

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: [Dental Lab Tech](#)

Contact person: [Homayoun Louie](#)

For LDC/DE: Core outcome(s) assessed: _____

For CTE: Degree or certificate* assessed: [#5 Professional Competence](#)

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made. *No changes of previous assessments were done this year due to the fact that the previous instructor was replaced by an interim instructor. It was easier for the Interim instructor to continue to evaluate students' performance in the same manner as done previously.*

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

This is a direct assessment of the students' mastery and attainment of course outcomes. We assessed Dental Technology Laboratory I final project in terms of students' performance on the fabrication a full denture at the end of their first year (of a 2-year program).

We compiled data from the students' lab project grade sheet and performed an analytical assessment by evaluating students' performance in all the stages of the project leading up to completion of the assignment. The assessment tool used a detailed rubric that evaluated basic areas for each denture arch. Each area was further broken down into basic areas of critique that would affect the final product. Additionally, each facet of denture fabrication was evaluated four (4) consecutive times on different sets.

(A copy of report is appended to this document)

- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

All 14 students in the class were included in the assessment.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.

Rubric/grading sheets were used to evaluate students' work. (See appended report)

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

A single instructor is responsible for ensuring the accuracy of the results and taking steps to maintain fairness and consistency in the report. Some of those steps include:

- *Adhere to the principals set by academic rules.*
- *Evaluate students' work based on instructional manuals.*
- *Reexamine the results for any unattended mistakes or errors.*

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.

Each set of outcomes was scored on percentage base where the minimum of 70% was acceptable/passing. Below 70% was not passing. Our report indicated that 10/14 achieved the passing mark (when averaging all scores) and 4/14 did not achieve the passing mark of this assessment.

A review of the data indicated that there are several consistent areas where students are not meeting the criteria of fabrication and therefore not meeting learning outcomes. These areas are consistent for both mandibular and maxillary applications and are:

- Keeping the rim uniformly 8mm wide*
- Keeping the wax free of bubbles, debris or anomalies*
- Keeping the wax tapered smoothly to the periphery*

Please refer to appended report for details.

- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

Summary of results is as follows:

- *Mandibular Occlusal View*
 - *Rim uniformly 8mm wide*
 - *High non-passing rate in all 4 sets tested.*
 - *Average success rate: 41.25%*
- *Mandibular Anterior View*
 - *Wax free of bubbles, debris or anomalies*
 - *High non-passing rate in all 4 sets tested.*
 - *Average success rate: 57%*
- *Mandibular Profile View*
 - *Wax free of bubbles, debris & anomalies*
 - *High non- passing rate in 3 of the 4 sets tested.*
 - *Average success rate: 64%*
- *Mandibular Lingual View*
 - *Wax free of bubbles, debris & anomalies*
 - *High non- passing rate in 2 of the 4 sets tested.*
 - *Average success rate: 64%.*
 - *Remaining 2 sets both had success rates of 71%.*

- *Maxillary Occlusal View*
 - *Rim uniformly 8mm wide*
 - *High non-passing rate in all 4 sets.*
 - *Only 6.5 students passed this section.*
 - *Average success rate: 46.5%.*
- *Maxillary Anterior View*
 - *Wax tapered smoothly to periphery*
 - *High non-passing rate in 3 of the 4 sets tested with minimally passing grades in the 4th set tested.*
 - *Only 9 students passed this section of the three sets.*
 - *Average success rate: 64%*
 - *Wax free of bubbles, debris & anomalies*
 - *High non-passing rate in 3 of the 4 sets tested with minimally passing grades in the 4th set tested (71%).*
 - *Only 7.6 students passed this section of the three sets*
 - *Average success rate: 54.6%*
- *Maxillary Profile View*
 - *Wax tapered smoothly to periphery*
 - *High non-passing rate in 1 of the 4 sets tested with minimally passing rates in the remaining 3 sets (71%)*
 - *9 Students passed this section of the one set*
 - *Average success rate 64%*
 - *Wax free of bubbles, debris & anomalies*
 - *High non-passing rate in 3 of the 4 sets tested with minimal passing rate in 4th set.*
 - *Average of 8 students passed this section of the three sets*
 - *Average success rate: 57%*
- *Maxillary Lingual View*
 - *Wax free of bubbles, debris & anomalies*
 - *High non-passing rate in all 4 sets tested*
 - *Average of 7.5 students passed this section of all 4 sets*
 - *Average success rate: 53.5%*

Please refer to appended report.

