

Entry #: 28 - Mathematics, Science and Engineering**Status:** Submitted**Submitted:** 3/21/2024 8:10 AM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Mathematics, Science and Engineering

Department Name

Dental Assisting Program

Microsoft_List_ID**Discipline Name**

Dental Assisting (DA)

Department Chair Name

Denise Rudy

Department Chair email

drudy@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Adelina Coria Hernandez

Website address for your discipline<https://www.palomar.edu/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.

[\(Click here for information on how to create a mission statement.\)](#)

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

2

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

1.53

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.10

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

CTPS 25%

List additional hourly staff that support this discipline and/or department. Include weekly hours.

N/A

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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, the department has a good success rate

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, the department has over a 90% retention rate which is excellent

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

Age

Ethnicity

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

students over the age of 25 have better success rates

I think younger students may be less focused on a career than older students who have been working

I do not know how to close the gap

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Hispanic and Black students have lower success rates

Since the large majority of the dental assisting students are Hispanic, it might just be the accurate success rate for our courses

DA has very few Black students, so the sample size is very small

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We are giving class participation points and multiple submission online mini quizzes to help learn the course material and create better pass rates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Science Degree 10 8 8 14 4 13

AA/AS Total 10 8 8 14 4 13

Certificate

Certificate of Achievement 23 21 23 21 12 20

Certificate Total 23 21 23 21 12 20

Grand Total 33 29 31 35 16 33

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

There is an abundance of employment opportunities for Palomar RDA graduates. They are very sought after for employment and have the highest reputation for excellence and have excellent starting salaries. 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.

The main challenge is a lack of classified support for the program. There has not been adequate support for the department the past few years. There is only a 25% CTPS position assigned to dental assisting which is shared with nursing education. This position is a full-time 40 hour a week job needed for the nursing education department. The workload for the CTPS being responsible for both dental assisting and nursing education requires 60 hours a week, 20 hours for dental, 40 hours for nursing. Dental assisting does not have a permanent Academic Department Assistant, nor an Instructional Support Assistant position (ISA) assigned. Without this support, the department cannot function properly. For example, this semester when scheduling the dental assisting students to go to the clinical offices, it was discovered that the contracts with the dental facilities were expired. This resulted in 4 students losing 2 days of clinical hours and this became an another "emergency situation" causing undue stress to students and the dental offices who host interns. This did not give a good impression to the dental community about the operations of the RDA program at Palomar. Some of the offices were new clinical sites and the Director had to call the offices

explaining why the students assigned to the office could not start as planned. Palomar College appeared to be unorganized and unprofessional.

In addition, there has been very little, if any recruiting for the dental assisting department since 2020, therefore enrollment is down. There has been no one to answer the phone in the dental assisting office. This is very important for answering enrollment questions and to give help to incoming students. There is a lot of prep for students to get enrolled into the RDA program. Our department is asking the administration to understand the needs and complexities of this program and to commit to support the department. In 2025 the department will be preparing for the 2027 site visit. At this time, there would not be adequate support to undertake this huge project, and at this time no one is collecting data for the administrative part of the site visit. The department desires a permanent solution for classified support staff for dental assisting, and not just asking some other overworked employee to take on the department or keep hiring short term staff that faculty have to "train" again. This past semester Adelina Hernandez has been required to contact vendors regularly, come in on her day off to meet in person with repair technicians, open supply boxes, order supplies, keep inventory lists of supplies, answer almost daily e-mails from vendors, purchasing, the temporary assigned ADA, and now the new short-term person hired to help, get quotes because the people doing the ordering did not get the items ordered correctly and try to get equipment ordered with Perkins and Strong workforce funds from last year that were never ordered. The students are telling me they are frustrated that they have to wait to get the supplies they need. Everyone is stressed in our department and students are feeling it. Ms. Hernandez did all of this extra work to get these supplies for the semester and the temporary ADA waited six weeks and did not order the supplies without telling the department. The ADA was just too overwhelmed with work to get to our department's supplies.

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 O*net Link below) 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Dental Assisting is projected to grow 25.9% in the next 3 years

What is being done at the program level to assist students with job placement and workforce preparedness?

There is an employment section on the department website that lists job opportunities in the area. Dentists submit an advertisement and at this time the CTPS manages the website, since there is not an academic department assistant. Students are prepared for work through the clinical and laboratory classes.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

October 18 2023. Overall it is the same as it has been since 2020. Dentists are desperate to hire RDA's and concerned that Palomar College is not giving the department enough support to recruit and enroll students to fill the spots in the RDA program. Dentists are concerned that there is not sufficient classified support positions to run the program efficiency, and that there will be no support staff in place when the next site visit occurs. They were concerned that there is no one to take minutes or give reports at the advisory committee meetings. They can see that the department is starting to fail, that the faculty are tired and stressed without the support needed. With the desperate need for RDA's in San Diego County, this is a huge concern for the dental community. They depend on Palomar College to fill seats and supply the community with as many dental assistants as possible.

