentists and staff that would thank them for their</p>	<p>The general consensus of the advisory board was that a letter was not the</p>

	<p>active participation in the NECC DA program <i>and seek to reiterate the advantages of working with an accredited student body</i> to minimize the expansion of non-accredited DA program students within our practicum sites and to solicit their referrals of colleagues to join our practicum.</p>	<p>approach. Dr. B suggested a practicum appreciation meeting to provide recognition and to build community. Dean Long-Goding suggested treading carefully for fear of “restraint of trade” by inference in letter. The suggestion was that a one-on-one visit to practicum sites to build network would be more appropriate.</p>
Sealant Clinics 2012	<p>28 First graders (rather than second graders) from the Tilton School visited NECC DA clinic and students administered sealants and BWX under the supervision of Dr. Velde and Dr. Beninato. Thank you Drs. Velde and Beninato for your support for this experiential learning of our DA students.</p> <p>First graders were treated because the MDPH is working with all Haverhill schools, 2<sup>nd</sup> and 6<sup>th</sup> graders to provide sealants.</p>	<p>Kerin contacted Lyn Bethel, of the MDPH to ask the PH group to do retention checks on any of the 6<sup>th</sup> graders that were treated 4 years ago at NECC when in second grade.</p> <p>The activity this year was a bit more challenging in that we only had one #1 digital sensor that needed to go back and forth between both x-ray rooms. Also child management became more of an issue. However the students did a wonderful job and learned a great deal about working with children.</p>
Announcements	<p>Farewell to Dean Long-Goding who shall be retiring Summer 2012.</p> <p>DA Program is working with Opportunity Works of Haverhill and Newburyport to provide Oral Health Care DA students – Honors student visited and trained staff on Toothbrushing and flossing mentally disabled day residents. More involvement will be pursued as part of student practicum.</p> <p>Donations of toothbrushes; paste; floss and battery powered Tooth brushes would benefit this work ongoing.</p>	<p>Ann B suggested inroads with Oral B</p> <p>Donna is seeking donations from area dentists (Dr. Dickerson/Wolff have provided some supplies) and will work with Henry Schein company on going.</p> <p>The production is being edited and will be used in all departments to teach</p>

	<p>NECC Respiratory Therapy, EMT and Dental Assisting Departments will partner to produce an Emergency Procedures Interdisciplinary Scenario, starring Dr. Beninato and our DA student, Natisha Valentin.</p> <p>Dr. Joseph Kalil received the NECC “Make a Difference Award” on Friday April 27<sup>th</sup>. It was a great event and he had a wonderful time.</p>	<p>emergency management next year.</p> <p>Thanks to Dr. Velde for submitting the nomination.</p>
New Business	<p>PROGRAM REVIEW is scheduled again for the DA Program next year.</p> <p>New proposed Accreditation Guidelines have been sent out to DA Programs.</p> <p>A new Dean has been selected for the Division of Health Professions: Mary Farrell</p>	<p>These items will be reviewed at the next meeting of the Advisory Committee in the fall.</p>
Date for Fall meeting	Possible dates October 25 or November 1, 2012	November 1, 2012 was selected
Adjournment	Motion was made to end the meeting	Meeting adjourned





# **Dental Assisting Advisory Committee Minutes**

Date: November 1, 2012

Room L244, Lawrence Campus

7pm

**Members present:** Dr. Joseph Beninato; Anne Butterworth, CDA; Ruth Ann Croce, CDA; Paula Flynn, CDA; Alexandra Godoy, CDA; Dr. Rudolph Lantelme; Cheryl LeBlanc, CDA; Dr. Norman Rogers; Dorothy Vannah, RDH; Dr. Howard Zolot; Mary Farrell, Dean of Health Professions; Nancy Garcia, Asst. Dean of Health Professions; Kerin Hamidiani, DA Program Coordinator, RDH; Donna Marquis, RDH.