- *The dental laboratory technology students have highly diverse demographic and socio-economical backgrounds. During students' training it became apparent that students who have English as their second language sometimes struggle in understanding instructions.*
4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).
- *Clearly communicate the expectations in multiple venues well ahead of the due dates for exams and assignments.*
 - *Provide clear rubrics that illustrate how the work will be assessed. Provide examples of excellent, mediocre and unsatisfactory work, so standards are clear.*
 - *Emphasize the importance of readings and preparations for projects by administering small quizzes or queries at the onset of class, and highlight the relevance of that reading or preparation throughout the project.*

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

- *The assessment provided detailed information about the students' weaknesses in specific areas, which requires greater attention and focus of the instructor in the future.*
- *At this time, assessment tool and process seem to be sufficient enough and do not need to be revised.*

2013 Dental Lab Tech SAC Annual Self-Assessment Report

Occlusal Rims Grade Sheet

Student # /Stations	Set 50	Set 55	Set 60 (#1)	Set 60 (#2)	Total	Student Avg/Station	Avg % Per Station
Student #1	53	54	64	57	228	57	64%
Student #2	72	76	76	80	304	76	85%
Student #3	69	70	68	74	281	70.25	79%
Student #4	60	61	71	65	257	64.25	72%
Student #5	54	52	44	53	203	50.75	57%
Student #6	72	74	73	73	292	73	82%
Student #7	69	71	71	73	284	71	80%
Student #8	68	68	69	78	283	70.75	79%
Student #9	56	53	63	59	231	57.75	65%
Student #10	66	69	64	62	261	65.25	73%
Student #11	64	67	69	70	270	67.5	76%
Student #12	43	38	53	46	180	45	51%
Student #13	65	58	67	64	254	63.5	71%
Student #14	60	64	67	61	252	63	71%

Total	871	875	919	915	3580
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Perfect Score	84	84	84	84	336
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Avg Scores:	62.21	62.50	65.64	65.36	255.71
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Success %	74%	74%	78%	78%	76%
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Mandibular Rim

	Set 50			Set 55			Set 60 (#1)			Set 60 (#2)		
Occlusal View	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery
Student #1	0	3	0	0	3	0	0	5	0	0	5	0
Student #2	0	5	5	0	5	5	0	5	5	0	5	5
Student #3	1	5	5	0	3	5	1	5	4	1	5	5
Student #4	1	5	5	1	5	5	1	5	5	1	5	5
Student #5	0	4	3	0	5	3	0	4	3	0	5	4
Student #6	0	5	5	1	5	5	0	5	5	1	5	5
Student #7	1	5	5	1	5	5	1	5	5	1	5	5
Student #8	0	5	4	0	5	4	0	5	5	0	5	4
Student #9	0	5	3	1	5	3	0	5	4	1	5	4
Student #10	1	5	5	1	5	5	1	5	5	1	5	5
Student #11	0	5	5	1	5	4	1	5	5	1	5	5
Student #12	0	3	5	1	4	0	0	5	5	0	3	3
Student #13	0	5	5	0	5	2	0	5	3	0	5	5
Student #14	0	3	0	0	5	5	0	5	5	0	5	5

Total	4	63	55	7	65	51	5	69	59	7	68	60
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Perfect Score	1	5	5	1	5	5	1	5	5	1	5	5
Avg Scores:	0.29	4.50	3.93	0.50	4.64	3.64	0.36	4.93	4.21	0.50	4.86	4.29
Success %	29%	90%	79%	50%	93%	73%	36%	99%	84%	50%	97%	86%

