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| **Zoology** | **Date: 12/04/15** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**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.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**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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| **List everyone who participated in completing this Program Review and Planning Document.**  **Richard Albistegui-DuBois, Carey Carpenter, Gene Gushansky, and Lesley Williams** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)   **(Some percentages are shown with standard deviations [σ]): The data supports that the zoology discipline continues to be impacted (104.7% σ4.7) of census load, averaged from 2007-2013). The percentage of zoology classes taught by part-time faculty has been as low as 38.7 as recently as 2009-10, but because of personal changes since, is now 53.1, indicating the need for additional full-time instructors.**  **Our pass rates for Zoology are 66.7% σ5.1, and are similar between day and evening courses. Our retention rates are consistently over 90 or better, and also similar between day and evening courses. This suggests that the majority of zoology students that stay with the class are successful. Unfortunately, we do not know the specifics for the ZOO 200, ZOO 203 and ZOO 145 courses vs. the other non-healthcare-related zoology courses.**  **A more detailed examination of retention and success rates by gender shows similar results for both males and females. Pass rates increase with the age of the students (average pass rate from 2008-2012: 62% σ9.7 for 19 and under; 65% σ6.4 for 20-24, and 72% σ 4.6 for 25-49 (although retention rates are similar for all groups). When pass rates are examined based on ethnicity, Hispanic. Filipino, and African-American students show lower pass rates than white students (average pass rate from 2008-2012: 69.2% σ11.4, Filipino; 57.7% σ6.2, Hispanic. The data reported for African American students is from 2008-09 through 2011-12 only, as fewer than 10 students, and thus no percentage data were reported, were enrolled in zoology in 2007-08 and 2012-13. The pass rate for African Americans was 40.8% σ5.9. For white students, the pass rate was 71.2% σ6.5. (Similar retention rates, however, were seen in all groups.) There is concern about the relatively low pass rates for non-white students. A more detailed examination of teaching strategies to increase the success rate of minority students is warranted. Also given the recent change in prerequisites for ZOO 200 and 203, continued attention to pass rates, especially for groups already on the lower end of the spectrum, is of crucial importance.** |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   **ZOO 203**   1. **Homeostasis: students will demonstrate understanding of this key concept** 2. **Scientific method: Students will demonstrate understanding of the principles of experimental design and analysis** 3. **Scientific communication: Students will demonstrate the ability to communicate data and analysis through formal reports**   **ZOO 200**  **1. Basic organization of histology, specifically the relationships between tissue-level organization and the eleven organ systems**  **2. Proper application of directional and regional terminology to describe anatomical features.**  **3. Relationship between structures and functions of the organ systems.**  **4. Detailed comprehension of the gross anatomy of the organ systems.**  **5. Comprehension of the evolutionary significance of anatomical differences between components of various organ systems.**  **ZOO 145**  **1. Basic organization of histology, specifically similarities between tissue level organization of various organ systems**  **2. Proper application of directional and regional terminology to describe anatomical features**  **3. Relationship between structure(s) and function of the eleven organ systems**  **4. Detailed comprehension of the gross anatomy of the organ systems**  **5. Comprehension of homeostatic relationships and regulation within the major organ systems**  **Recent SLO assessments in physiology have come from collection of exam question data and discussion, unfortunately not well documented. The SLO coordinator is currently setting up a physiology meeting to establish a new way of assessing SLOs.