Status: **Incomplete**

Entry #: 44

Date Submitted: 10/25/2021 8:07 AM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Mathematics, Science and Engineering

Department Name
Dental Assisting Program

Department Chair Name
Denise Rudy

Discipline Name
Dental Assisting (DA)

Department Chair email
drudy@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Adelina Hernandez
Amy Hinchman
Jasmine Martin

Website address for your discipline
https://www2.palomar.edu/pages/dental/

Discipline Mission statement
The Mission Statement of the Registered Dental Assisting Program is to 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. The Registered Dental Assisting Program is committed to giving students opportunities to gain knowledge and develop skills while utilizing critical thinking as an integral part of the process as well.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
"Palomar College respects each of our students' experiences and supports them to achieve academic
success". The Dental Assisting Department's mission statement aligns with this desire as well, "committed to giving
students opportunities to gain knowledge and develop skills while utilizing critical thinking as an integral part of the
process..."

As a community college, we encourage our students to embrace the best version of themselves
and prepare them to engage with our local and global communities. The mission statement of the Dental Assisting
Department also aligns with this concept," to attain the shared goal of providing the best possible care for their patients
and abide by ethical principles..."

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Associate of Science in Dental Assisting
Certificate of Achievement in Dental Assisting

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is
considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the
human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet
pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
Full-time faculty (FTEF) 2

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
2.033

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
0.867

List the classified and other permanent staff positions that support this discipline.
There is no one officially asisgned to support the dental assisting department any longer. The position of full-time ADA
/Health Program Specialist was reassigned. Amy Hinchman from Nursing Education is providing support on a temporary
basis.

List additional hourly staff that support this discipline and/or department
none

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the
annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
Very well, they were designed to address the scope of practice for a dental assistant and their requirements for graduation, passing licensing exams and employment. The learning outcomes meet the requirements of the Commission on Dental Accreditation and the California Dental Board which are the accrediting agencies governing dental assisting educational programs.

Describe your program's plan for assessing program learning outcomes.
Program outcomes are assessed yearly though multiple surveys and state exam pass rates. Data is collected while students are working as externs in dental offices and clinics as well.

Summarize the major findings of your program outcomes assessments.
xState exam pass rate 100% pass rate for 2019-2021
Degrees and Certificates Awarded (Count)
2015-16 2016-17 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Science Degree 7 10 8 8 14 4
AA/AS Total 7 10 8 8 14 4
Certificate
Certificate of Achievement 23 23 21 23 21 12
Certificate Total 23 23 21 23 21 12
Grand Total 30 33 29 31 35 16

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements

- CSU GE Requirements

- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. Click here for a link to Palomar's GE/ILOs.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
Teamwork and Problem solving: This is an every day activity in healthcare. All student evaluations for each activity must be passed at a clinically acceptable level.
Inquiry and analysis: Students evaluate case studies and outcomes as well as each patient's needs Written: Students conduct research and writing in all courses in the dental assisting department. Critical thinking: Case studies evaluation and critical thinking decisions are a part of the job of a dental assistant

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
more than 80 percent of students are proficient in the areas related to GE learning outcomes.

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How do they align with employer and transfer expectations?
The RDA program does not transfer to another college, but as far as employer expectations, it is well aligned. Graduates from the RDA program are sought after for jobs in the community and receive multiple offers for employment. In addition, while students are working at the clinical extern site, data is collected to rate employer expectations which are always extremely positive.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded (Count)
Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Science Degree 7 10 8 8 14 4
AA/AS Total 7 10 8 8 14 4
Certificate
Certificate of Achievement 23 23 21 23 21 12
Certificate Total 23 23 21 23 21 12
Grand Total 30 33 29 31 35 16

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Decreased

What factors have influenced your completion trends?
In 2020 due to covid, the RDA program operated at 50% enrollment to facilitate safe distance practices. Otherwise completions are the same from 21 to 23 students per year.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
English 100

Do you have programs with 7 or fewer completions in the last 5 years?
No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

