<table>
<thead>
<tr>
<th>ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto</td>
</tr>
<tr>
<td>AutoCollisionRepair</td>
</tr>
<tr>
<td>Basic Skills -English</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Business Information Systems</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Court Reporting</td>
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<tr>
<td>Dental</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Emergency Medical Tech</td>
</tr>
<tr>
<td>Engineering</td>
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<tr>
<td>Environmental Landscaping</td>
</tr>
<tr>
<td>Geography/Geology</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>Machine Metals Tech</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Medical Assisting</td>
</tr>
<tr>
<td>Modern Languages</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>PE/Health/Athletics</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Speech</td>
</tr>
</tbody>
</table>
Instructional Operating Supplies
ART-2009

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional
Equipment.

Priority: To Support: Discipline Area
01 2 Classes Digital Photography

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>2 Classes</td>
<td>Digital Photography</td>
</tr>
</tbody>
</table>

Annual Cost | Previous Cost | Amount of Increase
800.0        | 0.0          | 0.0 |

Type | How Long?
New | Ongoing/Recurring

<table>
<thead>
<tr>
<th>Item to be shared with the following Department/Program: (Include any shared expenses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>art, architecture, music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification for Item (See Rating Rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indicate how important this item is to the life of your discipline.</td>
</tr>
<tr>
<td>• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.</td>
</tr>
<tr>
<td>• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.</td>
</tr>
<tr>
<td>• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.</td>
</tr>
<tr>
<td>In addition, how many times have you requested this item, but you have not received it?</td>
</tr>
<tr>
<td>B</td>
</tr>
</tbody>
</table>

2. Is it necessary for students to succeed in a series of courses?
Yes—it is printing and is an ongoing skill.

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?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Understanding archival printing and color use and balance.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Student success.
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
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>02</td>
<td>5 Classes</td>
<td>Digital Photography</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Proofing inks for printer

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**Item to be shared with the following Department/Program: (Include any shared expenses)**
art, music, architecture.

**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
   Art 196 needs this in order to be offered.

2. Is it necessary for students to succeed in a series of courses?
   Yes, learning to proof print.

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?
   100 or so students

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Evaluation of color balance and choice of Hues.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Student success
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

Priority: To Support: Discipline Area
01 562 Students AUTO

Broad Category (for example in Chemistry - "Chemicals")
Laundry 11100 23201 58400 094800

Annual Cost Previous Cost Amount of Increase
700.0 500.0 200.0

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

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

   Personal Safety and Environmental Safety rags are used to clean hazardous materials from the students hands and to clean hazardous fluid spills.

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?

   A safe and operational laboratory requires supplies. It is obvious that as the students use the supplies and will need to be replaced as needed.

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

   The students learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.

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

   The Office of Organizational Planning and Development needs to work with the faculty to develop a STUDENT PROGRESS TRACKING SYSTEM. The tool must;

   1. Identify the student's goals.

http://programreview.marin.edu/IEReportPart4.jsp
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>504 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Supplies 12400 23201 43000 094800 and 12920 23201 43000 094800

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5500.0</td>
<td>3386.0</td>
<td>2114.0</td>
</tr>
</tbody>
</table>

**Type**  
New

**How Long?**  
New/Will be 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

2. Is it necessary for students to succeed in a series of courses?
   A safe and operational laboratory requires supplies. It is obvious that as the students use the supplies and they will need to be replaced as needed.

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?
   Access is maintained by having safe and operational laboratory supplies available for the students. It is obvious that as the students use the supplies and will need to be replaced as needed to accommodate and attract new students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   The students learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   The Office of Organizational Planning and Development needs to work with the faculty
to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

---

**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, IPC and Budget.

*Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.*

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

<table>
<thead>
<tr>
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<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>504 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

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

Equipment 11100 23201 64000 094800 12920 23201 64000 094800

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

**Type**

New

**How Long?**

New/Will be 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

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

The district policy is that any supply that costs more than $250.00 must be purchased as equipment. Supply items the wear out need to be replaced for the students to learn.

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?

Access is maintained by have safe and operational equipment available for the students. It is obvious that as the students use the equipment it will wear and will need to be replaced as needed to accommodate and attract new students.

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

To learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

---

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>504 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

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

Contract Services 11100 23201 56700 094800 and 12920 23201 56700 094800

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>4000.0</td>
<td>2100.0</td>
<td>1900.0</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

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

   This is the cost of the "Service and Repair Database" which requires yearly renewal. No information can be accessed without a current subscription.

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?

   Students can not learn to repair vehicles without these databases.

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

   The SLO is "The student will be able to demonstrate how to use and online database to locate repair information, vehicle specifications and diagnostic procedures."
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

---

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, IPC and Budget.

**Note:** Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

**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>56 Students</td>
<td>AUTO</td>
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</table>

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

Summer supplies 11100 23201 43100 094800

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>300.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**

- New
- 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

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

   A safe and operational laboratory requires supplies. It is obvious that as the students use the supplies and will need to be replaced as needed.

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?

   Access is maintained by having safe and operational laboratory supplies available for
the students. It is obvious that as the students use the supplies and will need to be replaced as needed to accommodate and attract new students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
The students learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The Office of Organizational Planning and Development needs to work with the faculty to develop a STUDENT PROGRESS TRACKING SYSTEM. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>564 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
SAFETY SUPPLIES 11100 23201 45000 094800

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>1000.0</td>
<td>1000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type
New
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

2. Is it necessary for students to succeed in a series of courses?
These supplies are necessary to provide a safe working environment for all students.

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 new technology is added to the industry new safety supplies are needed. The gloves required when working on a the high voltage circuit of a hybrid vehicle cost $80.00 but need to be recertified every six months at a cost of $35.00.

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

The SLO "Working safely is most important part of a technicians job. You must understand the hazards in the work area and do everything possible to avoid them."

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

No injury reports.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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></td>
<td>450 Students</td>
<td>ENG SKILLS</td>
</tr>
</tbody>
</table>

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?

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

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
**Broad Category (for example in Chemistry - "Chemicals")**
Office/lab supplies

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971.0</td>
<td>1971.0</td>
<td>0.0</td>
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</table>

**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?

We need to keep our lab supplies (dictionaries, earphones, ink cartridges, paper, GED textbooks, etc.) up to date and/or in stock. Lab supplies run out or are damaged/destroyed when running a lab with approximately 450 students per semester.

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

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>1000 Students</td>
<td></td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Slide set for Biology courses.

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

Type: New
How Long? New/Will be Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
These are replacements for slides that are used on a regular basis by over 1000 students annually. Over time glass slides are dropped by students and some slowly deteriorate over time. Many of the slides are well of 15 years old and are cracked and broken through repeated student abuse. These need to be replaced to better serve and educate our students in the Biology program.

**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

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

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?

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

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

These slides are crucial to the continued education of our students in the General Biology (BIOL110), Biology for majors (BIOL115 & BIOL116), Human Anatomy (BIOL120), and Microbiology (BIOL240).

---

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>1200 Students</td>
<td>Biology</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>49709.0</td>
<td>42038.0</td>
<td>7671.0</td>
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</table>
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?

