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| **Discipline: Zoology** | **Date** **01/30/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**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** |

**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 (<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>).   The Zoology faculty are continuing to do everything in their power to meet a high student demand. In the Fall 2013 semester, the ZOO discipline was teaching 112% of its census load, indicating that sections were overfilling. This is reflective of the very high demand for these courses (especially ZOO 200 and ZOO 203). The department has added sections of both classes, but we are running up against a limitation (the lack of rooms with proper facilities for these courses). A given school day can only accommodate three sections, since each has a total class time of 4.5 hours; once we have three sections of both MW and TTh classes, it becomes very difficult to add more sections. In Spring 2015, we have added a Friday/Saturday ZOO 200 section to try and relieve some of the pressure for additional sections.  Fall 2013 saw the second-highest WSCH/FTEF in the past six-year period, at 570 WSCH per FTEF. The highest was only 3 WSCH higher (573), indicating that zoology courses are facing near-peak demand, and that additional faculty (and additional facilities, as described above) will be needed to meet demand for sections.  The percentage of FTEF provided by part-time faculty is at the highest level in the six years available for analysis, at 54.55% in Fall 2013. The second goal of the discipline is to have two full-time faculty members available to teach in the ZOO 200 and 203 courses due to their high difficulty; this has led to the other courses in the zoology discipline being taught largely or entirely by adjunct faculty.  Retention is generally high in ZOO 200 and 203; students in these courses need them to pursue their careers, so they are reluctant to drop out. The lower-level ZOO courses are not generally as career-critical (with the exception of pre-veterinary students). |

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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/>   The courses within the Zoology discipline are actively involved in SLO assessment. Human anatomy and combined A&P (ZOO 200 and 145, respectively) have posted actions in TracDat in Spring 2014, and Human Physiology (ZOO 203) will be assessing the Homeostasis SLO in Spring 2015. Recent assessments have guided adjustments in course emphases and strategies, as reflected in regular discussions among the faculty teaching the courses. Whenever possible, these discussions involve both part-time and full-time faculty. ZOO 203 is considering a comprehensive review of its SLOs, with the goal of making them more reflective of content goals along with skills goals, and instructors are experimenting with ways of making the SLO assessments integral parts of the course. |

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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.**   The Zoology courses do not rely on external accreditation or other external assessment, and so there is little to report in this area. No relevant information was entered in the previous PRP document.   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.**   Other than ongoing discussions among Zoology faculty, few changes are made using information which would fall in this category. |

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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.)**   No new data to report here. Professions relevant to the zoology courses (e.g. nursing, PT, OT, physician's assistant, etc.) continue to be in high demand, which is presumably one of the driving forces behind the continually impacted nature of the ZOO 145, 200, and 203 courses. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Goal #1: Maintain high retention rates, with special focus on the impact of prerequisite changes  Informal discussion amongst faculty teaching ZOO 200 and 203 suggests that the recent change in prerequisites may be negatively affecting student success. A formal assessment of a possible correlation between student success and background preparation has not yet been completed, but discipline faculty are sharing increasing numbers of anecdotal stories of time spent instructing students in basic biological and chemical concepts rather than the more advanced topics which should be the focus of the courses.  Interestingly, while retention is generally still high in these courses, it might be better for underprepared students to be more willing to drop the course early and switch to a course which will leave them better prepared (e.g. Bio 102). This possibility is being considered as class schedules for upcoming semesters are being developed. It has also led to discussion of the development of a diagnostic exam to be given at the beginning of the courses, to help students determine whether they are prepared to succeed in the course. In the absence of the ability to re-establish more rigorous prerequisites, this may be a viable strategy to increase success.  The ideal would clearly be to have all incoming students well prepared AND to have high retention rates.  Goal #2: To have at least two full-time faculty assigned to teach ZOO 200 and ZOO 203 each semester  The justification for this goal is that the high difficulty level of these courses makes the extra time full-time instructors can offer students (e.g. office hours, open labs, etc.) an especially valuable resource.  In Fall 2014, we did manage to have two full-time instructors in both ZOO 200 and ZOO 203. In Spring 2015, while ZOO 203 has two full-time instructors, ZOO 200 has one (along with a number of excellent adjunct instructors). While we are pleased with the quality of our part-time instructors, we still feel that the goal of two full-time instructors for each of these classes is worth pursuing. One full-time instructor who usually takes a section is on sabbatical leave in Spring 2015, and so it may be easier to satisfy this goal in the Fall 2015/Spring 2016 academic year.  Given the continuing very high demand for these courses, we feel that pursuit of this goal is still appropriate. |

