

| BRDF | Unit | Department | Resource Need (Personnel / Operating / PD) | Resource Type | Description | Funding Source | Ongoing Amount | One- time Amount | Date Received | Expiration Date | Requestor | Justification | One Time Funding: Y/N | Prop 20 eligible Y/N (Materials used within one year, computers, food ok) | Move on to Scoring? | David Scoring | Carissa Scoring | Max Scoring | Rion Scoring | Totals | RAP Subcommittee Notes | Recommend for President's Review and Funding Approval? | Funding Source Recommendation |
|------|---------------|---|--|--|--|------------------|-------------------|------------------------|------------------|--------------------|------------------|--|-----------------------|---|------------------------|------------------|--------------------|----------------|-----------------|--------|--------------------------------|--|----------------------------------|
| 388 | Instructional | Nursing | Operating | Other (Propose to fund one year) | e360 bundle from Elsevier: Ebooks, Sherpath, adaptive quizzes, NGN unfolding case studies, Shadow Health (virtual clinical simulation), Simulation Learning System, skills videos and checklists, HESI fundamental exit exams, HESI specialty exams, HESI Compass, HESI exit exam, 3-day live NCLEX review. The requested items for this semester aligns with broader goals of promoting equity, diversity, & inclusion in education, preparing students for high-demand fields, maximizing student success, & strengthening educational partnerships. It's an investment that benefits students but also contributes to the overall improvement of the nursing workforce and healthcare system. | Per Semester >>> | 32,000 | - | 3/11/2024 | 3/11/2026 | Maryanne Hicks | Goal 1, 2, 3, and 4. The e360 bundle from Elsevier provides all students with the necessary learning resources that benefits various learning styles of all adult learners of any age, which promote knowledge retention to higher order thinking to clinical judgment application needed for entry level competency and NGN NCLEX licensure success. The bundle is more cost-effective than a-la carte, and supports students from beginning to graduation with live NCELX review. The NCLEX pass rate improved from erratic 80s, dipped to 75%, and jumped to the high 90s 3 years in a row since 2021 since the use of Elsevier products and faculty training. Graduates are employed within 3-6 months after passing the NCLEX. Teaching & learning resource from the bundle allows academic integrity and will reflect true knowledge of students compared to test banks from textbooks that leaked throughout online. The complexity of NGN test item writing takes time to create as experienced by program director during her volunteer with NCSBN for NGN test item writing in 2 consecutive years. The e360 bundle resource is worth the investment for student success and competency in nursing practice in taking care of the people of our community, our loved ones, and ourselves. | N | Y | Y | 39 | 34 | 29 | | 68 | | | |
| 400 | Instructional | Distance Education | Operating | Service/Contract (one year funding) | Pronto Contract | | 14,000 | | 3/11/2024 | 3/11/2026 | April Nogarr | Pronto is a fully-integrated, FERPA compliant online communication solution that creates unique messaging groups for students within Canvas. Students are automatically connected in the Canvas environment with their peers and/or professors via chat, video chat, and announcements. The program is currently used in both Instruction and Student Services to make meaningful connections with students. This services supports Title V requirements of regular and substantive interaction in the online classroom and it also creates unique engagement opportunities among students that provide an opportunity to create online spaces to interact and learn about class and/or larger LMC information. | N | Y | Y | 47 | 36 | 36 | | 119 | Recommend to Fund for One Year | | |
| 421 | Instructional | Welding Technology | Operating | Supplies | Funding increase to Supply Budget operating fund so sheetmetal, gases, electrodes and other consumables can be purchased to maintain welding instruction. | | 6,500 | | 10/1/2024 | 10/1/2026 | Joe Meyer | With the inflation of our supplies over the past few years, our current supply budget is not large enough to incur the cost of operating our welding lab. The cost of gases and welding electrode consumables used to instruct our students have risen considerably. With the loss of our sheet metal donor, we now have to purchase it to provide welding instruction to our students. This material is required to operate these lab courses and instruction cannot be done without it. Without these supplies, student learning, program completion, and graduates success in the welding field will be affected. | N | Y | Y | 44 | 35 | 29 | | 108 | Recommend to Move Forward | | |