Topic	Discussion	Action
Welcome	Attendees acknowledged	Meeting came to order 7pm
Introductions	Round table introductions of members present for the benefit of our new Health Professions Dean, Mary Farrell and Assistant Dean, Nancy Garcia.	
Review of the minutes of the May 2012 meeting	Minutes were emailed to the group in advance of the meeting. Kerin asked for corrections or motion to approve minutes.	Minutes were accepted by all members present as provided.
Update on the Class of 2012	<p>HOBET Testing:                      2012 class demographics are primarily under age 23;                      Started with 24 students; one student voluntarily left program due to life priority with family health;                      HOBET scores somewhat correlate with student progress, however, more data needed this is the first class using the HOBET test and some students accepted were low scoring but accepted for enrollment purposes.</p> <p>Scholarships:                      DA Student recipients benefiting from the</p>	<p>Continue to review progress of students with scores on HOBET and make adjustments as necessary for the class of 2015.</p> <p>Due to all health professions enrollments trending downward, not clear as yet if instituting HOBET reduced interest in the DA program.</p> <p>Reminder discussed that by 2018, the goal is to increase the student enrollment to 30 students once again.</p>

	<p>Scholarship are Marina Berrios; Faith Clark and Erika Raynowska</p> <p>Deans provided input that all health professions have been trending downward and etiology is unknown.</p>	
Program Review	<p>Review of Mission Statement &amp; Program Objectives provided to attendees in a handout. Discussion on each of the 6 DA Program Objectives ensued with some wording adjustments agreed upon.</p> <p>Discussion on Objective #3 – based on whether the ADA Meeting reviewed the mandate for paperless by 2014 – Dr. Zolot reported that it is likely that Dentistry will be exempt from the deadline due to the cost associated with software supporting paperless.</p>	<p>Dental Assisting Program Mission Statement was read and approved by board as is.</p> <p>DA Program objectives 1-6 minor word adjustments accepted and will be provided to the board at the conclusion of the program review period, by next meeting of the advisory board.</p> <p>Accreditation will be in 2015.</p>
Proposed changes to Accreditation Standards/Renovations to Franklin Street	<p>Discussion that proposed wording on 2-12 changed from business office procedures to “dental practice management” with an emphasis on computer/dental software and ethics/HIPAA laws.</p> <p>2-14: Dental Science area of Pharmacology has been added with a familiarity of: (drug requirements; agencies; regulations; prescriptions; actions; side effects, indications, contraindications, uses in dentistry, properties of anesthetics and those used to treat dental-related infections).</p> <p>2-15: Dental Science area must be more than a familiarity of oral anatomy and now must include an in-depth level of oral histology and oral embryology.</p>	<p>Adjustments in Program Review Objectives and with current curriculum suffice.</p> <p>Action is needed to review and update the Dental Science course to include 2-14; 2-15 standards by current instructor, Dr. B.</p> <p>Dental Radiology currently has 2 patients for full series of films in the Spring Semester as well as patients for each student for the sealant clinic – taking bite-wing radiographs. Review of way to increase patient experience is in discussion.</p>

	<p>2-18: Dental Radiology has changed from requiring two patients to three or more patients prior to exposing radiographs on extramural clinical assignments.</p> <p>2-20: Ethical and Professional responsibility to include Psychology of patient management and interpersonal communication and the legal and ethical aspects of dentistry.</p> <p>2-21: Program must provide opportunities and encourage engagement in service/community-based learning experiences</p> <p>2-22: Students must have a minimum of 300 hours of clinical experience.</p> <p>4-9: Lab Facilities allow for room for all.</p>	<p>2-20 is covered to some degree and curriculum development is underway as part of the program review cycle.</p> <p>2-21: Students participant in CHIPS program in the community; Sealant Program as well as new affiliation with Opportunity Works – Brain Impaired facility teaching oral health care to day residents.</p> <p>Semester hours conflict with ability to reach the full 300 hours – current hours are 288.</p> <p>Lab facilities are being reworked as part of the backfill for programs not moving to new Allied Health Building.</p>
Proposal for a hybrid Dental Assisting Program through iHealth	<p>Kerin H and Nancy G provided a handout of a proposed curriculum for iHealth Dental Assisting Program that would be offered in a Hybrid, Online method with labs in the evening and weekends.</p>	<p>The consensus of the advisory board was that the program would benefit students unable to attend a full time program. The feeling was that technology based program with face time in a lab environment would be valuable and may increase enrollment/retention.</p> <p>Suggestion to look at the Middlesex DHYG ½ class online; ½ in class model.</p>

