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	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Alignment & Note
1	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: College Awareness & Success	MKT	General branding video	We would like to work as a team to develop a general branding video, getting footage of students, alumni, employees, industry partners. We will also collect interview footage as time allows for future videos on disciplines, industry connections, student success. We are hoping the online video will go viral as participants connect their communities to the video footage.	We have no charismatic general video/commercial for the college. This general video will capture the "FACE of LMC", with those who are connected to the college in a number of ways. We want to show the community-at-large that we are woven into many lives, industries, families, generations, and we all play a part in enhancing the quality of life here. We want to raise awareness, build community, show quality, show impact. The video would cultivate LMC pride/spirit and build community, while showing the impact the college has in this part of Northern California.	1. Develop concept and interview questions. 2. Team training in equipment use 3. Obtain preliminary footage 4. Edit footage with supporting audio 5. Additional supporting footage/audio 6. Test/edit/test/edit/test/edit 7. Publish online 8. Work with Foundation on industry-partner/grant funding for broadcast of commercial (s).	2014F A	Su 2015	On schedule	We had done little in this area, but the Comcast footage will give us an ad with B-roll and alumni footage. The commercial will be created by early March 15	Commercial will be created by Comcast team. We will be able to use on our website also. We will get extra footage for our own use.	DSP #2 Community Awareness - Video developed
2	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: Organizational Effectiveness	PIE	Integrated planning	To build a culture of integrated planning where educational plans, technology plans, facilities plans, financial plans and human resource plans are integrated to continuously improve the effectiveness of the college	Accreditation requires us to conduct integrated planning.	1. Connect strategic planning with the other plans. 2. Participate in the development, alignment and integration of the technology plan with other plans. 3. Become familiar with the facilities plans and align/integrate with Strategic plan and Education Master Plan. 4. Prepare for the next Education Master Plan 5. Become familiar with the financial and HR plans to assure integrated planning college-wide	2015S P		On schedule	Work has begun and progress is visible.	The Planning Committee is studying integrated planning models and will adopt one in spring 2015.	DS #4 Organizational Effectiveness - Integrated Planning Model
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4	INT-SP #2: Faculty, Staff & Student Engagement			HONORS	Honors Faculty Professional Development	Organize professional development opportunities for Honors Faculty.	The backbone of the Honors Program is its curriculum. Therefore, maintaining a cohesive mission and agreement about academic standards among Honors Faculty is vitally important.	*Hold a Honors Faculty Retreat during Spring 2015 flex. *Organize Honors Faculty Roundtable for Fall 2014 *Mentor Honors Faculty and provide them student feedback on their Honors Courses	2015S P		On schedule		Honors Faculty development has been very successful this year. Thirteen faculty attended the Mills Faculty Roundtable in October of 2014 including three newly recruited honors teachers: Marie Arcidiacono, James Noel and Rick Estrada. In addition, Dean Nancy Ybarra was able to attend for the first time. Jennifer Saito, Scott Cabral, Alex Sterling, Danny Moriel Ramirez and three students presented a breakout session about the Honors Yosemite Retreat. The Honors Faculty Retreat was held during January flex and also had a nice turnout; eight faculty and retired Honors Director Jeannine Stein were present. This retreat featured presentations from Jill DeStefano and Marie Arcidiacono on best practices they discovered while teaching their Honors Courses. In addition, Honors Director	ISP #2 Faculty Engagement - Honors Professional Development.
