# Signature Page

**ACRT-2010**

## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald Palmer</td>
<td>Primary Team Member</td>
<td><a href="mailto:ron.palmer@marin.edu">ron.palmer@marin.edu</a></td>
<td>8532</td>
<td>all</td>
<td></td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
<td></td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
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</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under Technology Requests). Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

### I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>Over $200 Each</td>
<td>Hybrid/Electrical</td>
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**Description and part number for ordering:**
Lithium Batteries and Balancers for Miata Project. This is a set of batteries and balancers

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<th>Unit Cost:</th>
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**One-time expenses:** (e.g. construction, electrical, installation)

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Do you have space for this equipment?** Yes

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   - ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   A -- Electric vehicles today have switched from older battery technology (lead-acid) to lithium. The ACRT and Electronics program built our first electric car using lead-acid batteries. Our second electric car is designed to run on lithium batteries. We need to purchase lithium batteries so that we can complete our second electric vehicle. This program has much community support. We will continue to teach members of the community the importance of electric vehicles and demonstrate how electric vehicles reduce the dependence of foreign oil. With these lithium batteries we can now teach both major power sources available to electric vehicles

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   The automotive field is changing rapidly. Many car manufacturers are building Hybrids
or Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries. By using lithium batteries, Electric vehicles will have a longer range and faster charging rate.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will definitely attract students to COM. COM will attract students from the entire Bay Area by having a wide range of Electric Vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available. A lithium powered Electric Vehicle will keep us on the forefront of technology. We will be the only school in the area with working student built vehicles of both battery types.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Automobile manufacturers will be introducing lithium powered Electric Vehicles in 2011. Students entering the field of Electric Vehicles need training and experience on vehicles operated on lithium power to be successful in repair and diagnosis of these power systems. Students need to be ready to meet the demands of the new and evolving jobs in auto technology with the understanding of the benefits and short-comings of different power sources.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.

Additional Justification for this item:

The Electric Vehicle program has much support from the community. COM is leading the way by showing it is feasible to convert vehicles from gas to electric. The entire world is looking for ways to cut their dependency on oil.

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**I. Instructional Equipment/Materials Requirements**

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**Description and part number for ordering:**

Updated Toyota Scan Tool

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**One-time expenses:** (e.g. construction, electrical, installation)

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)
Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?  Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   A- Cannot teach Hybrid Plug-in Upgrades without this tool. Necessary for initial check-out of vehicle and post-check of upgraded car.
   This program has much community support. We will continue to teach members of the community the importance of electric vehicles and demonstrate how electric vehicles reduce the dependence of foreign oil. With this scan tool we can now teach hybrid maintenance.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   The automotive field is changing rapidly. Many car manufacturers are building Hybrids or Electric vehicles to cut dependency on foreign oil. We need to teach students the most modern battery technology and how to deal with the unique differences of hybrids.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   This will definitely attract students to COM. COM will attract students from the entire Bay Area by having a wide range of Electric Vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available. We will be the only school in the area with working student built vehicles of both battery types.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   All automobile manufacturers will be introducing hybrids in 2011/2012. Students entering the field need training and experience on hybrid vehicles to be successful in repair and diagnosis of these power systems. Students need to be ready to meet the demands of the new and evolving jobs in auto technology with the understanding of the benefits and short-comings of different power sources.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and
can use the courses they’ve taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

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<td>Hybrid/Electrical</td>
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Description and part number for ordering:

Pruis Battery for classroom.

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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?

Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
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   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B - Students need to be able to remove, dismantle, test, assemble and re-install hybrid batteries. This will enable us to teach the methods necessary.

   This program has much community support. We will continue to teach members of the community the importance of electric vehicles and demonstrate how electric vehicles reduce the dependence of foreign oil. With these lithium batteries we can now teach both major power sources available to electric vehicles.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   The automotive field is changing rapidly. Many car manufacturers are building Hybrids or Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries.

