



**Annual Section Plan  
2012-2013 Academic Year**

**Liberal Arts and Sciences**

**STEP I: DESCRIBE THE SECTION**

**a. Program Applicability**

**Departments:**

English	Science
Health Science and Physical Education	Social Science
Humanities	Visual and Performing Arts
Mathematics	

**Other Units:**

Basic Skills	Learning Assistance Centers
Honors	Library

**Programs, primary responsibility:**

Art	Liberal Arts: Mathematics & Sciences
Engineering	Liberal Arts: Social & Behavioral Science
Fine Arts	Mathematics
General Education pattern	Mathematics for Transfer (AA-T)
General Sciences	Physical Education
Liberal Arts: Arts & Humanities	Theatre: Acting

**Programs, secondary or supplemental responsibility:**

Business Administration (econ and math)	Human Services (English, psychology, speech)
Trades Practices (math)	Industrial Technology (English, math)
Computer Information Systems (math)	Vocational Nursing (biology, information competency, psychology)
Computer Technology (math and physics)	Web Design (English, art, music)



Engineering Drafting Technology (math)  
Engineering Technology (math)

Welding Technology (math)

## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

Formal goals have never been set for Liberal Arts and Sciences. However, student success goals for the entire Academic Affairs division for 2011-2012 were the following:

<u>Description</u>	<u>Effectiveness Measure</u>	<u>Strategies</u>	<u>Progress</u>
Engage in broad-based dialogue regarding student success and best practices	Improved student success, retention, and persistence, leading to improvement in transfer to 4-year institutions, completion of terminal CTE certificates and degrees, and placement of students with employers.	<ol style="list-style-type: none"> <li>1. Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.</li> <li>2. Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.</li> <li>3. Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.</li> <li>4. Create a new participatory governance committee focused on Student Success, whose charge would be to oversee and provide guidance to student success efforts through the whole process from initial contact through remediation to degree-transfer completion.</li> </ol>	<ol style="list-style-type: none"> <li>1. one done, one pending</li> <li>2. done</li> <li>3. one done, one pending</li> <li>4. not done</li> </ol>
Create better structured programs of study designed for	Increased student persistence through and completion of programs; increased	<ol style="list-style-type: none"> <li>1. Audit all programs college-wide with the purpose of revising programs that are challenging for students to</li> </ol>	<ol style="list-style-type: none"> <li>1. ongoing</li> </ol>



<p>completion and more effectively publicize program information for students</p>	<p>percentage of students successfully completing 12 units within one year.</p>	<p>achieve and eliminating obsolete programs that no longer fit transfer or workforce needs.</p>	<p>2. to Senate for adoption</p>
		<p>2. Develop a new program review template for instructional programs that centralizes student performance and SLO achievement and provides for standardized data sets for decision-making and resource allocation.</p>	
		<p>3. Create pathways of completion for each program and each site it is offered.</p>	<p>3. to be done in Spring</p>
		<p>4. Revise program information on the College website and in promotional materials to better publicize and more effectively facilitate student entry into and exit out of programs.</p>	<p>4. to be done in Spring</p>
		<p>5. Integrate program outcomes, completion rates, costs, and gainful employment data with other program information on the college website and in promotional materials so students have all the information they need.</p>	<p>5. to be done in Spring</p>
<p>Improve the education of basic skills students</p>	<p>Increased student retention and success in basic skills courses; better student improvement at the next level of sequenced courses in writing, reading, and math.</p>	<p>1. Implement a Student Success (Basic Skills) lab at IWV, KRV, Mammoth, and Bishop to provide supplemental instruction in reading, writing, and math.</p>	<p>1. done at IWV, to be done at other sites</p>
		<p>2. Add a focus on learning/study skills and self-efficacy skills to the course outlines of record in all basic skills courses.</p>	<p>2. to be done in Spring</p>
		<p>3. Provide mandatory, focused professional development for all instructors (full- and part-time) who teach basic skills courses.</p>	<p>3. scheduled</p>
<p>Broadly implement strategies to more actively engage students in</p>	<p>Increased student retention and success within courses and more students persisting</p>	<p>1. Use SLO achievement data to review courses and concepts within courses that are challenging for</p>	<p>1. ongoing</p>