**    **Anatomy SLO's have been assessed by a) An end-of-term 20 point extra-credit quiz with questions keyed to the SLOs b) Selected questions on midterm exams and final exam keyed to the SLOs.**  **We learned from our course SLO assessments that students in the anatomy and physiology courses are doing well, something we already knew from the course grade distributions. The score for the assessment of ZOO 203 SLO #1 that was done for two sections in the spring of 2013 for ZOO 203 was 78%. Assessment of ZOO 200 SLO #2 for the Fall 2012 and Spring 2013 semesters (4 sections) indicated equally fine performances: an average of 82%).**  **All of our anatomy and physiology instructors will certainly change aspects of their courses, trying something new in lecture here, modifying a lab there, but for some this will not be because of SLO results, which in their own considered assessments didn't provide any new information, but because this is what instructors are wont to do to ensure continued excellence in their courses.** |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (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). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   **n/a**   1. **Given this updated 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.**   **n/a** |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (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.)**   **Based on a survey of 50 ZOO 203 students at the beginning of the spring 2014, the three most common career goals of the ZOO 203 (and presumably ZOO 200) students are : nursing (45%), physician assistant (10%), and physical therapist (10%). Each of these are professions are in high demand in California. For registered nurses, projections are for an average of 9980 openings per year (2010-2020), with a 21.6% increase in demand from 2010. Physician assistants are projected to have an average of 380 openings per year (2010-2020), with a 25.3% increase in demand from 2010. Physical therapists are projected to have an average of 580 openings per year (2010-2020), with a 23.6 % increase in demand from 2010. Registered nurses are projected to be one of the occupations with the highest projected number of job openings for both San Diego and Riverside County.** |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Maintain high student retention rates, success rates, and SLO achievement in highly impacted courses (such as ZOO 200 and ZOO 203). Focus on the impact of recent changes in prerequisites on these parameters.** |
| **Continue to monitor success and retention rates, and SLO achievement in ZOO 200 and Z00 203. Correlate success and retention rates with previous coursework in biology and chemistry to determine what effects if any the prerequisite changes that have occurred for ZOO 200 and ZOO 203 will have on student performance** |
| **Continued monitoring of student retention and pass rates will reveal whether further action is necessary regarding prerequisites.** |
| **GOAL #2** |
| **To have at least 2 full-time faculty assigned to teach ZOO 200 and ZOO 203 each semester** |
| **Hire more full-time faculty qualified to teach ZOO 200 and Z00 203** |
| **Having more full-time faculty in the discipline helps ensure discipline quality. This isn't because adjuncts are not up to the job (we have had a number of excellent adjuncts in recent years) but because those with vested interests in the discipline and who can work together in teams over the years, will be more likely to maintain first rate courses, equipment, and facilities. Also, the increased numbers of out-of-class hours students can interact with faculty (in office hours, open labs, etc.) that inherently comes with full-timers can only help with students success.** |
| **GOAL #3** |
| **Open a second human anatomy lab** |
