**YEAR 2**

**ACADEMIC YEAR 2013-14**

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

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

**Purpose of Program Review and Planning:**

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

**DEFINITION**

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

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

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

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.****Carey Carpenter, Richard Albistegui-DuBois, and Gene Gushansky.** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The zoology discipline has two separate missions unified by one over-arching goal.****One mission, through our health-care related zoology courses, is to provide transferable, college-level instruction in human anatomy and physiology to help prepare pre-professional health care and EMT students for entry in and successful completion of advanced degrees in a variety of 2-year and 4-year health care related professional programs. The second mission, through our traditional zoology courses that are focused on the animal kingdom, is to provide instruction in the anatomy, physiology, behavior, classification, and distribution of animals to both science and non-science majors.** **The over-arching goal of both sets of zoology courses is to help students apply an understanding of animal biology to the challenges and situations in their own lives and to provide students through a thorough understanding of structure and function relationships in animal systems, along with the molecular and organismal biology knowledge needed to comprehend those systems. We will give students the tools and knowledge they need to continue in professional programs, pursue other biological training, or simply approach their lives with better critical thinking and reasoning skills.**  |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.** **The zoology disipline's mission is aligned with the Palomar College Mission Statement through our commitment to providing students with knowledge and skills necessary to foster their success completing career and technical training, general education, and transfer-readiness. The knowledge gained in this discipline will also allow students to develop into well-informed citizens.**  |

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

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**

**Curriculum (Step II.A. of Year 1 PRP)**1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**

**The prerequisites for ZOO 200 and ZOO 203 and have been changed in accordance with revised National League of Nursing policies which reduced the number of units required to achieve an A.A. in Nursing. Specifically, there are now no prerequisites for ZOO 200 and the pre-reqs for ZOO 203 are now a grade of C or better in college biology OR chemistry OR anatomy. (A survey of 48 ZOO 203 students indicates that only 3 are planning to get an A.A. in nursing. The rest - 94% - are planning to transfer). SLO assessment results played no role in this all-but-mandated curriculum planning.** 1. **How did you implement and evaluate those curriculum changes?**

**The change in prerequiste requirements is expected to negatively impact student preparedness for ZOO 200 and ZOO 203, as students who are currently enrolled with the old pre-requisite requirements will be replaced over the coming semesters with many students who have not taken the prerequisites. In addition, it is now possible to enroll in physiology without with any basic biology or chemistry background, as having taken only an anatomy course will now suffice, and there are no plans to teach basic biology and chemistry concepts to students in anatomy (to the extent that one would get in a basic biology or chemistry course) because there is no room in the course curriculum, if one were to follow the COR.** **Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**During fall 2012, 4 sections of ZOO 200 and ZOO 203 were scheduled. For the fall 2013 semester, 1 additional section of of ZOO 200 was added for a total of 5. ZOO 203 stayed at 4.** **During the spring 2013 semester, 5 sections of ZOO 200 and 4 sections of ZOO 203 were scheduled. For the spring 2014 semester we added a additional section of ZOO 200 for a total of 6 and 2 additional sections of ZOO 203 for a total of 6 as well.** **A summer ZOO 200 was offered during 2013. No summer anatomy course was offered during the summer of 2012**1. **How did you implement and evaluate those class scheduling changes?**

**We implemented the increased number of anatomy and physiology courses by getting the extra sections approved and into the schedule (sorry for providing such an obvious answer, not sure what this question is really asking). No formal evaluation as to the effect of the extra sections, other than the anecdotal evidence that every course still had crashers that we could not accommodate.** **Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**One of our full-time ZOO 203 instructors retired after the spring 2012 term. With his departure, the four fall sections of ZOO 203 are being taught by two full-time faculty member and one adjunct; in the spring, all four sections will be taught by two full-time faculty members, as one of our full-time instructors who has taught anatomy exclusively in the spring will now be teaching two sections of physiology. Regardless, our need for another full-time instructor who can teach physiology remains unabated: the lab equipment used in the course is complex, and finding adjunct instructors who are skilled in its use is difficult. Such a future hire will also be expected to teach anatomy, given that at least one section of spring anatomy will now be taught by Part Time Faculty.** 1. **What is the current status of the plan you articulated?**