5	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	TUTCTR	Faculty collaboration	Establish alternate source of compensation for faculty contributions and involvement in both tutor training and the study slams.	Each semester, both part-time and full-time faculty are sought to contribute their expertise to tutor training for both the pre-semester and semester length training. Their expertise is necessary to ensure well trained tutors. Also, instructor involvement in training continues important collaboration between departments and the college-wide tutoring program needed for a successful tutoring program. Additionally,	* investigate the possibility of offering flex hour credits for both activities.	2014F A	Spring 2015	Completed	Faculty can now receive flex credit for both activities.	Faculty involvement has increased due to the ability to receive flex credit and tutor training has improved.	ISP #2 Faculty Engagement - Flex Credit for tutor

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1	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	TUTCTR	Center for Academic Support and College-wide Tutoring Program Coordinator	To increase the Center for Academic Support and College-wide Tutoring Program Coordinator position from 10.5 months to 12 months.	In July 2012, the Center's Coordinator was reduced from 12 months to 10.5 months. Despite this reduction, throughout the last few years, the Center has experienced an increase in numbers of students served, and an increase in the number of tutors and departments served by tutors. This has negatively affected the planning and quality of tutor training as well as the quality and quantity of college-wide collaborative efforts such as assessment and evaluation of the tutoring services on campus. As a result of the reduction, less outreach and collaboration with other departments has occurred. The lack of weeks worked also negatively impacts the start of services in tutoring, reading and writing consultation and online writing consultations. Overall student and faculty support has suffered.	I. provide well trained tutors: Los Medanos College, and to ensure the tutors are continuously trained in intercultural competence and effective tutoring practices. II. collect and analyze both quantitative and qualitative data and to report the data publicly at least once a year . III. schedule Consultants and Peer-tutors IV. conduct collaboration and outreach to all disciplines.	2014FA		Completed	The Center for Academic Support Coordinator position is currently a full-time 12 month position. Currently, this position includes 25% time for College-wide Tutoring Program Coordinator duties.	There is now more prep time for careful planning of tutor training. Observations and evaluations of peer tutors are now in progress. Assessment of SLOs and TLOs are now back on schedule. Tutoring services to students now begins in a timely fashion. We've gone from starting tutoring in the third week to starting it in the second week. Relationships among faculty and staff have improved. There is more time to meet with departments to make tutoring more effective. With additional hours, the Coordinator can provide more time for online and face to face consultations with students.	DSP #1 Student Learning - Improved tutoring services
6	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	MKT	Renew/refresh/develop new Career Technical Education materials and information	Support Career Technical Education to update current and develop new recruiting/outreach/retention materials online and in print.	The CTE programs have an ever-growing collection of print pieces, webpages, and events for recruiting and outreach. Supporting this area with research, writing, editing, design, and implementation requires significant management and staff time.	To be developed in conjunction with CTE administration/faculty and staff.	2015SP	Continuous improvement	On schedule	All projects for CTE for 14/15 completed.	Developed, photographed, edited, designed, printed and published LVN promotional materials including a campaign to promote. Career Focus magazine completed and distributed, published on website, social media campaign just starting. Supported all information sessions, Career	
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8	INT-SP #2: Faculty, Staff & Student Engagement			TRAVL	Develop mentoring program	Develop the mentoring program that was piloted in summer/fall 2012.	The need for a mentoring program is evident. According to a Travel Weekly survey of the travel industry, the number of survey respondents identifying as home based travel agents increased by 50% between 2010 and 2012. On the other hand, traditional retail agencies are on the decline. For that reason, the opportunities to be mentored in a traditional agency (or complete a traditional internship) have also decreased. In addition, the needs of someone just launching a home based business are different from someone who is starting a career in an office with built-in support. We received very positive feedback from our pilot mentoring project, along with some suggestions for the future. We need to develop this program into a more formal process so that more of our students will have this opportunity.	Since these activities were put on hold due to limited time and faculty resources, we are hoping to pursue them during the coming academic year. 1. Fall, 2014 -- Review results of pilot program and develop process for future mentoring. 2. Fall 2014 -- Revise applications for mentors/ apprentices and discuss priorities to consider when putting the pairs together. Develop forms for writing objectives and assessing the experience. Develop timelines. 3. Spring 2015 -- Identify another mentoring pair. 4. Fall 2015 -- evaluate spring/summer 2015 experience and revise as necessary.	2015F A		Stalled	Limited time and faculty resources continue to affect the progress of this project. The need is there, and in fact, we have discussed the need with Nicole Westbrook and Tara Dale Sanders, but because it is not something that can be approached traditionally, nothing has been done. The pilot project was very successful, and we have lots of valuable feedback and guidelines, but limited resources continue to hamper any progress.		DSP #1 Student Learning - Stalled.