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing Cost</td>
<td>Ongoing/Recurring</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A11100-22301-040100-23000 PT Class Student Hourly $3,850</td>
<td>Biology Supplies Total $42,038</td>
</tr>
<tr>
<td>11100-22301-040100-23200 PT Class Non-Student Hourly $3,850</td>
<td>All accounts should be in non-restricted accounts. If Prop. 20 funds are used, they need to be in accounts by July 1st to allow purchases for Fall Semester</td>
</tr>
<tr>
<td>11100-22301-040100-43000 Instructional Supplies $3,378</td>
<td>Supplies needed to run biology classes in academic year 2009-2010 plus summer session, 2009 (since supplies for summer must be purchased in May, 2009).</td>
</tr>
<tr>
<td>11100-22301-040100-43100 Instructional Supplies - Summer $770</td>
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</tr>
<tr>
<td>11100-22301-040100-45000 Other Supplies $1,650</td>
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<tr>
<td>11100-22301-040100-56200 Maintenance Contracts, Repairs $3,877</td>
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<tr>
<td>11100-22301-040100-56700 Other Contract Services $7,343</td>
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<tr>
<td>11100-22301-040100-64000 Furniture Fixtures Equipment $880</td>
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<tr>
<td>12400-22301-040100-43000 Instructional Supplies $16,440 Prop 20</td>
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</table>

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

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: To Support: Discipline Area
01 600 Students CIS/BOS

Broad Category (for example in Chemistry - "Chemicals")
Computer Laboratory support for CIS and BOS labs

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000.0</td>
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</tr>
</tbody>
</table>

Type How Long?
None Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Supports the LC 35 and the BC 104/102 Labs on the Kentfield Campus and the OL 103 Lab on the IVC campus

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 - These labs have over 100 workstation and a half dozen printers combined. The funds have been historically divided into $2,000 for CIS contract services and $2,000 for BOS contract services and are used to fix or replace individual computer components, or service servers and other network hardware critical to the maintenance of student computer labs. These funds were originally established in order to eliminate the need for a full time $35,000 per year technician. There have been critical in preserving the operation of these labs on both campuses over the past ten years.

2. Is it necessary for students to succeed in a series of courses?
   All software based courses taught in the CIS, BOS, BUS, and STAT disciplines require maintaining open access labs for students to use in laboratory and homework assignments. These labs are also periodically used by other disciplines such as Nursing and COURT

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?
   Combined, these labs are used by over 1,000 students every year. These students are currently pursuing degrees and certificates in several disciplines and require reliable hardware and software systems to perform their assignments.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Most students using these labs are enrolled in courses that require demonstration of various levels of skills for creating reports, spreadsheets, databases, publications and presentations to meet established course outcomes. Some students are required to develop and implement hardware and software systems to meet learning goals in Networking classes.

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

Enrollment and completion data provide a good measurement of achievement. Specific tracking of certificates and degrees in the various disciplines indicate that highly maintained laboratory facilities enhance students' abilities to meet learning outcomes.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.

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

<table>
<thead>
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<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
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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'

Rental Account: Chemistry Banner Acct. # 11100-22601-56600-190500

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

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>01</td>
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**Broad Category (for example in Chemistry - "Chemicals")**
Gas, chemicals

<table>
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<th>Amount of Increase</th>
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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'

   Contract Services Chemistry Banner Acct. # 11100-22601-56700-190500

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

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?
   See previous.

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

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

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**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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

Make ONE entry for each category.

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

<table>
<thead>
<tr>
<th>Priority</th>
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</tr>
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<tbody>
<tr>
<td>01</td>
<td>700 Students</td>
<td>Chemistry</td>
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**Broad Category (for example in Chemistry - "Chemicals")**
Chemicals

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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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?


Chemical supplies for the laboratory sections of all chemistry classes. 08-09 allocation set at $2250. An increase in funds was requested for this physical year and denied. The fact that enrollment is substantially higher than in years past and that chemical costs are skyrocketing lends strong support to our need for this budget increase. This money should be allocated in addition to the previous request of prop 20 lottery money. We suggest both allocations (for a total of $10,284 be allocated via the general fund and all lottery money be given to the IEC for one time purchases. The increase is justified below.

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

The chemistry department has grown from a WSCH of 2599 in the academic year 02-02 to an average of nearly 5000 this year. The number of students in the chemistry discipline as more than doubled since 2000. The number of class sections offered (all with labs that need supplies) has increased from 21 sections in 02-03 to 38 sections in 09-10. On top of this chemical costs have skyrocketed, increasing by nearly 50% since 2000. With all of this we have seen marginal supply budget increases. In the future enrollments should level off, but to catch up to our growth in the recent past, and to keep up with increases in chemical costs, we need this allocation increase as well as a roll-over of our prop 20 account to fulfill our basic chemical needs.

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?

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

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

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional...
### Equipment

**Priority:** 01  
**To Support:** 700 Students  
**Discipline Area**

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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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'  
   Inst. Supplies (restricted-Prop. 20 lottery money)  
   Chemistry Banner Account # 12400-22601-43000-190500. Consumables.

At some point this money should come out of the general fund. Having this money come out of prop 20 is dangerous since we can not always predict our prop 20 allocation.

2. **Is it necessary for students to succeed in a series of courses?**
   
   We can't teach the classes without it.

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?**

   Chemical supplies for the laboratory sections of all chemistry classes. Past allocations have been set at $5284. Requesting same amount for 09-10.  
   **NOTE:** This account is funded via Prop. 20 Lottery money. It is the opinion of all science faculty that these accounts are replaced with funding from the general fund and that the Prop. 20 money be diverted to the IEC for one time expenses. Whether this happens this year of not, allocation of this supply account and the other general fund instructional supply account is essential to the function of our discipline. In other words, we cannot have a program without this money.

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

   They will be able to do chemistry.

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

   Chemistry has multiple accounts that need to be funded. This account is one of two Instructional Supply accounts. This account is funded via Prop 20 ("Lottery") money. Since this is not an absolutely reliable funding source we suggest this dollar amount be allocated to our department from the general fund. If this cannot happen this year then we still need the money, from the lottery funds. Without these funds our program can not exist.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

Priority: To Support: Discipline Area
01 82 Classes Court Reporting

Broad Category (for example in Chemistry - "Chemicals")
Budget Acct. No.: 11100 23201 45000 051430 Annual instructional supplies, may include but are not limited to: electronic recording media, stopwatches, steno machine accessories, steno machine paper and ink, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
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<td>850.0</td>
<td>0.0</td>
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</table>

Type How Long?
None Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
No.

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. These are essential expenses that do not change much, if at all, from year to year.