New Practicum Sites and Practicum Scheduling	<p>Always in need of increasing practicum sites and need support of advisory board to call and solicit on our behalf as some suggestions are met with denial.</p> <p>Changes to practicum schedule after confirmations from dental offices, put completion of program hours at risk for students.</p> <p>Dr. B recommended Dr. Ivy Chen, Ortho in Andover and indicated that she has a partner as well.</p> <p>Dr. Zolot recommended Dr. Leonard in North Andover and Dr. Todd in North Andover.</p>	<p>Packages of interest will be sent to the doctors and Dr. Beninato and Dr. Zolot will make a phone call alerting the doctors to the package from NECC that will arrive.</p> <p>Dr. Beninato recommended increasing communication with practicum sites and offer NECC events to encourage partnership and relationship building.</p>
Announcements	<p>Massachusetts dental regulations governing DAs are with Lawyers and no decision would be made until after the National Presidential Election per Dr. Zolof.</p> <p>No licensure will be required for 2013 per Dr. Zolof.</p> <p>Northshore &amp; Essex Agricultural College has established an accredited CDA program per Dotti Vannah.</p>	
New Business	<p>Sealant clinic dates are April 8 (Mon.) and April 12 (Fri.)</p>	<p>Dr. Beninato will support sealant clinic on Monday. Kerin will check with Dr. Velde to see if she will support our student's sealant clinic on Friday.</p>
Date for Spring meeting	<p>Possible dates of Thursday, April 25 or May 2, 2013 were discussed.</p>	<p>April 25, 2013 was agreed upon for the next meeting date.</p>
Adjournment	<p>Motion was made to end the meeting</p>	<p>Meeting adjourned</p>

## **Appendix 5**

### **Outcomes Assessment Plan**

#### **Summaries of Outcome Assessment 2009-10, 2010-11, 2011-1**

### **Dental Assisting Program Mission Statement**

The mission of the Dental Assisting Program is to prepare competent entry-level dental assistants who will be able to function professionally in all aspects of the dental office and meet the employment needs of the regional dental facilities.

### **Dental Assisting Program Objectives**

The objectives of the Dental Assisting Program include assisting students in the development of:

1. clinical competency in the knowledge and skills required to systematically collect data to assist the dentist form a diagnostic treatment plan.
2. clinical competency in the knowledge and skills required to perform a variety of clinical supportive treatments.
3. competency in basic practice management software skills required to support the utilization of electronic records within the dental practice.
4. the necessary writing skills to practice successfully within the dental assisting profession.
5. intellectual skills that will demonstrate critical thinking ability.
6. the necessary social skills, cultural awareness and professional attributes to practice successfully within the dental profession.

**Learning Outcomes Assessment Schedule – Dental Assisting Certificate Program**

	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>LO1</b>		DANB X			DANB X
<b>LO2</b>		X			X
<b>LO3</b>		X			X
<b>LO4</b>		X			X
<b>LO5</b>		X			X
<b>LO6</b>		X			X
<b>LO7</b>		X			X
<b>LO8</b>		X			X
<b>LO9</b>		X			X
<b>LO10</b>		X			X
<b>LO11</b>	X Computer course			X Computer course	
<b>LO12</b>	X			X	
<b>LO13</b>	X			X	
<b>LO14</b>	X Paper			X Paper	
<b>LO15</b>	To be assessed institutionally				
<b>LO16</b>		X Case study			X Case study
<b>LO17</b>		X			X
<b>LO18</b>			X Practicum Eval		
<b>LO19</b>			X		
<b>LO20</b>			X Graduate Survey		

**Table 1: Dental Assisting Program--Outcomes and Curriculum Map****KEY:**

DAS101 - Dental Assisting I

DAS111 - Dental Radiology I

DAS102 - Dental Materials and

Procedures

DAS120 - Dental Science

DAS122 - Dental Practice Management

DAS202 - Dental Assisting II

DAS212 - Dental Radiology II

DAS250 - Dental Seminar

DAS290 - Dental Practicum

ENG101 - English Composition I

PSY101 - Introduction to Psychology

BIO101 - Human Biology

**I = Introduce; R = Reinforce;****E = Emphasize****S=Supports****X = Extent to which outcome is addressed is not specified**

**PROGRAM MISSION STATEMENT:** The mission of the Dental Assisting Program is to prepare competent entry-level dental assistants who will be able to function professionally in all aspects of the dental office and meet the employment needs of regional dental facilities.