| 454 | Instructional | Ethnic Studies and Social Justice Studies | Operating | IT Hardware/ Software | Ethnic Studies and SIS MetaQuest VR. We are requesting funds to be used for our classroom set of Meta Quest VR Goggles. As we are using them in our ETHN and SIS classes, additional needs have arisen which include: protective film for the meta quest lens (anti-scratch), extra 20W+ USB charging cords, camera protectors, glass spacers (for students who wear glasses and are using the equipment), recharge batteries and charging accessories, and microfiber cloths to wipe down the units after use. | - | - | 3,000 | 3/5/2025 | 3/5/2027 | Adrianna Simone | Purchase additional equipment for MetaQuest VR Goggles. After using the VR goggles for two semesters, we have identified extra needs in terms of equipment related to their use and protection. This is especially important for maintaining the longevity of the devices for future semesters and the ease for those who wear glasses to be able to use the devices. The following are estimated costs for the additional items we are seeking: 100 Metaquest 3 Hydrogel film covers at \$5 per unit: \$500 45 camera protectors at \$15 per unit: \$675 Glasses spacer for 20 students at \$20 per unit: \$400 20W+ USB at \$20 per two unit blocks (requesting 50 extra sets): \$1,000 Rechargeable batteries for MetaQuest VR remotes, 8 pack with recharging unit is \$25 per unit (requesting 100 batteries/with recharge units): \$400 50 microfiber cloths: \$25 | Y | Y | Y | 44 | 27 | 35 | | 106 | Recommend to Move Forward | | |
| 455 | Instructional | Ethnic Studies and Social Justice Studies | Operating | IT Hardware/ Software | Oral History Recorders (Audio and Camera). Ethnic Studies and Social Justice Studies classes are utilizing testimonios, oral history, and auto/ethnography work within our classes. We have students who will need video recorders for group work, which we are requesting 10 sets of, and then for audio only devices we need a full class set of 40. | - | - | 4,000 | 3/3/2025 | 3/3/2027 | Adrianna Simone | Class set of Camcorders and Audio recorders. Audio recorders (136GB Digital Voice Recorder Voice Activated Recorder for Lectures Meetings - aiworth 9860 Hours Sound Audio Recorder Dictaphone Recording Device with Playback,MP3 Player,Password,Variable Speed): \$42 each (40-units) estimated at \$1,700 Camcorders for team projects (5K Video Camera Camcorder, 48MP Wifi IR Night Vision Vlogging Camera, 16X Digital Zoom Touchscreen Camera, 6Axis Anti-Shake with External Microphone, Lens Hood, Stabiliser, Remote Control &2 Batteries): \$170 (10-units requested) estimated at \$1,800 Tri-pods and memory cards, each unit around \$16 each: \$320 | Y | Y | Y | 43 | 27 | 39 | | 109 | Recommend to Move Forward | | |
| 456 | Instructional | Ethnic Studies and Social Justice Studies | Operating | IT Hardware/ Software | Metaquest for Education. Metaquest for education was just released in February 2025, and we are requesting it to be added to all the Metaquest devices for our class set in order to run our paid programs across multiple devices that are registered under one account. This will allow the students a wider range of programs to run outside of the free educational ones that we have been utilizing. | - | - | 12,000 | 3/3/2025 | 3/3/2027 | Adrianna Simone | Metaquest for Education Add-on to VR Devices. The amount needed per device will depend on what additional information the Metaquest sales team provides for our college. I have been speaking with IT about the option and sharemodes across the devices in order to access the paid programs at the same time in a single classroom with up to 40 students. According to their website,the estimated cost difference per device can be \$240 and up to \$300. I have estimated on the higher end with the understanding that we might be able to get a larger educational discount since we are purchasing access for 40 devices. | Y | Y | Y | 42 | 27 | 32 | | 101 | | | |
| 457 | Instructional | Biology | Operating | IT Hardware/ Software | Molecular biology reagents and supplies. This request is for reagents that will allow the college to utilize already owned high-end equipment that currently goes unused. This will allow Los Medanos College to improveflexibility in delivery of programs (EMP 2.4), support students' preparation for high-demand and living-wage careers (EMP 3.2) and expand opportunities for internships (3.3). | - | - | 2,000 | 2/23/2025 | 2/23/2027 | Shane Nourizadeh | Plasmid extraction kit, DNA polymerase enzyme, DNA sequencing cost. The BIO20 (cellular and molecular biology) lab manual is currently being modernized. It was requested during my interview to add a CURE (course-based undergraduate research experience) to this course, of which I am lead of. Current biotechnology companies desire experience extracting, purifying, and sequencing DNA. To train students on modern molecular biology techniques, I'm requesting funding for chemical reagents. We have technology at both Pittsburg and Brentwood campuses that my newly written labs will utilize, and because this equipment exists at both locations, students will benefit from the flexibility in delivery of our programs (EMP2.4). I receive interest from students to gain experience working with DNA because they desire to be competitive when applying for internships (EMP3.3). With a new lab manual and proper training, we can prepare our students for living-wage careers (EMP3.2). Given my background manipulating DNA in graduate school, I can utilize these resources carefully to ensure maximum learning for minimum cost. | Y | Y | Y | 41 | 34 | 36 | | 111 | Recommend to Move Forward | | |