What are the San Diego County/Imperial County Job Openings?

241 jobs

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals**Prior Year PRP Goal 1****Brief Description**

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

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Students verbally reported to the faculty and director starting salaries higher than previous years.

Prior Year PRP Goal 2**Brief Description**

to update outdated equipment for the dental assisting department

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The dental assisting department updated many areas of the dental equipment, but there are still a few more needed updates such as new radiography equipment.

Describe any changes to your goals or three-year plan as a result of this annual update.

none

Do you have any new goals you would like to add?

No

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Permanent Instructional Support Assistant Dental Assisting (other colleges call this position Laboratory Technician)

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

10-12 months 75%

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

Currently, and in the future, and the following accreditation requirement:

Support Staff

Standard 3-12 Institutional support personnel must be assigned to facilitate program operation.

Examples of evidence to demonstrate compliance may include:

- There are support services to assist the faculty in ordering supplies and equipment, maintaining and distributing equipment, and providing other instructional aid assistance.
- Services of maintenance and custodial staff ensure that the unique requirements of the program facilities are met.

The dental assisting program manages a dental lab and a dental clinic. Having a lab and a clinic to be able to complete all the dental assisting objectives procedures and are required by the Commission on Dental Accreditation and the Dental Board of California. The faculty are doing all of the work (part-time faculty having to spend about 2 hours to set-up and put away equipment and supplies) to maintain the operation, set-up, inventory, ordering and receiving of supplies, maintaining of equipment, meeting with repair vendors,(no one is managing the SDS sheets, nor training faculty) cleaning the lab and clinic, demonstrating safety procedures to students and many more ISA duties without any support. In the past the Academic Dept. Assistant helped with some of this work, but there is no longer an ADA, and that should not have been in their job description but it just turned out that way, since faculty are in class and can not do all of this while teaching.

1.The ISA would insure that dental equipment is in sound working order;

ensures lab closing procedures are followed; maintains a clean, safe and orderly learning environment, including cleaning counters and storing and restocking dental materials and supplies; would ensure all dental equipment is in working order.

2. Maintains the safety of the laboratory environment; provides instructional support and demonstrates safety procedures if needed; monitors activities in the laboratory to ensure safety procedures are followed; inspects and maintains laboratory safety equipment such as eye washer, fire extinguisher, respirator and safety kits; reports the need for any repairs; provides and documents annual safety training for staff, faculty and lab assistants; creates and updates safety manuals and handouts; serves as liaison for any safety inspections and takes action to correct any deficiencies identified; maintains and updates Material Safety Data Sheets (MSDS) notebooks as required

3. Sets up classroom demonstrations planned or requested by instructors; labels and stores a variety of dental materials and dental supplies; safely stores and periodically arranges with the District's Environmental Health and Safety department for the disposal of expired dental materials, and biohazardous materials generated during clinical procedure

4. Monitors the laboratory/clinical materials budget; maintains and prepares requisitions to replenish an inventory of dental materials and other consumables and supplies to meet laboratory needs; receives all materials and supplies and equipment from vendors and prepares work orders for facilities repairs and

upgrades and for the replacement and purchase of equipment.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This position would assist and establishing a more efficient operation of the dental assisting program and well as ensuring the health and safety of faculty and students.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

To give students more "hands on" experience using the latest dental supplies, materials and equipment in a safe and organized environment that resembles a real dental facility.

Educational Vision Plan 2035 Objective

1:2

1:3

1:4

If the position is not moved forward for prioritization, how will you address this need?

Certain time consuming tasks will not get done. The program could receive a recommendation from CODA for non-compliance of standards for support. It is impossible for faculty to prep and teach classes and maintain a dental clinic that schedules and treats dental patients, and maintain a working dental lab with all all that goes into running a dental office without support. The department will have equipment that is not in working order at times and students will wait to use these items if they do not get repaired and replaced. The part-time and full-time faculty will do the best they can at staying ahead of these issues, but without an ADA or someone to receive supplies from the warehouse, assist with opening supply boxes and checking that the order is correct with the requisitions, as well being able to let vendors into the building to repair or maintain equipment, we are not sure how it will work. The department has never attempted to work without any support and this year there have been days where the department almost had to cancel classes because there were no infection control supplies or other needed dental supplies to run the classes. Without this help, this year the department has been in a constant "state of emergency" . It has been extremely stressful for the faculty and students not to have what they need to meet course and accreditation requirements. At times we are getting the supplies the day before they are needed with lots of stressful e-mails trying to get the items last minute.