Mandibular Rim

	Set 50				Set 55				Set 60 (#1)				Set 60 (#2)			
Anterior View	Rim Height 18mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	Rim Height 18mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	Rim Height 18mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	Rim Height 18mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies
Student #1	5	0	0	0	5	5	0	0	5	5	0	0	5	3	0	0
Student #2	5	5	1	1	5	4	1	1	5	4	1	1	5	5	1	1
Student #3	5	5	1	1	5	5	1	1	5	2	1	1	5	5	1	1
Student #4	5	4	1	0	5	4	1	0	5	5	1	1	5	5	1	0
Student #5	5	5	1	1	5	5	1	1	5	5	1	0	5	5	0	1
Student #6	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #7	5	5	1	0	5	5	1	1	5	5	1	1	5	5	1	1
Student #8	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #9	4	5	1	0	5	3	1	0	5	4	1	1	4	4	1	0
Student #10	5	5	1	0	5	5	1	0	5	2	1	0	5	5	1	0
Student #11	5	5	1	0	5	5	1	1	5	5	1	1	5	5	1	1
Student #12	5	5	1	0	5	5	1	1	5	5	0	0	5	5	0	0
Student #13	5	4	1	0	5	5	1	0	5	5	1	0	5	5	0	0
Student #14	5	5	1	1	5	4	1	1	5	5	1	1	5	5	1	1
Total	69	63	13	6	70	65	13	9	70	62	12	9	69	67	10	8
Perfect Score	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Avg Scores:	4.93	4.50	0.93	0.43	5.00	4.64	0.93	0.64	5.00	4.43	0.86	0.64	4.93	4.79	0.71	0.57
Success %	99%	90%	93%	43%	100%	93%	93%	64%	100%	89%	86%	64%	99%	96%	71%	57%

Mandibular Rim

	Set 50				Set 55				Set 60 (#1)				Set 60 (#2)			
Profile View	15% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	15% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	15% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	15% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies
Student #1	5	0	0	1	5	3	0	0	5	5	1	1	5	5	1	1
Student #2	5	4	1	1	5	4	1	1	5	4	1	1	5	5	1	1
Student #3	3	5	1	1	5	5	1	1	5	4	1	1	5	5	1	1
Student #4	5	4	1	1	5	5	1	0	5	5	1	1	5	3	1	1
Student #5	5	3	0	1	5	3	0	1	3	0	1	1	5	5	1	0
Student #6	5	4	1	1	5	5	1	1	5	5	1	1	5	4	1	1
Student #7	5	5	1	0	5	5	1	1	5	5	1	1	5	5	1	1
Student #8	5	5	1	1	5	5	1	1	5	3	1	1	5	5	1	1
Student #9	5	4	1	0	4	3	1	0	4	3	1	1	4	5	1	0
Student #10	3	5	1	0	5	5	1	0	5	2	1	0	5	5	1	0
Student #11	5	3	1	0	3	4	1	1	5	5	1	1	5	5	1	1
Student #12	3	0	1	0	0	3	0	0	5	2	0	0	5	5	0	0
Student #13	5	5	0	1	5	5	0	1	5	5	1	1	5	5	0	0
Student #14	5	5	1	1	5	5	1	1	5	5	1	1	5	0	1	1
Total	64	52	11	9	62	60	10	9	67	53	13	12	69	62	12	9
Perfect Score	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Avg Scores:	4.57	3.71	0.79	0.64	4.43	4.29	0.71	0.64	4.79	3.79	0.93	0.86	4.93	4.43	0.86	0.64
Success %	91%	74%	79%	64%	89%	86%	71%	64%	96%	76%	93%	86%	99%	89%	86%	64%