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES		PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME**											
The objectives of the Dental Assisting Program include assisting students in the development of:		The graduating student will be able to:		DAS101	DAS111	DAS102	DAS120	DAS122	DAS202	DAS212	DAS250	DAS290	ENG101	PSY101	BIO101
1	Clinical competency in the knowledge and skills required to systematically collect, analyze and record data to assist the dentist in forming a diagnostic treatment plan.	1	Complete patient information on the dental record including medical and dental histories, vital signs, and tooth charting annotations .	I R E	R		I		R	R	R	R E			
		2	Assist with or perform and analyze an extra/intraoral examination and record findings.	I R E	R I		I				R	R E			
		3	Expose, process and mount dental radiographs using both traditional and digital techniques.	I	I R		I			R E	R	R E			
		4	Take occlusal records and preliminary impressions and prepare study casts.	R	R	I R E	I				R	R E			
2	Clinical competency in the knowledge and skills required to perform a variety of clinical supportive treatments and procedures.	5	Manage infection control and hazard communication protocol consistent with published guidelines.	I R E	R				R E	I R E	R	R E			I
		6	Apply current concepts of four handed dentistry for all chairside procedures including preparing tray set-ups, maintaining treatment area, and providing pre and post-operative instructions to the patient.	I R E	R	R	I		I R E	R E	R	R E		S	



		7	Perform or assist with the performance of the following clinical procedures: coronal polishing, the application of topical anesthetic, dental dam, fluoride agents and occlusal sealants.	I R E		I R E	I R		I R E	R	R	R E			
		8	Provide patient preventive education and oral hygiene instruction.	I		I			I R E	R	R	R E		S	I
		9	Assist in the management of medical emergencies.				I		I R E		R	R			I
	<b>Objectives</b>	<b>ASSOCIATED LEARNING OUTCOMES</b>		<b>PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOMES</b>											
	The objectives of the Dental Assisting Program include assisting students in the development of:	The graduating student will be able to:		DAS101	DAS111	DASxxx	DAS120	DAS122	DAS202	DAS212	DAS250	DAS290	ENG101	PSY101	BIO101
2	Clinical competency in the knowledge and skills required to perform a variety of clinical supportive treatments. (continued)	10	Apply and manipulate chairside and laboratory dental materials.	I R		I R E			R E		R	R E			
3	<b>Competency in basic practice management software skills required to support the utilization of electronic records within the dental practice.</b>	11	Demonstrate basic computer skills including word processing, email and the use of the Internet.	I R	I R	R		I R E	R	R	R	R E	R	R	R
		12	<b>Use various electronic record software to support dental practice management.</b>					I R E			R	R E			
		13	<b>Function at entry level in dual role as clinical and administrative dental assistant.</b>					I R E			R	R E			
4	The necessary academic oral and written skills to practice successfully within a professional business environment.	14	Produce and present clear and well organized writing that responds appropriately to an assignment using standard American English.	I R	I R			R		I R	I R	R	I R E	R	
		15	Produce clear and well organized oral reports that respond appropriately to an assignment using standard American English.	I							R E		X	X	

5	Intellectual skills that will encourage critical thinking.	16	Demonstrate critical thinking and problem solving abilities in order to be able to adapt to different patient conditions.	I R	I R				I R	I R	R E	R E	X	X	
		17	Evaluate the evidence and data relevant to a topic of inquiry and draw conclusions from source materials.	I R	I R				I R	I R E	R E		I R E	X	
6	<b>The necessary social skills, cultural awareness and professional attributes to practice successfully within the dental profession.</b>	18	Effectively communicate with patients, family members and other members of the healthcare team.	I	I			I	I R	I R E		I R E			
		19	Exhibit professional conduct including reliability, responsibility, honesty and ethical behavior.	I	I			I	I R	I R E	I R E	I R E		I	
		20	Utilize various resources to earn continuing education credits in order to maintain credentials and continue their life long learning.					I			I	I			

**Date****Table 2****Outcomes and Assessments Map: DENTAL ASSISTING CERTIFICATE PROGRAM**

**PROGRAM MISSION STATEMENT:** The mission of the Dental Assisting Program is to prepare competent entry-level dental assistants who will be able to function professionally in all aspects of the dental office and meet the employment needs of regional dental facilities.

