**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Dental Assisting** | **Date 1/30/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Denise Rudy, Adelina Acevedo,Michelle Tucker** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **In keeping with the Palomar College Mission Statement, the Dental Assisting Program is committed to giving students of diverse backgrounds opportunities to gain knowledge, and develop skills in a supportive learning environment, while utilizing critical thinking as an integral part of the process. The Dental Assisting Program will provide the community with Registered Dental Assistants who are capable of working with the dental team to attain the shared goal of providing the best possible care for their patients, and abide by ethical principles of the Dental Assisting profession.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Dental Assisting Department's Mission Statement is aligned with the Palomar College Mission Statement by providing an engaging and supportive learning environment for students who are pursuing career and technical training. The department is committed to promoting the learning outcomes necessary for our students, as well as teaching ethical standards and principles.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **Statutes as well as accreditation requirements for educational programs for Registered Dental Assisting changed. The department reviewed and updated curriculum to comply with the new regulations and added new equipment to facilitate the changes.**   1. **How did you implement and evaluate those curriculum changes?**   **Changes were made through the college curriculum process for DA 75, DA 85, DA 70 and DA 71. The changes were evaluated through student learning outcomes, program outcomes, and 2 surveys completed by students and graduates.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Based on data the department decided to remove two required courses from the regular class schedule and offer these courses as prerequisites. This decision was intended to enroll better prepared students which will increase student retention and success rates.**   1. **How did you implement and evaluate those class scheduling changes?**   **Changes were made to make the program prerequisites through the curriculum process. The changes were will be evaluated through student learning outcomes, program outcomes, and 2 surveys completed by students and graduates for the graduating class of 2013. There aGreat improvement in student retention has occurred as a result of these changes. for the 2013-14 year 100% of the RDA students successfully passed all first semester classes with a 'C" or better. In 2012-13 78.5% of RDA students passed the fall semester classes.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **none at this time**   1. **What is the current status of the plan you articulated?**   **N/A** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **30296**   1. **How were those funds spent?**   **A CAD/CAM milling unit was purchased**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **N/A**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **DA 85 now has a "hands on " labortory portion of fabricating crowns using CAD/CAM technology**   1. **Number of students affected**   **22 in 2012-13 and 25 in 2013-14**   1. **Other**   **N/A**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **The department will still need to refurbish some manikins in the near future and install and monitor security alarm** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **The data shows that that the Dental Assisting Department was averaging 93% capacity at census for the past 6 years, with about 95% for the past 5 years. Retention rates were over 95% and pass rates were over 85%. Starting fall semester 2013 two prerequisite courses have been added to the curriculum for academic strengthening prior to program enrollment. This data will be analyzed at the next PRP cycle.**  **For the 2013 year, there have been accreditation changes that have reduced the teacher to student ratio in the laboratory classes. This change has reduced the amount of students that can enroll into the program from 28 to 24 students.**  **The total number of students that receive an AA degrees and certificates has been fairly consistent with the highest year in 2009 and then a decrease. In 2012 the number increased slightly.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **yes, this led to the changes in curriculum.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **During the 2012-2013 academic year, the DA program assessed and posted results for student learning outcomes for all dental assisting courses. In addition to assessing course SLOs, the department also assessed all program goals.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **For the 2012-13 year, students met the criteria for learning outcomes in all program courses, as well as program learning outcomes. The department believes this is due to faculty working closely as a team to create program courses that are taught using similar classroom management and instructional techniques. We found however, that the results for data collected that some students in the 2 prerequisite courses struggled to understand key dental and science concepts. The results showed that fewer students in the 2012-2013 DA50 and DA57 classes were able to meet minimum criteria for the student learning outcomes. The two faculty members teaching these courses have formed a work group to discuss solutions for helping students with basic skill deficiencies, and have met with library staff to help students prepare for writing research papers. The department is considering forming a learning community with library staff to address these issues. Most of the course objectives and curriculum is closely determined by the Commission on Dental Accreditation. Therefore, the department will continue to find ways to meet those standards with students whom appear to be unprepared to grasp key dental and science concepts in the prerequisite courses. It is important that students are able to learn, and understand the material in DA 50 and DA 57 before entering the Registered Dental Assisting Program**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **For the 2012-13 year, students met the criteria for learning outcomes in all program SLO's.The department is again very pleased to see that students are gaining employment in the dental field, going on to higher education in the dental field and passing all State examinations with an extremely high pass rate. The department will maintain the high standards set for our students.