Mandibular Rim

	Set 50		Set 55		Set 60 (#1)		Set 60 (#2)	
Lingual View	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies
Student #1	1	1	1	1	0	1	1	1
Student #2	1	1	1	1	1	1	1	1
Student #3	0	1	1	1	1	1	1	1
Student #4	1	1	1	1	1	1	1	1
Student #5	0	1	0	1	1	1	1	1
Student #6	1	1	1	1	1	1	1	1
Student #7	1	0	1	1	1	1	1	1
Student #8	1	1	1	0	1	1	1	1
Student #9	1	0	1	0	1	0	1	1
Student #10	1	0	1	0	1	0	1	0
Student #11	1	0	1	1	1	0	1	0
Student #12	0	0	0	0	0	0	0	0
Student #13	1	0	0	0	1	1	1	0
Student #14	1	1	1	1	1	1	0	1
Total	11	8	11	9	12	10	12	10
Perfect Score	1	1	1	1	1	1	1	1
Avg Scores:	0.79	0.57	0.79	0.64	0.86	0.71	0.86	0.71
Success %	79%	57%	79%	64%	86%	71%	86%	71%

Aesthetics & Workman- ship (1-10)	Set 50	Set 55	Set 60 (#1)	Set 60 (#2)
Student #1	3	3	4	4
Student #2	6	6	6	6
Student #3	6	8	8	9
Student #4	6	6	7	6
Student #5	6	6	5	7
Student #6	8	8	8	8
Student #7	6	6	6	8
Student #8	7	7	6	7
Student #9	4	4	4	4
Student #10	4	4	6	4
Student #11	5	5	5	5
Student #12	6	4	5	5
Student #13	7	7	8	7
Student #14	5	8	7	7

Perfect Score
Avg Scores:

10	10	10	10
5.64	5.86	6.07	6.21

Maxillary Rim

	Set 50			Set 55			Set 60 (#1)			Set 60 (#2)		
Occlusal View	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery	Rim Uniformly 8mm wide	Posterior centered over ridge crest	Facial contour follows periphery
Student #1	0	3	0	0	3	0	0	4	0	0	4	0
Student #2	0	5	5	1	5	5	1	5	5	1	5	5
Student #3	1	5	5	1	5	5	1	5	1	1	5	1
Student #4	0	5	5	0	5	4	1	5	4	1	5	4
Student #5	0	4	5	0	5	2	0	0	3	0	0	3
Student #6	1	5	5	1	5	5	1	5	5	1	5	5
Student #7	1	5	5	1	5	5	1	5	5	1	5	5
Student #8	0	5	5	0	5	5	0	5	3	0	5	4
Student #9	1	5	3	1	5	3	1	5	4	0	4	4
Student #10	1	5	5	1	5	5	0	5	5	1	5	5
Student #11	0	5	5	1	5	5	0	5	5	1	5	5
Student #12	0	3	3	0	3	2	0	3	3	0	3	2
Student #13	0	5	5	0	5	5	0	5	3	0	5	5
Student #14	0	3	0	0	5	5	0	5	5	1	5	3
Total	5	63	56	7	66	56	6	62	51	8	61	51

Perfect Score	1	5	5	1	5	5	1	5	5	1	5	5
Avg Scores:	0.36	4.50	4.00	0.50	4.71	4.00	0.43	4.43	3.64	0.57	4.36	3.64
Success %	36%	90%	80%	50%	94%	80%	43%	89%	73%	57%	87%	73%

