

Valid Requests

	Dollar Amount	Count
Academic Services	\$ 541,763	49
Student Services	\$ 62,089	10
Administrative Services	\$ 65,000	2
President's Office	0	0
Total	\$ 668,852	\$ 61

Ranked Requests

Count	Dollar Amount
19	\$ 316,320
9	\$ 62,089
2	\$ 65,000
0	\$ -
30	\$ 443,409

ACADEMIC SERVICES

Unit	Unique Code	Ranking	Nuventive Notes	Facilities or Technology	Action Name	Resource Type	Resource Description	Why is this resource required for this action?	Cost of Request	Alignments
Public Safety		906 1	Not Inputted Correctly or At All			Instructional	CPR Supplies/manikins For the first phase of the COS Theater sound system upgrade, we would like to update the Booth Control Equipment. Breakdown with pricing estimates below: *Digital Mixing Console oYamaha CL3 MSRP \$26,009 o https://usa.yamaha.com/products/proaudio/mixers/cl_series/index.html oThis is the actual sound board. \$The CL5 is the upgraded version of this. Its \$30,599 and offers more input/output as well as more physical controls *Digital Input/Output Converter/Interface oYamaha Rio1608-D - ~\$7000 oThis is needed to convert our current old analog building wiring to digital to be able to interact with the new board. *New Computer/Laptop oMacBook Pro - ~ \$4,500 \$16-inch, M3 Max chip, 48GB unified memory, 2TB storage *Various installation cables, wires, and accessories oIncludes replacement cables to		\$ 6,000.00	
Program Review - Drama	035	2	Not Inputted Correctly or At All	Technology	Increase Technical Theatre Training for Students	Equipment - Instructional	Student Training: Updated equipment allows us to train our students on modern industry standards and equipment. Our current board is 15 years old, has been discontinued, and is no longer supported by any tech company. Yamaha Sound Boards and MacBook Pros are industry standard sound equipment used extensively in both education (colleges) and professionally (Broadway, touring, etc.).		\$ 50,000	District Objective 2.1, District Objective 2.2
Athletics/Sport Med		907 3	Not Inputted Correctly or At All			Instructional	Replacement Cold Tub for Injured Athletes		\$ 31,000.00	
Agriculture/ Animal Science		908 4	Not Inputted Correctly or At All			Instructional	2 AI Sheep Cradles		\$ 4,500.00	
Program Review - Industry and Technology	8675	5	Wasn't Inputted Correctly or In Time		Update obsolete lab equipment for jumpstart summer program.	Equipment - Instructional	Micro820 PLCs	Hands-on lab exercises are essential to the experience of the students enrolled in the Jumpstart program.	\$ 5,000.00	District Objective 2.1, District Objective 2.4
Program Review - Music	049	6	Not Inputted Correctly or At All		VIBRAPHONE FOR INSTRUMENTAL DEPARTMENT	Equipment - Instructional	Three Octave Silver Vibraphone with 110 Motor US Plug A442 from Marimba One.	The instrumental department is in need of a new vibraphone. A vibraphone is essential to performing ensembles including Concert Bands and Jazz Bands. A vibraphone is a percussion instrument that consists of tuned metal bars played by using mallets to strike the bars. It is comparable to a xylophone or marimba. Currently, we have a vibraphone that is close to 20 years old. The instrument has parts that are broken and makes loud noises when being played. The metal rods that attach to the pedal have actually fallen off during performances which cause a loud banging noise every time the pedal is used. The motor is broken, so we cannot have the fans inside the resonators to create the desired vibrato effect. It is not adequate for the level of student playing. Without proper equipment students cannot complete course outcomes. Number three states "Given regular and adequate rehearsals, access to individual practice space, ACCESS TO AN INSTRUMENT... They also are unable to show increasing competence in performance on an instrument that does not work properly. If a student does not have the proper equipment, it could hinder earning the AA-T and transferring to a 4-year institution.	\$ 7,400	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 3.1
Agriculture/ Ag Technology		909 7	Not Inputted Correctly or At All			Instructional	Tractor Dynamometer		\$ 32,000.00	
Program Review - Learning Resource Center	047	8		Facilities	2024-2025 Expand the Quiet Study Area on the 2nd Floor of the Lodgepole Building	Facilities	Remove of up to 26 shelving units from the 2nd floor of the Lodgepole Building. Purchase and install a mix of comfortable seating and large tables with chairs.	The 2nd floor of the Lodgepole Building currently has underutilized space occupied by empty bookshelves. This space would serve students better by being replaced with additional mixed seating and work areas for students.	\$ 60,000	District Objective 2.1, District Objective 2.2, District Objective 2.3, District Objective 3.1, District Objective 3.2