learning	<p>within programs; increased percentage of students who successfully complete, within one year, courses one level below transfer and then at transfer level, in the areas of math and English.</p>	<p>students to accomplish.</p> <ol style="list-style-type: none"> <li>2. Make more effective use of learning support services such as tutoring and other supplemental instruction in degree and transfer courses.</li> <li>3. Re-institute proctoring in at least one department as a method for more effectively authenticating student identity in distance education courses.</li> <li>4. Integrate the CTE Student Success Moodle for tutoring, mentoring, and making course materials available for CTE programs.</li> <li>5. Establish a pilot cohort model for CTE programs with defined entrance requirements and an application process; this cohort will follow a specific program sequence of courses that will be established via the approved career pathway; a cohort tutor will be assigned to work with the group during specified times.</li> <li>6. Let departments and individual department initiatives be laboratories for effective student success strategies; use faculty chair meetings as a conduit for reporting-out of successful strategies; compile a 'report card' of successful strategies at the end of the year.</li> </ol>	<p>2. ongoing</p> <p>3. done</p> <p>4. done</p> <p>5. ongoing</p> <p>6. ongoing</p>
<p>Implement a more effective enrollment management process that uses student demand and program design to determine scheduling needs</p>	<p>Fewer added/cancelled sections; fewer DR grades; better student retention and success</p>	<ol style="list-style-type: none"> <li>1. Build a schedule for student success that reflects student demand and program design; adhere to that schedule.</li> <li>2. Establish and adhere to first-day login and enrollment procedures that reflect best practices in getting the right students into the right classes at the right time.</li> </ol>	<p>1. in process for Spring</p> <p>2. in process</p>



## **b. Review of Overall Section**

Despite never officially being its own recognized sub-division of Academic Affairs, Liberal Arts and Sciences is both formally and informally set apart from CTE. Formally, the LAS has a different operational structure: faculty chairs are not under a dean but report directly to the Vice President of Academic Affairs, who is the educational administrator and budget manager. Departments in the LAS do not have to participate in a VATEA plan or deal with Perkins-type reporting restrictions. Informally, the LAS has always been considered the counterpart to CTE as its twin sub-division.

The LAS includes those departments generally labeled “transfer” or “general education”: English, math, sciences, arts, humanities, social sciences, and PE. But it also includes such academic programs as Honors and Basic Skills and learning support services like the Learning Assistance Centers and the library.

In general, the perception has been that the LAS needs less tending than CTE, which is why it does not have its own dean. But with the recent rise in accountability throughout the system, this may be a misapprehension. The SB1440 degrees are needing great attention, articulation is complex, Basic Skills certainly requires its share of reporting, the budgets for Science and the Arts are large and composite—moreover, all of the LAS departments serve every campus at the college, including online.

Recent program reviews have been completed in Honors (2007), Basic Skills (2008), Engineering (2009), and General Sciences (2010). Several programs are new and not due for their first program review for a couple more years: Mathematics (2010, due in 2016), Mathematics AA-T (2011, 2016) and the three Liberal Arts degrees (2008, 2014). The remaining programs are behind schedule. Physical Education, library, and the Learning Assistance Centers are to be completed in Spring 2012; Art and Fine Arts are slated to be replaced by a new Studio Arts for Transfer (AA-T) degree in AY 2011-2012. And the Theatre: Acting program is set to be deleted and not replaced.

In the areas of Basic Skills and Honors, changes are being made. Honors recently instituted a major change (2010-2011) in accepting Honors credit through contracts; this has allowed the program to go college-wide. The change is being monitored this year (2011-2012) for operational effects and will be evaluated starting next year (2012-2013) for SLO's. Basic Skills has begun adopting a unified strategy for deepening and enriching student engagement in developmental courses by embedding so-called soft skills directly into the COR's and therefore giving them a higher profile throughout the course of instruction during the semester. Training of basic skills instructors in the teaching of these soft skills is slated for December 2011 and January 2012.