Maxillary Rim

	Set 50				Set 55				Set 60 (#1)				Set 60 (#2)			
Anterior View	Rim Height 22mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	Rim Height 22mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	Rim Height 22mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	Rim Height 22mm, 4-6mm from midline	Rim balanced lft/rt & parallel to ridge	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies
Student #1	5	0	1	1	5	5	0	0	5	5	0	0	5	5	0	0
Student #2	5	4	1	1	5	4	1	1	5	5	1	1	5	5	1	1
Student #3	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #4	5	3	0	0	5	4	0	0	5	5	0	0	5	3	0	0
Student #5	5	5	1	1	5	5	0	0	5	0	0	1	5	5	0	0
Student #6	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #7	5	4	1	1	5	5	1	0	5	5	1	0	5	4	1	1
Student #8	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #9	5	5	1	0	5	3	1	0	5	5	1	0	5	5	1	0
Student #10	5	5	1	1	5	5	1	1	5	5	1	1	5	2	1	0
Student #11	5	5	0	1	4	5	1	1	5	4	1	1	5	5	1	1
Student #12	5	5	1	0	5	5	0	0	5	5	0	0	5	2	0	0
Student #13	5	5	1	0	5	5	0	0	5	5	1	1	5	5	1	0
Student #14	5	5	0	1	5	5	1	1	5	2	0	1	5	3	0	1
Total	70	61	11	10	69	66	9	7	70	61	9	9	70	59	9	7
Perfect Score	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Avg Scores:	5.00	4.36	0.79	0.71	4.93	4.71	0.64	0.50	5.00	4.36	0.64	0.64	5.00	4.21	0.64	0.50
Success %	100%	87%	79%	71%	99%	94%	64%	50%	100%	87%	64%	64%	100%	84%	64%	50%

Maxillary Rim

	Set 50				Set 55				Set 60 (#1)				Set 60 (#2)			
Profile View	5% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	5% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	5% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies	5% angle at Midline	Rim parallel to Ridge (ant/post)	Wax tapered smoothly to periphery	Wax free of bubbles, debris & anomalies
Student #1	5	3	0	0	5	0	0	1	5	4	0	1	5	2	0	1
Student #2	5	4	1	1	4	5	1	1	5	4	1	1	5	5	1	1
Student #3	3	5	1	1	5	4	1	1	5	4	1	1	5	5	1	1
Student #4	4	3	0	0	5	3	1	0	5	5	1	1	5	5	1	0
Student #5	0	0	0	1	4	0	0	0	5	5	0	0	5	0	0	0
Student #6	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #7	5	4	1	1	5	5	1	0	5	5	1	0	5	4	1	1
Student #8	3	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Student #9	5	5	1	0	3	3	1	0	4	4	1	0	4	4	1	0
Student #10	5	3	1	1	5	3	1	1	5	5	1	1	5	2	1	0
Student #11	5	5	0	1	4	5	1	1	5	4	1	1	5	4	1	0
Student #12	0	0	1	0	0	2	0	0	5	5	0	0	4	4	0	0
Student #13	5	5	1	0	5	5	1	0	5	5	1	1	5	5	1	0
Student #14	5	5	0	1	5	5	0	1	5	5	0	1	5	5	0	1
Total	55	52	9	9	60	50	10	8	69	65	10	10	68	55	10	7
Perfect Score	5	5	1	1	5	5	1	1	5	5	1	1	5	5	1	1
Avg Scores:	3.93	3.71	0.64	0.64	4.29	3.57	0.71	0.57	4.93	4.64	0.71	0.71	4.86	3.93	0.71	0.50
Success %	79%	74%	64%	64%	86%	71%	71%	57%	99%	93%	71%	71%	97%	79%	71%	50%

Maxillary Rim

	Set 50		Set 55		Set 60 (#1)		Set 60 (#2)	
Lingual View	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies	Wax tapered smoothly to baseplate	Wax free of bubbles, debris & anomalies
Student #1	1	1	0	0	0	0	0	0
Student #2	1	0	1	1	1	1	1	1
Student #3	1	1	1	1	1	1	1	1
Student #4	0	0	1	0	1	1	1	1
Student #5	1	1	0	0	0	0	0	0
Student #6	1	1	1	1	1	1	1	1
Student #7	1	1	1	0	1	1	1	1
Student #8	1	1	1	1	1	1	1	1
Student #9	0	0	1	0	1	0	1	0
Student #10	1	1	1	1	1	1	1	0
Student #11	1	0	1	0	1	0	1	0
Student #12	1	0	1	0	0	0	0	0
Student #13	1	0	0	0	1	1	1	0
Student #14	1	1	1	1	1	1	1	1