| **One limiting factor in our efforts to serve as many students as possible is that we only have one classroom/lab setup suitable for teaching human anatomy. Anatomy is probably the single most impacted class in the discipline, as it is a career and training prerequisite for most allied health and transfer pathways. In addition, the advent of block scheduling in the compressed calendar may make it impossible for us to offer the six sections we currently offer, further reducing the number of students we can serve. As a result, we need to obtain sufficient anatomical models and resources to equip a second anatomy classroom.** |
| **A second classroom will significantly increase the number of students we can enroll each year in a highly impacted class. This can improve Palomar’s enrollment management situation, as well as serving our students by helping them move on in their careers.** |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Life size Muscle Torso, 27 part** | **600010** | **1,3** | **1,2** | **Our current torso models are very old (over 26 years) and in need of repair. This is a beautifully detailed model that shows a number of structures that our current models (torsos or otherwise) either do not show or show poorly, such as the deep musculature of the back. This would be one of our most used models if purchased. SLOs # 2-4** | **$5760 (includes shipping and tax)** [**3B Scientific**](https://www.a3bs.com/life-size-muscle-torso-27-part-va16,p_46_2216.html#3) |
| **a2.** | **Two disarticulated human bone sets (Altay Economy Disarticulated Human Skeleton; plastic)** | **600010** | **1,3** | **1,2** | **The study of individual bones is an integral component of the course. Achievement of the Gross Anatomy SLO for the course is greatly facilitated through study of the disarticulated specimens**  **Most of the disarticulated bones we currently have are over 25 years old and many are damaged and need to be replaced. *Note: an overarching rationale for this item and all listed below, is the plan to open a second anatomy lab; as such a duplicate set of all models is a major goal of the Department.*** | **962.28 (including shipping and tax) Carolina Biological** |
| **a3.** | **Deluxe Muscle Arm Model 6-Part Life-Size and** [**Life-Size Muscular Leg Anatomy Model (7 Parts)**](https://www.google.com/aclk?sa=l&ai=Cr8NrBrJjVsrFNpSQ-gPAoKhA84nF8gTj4f_29gGr0uKMrAIICRABIN7Nzx4oJWDJ5tyGyKPoGaABmayy_QPIAQeqBCdP0Ose_UoD-Q_WlsAGkOh9G7zvysXyQ2JUXkmrBZ5iUfXpMbYi-fTABQWgBiaAB8_TzQKIBwGQBwKoB6a-G9gHAeASnKzcsp7A3Jn3AQ&sig=AOD64_1fR8DiqIlLWtxUwZxX1iU0EM8XaQ&adurl=https://www.anatomywarehouse.com/life-size-muscular-leg-anatomy-model-7-parts-a-100200%3Fgdftrk%3DgdfV213095_a_7c3843_a_7c16820_a_7cA_d_100200&ctype=5&clui=8&q=&ved=0ahUKEwjWo-HZq8bJAhVK2SYKHXQPBdIQwzwIBA&ei=BrJjVtaIMcqymwH0npSQDQ) | **600010** | **1,3** | **1,2** | **The life-size arm and leg models we have are over 20 years old and are in need of extensive repair and replacement parts. SLOs # 2-4** | **$2048.50**  **Free shipping. No tax**  [**Anatomy Warehouse**](https://www.google.com/aclk?sa=l&ai=CkZ6HOq5jVqqmOYzd-QOcxYv4BPOJxfIE4-H_9vYBq9LijKwCCAkQASDezc8eKA5gyebchsij6BmgAZmssv0DyAEHqgQnT9AP4g4BO5Hw6h3GOV92aPc_ODN2qQgx145r7PDcdlEoXBDOG34AwAUFoAYmgAfP080CiAcBkAcCqAemvhvYBwHgEqitwv21q4_RLQ&sig=AOD64_0_ygqqjg8lO0-SSCey6ECx3FOChw&adurl=https://www.anatomywarehouse.com/life-size-deluxe-muscle-arm-anatomy-model-6-parts-a-100460%3Fgdftrk%3DgdfV213095_a_7c3843_a_7c16820_a_7cA_d_100460&ctype=5&clui=3&q=&ved=0ahUKEwj4jqWKqMbJAhVMRiYKHcduCZMQ2ysIBQ&ei=Oq5jVviJM8yMmQHH3aWYCQ) |
| **a4.** | Full-Figure Circulatory System Model | **600010** | **1,3** | **1,2** | **Ancient, mucked-up circulatory system models, interfere with SLO #2-4** | **$3,192 (includes shipping and tax)**  [**Global Technologies**](http://www.gtsimulators.com/Full-Figure-Circulatory-System-Model-p/kk-a61.htm) |
| **a5.** | Cranial Nerve Model | **600010** | **1,3** | **1,2** | **We have no cranial nerve model. Cranial nerves are a crucial component in the study of the brain. SLOs #2-4** | **$681 (includes shipping and tax)**  [**Ebay**](http://www.ebay.com/itm/Magnify-Human-Anatomical-Brain-12-Cranial-Nerves-Anatomy-Medical-Model-/172010759745?_trksid=p2141725.m3641.l6368) |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** | **spectrophotometer for Human Physiology** | **600010** | **1,3** | **1,2** | **We now adhere to the Associate Degree for Transfer pathways and consequently have adjusted our human physiology course curriculum to include endocrinology and immunology, yet there are no labs that cover either topic. Labs that assay human hormones address both topics, and a spectrophotometer is a crucial bit of equipment for use in these labs. This is linked to SLOs 2 and 3.** | **$1395 (includes shipping and handling** |