9	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	COMSC	Improve computer technology in key Computer Science courses	Acquire a classroom set (30) of Windows 8 tablets for use in COMSC 060 and COMSC 080 and potentially other courses.	The technology currently being used in several Computer Science programs is significantly out of date (10 years old) and not relevant to current job requirements, making it a contributing factor to Core Indicator 2 – Completions falling below the target level. The tablets will not only address mobile applications and technologies, but also be a gateway to other current, highly used technologies such as wireless communications and interaction with virtualized environments.	Purchase class set (30) of Windows 8 tablets. Load and configure application for use on tablets. Design and implement instructional units in COMSC 060 and COMSC 080.	2015S P		Completed	There were sufficient funds in 2013-14 in the Perkins allocation to purchase these at the end of the last academic/fiscal year (thank you Natalie).	Tablets are growing in use across the spectrum of businesses and occupations. Students are now able to learn how to use tablets and apps specially designed for them.	DSP #1- Student Learning - Technology.

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10	INT-SP #2: Faculty, Staff & Student Engagement			SLOF	LMCAS	Continue to increase student participation in LMCAS.	To continue growth over previous years. We will continue to work towards achieving 15 active students in LMCAS during the 2014-2015 academic year.	Continue strong recruitment during Welcome Weeks and in classroom presentations at the beginning of the semester. Also, work with current LMCAS members to increase student responsibility for recruiting additional members.	20155 P		Behind	LMCAS in partnership with the Office of Student Life continues to work towards recruiting more students. The marketing strategy includes advertising in the school newspaper, banners, tabling, and classroom presentations. It should be noted that there has been some turmoil within the AS that has resulted in a shift that has left the senate short in numbers. However, this Spring we have seen an increase in participation and new members on board.	We have encountered some challenges in terms of formalizing the supportive structure around AS. Some of the challenges involve the increased budget and the students feeling that they are not adequately prepared to manage the responsibility that comes with it. We are currently working on effective meeting management, a yearly parliamentary retreat, weekly meetings with P/VP. Including, the revision of bylaws, including strengthening their governing documents.	ISP #2 - Student Engagement - Student Government
11	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	LIB	Outreach and Marketing	Create sustainable outreach and marketing efforts to raise awareness of the resources and services the library provides to the LMC community.	The library team has been actively working on different projects that would help increase the visibility of the library and inform the campus community of the role we play in the academic environment. Traditionally, library outreach involves connecting with content faculty to deliver information literacy instruction. The new efforts, led by Christine Park, are aimed at broadening that approach. She is leading efforts to bring marketing and outreach directly to students and to the campus as a whole with the emphasis on the wide range of resources and services the library provides, in addition to the course specific support we provide. While many on campus are happy with library services and the recent student satisfaction survey shows positive results, the employee survey recently completed documents a misunderstanding about how employees can use library materials. Comments reflected the wish for more information about the library and how it can be used, this objective will help focus outreach efforts to student and learning support service areas on campus.	Possible activities include: - Additional marketing materials: The library used existing supply money and partnered with the LMC Marketing Department to create bookmarks, staff t-shirts and a table drape for events. There have been talks with the bookstore manager about selling library branded t-shirts in upcoming semesters. - Author series -Workshop series for LMC employees	20155 P		On schedule	Library continues to be actively working on different projects that help increase the visibility of the library and inform the campus community of the role we play in the academic environment.	Books Alive! workshops Custom LMC Library buttons Passports for new faculty and Governing Board members LMC Library bookmarks LMC Library staff t-shirts Table drape Flex workshops	ISP #2 & DSP #2 Community Awareness - Books alive
12	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	LIB	Classified Staffing Levels	Increase the daytime classified staffing levels to support the services of the Circulation Desk.	Currently, from opening until 3:30pm, the library has only one full time Sr. Library Assistant working on the library's first floor. This is insufficient and grossly below the recommended minimum staffing levels.	*Identify hours where library and circulation desk use is highest. *Review the classification specifications for the Library Assistant 1 and 2 in order to determine which provides the level of work required. *Draft a classified staff schedule that address	20145 P		Completed	Hired a full time library assistant.	Extended library hours. More overlap for classified staff.	DSP #4 - Extended hours in library