										<p>We are requesting duplicate lab materials for Bio 20 so that multiple sections of the course can occur at or around the same time and all students enrolled are provided with equitable experiences in lab. FTES in Bio 20 at the Visalia campus has grown significantly over the past three academic years. It grew from 36.8 in 2021-22, to 72.8 in 2022-23, and then again to 110.1 in 2023-24. This Fall 2024, we have 13 Bio 20 sections and Spring 2024 we had 8 sections on the Visalia campus. With multiple Bio 20 sections doing similar labs, there have been occasions where we've had to swap our lab schedule around to accommodate for the limited lab materials. The approximate cost of these materials is \$3000.00.</p> <p>Listed below are the lab modules and specific materials we are requesting: For the sensory lab: 6 tuning forks, 6 optical illusion charts, 6 color blindness charts. For the natural selection lab: 6 photo developing trays and 6 AstroTurf. For the animal diversity lab: 6 models of mice, sea star, crab, beetle, birds, jellyfish, earthworm, and lizard. For the fossil record lab (which has the most limited materials): models of sea pen, a trilobite, a brachiopod, crinoids, eurypterids, a placoderm, ancient insect, early amphibian, mammal-like reptiles, eoraptor, pterosaur, archaeopteryx, an ammonite, t rex, Mesohippus, and woolly mammoth hair</p>			
Program Review - Biology	020	9		2024-25 Provide equitable resources for all lab sections of Bio 20 on the Visalia campus	Equipment - Instructional	Equipment for Bio 20 labs in Visalia		\$	3,095	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 3.1			
Agriculture/ Plant Science		910 10	Not Inputted Correctly or At All		Instructional	2 Diurnal Plant Growth Chambers Fiddlerman Concert Viola Outfit		\$	18,420.00				
						<p>An advanced level viola with a deep appealing sound, responsive playability and inspiring looks. Big, bold sounding, great "hand feel" and precisely-functioning components! Carefully selected aged flamed tonewoods with real ebony fittings and careful hand-varnishing brings out the natural beauty of the wood and the tone.</p> <p>Viola Features</p> <p>Solid-carved slightly flamed spruce and maple tonewoods 100% ebony fingerboard, pegs & fittings Carbon tailpiece with 4 fine tuners Hand-carved French Despiau bridge or Holstein 1-star European spruce soundpost from "Alpine Tone Wood" Spirit-based durable dark brown finish (no thick lacquer) Wood dried a minimum of 6 years Great for Suzuki and NAfME (National Association for Music</p>							
Program Review - Music	048	10		TWO VIOLAS FOR INSTRUMENTAL DEPARTMENT	Equipment - Instructional	The instrumental department is in need of two violas. Violas are essential to the COS Symphony Orchestra. Currently, we have zero violas to check out to students. Our Symphony Orchestra typically has 12 viola players. Most students have their own instrument, but there are always a number of students that do not. In the past, those students have had to rent one on their own or I would have to borrow one from a local high school. We supply instruments for our wind and brass players, so it is not equitable not to supply instruments to our orchestra students. Without proper equipment students cannot complete course outcomes listed above. Number three states "Given regular and adequate rehearsals, access to individual practice space, ACCESS TO AN INSTRUMENT... If a student does not have the proper equipment, it could prevent them from earning the AA-T and transferring to a 4-year institution. The charging cart for laptops is required for this action because the laptops are essential tools for students to engage in crucial career development and transfer activities. The current cart we have on loan and we will have to return it. Specifically, here are the services in the Transfer & Career Center that require a charged laptop: <ol style="list-style-type: none"> 1. Resume and cover letter creation: Students need access to word processing software to draft, edit, and format these important job application documents. 2. Online job applications: Most job applications are now submitted electronically, requiring internet access and a device to complete forms and upload documents. 3. Transfer applications: College transfer processes are largely online, necessitating access to web browsers and the ability to fill out complex forms. 4. Transcript ordering: Many institutions have moved to electronic transcript systems, which require online access to request and send official transcripts. 5. Workshop participation: Career and transfer workshops often involve hands-on activities that require students to have individual access to computers for research, document creation, or online tool usage. 6. One-on-one appointments: Coordinators often guide students through online resources, application portals, or document creation during individual sessions. 7. Walk-in services: Immediate access to computers allows staff to assist students with time-sensitive tasks or quick questions that require online resources. 	\$	1,350	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 3.1				
Program Review - Transfer/Career Center	905	12	Wasn't Inputted Correctly or In Time	[NEW] Laptop Access Initiative for Transfer & Career Success	Technology	New Charging Cart for Laptops	By providing laptops to students who don't have them, Career Services and Transfer Services ensure equal access to these critical resources and services, helping to level	\$	2,800	District Objective 2.2, District Objective 2.4			

