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COMPLETE

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Page 1: Please review the following:

Q1

Contact Person:

Name	Michelle Garcia
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Q2

Department:

Biology

Q3

Title of Request:

Enhancing Equity and Access through Additional Anatomy Models for Bio 140

Q4

Location of Request:

H-Building in H207 and H221

Q5

Type of Request (Select one):

Equipment: Tangible property with a purchase price of at least \$200 and a useful life of more than one year. Technology related items such as hotspots, computers, tablets should be requested through the College Technology Committee

Q6

Description of Request: Please provide a description of the supplies, equipment, furniture or other request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

This request is for the purchase of additional human anatomy models to address the growing needs of our Human Anatomy (Bio 140) program, which serves approximately 200 students across seven sections. The current shortage of models limits students' access to hands-on learning opportunities during class, forcing them to compete for resources and disproportionately impacting students of color and those with time or financial constraints. Additional models will ensure equitable access, reduce overcrowding, and improve the quality of instruction, especially as we introduce new concurrent sections in larger classrooms to meet increased enrollment. These models are essential for providing students with tactile, detailed learning experiences, supporting program expansion, enhancing student success, and addressing persistent equity gaps in retention and success rates.

Q7

Estimated Cost:

\$8692.90

Please see PDF for breakdown of cost and links to vendors for models

Q8

Please attach quote, if available

Anatomy%20Model%20Request%20Quotes%20FA24.pdf (54.1KB)

Q9

Total Cost of Ownership: Your requested item may incur ongoing expenses. What are the ongoing expenses associated with your request? If there are ongoing expenses, please detail how you plan to support these costs with your existing budget by completing the text boxes below.

Initial Cost of Item	\$8692.90
Service Agreements/Warranties	NA
Maintenance	NA
Upgrades	NA
Impacts to Staffing	NA
Replacement Costs	NA
Other	NA
Total	\$8692.90
Amount available in department budget to support this request	NA
Remaining requested amount	NA

Q10

Justification of Request: The justification of the request is a key area to focus on. The ROC encourages you to strengthen your request by providing a robust rationale detailing all relevant criteria. When writing the rationale, keep in mind that those reviewing the justification may not be familiar with your department and needs. Providing detailed information and context can help clarify the need for your request. Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

Health and safety,

Critical need,

Program expansion,

Impact on student success and access,

Innovation,

Equity and Antiracism,

Provided details::

Health and safety: An insufficient number of anatomy models require students to crowd closely together to sufficiently observe and identify detailed markings. With multiple students sharing and handling the same model within a single session increases the frequency of shared handling. Increasing the number of models aligns with health guidelines, by minimizing potential exposure to germs and reducing the risk of illness transmission among students. Model shortages require instructors to monitor and limit the time available for students to observe and assimilate into long-term memory this foundational component to the study of anatomy. For many students this is a source of stress and anxiety. Critical need: Anatomy models are central working and teaching aids. They provide visual and important tactile information absent in alternative (two dimensional) forms. This hands-on aspect promotes a high-level of student engagement. Students are required to learn 10 to 30 structures from a single model. Present shortage of anatomy models provides less than one model for each group of 4 students, limiting exposure time. Program expansion/innovation/replacement New anatomy sections in a larger classroom are scheduled for the upcoming semesters. With larger classrooms, anatomy models are necessary to improve student experience and meet their needs. Additional models are essential to accommodate the larger number of students while maintaining the quality of their learning experiences. Impact on student success and access The shortage of anatomy models is clearly inconsistent with the objective of small group learning. Motivated students make time-consuming, sometimes costly sacrifices to come to open-lab. They often find themselves competing for access to models with other anatomy students from our seven anatomy sections (~200 students). It is not surprising that the resulting unsustainable wait times, often in serious conflict with work and childcare responsibilities, directly impact student access and success. Investing in additional models would directly resolve the current bottleneck, empowering students to engage more fully and independently with the material. This enhanced access fosters a deeper, hands-on learning

experience that leads to improved academic performance. With better access to these critical resources, we can drive higher retention and success rates in this course, helping to close the equity gap that has persisted in this field of study. Equity and antiracism As a learning institution, we have a responsibility to uphold values of equity and antiracism in all aspects of education. By allocating funds toward additional anatomy models, we support this mission and take a concrete step toward dismantling barriers to success. Equitable access to essential educational resources allows students from all backgrounds to excel. This investment not only benefits current students but also contributes to a future healthcare workforce that is diverse, skilled, and socially conscious. Compared to their more affluent counterparts, minorities are burdened with financial difficulties and experience additional stress in finding the time and resources that allow return to campus to have to attend open-lab due to the fact that they experienced limited access to anatomy models during their regular class time. Sufficient access to anatomy models is essential to this student segment to help narrow the endemic equity gap.

Q11

Program Goal:Please identify the program goal(s), as stated in your current annual or comprehensive program review, that this request would help your program achieve. Provide a brief explanation of how it would do so.

Program Goals:

Goal 1: Expand Access to Major-Level Classes

The introduction of new concurrent sections and larger classrooms to accommodate increased enrollment requires additional anatomy models to maintain the quality of instruction. Without sufficient models, students are forced to crowd together, limiting their time and ability to fully engage with critical course material. Increasing the number of models directly supports the program's ability to expand course offerings while maintaining a high standard of education.

The addition of new anatomy sections in larger classrooms requires corresponding resources to meet student needs. Additional models ensure the program's growth does not come at the expense of quality education.

Goal 2: Reduce Equity Gaps in Retention and Success Rates for Students of Color in 100-Level Biology Courses

Additional anatomy models are critical to addressing equity gaps in Bio 140 (Human Anatomy), a foundational course for students in health-related career pathways. Limited access to anatomy models during class time disproportionately affects students of color, who are more likely to face barriers such as work and childcare conflicts that prevent them from utilizing open-lab hours. By increasing the availability of models, we provide equitable access to essential learning tools, fostering a supportive environment that enhances retention and success for all students, particularly those most impacted by existing inequities.

By reducing the need for students to compete for limited resources, we alleviate stress and improve access for all, particularly for historically underserved populations. This directly addresses equity gaps and promotes antiracism in education.

Sufficient anatomy models improve access to hands-on, tactile learning experiences, which are crucial for mastering the material. This enhanced engagement leads to improved academic performance and long-term retention of course content.

Investing in anatomy models will directly support these program goals, driving equitable outcomes, fostering student success, and accommodating the program's continued expansion.