2. Is it necessary for students to succeed in a series of courses?
Yes, our courses proceed in progression/series.

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?
Student access is enhanced by provision of basic equipment/supplies for performing necessary assigned classroom tasks. All students enrolled in the court reporting program benefit from the purchase of these supplies. Well-equipped, efficient classrooms accommodate existing students and attract new students as well.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Expected learning outcomes include continued progress through the various levels of machine shorthand skillbuilding. Achievement of student goals would be hampered if essential supplies were not available.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

As always, we measure our outcome in terms of learner skill acquisition. We maintain and review a spreadsheet which reflects student achievement of prescribed skill benchmarks on a semester basis.
Instructional Operating Supplies

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>13 Classes</td>
<td>Dental Assisting</td>
</tr>
</tbody>
</table>

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

Infection control and isolation items: infection solutions, infection barriers, autoclave instrument bags, autoclave tape, infection control spore testing, high and low evacuation tips, air-water syringe tips, patient napkins, gauze, overgloves, cotton rolls, and cotton applicator tips.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
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<td>10.0</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)

These items are not shared with other departments as other departments do not use these types of items in their program.

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?

   Justification A: These items are needed for the student to maintain infection control when they practice on each other or have outside patients such as in radiology, coronal polish, ultrasonic scaling, pit and fissure sealants. The isolation materials are needed to maintain a dry field while practicing or working on outside patients. These items cannot be sterilized and must be disposed of to prevent cross contamination.

   A Certificate in Infection Control is pending approval by the California Dental Board.

   The requirements of this certification is that students have hands on practice of preventing cross contamination which includes the use of infection control barriers. Proper decontamination of dental equipment and sterilization of dental instruments.

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

   These items are needed for the student to succeed in the courses. They are also needed to prevent cross contamination of infection between patient to patient.

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?
The student will have access to materials to prevent cross contamination. They will be assured that by practicing on one another, bacteria will not be passed on from student to student. The isolation materials provide a "dry" field during dental procedures which would prevent the need for the student to repeat the procedure due to the failure of materials to properly polymerize because of moisture contamination. The number of students served using these materials is approximate 108 which includes both the day dental assisting students and the on the job trained dental assistant who take our certification courses under community education. These weekend certification classes attract new students who need their certification for career mobility in the field.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
The student outcomes would be that the student can safely perform the dental procedures without cross contamination of infection. The student would successfully be able to perform the chairside dental procedures without failure of polymerization due to moisture contamination. Finally, the student will be able to earn their certification in infection control once this certification is approved by the California Dental Board under the department of consumer affairs.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Student feedback would be indicators that the program has sufficient infection control barriers and infection control solutions to properly prevent the spread of infection.

Student feedback and successful completion of the procedures would indicate whether there were enough isolation materials to prevent failure of materials to polymerize due to moisture contamination.

The number of future Infection control certificates once approved by the state) that would be issued would be an indicator that there was enough infection control barriers and solutions for students to successful pass their clinical evaluation.

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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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
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<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>13 Classes</td>
<td>Dental Assisting Radiology</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
X-ray chemicals, mounts, film envelopes

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<td>40.0</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)
These items are not shared with other departments because other departments do not have dental x-ray courses.

**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?

Justification A: The program is required to include dental radiology in its curriculum.

These items are needed for the students to complete their training in dental radiology and earn their state radiation certification.

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

   These materials are needed for the student to succeed in the course. After the dental x-ray films are taken, they must be developed, labeled and mounted. It is required by the state that one full mouth x-rays be sent to the patients attending dentist and a duplicate set stored for 5 years by the program.

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?

   Access to processing, labeling and mounting, and preparing for storage will all be improved with the purchases of these x-ray supplies. These purchases will serve approximately 70-108 students throughout the year. This includes the day dental assisting students and those who take the x-ray certification course under community education. Those on the job trained dental assistants are attracted to the weekend course for x-ray certification who need this certification to be able to expose dental radiographs on patients in this state.

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

   The student outcomes expected from these purchases are the ability for the student to process their exposed films, view and label the films in the x-ray mounts, and properly label and archive the exposed films as required by the state.

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

   The outcomes that are measured for future planning using these supplies would be to determine if the amount of solutions, mounts and x-ray envelopes were sufficient for the student to complete their assignments.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>30 Classes</td>
<td>ECE</td>
</tr>
</tbody>
</table>

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

chart paper and markers

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>250.0</td>
<td>50.0</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?

importance = A

funded annually

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

Our instruction includes frequent small group work where students record their ideas on chart paper to share in full group discussion. This active learning technique supports student success in all classes, including those required as prerequisites for continuation in the series of courses in the program.

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?

About 300 students per semester take ECE classes. Students are attracted and retained when the classroom instruction includes active learning opportunities.

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

Achievement of course level SLO is supported by the small group work recorded and shared using this material. Instructors also use the evidence from student recording of their group work to assess achievement of SLO.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors review group generated charts to assess mastery of individual course SLO and adjust lessons based on that assessment. Measurement of outcomes is done on an ongoing basis by instructors. Our student success data is evidence that our active learning approach to instruction works.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

Make ONE entry for each category.

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>100 Students</td>
<td>Fire Technology - EMT</td>
</tr>
</tbody>
</table>

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

On going consumable items - gloves, bandages, splints, cervical collars, tape, eyewear, IV solutions, IV tubing.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4700.0</td>
<td>4500.0</td>
<td>200.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost  How Long?: Ongoing/Recurring

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

Items are shared with PE department - PE215 class.

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- all items above are needed.

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

   Yes - This class has two other prereq and after go onto additional pre-hospital and in hospital training.

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?

   Approx. 150 students would benefit from these supplies.

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

   n/a

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

   Unable to perform the skills and training with out these items.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>3 Classes</td>
<td>Engg</td>
</tr>
</tbody>
</table>

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

Engineering supplies and parts.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>450.0</td>
<td>450.0</td>
<td>0.0</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
   Engineering lab classes use destructive testing so supplies are consumed. Some courses cannot be taught without this budget line.
   22601 090100 11100 43000

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

   Students cannot succeed in upper division courses if we can't offer them the prerequisite.

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?

   36 engineering students will benefit from this request.
   It is required to accommodate existing students.
   If we are unable to offer classes, we can't attract new students.

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

   Students cannot meet their goals if we don't offer the classes.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Instructional Operating Supplies
ELND-2009

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>4 Classes</td>
<td>Environmental Landscaping</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Books, trade journals, markers, stakes, flaggs

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>400.0</td>
<td>100.0</td>
<td>300.0</td>
</tr>
</tbody>
</table>

Type: New
How Long?: Ongoing/Recurring

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

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. Supplies to be ordered from account 12920-23201-43000-010910. These supplies have been requested in the past and we have received them.

2. Is it necessary for students to succeed in a series of courses?
Yes, students take several courses that are interconnected and all these use the supplies requested here for instruction. Field exercises requires these supplies

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?
Having these supplies will allow instructors to teach their classes well, students will have more opportunities to succeed and most likely the reputation of the program will improve and more students will register to take classes. Forty students will benefit per year.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
The SLO's indicated in the Class Outlines for which these supplied will be used will be achieved.

5. How will these outcomes be measured for future planning? What data or evidence supports
In your request?
Instructors will determined the role that the supplies requested played in the students' success.