What is your program standard for program completion?
21

Why did you choose this standard?
!00% is obviously unrealistic and 90% would only allow for only 1 student to not to complete, so 87% allows for 3 students not to complete and 83% allows 4 students out of 24 possible enrolled students, 80% seems realistic and it is still very high.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?
23

How did you decide upon your stretch goal?
looking at past trends and seeing what is possible

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Stayed the same

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Stayed the same

Were these trends expected? Please explain.
Yes 87% to 96% was expected. This has been the completion rate for the program for many years.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
Lots of good paying jobs for Palomar RDA graduates. They are very sought after for employment and have the highest reputation for excellence. There is a lot of collaboration with the dental community. The Director is involved and has relationships with the local dental community which promote and support the program.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Obviously Covid-19 was a huge challenge for dental and health programs. Another challenge has been the reassignment of the department Academic Department Assistant/Health Program Specialist. In addition, the changes in the Palomar administration team of Division Dean, Vice President of Instruction and College President in 2020 was challenging for the department. The administration team could have been more supportive concerning the challenges of an accredited dental assisting program . While the administration tried to follow standard protocol, the result was a lack of understanding what is in the best interest of students and the dental community. Health programs are not like regular college academic programs and understanding is needed to support this type of program. It was a stressful situation for the faculty. As of now, a temporary ADA has been assigned. The department desires a permanent solution for the situation for the ADA/Health program specialist and an overall understanding of the needs of the department by the administration. It does not have to be so difficult. It is a very successful program.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

What is your program's standard for Discipline COURSE Success Rate?
85.0%

Why did you choose this standard?
100% is obviously unrealistic and 90% would only allow for only 1 student to not to complete the course , so 87% allows for 3 students not to complete and 83% allows 4 students out of 24 possible enrolled students, 85% seems realistic and it is still very high.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
yes, this was based on past data collected

What is your stretch goal for course success rates?
90.0%

How did you decide upon the goal?
looking at past trends and seeing what is possible

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
yes, this has been the case for many years

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?
No

Please share any best practice methods you use for online courses.
Instructors are in regular contact with students, especially because the faculty sees the students in the face to face lab classes. Various assessment tools are used in addition to testing and research projects. For example, having students create an an online portfolio, involvement in group presentations on zoom, and other online activities. Protorio is used for proctoring online exams. The faculty sets up zoom office hours and one on one meetings with students as well. In addition, the faculty have been trained on how to make online classes more accessible.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
The course student learning outcome criteria has been met.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
There are not any questions about student learning outcomes that have not been addressed.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
At this time, the student learning outcomes have demonstrated that students enrolled in the RDA program are successful in the courses and the program.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
The department uses block scheduling during the day from 8 to 5 for most classes. The clinical classes are scheduled during the day and in the evening to facilitate dental patients's scheduling needs. Dental assisting is a skills based program, the courses are set up in a way that each class and class topics are introduced in a progressive intentional way to ensure skill and knowledge progression throughout the curriculum. Students must enroll in classes as they are offered in a way to ensure progression is achieved. The program didactic courses are scheduled in the morning to ensure students are not tired from doing dental assisting skills prior to lecture classes. Difficult lecture classes are not scheduled back to back so that the material can be absorbed before going on to the next lecture class. The class schedule is carefully assessed to ensure student success and outcomes are analyzed for success.

How do you work with other departments that require your course(s) for program completion?
there are no other departments that require our courses for program completion.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
none

Are there courses that should be added or removed from your program - please explain?
no

How is the potential need for program/course deactivation addressed by the department?
The department uses accreditation standards for courses and curriculum

Are there areas you would like to expand?
not at this time

Describe any data and/or information that you have considered as part of the evaluation of your program.
The dental assisting program follows all curriculum standards as outlined by the Dental Board of California and the Commission on Dental Accreditation. These standards are the main consideration when evaluating the program, as well as enrollment, retention and employment data collected and examining trends in dentistry.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
Yes

Is the content in the catalog accurate?
Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
The department accepts ESL 103 as well as ENG 100 in an attempt to address diversity issues for second language speakers of English. In addition, there are clinical sites that request Spanish speakers for the externship. The RDA program has a diverse student body.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- LaunchBoard
- LaunchBoard Resource Library
- Chancellor's Office Data Mart
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?
Registered Dental Assisting is the career of our program. Registered Dental Assistants can further their education and become a Registered Dental Assistant with Expanded Functions after working for 2 years as a RDA.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
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.
English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
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.
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.
Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
Near Vision — The ability to see details at close range (within a few feet of the observer).
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.
Written Comprehension — The ability to read and understand information and ideas presented in writing.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. Speaking — Talking to others to convey information effectively.
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Service Orientation — Actively looking for ways to help people.