Program Review - Biology	019	13	Facilities	2024 - 2025 Replace Lab Chairs in Biology Classrooms	Facilities	<p>We are requesting new sets of 26 lab chairs for John Muir 119 and 123 (24 plus 2 extra for each classroom). Chairs will come from CALBENNETTS Office Furnishing Planning and Design. These are the same make, model, and dimensions as the chairs that have been installed in John Muir 120, 121, and 122. We are also requesting funds for removal/disposal of the old chairs and installation of the new chairs. Quotes are provided for the chairs and labor separately.</p> <p>The actual lab chairs and associated labor for disposal and installation are required for replacing the full set of chairs in both classrooms. As described in the associated quotes, the labor includes removal and disposal of existing stools, along with installation of the new stools.</p>	\$	20,355	District Objective 3.1, Scientific Method, Evolution
Program Review - Chemistry	024	14		2024/2025 (Above Base) Purchase enough hot plates to maintain course offerings	Equipment - Instructional	<p>Funds to purchase 24 hot plates and maintain current course offerings</p> <p>By offering record numbers of Chem 20 sections, we are alleviating a previous bottleneck course. Anecdotally, we constantly hear how Chem 20 is the last class they need to graduate or be eligible for nursing, dental, or physical therapy programs. Previously we had the heartbreaking task of turning these students away because there simply wasn't space. More Chem 20's also means that our hot plates are used more frequently, in some cases, failing, and thereby leaving us without enough to support our courses. Fewer hot plates means students must work in groups and get less hands-on experience which is essential to developing their critical thinking, problem solving, and lab skills which align with our student learning outcomes and program learning outcomes.</p>	\$	17,000	District Objective 2.1, District Objective 2.2, District Objective 1.1
Program Review - Chemistry	023	15		2024/2025 - (Above Base) - Replace Pipet Cleaner	Equipment - Instructional	<p>Funding to purchase a replacement pipet cleaner</p> <p>By offering record numbers of Chem 20 sections, we are alleviating a previous bottleneck course. Anecdotally, we constantly hear how Chem 20 is the last class they need to graduate or be eligible for nursing, dental, or physical therapy programs. Previously we had the heartbreaking task of turning these students away because there simply wasn't space. Volumetric pipets are used in all of our chemistry courses and must be cleaned between uses to prevent clogging and erroneous results which could confuse students. Having properly cleaned pipets available for our labs is essential to student's lab experience where they develop their critical thinking, problem solving, and lab skills which align with our student learning outcomes and program learning outcomes.</p>	\$	1,600	District Objective 2.1, District Objective 2.2
Program Review - Administration of Justice	001	16	Technology	2024-2025 Equitable Access to Technology	Technology	<p>Laptops & hot spots at the Hanford Campus</p> <p>COS Hanford AJ Department is requesting the purchasing of 12 laptops and 12 hotspots. These devices will be loaned/checked out to students who do not have devices or an internet connection at home. While the district already provides such services, none were available to AJ students when then made the request to check out the devices.</p>	\$	10,000	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.3, District Objective 2.4, District Objective 3.2, District Objective 4.1, District Objective 4.2
Program Review - Chemistry	026	17	Facilities	2024/2025 Temperature control in instrument room	Facilities	<p>A mini-split cooling system to temperature control the instrument room</p> <p>When the rest of the building is in off mode (nights, weekends, parts of the summer), the temperature in the room fluctuates and can potentially damage the instruments, require lengthy re-calibration when they are to be used, or delay or invalidate student data collection. We have been told that to control the temperature of that room consistently, half of the building's HVAC would have to be engaged, which is not an option during off hours. We would like to be able to independently control the temperature in the instrumentation room so that is can remain operational even during off hours. A mini-split installed to the roof would be able to accomplish this, and should not be overly difficult since the instrument room is on the second floor so the routing is feasible.</p>	\$	25,000	District Objective 2.1, District Objective 2.2
Program Review - Biology	021	18		2024-25 Provide Zero Cost textbooks for Bio 30 students on the Hanford campus	Equipment - Instructional	<p>Anatomy text for 60 students</p> <p>Efforts to ensure no-cost or low-cost textbooks for California community college students have increased. These efforts are so positive for students but create a predicament for learning and teaching Human Anatomy because the OER options currently available are inferior to traditional textbooks. High quality anatomy textbooks are expensive because they comprehensively cover the entire human body. Anatomical and medical illustrations are the foundation of solid anatomy textbooks, and the image quality and accuracy is lacking in current OER options. Publishers have the resources to employ writers, editors, and medical illustrators who produce well organized, concise, and accurate textbooks.</p> <p>This project would loan Human Anatomy textbooks to students enrolled in Human Anatomy on our Hanford campus for approximately five academic years. The five-year time line is based on the fact that Human Anatomy is not a rapidly changing science so refreshing the text as new scientific knowledge arises is not a concern; anatomical terms are rarely changed. Our hope is that these textbooks could be loaned to students beyond the five year project time line. The Hanford faculty members who teach anatomy will partner with the Student Success Center regarding the logistics of storing and issues the textbooks. Students would check out their textbook from our Student Success Center at the beginning of the semester and return the book when they finish the course. This type of check out system is already being utilized for students to borrow ATI TEAS prep manuals and MESA calculators.</p> <p>A similar project was funded on our Visalia campus beginning Fall of 2024. Textbooks have been purchased and distributed to anatomy students on the Visalia campus and the checkout process has been supported by the COS Library.</p>	\$	14,800	District Objective 2.2, District Objective 3.1

Program Review - Biology	022	19		2024-25 Provide Zero Cost Visible Body Courseware for Bio 30 students	Technology	Purchase site licenses for Bio 30 students for Visible Body software	Recently the California Community Colleges Board of Governors passed a resolution to build the efforts of the Zero Textbook Cost Program to ensure sustainable no-cost or low-cost textbook solutions for every California community college student. However, the current OER options for Human Anatomy are not considered well organized, clear or rigorous enough by our faculty to be used alone. We are requesting funding to purchase a Courseware license for each student enrolled in Human Anatomy (BIOL 030) for instructors who adopt Visible Body Courseware as their required text. Visible Body Courseware consists of a set of 3D interactive learning apps specializing in helping students to learn human anatomy. These apps focus on exploration and interactive learning and excel at presenting human anatomy, a three-dimensional investigation of the structure of the human body, in a more natural way that more closely resembles a real human than a traditional 2D textbook. The costs of a one-year subscription to these apps is \$50, which is less than a typical textbook and students are granted a permanent license for the app that persists beyond the subscription period.	\$	6,000	District Objective 2.2, District Objective 3.1
Program Review - Ag Technology	002			2024-2025 Equipment Technician Program Development	Equipment - Instructional	Tractor dynamometer	A tractor dynamometer is a tool used to place a tractor under a load in order to troubleshoot and diagnose problems. There are many problems that wont show up on equipment until that equipment is put under a load and the tractor dynamometer is the industry standard way of place equipment under a load. This was also recommended by advisory committee members.	\$	32,000	District Objective 1.1
Program Review - Animal Science	003			2023-2024 Enhancing Meat Cookery Laboratories in ASCI classes	Equipment - Instructional	A Pellet Smoker	To be able to show students different types of cookery equipment and there impacts on meat cookery. This will provide better "hands-on" laboratories for ASCI 001 and ASCI 126.	\$	1,000	District Objective 4.1, District Objective 4.3, District Objective 2.1, District Objective 2.2, District Objective 2.4
Program Review - Animal Science	004		Facilities	2023-2024 Improve Animal Welfare of COS Dairy Pen	Equipment - Instructional	Fans and Shade Cloth/Structure for Animal Welfare/Cow Comfort. This will also decrease heat stress during periods of extreme heat.	To maintain comfort and longevity of the COS Cow Herd. Also, to prevent heat stress and other health risks associated with extreme heat conditions. This allows students to practice industry standard as it pertains to cattle comfort and animal welfare.	\$	55,000	District Objective 2.1, District Objective 2.4, District Objective 4.1
Program Review - Animal Science	005			2024-2025 Implement new Sheep Reproduction techniques to demonstrate industry standards	Equipment - Instructional	Purchase two laparoscopic tables to successfully perform LAP AI on the COS ewe flock.	This equipment is necessary to properly conduct Laparoscopic AI in small ruminants. without these laparoscopic tables we cannot implement this breeding technique which is commonly being utilized in the industry today.	\$	4,500	District Objective 2.1, District Objective 2.4, District Objective 4.1
Program Review - Architecture	008		Facilities	Improve Student Success and Enrollment	Facilities	Model Shop Sound Dampening (RANK #1)	Albeit small, the power tools make substantive noise that often impacts the learning environment of the classroom next door. Adding dampening would help limit this crossover noise significantly.	\$	6,000	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 3.2
Program Review - Architecture	010			Improve Student Success and Quality of Skills Attained	Equipment - Instructional	Provide students with Model Shop Instructional Supplies. RANK #2	District Goal #2 (Completion & Transfer Objectives) DO 2.1 (Transfer Preparation) DO 2.2 (Program Completion) DO 2.4 (Success Rates & Completion) Many of the architecture courses require the construction of tactile models. To facilitate these models the students use the Model Shop. The model shop supplies are expensive. It it a financial hardship for the students. These model shop supplies will allow the architecture students to keep pace with industry standards. The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing model shop supplies for this industry is primary to the success of these stated district objectives. This action applies to all course Student Learning Outcomes. Several are provided for your convenience. ARCH010 Architectural Design 1 SLO #6 Given instruction, students will be able to develop and create tactile (by hand) scale models to represent architectural design. ARCH011 Architectural Design 2 SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.	\$	2,100	District Objective 1.1, District Objective 2.2, District Objective 2.4, District Objective 3.2