| **b2.** | **One digital presentation station for the Escondido center: computer, digital projector and document camera as found in the lecture rooms of the Natural Science Building on the San Marcos Campus** | **600010** | **1,3** | **1,2** | **Digital presentation stations play a major role in presenting information to student during both lecture and lab in ZOO 200. The stations can be used a projecting dissecting microscopes for a wide variety of purposes, including macro views of bone structure, skin surfaces, and various dissected structures, including the villi of cat small intestine and the bronchioles of cat lungs. Students are impressed as well as educated. In keeping with course SLO #4f** | **$2100** |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** | For dissection: cats, sheep hearts & brains, cow eyeballs | **400010** | **1,3** | **1,2** | **Sheep hearts and brains and cow eyeballs are similar in structure to human specimens and are important for the hands-on study of anatomy. They are crucial for accomplishing each of the ZOO 200 course SLOs. The cat dissection kits are also very important for hands-on anatomy learning.** | **$1,000** |
| **c2.** | 10 licenses for DirectRT reaction time software | **400010** | **1,3** | **1,2** | **Neuropsychological experiments are a good way to introduce students to many principles of experimental design and analysis (see ZOO 203 SLOs 2 and 3). Many excellent ones are simple, but require very precise measurements of reaction time. DirectRT software will allow these experiments.** | **$1825 (for ten licenses)** |
| **c3.** | Altay Liver and Gall Bladder with Pancreas and Duodenum Model (Showing complete biliary pathway) | **400010** | **1,3** | **1,2** | **Old, worn, tired-looking digestive system models interfere with SLO #2-4; we have no digestive system model that shows the complete biliary pathway.** | **$178.20 (includes tax and shipping)**  [Carolina Biological](https://www.google.com/aclk?sa=l&ai=C6pJDlVtjVubpFtesfO60loAIqdL0swfZjpi2tgLpkLjO1QQICRABIN7Nzx4oCWDJ5tyGyKPoGaABq_XA_wPIAQeqBCVP0IsWbnrCvgJT_XtkggqJZB9-yr519kX65HjGqhnXiHZxuLgAwAUFoAYmgAe9ij-IBwGQBwKoB6a-G9gHAeASk9LfqdLo7_7pAQ&sig=AOD64_2ARzL8XlWdDBBlguBDtHB89cbYRQ&adurl=http://www.carolina.com/catalog/detail.jsp%3FprodId%3D566905A%26s_cid%3Dppc_gl_products&ctype=5&clui=1&q=&ved=0ahUKEwiHssyh2cXJAhWG7SYKHWiCAm8QrSsIBg&ei=lVtjVseTE4bbmwHohIr4Bg) |
| **c4.** | **Spine Model Set** | **400010** | **1,3** | **1,2** | **Detailed view of spinal nerve/spinal cord relationships. None of the models we have show this detail SLOs # 2-4** | **$282.00 (includes tax and shipping)**  [**HealthEd.com**](http://www.healthedco.com/index.php/spine-model-set-3.html) |
| **c5.** | Flexible Female Pelvis | **400010** | **1,3** | **1,2** | **A model of the female pelvis that demonstrates inherent flexibility that none of our other pelvic models address. SLOs # 2-4** | **$281 (includes shipping and tax)** |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** | **Microscope Repair** | **500010** | **1,3** | **1,2** | **Histology is an essential aspect of the ZOO 200 course; we have an excellent set of microscopes, but they must be maintained. Scopes that are not maintained represent wasted money.** | **$3100** |
| **d2.** | **Funds for one faculty member to attend LabChart software training** | **500010** | **1,3** | **1,2** | **Our physiology labs use LabChart software. While the faculty are competent in its use, advanced training would enable us to develop new teaching labs which would be more effective at helping students master material. These funds would allow one faculty member to attend an advanced training course; this person would then instruct other physiology faculty.