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES		ASSESSMENT METHOD(S) ALREADY IN PLACE AND RELATIONSHIP TO OUTCOMES									
				Objective Based Examinations	Performance and Skill Demonstrations	Simulations --Case Studies and SIM MAN	Written Assignments	Oral Presentations	Practicum Evaluation	DANB--RHS	DANB--ICE	DANB--GC	Graduate Survey
<b>The objectives of the Dental Assisting Certificate Program include assist ing students in the development of:</b>		<b>The graduating student will be able to:</b>											
1	Clinical competency in the knowledge and skills required to systematically collect, analyze and record data to assist the dentist in forming a diagnostic treatment plan.	1	Complete patient information on the dental record including medical and dental histories, vital signs, and tooth charting annotations .	X	x			x	x	x	x	x	x
		2	Assist with or perform an extra/intraoral examinatiion and record findings.	X	x			x	x			x	
		3	Expose, process and mount dental radiographs using both traditional and digital techniques.	X	x			x	x	x			x
		4	Take occlusal records and preliminary impressions and prepare study casts.	X	x				x			x	x
2	Clinical competency in the knowledge and skills	5	Manage infection control and hazard communication protocol consistent with published guidelines.	X	x				x	x	x	x	x

	required to perform a variety of clinical supportive treatments.	6	Apply current concepts of four handed dentistry for all chairside procedures including preparing tray set-ups, maintaining treatment area, and providing pre and post-operative instructions to the patient.	X	x					x			x	x
		7	Perform or assist with the performance of the following clinical procedures: coronal polishing, the application of topical anesthetic, dental dam, fluoride agents and occlusal sealants.	X	x					x			x	x
		8	Provide patient preventive education and oral hygiene instruction.	X	x								x	x
		9	Assist in the management of medical emergencies.	X	x	x				x			x	x
		10	Apply and manipulate chairside and laboratory dental materials.	X	x					x			x	x

3	<b>Competency in basic practice management software skills required to support the utilization of electronic records within the dental practice.</b>	11	Demonstrate basic computer skills including word processing, email and the use of the Internet.	X	x		x	x	x				x	
		12	<b>Use various electronic record software to support dental practice management.</b>	X	x	x	x		x				x	
		13	<b>Function at entry level in dual role as clinical and administrative dental assistant.</b>	X	x	x			x				x	
4	The necessary academic oral and written skills to practice successfully within a professional business environment.	14	Produce and present clear and well organized writing that responds appropriately to an assignment using standard American English.				x							
		15	Produce clear and well organized oral reports that respond appropriately to an assignment using standard American English.					x						
5	Intellectual skills that will encourage critical thinking.	16	Demonstrate critical thinking and problem solving abilities in order to be able to adapt to different patient conditions.	X	x	x		x	x					
		17	Evaluate the evidence and data relevant to a topic of inquiry and draw conclusions from source materials.	X	x		x							

6	<b>The necessary social skills, cultural awareness and professional attributes to practice successfully within the dental profession.</b>	18	Effectively communicate with patients, family members and other members of the healthcare team.		x					x				
		19	Exhibit professional conduct including reliability, responsibility, honesty and ethical behavior.		x					x				
		20	Utilize various resources to earn continuing education credits in order to maintain credentials and continue their life long learning.											x