Staff, CAST, AA request 2

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Academic Department Assistant

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

Academic Department Assistant is needed for current, future and critical operations for a department at Palomar College. The accrediting agency, Commission on Dental Accreditation requires support for all dental assisting programs listed in Standard 3-12. See below.

Support Staff

3-12 Institutional support personnel must be assigned to facilitate program operation.

Examples of evidence to demonstrate compliance may include:

- Secretarial and clerical staff are assigned to assist the administrator and faculty in preparing course materials, typing correspondence, maintaining student records, and providing supportive services for student recruitment activities and admissions.
- The secretarial personnel are located in an area which is readily accessible to the faculty.
- There are support services to assist the faculty in ordering supplies and equipment, maintaining and distributing equipment, and providing other instructional aid assistance.
- The program faculty and students have access to available institutional specialists such as those in the areas of curriculum, testing, computer usage, counseling and instructional resources equal to that of other program

The ADA position performs a variety of complex and responsible administrative support functions for an assigned academic department or

program requiring a detailed knowledge of District policies, practices and procedures; performs class scheduling, instructor

load planning and related functions for each semester and instructional period, using District enterprise systems and specialized software; serves as a liaison between the department or program and faculty, students, other academic departments and the community.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

Yes, though reorganizing the current situation, which is using an ADA assigned to Biology, the District operations would be more efficient.

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

There has always been funding through the general fund to support an ADA assigned to Dental Assisting. This is not a new position.

Describe how this position helps implement or support your three-year PRP plan.

The ADA support person helps assist students, assists with budgets, assists with accreditation reports, answers phone calls which helps with enrollment. Taking minutes at meetings and so on.

Educational Vision Plan 2035 Objective

1:1

1:2

1:3

2:4

If the position is not moved forward for prioritization, how will you address this need?

It appears other departmental ADA's will periodically be forced to add dental assisting to their all ready full time job. Things will fall though the cracks and students will not have what they need. Enrollment will probably continue to decline without the help the ADA provides to the dental assisting students and faculty and our stellar reputation in the community will decline.

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

1. The department needs funds to cover one professional conference per year related to dental assisting for the 2 full-time faculty

Standard 3-9: faculty member is provided release time and financial support to attend at least one national or regional conference or workshop related to dental assisting. education each year

2. Dues for the annual software update for Eaglesoft dental practice management system updates for the DA 65 Class
3. CEREC club yearly dues to maintain CEREC CAD/CAM updates and operation for the DA 85 class

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS**Will you be requesting any technology (hardware/software) this upcoming year?**

Yes

Technology Request

Technology Request 1

What are you requesting?

We need to replace two X-ray heads that are 15+ years old.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Dental Assisting students and faculty that teach Dental Radiography courses. For the following courses Dental Radiography I and Dental Radiography II.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Two of the three X-ray heads the program currently have are more than 15 years old. Older equipment has a high risk of failure and breakdowns. Additionally, they could pose a safety problem. Calibration is not possible anymore, they are rendering undiagnostic, poor quality, radiographic images. To the least, they could unexpectedly breakdown anytime and we will find ourselves in an emergency situation having to locate funds to replace them.

DA--70 Dental Radiography I

Student Learning Outcomes:

After gaining skills learned throughout this course:

1. Students will be able to demonstrate the ability to expose one full dental radiographic survey on a "human patient" at a "diagnostically acceptable" level.
2. Students will be able to demonstrate the ability to take three intraoral photos on DEXTER (one maxillary arch, smile, mandibular arch) at a "Clinically acceptable" level.
3. Students will be able to identify anatomical landmarks on several randomly selected human radiographic surveys.

DA-71 Dental Radiography II

Student Learning Outcomes:

1. After gaining skills throughout the course, the student will be able to expose a full dental radiographic survey on a patient within fifty minutes, which is diagnostically acceptable.
2. After gaining skills learned throughout this course, the student will be able to demonstrate the ability to take vital signs, including blood pressure, respiration rates and temperature on three patients.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students in the Dental Assisting program and the faculty teaching the above-mentioned courses.

c. What are the expected outcomes or impacts of implementation?

Faculty and students will benefit from using equipment that works properly and safely. Teaching dental radiographic techniques using machines that rendered quality images; will enhance the students learning experience.

d. Timeline of implementation

2024-2025 academic year

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licenses, support, maintenance, etc.).

\$10,595.62 Based on the provided formal quote.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

Goal/Objective 2

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:7

1:10

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

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?

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Denise Rudy

Date

4/10/2024