### 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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>1 Classes</td>
<td>Environmental Landscaping</td>
</tr>
</tbody>
</table>

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

alcohol, vials, twezzers, charts, sieves, glassware

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>500.0</td>
<td>100.0</td>
<td>400.0</td>
</tr>
</tbody>
</table>

**Type**

Increasing Cost

**How Long?**

Ongoing/Recurring

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

Biology

**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. From account 11100-23201-45000-010910. Some of these items have been requested in the past and have been provided.

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

   Yes, they are necessary. Students who take these classes take a series of interconnected classes. The supplies requested here are important for the success of the students.

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?**

   Students will be given the opportunity to achieve the SLO's in the classes that they take. Forty students will benefit per year.

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

   The supplies requested are important for the students to achieve the SLO's of their classes. Clearly, this is crucial to the achievement of the students' goals.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors will assess the role that the supplies requested played in the students' performance.

---

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>4 Classes</td>
<td>Environmental Landscaping</td>
</tr>
</tbody>
</table>

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

Seeds, wood, saw blades, drill bits, shovels, pruners, saws, soil, fertilizers, nails, screws

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500.0</td>
<td>200.0</td>
<td>1300.0</td>
</tr>
</tbody>
</table>

**Type**

- Increasing Cost

**How Long?**

- Ongoing/Recurring

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

- Biology Department

**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; These supplies will be ordered from account 11100-23201-45000-010910. I have requested some of these supplies and received them.

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

   Yes; all students who take classes in the Department use these supplies for various activities in their courses.

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?

   Approximately 80 students will benefit from these supplies. The supplies are needed to offer various classes that students take. Satisfied students will promote our classes and this will attract more students.

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

   The SLO's indicated in the Class Outlines of classess for which these supplies are used...
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors who teach the classes for which these supplies are requested will assess how the supplies assisted students to achieve their SLO's.

---

### 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, IPC and Budget.

**Note:** Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

**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>2 Classes</td>
<td>Environmental Landscaping</td>
</tr>
</tbody>
</table>

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

Diverse plants and seeds to support lectures

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>0.0</td>
<td>300.0</td>
</tr>
</tbody>
</table>

**Type**

- New

**How Long?**

- New/Will be 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.

   $300 from account 12920-23201-43000-010910.

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

   Having plants available to teach students plant identification is crucial for their success in classes

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?

   Students will be able to complete their SLO's

   The plants can benefit students from more than one class. I anticipate 40 students per year can benefit.
Is it required to accommodate existing students? Would it be vital to attracting new students?

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

What student learning or other outcomes are expected?:

A. Know plants that grow in different environments.
B. Explain how plants use water
C. Contrast traits of various plants

Is it important to the achievement of student goals? Yes, the SLO's of the classes I teach call for these outcomes

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

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

I will ascertain through the various assignments that my students complete and the use of the plant material we purchase, the usefulness of the plants purchased to make adjustments if any for the new cycle of supply requisitions.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority: 02</th>
<th>To Support: 2 Classes</th>
<th>Discipline Area: Environmental Landscaping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Category (for example in Chemistry - &quot;Chemicals&quot;)</td>
<td>Irrigation supplies such as pipe, valves, sprinklers</td>
<td></td>
</tr>
<tr>
<td>Annual Cost</td>
<td>Previous Cost</td>
<td>Amount of Increase</td>
</tr>
<tr>
<td>200.0</td>
<td>200.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Type</td>
<td>How Long?</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Ongoing/Recurring</td>
<td></td>
</tr>
<tr>
<td>Item to be shared with the following Department/Program: (Include any shared expenses)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Justification for Item (See Rating Rubric)</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
'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.

$300 from account 12920-23201-43000-010910 for assorted irrigation supplies such as pipe, valves, controllers. I have requested irrigation supplies before and I have received them.

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

Students who take irrigation classes need these supplies to achieve their SLO's in the irrigation classes.

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?

Students will be able to achieve the SLO's in the irrigation classes. Approximately 25 students per year will benefit. It is vital to attract students because satisfied students promote the Program.

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

The SLO’S specified in the irrigation classes Class Outlines will be achieved.

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

Instructors who teach the irrigation class will assess how the supplies requested assisted the students to complete their SLO's.
Instructional Operating Supplies
Geology-and-Geography-2009

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>14 Classes</td>
<td></td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Increase in restricted and unrestricted funds for supplies in Geology.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>3500.0</td>
<td>2500.0</td>
<td>1000.0</td>
</tr>
</tbody>
</table>

Type  How Long?
Increasing Cost  New/Will be Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Currently Geography does not have a separate account, and therefore this account serves both Geology and Geography.

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

Over the last two academic years funding for the Geology program supplies has dropped from $1,768 (restricted and unrestricted funds) to $468. This is a loss of $1,300, or a decrease in funds of 74%. However, there has been an increase of WSCH in the Geology and Geography programs combined of 2.2%. The fact that any increase has been made is a testament to the drive for success of the programs; even with a budget loss of 74%. By restoring and increasing the funding for the Geology and Geography programs you will help enable the programs to thrive at their full potential.

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

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?

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

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

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>200 Students</td>
<td></td>
</tr>
</tbody>
</table>

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

Annual Budget 11100-22301-191400-23000 PT Class Student Hourly $1,650 U 11100-22301-191400-23200 PT Class Non-Student Hourly $1,100 U 11100-22301-191400-24000 PT Sal Student Instructional $2,750 U 11100-22301-191400-43000 Instructional Supplies $1,100 U 11100-22301-191400-56300 Software Licensing Fees $418 U 11100-22301-191400-56700 Other Contract Services $440 U 12400-22301-191400-43000 Instructional Supplies $525 Prop. 20 Total $7,983 Geology Supplies Total $7,983

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>7983.0</td>
<td>7983.0</td>
<td>0.0</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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Amount</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>11100-22301-191400-23000</td>
<td>PT Class Student Hourly</td>
<td>$1,650 U</td>
<td></td>
</tr>
<tr>
<td>11100-22301-191400-23200</td>
<td>PT Class Non-Student Hourly</td>
<td>$1,100 U</td>
<td></td>
</tr>
<tr>
<td>11100-22301-191400-24000</td>
<td>PT Sal Student Instructional</td>
<td>$2,750 U</td>
<td></td>
</tr>
<tr>
<td>11100-22301-191400-43000</td>
<td>Instructional Supplies</td>
<td>$1,100 U</td>
<td></td>
</tr>
<tr>
<td>11100-22301-191400-56300</td>
<td>Software Licensing Fees</td>
<td>$418 U</td>
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<tr>
<td>11100-22301-191400-56700</td>
<td>Other Contract Services</td>
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<td>12400-22301-191400-43000</td>
<td>Instructional Supplies</td>
<td>$525 Prop. 20</td>
<td></td>
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Total $7,983
Geology Supplies Total $7,983

All supply funds should be in unrestricted accounts. If prop. 20 funds are used, they should be deposited in accounts before July 1st so that supplies can be purchased for the Fall Semester classes.

Supplies needed to run geology classes in academic year 2009-2010.

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

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?

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

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

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>200 Students</td>
<td>Italian</td>
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</table>

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

New course materials, including videos and workbooks

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>300.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

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

   Yes.

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?