Total	12	8	11	6	11	9	11	7
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Perfect Score	1	1	1	1	1	1	1	1
Avg Scores:	0.86	0.57	0.79	0.43	0.79	0.64	0.79	0.50
Success %	86%	57%	79%	43%	79%	64%	79%	50%

Station _____

SCORE _____

Designed: Aug '12

Student _____

OCCLUSAL RIMS GRADE SHEET**NOTE: Unmarked blocks equals acceptable**

MANDIBULAR RIM	Value	Set 50	Set 55	Set 60 (#1)	Set 60 (#2)
Occlusal View					
1. Rim uniformly 8mm wide	1				
2. Posterior centered over ridge crest	5				
3. Facial contour follows periphery	5				
Anterior View					
4. Rim Height 18mm, 4-6mm from midline	5				
5. Rim balanced lft/rt & parallel to ridge	5				
6. Wax tapered smoothly to periphery	1				
7. Wax free of bubbles, debris & anomalies	1				
Profile View					
8. 15° angle at midline	5				
9. Rim parallel to ridge (ant/post)	5				
10. Wax tapered smoothly to periphery	1				
11. Wax free of bubbles, debris & anomalies	1				
Lingual View					
12. Wax tapered smoothly to baseplate	1				
13. Wax free of bubbles, debris & anomalies	1				
SEE BACK					

MAXILLARY RIM	Value	Set 50	Set 55	Set 60 (#1)	Set 60 (#2)
Occlusal View					
1. Rim uniformly 8mm wide	1				
2. Posterior centered over ridge crest	5				
3. Facial contour follows periphery	5				
Anterior View					
4. Rim Height 22mm, 4-6mm from midline	5				
5. Rim balanced lft/rt & parallel to ridge	5				
6. Wax tapered smoothly to periphery	1				
7. Wax free of bubbles, debris & anomalies	1				
Profile View					
8. 5° angle at midline	5				
9. Rim parallel to ridge (ant/post)	5				
10. Wax tapered smoothly to periphery	1				
11. Wax free of bubbles, debris & anomalies	1				
Lingual View					
12. Wax tapered smoothly to baseplate	1				
13. Wax free of bubbles, debris & anomalies	1				
SUBTOTAL (Possible 74 points per set)					
PLUS Aesthetics and workmanship (0-10 per set)					
TOTAL POINTS (Possible 84 points per set)					

CTE Assessment Plan

AAS or Certificate: **AAS** in Dental Laboratory Technology

Submit to learningassessment@pcc.edu by November 15, 2010

1. Outcome	2. Maps to a Core Outcome?	3. Assessment Setting/Method	4. When will assessment take place ?
- Demonstrate basic dental laboratory techniques in the design and fabrication of complete dentures, crowns and bridges, ceramic, and basic orthodontic appliances	Professional Competence	Assessment Setting: CD,Laboratory; C&B, Laboratory; Cer, Laboratory; Ortho, Laboratory Method: <u>CD</u> - Students finish complete denture. Graded by grade sheet. <u>C&B</u> -Students cast and finish metal crowns. Graded by grade sheet. <u>Cer</u> -Students make ceramic C&B. Graded by grade sheet. <u>Ortho</u> -Students make orthodontic appliances. Graded by grade sheets.	<u>CD</u> -Winter DT102 <u>C&B</u> -Fall DT204, Winter DT205 <u>Cer</u> -Winter DT205 <u>Ortho</u> -Spring DT206
- Demonstrate advanced skills in more complex complete denture and fixed metal to porcelain prostheses	Professional Competence	Assessment Setting: <u>CD</u> , Laboratory; <u>Mtl to Porc appliances</u> , Laboratory Method: <u>CD</u> Students complete a Maxillary & mandibular immediate over denture. Graded by grade sheet. <u>Mtl to Porc</u> students complete more advanced ceramic bridges. Graded by grade sheet.	CD-Spring, DT103 Fall, DT205
- Apply basic knowledge of the physics and chemistry of dental materials to insure the proper materials are used in the correct proportions for specific dental laboratory procedures and that correct safety and disposal procedures are followed	Critical Thinking and Problem Solving Community and Environmental Responsibility	Assessment Setting: Lecture & Laboratory Method: <u>Laboratory</u> Students design and fabricate full denture, using approved methods, material ratios and materials. <u>Lecture</u> Understanding is verified by student exams.	DT103-Spring, Lab 3
- Engage correct verbal, non-verbal and written communications in the dental	Communication	Assessment Setting: Lecture & Laboratory	Lab 3- Spring, DT103 Partial clasps and bars-Spring, DT271