This year, Basic Skills is also working closely with the Learning Assistance Centers to implement Student Success Labs at the three LAC's—computers loaded with course-specific software and reserved for individual drop-in use by students who prefer to enhance their skills in a flexible, supported environment. This is in addition to tutoring, which remains robust at IWV and KRV. The Learning Resource Centers have been refining their online presence, getting whole in terms of staffing, and formalizing a variety of workshops for classes and students. It is a goal this year (2011-2012) in both the LAC's and the LRC's to determine a minimal level of services college-wide.



In terms of improvements, LAS needs to continue to play catch up in areas of program reviews and SLO's. The sub-division will be caught up in program reviews by the end of Spring 2012. And it is scheduled to have its remaining SLO's assessed by the end of AY 2011-2012. However, the most urgent area of concern is the general education pattern, which has never been treated—including reviewed—as a separate program. In AY 2011-2012, we will be establishing foundational documents and processes (a GE philosophy, criteria for selection, PLO's, map of SLO's to PLO's, etc.) and once that happens, the program will be ready for a formal program review.

The LAS sub-division also needs to fully implement, assess, and improve the unified Basic Skills approach that has been worked out over the past couple of years. The unit is on the verge of implementing its plan—including professional development for instructors—and the results will be closely gathered, analyzed, and used as the basis for improvements going forward. It is an exciting time in basic skills as the faculty and staff feel the focus and support is finally coming together.

**c. Goals for Upcoming Year (next academic year). If more goals needed, copy and paste additional boxes.**

***Goal 1: Complete a program review of the General Education pattern***

1. *Connection to College Strategic Goals: 1, 4*

2. *Specific internal\* or external\*\* condition(s) the goal is a response to: Accountability expectations of such agencies as CCCCO and ACCJC/WASC; KCCD strategic goal 1, 'Greater responsiveness to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.'*

3. *Action Plan: Use the General Education Task Force established in 2011-2012 or convene a separate committee to analyze data, create additional data mechanisms as necessary, draft report, and present findings*

4. *Measure of Success: Completed General Education Program Review document, due by May 1013.*

***Goal 2: Become a model for student success: Consolidate a culture of analyzing Student Learning Outcome data, identifying gaps, and implementing improvements***

1. *Connection to College Strategic Goals:1, 2, 4*

2. *Specific internal\* or external\*\* condition(s) the goal is a response to: Accountability expectations of such agencies as CCCCO and ACCJC/WASC—in*



*particular, the level of “Sustainable Continuous Quality Improvement” demonstrated in all three ACCJC rubrics; KCCD strategic goal #1, ‘Greater responsiveness to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.’; KCCD strategic goal #2, ‘Respond more effectively to the needs of under prepared students.’*

*3. Action Plan: Continue to plan and engage in broad-based dialogue regarding student success and best practices; make SLO updates a continual part of the dialogue at all Academic Affairs and associated committees, such as SLOAC, IEC, faculty chairs, CIC, etc.*

*4. Measure of Success: Continued offering of professional development opportunities focused on student success and sustainable continuous quality improvement practices; deployment of an SLO-level comprehensive assessment report as part of the Annual Unit Plans, by November 2012; creation of a community-aimed SLO feedback page/report on the Institutional Planning sub-web, by May 2013.*

### **Goal 2: Increase college and career readiness: Complete alignment of math and English with local-area high schools**

*1. Connection to College Strategic Goals: 1*

*2. Specific internal\* or external\*\* condition(s) the goal is a response to: Student Success Task Force recommendation #1, ‘Increase College and Career Readiness’; KCCD strategic goal #1, ‘Greater responsiveness to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.’*

*3. Action Plan: Initiate or continue meetings as appropriate with particular local-area high schools; perhaps host an all-day ‘alignment’ conference at IWV in Fall 2013.*

*4. Measure of Success: Report formally completing alignment of math and English skills with each participating high school. Perhaps complete articulation agreements.*