| 459 | Instructional | Art | Operating | Supplies | ART - Materials for 2D courses. Materials to be used in the 2D area. Purchase of specialized ink, paper and other materials utilized in the process. This will help students complete courses within the art program and help general enrollment. | - | - | 2,500 | 3/3/2025 | 3/3/2027 | Cesar Reyes | Materials to be used in the 2D area. Purchase of specialized ink, paper and other materials utilized in the process. This will help students complete courses within the art program and help general enrollment. | Y | Y | Y | 42 | 28 | 23 | | 93 | | | |

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| 460 | Instructional | Library | Operating | Other | Request for Library Digital Media. The Library requests \$20,000 to cover subscription price increases for existing electronic content and purchase new library digital media (like streaming videos) for 2025-2026. | - | 20,000 | 20,000 | 2/28/2025 | 2/28/2027 | Christina Goff | The Library requests \$20,000 to cover price increases and new purchases of digital instructional materials. This proposal supports the following priorities: - Improve access to financial, enrollment, and academic support, and enhance social connection for students. (EMP Goal 2) - Increase Student Completion of Courses, Certificates and Degrees. (EMP Goal 4) Having a robust collection of digital media also supports the needs of students who are concurrently enrolled in area high schools. The proposal also meets the criteria for Prop 20 (Lottery) and Instructional Materials funding. Students and faculty taking and teaching in person, online, and hybrid classes require e-books, subscription streaming videos, and subscription library databases. These digital editions are significantly more expensive than their physical counterparts, and costs increase every year. Library materials are also used to support Zero Textbook Cost (ZTC) projects and help support student enrolled concurrently at area high schools. Faculty increasingly use streaming videos as required instructional materials in their classes. These costs are in addition to the Library's allocated materials budget. Over the last four years we have received funding from a variety of areas to cover these costs: 2023-2024: \$20,000 in Covid Recovery Block Grant 2022-2023: \$20,000 in HEEF 2021-2022: \$17,000 in HEEF 2020-2021: \$8,000 in CARES Access to streaming materials is often sold as a temporary license and not a permanent purchase. As current licenses expire and new requests are made, we need the additional funding to continue offering these instructional materials. Without these funds, the library will be forced to make cuts to current online subscriptions and/or stop offering faculty requested streaming videos that support many classes. | N | Y | Y | 49 | 45 | 35 | | 129 | Recommend to Fund for One Year | | |
| 461 | Instructional | English | Operating | Supplies | The English Department aims to provide essential support in the form of grab-and-go snacks for students who utilize the English department space for studying and preparing for College Composition. The soft space serves as a hub for those dedicating long hours to academic success. Some students arrive prior to 9 am and remain in the space by end of the day, sometimes later than 5 pm. Many of these students face food insecurity, impacting their ability to focus and engage fully in their coursework. Ensuring that students studying in our space have access to snacks that help sustain their learning and success, especially in College Composition, is critical to students' sense of belonging. The English Department aims to provide essential support in the form of grab-and-go snacks for students who utilize the English department space for studying and preparing for College Composition. The soft space serves as a hub for those dedicating long hours to academic success. Some students arrive prior to 9 am and remain in the space by end of the day, sometimes later than 5 pm. Many of these students face food insecurity, impacting their ability to focus and engage fully in their coursework. Ensuring that students studying in our space have access to snacks that help sustain their learning and success, especially in College Composition, is critical to students' sense of belonging. Approximately \$1 per item, 25 items a day, is \$120 dollars a week, for 32 weeks (one academic year) is approximately \$3,825.00 | - | - | 3,825 | 2/28/2025 | 2/28/2027 | Caitlin Mitchell | Providing food in the English department area directly supports student success within the "Retention, Success, and Outcomes" framework for the English Department program review by addressing food insecurity, a known barrier to academic performance. In alignment with EMP Goal 1: "Strengthen and support an effective and engaging place to learn," the English department has strategically utilized CC2-296, CC2-290, and CC2-291 as communal learning space for College Composition students. Strategically scheduling College Composition courses in these particular