<table>
<thead>
<tr>
<th>2010 Program Review: Instructional Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair Technology</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Environmental Landscaping Design</td>
</tr>
<tr>
<td>Geology</td>
</tr>
<tr>
<td>Music</td>
</tr>
</tbody>
</table>
I. Consumable Instructional Operating Supplies

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

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

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

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
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Broad Category (for example in Chemistry - "Chemicals")

Instructional Supplies Summer ACRT # 11100-23201-43100-094900

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

Justification for Item (See Rating Rubric)

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

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

A - this is the first time we have asked for an increase to offset the increase of cost of supplies to support our summer school program.

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

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

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

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

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

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

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

I. Consumable Instructional Operating Supplies

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

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

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

<table>
<thead>
<tr>
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<th>Discipline Area</th>
</tr>
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<tbody>
<tr>
<td>01</td>
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<td>ACRT</td>
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Broad Category (for example in Chemistry - "Chemicals")

Other Supplies - Automotive Collision Repair #: 11100-23201-45000-094900

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Type: Increasing Cost  How Long? Ongoing/Recurring

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

Justification for Item (See Rating Rubric)

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

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

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

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

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

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

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

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

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

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

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

I. Consumable Instructional Operating Supplies

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

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

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

<table>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
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Broad Category (for example in Chemistry - "Chemicals")

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

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<td>Increasing Cost</td>
<td>Ongoing/Recurring</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 - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

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

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

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

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

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

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

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

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

Laundry Automotive Collision Repair # 11100-23201-56550-094900

Justification for Item (See Rating Rubric)

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

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

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

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

Students need shop towels in all of our courses. Students use shop towels to clean up after themselves. Without these towels students cannot clean up after themselves after simulating repairs that will prepare students to work in the field of Auto Collision Repair.

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

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

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

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

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

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

I. Consumable Instructional Operating Supplies

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

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

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
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<td>01</td>
<td>500 Students</td>
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Broad Category (for example in Chemistry - "Chemicals")

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

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<th>Annual Cost</th>
<th>Previous Cost</th>
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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 - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

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

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

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

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

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

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

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

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

I. Consumable Instructional Operating Supplies

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

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

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

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<th>Discipline Area</th>
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<tbody>
<tr>
<td>01</td>
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<td>ACRT</td>
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Broad Category (for example in Chemistry - "Chemicals")

Instructional Supplies (Lottery) Automotive Collision Repair #12400-23201-43000-094900

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<th>Annual Cost</th>
<th>Previous Cost</th>
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<tbody>
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<td>414.0</td>
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Type: Increasing Cost  How Long? Ongoing/Recurring

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

Justification for Item (See Rating Rubric)

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

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

A - Every year the district receives lottery money and distributes it to departments in the college. We would like to receive same amount of money so that we can fund supplies and equipment to run our program. If the district does not receive money from lottery, it would be necessary to fund this supplies and equipment account.
2. **Is it necessary for students to succeed in a series of courses?**

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

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

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

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

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

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

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

I. **Consumable Instructional Operating Supplies**

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

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

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

**Discipline Area:** ACRT

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

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**Type**

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

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

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

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

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

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

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

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

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

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

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

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Type How Long?
Increasing Cost Ongoing/Recurring

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

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

In addition, how many times have you requested this item, but you have not received it?
A - The district receives money from VTEA and Perkins 1C. The money is distributed to the various vocational programs. Since our course offerings and student enrollment are stable or increasing, we need to maintain the current level of funding to provide our students with the necessary tools and equipment.

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

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

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

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

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

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

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

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

I. Consumable Instructional Operating Supplies

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

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

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

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

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Type: Increasing Cost  
How Long? Ongoing/Recurring

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

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

Justification for Item (See Rating Rubric)

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

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

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

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

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

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

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

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

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

I. Consumable Instructional Operating Supplies

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

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

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

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

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

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

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

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

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

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

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

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

Biology

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Type

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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?