   The supplies request for Italian will benefit existing students and become an incentive to attract new students.

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

   New videos and work books are important to add to the cultural SLOs of the teaching of Italian. Also, they represent an additional and non-traditional approach to learning grammar.

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

   These outcomes will be measured by increased student retention and evidence of increased numbers of transfer students in Italian classes.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>100 Students</td>
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</tr>
</tbody>
</table>

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

Instructional Supplies - ANNUAL GIVING - Supplies Machining, Machine Tools

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
<td>109.0</td>
<td>109.0</td>
<td>0.0</td>
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</table>

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

2. Is it necessary for students to succeed in a series of courses?
   Yes. These supplies are needed to teach the students all aspects the Machining processes they will be learning during the course of the year from beginning the student to the advanced student.

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?
   Access will be improved by allowing student full access to all levels of each Machining discipline.

   This will benefit 100 student per semester.

   It is required to accommodate existing students and returning students.

   The closing or cut backs in other community college's Machining courses has increased the number of student choosing the College of Marin's Machining course.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   It is important to the student's achievement to pass the required course Machining tests which will enable them to move into the Machining industries.

http://programreview.marin.edu/IEReportPart4.jsp

2/22/2010
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the Machining classes continue to grow and demands of the Machining industry to replace the (shrinking) pool of qualified Machinest.

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>100 Students</td>
<td>Machining</td>
</tr>
</tbody>
</table>

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

Instructional Supplies - LOTTERY - Supplies Machining, Machine Tools

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>6091.0</td>
<td>6091.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

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

Yes. These supplies are needed to teach the students all aspects the Machining processes they will be learning during the course of the year from beginning the student to the advanced student.

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?

Access will be improved by allowing student full access to all levels of each Machining discipline.

This will benefit 100 student per semester.

It is required to accommodate existing students and returning students.

The closing or cut backs in other community college's Machining courses has increased the number of student choosing the College of Marin's Machining course.

4. What student learning or other outcomes are expected? Is it important to the achievement
of student goals?
It is important to the student's achievement to pass the required course Machining tests which will enable them to move into the Machining industries.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the Machining classes continue to grow and demands of the Machining industry to replace the (shrinking) pool of qualified Machinest.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: To Support: Discipline Area
01 100 Students Machining

Broad Category (for example in Chemistry - "Chemicals")
Other Contract Services Supplies Machining, Machine Tools

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>523.0</td>
<td>523.0</td>
<td>0.0</td>
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</tbody>
</table>

Type How Long?
None 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

2. Is it necessary for students to succeed in a series of courses?
Yes. These supplies are needed to teach the students all aspects the Machining processes they will be learning during the course of the year from beginning the student to the advanced student.

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?
Access will be improved by allowing student full access to all levels of each Machining discipline.

This will benefit 100 student per semester.

It is required to accommodate existing students and returning students.
The closing or cut backs in other community college's Machining courses has increased the number of student choosing the College of Marin's Machining course.

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

It is important to the student's achievement to pass the required course Machining tests which will enable them to move into the Machining industries.

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

These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the Machining classes continue to grow and demands of the Machining industry to replace the (shrinking) pool of qualified Machinest.

---

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

Note: Make ONE entry for each category.

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>
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<tbody>
<tr>
<td>01</td>
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<td>Machining</td>
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</tbody>
</table>

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

Laundry Supplies Machining, Machine Tools

<table>
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<th>Annual Cost</th>
<th>Previous Cost</th>
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<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>

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?

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

   Yes. These supplies are needed to teach the students all aspects the Machining processes they will be learning during the course of the year from beginning the student to the advanced student.

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?

   Access will be improved by allowing student full access to all levels of each Machining discipline.
This will benefit 100 student per semester.

It is required to accommodate existing students and returning students.

The closing or cut backs in other community college's Machining courses has increased the number of student choosing the College of Marin's Machining course.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
It is important to the student's achievement to pass the required course Machining tests which will enable them to move into the Machining industries.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the Machining classes continue to grow and demands of the Machining industry to replace the (shrinking) pool of qualified Machinest.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Discipline Area</th>
</tr>
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<tbody>
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**Broad Category (for example in Chemistry - "Chemicals")**
Instructional Supplies - LOTTERY

<table>
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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.
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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.
In addition, how many times have you requested this item, but you have not received it?
   A

2. Is it necessary for students to succeed in a series of courses?
   Yes. These supplies are needed to teach the students all aspects the welding processes they will be learning during the course of the year from beginning the student to the advanced student.
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?

Access will be improved by allowing student full access to all levels of each welding discipline. This will benefit 100 student per semester.

It is required to accommodate existing students and returning students.

The closing or cut backs in other community college's welding courses has increased the number of student choosing the College of Marin's welding course.

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

It is important to the student's achievement to pass the required course welding tests which will enable them to move into the welding industries.

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

These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the welding classes continue to grow and demands of the welding industry to replace the (shrinking) pool of qualified welders.

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, IPC and Budget. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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

Other Contract Services Welding Technology

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
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<td>400.0</td>
<td>200.0</td>
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**Type**

- 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.
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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.

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

A
2. Is it necessary for students to succeed in a series of courses?
Yes. These supplies are needed to teach the students all aspects the welding processes they will be learning during the course of the year from beginning the student to the advanced student.

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?
Access will be improved by allowing student full access to all levels of each welding discipline.
This will benefit 100 student per semester.
It is required to accommodate existing students and returning students.
The closing or cut backs in other community college's welding courses has increased the number of student choosing the College of Marin's welding course.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
It is important to the student's achievement to pass the required course welding tests which will enable them to move into the welding industries.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the welding classes continue to grow and demands of the welding industry to replace the (shrinking) pool of qualified welders.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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</table>

Broad Category (for example in Chemistry - "Chemicals")
Instructional Supplies Welding Technology

<table>
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<th>Previous Cost</th>
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<td>1050.0</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?

Priority: A

To Support: All Welding classes (5)

Discipline Area: Welding

Broad Category: Welding rods, MIG welding wire, TIG Electrodes, MIG and TIG welding gases, Steel and aluminum sheets and bar stock

Annual Cost: $4050

Previous Cost: $3000

Amount of Increase: 35%

Justification for Item: This increase is to cover the rising cost of materials over the last two years. There has been no increase in the instructional budget for the last three years however the cost of steel alone has increase over 35%.

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

Yes. These supplies are needed to teach the students all aspects the welding processes they will be learning during the course of the year from beginning the student to the advanced student.

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?

Access will be improved by allowing student full access to all levels of each welding discipline.

This will benefit 100 students per semester.

It is required to accommodate existing students and returning students.

The closing or cut backs in other community college's welding courses has increased the number of student choosing the College of Marin's welding course.

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

It is important to the student's achievement to pass the required course welding tests which will enable them to move into the welding industries.

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

These outcomes will be measured through monitoring of class size and materials used during the course of the year. The fact that the welding classes continue to grow and demands of the welding industry to replace the (shrinking) pool of qualified welders.