classrooms, we place students in close proximity to faculty offices to foster collaboration and reduce barriers to accessing student hours. In our Program Review, the English department aims to "truly meet students where they are and offer them support outside of the classroom as needed so that each student gets what they need" from College Composition. The availability of food in this space will further strengthen engagement by sustaining students' energy levels, reducing stress, and allowing them to remain focused on their coursework. This initiative also aligns with EMP Goal 2: "Enhance social connection for students" by reinforcing the department's commitment to academic and social integration. The department space has naturally become a gathering area for students before and after classes, where they engage in informal discussions with peers, lab support, and faculty. Providing snacks will further facilitate and encourage this type of social connection for students. Professors frequently use these spaces as extensions of their classrooms, facilitating group work and peer review. In doing so, professors are meeting "Pillars Three, Four" as documented in program review by "providing a variable level of support depending entirely on student need." Providing food in this environment encourages student participation, cultivates a sense of belonging, and ensures that all students—regardless of socioeconomic status—have the resources they need to engage fully in their academic community. By fostering a welcoming and inclusive space, we send a clear message that students are valued, their contributions matter, and their success is a priority. Additionally, this initiative supports EMP Goal 4: "increase student completion of courses," as food | Y | Y | Y | 47 | 36 | 33 | | 116 | Recommend to Move Forward | | |
| 462 | Instructional | Physical Science/Astronomy | Operating | Supplies | Diffraction Gratings. Diffraction gratings to be used in the ASTRO 11 lab class for the hands-on study of spectroscopy. | - | - | 100 | 2/28/2025 | 2/28/2027 | Katie Berryhill | Classroom set of diffraction grating slides. Hands-on learning is a proven strategy for increasing student engagement and success, particularly in STEM courses. The diffraction gratings used in our ASTRO 11 lab for spectroscopy experiments are in poor condition, limiting students' ability to fully participate in this essential activity. A complete classroom set, along with spares, will ensure that all students can actively engage in this foundational experiment, improving their understanding of spectroscopy—a key concept in astronomy. Enhancing the quality of lab experiences supports student retention and success in the course, which directly contributes to the college's goal of increasing student completion of courses, certificates, and degrees. | Y | Y | Y | 48 | 34 | 29 | | 111 | Recommend to Move Forward | | |
| 463 | Instructional | Physical Science/Astronomy | Operating | Equipment | Classroom demonstration materials. Classroom demonstration materials to help students understand fundamental concepts of physics that apply to astronomy. | - | - | 1,000 | 2/28/2025 | 2/28/2027 | Katie Berryhill | Classroom demonstration equipment. Hands-on learning experiences are critical for student engagement and success, particularly in STEM courses. Some instructional tools need replacement or enhancement to ensure students can fully participate in essential learning activities. A turntable and weights will allow students to directly observe and experiment with the conservation of angular momentum. New gas tubes will improve spectroscope observations, a cornerstone of astronomical study. Refreshed laser pointers will enhance interactive instruction. A full classroom set of high-quality star wheels will give students practical experience in identifying stars and constellations across different times of the year, reinforcing concepts of seasonal changes in the night sky. These upgrades will improve hands-on engagement supporting student success in ASTRO courses and directly contributing to LMC's goal of increasing student completion of courses. | Y | Y | Y | 48 | 35 | 29 | | 112 | Recommend to Move Forward | | |
| 464 | Instructional | English | Operating | Supplies | Literacy and Engagement: Class Sets of Novels for English Department. The English department seeks funding to purchase class sets of texts, ensuring that all students have access to required readings without the financial burden of buying their own copies. Many students face economic challenges that make purchasing books difficult, which can hinder their ability to engage fully with course materials. By providing shared class sets, we can promote equity, enhance learning, and remove a significant cost barrier, allowing students to focus on developing their reading, writing, and critical thinking skills. | - | - | 4,500 | 2/28/2025 | 2/28/2027 | Caitlin Mitchell | The English department seeks funding to purchase class sets of texts, ensuring that all students have access to required readings without the financial burden of buying their own copies. Many students face economic challenges that make purchasing books difficult, which