District Goal #2 (Completion & Transfer Objectives)
 DO 2.1 (Transfer Preparation)
 DO 2.2 (Program Completion)
 DO 2.4 (Success Rates & Completion)

Many of the architecture courses require the construction of tactile models. The supplies for these models is expensive. It is a financial hardship for many of the students. These model making supplies will allow the architecture students to keep pace with industry standards.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing students with model making supplies for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
 SLO #6 Given instruction, students will be able to develop and create tactile (by hand) scale models to represent architectural design.

ARCH011 Architectural Design 2
 SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

Program Review -
 Architecture 011

Improve Student Success
 and Quality of Skills
 Attained

Equipment -
 Instructional

Provide students with tactile model
 making supplies. RANK #1

AS Degree
 PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.
 District Goal #2 (Completion & Transfer Objectives)
 DO 2.2 (Program Completion)
 DO 2.4 (Success Rates & Completion)

\$ 6,000

District Objective 1.1, District Objective 2.2,
 District Objective 2.4, District Objective 3.2

Professional development seminars will allow faculty to stay current with industry standards and trends.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing professional development seminars for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
 SLO #6 Given instruction, students will be able to develop and create tactile (by hand) scale models to represent architectural design.

ARCH011 Architectural Design 2
 SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

Program Review -
 Architecture 014

Improve Student Success
 and Quality of Skills
 Attained

Equipment - Non-
 Instructional

Provide faculty with Professional
 Development Seminars. RANK #6

AS Degree
 PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

\$ 6,000

District Objective 1.1, District Objective 2.2,
 District Objective 2.4, District Objective 3.2

						District Goal #1 (Increase Student Enrollment) DO 1.1 (Increase Student Enrollment)			
						District Goal #2 (Completion & Transfer Objectives) DO 2.1 (Transfer Preparation) DO 2.2 (Program Completion) DO 2.4 (Success Rates & Completion)			
						These computer program software upgrades will allow the architecture department to keep pace with industry standards.			
						The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing graduates with knowledge of the most recent computer software for this industry is primary to the success of these stated district objectives.			
						This action applies to all course Student Learning Outcomes. Several are provided for your convenience.			
						ARCH121 Perspective Alternatives SLO #6 Given an instructor lecture with corresponding notes and drawing examples, and following an instructor drawing demonstration, students will be able to plot, layout, and draw structures using the computer program SketchUp to create architectural renderings.			
Program Review - Architecture	016	Technology	Improve Student Success and Quality of Skills Attained	Technology	Provide computer program software upgrades to keep pace with industry standards. RANK #1 Autodesk AutoCAD (sharded with Drafting Technology program) Autodesk AutoCAD Architecture SketchUp	ARCH013 Architectural Design 3 SLO #1 Given an instructor lecture of the ArchiCAD computer program with corresponding notes, and illustrations, students will be able to apply introductory computer procedures by completing a drawing and or project with an evaluative grade	\$	780	District Objective 1.1, District Objective 2.2, District Objective 2.4, District Objective 3.2
Program Review - Biology	018	Facilities	2024 - 2025 Provide equitable resources for lab sections at the Hanford campus (DI water installation)	Equipment - Instructional	Install a deionized water system at the Hanford campus.	Currently the Hanford campus is the only COS campus without a deionized water system installed. Deionized water is required for laboratory preparation for Bio 20, Bio 30, Bio 31, and Bio 40 courses. The Hanford campus technician currently travels to Visalia to fill 5 gallon jugs during the work hours for prep. We believe with the addition of the deionized water would save time and resources for the college and provide a more equitable lab experience for the students.	\$	500	District Objective 3.1
Program Review - Chemistry	025		2024/2025 Purchasing PVA Gloves for Organic Chemistry	Equipment - Instructional	Funds to purchase personal protective equipment for students in organic chemistry in compliance with new federal regulations	Purchasing EVA gloves for our students brings Chem 12 and Chem 13 into alignment with new federal regulations regarding the use of methylene chloride. The gloves provide another layer of protection for students in addition to the previously existing safety measures. Purchasing the gloves for students is also the most equitable option and serves to increase access by reducing financial barriers.	\$	1,600	District Objective 2.1, District Objective 2.2, District Objective 3.1
Program Review - Communication	027	Technology	Comm 1 Curriculum 2023-2024 ; 24-25 Track employment for CT students - Track Job placement	Equipment - Instructional	Web Cams	Our section increase to mostly and currently many more online sections (this Fall 21 semester) was a direct impact from COVID-19. There was a notable decline during 20-21% success rates (73.2% versus 81.3% in 19-20). While our average is still better than the national average of success (roughly 66%), we need to continue to incorporate learning and have access to appropriate equipment.	\$	600	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 3.1, District Objective 3.2
Program Review - Construction Technology	028			Technology	Develop a database to track CT employment	Strong workforce funding requires employment tracking	\$	1,000	District Objective 1.1, District Objective 2.1, District Objective 2.4, District Objective 3.1
						District Goal #1 (Increase Student Enrollment) DO 1.1 (Increase Student Enrollment)			
						District Goal #2 (Completion & Transfer Objectives) DO 2.1 (Transfer Preparation) DO 2.2 (Program Completion) DO 2.4 (Success Rates & Completion)			
						These computer program software upgrades will allow the drafting technology department to keep pace with industry standards.			
						The drafting technology industry continues to demonstrate a need for highly trained entry level CAD Technicians. Providing graduates with knowledge of the most recent computer software for this industry is primary to the success of these stated district objectives.			
						This action applies to all course Student Learning Outcomes. Several are provided for your convenience.			
						DRFT114 Introduction to CAD SLO#1 Given instructor lecture, textbook reading, and instructor demonstration, students will be able to identify and describe CAD system components by completing a CAD drawing with an evaluative grade of 'C' or better.			
						DRFT115 Advanced CAD SLO #1 Given an instructor lecture, textbook readings, and a computer software demonstration, students will be able to solve illustration problems with a computer by creating a CAD drawing with an evaluative grade of 'C' or better.	\$	500	District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 1.1
Program Review - Drafting	033	Technology	Improve Student Success and Quality of Skills Attained	Technology	Provide computer program software upgrades to keep pace with industry standards. RANK #1 SolidWorks				