**Life Science Department is hiring one new faculty to for the fall 2014 semester. However this individual will fill the need the department has for general biology instructors. The requirement for additional anatomy and physiology instructors remains unchanged; indeed, it is now even greater with the addition of new sections of anatomy and physiology for fall, spring, and summer semesters.**  |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)**
2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>

**$40,000**1. **How were those funds spent?**

**The bulk of the IPC money was spent on 10 new computers stations and 8 new computerized physiograph set-ups (hardware and software) for use in ZOO 203. Additional funds went towards the replacement of aged, battered, and bruised anatomical models in ZOO 200.** 1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>

**No new permanent classified/CAST/administrative employees were requested by the zoology discipline.** 1. **Describe the impact of these funds received from IPC on:**
2. **Curriculum (courses, SLOs)**

**The new computers , physiographs, and associated software purchased through IPC funds replaced aging, recalcitrant, ill-tempered, cantankerous, and malfunctioning if not outright inoperable equipment and outmoded if not moldy software that had been in use in the ZOO 203 labs for many years. As the use of computers and physiographs is an intergral component of the course and is directly required to physiology SLO #7 and indirectly directly related to the remaining 6, replacement these items was essential. Beyond SLOs, just the improvement in the morale of both student and instructor during lab, which presumably also affects student learning, made the expediture well worth it. The new anatomical models address ZOO 200 SLO #** 1. **Number of students affected**

**ZOO 203 computers and physiographs (spring 2014 only): approximately 200 ; ZOO 200 anatomical models, summer 2013, fall 2013, and spring 2014: approximately 400 students.**1. **Other**

**N/A**1. **Describe unmet funding requests as they apply to your planning and priorities.**

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

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

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**
	* Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**
	* Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**
	* Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).

**Describe your analysis and observations.****(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 Zoolgy 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-health care releated 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 percetage 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.****Does this data reflect your planning, goals, and activities? If not, why?****Yes, this data reflects planning, goals and activities in our continued efforts to increase success in zoology courses through the hiring of full-time faculty to teach ZOO 200 and ZOO 203, and the monitoring of the impacts of recent pre-requisite changes on student success.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>
2. **Summarize your SLOAC activities during the 2012-2013 academic year.**

**ZOO 203****1. Develop and accurately use a vocabulary of physiological and anatomical terms.****2. Apply the concepts of basic chemistry to physiological processes.** **3. Describe and apply basic cellular metabolic processes common to all cells.** **4. Describe with detail the functioning of specific body systems at both the cellular and system level****5. Develop the ability predict the response to of a body system to changes in the internal environment** **6. Apply an understanding of of individual body systems to interactions between multiple body systems.** **7. Collect and analyze physiological data using computer-interfaced physiographs and standard laboratory equipment and relate laboratory experience and observations to conceptual information from lecture.** **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.**1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**We learned from our course SLO assessments that students in the anatomy and physiology courses are doing well, something we already new from the course grade distributions. The score for the assessment of ZOO 203 SLO #4 that was done for two sections in the spring of 2013 for ZOO 203 was 78%. Assessment of ZOO 200 SLO #2 for for the fall 2012 and spring 2013 semesters (4 sections) indicated eqaully fine perfomances: 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.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

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| 1. **Other Relevant Data and Information.**
2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**

**N/A**1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

**N/A** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development 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.**  |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**The zoology courses aimed at the pre-health professionals serves a range of students working towards degrees (i.e. nursing, physician assistants, and physical theratists ) that are highly in demand in California, and in the local area. These zoology courses are greatly impacted for this reason, and demand is likely to increase given projections for future employment in health-related careers and the recent reductions in pre-requisite requirements for ZOO 200 and ZOO 203 (which will increase the pool of students able to take the course). Retention and success rates in ZOO 200 and 203 are consistently high.** 1. **Weaknesses**