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.
Priority: None
To Support: 0 None
Discipline Area: Machine

Broad Category (for example in Chemistry - "Chemicals")
Other Supplies Machining, Machine Tools

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
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<td>2000.0</td>
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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.
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2. Is it necessary for students to succeed in a series of courses?
   Yes. These supplies are needed to teach the students all aspects the Machining processes they will be learning during the course of the year from beginning the student to the advanced student.

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   This will benefit 100 student per semester.
   It is required to accommodate existing students and returning students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   It is important to the student’s achievement to pass the required course Machining tests which will enable them to move into the Machining industries.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   These outcomes will be measured through monitoring of class size and materials used during the course of the year.
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Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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<table>
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<tr>
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<tbody>
<tr>
<td>01</td>
<td>1200 Students</td>
<td>Mathematics</td>
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Broad Category (for example in Chemistry - "Chemicals")
Chalk, pens, pencils, notepads, manipulatives

<table>
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<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>500.0</td>
<td>250.0</td>
<td>300.0</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

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

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?
   N/A

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   N/A
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget. 
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

**Priority:** 01 1200 Students

**To Support:** Mathematics

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

Paper in reams

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
<td>400.0</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

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

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?
   - N/A

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   - N/A
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: To Support: Discipline Area
01 115 Students Medical Assisting

Broad Category (for example in Chemistry - "Chemicals")
Sterile and Non Sterile Gloves. (Powdered and non powdered)

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</table>

Type How Long?
Increasing Cost Ongoing/Recurring

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

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.

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

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?
N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Cannot operate a lab without these supplies.
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
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<tr>
<th>Priority</th>
<th>To Support:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>115 Students</td>
<td>Medical Assisting</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Wound Care Supplies: (Bandages, sterile and non sterile gauze pads, cotton balls, sterile and non sterile applicators, bandage tape, hydrogen peroxide, wound wash, antibiotic ointments)

<table>
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<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
<td>400.0</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)**
TO be shared with Phlebotomy

**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.

   Have not previously requested recurrent expense.

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

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?
   - N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   - Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   - Cannot operate a lab without these supplies.
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: To Support: Discipline Area
02 115 Students Medical Assisting

Broad Category (for example in Chemistry - "Chemicals")
Chemical Disinfectants: (Cavicide, Metricide, Envirocide, Surgical Instrument Cleansers,
surface disinfectant sprays)

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<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<td>200.0</td>
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Type           How Long?               
Increasing Cost Ongoing/Recurring

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

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.

   Have not previously requested recurrent expense.

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of
   student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports
   your request?
   Cannot operate a lab without these supplies.
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, IPC and Budget. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. 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>
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</thead>
<tbody>
<tr>
<td>03</td>
<td>115 Students</td>
<td>Medical Assisting</td>
</tr>
</tbody>
</table>

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

Hand Sanitizer, disposable thermometer probe covers, orange wood sticks,

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
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<td>144.0</td>
<td>16.0</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)

TO be shared with Phlebotomy

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.

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Cannot operate a lab without these supplies.
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority:  04  To Support:  115 Students  Discipline Area:  Medical Assisting

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

<table>
<thead>
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<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<td>80.0</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)
To be shared with Phlebotomy

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.

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

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?
N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Cannot operate a lab without these supplies.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<tbody>
<tr>
<td>05</td>
<td>115 Students</td>
<td>Medical Assisting</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
Urinalysis Items: Specimen cups, Chemical reagent strips, pipettes, centrifuge tubes, slides, aniseptic towellets.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
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<td>315.0</td>
<td>35.0</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)
To be shared with Phlebotomy

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.

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Cannot operate a lab without these supplies.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
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http://programreview.marin.edu/IEReportPart4.jsp 2/22/2010
Broad Category (for example in Chemistry - "Chemicals")

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<td>765.0</td>
<td>85.0</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)
To be shared with Phlebotomy.

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

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Cannot operate a lab without these supplies.

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<th>Priority</th>
<th>To Support:</th>
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<tbody>
<tr>
<td>07</td>
<td>115 Students</td>
<td>Medical Assisting</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Items for Sterilization: Autoclave indicator strips, tape, paper, pouches in assorted sizes, distilled water.

<table>
<thead>
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<th></th>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</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)
To be shared with Phlebotomy

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

1. Indicate how important this item is to the life of your discipline.
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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.

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

   A.

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

   Yes

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?

   N/A

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

   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

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

   Cannot operate a lab without these supplies.

---

**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, IPC and Budget. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

<table>
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</thead>
<tbody>
<tr>
<td>08</td>
<td>115 Students</td>
<td>Medical Assisting</td>
</tr>
</tbody>
</table>

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

Eye irrigating solution, eye drops and lubricants.

|                                | Annual Cost | Previous Cost | Amount of Increase |
|                                |             |               |                   |

http://programreview.marin.edu/IEReportPart4.jsp
Type | How Long?
---|---
Increasing Cost | Ongoing/Recurring

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

To be shared with Phlebotomy

**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.

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

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?
   - N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   - Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   - Cannot operate a lab without these supplies

---

**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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>115 Students</td>
<td>Medical Assisting</td>
</tr>
</tbody>
</table>

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

EKG paper in different sizes, electrodes, disposable razors,

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
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<td>20.0</td>
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Type | How Long?
---|---
Increasing Cost | Ongoing/Recurring
Item to be shared with the following Department/Program: (Include any shared expenses)
To be shared with Phlebotomy

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.

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Cannot operate a lab without these supplies

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20 Students</td>
<td>Medical Assisting</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Phlebotomy Supplies: Venipuncture Needle pro, Butterfly needles in assorted sizes, Blood collection tubes; green, blue, lavender, gold, tiger top. Lancets, tourniquets, capillary tubes, Bleeding time device, Heel incision, Infant heel warmer, blotting paper, Povidone swabs, glass slides.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
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<td>1800.0</td>
<td>200.0</td>
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<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing Cost</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>
Item to be shared with the following Department/Program: (Include any shared expenses)

These items are for the Phlebotmy program only.

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.

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Cannot operate a lab without these supplies

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
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<th>Priority</th>
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<tbody>
<tr>
<td>11</td>
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<td>Medical Assisting</td>
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Broad Category (for example in Chemistry - "Chemicals")

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<td>180.0</td>
<td>20.0</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)
To be shared with Phlebotomy
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.

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

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?
   N/A

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Yes without these supplies students cannot demonstrate appropriate skills and techniques.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Cannot operate a lab without these supplies.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

Make ONE entry for each category.

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>1,200 Students</td>
<td>Modern Languages</td>
</tr>
</tbody>
</table>

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

Instructional supplies and materials

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2100.0</td>
<td>2100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item to be shared with the following Department/Program: (Include any shared expenses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>videos, DVDs, new dictionaries, books</td>
</tr>
</tbody>
</table>

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?
   - to enhance student learning
   - to bring new technology to the students

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

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?
   Improved instruction will attract new students and better serve existing ones.

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   By qualitative and quantitative assessments
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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>all Classes</td>
<td>Music</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2972.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type
None
How Long?
Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
This money is used only by the Music department.