How does your program help students build these KSA's?
The curriculum ensures students have the knowledge and skills needed to become a successful dental assistant. Accreditation requires that the curriculum contains psychology, english writing and speaking skills especially oral expression and, critical thinking projects,
Students are cleared though various physicians to ensure their hearing, vision is adequate for the profession and that students are physically and mentally able to preform the necessary skills of a dental assistant. Service orientation is discussed in detail in the prerequisite course DA 50 to help students understand what is involved in being a dental assistant.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
304 hour internship is required for program completion
A two hour dental office observation is required before admittance into the RDA program

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Students perform all duties of a dental assistant while interning in clinics and dental offices.

How do you engage with the community to keep them apprised of opportunities in your program?
The department has a social media account that allows for program opportunities and we have an advisory committee that meets each semester.

What is the regional three-year projected occupational growth for your program(s)?
14.2%

What is being done at the program level to assist students with job placement and workforce preparedness?
The program is accredited by both state and national agencies which address workforce preparedness. In addition, all students must complete 304 hours of an externship program which directs questions in all areas of dental assisting preparedness in the assigned clinical sites. Any area of dental assisting in which the student is deficient is addressed though evaluation forms and direct discussion and observation by the program director who is present with students during the clinical rotation.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
April 14 2021 The main information discussed was the need for more dental assistants in San Diego County and how Covid 19 has affected the dental community.

What are the San Diego County/Imperial County Job Openings?
San Diego job openings 6420 annual openings
Imperial County 220 annual openings
Long term projections (10 years) up 14.2%

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's Strategic Plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
To work with the dental community to raise starting salaries for Palomar graduates

Is this a new or existing goal?   **Goal Status**
Existing

How will you complete this goal?
There is a big shortage of dental assistants in San Diego Co. I will work with students and local dentists to understand the need for higher salaries for RDA's in San Diego County

Outcome(s) expected (qualitative/quantitative)
Starting salary for graduates will increase from $17:00-18.00 per hour to $20.00 starting salary for 2022 graduates

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The mission statement of the Registered Dental Assisting Department is to 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. If graduates are indeed able to meet the goals of he mission statement, they should earn a good wage.

Expected Goal Completion Date
6/1/2022

Goal 2

Brief Description
to update outdated equipment for the dental assisting department

Is this a new or existing goal?
New

How will you complete this goal?
Asking for these items in the PRP document and though the Perkins grant for new technology

Outcome(s) expected (qualitative/quantitative)
The equipment will be replaced and new dental equipment will replace the old outdated equipment

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
New equipment that includes the latest dental techniques aligns with the college mission statement "to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals".

Expected Goal Completion Date
5/2/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
Yes

Requests

Item 1

What are you requesting?
Intraoral Cameras

Estimated Amount of Request.
$25,200.00

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?

4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional. The replacement of the intraoral cameras we currently have is an urgent need; since due to the last dental software upgrade the cameras are not compatible with the new software and we are unable to teach this particular course objective.

Please upload a copy of the quote, if available.

PALOMAR COLLEGE SCHICK CAMERA AND LUM PROPOSAL Quote 1[75] copy.pdf
1.33 MB

Item 2

What are you requesting?
Dental Radiography Sensors

Estimated Amount of Request.
$41,006.50

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional. In addition, this request aligns with the course SLO "Final X-ray After gaining skills learned throughout this course, the student will be able to demonstrate the ability to expose a full dental radiographic survey on a patient within forty minutes that is diagnostically acceptable. The dental radiography sensors we currently use to teach this class were acquired between 10-15 years ago; they are becoming outdated and starting to get deteriorated due to wear and tear. We need to replace them as soon as possible so we don't face a potential interruption in the offering of this course.