### **Goal 3: Improve Basic Skills instruction**

*1. Connection to College Strategic Goals: 1, 2, 4*

*2. Specific internal\* or external\*\* condition(s) the goal is a response to: Comparatively low student success and retention rates; continued involvement in the Basic Skills Initiative; accountability expectations of such agencies as CCCCO and ACCJC/WASC; Student Success Task Force recommendation #4, ‘Improve the Education of Basic Skills Students.’; KCCD strategic goal #1, ‘Greater responsiveness to community needs through programs offered, the*



*establishment of college areas of particular strength, and area workforce development’; KCCD strategic goal #2, ‘Respond more effectively to the needs of under prepared students.’*

*3. Action Plan: comprehensively gather and analyze basic skills SLO and other performance data in Fall 2012 regarding the embedding of soft skills begun in Spring 2012; identify gaps; implement improvements*

*4. Measure of Success: Completion of a formal report evaluating the changes, by December 15, 2012; better course retention, success, and achievement of SLO’s in Fall 2012 and Spring 2013 semesters.*

### **STEP 3: EVALUATE YOUR RESOURCE NEEDS**

#### **a. Facilities**

The biggest facilities need for AY 2012-2013 for the LAS sub-division is a college center at California City. While many of the course offerings in LAS do not require special rooms and could be taught at California City High School, for instance, some courses do—in particular, Art, Music, and Science. At least one iTV classroom would make the center much more viable, to receive instruction from Ridgecrest and KRV. In terms of learning support services, once we commit to an onground presence at California City, we will need to offer the same minimal services that we offer at the other sites: an LAC, an LRC, and minimal staffing.

The same goes for KRV, though we know we will not be out of our current lease at Lake Isabella until the end of the academic year. Still, much planning will be going on for KRV during this time. The current idea to leverage our proximity with the local high school means we can use their Art/Music and Science facilities and not have to establish and equip our own. If that doesn’t work out, however, then we will need to develop our own.

*Visual and Performing Arts.* The only facilities issue here is simply to continue to evaluate and troubleshoot problems with the new facility at IWV.

#### **b. Information Technology**

The LAS does not have many IT requests aside from the ongoing replacement needs of faculty members and of the Library, LAC, and computer lab facilities.





One recent IT project that was well-received was turning several of the classrooms in the EW into smart classrooms. Requests have come in for more rooms to be done. However, we might evaluate the use of the rooms for a semester or two before we commit to changing any more. One comment back on that project was that glossy whiteboards were purchased and ought to be replaced with matte-surfaced boards to cut down on the glare. This has a much higher urgency factor to it since the glare voids the most powerful reason to use the room and hampers its effectiveness.

Aside from that:

*Learning Assistance Center.* The LAC's require some equipment to augment student success labs, such as headsets to be purchased through the Basic Skills grant. Another request is the purchase of dedicated computers for SARS tracking at each campus location (iww, krv, escc-B, and escc-M). This fits with the unit's goal to consolidate its data collection although it's unclear why BSI monies cannot be leveraged for this. These are important goals for the unit.

*Learning Resource Centers/Information Competency* This unit is requesting renewal of the Adobe Connect license for teaching purposes as well as 5 iPads to be checked out and used by students and instructors. This first request has a high, the second a low priority rating.

*Sciences and Engineering* has requested 30 copies of Matlab installed on the Science laboratory laptops. This software is to be purchased with grant money but require ongoing IT support.

*Visual and Performing Arts.* VPA put in a \$25,000 request for a digital photo lab, but it is not realistic at this time; the need is met with the computer labs currently on campus. Part of that request, however, is a specialized digital photo printer which could be a higher priority, but how crucial it is to fulfillment of course goals is not explained or justified in the AUP.

*California City and Lake Isabella.* If we intend to establish an onground presence at California City in AY 2012-2013 in our own building, we will need at the minimum to outfit one full iTV classroom as well as computers for a combined LAC/LRC similar to KRV, Bishop, and Mammoth. As part of our move at Lake Isabella, we will be needing to outfit one more iTV classroom.