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **There are many factors that affect assessment and curriculum development in the dental field. Examples are: external accreditation requirements, State and Federal legislation, the needs of the local and national dental community, and new advances in dental equipment and technology.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **Based on quantitative data collected and labor market data, our students are able pass State and National examinations and to find work as a Registered Dental Assistant. From qualitative data collected and observations, having the CAD/CAM dental technology as an integral part of the curriculum is necessary, since this is fast becoming a desirable job skill for the RDA.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development Department, Labor Market Information for Educators/Trainers at:** <http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112>**. Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **Although dental assisting is no longer listed as one of the “fastest growing" jobs in California there are still jobs in the field. There are job projections of 9200 jobs in California from 2010-2020. In San Diego County, the job projections were listed at 770, Imperial county 880 jobs and 2190 jobs in Los Angeles County.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Curriculum changes were implemented adequatelyand in an organized manner to ensure students are prepared to pass State and National examinations and secure employment.**   1. **Weaknesses**   **Curriculum was determined by outside accreditation, therefore even though a student may possess good clinical skills, they may not have the basic skills necessary to pass prerequisite courses.**   1. **Opportunities**   **If Palomar graduates are able to be proficient using CAD/CAM technology, they will be extremely marketable for high paying jobs**   1. **Challenges**   **Dentistry is becoming more technologically advanced in the area of technology and this is very expensive. The department will have budgetary challenges to keep up with the constant upgrades in materials and technology.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **To successfully implement CAD/CAM technology into the curriculum.** |
| **Plans/Strategies for implementation** | **To attend training and to create course materials for the technology.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Successful students will be able to gain images and mill a clinically acceptable crown.** |
| **GOAL #2** | |
| **Program or discipline goal** | **The Dental Assisting Program will increase retention rates.** |
| **Plans/Strategies for implementation** | **Curriculum changes by adding two course prerequisites.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Retention rates will increase for the 2013-2014 year.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Continued successful passing on three state exams necessary for licensure.** |
| **Plans/Strategies for implementation** | **Mock written and clinical boards and more emphaisis on the law and ethics exam in DA 85.** |
| **Outcome(s) expected (qualitative/quantitative)** | **On the first attempt, graduates will achieve an 80% or better pass rates on the three State exams.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **To prepare dental assisting students to gain employment, and attain state and national licensure.** |
| **Plans/Strategies for implementation** | **Staying current on accreditation standards, state laws and requirements.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will be able to gain employment on a state and national level.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **1. To successfully implement CAD/CAM technology into the curriculum.**  **2. The Dental Assisting Program will increase retention rates.**  **3. Continued successful passing on three state exams necessary for licensure. The department goals align directly with the with College Mission, because they support students success in the job market for career and techincal education, "we support and encourage students who are pursuing career and technical training… We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly…"**  **4. To prepare dental assisting students to gain employment, and attain state and national licensure. The department goals align directly with the with College Mission, because they support students success in the job market for career and techincal education, "we support and encourage students who are pursuing career and technical training… We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly…"**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **1. To successfully implement CAD/CAM technology into the curriculum. This goal aligns with goal 2 of the college to**  **strengthen educational, business, and community partnerships to increase college.**  **connections and student learning experiences because it was though advice given by the Advisiory Committee as well as the local dental community that this goal was created.**  **2. The Dental Assisting Program will increase retention rates. This aligns with goal 1 of the college reguarding Student Connections, Pathways, Learning, and Success.**  **3. Continued successful passing on three state exams necessary for licensure.This aligns with goal 1 of the college reguarding Student Connections, Pathways, Learning, and Success.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **None at this time** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed steps I – III, identify the resources needed to achieve the goals and plans identified in Step III. Categorize resource requests as noted below. Provide rationale for requests to get better information. Please note that all resources allocated are for one year only.  NOTE: DO NOT INCLUDE RESOURCE REQUESTS THAT DUPLICATE REQUESTS FROM OTHER DISCIPLINES IN YOUR DEPARTMENT. PLACE REQUESTS COMMON TO TWO OR MORE DISCIPLINES ON THE FORM “Academic Department Resource Requests”.** |