Program Review - ESL 036	Technology	2024 - Improve ESL Data Collecting and Reporting	Technology	<p>Accademia is a cloud-based academic center management system that offers many benefits including visits tracking, appointment management, intake management, feedback collection, student–faculty interactions, and much more. It will allow us to become more efficient and reduce expenses in the future.</p>	<p>Currently, ESL students enrolled in ESL writing/grammar courses complete their lab component of the course in the Language Center. Attendance is taken by using printed rosters which are then sent to the ESL faculty who add up the total number of hours for positive attendance manually. Implementing this system can reduce the chances of making mistakes and streamlining this process.</p> <p>In addition to the lab component sections for our ESL writing/grammar courses, the Language Center provides ESL workshops and open tutorial services to the campus. Currently, the Language Center has no data in regards to peak times or the number of specific services provided to ESL, foreign language, and ASL students.</p> <p>Finally, the Language Center cannot track who referred the student to the center. This would be something that is necessary to make sure state funding is allocated properly and our current system does not provide this information. In addition, we do not have a system where students can make appointments through MyGiant. Our students need a user friendly platform such a Accademia that they can navigate easily.</p>	\$	2,563	District Objective 1.1, District Objective 3.1, District Objective 4.1, District Objective 4.2
<p>Student engagement tools enable faculty members to digitize and customize learning materials that promote active learning and customized learning experiences.</p> <p>District Objective 3.2.2: Improve support for the technology needs of specific student groups.</p> <p>District Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021- 2025.</p> <p>District Objective 3.1.1: Implement an equity-based question/prompt in the Program Review for all reporting units; develop and implement actions to address equity issues, as applicable.</p> <p>District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year</p> <p>District Objective 2.1: Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.</p>								
Program Review - ESL 037	Technology	2024 - Promote the Adoption of Zero Textbook Cost or Open Educational Resources	Technology	<p>Subscription to Student Engagement Tools: Natural Reader (Text-Speech Software), Kahoot (Digital Clicker), and Padlet (Digital Canvas).</p>	<p>District Objective 2.3.2: Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, and supplemental instruction).</p>	\$	600	District Objective 2.1, District Objective 2.2, District Objective 2.3, District Objective 2.4, District Objective 3.1
<p>Student engagement tools enable faculty members to digitize and customize learning materials that promote active learning and customized learning experiences.</p> <p>District Objective 3.2.2: Improve support for the technology needs of specific student groups.</p> <p>District Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021- 2025.</p> <p>District Objective 3.1.1: Implement an equity-based question/prompt in the Program Review for all reporting units; develop and implement actions to address equity issues, as applicable.</p> <p>District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year</p> <p>District Objective 2.1: Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.</p>								
Program Review - ESL 038	Technology	2024 - Promote the Adoption of Zero Textbook Cost or Open Educational Resources	Technology	<p>Subscription to Student Engagement Tools: Natural Reader (Text-Speech Software), Kahoot (Digital Clicker), and Padlet (Digital Canvas).</p>	<p>District Objective 2.3.2: Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, and supplemental instruction).</p>	\$	3,000	District Objective 2.1, District Objective 2.2, District Objective 2.3, District Objective 2.4, District Objective 3.1