**ZOO 200 and 203 are impacted; even though we have increased the number of courses in the last three semesters, every class closes before the term begins and we turn away students wanting to add.** 1. **Opportunities**

**Given the high demand for our health-related zoology courses, we have the opportunity to increase the chances student success in their given career paths by aligning our SLOs with the outcomes deemed most important by health-related professional degree programs our students are interested in. In this regard, discussions between discipline faculty and those of, for example, nursing, phycisian assistant, and physical therapy schools are to be encouraged.**1. **Challenges**

**The biggest challengess faced by the zoology discipline is to meet the ongoing, unabated demand for ZOO 200 and ZOO 203, and to increase long-term discipline stability by reducing reliance on adjuncts through hiring of more full-time faculty** |

**STEP III. Updated Goals & Plans**

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

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**

**For EACH goal provide the following:** |
| **GOAL #1** |
| **Program or discipline goal** | **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.**  |
| **Plans/Strategies for implementation** | **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 determne what effects if any the prerequisite changes that have occurred for ZOO 200 and ZOO 203 will have on student performance** |
| **Outcome(s) expected (qualitative/quantitative)** | **Continued monitoring of student retention and pass rates will reveal whether further action is necessary regardng prerequisites.** |
| **GOAL #2** |
| **Program or discipline goal** | **To have at least 2 full-time faculty assigned to teach ZOO 200 and ZOO 203 each semester** |
| **Plans/Strategies for implementation** | **Hire more full-time faculty qualified to teach ZOO 200 and Z00 203** |
| **Outcome(s) expected (qualitative/quantitative)** | **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** |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.**
2. **How do your goals align with the Palomar College Mission?**

**The goals of the Zoology Discipline mission align with the Palomar College Mission by ensuring that students are provided with a learning environment that is engaging and supportive learning enviornment, and supporting students who are pursuing transfer-readiness, career and technical training, and basic skills. Our goals also ensure our continued commitment to promoting learning outcomes necessary for our students.**1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>

**Our goal #1 ("Maintain high student retention rates, success rates, and SLO achievement in highly impacted courses (such as ZOO 200 and ZOO 203) and focus on the impact of recent changes in prerequisites on these parameters.") align nicely with the Colleges Strategic Plan Goal #: 1 ("Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning and achievement of goals .")** **Our goal #2 ("To have at least 2 full-time faculty assigned to teach ZOO 200 and ZOO 203 each semester") aligns both College Strategic Plan Goal #1 as well, along with Goal #3: "Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement"****Both our goals will improve student learning by maintaining a high success and retention rate in highly impacted classes (ZOO 200 and ZOO 203), and by allowing continued achievement of learning outcomes**1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**

**1. How do we determine with confidence whether or not the prerequisites required for courses are appropriate and if any changes in the prerequisites are justified?****2. The health profession related zoology courses (ZOO 200, ZOO 203, ZOO 145) should either be given their own discipline, or the traditional zoology courses (ZOO 100, 120, 135) should be taken out of the zoology discipline and moved into Biology. Lumping these two sets of disparate courses together, which have little in common in terms of subject matter and students served, is completely arbitary from an educational perspective, and seems to stem from decisions based on bureaucratic convenience rather than sound academic considerations. The courses that are particulary hurt are the traditional zoo courses: PRPs for the Zoology Discipline are inevitiably done by the instructors in the ZOO 200, 203, and 145 courses (if for no other reason than adjuncts usually teach the traditional zoo courses). These ZOO 200, 203, and 145 instructors have very little if any experience with the traditional zoology courses, and know little if anything about their goals, strengths, weaknesses, etc. Also, the pass rates, retention rates, and other potentially useful data for the anatomy and physiology courses are not provided since this data is parsed only to the discipline level.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:**  |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III). 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.  \*Second, ALL your resource requests must be prioritized 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 five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized.Resource requests to simply replace budget cuts from previous years will not be considered.  PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