4. How will access for students be improved? How many students (annually) will benefit from

This request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will definitely attract students to COM. COM will attract students from the entire Bay Area by having a wide range of Electric Vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available. We will be the only school in the area with working student built vehicles of both battery types.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Automobile manufacturers will be introducing lithium powered Electric Vehicles in 2011. Students entering the field of Electric Vehicles need training and experience on vehicles operated on lithium power to be successful in repair and diagnosis of these power systems. Students need to be ready to meet the demands of the new and evolving jobs in auto technology with the understanding of the benefits and short-comings of different power sources.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

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Additional Justification for this item:

<table>
<thead>
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<td>Priority: 04</td>
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<tr>
<td>Description and part number for ordering:</td>
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<td>Qty.</td>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

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B - Currently we can only show pictures of how these plug-in conversions are done. With this unit, we can teach hands-on what items are included in an plug-in conversion; what problems may exists; and how the unit is installed.

This program has much community support. We will continue to teach members of the community the importance of electric vehicles and demonstrate how electric vehicles reduce the dependence of foreign oil. With this conversion we can now teach both major power sources available to electric vehicles

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The automotive field is changing rapidly. Many car manufacturers are building Hybrids or Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries. By using lithium batteries, Electric vehicles will have a longer range and faster charging rate.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will definitely attract students to COM. COM will attract students from the entire Bay Area by having a wide range of Electric Vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available. This conversion kit will keep us on the forefront of technology. We will be the only school in the area with working student built vehicles of both battery types.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Automobile manufacturers will be introducing lithium powered Electric Vehicles in 2011. Students entering the field of Electric Vehicles need training and experience on vehicles operated on lithium power to be successful in repair and diagnosis of these power systems. Students need to be ready to meet the demands of the new and evolving jobs in auto technology with the understanding of the benefits and short-comings of different power sources.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at
state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.

**Additional Justification for this item:**

The Electric Vehicle program has much support from the community. COM is leading the way by showing it is feasible to convert vehicles from gas to electric. The entire world is looking for ways to cut their dependency on oil.

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**I. Instructional Equipment/Materials Requirements**

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<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>05</td>
<td>500 Students</td>
<td>Over $200 Each</td>
<td>Hybrid/Electrical</td>
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**Description and part number for ordering:**

Midtronics Hybrid Battery Tester

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<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
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<td>$1,640.00</td>
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</table>

**One-time expenses:** (e.g. construction, electrical, installation)

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)

**Item to be shared with the following Department/Program: (Include any shared expenses)**

Do you have space for this equipment? Yes

**Justification for Item (See Rating Rubric)**

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   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   **A-** Electric vehicles today have switched from older battery technology (lead-acid) to lithium. The ACRT and Electronics program built our first electric car using lead-acid batteries. Our second electric car is designed to run on lithium batteries. We need to this tester so that we can complete our second electric vehicle. This program has much community support. We will continue to teach members of the community the importance of electric vehicles and demonstrate how electric vehicles reduce the dependence of foreign oil. Students need to be able to run diagnostics on existing hybrid battery systems in vehicles. They will also be able to test individual cells for replacement.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   **No**

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   The automotive field is changing rapidly. Many car manufacturers are building Hybrids or...
Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries. By using lithium batteries, Electric vehicles will have a longer range and faster charging rate.

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6. How will these outcomes be measured for future planning? What data or evidence supports your request?

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Additional Justification for this item:

The Electric Vehicle program has much support from the community. COM is leading the way by showing it is feasible to convert vehicles from gas to electric. The entire world is looking for ways to cut their dependency on oil.

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</thead>
<tbody>
<tr>
<td>06</td>
<td>500 Students</td>
<td>Over $200 Each</td>
<td>Hybrid/Electrical</td>
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Description and part number for ordering:
Fluke Insulation Tester 1587ET

<table>
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<th>Qty.</th>
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One-time expenses: (e.g. construction, electrical, installation)
On-going Expenses:  (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?  Yes

Justification for Item (See Rating Rubric)

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   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   B – We are currently not testing the insulation of the high voltage cables that we use. We are also not testing the cable in the cars that we convert. This program has much community support. We will continue to teach members of the community the importance of electric vehicles and demonstrate how electric vehicles reduce the dependence of foreign oil.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   The automotive field is changing rapidly. Many car manufacturers are building Hybrids or Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries. We need to be able to test the insulation on all cables.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   This will definitely attract students to COM. COM will attract students from the entire Bay Area by having a wide range of Electric Vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available. We will be the only school in the area with working student built vehicles of both battery types.