Additional Justification for this item:

Supplies needed to run biology classes in academic year 2010-2011 plus summer session, 2010 (since supplies for summer must be purchased in May, 2010).

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?
   These supplies are essential to run biology labs.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Many of the SLO's of our lab courses refer to the implementation of experiments and lab exercises that the students perform.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   The outcomes will be measured through assessment. These supplies are used in the foundational educational process of our biology labs.
I. Consumable Instructional Operating Supplies

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

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

Priority: 01
To Support: 1000 Students

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

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Type: None
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.
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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?
   Approximately 1000 students a year will benefit. The slides through wear and tear, and breakage will constantly need to be replaced.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   For student to succeed in some of the SLO's of our many lab courses, it is necessary that they students have microscope slides available.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   These outcomes will be measured by assessment. These slides are a basic but essential component of our lab classes. These slides are crucial to the continued education of our students in the General Biology (BIOL110), Biology for majors (BIOL112A, BIOL112B & BIOL112C), Human Anatomy (BIOL120), and Microbiology (BI0240).
I. Consumable Instructional Operating Supplies

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

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

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

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

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

Justification for Item (See Rating Rubric)

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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?

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?
Instructional Operating Supplies
ECE-2010

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.
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Priority: To Support: Discipline Area
01 30 Classes ECE

Broad Category (for example in Chemistry - "Chemicals")
chart paper and markers

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Type       How Long?
Increasing Cost Ongoing/Recurring

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

Justification for Item (See Rating Rubric)
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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?
   Importance = A
   
   Item has been funded annually, though at only $250 for several years. Prices have increased during that time.

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, PRAC. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed. Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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

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**Type**

- New
- Ongoing/Recurring

**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?

A. The ELND program needs to acquire the additional supplies and materials to establish a native plant propagation facility. Landscape designers are using more native plants in their sustainable landscapes. Students graduating from our program should be familiar with native plants of the area and how to design sustainable landscapes.

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?

   Students will learn the proper methods for the propagation of native plants and how they can be used in sustainable landscapes.

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

   This type of program will attract a large number of people from the community who want to learn how to design sustainable landscapes through the use of native plants.

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

   Students will be able to design sustainable landscapes using native plants. In order for new construction to achieve lead points, they will need to use native plants to
help them design sustainable landscapes.

---

**I. Consumable Instructional Operating Supplies**

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

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

Materials for native plant propagation.

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

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

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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?

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
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Priority: To Support: Discipline Area
01 400 Students

Broad Category (for example in Chemistry - "Chemicals")
Geology & Geography Budgets

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Type How Long?
Increasing Cost Ongoing/Recurring

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

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

A

<table>
<thead>
<tr>
<th>11100-22301-23200-191400</th>
<th>PT Classified Salary NonStudent</th>
<th>2,500.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>11100-22301-24000-191400</td>
<td>PT Class Sal Student Instructional</td>
<td>2,500.00</td>
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<tr>
<td>11100-22301-43000-191400</td>
<td>Instructional Supplies</td>
<td>2,000.00</td>
</tr>
<tr>
<td>12400-22301-43000-191400</td>
<td>Instructional Supplies</td>
<td>207.00</td>
</tr>
</tbody>
</table>

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.

Supplies needed to run classes in academic year 2010-2011.

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?
These supplies are essential to run classes and labs.

4. What student learning or other outcomes are expected? Is it important to the achievement
of student goals?
Many of the SLO's of our lab courses refer to the implementation of experiments and lab exercises that the students perform.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The outcomes will be measured through assessment. These supplies are used in the foundational educational process of our labs.
# Instructional Operating Supplies

## Music-2010

### I. Consumable Instructional Operating Supplies

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

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

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>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 needs to be added back to our regular instructional sup

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

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...**
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, PRAC.

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

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

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</thead>
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<td>music</td>
</tr>
</tbody>
</table>

**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 are rated 'A'

We record all 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 budge

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.