can hinder their ability to engage fully with course materials. By providing shared class sets, we can promote equity, enhance learning, and remove a significant cost barrier, allowing students to focus on developing their reading, writing, and critical thinking skills. The English department has many locking metal cabinets in which to safely store class sets. The English department chair will serve as point person for the project. Approximately \$12-\$15 per book, 30 students, 10 sections Total: \$4,500 Research has well documented that students are reading fewer full-length works in high schools (AP News). College Composition and Thinking Writing Critically about Literature (English 230) courses utilize recently published full-length novels and memoirs to meaningfully engage students who arrive disengaged, discouraged, and often unsure of reading at the college-level. As outlined in our program review "We want students to leave our program capable of actively engaging with texts," and so we find it imperative to provide high-quality interesting materials for our students to learn how to read critically. These sentiments were outlined explicitly in our revised Program Student Learning Outcomes: "Interpret and analyze literature and non-fiction texts using critical thinking strategies" and "Approach texts through a critical, creative lens to support construction of knowledge and expression." While there are novels in the public domain, they are not contemporary. As such, instructors opt for novels and memoirs of our time like Mohisin Hamid's Exit West, Tara Westover's Educated, Ta-Nehisi Coates' Between the World and Me and The Messenger, and Octavia Butler's The Parable of the Talents, Kindred, and Fledgling along with Margaret Atwood's The Handmaid's Tale. These texts have a cost that prevents many English classes from becoming Zero Textbook Cost (ZTC) courses and because many instructors require multiple texts, many English classes are not Low Textbook Cost (LTC) either. As documented through the district-wide OER initiatives, textbook cost is | Y | Y | Y | 50 | 47 | 36 | | 133 | Recommend to Move Forward | | |

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| 465 | Instructional | Physical Science/Astronomy | Operating | Supplies | Full-dome video content. Rental fees for high-quality full-dome video content for the LMC Planetarium's new Warped Media video system | - | - | 3,000 | 2/28/2025 | 2/28/2027 | Katie Berryhill | Rental fees for high-quality full-dome video content for the LMC Planetarium's new Warped Media video system. High-quality full-dome video content enhances student learning by providing immersive visualizations of complex astronomical concepts, increasing engagement and comprehension. While we make use of free content, some of the best educational planetarium shows require purchase or rental. Renting is a cost-effective way to access top-tier content, as most shows range from \$30-\$100 for a three-day period—significantly less than the cost of purchasing. This allows us to bring professional-quality productions to our students without the expense intended for revenue-generating planetaria. Investing in these resources supports student engagement and success, aligning with the college's goal of increasing course completion. | Y | Y | Y | 46 | 29 | 36 | | 111 | Recommend to Move Forward | | |
| 466 | Instructional | Physical Science/Astronomy | Operating | Supplies | Interactive puzzle activity equipment. Interactive learning activities boost student engagement, which is key to course persistence and completion. Escape room challenges using black lights, combination locks, and locking containers will promote critical thinking and reinforce key concepts in an engaging way. | - | - | 1,000 | 2/28/2025 | 2/28/2027 | Katie Berryhill | Innovative, interactive learning experiences increase student engagement, which is key to course persistence and completion. To enhance student participation and reinforce astronomy concepts, we seek to incorporate classroom escape room activities. These activities promote critical thinking, collaboration, and problem-solving while reinforcing course material in an engaging format. We have done paper-based versions in recent years, and we would like to upgrade to more engaging physical puzzles. We need black lights, a variety of combination locks, and locking containers to create immersive, hands-on challenges. We need enough of these for 8-10 sets for small groups in large classes. By making learning more active and memorable, these tools will help sustain student interest and motivation, ultimately supporting the college's goal of increasing student completion of courses, certificates, and degrees. | Y | Y | Y | 47 | 27 | 36 | | 110 | Recommend to Move Forward | | |