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Additional Justification for this item:
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<td>Hybrid/Electrical</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Batteries and upgrade parts for existing COM Ford Think

<table>
<thead>
<tr>
<th>Qty.</th>
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<th>Tax:</th>
<th>Shipping:</th>
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<td>$5,700.00</td>
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<td>$200.00</td>
<td>$6,470.00</td>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B -- We are to take the existing Ford Battery Powered Vehicle from Kentfiled and use our Hybrid/electrical Class to upgrade and repair. We cannot start without the items for repair or the new batteries.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   This will be an excellent chance to teach trouble shooting; to teaching a project approach to repairing a "dead" electrical vehicle; and to teach the step-by-step process necessary.
The automotive field is changing rapidly. Many car manufacturers are building Hybrids or Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will definitely attract students to COM. COM will attract students from the entire Bay Area by having (4) separate, different types of electrical vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Automobile manufacturers will be introducing lithium powered Electric Vehicles in 2011. Students entering the field of Electric Vehicles need training and experience on vehicles operated on lithium power to be successful in repair and diagnosis of these power systems. Students need to be ready to meet the demands of the new and evolving jobs in auto technology with the understanding of the benefits and short-comings of different power sources.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.

Additional Justification for this item:

The Electric Vehicle program has much support from the community. COM is leading the way by showing it is feasible to convert vehicles from gas to electric. The entire world is looking for ways to cut their dependency on oil.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>500 Students</td>
<td>Over $200 Each</td>
<td>Hybrid/Electrical</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Upgraded gauges for the VW Thing, the Miata and the Ford Think. Pak-Trac systems for each

<table>
<thead>
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<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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</table>
One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   
   B - Improves the ability for students to observe, data collect and suggest improvements in the power management of the three vehicles.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   
   The automotive field is changing rapidly. Many car manufacturers are building Hybrids or Electric vehicles to cut dependency on foreign oil. Electric vehicles manufacturers are switching from old battery technology to lithium. We need to teach students the most modern battery technology and how to deal with the unique differences of lithium batteries. We need to be able to collect accurate data for review.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   
   This will definitely attract students to COM. COM will attract students from the entire Bay Area by having a wide range of Electric Vehicles for students to work on and the most up to date Electric Vehicle technology. We are the only school in the area that teaches a truly hands on Electric Vehicle and Hybrid maintenance class. Students learn the most current and up to date technology available. We will be the only school in the area with working student built vehicles of both battery types.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   
   Automobile manufacturers will be introducing lithium powered Electric Vehicles in 2011. Students entering the field of Electric Vehicles need training and experience on vehicles operated on lithium power to be successful in repair and diagnosis of these power systems. Students need to be ready to meet the demands of the new and evolving jobs in auto technology with the understanding of the benefits and short-comings of different power sources.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   
   The best way to measure success is through enrollment and number of students successfully
completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they’ve taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.

Additional Justification for this item:
The Electric Vehicle program has much support from the community. COM is leading the way by showing it is feasible to convert vehicles from gas to electric. The entire world is looking for ways to cut their dependency on oil.

I. Instructional Equipment/Materials Requirements

<table>
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<th>Priority</th>
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<td>09</td>
<td>500 Students</td>
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Description and part number for ordering:
Attachments for Frame Rack.

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<th>Unit Cost:</th>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

A. This piece of equipment should have been purchased at the same time the Goliath Frame Rack was purchased with modernization funds. We had asked for this piece of equipment to be included but because the modernization project hired consultants to do the purchasing, there was a lack of communication between Transitions and the ACRT department. Some equipment was mis ordered or left out completely. This piece of equipment is vital to making the Goliath Frame Rack operational.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   
   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Without this piece of equipment, it is virtually impossible to use the new frame rack...
that Modernization funds purchased. We still have some of the attachment pieces but most of them are the wrong size and shape and therefore don't teach the students how to do frame straightening properly.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

College of Marin ACRT program has the most up to date training facility. It is important we obtain this piece of equipment so that our frame rack is a usable piece of equipment instead of just taking up space in the shop.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

With this piece of equipment, students will learn the proper method of straightening frames on vehicles.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Enrollment in the Frame Straightening & Alignment class will increase because we will have the up to date frame straightening equipment.