Please upload a copy of the quote, if available.

Quote Schick Sensors, Wires, Intraoral Camera, Cavity Detector.pdf
1.89 MB

Item 3

What are you requesting?
Cavity Detectors

Estimated Amount of Request.
$3,495.00

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional. Cavity detection is under the scope of practice of the Registered Dental Assistant, our students are trained to perform this procedure as part of the program curricula and in preparation for employment . Currently the 3 cavity detectors we have, two of them do not work properly and the third one is getting outdated. We need replacement of this equipment to avoid interruption in the offering of this courses (DA- 82,83).

Please upload a copy of the quote, if available.

Quote Schick Sensors, Wires, Intraoral Camera, Cavity Detector.pdf
1.89 MB

Item 4

What are you requesting?
Isodry Suction and Tissue Retraction System

Estimated Amount of Request.
$8,229.62

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional.

Please upload a copy of the quote, if available.

Sales Quotation Isodry System[56].pdf
83.29 KB

Item 5

What are you requesting?
Laboratory hand-pieces and Hygiene Hand-piece

Estimated Amount of Request.
$15,056.50

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional.
High speed and low speed hand-pieces are utilized in the everyday dental practice, as well as, in the Dental Assisting program to teach many of the dental procedures that our students will be trained on in the different program courses. The dental hand-pieces we currently use to teach those procedures are between 12-15 years old. Some of them don't work anymore; others have been refurbished. We need to replace the outdated , failing hand-pieces to better serve the needs of our students in the courses we teach.

Please upload a copy of the quote, if available.

Quote Handpieces and Veloscope.pdf
138.39 KB

Item 6

What are you requesting?
Veloscope

Estimated Amount of Request.
$2,030.99

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary to be trained as a dental health care professional.
This request also aligns with DA-57 course SLO number 2, Lesions -To identify and describe different oral lesions and conditions, as well as differentiate normal from abnormal tissues in different clinical cases presented. It is under the scope of practice of the Registered Dental Assistant to perform intra-oral examination and be able to differentiate between normal tissues and what would be considered a lesion/abnormal oral tissue. The veloscope will assist us in teaching this particular course objective and SLO, as well as, addressing one of the DA-57 SLO and program goals.

Please upload a copy of the quote, if available.

Quote Handpieces and Veloscope.pdf
138.39 KB

Item 7

What are you requesting?
Sterilizer

Estimated Amount of Request.
$7,149.89

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional. We need to maintain two functioning sterilizers in order to train our students efficiently in the procedures that pertain to Infection Control practices and Instruments Processing. These are part of the Program curricula to prepare our students for employment in the field.

Please upload a copy of the quote, if available.

Lexa Sterilizer Quote.pdf
1.88 MB

Item 8

What are you requesting?
CEREC Support and Eagle Soft Support

Estimated Amount of Request.
$16,342.00

Will you accept partial funding?
Yes

Budget Category
Operating Expenses

What PRP plan goal/objective does this request align with?
Goal 2 to replace outdate equipment and supplies

What Strategic Plan 2022 Goal/Objective does this request align with?
4:2

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These items align with goal 2 to update and increase supplies and equipment and aligns with the program SLO of "Upon successful completion of this program graduates will be prepared for employment as a dental health care professional". Updating and replacing dental supplies and equipment are necessary for students to be trained as a dental health care professional.
Our program requires the use of highly specialized software and technology; that requires software updates to keep the equipment operational. DA-65,DA-70, and DA-71 requires the use of the dental software Eagle soft.In DA-85, we use CAD/CAM technology (CEREC).We need to have access to software updates whenever available and also receive technical support in case of any technical difficulties while teaching the procedures that involve the use of this technology. Currently, we do not have the funds allocated to pay the monthly or yearly membership dues to have access to these services . This situation may lead to not to be available to teach the course curricula for the above mentioned courses or pay extraordinary high fees to have emergency technical assistance.

Please upload a copy of the quote, if available.

CEREC and Eagle Soft Technical Support.docx
17.93 KB

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
ahernandezcoria@palomar.edu