## **Appendix 6**

### **Dental Assisting Occupational Report**

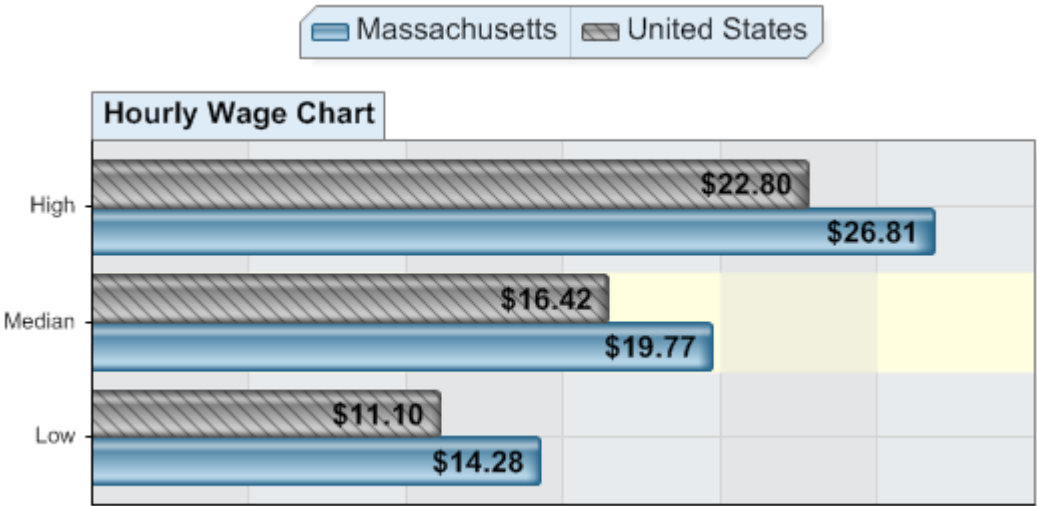
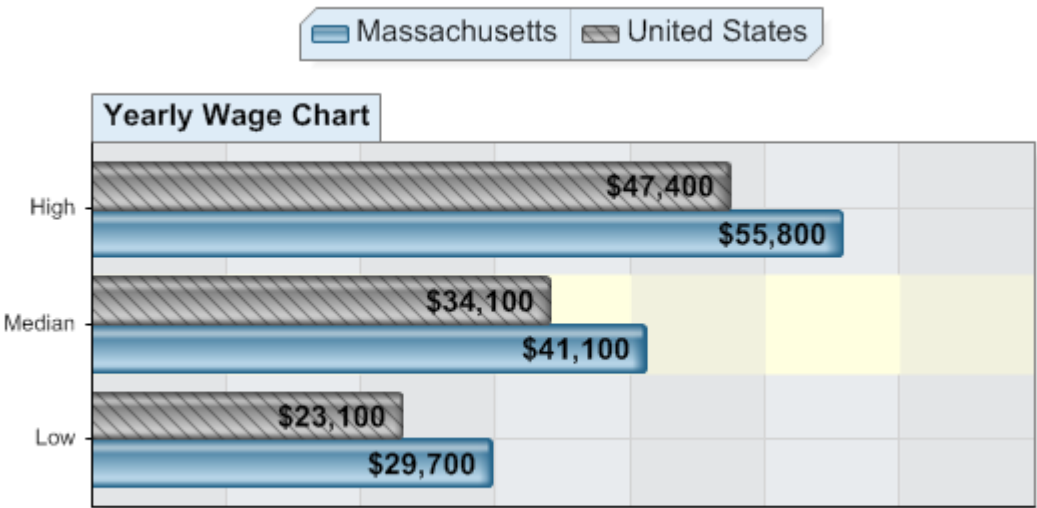
# Occupation Profile

## DENTAL ASSISTANTS: MASSACHUSETTS

### Occupation Description

Assist dentist, set up equipment, prepare patient for treatment, and keep records.

### State and National Wages



- High is the wage at which 90% of workers earn less and 10% earn more.
- Middle is the wage at which 50% of workers earn less and 50% earn more.
- Low is the wage at which 10% of workers earn less and 90% earn more.

Location	Pay Period	2011				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.10	\$13.44	\$16.42	\$19.62	\$22.80
	Yearly	\$23,100	\$28,000	\$34,200	\$40,800	\$47,400
Massachusetts	Hourly	\$14.28	\$16.50	\$19.77	\$22.88	\$26.81
	Yearly	\$29,700	\$34,300	\$41,100	\$47,600	\$55,800

[Occupation Wages FAQs](#)

[Median Wage by Occupation Across States](#)  
[Compare Wages by Occupation and Local Area](#)  
[Compare Wages by Metropolitan Areas](#)

**National Data Source:** [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)

**State Data Source:** [Massachusetts Wage Information](#)

## State and National Trends

United States	Employment		Percent Change	<a href="#">Job Openings</a> <sup>1</sup>
	2010	2020		
Dental Assistants	297,200	388,900	+31%	15,400
Massachusetts	Employment		Percent Change	<a href="#">Job Openings</a> <sup>1</sup>
	2008	2018		
Dental Assistants	6,510	8,060	+24%	280

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

**Note:** The data for the State Employment Trends and the National Employment Trends are not directly comparable. The projections period for state data is 2008-2018, while the projections period for national data is 2010-2020.

[Occupation Trends FAQs](#)

[Employment Trends by Occupation Across States](#)  
[Compare Employment Trends by Occupation](#)  
[Employment Trends by Industry and Occupation](#)

**National Data Source:** [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)

**State Data Source:** [Massachusetts Executive Office of Labor and Workforce Development](#)



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## Knowledge, Skills, and Abilities

The most important knowledge, skills, and abilities (KSAs) are listed for **Dental Assistants**.