					Compliance with AB 705 and the Chancellor's "Call to Action" requires ongoing professional development during this unique COVID-19 pandemic environment.				
					The field of language instruction is constantly evolving, with frequent important advances in the relatively young field of second language research. Conferences and professional meetings afford important avenues for faculty to keep current with these new developments so that we can provide optimal instruction to our students. These sessions influence our instruction and students experiences in countless ways that are both tangible and difficult to describe.				
					As we experience workshops and other sessions provided by professionals in our field, we also often experience firsthand the ways best practices are best implemented, and we have powerful opportunities to reflect on what it might be like to be in a students shoes in one of our own classrooms. An added benefit of participation in such conferences is the opportunity to develop professional networks that expand beyond our campus. These networks can help instructors to fight off burnout and renew their enthusiasm to fight the battles our students need us to fight, and they allow us to tap into the experience and expertise of colleagues near and far. In the end, students benefit from having knowledgeable, active, and effective faculty who continue to perform at their best levels and who model the maxim that learning is a lifelong pursuit.				
Program Review - ESL	039		2024 - Strengthen Academic Experiences for ESL Students through Faculty Development	Equipment - Non-Instructional	Ongoing professional development for ESL Faculty is necessary to maintain a quality ESL program, to meet the needs of our ESL population, and to increase student success.	Our ESL Program is designed specially to address the unique needs of English language learners. In order to do this well, on a continual basis, the highly specialized ESL faculty currently at COS and the needed FT ESL faculty of the future need the District's financial support to maintain a high standard of instructional faculty with training appropriate for working with linguistically and culturally diverse students.	\$	12,000	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.3, District Objective 2.4, District Objective 3.1, District Objective 3.2
					Sewing Lab Essentials to support sewing and fashion classes. Courses supported: FASH 160, 161, 162, 163, 171, 172, 173, 193, 194, 195, 196 Prevention Repairs and Safety of Equipment \$3000 2 Bernina Sewing Machines \$3000 Sewing Lab \$3000 EXPO Stipend \$1000 Marketing and Promo of Fashion Dept. through Fashion Show \$4000 Sewing Patterns \$500 Advisory Committee Meeting Development \$300 Fashion Workshop \$1000 Total \$15,000				District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 3.1, Evaluate Fabric and Fibers, Identify Career Paths, Evaluate Multiple Factors in Apparel Industry, Principles of Design, Apply Interpersonal and Communication Skills, Fashion Influences Decade by Decade, Fiber Knowledge and Sustainability, Role of the Designer, Merchandiser, Manufacturer and Retailer, Clothing Influences and Impression Formation, Evaluate Different Fabrics and Fibers, Sewing Techniques, Career Paths
Program Review - Fashion	040		2024-2025 Support Fashion Department and Sewing Lab (Perkins Funding)	Equipment - Instructional	Though we have a grant that will cover most of the expenditures for this program, there are some expenses (gloves, hoods, and storage bags for the turnouts) that were not included.	Sewing machines, repairs, maintenance of equipment and sewing notions are all necessary to run the sewing and merchandising classes.	\$	15,000	District Objective 1.1, District Objective 2.1, District Objective 2.4, District Objective 3.1, District Objective 3.2
Program Review - Fire Technology	041		Turnout Rental Program for Fire Academy	Equipment - Instructional	Space to show student work. This could also be a VR web gallery space to show designs and link to web portfolios.	WE must supply our turnout renters will all items necessary.	\$	6,000	District Objective 1.1, District Objective 2.1, District Objective 2.4, District Objective 3.1, District Objective 3.2
Program Review - Graphic Design	042		2023-2025 Create Yearly Graphic Design Student Showcase / Contest -- Continued	Facilities	Move assigned Graphic Design Classroom (B123) to B124 to allow more space for purchased equipment for hands-on fabrication of design products; such as printers for posters and equipment for pressing graphics onto t-shirts. The additional storage in B124 would allow safe storage of design materials and technology. Note that the B124 classroom may be underutilized and currently stores materials from the interior design program that is no longer offered. Some electrical updates would need installed, but classroom updates would be minimal.	To build student resumes, accomplishments and achievements as a design exhibition, contest, or showcase. This will help student resumes look more desirable through experience.	\$	500	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 4.2
Program Review - Graphic Design	043	Facilities	2024-2025 Allocate larger and secure classroom space with storage for Graphic Design in Tulare	Facilities			\$	10,000	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 3.1, District Objective 4.1, District Objective 4.2, District Objective 4.3