Additional Justification for this item:

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I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>10</td>
<td>0500 Students</td>
<td>Over $200 Each</td>
<td>ACRT</td>
</tr>
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</table>

Description and part number for ordering:
Master Accessories Clamping & Tool Package including part numbers: 697150 619158 200033 091900 697730

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<th>Qty.</th>
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</table>

One-time expenses: (e.g. construction, electrical, installation)

The Transportation Technology Modernization project was supposed to fund this piece of equipment. The company in charge of purchasing tools and equipment did not order the Goliath Frame Rack as specified. When shopping for the cheapest bid, they left off the accessory pack. The new Goliath Frame rack is unusable without the accessory equipment.

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
none

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a
future academic year.
A. We will not be able to teach the Frame Straightening Alignment class without the accessory pieces of equipment. The modernization project purchased the Goliath Frame rack without the accessories. The accessories are an essential part of using the Goliath Frame rack.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
We will be able to teach the Frame Straightening and Alignment course as intended. Several different courses in the ACRT discipline use this piece of equipment.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
We have the most modern and up to date facility in the state. We need to complete the purchasing of the attachments with the Goliath Frame Rack so it is usable. All students in the ACRT program are expected to be knowledgeable in the use of the Goliath Frame Rack and frame measurement system.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will learn the proper method of straightening frames on vehicles. Students will also be able to assess which attachment devices to use for the variety of different frame damage.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.

Additional Justification for this item:
Technology Requests

Part I : Software

ACRT-2010

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: To Support: Category Discipline Area
None 500 Students Discipline-Related Software

Description and part number for ordering:
All Data & Estimators Guide for Auto Collision Repair on-line subscription.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
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Type How often? College-wide Discipline-Specific
New Annually None Lab use

Item to be shared with the following Department/Program: (Include any shared expenses)
This software will be shared with Auto Technology in the Auto 225 Career and Customer Relations Course.

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?
A. Students need to look up specifications while working on vehicles. Because of the vast amount of information it is no longer possible to store it in a book as previously done. Information is updated daily with on-line services. Today technicians use on-line sources to find information about how to repair vehicles. In order for students to enter the work force, they need to be proficient in the use of on-line retrieval systems such as All Data. At the present time we do not have this system available.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   Students need to learn how to read and write repair orders in order to enter the work force. With this software they will learn how to estimate the cost of repair to vehicles. This program will help students learn the necessary skills to read, write and estimate repair orders.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   All students working in the field need to have an understanding of how this software works. The industry has progressed from hand written work orders and estimates to computer based work orders and estimates. This
increases the accuracy and consistency of work orders and estimates. All students in the Auto Tech and Auto Collision Repair Program will benefit as well as existing students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will learn the proper method for writing repair orders. Repair orders are an essential part of the Automotive Industry. The repair order is the legal contract between the customer and the repair facility. It needs to be written properly to avoid misunderstanding and disputes. This new software increases the accuracy of the repair order and estimate. All technicians need to have a good understanding of how this software works. We will teach the use of this software in our Career and Customer Relation class.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:
Technology Requests

Part II: Hardware for Lab and Classroom

ACRT-2010

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
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<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
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<td>500 Students</td>
<td>Computer</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Desk top computer

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<th>Qty.</th>
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<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
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<td>$1,700.00</td>
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</table>

Type

New

College-wide

Discipline-Specific

Open Lab

Lab use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

We only have one computer for the ACRT lab to use. Class size is 35. We need an additional computer to help students gain access to information services on-line such as All Data.

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   - ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A -
Students need access to Service and Repair Information Data. We need to use the most current and up to date systems. The students need quick and reliable access to on-line data.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   Students need access to Service and Repair Information Data. We need to use the most current and up to date systems. The students need quick and reliable access to on-line data.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?