### Knowledge:

- **Medicine and Dentistry** - Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- **Customer and Personal Service** - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **English Language** - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Education and Training** - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

### Skills:

- **Speaking** - Talking to others to convey information effectively.
- **Active Listening** - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Reading Comprehension** - Understanding written sentences and paragraphs in work related documents.
- **Service Orientation** - Actively looking for ways to help people.
- **Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

### Abilities:

- **Oral Comprehension** - The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** - The ability to communicate information and ideas in speaking so others will understand.
- **Speech Recognition** - The ability to identify and understand the speech of another person.
- **Near Vision** - The ability to see details at close range (within a few feet of the observer).
- **Arm-Hand Steadiness** - The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Speech Clarity** - The ability to speak clearly so others can understand you.

Source: [Occupational Information Network: Dental Assistants](#).

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## Tasks and Activities

Occupation specific tasks and the most important generalized work activities are listed for **Dental Assistants**.

### Occupation Specific Tasks:

- Apply protective coating of fluoride to teeth.
- Assist dentist in management of medical or dental emergencies.
- Clean and polish removable appliances.

- Clean teeth, using dental instruments.
- Expose dental diagnostic x-rays.
- Fabricate and fit orthodontic appliances and materials for patients, such as retainers, wires, or bands.
- Fabricate temporary restorations or custom impressions from preliminary impressions.
- Instruct patients in oral hygiene and plaque control programs.
- Make preliminary impressions for study casts and occlusal registrations for mounting study casts.
- Order and monitor dental supplies and equipment inventory.
- Pour, trim, and polish study casts.
- Prepare patient, sterilize or disinfect instruments, set up instrument trays, prepare materials, or assist dentist during dental procedures.
- Provide postoperative instructions prescribed by dentist.
- Record treatment information in patient records.
- Schedule appointments, prepare bills and receive payment for dental services, complete insurance forms, and maintain records, manually or using computer.
- Take and record medical and dental histories and vital signs of patients.

#### Generalized Work Activities:

- **Assisting and Caring for Others** - Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Performing for or Working Directly with the Public** - Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Communicating with Supervisors, Peers, or Subordinates** - Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Getting Information** - Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Organizing, Planning, and Prioritizing Work** - Developing specific goals and plans to prioritize, organize, and accomplish your work.

#### Detailed Work Activities:

- assist in examining or treating dental or medical patients
- collect specimens from patients
- complete patient bills
- complete patient insurance forms
- follow dental or medical x-ray procedures
- follow patient care procedures
- maintain dental or medical records
- observe patient condition
- operate dental equipment
- perform dental hygiene procedures
- post medical insurance billings
- prepare medical treatment room
- prepare patient for dental work
- prepare patients for tests, therapy, or treatments
- process medical records
- provide customer service
- record medical history or data
- schedule meetings or appointments
- set up dental equipment
- set up patient care equipment
- sterilize or disinfect instruments
- take vital signs
- use clinical sterilizing technique
- use computers to enter, access or retrieve data
- use dental treatment procedures
- use knowledge of medical terminology

- use secretarial procedures

Source: [Occupational Information Network: Dental Assistants](#).

## Tools and Technology

### Dental Assistants [View Detailed Report](#)

#### Tools:

- **Dental dam supplies** - Molar clamps, Rubber dam clamp forceps, Rubber dam punches, Rubber dams
- **Dental forceps** - Cotton forceps, Extracting forceps, Hemostatic forceps, Splinter forceps, Tongue forceps
- **Dental hand pieces or accessories** - Dental handpieces, Electric endodontic handpieces, Electric general dentistry handpieces, Electric surgical handpieces, High-speed handpieces
- **Orthodontic pliers** - Band seating pliers, Contouring orthodontic pliers, Dental crimping pliers, Dental pliers, Intraoral detailing pliers
- **Steam autoclaves or sterilizers** - Autoclaves, Steam cleaning equipment, Steam sterilizers, Sterilizers

#### Technology:

- **Accounting software** - Intuit Quicken software
- **Electronic mail software** - Email software
- **Internet browser software** - Web browser software
- **Medical software** - Henry Schein Dentrax software, Kodak Dental Systems Kodak SOFTDENT Practice management software PMS, Patterson Dental Supply Patterson EagleSoft, The Systems Workplace TDOCS
- **Office suite software** - Microsoft Office software

Source: [Occupational Information Network: Dental Assistants](#).