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1	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MKT	Website - continuous improvement	The LMC website needs constant maintenance and upgrade to improve/update information and communications online.	The LMC requires continuous maintenance and, with that, improvement to stay contemporary with today's (and tomorrow's) best practices. There are more than 40 content contributors and they all must be trained and motivated to be active in this area of work. As web standards and community college demands develop, this dynamic resource must keep up.	Web administrator training on recent developments. Plan priorities and strategy in response. FLEX training for "contributors" Implementation	2018FA	Continuous improvement	On schedule	The website is being improved constantly and activities have taken place as scheduled. The only thing that has NOT been successfully accomplished is another objective on this list: "Improve mobile access to website through responsive design renovation of website."	FLEX training for "contributors" has updated experienced staff and trained new staff in this area of work. Issue with dated software for form creation - solved by moving to "Jotform", which appears quite successful. Re-organization of scholarships webpages due to poor "build". Re-organization of "Steps for New Students" due to new messaging	DSP #2 - College Awareness - Improvements in website
13	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MKT	Print/digital communications development	Continue to develop and implement annual, seasonal and incidental print/digital communications.	There are many annual areas of communication that must be updated or developed every year. This communication may support recruiting and outreach, community/constituency building (internal and external), donor and sponsor cultivation and retention, and provide basic college communications required to function.	1. Develop basic college communications required to function: ie: emergency communications including but not limited to maps and signage, directional signage, schedule, catalog, brochures, accreditation, informational flyers). 2. etc, etc	2015SP	Continuous improvement	Behind	Demands for our department's services increase every year. More departments want to utilize our services, while existing clients want more projects developed and completed. We are behind in our commitments and in new developments. Adding an annual Career Focus magazine to our workflow is especially challenging and results with other less time-driven projects being set aside.	Highway 4 and Highway 4 bypass billboards have been designed and implemented. A brand new Career Focus magazine has been facilitated: photographed, articles written and edited, layout designed and art directed, printed and distributed, website and social media campaign in development. STEM program flyers coordinated, researched, written, edited, photographed, designed/art directed, printed. Open House materials developed, photographed, and in implementation. More to come.	DSP #2 - College awareness - marketing collateral developed
14	INT-SP #2: Faculty, Staff & Student Engagement			SLOF	Student Clubs	Continue to increase student participation in clubs.	To continue growth over previous years, we will work to achieve 35 chartered clubs and involve at least 15 students in ICC during the 2014-2015 academic year.	Continue strong advising practices for ICC including consistent and regular communication with current and former clubs/advisors.	2015SP		On schedule	The numbers show an increase from 29 clubs in Fall 2014 to 32 clubs in Spring 2015. Including the additions of 2 new clubs and the rechartering of 2 clubs that had been previously inactive.	The website has been improved to provide the Clubs with their own webpage. A marketing campaign, "Take the Lead in your College Experience" was kicked off in Fall 2014. An increase in ICC Collaborative events have given students the opportunity to network among the student clubs.	ISP #2 - Student Engagement - Number of Clubs increased
15	INT-SP #2: Faculty, Staff & Student Engagement			SLOF	New Program Development and Implementation	Development of new annual Student Life programs such as Intramural Sports and a Women's Leadership Conference, in order to increase student engagement in campus life.	While the current offering of annual programs and activities by the Office of Student Life has significantly increased student engagement in campus life over the past five years, the development and implementation of new programs has been very limited. As diverse as our student body is, it is important that the Office of Student Life develop and implement new programs that will continue to increase student engagement.	Staff will develop a plan that will lead to the implementation of Intramural Sports and a Women's Leadership Conference. This will include securing funding as well as other necessary resources such as developing partnerships with community members and collaborating with departments on campus.	