2/8/2011
Students need access to on-line data continuously. At the present time we have only one computer available for student use. We need to increase access so that students can retrieve information while they are working on vehicles. Today's vehicles incorporate a variety of different types of steels, plastics and paints which require a technician to check data and repair procedure for the different types of products used.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will be able to demonstrate the use of information technology used in the Automotive Collision Repair Industry. This is the most up to date technology used.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Students are required to show competence in the use of information technology on manipulative and written tests.

Additional Justification for this item:
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
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<tbody>
<tr>
<td>01</td>
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<td>ACRT</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
Instructional Supplies Summer ACRT # 11100-23201-43100-094900

<table>
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<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
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<td>774.0</td>
<td>226.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   - ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   - ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?
A - this is the first time we have asked for an increase to offset the increase of cost of supplies to support our summer school program.

2. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our summer school courses. Students practice the correct procedures in the Auto Collision Repair Industry. Without these supplies we cannot simulate repairs that prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer two Auto Collision Repair workshops with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to do collision repair. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. Students are attracted to our program because they know they can have the necessary tools, equipment and supplies to learn the tasks outlined in the ASE/NATEF standards for teaching Auto Collision Repair. All students enrolled in Auto Collision, Welding, Machine and Electronics will benefit. Having access to this equipment will allow students to use their class room knowledge, combined with problem solving and critical thinking, to successfully modify donor cars for electric retrofit. The ability to actually modify and retrofit existing vehicles will make COM unique in the Bay Area. This will attract additional students to the initial class and expose them to the many other classes available.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure the success is through enrollment and number of students successfully completing the summer school program. The summer school Auto Collision Repair workshop is one of the requirements for the ACRT/AS Degree, Career Certificate and Skill Certificate. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC. 

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>500 Students</td>
<td>ACRT</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
Other Supplies - Automotive Collision Repair # 11100-23201-45000-094900

<table>
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<th>Annual Cost</th>
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<td>500.0</td>
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</table>

Type: Increasing Cost
How Long: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.
this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<tr>
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<td>ACRT</td>
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**Broad Category (for example in Chemistry - "Chemicals")**

Other Supplies - Automotive Collision Repair # 12600-23201-45000-094900

<table>
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<th>Annual Cost</th>
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**Type**

- Increasing Cost

**How Long?**

- Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
A - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?
Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.
Priority: 01
To Support: 500 Students
Discipline Area: ACRT

Broad Category (for example in Chemistry - "Chemicals")

<table>
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<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<td>275.0</td>
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Type: Increasing Cost
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Laundry Automotive Collision Repair # 11100-23201-56550-094900

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?
A - We are asking for a budget increase to offset the cost of inflation of laundry used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?
Students need shop towels in all of our courses. Students use shop towels to clean up after themselves. Without these towels students cannot clean up after themselves after simulating repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
As students perform laboratory exercises and tasks, they use shop towels and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have shop towels available to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In
recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<td>01</td>
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<td>ACRT</td>
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Broad Category (for example in Chemistry - "Chemicals")

Furniture, Fixtures, and Equipment Automotive Collision Repair # 11100-23201-64000-094900

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<th>Annual Cost</th>
<th>Previous Cost</th>
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<td>1900.0</td>
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Type: Increasing Cost

How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the
cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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Broad Category (for example in Chemistry - "Chemicals")
Instructional Supplies (Lottery) Automotive Collision Repair #12400-23201-43000-094900

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<td>414.0</td>
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Type: Increasing Cost  How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - Every year the district receives lottery money and distributes it to departments in the college. We would like to receive some amount of money so that we can fund supplies and equipment to run our program. If the district does not receive money from lottery, it would be necessary to fund this supplies and equipment account.


2/8/2011
2. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.
Priority: 01  
To Support: 500 Students  
Discipline Area: ACRT

**Broad Category (for example in Chemistry - "Chemicals")**
Instructional Supplies (Annual Giving) Automotive Collision Repair # 12600-23201-43000-094900

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**Type**  
None  
**How Long?**  
Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. **Indicate how important this item is to the life of your discipline.**
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   - A - The ACRT Department receives donations throughout the year. This money is put into our Annual Giving account. This money is used to help support and run our program allowing us to purchase tools and equipment that we would not necessarily have the money for.