### **c. Marketing**

Two programs mentioned the need for better marketing for the 2012-2013 AY: Honors and the Learning Assistance Centers. For both these programs, 'marketing' means getting the word out better to students that the units exist, that they provide certain services, and that they would be of benefit to students. In might also be said of the honors program that the word should get out to parents in the community so they know about the program and its benefit for their sons and daughters.

Aside from these specific requests, the entire area of LAS is in need of marketing what we do to the community at large—the very idea of what programs we



offer, where we offer them, how we offer them.

1. On the front end, students need to be able to go to our website unassisted and find out what degrees or certificates they can come away with two years later from any one of our local campuses.
2. We should be promoting the SB1440 degrees with their guaranteed admission to our local CSU.
3. We also need our SLO's and student achievement data visible to the public in some form, not on the intranet, not in CurricUNET, not behind a firewall or requiring five clicks onto a third-party web-site. How are our programs doing teaching the skills they say they are teaching? What is the completion rate of courses? Programs?

In short, we need to be more forthcoming in the LAS—and all academic affairs—about what we have to offer students and how well we are doing at it.

#### **d. Professional Development**

*Evaluate and Troubleshoot Flex Program Put in Place, Spring 2012.* For many years we have been on a flex calendar but not done flex right, not just the reporting aspect of it but the whole spirit. If the intention during AY 2011-2012 is to get a Flex system in place—expectations, timelines, contracts, etc.—the goal in AY 2012-2013 needs to be to run one entire cycle of it and evaluate, analyze, identify gaps, and recommend improvements for the subsequent AY 2013-2014.

*Online Faculty Training.* Given the large number of courses in this sub-division that are run online, the LAS desperately needs online training . . . not just for new instructors but for seasoned veterans as well. One thing we have not done well—or at all—is do continued professional development for already-trained online instructors. Once initially trained, done. We need to develop a culture of ongoing training with high expectations. This would be ideal to do through Flex opportunities.

*Training for Adjunct Instructors.* The first professional development day for adjunct instructors in Fall 2011 was well attended and warmly received. At the end of that event, instructors told us what they wanted more training on, with the top three being student success strategies, deepening student engagement, and faculty online training. The goal for next year is to offer another training day for adjuncts with higher expectations of faculty chair attendance.

*Basic Skills Training.* Evaluate the results of basic skills performance in Spring 2011 and Fall 2012 after instructors were trained for soft skills, identify gaps, and implement additional training as appropriate. Train any new instructors in the teaching of soft skills. Make it an ongoing flex activity.



**STEP 4: SUBSTANTIATE REQUESTED RESOURCES NOT ALREADY LISTED IN UNIT PLANS (Note: All items must be prioritized.)**

**a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.***

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

**Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.***

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

**c. Supplies (per unit cost less than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.***

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Library.Magazines/Bks (4211)	CI				400	Ongoing	G
Inst Supplies & Materials (4310)	CI				200	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Inst. Materials (4313)	CI				2000	Ongoing	G

**d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

**e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

**f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel (5200)	CI			VP Conferences	10,000	Ongoing	G
Employee Travel DO (5220DT)	CI			Meetings, evaluations, DO	2500	Ongoing	G
Employee Travel DO (5220DT)	CB			Meetings, evaluations, site visits	700	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel DO (5220DT)	CK			Meetings, evaluations, site visits	700	Ongoing	G
Employee Travel DO (5220DT)	CM			Meetings, evaluations, site visits	700	Ongoing	G

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
General Advertising (5860)	CI			Class Schedules	1000	Ongoing	G
General Advertising	CS			Class Schedules	1000	Ongoing	G
General Advertising	CK			Class Schedules	1000	Ongoing	G
General Advertising	CM			Class Schedules	1000	Ongoing	G
General Advertising	CB			Class Schedules	1000	Ongoing	G
Printing/Duplicating Services	CI			Printing of catalogs, schedules, post cards	15,000	Ongoing	G

**i. Other (institutional fees, library books, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Institutional Memberships (5300)	CI			CCCCIO Membership	300	Ongoing	G
Other Equipment Maint Agree (5686)	CI			Scantron Scanner Agreement	300	Ongoing	G