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?
The money that was in the previous years Prop. 20 (Lottery) fund budget needs to be added back to our regular instructional supplies budget. Some years ago, the college decided to pay all instructional supplies from Prop. 20 funds. Now that the College has reversed this practice, $1,025 has gone missing in the process. It is imperative that we not lose this money. This money pays for all of our instructional needs, which are not even close to being met by the total amount as it is ($2972). It provides only a small portion of music for our performing ensembles, blank media (cd/dvd/tape) for the Music Library to record all of our student performances and many other things that are needed for our classes. Please put the additional $1025 that we should have received from Prop. 20 (for a total of $2,972.00 in this account) back into our instructional supplies account in the general music fund.

2. Is it necessary for students to succeed in a series of courses?
Yes. Our music classes cannot function without proper music, recordings of student performances and projects, proper small equipment needs, software upgrades, etc. etc.

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?

All of our existing students benefit from these supplies. Even if granted this request, this amount of money is grossly insufficient to provide the needed materials and supplies. We have to beg, borrow, and steal to get by. There is no chance of this request, which is just asking to retain the budget we had, making any difference whatsoever toward attracting new students.

When the piano benches are breaking down, dumping people on the floor, when there are not enough headphones to go around for student listening, when we have to borrow music (even from students!) to use in the classroom, it is just downright pathetic, and certainly does not impress any new student enough to attract them to our program. This is the current state of affairs, and it will be much worse if this budget item is cut so severely.

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

This question is ridiculous. Without this money, no outcomes are possible. A student cannot learn anything at all if they don't have music to work on, or headphones to listen with, or a piano bench to sit on to perform.

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

The college seems to think that severe cuts can continue to be made, while simultaneously demanding that more and more students be served, and additional services be provided.

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

Make ONE entry for each category.

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

Priority: To Support: Discipline Area
01 all Classes music

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

media for audio and video recording. We use about 400 CDs annually, and approximately 200 DVDs, and about 60 mini DV HD video tapes.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>780.0</td>
<td>400.0</td>
<td>380.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long? Ongoing/Recurring

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

These are consumables, used only by music.

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?

These items are rated 'A'. We record all our our performances, so that students can learn from them. In order to do that, we must have blank CDs, DVDs, HD video tape, etc. The cost of these items keeps increasing while our supplies budget keeps shrinking. We have only enough budget left to spend $400 on this item, because of all the previous budget reductions. We need to be able to record our concerts. Please provide us with these necessary funds.

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

Yes, all performance courses, voice classes, strings classes, theory classes require recording media.

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?

Over 230 students a semester will benefit from this request.

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

Students need to evaluate their performance, and assess their progress. These are both essential to their success.

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

They will not be measured. The existence of blank tapes is the only thing that allows the students' performances to be recorded.
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

Priority: To Support: Discipline Area
01 92 Students Nursing

Broad Category (for example in Chemistry - "Chemicals")
Skills lab supplies

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5197.0</td>
<td>5197.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type How Long?
Increasing Cost Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
The items cannot be shared as they are used up.

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 cannot teach nursing skills, the technical side of nursing, without access to supplies for learning and practice. Employers expect that students have mastered a skill before performing it on a patient. Currently we get an additional $5000 from grants for supplies. We learned that grants are being cut for the next academic year and we do not know if the additional supply money will disappear. In that case we may need additional funding. We have made a case each year for the need for increasing supply funding.

2. Is it necessary for students to succeed in a series of courses?
Yes, students first learn basic skills and subsequently each course builds on the previous one. Students must succeed in basic skills before moving onto more advanced skills before performing skills on patients.

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?

This account is used to purchase nursing skills lab supplies for 92 full time students that cannot be charged as lab fees. It is used for purchase of items that need to be used in the lab or that are regulated by laws such as IV's. These supplies include needles, syringes, catheters, items costing less than 200 such as stethoscopes, BP equipment, probes for thermometers, glucose testing lancets and test strips, O2 equipment, tracheostomy care kits, airway suctioning kits. All RN students must enroll...
in skill lab courses, as well as use the lab during clinical orientation days and when we are unable to hold clinical at the hospital due to strikes or other facility issues. The lab supports NE101, 4 sections, NE103 1 section, NE135L 6 sections, NE203 4 sections, NE205 2 Sections, NE102 5 sections, NE103 1 section, NE210L 4 sections. The cost for items has increased while the budget remains the same. The nursing program increased admissions from 36 to 46 per year or total enrollment of full time students grew from 72 to 92 in the program. The increased cost for supplies has been paid out of the Capacity Grant for the last 3 years. Office supplies run 1000 per year: Lab supply budget of 3799 from the general fund and 1398 from Prop 20 for a total of 5197 for lab supplies is inadequate. The increased cost for supplies has been paid out of the Capacity Grant for the last 4 years. Lab supply budget of 3799 from the general fund and 1398 from Prop 20 for a total of 5197 for lab supplies is adequate with supplementation of $5000 from grants. Without grant funds the nursing program would not be able to teach the skills needed by RN's. The program is losing about 60% of grant funding for the academic year 2010-11.

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

SLO that this meets is the following: Perform therapeutic nursing interventions competently, applying knowledge of culture and human development. Students cannot practice in the hospital without mastering skills taught in the skills lab.

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

Achievement of this outcome is measured on clinical evaluations and skills check offs of students. Students also evaluate whether this outcome is met on course evaluations done every two years.
### Instructional Operating Supplies

**Physical-Education,-Health-&-Athletics-2009**

**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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>02</td>
<td>6 Classes</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

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

- **Annual Cost**
- **Previous Cost**
- **Amount of Increase**
- **Type**
- **How Long?**

**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?

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

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Broad Category (for example in Chemistry - "Chemicals")

Men's and Women's soccer jersey's, Game shorts, Balls, Soccer nets, Travel bags, Warm up suits, Game Socks, Corner flags, Game balls, Cones, Practice bibs.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5455.0</td>
<td>4670.0</td>
<td>785.0</td>
</tr>
</tbody>
</table>

Type
Increasing Cost

How Long?
Ongoing/Recurring

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

Items to be shared with our Men's and Women's Soccer teams and with our Soccer P.E. classes.

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"

2. Is it necessary for students to succeed in a series of courses?
   No

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?

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

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

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

Priority: 03
To Support: 6 Classes
Discipline Area: P.E. and Athletics

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

Men's and Women's basketball game jerseys and shorts, Practice jerseys and shorts, Basketballs, Travel bags, Shooting shirts, Scorebooks.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
</table>
Type: None  How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Men's and Women's basketball teams and with Basketball Classes.

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"

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

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?

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

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

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: 04  To Support: 8 Classes  Discipline Area: P.E. and Athletics

Broad Category (for example in Chemistry - "Chemicals")
Swim and Dive Suits for Women, Swim and Dive Suits for Men, Lane line flags, Replacement parkas, Travel bags, Travel team sweat suits.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2160.0</td>
<td>2160.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: None  How Long?: None

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?

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

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?