## Education and Training

Occupation: **Dental Assistants**

Typical **education** needed for entry: **Postsecondary non-degree award**

Typical **work experience** needed for a job in this occupation: **None**

Typical **on-the-job training** once you have a job in this occupation: **None**

Related Instructional Programs: Dental Assisting/Assistant

### Distribution of Educational Attainment

Occupation	Percent of employees aged 25 to 44 in the occupation whose highest level of educational attainment is						
	Less than high school diploma	High school diploma or equivalent	Some college, no degree	Associate's degree	Bachelor's degree	Master's degree	Doctoral or professional degree
Dental Assistants	3.5%	31.8%	39.5%	15.9%	6.4%	0.6%	2.3%
Other Healthcare Support Occupations	4.3%	27.8%	37.9%	16.3%	10.4%	1.6%	1.7%
Healthcare Support	5.9%	24.8%	29.5%	26.2%	10.5%	1.8%	1.3%
Total, All Occupations	10.4%	27.4%	20.9%	8.9%	19.5%	8.2%	4.7%

Find [colleges, training schools and instructional programs](#) for this occupation.

Find education and training programs where you can earn a certificate, diploma, or award in less than 2 years with the [Short-Term Training Finder](#).

Access additional [Education Resources](#) in the Career Resource Library.

Use the [Financial Aid Advisor](#) to help find funds for financing education.

**WIA Eligible Training Provider List:** <http://web.detma.org/JobQuest/Training.aspx>

**Source:** [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#) (Education/Training Level, Educational Attainment); [National Center for Education Statistics](#) (Typical Instructional Programs)

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## Web Resources

The following resources are related to occupations in the job family  
**Healthcare Support**

[Nursing, Psychiatric, and Home Health Aides](#)  
[Occupational Therapy and Physical Therapist Assistants and Aides](#)  
[Other Healthcare Support Occupations](#)

### Nursing, Psychiatric, and Home Health Aides

- [Caregiver](#), The Evangelical Lutheran Good Samaritan Society
- [Home Health Aides](#), California Occupational Guide
- [Home Health Aides](#), CareerZone
- [Home Health and Personal Care Aides](#), Occupational Outlook Handbook
- [Licensed Practical Nurses](#), Job Futures
- [Nurse Aides, Orderlies and Patient Service Associates](#), Job Futures
- [Nursing Aides, Orderlies, and Attendants](#), California Occupational Guide
- [Nursing Aides, Orderlies, and Attendants](#), Occupational Outlook Handbook
- [Psychiatric Technicians and Aides](#), Occupational Outlook Handbook

### Occupational Therapy and Physical Therapist Assistants and Aides

- [Critical-Care Nurse](#), Nurses for a Healthier Tomorrow
- [Neuroscience Nurse](#), Nursing Spectrum
- [Occupational Therapy Assistant](#), American Medical Association
- [Occupational Therapy Assistants and Aides](#), Occupational Outlook Handbook
- [Physical Therapist Aides](#), California Occupational Guide
- [Physical Therapist Assistant](#), American Medical Association
- [Physical Therapist Assistants and Aides](#), Occupational Outlook Handbook

### Other Healthcare Support Occupations

- [Dental Assistant](#), American Dental Association
- [Dental Assistant](#), American Medical Association
- [Dental Assistants](#), California Occupational Guide
- [Dental Assistants](#), CareerZone
- [Dental Assistants](#), Job Futures

- [Dental Assistants](#), Occupational Outlook Handbook
- [Massage therapists](#), Occupational Outlook Handbook
- [Massage Therapy](#), American Massage Therapy Association
- [Medical Assistant](#), American Medical Association
- [Medical Assistants](#), California Occupational Guide
- [Medical Assistants](#), CareerZone
- [Medical Assistants](#), Occupational Outlook Handbook
- [Medical equipment preparers](#), Occupational Outlook Handbook
- [Medical Transcriptionists](#), Occupational Outlook Handbook
- [Medical Transcriptionists](#), California Occupational Guide
- [Pharmacy Aides](#), Occupational Outlook Handbook
- [Veterinary assistants and laboratory animal caretakers](#), Occupational Outlook Handbook