laboratory and dental profession as both a technician and team leader		Method: <u>Lecture</u> students use proper terminology in all lectures. Dental terminology is used in written exams. <u>Lab</u> Students use dental prescriptions to design and fabricate a maxillary and mandibular immediate overdenture. Project is evaluated by gradesheet.	
- Function in a non-biased manner as a member of a diverse dental team or community	Cultural Awareness	Assessment Setting: Laboratory Method: Students are required to work closely with one another in all laboratory settings. Interactions observed closely by instructors	All quarters DT101,102,103,204,205,206
- Design a Dental Laboratory Business Plan, invoicing system, ledger and the correct tax forms utilizing available computer software/skills	Community and Environmental Responsibility	Assessment Setting: Lecture; Laboratory Method: <u>Lecture</u> DT275 Students are required to develop a business plan. Project graded grading rubric. <u>Laboratory</u> DT276 Students use Intuit software to set up an invoicing, tax, and inventory system for a dental lab. Project graded by grading rubric.	Dental Lab Management-Fall DT275 Dental Lab Management-Winter DT276
- Be prepared to continue dental, community and world awareness through conventions, lecture attendance and active participation in professional/non-professional organizations	Professional Competence	Assessment Setting: Lecture & Laboratory Method: <u>Lecture</u> DT285 Students are exposed to different commercial labs with varying specialties by guest lecturers. Graded by final exam. <u>Lab</u> DT103, DT206 Students are apprised of the different local, state and national organizations and when their	Lab3-Spring DT103 Lab6-Spring DT206 Dental Seminar and Practicum-Spring DT285

		conventions occur. All students are encouraged to attend these functions. Attendance at these organizations meetings are screened. <u>It should be noted</u> attendance cannot be made mandatory for any of our organizations.	
- Apply legal and ethical principles to the dental environment.	Self-Reflection	Assessment Setting: Lecture Method: <u>Lecture</u> Students are reminded throughout the lecture courses listed, as to ethical and legal practices. One lecture is specifically designed for ethics and practices. That course is evaluated by grade sheet.	Fall DT141 Winter DT142, DT275 Spring DT143, DT276
- Be prepared to transfer to a college or university for upper level studies in the health fields.	Communication	Assessment Setting: Lectures & Laboratory Method: Degree students are required to take additional general subject area courses.	General Subject Area requirements
- Demonstrate a deeper knowledge of business procedures pertinent to owning or managing a dental laboratory.	Professional Competence	Assessment Setting: Lecture & Lab Method: <u>Lecture</u> Business methods are discussed throughout the Denture Technique, C&B, Ceramics, and Orthodontic courses. These are informational for students only. DT275 and 276 are specifically oriented to business, business plans and invoicing construction. Projects are graded in these. Additionally, DT285 is presented using working technicians and lab owners. Many ideas are passed between the guest speakers and the students at these seminars.	Fall DT101 Winter DT102, DT275 Spring DT103, DT276, DT285

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5. For Programs that are beneficiaries of Perkins funding: Identify assessments that will comprise the TSA.

National Association of Dental Laboratories (NADL) Registered Graduate (RG) Test