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

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

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>05</td>
<td>15 Classes</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Abdominal crunch strap, Anatomical study aids from american 3B scientific, Basic agility ladders, Pro nylon ankle/wrist/thigh straps, Pro tricep rope, Rack with 44 pairs of deluxe vinyl dumbbells, resist-a-ball stability balls, Revolving 48" lat bar, Single grip hand straps, Stability ball wall storage racks.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
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<td>2426.25</td>
<td>0.0</td>
</tr>
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</table>

Type: None
How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
to be shared with all PE classes and Athletic department.

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"
2. Is it necessary for students to succeed in a series of courses?
   No

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?

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

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

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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>06</td>
<td>40 Students</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

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

Baseball travel bags, Game balls, Replacement team jackets, Game jerseys, Replacement game pants, Scorebook, Practice balls, Helmets, Protective Screens, L-Screens, Fungo's, Ball Bin, Catchers Gear, Bases, Infield Skirt, Batting cage net, Mound Tarp, drag, Rakes, All weather balls, Tees.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>11000.0</td>
<td>10870.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost   How Long?: Ongoing/Recurring

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

Equipment to be used by our Baseball Program.

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"

2. Is it necessary for students to succeed in a series of courses?
   No

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?
new students?

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

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

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, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
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>07</td>
<td>40 Classes</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Softball travel bags, Game balls, Replacement team jackets, Game jerseys, Replacement game pants, Scorebook, Practice balls, Helmets, Protective Screens, L-Screens, Fungo's, Ball Bin, Catchers Gear, Bases, Infield Skirt, Batting cage net, Mound Tarp, drag, Rakes, All weather balls, Tees.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000.0</td>
<td>8000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type          How Long?
New            Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Equipment to be used by our Softball Program and Softball Class.

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?
   "N"

2. Is it necessary for students to succeed in a series of courses?
   No

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?
   - 40 Students will annually benefit from this request.
   - It is vital to attracting new student-athletes.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

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

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**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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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>08</td>
<td>50 Students</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

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

Volleyball Uniforms, Volleyball Travel Bags, Volleyball Nets, Volleyballs, Scorebook, Volleyball warm-up uniforms, knee pads.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000.0</td>
<td>5000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**

- Increasing Cost

**How Long?**

- Ongoing/Recurring

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

To be shared with PE and Athletics.

**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"

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

No

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
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<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>20 Students</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Track and Field jerseys, Shorts, Travel bags, Travel sweat suits, Discus, Javelin, Starting blacks, Measuring tape, Stop watches.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2575.0</td>
<td>1600.0</td>
<td>975.0</td>
</tr>
</tbody>
</table>

Type | How Long?
--- | ---
Increasing Cost | Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
To be used by our Men's and Women's Track and Field Teams.

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"

2. Is it necessary for students to succeed in a series of courses?
   No

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?

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

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
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Make ONE entry for each category.

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

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<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>8 Classes</td>
<td>physics</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Experimental Equipment, Measurement Devices and Chemicals

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000.0</td>
<td>0.0</td>
<td>3000.0</td>
</tr>
</tbody>
</table>

**Type**
Increasing Cost

**How Long?**
Ongoing/Recurring

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

Engineering, Chemistry

**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?

   B.

   This money is necessary to keep the physics program operated throughout the year and has been requested on annual basis. This annual budget is required to buy equipment parts and supplies for small repairs, maintenance and demonstrations.

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

   Physics, being a science is rooted in experimental observation of the physical behavior of the world. Therefore a large component necessary to a complete understanding the concepts and methods of physics is based in the observation of physical demonstrations and experiments. Demonstrations and experiments are a necessary component of physics education. In order for COM students to get a complete education in the subject of physics that will easily translate to 4-yr Universities and the job front, they need to have the experience of quantitatively observing and analyzing the physical world, a task which is impossible without certain basic equipment.

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?

   82 students Fall 2009
   97 students Spring 2010

   In the absence of this money, equipment will be poorly stocked if not inaccessible to...
the students for exploration and to the instructor for demonstration, severely compromising the quality of their physics experience at COM. Current students talk to their friends about their experience at COM, encourages or discouraging prospective students to enroll in our classes. In order to build enrollment and the program, it is necessary to attract students and at the very least provide an adequate experience for existing students. Yesterday, we used liquid nitrogen to demonstrate the material properties of different phases of matter in the conceptual physics course PHYS 110 ($40 total cost). Afterward, a student said "This is the coolest class." We typically get one student a semester to convert to physics as a major from the conceptual class.

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

Student's conceptual understanding of the physical world is improved by demonstrations and hands on exercises. In addition, using the platform of real-life experimental observation students develop and strengthen both their quantitative and analytical skills, necessary for all topics, physics and beyond. These outcomes will be measured by student's overall performance in future physics and science courses as well as improvement in their analytical and quantitative skills in all courses.

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

We will continue to monitor the number of students who convert to Physics as a major, or enroll in additional physics courses at COM as a result of their experience in the conceptual physics class. In addition, we will administer a survey to students at the end of the semester to determine satisfaction and likelihood of recommending us to their friends. Both of these with the aim to quantify the degree to which we are building the program.
I. Consumable Instructional Operating Supplies

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<tbody>
<tr>
<td>01</td>
<td>15 Classes</td>
<td>History, Political Science</td>
</tr>
</tbody>
</table>

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

DVDs for new courses on the presidency, Asia and updated materials for U.S. History courses.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: New

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 department has done little or no updating of visual materials for United States History in the past five years. Our visual support materials are becoming out of date. We will not be able to offer the Presidency course or the Ethnic Studies/Social Science course on Asia without supporting materials.

   DVDs include such works as: Legacies of Civilization, the Crash of 1929; The Sixties; Ghosts of Rwanda; Africa; Guns Germs, Steel; The American President; Andrew Jackson; Good, Evil and the Presidency; The Murder of Emmett Till; The Great Indian Wars; Conquistadores, the Africans.

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

   It is necessary for students to have access to documentary works that have been done on presidents for the purpose of comparing and contrasting presidencies and for the opportunity to study bias toward particular presidents.

   Visual aids for U.S. history and Asian Studies are essential, especially for students with limited travel experience.

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?
All the students who take U.S. history - approximately 250 per semester - will benefit. Approximately 25 to 30 students will take the Presidency course and another 25 to 30 will take the Asian Studies course.

These DVD are necessary for our existing classes and for enriching these courses for future students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Enhanced critical thinking; an opportunity to use multiple teaching and learning strategies; opportunity to make value judgements and determine bias of learning resources.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Through essay exams, student research papers, in-class presentations and problem solving exercises.
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Priority: To Support: Discipline Area
03 50+ Classes Speech, Comm, Fil, Journalism

Broad Category (for example in Chemistry - "Chemicals")
3 cases of paper

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: How Long?
New: New/Will be Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Speech, Comm, Jounralism, Film

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.

   In addition, how many times have you requested this item, but you have not received it?
   B. Faculty need a supply of paper for their in-office printers.

2. Is it necessary for students to succeed in a series of courses?
   It is necessary for faculty to administer their classes.

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?
   Students access is improved when faculty are well resourced with basic needs like paper.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   It is important to the extent that having easy access to paper will facilitate classroom management.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Having easy access to paper will cut down on prep time allowing faculty to spend more time with their students.