2. **Is it necessary for students to succeed in a series of courses?**

   Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

   As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. **What student learning or other outcomes are expected? Is it important to the achievement of student goals?**

   Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. **How will these outcomes be measured for future planning? What data or evidence supports your request?**

   The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together...
so students can earn skill certificates and career certificates. Some students may choose to go
to four year institutions and can use the courses they've taken in the ACRT program for either
electives or required courses at state universities. In recent years, some of our students have
transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology
program and other related degrees. Outcomes are also measured by student success rate and progress
through the various worksheets during the class. Students must pass both a manipulative skill
final and a written final.

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area
Dean, the Technology Committee, PRAC.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category. Please enter only if your costs have gone up or down or
you need additional funds for some reason. Don't fill out if your supply budget has not
changed.
Note: These are generally ongoing costs. One-time items go under Instructional
Equipment.

Priority: To Support: Discipline Area
01 500 Students ACRT

Broad Category (for example in Chemistry - "Chemicals")
Instructional Supplies ( perkins 1C) Automotive Collision Repair # 12920-23201-43000-
094900

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Type How Long?
Increasing Cost Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a
future academic year.
In addition, how many times have you requested this item, but you have not received it?
A - The district receives money from VTEA and Perkins 1C. The money is distributed to
the various vocational programs. Since our course offerings and student enrollment
are stable or increasing, we need to maintain the current level of funding to provide
our students with the necessary tools and equipment.

2. Is it necessary for students to succeed in a series of courses?
Students need supplies and materials to work in all of our courses. Students
practice the correct procedures in the Auto Collision Repair class using these
supplies. Without these supplies we cannot simulate repairs that will prepare
students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from
this request? Is it required to accommodate existing students? Would it be vital to attracting
new students?
As students perform laboratory exercises and tasks, they use materials and supplies
such as sand paper, thinner, welding gas, gloves and other necessary supplies. We
offer six classes per semester in Auto Collision Repair with a class size of 30
We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<tbody>
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<td>01</td>
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Broad Category (for example in Chemistry - "Chemicals")

Travel and Conference (Perkins 1C) Automotive Collision Repair # 12920-23201-52000-094900

<table>
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<th>Annual Cost</th>
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Type: Increasing Cost
How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Travel and Conference (Perkins 1C) Automotive Collision Repair # 12920-23201-52000-094900

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• 'C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - The district receives money from VTEA and Perkins 1C. The money is distributed to the various vocational programs. Since our course offerings and student enrollment are stable or increasing, we need to maintain the current level of funding to provide our students with the necessary tools and equipment.

2. Is it necessary for students to succeed in a series of courses?

For faculty members to stay current and up to date, they attend conferences and workshops throughout the year. The instruction they receive is brought back to the college where they can share this new information with students and colleagues. Over the last several years, instructors have attended the annual NATEF conference, CAT conference and ASE certification and testing.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Faculty member have the opportunity to articulate with others, visit other colleges and universities to help evaluate what we do versus other colleges. Faculty members get to meet with auto manufacturers and engineers to discuss current and evolving plans for automobiles. Faculty members are able to share this vital information with administrators, other faculty members and students. These types of activities are important to insure that our college continues to move forward and keep an open mind as the industry and job market continuously changes.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

By having faculty attend conferences, students gain up to date information allowing them to stay current with industry and increase their individual skills. Student learning outcomes include manipulative skills and a manipulative skill final. Student's ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Because the faculty members are encouraged to participate in conferences and workshops, they are able to stay on the leading edge of technology and knowledge. This gives faculty the ability to keep curriculum current and up to date, address trends in the automotive industry and stay informed about the types of grants and special funds there are available through state and federal agencies. Over the last several years the ACRT program has been fortunate enough to write and receive several grants concerning alternative fuel vehicles which include electric and hybrid vehicles. Our most recent course, EV Conversion and Electrical/Hybrid maintenance has become popular and recognized in the community with a forward thinking approach to automotive education.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>
**Broad Category (for example in Chemistry - "Chemicals")**
Furniture, Fixtures, and Equipment Automotive Collision Repair, Perkins 1C # 12920-23201-64000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400.0</td>
<td>840.0</td>
<td>560.0</td>
</tr>
</tbody>
</table>

**Type** Increasing Cost  
**How Long?** Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. **Indicate how important this item is to the life of your discipline.**
   - ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   - ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   **In addition, how many times have you requested this item, but you have not received it?**

   A - The district receives money from VTEA and Perkins 1C. The money is distributed to the various vocational programs. Since our course offerings and student enrollment are stable or increasing, we need to maintain the current level of funding to provide our students with the necessary tools and equipment.

