EQUIPMENT NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:	**Mark Ikeda**
Program or Service Area:	**Biology**
Division:	**Science**
Date of Last Program Efficacy:	**Spring 2009**
What rating was given?	**Expansion**
Equipment Requested	**Anatomical Models**
Amount Requested:	**$$21,871.02**
Strategic Initiatives Addressed:	Student Success

1. Provide a rationale for your request.

The ability of students to grasp the anatomy of the human body, and retain that information for future application is dependent upon the information being presented in a fashion that encompasses a variety of learning modalities (auditory, visual, kinesthetic motor). The additional challenge for anatomical concepts is that; a) most actual human anatomical structures are much too small for adequate presentation to students, and b) many important anatomical structures need to be displayed to students in a manner that highlights their 3D configuration. It is therefore important that large-scale models of key anatomical structures be made available to students so that the important structural nuances of the organs can be productively encountered. These models are also an invaluable means of delivering information to visually impaired students.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? *(Reference the page number(s) where the information can be found on Program Efficacy.)*

The courses that would use these items would primarily be the following; Bio 155, 250, 251, 260, 261, and possibly 202. Data derived from the from EIS Science Division summary sheets for academic years '10-'11,'11-'12, and Fall of '12 indicates annual enrollments in the biology courses listed above averages approximately 680 students (excluding Bio 202).

The 2009 Program Efficacy document (p7 Allied Health Prep # of students) illustrates the high percentage fill rate for Allied Health Prep Program and large numbers of enrolling students in the courses listed above.

The laboratory CORs for the courses identified above all include concepts that can be directly addressed by the availability of appropriate anatomical models. Many of the course SLOs are connected with an understanding of the anatomical characteristics represented by these models.

3. Indicate if there is additional information you wish the committee to consider *(for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc).*

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (for example Department Budget, VTEA or Perkins)

Multiple models for key organs (e.g. brain, kidney, eye, ear, heart) are required to distribute among 4 labs so that they are available simultaneously to concurrently scheduled classes. There are no alternative sources of funding available for these items.

5. What are the consequences of not funding this equipment?

Extrapolated from the rationale articulated from section 1 and 2, I would expect that there would be a measureable decline in the student outcome assessments (identified in either CORs and SLOs) that are directly connected to the lack of availability of these models.