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

| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.**  | **Two disarticulated human bone sets** | **1** | **1** | **5** | **The study of individual bones is an integral component of the course. Achievment 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.**  | **$1000** |
| **a2.**  | **Human cadaver** | **1** | **1** | **1** | **A human cadaver is an integral component of the course. Achievement of the Gross Anatomy SLO for the course is greatly facilitated through study of the human specimen. Using two cadavers is ideal, one prone, the other supine. After 3 years of use, a cadaver is to be returned to the Human Body Procurement Program run by UCSD, so this a necessary periodic expense.** | **$4000** |
| **a3.**  | **Sheep hearts & brains; cow eyeballs**  | **1** | **1** | **4** | **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.**  | **$1000** |
| **a4.**  | **One cadaver table** |  **1** | **1** | **6** | **One of our two cadaver tables is at least 25 years old and is showing nasty signs of wear and tear. Item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.,** | **$5000** |
| **a5.**  | **Sink installation in cadaver room** | **1** | **4** | **7** | **Very inconvenient not to have a sink in the cadaver from for clean up of dissecting tools and dissectors. The only alternatiave is use the sinks in the anatomy or biology labs, sometimes when a class is in session. Item is more expensive than our budget category can fund along with other on going expenses. This is a one time request.** | **$3000** |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.**  | **One teaching Microscope with Camera (Microscope: Olympus cx41)****(Camera: Micofire (from Optronics))**  | **1** | **1** | **2** | **The teaching microscope is integral for presentation of histology to anatomy students. Histology is a key concept as well as a SLO for this course. The microscope camera is required to use the teaching microscope in the classroom. This system will be in addition to the 3 the department already owns and allow it to be dedicated to the anatomy lab rather than moved Saround the department and shared with our other biology courses** | **$2000** |
| **b2.**  | **A second digital projector for use in lecture and lab.**  | **1** | **1** | **8** | **The digital presentation station is used to project demonstrations onto the screen and is important for teaching detailed gross- anatomy and in keeping with our ZOO 200 course SLOs.**  | **$2100** |
| **b3.**  | **One USB Microscope Live Video Photo Digital Camera w/ Calibration Kit** |  | **1** | **1** | **Instructors use video cameras in class to demonstrate cell structure and activity to students; in keeping the ZOO 200 course SLOs .**  | **2300** |
| **b4.**  | **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** | **1** | **1** | **9** | **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** |
| **b5.**  |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http%3A//www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
| --- |
| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.**  | **Cat specimens for demonstration dissections** | **1** | **1** | **10** | **Cats are an important tool for studying gross anatomy. They are required for accomplishing the ZOO 200 course SLOs (especially #2-4)** | **$499** |
| **c2.**  | **Digestive system models** | **1** | **1** | **11** | **Old, worn, tired-looking digestive system models interfere with SLO #2-4**  | **$499** |
| **c3.**  | **Circulatory system models** | **1** | **1** | **12** | **Ancient, mucked-up circulatory system models, interfere with SLO #2-4**  | **$499** |
| **c4.**  | **Ethmoid bone (human, real)** | **1** | **1** | **13** | **The ethmoid bone is the most difficult bone to study in human anatomy. We have no disarticulated example of real ethmoids; the plastic versions have poor resolution of fine bone structure which limits their utility. SLO #2-4 is compromised.** | **$200** |
| **c5.**  | **Hip joint (Somso)** | **1** | **1** | **3** | **We currently have no working models of a human hip. Our only model is broken and therefore nonfunctional. The hip joint is the best example of how to stabilize a highly mobile joint and therefore one of the critical joints that are studied in Human Anatomy. Without a usable hip model, SLOs # 2-4 are being compromised.** | **$350** |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
| --- |
| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.**  | **Microscope Repair** | **1** | **1** | **14** | **Histology is an essential aspect of the ZOO 200 course; we have an excellent set of microscopes, but they must be maintained. Scopes not maintained are represents wasted money. Microscope repair**  | **3100** |
| **d2.**  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |

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

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

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**