2. **Is it necessary for students to succeed in a series of courses?**

   Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

   As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. **What student learning or other outcomes are expected? Is it important to the achievement of student goals?**

   Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. **How will these outcomes be measured for future planning? What data or evidence supports your request?**

   The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related
degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.
II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Cost</td>
<td>New One Time Only</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Cost for ASE (Automotive Service Excellence) and NATEF (National Automotive Technicians Education Foundation) certification.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2500.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

Students entering the workforce have a better chance of finding employment if their training and certificates are from an accredited program such as ASE. Employers are looking for employees trained properly and have learned on the most up to date equipment. College of Marin has invested over 9 million dollars in the modernization project of the Transportation Complex. The curriculum has been aligned to meet ASE standards. The instructors have received the necessary training and passed the required ASE tests to teach in their areas of expertise. The last remaining step is to have the Advisory Board do a self study of the program and hire the evaluation team from NATEF to certify the program.
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

ACRT-2010

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

Priority: To Support: Category
01 1 Classes Office Computer

Type Status
New New and will be ongoing

Description and part number for ordering:
Classroom computer and updated Aldata Program for vehicle look-up

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$2,000.00</td>
<td>$180.00</td>
<td>$50.00</td>
<td>$2,230.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

Students need to research vehicle disassembly and assembly procedures.

Students need to look up specifications while working on vehicles. Because of the vast amount of information it is no longer possible to store it in a book as previously done. Information is updated daily with on-line services. Today technicians use on-line sources to find information about how to repair vehicles. In order for students to enter the work force, they need to be proficient in the use of on-line retrieval systems such as All Data. At the present time we do not have this system available.

2. How will access for students be improved?

Students will be able to plan the work for the conversion projects.
Department Chair Comments  
ACRT-2010

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Five Pathways are well thought out and make it easy for students to choose a career path. The students in the ACRT program have good access to time and day offerings of courses. This has led to a high completion and success rate. We are looking forward to moving into our new modern facility. Curriculum is current and up to date with industry standards. The SLO’s are aligned with industry standards.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The instructional equipment requests for ACRT are important to make the discipline function properly. The technology requests are important to keep the ACRT program current with industry standards. Students need to know how to use the most modern electronic equipment to diagnose and repair automobiles. The modernization project fell short of funds for fully equipping the Transportation Technology complex. The Automotive Collision Repair program will have to continue to seek other funding to outfit the facility so that it meets ASE and NATEF standards for certification. The ACRT department has prioritized the needed equipment list. It is unclear at this time, how many items on the list will be purchased by the modernization project and how many items will remain unfunded. All equipment listed is required for ASE and NATEF certification. The ACRT department will have to search for additional funding to cover the shortfall of the modernization project.

3. Please comment on the faculty and staff sections.

The faculty and staff in the ACRT program typically work fairly well together. Their teaching philosophies and teaching styles are aligned with one another. The ACRT program works and operates smoothly. The ACRT staff is working with the Electronics and Machine Metals program on the electric vehicle and alternative fuels project which is a cross curricular activity.

4. Other comments
Area Directors and Deans Comments
ACRT-2010

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

3. Please comment on the faculty and staff sections.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

5. Other comments

ACRT: I strongly support all requests made here. The ACRT program has provided great opportunities for students to compete in the workforce in this field. The remarkable expansion of the emerging field of electric vehicle technology is an area where the ACRT program has demonstrated great innovation in instruction, and has been rewarded with grants to support establishing a full electric vehicle tech program at CoM.

I support all of the requests made here to continue the support of a program with that has demonstrated great initiative is supporting CoM students to be competitive as possible in a very tough job market.

It is important to note that the great expansion of the auto industry into the electric transportation arena is one of the the most exciting technological advancements in the field of transportation in decades, and promises great economic opportunities for all involved.