**a. Equipment (600010) (per unit cost is >$500) *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **X-ray DXTTR manikin**  **refurbishment (2 adult heads and 2 pediatric heads human skulls).** | **3** | **4** | **1** | **Rationale: Students must become competent on a manikin (DXTTR) before treating dental patients. The manikins are functional for many years, but they deteriorate from normal usage, and need to be refurbished or replaced. Refurbishment costs $3000 and functions as well as a new manikin (DXTTR) that will cost $7000.Course SLO reflecting this request: DA-70 "After gaining skills learned throughout this course, students will be able to demonstrate the ability to expose one full dental radiographic survey on a manikin (DXTTR) at diagnostically acceptable level, before the skill is performed on a human patient"** | **$3,800 x 4 = $15,400** |
| **a2.** | **(2) RDH Hygiene Handpiece Midwest**  **3 pack.** | **3** | **4** | **2** | **Rationale: Low speed handpieces (drills) are needed for all students to perform coronal polishing and to finish dental sealants, as required by state accreditation. The handpiece is used in the majority of preventive dental procedures. Additionally students need to be trained in the operation and maintenance of this piece of equipment. The handpieces deteriorate after a few years and must be replaced.**  **SLO reflecting this request: DA 83 "After gaining skills learned throughout this course, students will be able to demonstrate the ability to perform coronal polishing on two patients at a clinically acceptable level"**  **Program SLO reflecting this request: "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional and be able to pass the state board".** | **$2,250x2=**  **$4,500** |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |
| **b. Technology (600010) (computers, data projectors, document readers, etc.) Enter requests on lines below. *Click here for examples of Technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **Document Camera** | **3** | **1** | **1** | **Rationale: A document camera is needed to show dental materials to the class.** | **$950.00** |
| **b2.** | **eHumane 7.0 Hygiene and Skull Osteology Software** | **3** | **1** | **2** | **Rationale: The requested software is an exceptional Instructional aid in teaching human anatomy topics. It helps students to comprehend oral cavity and face anatomy and innervation as well as skull osteology**  **SLO reflecting this request: DA-57 "Students will identify the main nerve branches innervating the oral cavity and teeth as well as anesthesia techniques, and use critical thinking to determine the correct anesthesia blocks to numb a given area".** | **$162.00x2=**  **$324** |
| **b3.** | **Label Printer** | **4** | **4** | **3** | **Rationale: The department does not have a label maker. It is important that our faculty and staff have the ability to properly label student and program patient files in a professional and efficient manner.** | **$147.00** |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **(6)Chair mounts with small ball joint.**  **M-1R-3** | **3** | **3** | **1** | **Rationale: This piece of equipment is utilized to hold the manikin's head and which recreate's the conditions under which students will be working in the patient's mouth. The metal chair mount recreates the movement of the head and neck while working in the oral cavity. Additional chair mounts are needed to replace outdated and non functional mounts to provide adequate instruction to our students.**  **Program SLO reflecting this request: "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional".** | **$347.00x6=**  **$2082** |
| **c2.** | **(6) Aluminum head with buccal plates.**  **AH-1-BP3 ( Head/Skull)** | **3** | **3** | **2** | **This piece of equipment is a part of the manikin's face and head. The metal head/skull recreates the patient's head/skull and is assembled to the metal mount requested above. At this time additional heads/skulls are needed to replace non functional skulls.**  **Program SLO reflecting this request: "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional".** | **$399.00x6=**  **$2394** |
| **c3.** | **(6) Fletcher Plassein head/face.**  **XP-2** | **3** | **3** | **3** | **Rational: The plassein head/face recreates the patient's face. At this time additional plassein head/faces are needed to replace non functional ones. Program SLO reflecting this request: "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional".** | **$162.00x6=**  **$972** |
| **c4.** | **Orthodontic Standard edgewise System plus First molar cast converter tube.** | **3** | **3** | **4** | **Rationale: It is mandated by state law that the students have instruction in various orthodontic duties. At this time the department does not have sufficient amount of orthodontic typodonts. The requested items are brackets that will be bonded to a typondont to simulate an orthodontic patient.**  **Program SLO reflecting this request: "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional".** | **$292.00x2=**  **$584** |
| **c5.** | **M-PVR-1560 Dentoform typodont** | **3** | **3** | **5** | **Rationale: The department does not have a sufficient amount of orthodontic typodonts. The requested items recreate the oral arches with teeh. Orthodontic brackets are bonded to the teeth to simulate an orthodontic patient.**  **Program SLO reflecting this request: "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional".** | **$277.00x10=**  **$2770** |

| **d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.) *Enter requests on lines below.  Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **State of CA Department of Health Radiation Machine registration** | **4** | **4** | **3** | **Rationale: State law mandates radiation machine registration. Program SLO #1 for this request: Upon completion of this program, graduates will be safe and competent dental health care professionals by being in compliance with both California State and Federal regulations and standards.** | **$700** |
| **d2.** | **Radiation Dectection badges for staff and students** | **4** | **4** | **1** | **Rationale: State law mandates wearing dosemitry badges when exposing radiograhic images and film.Program SLO #1: Upon completion of this program, graduates will be safe and competent dental health care professionals by being in compliance with both California State and Federal regulations and standards.** | **$1500** |
| **d3.** | **Commission on Dental Accreditation annual fee** | **4** | **4** | **2** | **Rationale: Students cannot qualify for the Dental Assisting National Board examinations without ADA accreditation. Program Goal: To prepare the dental assisting student with academic knowledge and skill competence to qualify for both the California Registered Dental Assistant Examinations and the Dental Assisting National Board examinations.** | **$1500** |
| **d4.** | **Continuing Education Permit from the Dental board of CA** | **4** | **4** | **4** | **Rationale: Keeping a permit to offer continuing education classes for Registered Dental Assistants is important for the community.Program Goal: To prepare the dental assisting student with academic knowledge and skill competence to qualify for both the California Registered Dental Assistant Examinations and the Dental Assisting National Board examinations.** | **$275** |
| **d5.** |  |  |  |  |  |  |

| **e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**f. Enter requests on lines below. These requests will be used by IPC to develop its annual Staffing Plan priorities.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**