** | **$2000** |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** | **Funds for four faculty to travel to the annual meeting of the Human Anatomy and Physiology Society (HAPS)** | **500010** | **1,3** | **1,2** | **This is registration and travel expenses for four faculty members to attend a HAPS annual meeting. The anatomy and physiology faculty have never been able to attend one of these meetings. This would be a good opportunity to establish connections and learn about recent pedagogical techniques.** | **$4800** |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **f1.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1.** | For dissection: cats,, sheep hearts & brains, cow eyeballs | **400010** | **1,3** | **1,2** | **Sheep hearts and brains and cow eyeballs are similar in structure to human specimens and are important for the hands-on study of anatomy. They are crucial for accomplishing each of the ZOO 200 course SLOs. The cat dissection kits are also very important for hands-on anatomy learning.** | **$1,000** |
| **2.** | **Life size Muscle Torso, 27 part** | **600010** | **1,3** | **1,2** | **Our current torso models are very old (over 26 years) and in need of repair. This is a beautifully detailed model that shows a number of structures that our current models (torsos or otherwise) either do not show or show poorly, such as the deep musculature of the back. This would be one of our most used models if purchased. SLOs # 2-4** | **$5760 (includes shipping and tax)** [**3B Scientific**](https://www.a3bs.com/life-size-muscle-torso-27-part-va16,p_46_2216.html#3) |
| **3.** | **Two disarticulated human bone sets (Altay Economy Disarticulated Human Skeleton; plastic)** | **600010** | **1,3** | **1,2** | **The study of individual bones is an integral component of the course. Achievement of the Gross Anatomy SLO for the course is greatly facilitated through study of the disarticulated specimens**  **Most of the disarticulated bones we currently have are over 25 years old and many are damaged and need to be replaced. *Note: an overarching rationale for this item and all listed below, is the plan to open a second anatomy lab; as such a duplicate set of all models is a major goal of the Department.*** | **962.28 (including shipping and tax) Carolina Biological** |
| **4.** | **spectrophotometer for Human Physiology** | **600010** | **1,3** | **1,2** | **We now adhere to the Associate Degree for Transfer pathways and consequently have adjusted our human physiology course curriculum to include endocrinology and immunology, yet there are no labs that cover either topic. Labs that assay human hormones address both topics, and a spectrophotometer is a crucial bit of equipment for use in these labs. This is linked to SLOs 2 and 3.** | **$1395 (includes shipping and handling** |
| **5.** | **Deluxe Muscle Arm Model 6-Part Life-Size and** [**Life-Size Muscular Leg Anatomy Model (7 Parts)**](https://www.google.com/aclk?sa=l&ai=Cr8NrBrJjVsrFNpSQ-gPAoKhA84nF8gTj4f_29gGr0uKMrAIICRABIN7Nzx4oJWDJ5tyGyKPoGaABmayy_QPIAQeqBCdP0Ose_UoD-Q_WlsAGkOh9G7zvysXyQ2JUXkmrBZ5iUfXpMbYi-fTABQWgBiaAB8_TzQKIBwGQBwKoB6a-G9gHAeASnKzcsp7A3Jn3AQ&sig=AOD64_1fR8DiqIlLWtxUwZxX1iU0EM8XaQ&adurl=https://www.anatomywarehouse.com/life-size-muscular-leg-anatomy-model-7-parts-a-100200%3Fgdftrk%3DgdfV213095_a_7c3843_a_7c16820_a_7cA_d_100200&ctype=5&clui=8&q=&ved=0ahUKEwjWo-HZq8bJAhVK2SYKHXQPBdIQwzwIBA&ei=BrJjVtaIMcqymwH0npSQDQ) | **600010** | **1,3** | **1,2** | **The life-size arm and leg models we have are over 20 years old and are in need of extensive repair and replacement parts. SLOs # 2-4** | **$2048.50**  **Free shipping. No tax**  [**Anatomy Warehouse**](https://www.google.com/aclk?sa=l&ai=CkZ6HOq5jVqqmOYzd-QOcxYv4BPOJxfIE4-H_9vYBq9LijKwCCAkQASDezc8eKA5gyebchsij6BmgAZmssv0DyAEHqgQnT9AP4g4BO5Hw6h3GOV92aPc_ODN2qQgx145r7PDcdlEoXBDOG34AwAUFoAYmgAfP080CiAcBkAcCqAemvhvYBwHgEqitwv21q4_RLQ&sig=AOD64_0_ygqqjg8lO0-SSCey6ECx3FOChw&adurl=https://www.anatomywarehouse.com/life-size-deluxe-muscle-arm-anatomy-model-6-parts-a-100460%3Fgdftrk%3DgdfV213095_a_7c3843_a_7c16820_a_7cA_d_100460&ctype=5&clui=3&q=&ved=0ahUKEwj4jqWKqMbJAhVMRiYKHcduCZMQ2ysIBQ&ei=Oq5jVviJM8yMmQHH3aWYCQ) |
| **6.** | Full-Figure Circulatory System Model | **600010** | **1,3** | **1,2** | **Ancient, mucked-up circulatory system models, interfere with SLO #2-4** | **$3,192 (includes shipping and tax)**  [**Global Technologies**](http://www.gtsimulators.com/Full-Figure-Circulatory-System-Model-p/kk-a61.htm) |