| 467 | Instructional | Physical Science | Operating | Equipment/Supplies | Chemistry Glassware, equipment. Expanding the available glassware for the chemistry laboratory activities would support expansion of the Brentwood physical science stockroom supplies, support students by allowing more hands-on time with laboratory equipment and allow the utilization of institutional resources to meet the needs critical to the college mission. | - | - | 5,000 | 2/27/2025 | 2/27/2027 | Tuvshindelger Nanzad | This fund aligns with the college EMP in 3 ways: 1. EMP goal # 2 to meet student demand, expand the number of sections at both campuses 2. EMP goal # 4 to better support students in accomplishing their academic and career goals and to enhance course-level and program level achievement, expand and deepen educational, workforce and community partnership 3. EMP goal #5 effectively utilize institutional resources to meet the needs critical to the college mission To achieve these goals the Physical Science stockroom at Brentwood needs to meet the equipment, supply needs of the current and future laboratory curricula at the department and college-wide levels. This fund is to purchase and supply the quantity of the glasswares that will cover the increasing demand of science glassware in the chemistry laboratory activities. Purchasing new glassware will allow to provide more supplies into the chemistry laboratory sections which allows students to work in groups of 2 students instead of 4-5 students in the past. It will improve and enhance the students hands on learning experiences in the laboratory activities. The increasing number of students in the classrooms demands more ongoing fund to purchase the disposable supplies such as transferable pipettes,disposable weights cups, nitrile gloves, test tubes, flasks, graduated cylinders, stir bars, conical disposable tubes with the racks, vortex instrument, organic and inorganic chemicals for chemistry labs. | Y | Y | Y | 47 | 36 | 34 | | 117 | Recommend to Move Forward | | |
| 471 | Instructional | Biology | Operating | Equipment/Facility Improvement | Related to BRD#471 (1x Student staffing for this BRD needed)Anatomy Models in Library. The project is to obtain a set of anatomical models to be housed at the LMC Library (Pittsburg), so that students taking anatomy classes (~288 per semester) can study models outside of their designated lab class time. Students will be able to check-out models for 1 hour at a time during library operating hours. Anatomy courses are 3 sections of Bio30 and 6 sections of Bio40, for a total of 288 students per semester, plus 2 sections of Bio30 in summer. That is 640 students per year who would benefit from this project. There are plans to increase number of sections as well. The outcome of this grant is to: 1) Improve free and equitable access to study resources for all LMC anatomy students 2) Improve success rates of students taking anatomy, and especially reducing the number of students who need to repeat anatomy. Fewer students needing to repeat will... 3) Decrease time to completion. Fewer students repeating will Increase the number of spots for students taking anatomy for the first time, thereby reducing course impaction and waitlists. For the human anatomy course, identifying structures on anatomical models is approximately 1/3 of the course assessment. Memorizing structure locations on 3D models is a time-consuming process that cannot be completed during designated class time. To be successful, students need opportunities to study the materials they will be assessed on. There is almost no opportunity for students to study the models that will be on their test outside of their designated class time. Students take photos of the models, but that is not the same as holding and rotating a 3D object. Previously, faculty held office hours in the lab room, but that will be going away in fall to make room for more sections in that lab room. | - | - | 29,313 | 3/3/2025 | 3/3/2027 | Joseph Bahlman | Requested funding is to obtain a set of anatomical models to be housed at the LMC Library (Pittsburg), so that students taking anatomy classes (~288 per semester) can study models outside of their designated lab class time. The set of models we are requesting represents 1 copy of each of the models the anatomy lab has multiple copies of; i.e. the most popular models that are most commonly used on lab exams. We also requested 2 sets of skeletons and skulls, as one set of these is likely insufficient for the demand. We request 23 different models that collectively cover the various organs and organ systems of the body, for a total model cost of \$25,238.50 +tax & shipping. The complete list of modes, with prices and vendor links is below. This would be a one time purchase that would support all 3 semesters, and both campuses, indefinitely. In addition to purchasing the models, the models must be securely stored at the library. The library has identified shelving behind the circulation desk, but would like to add a security gate to the aisle to better safeguard the expensive models. The security gate and installation of the gate add an additional \$250.00 to the request. The Program goals this grant will help meet are: 1) Improve free and equitable access to study resources 2) Improve success rates of students 3) Decrease course impaction 4) Decrease time to completion. The requested funding is to obtain a representative set of the major models used in the anatomy lab. We have requested funding for 1 copy of each model that the anatomy lab has multiple copies of, and will be used during lab practical exams. The 23 requested models provide a survey of the key organs and organ systems of the body. List of models, prices, and vendor below. | Y | Y | Y | 38 | 25 | 36 | | 99 | Interested in moving forward in the future, but would like more data on possible impact and usage. | | |