**STEP III. Resources Requested for FY 2014-15:** 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 each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.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:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.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.** | **Two disarticulated human bone sets** | **600010** | **1** | **1** | **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.** | **Dissection Table with Hood** | **600010** | **1** | **1** | **A dissection table is required to allow for the use of a third cadaver.** | **4551** |
| **a3.** | **Human cadaver** | **600010** | **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** |
| **a4.** | **Sink installation in cadaver room** | **600010** | **1** | **4** | **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** |
| **a5.** | **Eye demonstration model** | **600010** | **1** | **1** | **Models capable of demonstrating accommodation, myopia, and pupillary reflexes are very useful in teaching anatomy and physiology.** | **900** |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **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.** | **One teaching Microscope with Camera (Microscope: Olympus cx41)**  **(Camera: Micofire (from Optronics))** | **600010** | **1** | **1** | **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.** | **One USB Microscope Live Video Photo Digital Camera w/ Calibration Kit** | **600010** | **1** | **1** | **Instructors use video cameras in class to demonstrate cell structure and activity to students; in keeping the ZOO 200 course SLOs . Needed to expand our course offerings by setting up an additional room.** | **2300** |
| **b3.** | **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** | **1** | **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** |
| **b4.** | **Two digital projectors for use in lecture and lab** | **600010** | **1** | **1** | **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. These would be installed in NS-316 and NS-324** | **5000** |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **Histology slides** | **400010** | **1** | **1** | **Histology slides are a core element of anatomy instruction. Over time, slides break or become outdated, and need replacement.** | **200** |
| **c2.** | **Digestive system models** | **400010** | **1** | **1** | **Old, worn, tired-looking digestive system models interfere with SLO #2-4. Needed to expand our course offerings by setting up an additional room.** | **499** |
| **c3.** | **Circulatory system models** | **400010** | **1** | **1** | **Ancient, mucked-up circulatory system models, interfere with SLO #2-4. Needed to expand our course offerings by setting up an additional room.** | **499** |
| **c4.** | **Software license for DirectRT (10 computers)** | **400010** | **1** | **1** | **Neuropsychological experiments are an excellent, zero-risk, low-cost way of teaching experimental design and data analysis techniques (aligned with ZOO 203 SLOs 2 & 3). Reaction time experiments are very accessible to students, and can provide very good illustrations of human neuropsychology. Proper RT experiments require precise measurement software and scripting, which is available in retail software such as DirectRT.** | **1825** |
| **c5.** | **Hip joint (Somso)** | **400010** | **1** | **1** | **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. Needed to expand our course offerings by setting up an additional room.** | **350** |

**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:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.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.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**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.** | **Travel to HAPS Annual Meeting** | **500010** | **1** | **1** | **Funds for four faculty members to travel to HAPS annual meeting. Includes registration and travel expenses. The anatomy and physiology faculty have never been able to attend this meeting, which is the largest meeting for anatomy and physiology faculty in the nation. It would be an excellent opportunity to update our knowledge and make new connections, as well as familiarize ourselves with new pedagogical techniques.** | **4800** |
| **e2.** | **Travel to LabChart software training** | **500010** | **1** | **1** | **Funds for one faculty member to attend advanced training in LabChart software (used in ZOO 203 classes). Includes registration for training. The faculty member would, in turn, train all other physiology faculty, and bring new ideas for instructional labs.** | **2000** |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **a2Dissection Table with Hood** | **600010** | **1** | **1** | **A dissection table is required to allow for the use of a third cadaver.** | **4551** |
| **2.** | **a2 (Human cadaver)** | **600010** | **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** |
| **3.** | **b3 (Digital presentation station for Escondido center)** | **600010** | **1** | **1** | **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** |
| **4.** | **c5 (Hip joint)** | **400010** | **1** | **1** | **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** |
| **5.** | **c1 (Histology slides)** | **400010** | **1** | **1** | **Histology slides are a core element of anatomy instruction. Over time, slides break or become outdated, and need replacement.** | **200** |
| **6.** | **e1 (Travel to HAPS annual meeting)** | **500010** | **1** | **1** | **Funds for four faculty members to travel to HAPS annual meeting. Includes registration and travel expenses. The anatomy and physiology faculty have never been able to attend this meeting, which is the largest meeting for anatomy and physiology faculty in the nation. It would be an excellent opportunity to update our knowledge and make new connections, as well as familiarize ourselves with new pedagogical techniques.** | **4800** |
| **7.** | **c3 (Circulatory system models)** | **400010** | **1** | **1** | **Ancient, mucked-up circulatory system models, interfere with SLO #2-4** | **499** |
| **8.** | **b1 (Teaching microscope with camera)** | **600010** | **1** | **1** | **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** |
| **9.** | **c2 (Digestive system model)** | **400010** | **1** | **1** | **Old, worn, tired-looking digestive system models interfere with SLO #2-4** | **499** |
| **10.** | **b4 (Two digital projectors)** | **600010** | **1** | **1** | **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. These would be installed in NS-316 and NS-324** | **5000** |
| **11.** | **c4 (10 licenses for DirectRT software)** | **400010** | **1** | **1** | **Neuropsychological experiments are an excellent, zero-risk, low-cost way of teaching experimental design and data analysis techniques (aligned with ZOO 203 SLOs 2 & 3). Reaction time experiments are very accessible to students, and can provide very good illustrations of human neuropsychology. Proper RT experiments require precise measurement software and scripting, which is available in retail software such as DirectRT** | **1****825** |
| **12.** | **a1 (Two disarticulated bone sets)** | **600010** | **1** | **1** | **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.** | **1000** |
| **13.** | **b2 (USB Video microscope)** | **600010** | **1** | **1** | **Instructors use video cameras in class to demonstrate cell structure and activity to students; in keeping the ZOO 200 SLOs .** | **2300** |
| **14.** | **a4 (Eye demo model)** | **600010** | **1** | **1** | **Models capable of demonstrating accommodation, myopia, and pupillary reflexes are useful in teaching anatomy and physiology.** | **900** |
| **15.** | **a3 (Sink in cadaver room)** | **600010** | **1** | **4** | **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.** | **4800** |
| **16.** | **e2 (Travel to LabChart training)** | **500010** | **1** | **1** | **Funds for one faculty member to attend advanced training in LabChart software (used in ZOO 203 classes). Includes registration for training. The faculty member would, in turn, train all other physiology faculty, and bring new ideas for instructional labs.** | **2000** |
| **17.** |  |  |  |  |  |  |
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| **30.** |  |  |  |  |  |  |

**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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**