Program Review - Graphic Design	044	Technology	2024-2025 Obtain Multimedia Licensing for Tools and Equipment Checkout Database	Technology	Fund additional educational subscriptions for students to get temporary Adobe licenses when enrolled in class to make software more accessible and easier to use than AppStream currently available. Additional licenses will include some free educational licenses for resources such as Unity or Wordpress, but also cheap licenses for Momento360 and Figma.		\$	1,200	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 3.1, District Objective 4.2, District Objective 4.3
Program Review - Graphic Design	045	Technology	2024-2025 Update Computers in Tulare Lab Attend conferences and training related to ICT curriculum recommended by Industry Advisory Committee	Equipment - Instructional	Rotational replacement PC computers for Tulare B123 lab (or new graphic design classroom space) for student accessibility.		\$	20,000	District Objective 1.1, District Objective 2.1, District Objective 2.2, District Objective 2.4, District Objective 3.1, District Objective 4.2, District Objective 4.3
Program Review - Information Technology	046	Technology	2024-2025 Support student success and completion of SLOs by expanding opportunities to practice skills and gain competence in nursing.	Technology	Attending training and conference related to new technologies impacting the ICT program offerings.	To provide relevant certificates and degree programs that match industry and job market requirements.	\$	5,000	District Objective 2.1, District Objective 2.4
Program Review - Nursing	050	Equipment - Instructional		Equipment - Instructional	Purchase 4 gurneys to be placed in skills lab overflow area in Giant Forest	Gurneys are necessary for placement of mannequins and simulated patient care experiences, and skills practice	\$	5,000	District Objective 2.1, District Objective 2.4
Program Review - Nursing	051	Technology	2024-2025, 2023-2024, 2022-2023; 2021-2022 Facilitate Students Development of Clinical Judgment and Provide Support to Meet the Board of Registered Nursing Clinical Hour Requirements Through the use of Virtual Patient Simulation Products	Technology	Virtual Simulation Products	During 2020-2021 faculty required access to virtual products due to the COVID Pandemic, clinical partners denied students placement, denied clinical access to all or some units, and placed limitations on some clinical units that greatly reduced the numbers of students allowed to be present for clinical placements. In response to the COVID Pandemic clinical restrictions, the governor issued Executive Order N-39-20 and the Department of Consumer Affairs provided an order waiving restrictions on nursing student clinical hours. As a result the CA BRN increased the percentage of simulated clinical hours allowed to 50% through the Spring 2021 semester. The waivers for increasing the percentage of simulated clinical experiences (hours) has been extended thru the end of Fall 2021(12/31/21). During the 2020-2021 academic year all nursing faculty used some sort of virtual simulated product to support students with completing their required amount of clinical hours. Even prior to the COVID Pandemic, providing clinical placements and experiences that support students' development of clinical judgment and provide students with the education and experience necessary to become competent and autonomous professional nurse students has been getting more difficult due to limited clinical placements. Virtual simulation products provide students with patient experiences/ cases that can also be integrated into theory. Over the past 3 semesters many faculty have utilized virtual simulation products to provide students with simulated patient experiences in both clinical and theory to support student learning and clinical judgment. Virtual patient simulations have been shown to be as effective as high-fidelity simulations as long as INACSL guidelines are followed (including a pre-brief and debrief in addition to the simulated experience). New research had shown that relevant student learning outcomes are at least equal to those achieved in traditional clinical settings. The National Council for State Boards of Nursing (NCSBN) conducted a large-scale, nationwide, randomized study comparing educational outcomes between students groups where simulation was substituted for up to 50% of traditional clinical experiences (Hayden et al., 2014). Results showed that there were	\$	12,000	District Objective 2.1, District Objective 2.4
Program Review - Paramedic/EMT	052	Technology	EMT 2024-2025 Increase Student Success on the National Registry EMT exam (Perkins) EMT 2024-2025: Provide Healthcare CPR Certification to all EMT 251 Students to improve post course hiring potential (Perkins)	Technology	EMT Study Tools for post course NREMT practice exams		\$	3,000	District Objective 2.4
Program Review - Paramedic/EMT	053	Equipment - Instructional		Equipment - Instructional	Purchase training cache of CPR equipment that will assist in training COS students and staff	COS maintains a small cache of CPR equipment, this purchase would allow for an increase in the number of students participating in various programs	\$	6,000	District Objective 2.4
Program Review - Paramedic/EMT	054	Technology	EMT/Paramedic 2024- 2025: Provide personnel, equipment and resources to graduate full cohorts of EMT & Paramedic students	Technology	The current needs of the COS EMS programs are being met by the use of external software. Current courses are using Accuclass for attendance and tracking of positive attendance courses. Also, the use of the Honorlock software is meeting the requirements of accreditation related to exam security. These costs are currently covered by Strong Workforce funding. These items will need to be included in the general fund EMS program budget or absorbed through IT budgets.	This resource meets accreditation standards for monitoring attendance and securing exams in both EMS programs.	\$	6,000	District Objective 1.1, District Objective 2.1, District Objective 2.4

Program Review - Pharmacy Technician	055		Facilities	2024-2025; 2023-2024; 2022-2023 Industry Standard Equipment for simulated activities in pharm tech lab (Perkins)	Facilities	Water filtration system for HR 113	This is an ASHP requirement to reconstitute medications.	\$	10,000	District Objective 2.1, District Objective 2.4
Program Review - Pharmacy Technician	057			2024-2025; 2023-2024; 2022-2023; 2021-2022; Maintain ASHP Accreditation (Perkins)	Equipment - Instructional	Ongoing ASHP accreditation requires equipment to industry standards	Ongoing update to make sure lab equipment meets student needs	\$	5,000	District Objective 2.1, District Objective 2.4, District Objective 3.1, District Objective 3.2, District Objective 4.3
Program Review - Pharmacy Technician	058			2024-2025; 2023-2024; 2022-2023; 2021-2022; Maintain ASHP Accreditation (Perkins)	Equipment - Instructional	Update equipment and references, professional development, marketing, and instructional supplies to meet ASHP standards and maintain ASHP accreditation. (VTEA)	Student success and outside Accreditation: ASHP	\$	40,817	District Objective 2.1, District Objective 2.4, District Objective 3.1, District Objective 3.2, District Objective 4.3
Program Review - Police Science	059			Ballistic Vest Procurement [NEW] 2024-2025 Improve data collection and analysis of student demographic trends in the Transfer/Career Center	Equipment - Instructional	Funding for ballistic vests	The Academy currently issues ballistic vests to cadets that are often more than 10 years past their expiration date, compromising both their effectiveness and safety. While these vests serve to acclimate cadets to the experience of wearing one daily, they are also worn during live-fire training, where their protective function is critical. Providing cadets with expired vests poses a significant safety risk, undermining the Academy's commitment to preparing them for real-world scenarios. To ensure the highest level of safety and realism in training, it is imperative to secure funding for 60 new ballistic vests. This investment is essential to protect our cadets and maintain the integrity of our training programs. Securing funding for 60 ballistic vests is essential to ensure the safety and proper training of academy recruits, especially those from underserved communities who may not have the financial means to purchase their own equipment. Ballistic vests are critical to police training, providing recruits with firsthand experience of the weight and feel of protective gear they will rely on in the field. Without access to these vests, individuals from disadvantaged backgrounds might be unable to participate fully in critical training exercises, which could compromise their preparedness and safety. By funding these vests, the academy ensures that all recruits, regardless of their economic status, have equal access to the necessary tools for effective and safe training. This not only improves the overall quality of instruction but also promotes equity by leveling the playing field for underserved individuals, supporting a diverse and well-prepared future police force.	\$	33,000	District Objective 2.1, District Objective 2.4, District Objective 4.3
Program Review - Transfer/Career Center	904	Wasn't Inputted Correctly or In Time	Technology		Equipment - Non-Instructional	2x Accademia Barcode Scanner and Stand	Beginning in the 2025-2026 academic year, the Transfer/Career Center will be required to report data on inreach activities and the number of students served. This includes tracking in-person student contacts, classroom visits, and participation in events such as Transfer Day and disproportionately impacted (DI) groups. All data will be reported using the new CCCC reporting tool, VARs.	\$	1,000.00	District Objective 2.1, District Objective 2.2, District Objective 2.3, District Objective 4.1