| **7.** | Cranial Nerve Model | **600010** | **1,3** | **1,2** | **We have no cranial nerve model. Cranial nerves are a crucial component in the study of the brain. SLOs #2-4** | **$681 (includes shipping and tax)**  [**Ebay**](http://www.ebay.com/itm/Magnify-Human-Anatomical-Brain-12-Cranial-Nerves-Anatomy-Medical-Model-/172010759745?_trksid=p2141725.m3641.l6368) |
| **8.** | **One digital presentation station for the Escondido center: computer, digital projector and document camera as found in the lecture rooms of the Natural Science Building on the San Marcos Campus** | **600010** | **1,3** | **1,2** | **Digital presentation stations play a major role in presenting information to student during both lecture and lab in ZOO 200. The stations can be used a projecting dissecting microscopes for a wide variety of purposes, including macro views of bone structure, skin surfaces, and various dissected structures, including the villi of cat small intestine and the bronchioles of cat lungs. Students are impressed as well as educated. In keeping with course SLO #4f** | **$2100** |
| **9.** | 10 licenses for DirectRT reaction time software | **400010** | **1,3** | **1,2** | **Neuropsychological experiments are a good way to introduce students to many principles of experimental design and analysis (see ZOO 203 SLOs 2 and 3). Many excellent ones are simple, but require very precise measurements of reaction time. DirectRT software will allow these experiments.** | **$1825 (for ten licenses)** |
| **10.** | Altay Liver and Gall Bladder with Pancreas and Duodenum Model (Showing complete biliary pathway) | **400010** | **1,3** | **1,2** | **Old, worn, tired-looking digestive system models interfere with SLO #2-4; we have no digestive system model that shows the complete biliary pathway.** | **$178.20 (includes tax and shipping)**  [Carolina Biological](https://www.google.com/aclk?sa=l&ai=C6pJDlVtjVubpFtesfO60loAIqdL0swfZjpi2tgLpkLjO1QQICRABIN7Nzx4oCWDJ5tyGyKPoGaABq_XA_wPIAQeqBCVP0IsWbnrCvgJT_XtkggqJZB9-yr519kX65HjGqhnXiHZxuLgAwAUFoAYmgAe9ij-IBwGQBwKoB6a-G9gHAeASk9LfqdLo7_7pAQ&sig=AOD64_2ARzL8XlWdDBBlguBDtHB89cbYRQ&adurl=http://www.carolina.com/catalog/detail.jsp%3FprodId%3D566905A%26s_cid%3Dppc_gl_products&ctype=5&clui=1&q=&ved=0ahUKEwiHssyh2cXJAhWG7SYKHWiCAm8QrSsIBg&ei=lVtjVseTE4bbmwHohIr4Bg) |
| **11.** | **Spine Model Set** | **400010** | **1,3** | **1,2** | **Detailed view of spinal nerve/spinal cord relationships. None of the models we have show this detail SLOs # 2-4** | **$282.00 (includes tax and shipping)**  [**HealthEd.com**](http://www.healthedco.com/index.php/spine-model-set-3.html) |
| **12.** | Flexible Female Pelvis | **400010** | **1,3** | **1,2** | **A model of the female pelvis that demonstrates inherent flexibility that none of our other pelvic models address. SLOs # 2-4** | **$281 (includes shipping and tax)** |
| **13.** | **Microscope Repair** | **500010** | **1,3** | **1,2** | **Histology is an essential aspect of the ZOO 200 course; we have an excellent set of microscopes, but they must be maintained. Scopes that are not maintained represent wasted money.** | **$3100** |
| **14.** | **Funds for four faculty to travel to the annual meeting of the Human Anatomy and Physiology Society (HAPS)** | **500010** | **1,3** | **1,2** | **This is registration and travel expenses for four faculty members to attend a HAPS annual meeting. The anatomy and physiology faculty have never been able to attend one of these meetings. This would be a good opportunity to establish connections and learn about recent pedagogical techniques.** | **$4800** |
| **15.** | **Funds for one faculty member to attend LabChart software training** | **500010** | **1,3** | **1,2** | **Our physiology labs use LabChart software. While the faculty are competent in its use, advanced training would enable us to develop new teaching labs which would be more effective at helping students master material. These funds would allow one faculty member to attend an advanced training course; this person would then instruct other physiology faculty.** | **$2000** |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**