| 472 | Instructional | Nursing | Operating | Equipment (ask Strong workforce) | VN HESI Exam Bundle with 2-Day Live NCLEX Exam | | - | 12,330 | 3/3/2025 | 3/3/2027 | Maryanne Hicks | VN HESI bundle with 2-Day Live NCLEX Review (\$411x30 students). Funding the VN HESI exam & the two-day NCLEX review bundle is essential for financially challenged VN students who lack the grant support available to RN programs. Without assistance, many cannot afford these critical licensure prep tools, risking lower pass rates and workforce entry delays. This investment including the Uworld practice exam in combination had increased the VN NCLEX pass rate from the erratic 80s to 100% for the FA2023 graduates. Funding for these resources ensures equitable access, higher NCLEX success, and a stronger pipeline of qualified vocational nurses to address the urgent expansion with ADN programs to fill healthcare nursing shortages. | Y | Y | Y | 43 | 35 | 36 | | 114 | Recommend to Move Forward | | |
| 475 | Instructional | Nursing | Operating | Supplies/Other (Ask strong workforce) | Digital Learning Resource Bundle. Our Vocational Nursing (VN) program faces a critical need to improve and maintain the NCLEX pass rates and student retention as we adapt to a more rigorous BVNPT-mandated curriculum. FA Davis bundle and Lippincott's pharmacology bundled digital learning tools provide essential, evidence-based resources that enhance clinical judgment, reinforce key nursing concepts, and improve exam readiness. Grant funding will ensure all students, especially those financially challenged, have access to these vital tools, directly impacting graduation rates, licensure success, and workforce readiness. This investment aligns with our program goals and the college's Educational Master Plan, strengthening student outcomes and preparing a highly competent nursing workforce to meet growing healthcare demands. | | | 18,360 | 2/28/2025 | 2/28/2027 | Maryanne Hicks | FA Davis Bundle (\$472 x 30 students) & Lippincott Pharmacology bundle (\$140 x 30 students); Integrated into curriculum With the newly implemented rigorous VN curriculum per BVNPT requirements starting FA2025, students will face greater academic challenges that demand stronger instructional support and advanced learning tools. The FA Davis digital platform and Lippincott's pharmacology bundle will aid students in adapting to these increased expectations by providing structured, interactive, and evidence-based resources that enhance clinical reasoning and knowledge retention. This initiative aligns with our VN program review and the college's Educational Master Plan (EMP) goals by addressing critical areas of student success, equity, and workforce development. Ensuring financially challenged students have access to these essential digital tools will help improve graduation rates, licensure pass rates, and program retention—key metrics for institutional effectiveness. Investing in FA Davis resources will directly impact student outcomes, supporting a stronger, more prepared nursing workforce to meet healthcare demands. | Y | (Maybe) | Y | 43 | 34 | 28 | | 105 | Recommend to Move Forward | | |

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| 476 | Instructional | Liberal Arts and Sciences | Operating | Service/Contract | Student Licenses for Adobe Creative Suite. Adobe Creative Suite now requires individual licenses per student user. Students enrolled in Graphic Design courses and Journalism courses related to the LMC Experience student newspaper are unable to complete their courses learning objectives or student newspaper without Adobe Creative Suite access. Request would cover the cost of licenses for students enrolled in Summer 2025, Fall 2025, and Spring 2026 at the cost of \$50 per student for 6 month access. | | | 50,000 | 3/13/2025 | 3/13/2027 | Rachel Anicetti | Adobe Creative Suite now requires individual licenses per student user. Students enrolled in Graphic Design courses and Journalism courses related to the LMC Experience student newspaper are unable to complete their courses learning objectives or student newspaper without Adobe Creative Suite access. Request would cover the cost of licenses for students enrolled in Summer 2025, Fall 2025, and Spring 2026 at the cost of \$50 per student for 6 month access. Adobe Creative Suite now requires individual licenses per student user. Students enrolled in Graphic Design courses and Journalism courses related to the LMC Experience student newspaper are unable to complete their courses learning objectives or student newspaper without Adobe Creative Suite access. Request would cover the cost of licenses for students enrolled in Summer 2025, Fall 2025, and Spring 2026 at the cost of \$50 per student for 6 month access. | Y | Y | Y | 50 | 35 | 33 | | 118 | Recommend to Move Forward | | |
| Grand Total | | | | | | | | | | | | | | | - | - | - | | | | | - | |