STUDENT SERVICES

Unit	Unique Code	Ranking	Nuventive Notes	Facilities or Technology	Action Name	Resource Type	Resource Description	Why is this resource required for this action?	Cost of Request	Alignments
* Counseling / Mental Health	921	1	Not Inputted Correctly or At All	Facilities		Technology		Provide additional space for Mental Health Counselors. All health center spaces are now being used, student traffic has increased causing crowding. Looking to the future, a larger space is needed to accommodate the increase in student use. Students stated a need for a larger health center as students indicated in the Motherlode Survey. Mental health counseling spaces have not been consistent at Hanford/Tulare sites.		
Program Review - District Police	902	2	Wasn't Inputted Correctly or In Time	Technology	Mobile Data Terminals (MDT's)	Equipment - Non-Instructional	Dell Rugged Laptops	The district Police is needed to upgrade the current laptops to rugged models made to be used in vehicles.	\$29,430.66	District Objective 4.1, District Objective 4.2
Program Review - District Police	903	3	Wasn't Inputted Correctly or In Time	Technology	Unit Radio for backup patrol Car	Equipment - Non-Instructional	Patrol Car Radio System	Needed to communicate with officers, dispatch and must be encrypted	\$6,320.04	District Objective 4.1, District Objective 4.2
Program Review - Counseling	030	4		Technology	Improve Instructional Support	Equipment - Instructional	Improve instruction for students by providing needed technology for instructors - headphones and a locked cabinet to be housed in San Joaquin 2 for COUN/HDEV courses	Our instructors requested headphones to enhance their lessons and courses. A locked cabinet to house the equipment is also needed. This equipment fosters student success and retention.	\$ 1,100	District Objective 2.1, District Objective 2.2, District Objective 3.1, District Objective 3.2
Program Review - District Police	901	5	Wasn't Inputted Correctly or In Time	Technology	Cradlepoint Modems	Equipment - Non-Instructional	Cradlepoint Modems for Patrol Vehicles	The District Police is needing to upgrade from the 4G model to 5G model to operate our equipment in our patrol cars.	\$17,238.41	District Objective 4.1, District Objective 4.2
Program Review - Counseling	029	6	Was put in for \$14,050	Technology	Improve Counseling Technology Support	Technology	The department requests an increase of the non-instructional budget by \$2000	Sequoia 103 has printers that are outdated and in need of replacement. With the electrical challenges in the old building, it is advantageous to replace all the printers to a new, more energy efficient model. In addition, a successful pilot program was administered that now requires the purchase of signature pads for all counselors. This allows for a paperless process for the many forms that need to be signed before being sent to admissions.	\$ 4,200	District Objective 1.1, District Objective 2.2, District Objective 2.3, District Objective 2.4, District Objective 3.1
Transfer & Career Center	922	7	Not Inputted Correctly or At All	Technology	[NEW] Laptop Access Initiative for Transfer & Career Success	Technology	New Charging Cart for Laptops	New Charging Cart for Laptops. The charging cart for laptops is required for this action because the laptops are essential tools for students to engage in crucial career development and transfer activities. The current cart we have on loan and we will have to return it.	\$ 2,800	District Objective 2.2, District Objective 2.4
Transfer & Career Center	923	8	Not Inputted Correctly or At All	Technology	[NEW] 2024-2025 Improve data collection and analysis of student demographic trends in the Transfer/Career Center	Equipment - Non-Instructional	2x Accudemia Barcode Scanner and Stand	2x Accudemia Barcode Scanner and Stand. Beginning in the 2025-2026 academic year, the Transfer/Career Center will be required to report data on inreach activities and the number of students served. This includes tracking in-person student contacts, classroom visits, and participation in events such as Transfer Day and disproportionately impacted (DI) groups. All data will be reported using the new CCCCO reporting tool, VARs.	\$ 1,000	District Objective 2.1, District Objective 2.2, District Objective 2.3
Counseling	924	9	Not Inputted Correctly. No mapping or dollar amount.	Facilities	Improve General Counseling Office Environment	Facilities	Update paint in Sequoia 103 counseling offices to match the rest of the office	Update paint in Sequoia 103 counseling offices to match the rest of the space to provide a welcoming environment for students.		

ADMINISTRATIVE SERVICES

Unit	Unique Code	Ranking	Nuventive Notes	Facilities or Technology	Action Name	Resource Type	Resource Description	Why is this resource required for this action?	Cost of Request	Alignments
Program Review - Technology Services	060	1		Technology	Sycamore IDF wiring upgrade	Technology	Wiring upgrade in the Sycamore building IDF	Wiring in the IDF for the Sycamore building needs to be upgraded in order to bring it up to industry standards and prepare for future needs.	\$ 55,000	District Objective 4.2, District Objective 4.3
Program Review - Technology Services	061	2		Technology	2024-25 Honorlock Proctoring Software	Technology	Honorlock Proctoring Software	This software has been piloted in CTE and Nursing and has proved to be effective, easy to administer, and easy to use. This software helps ensure students will be evaluated fairly when taking exams remotely or in a lab setting using Canvas.	\$ 10,000	District Objective 4.3