2015SP	Fall 2015	Behind	Dedicating the time to research, plan and implement new programs has proven to be a challenge. Time constraints and an already robust calendar has proven to be quite the balancing act. In Fall 2014 we were able to kick off our first Domino intramural. It was well received and with a few adjustments we can see it being a success in the near future.	At this time we are finding that networking is going to be really important particularly if our ultimate goal is to offer our own women's conference. Our staff will be attending the upcoming Empowering Women of Color Conference in an effort to continue networking and researching the best way to bring something similar to LMC. In terms, of the intramural sports we have a goal to pilot our basketball intramural this Spring.	ISP # Engagement - Additional activities
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17	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	MKT	LMC Open House support	LMC anticipates hosting some sort of open house in 2014-15. Marketing would be involved and support this effort.	The Marketing staff will definitely be supporting an open house effort with publicity and marketing.	To be determined by the planning group when it gets established and working.	2015S P		On schedule	The team has been extremely busy with this project and will continue through March, with pre, during and post-projects.	focus has been on: Leading the team steering/implementing the open house Creating a website informing of event, agenda and soliciting input from greater community. Developing	DSP #2 - 40th Anniversary and Open
18	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	HONORS	Honors Student Research Development	Mentor top Honors Students through the competitive Honors Research Symposium Cycle.	The signature development initiative of the Honors Program is to give top students the opportunity to experience academic life through participation in the Bay Honors Consortium's Honors Research Symposium. This selective and highly prestigious event will be held at Berkeley in May, 2014 and students need to be rigorously prepared.	#NAME?	2014S P		Completed		Seven students were selected through a highly competitive process to present at the May, 2014 Honors Research Symposium at UC Berkeley. One of them, Leigh Ann Davis, was even selected as one of five finalists statewide for the top award. All seven students were closely mentored by many honors faculty in the development of their research and presentation. Even with	ISP #2 & DSP #1 - Participation in Honors Symposium in UC Berkeley; Expansion of
19	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	ATH	Assistant Athletic Trainer	An Assistant Athletic Trainer position is being requested to give more comprehensive care to our student athletes.	In the past, sports were seasonal but now all sports engage in year round participation. Because of this, the number of athlete exposures is up and so is the number of injuries. This requires more one on one time per athlete and currently with only one Athletic Trainer (to 180 athletes) and no student athletic trainer assistance, this presents daily frustration and challenge. This can also be stressful to the student athlete who is unable to make an appointment for evaluation, treatment and rehabilitation because of an already full schedule. With two Certified Athletic Trainer's (ATC's), the care would increase and athletes could get back to their sport safely in a shorter time period.	Hire a certified athletic trainer(ATC) for twenty hours a week for 9 months. Some weeks may be more and some weeks will be less hours. The schedule should be variable based on the athletic season and practice and game schedules	2014F A		Completed	With the addition of non-traditional season sports (Baseball, Softball and Men's and Women's Basketball)	Since the addition of the Assistant Athletic Trainer position, we are now able to cover multiple Fall season student athletes to assist our athletes with rehabilitation...	DSP #1 - Improved training and services in Athletics
20	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BUSOF	Contracts Database	Provide a central location to electronically store all college contracts that is accessible to key staff (Business Office, contract originators).	By organizing the contracts in a single easy to use database, key personnel may access current and historic contracts. The database provides the information in a consistent, electronic format. By further developing this database, Business Office staff will be able to search for contacts and view the PDF copy attached. Also, by creating reports based on Business Office needs, contract information can be quickly obtained for purposes of determining funding, contract terms, contract renewal, etc. In addition, contract renewal notifications to key personnel can be easily retrieved and submitted.	The Access database has been developed and current contracts, including a PDF copy, have been entered into this database. The Lead Account Clerk has tested search features, "key word" search, and developed a few queries. The next step is to create the user "switchboard" and save the database on "J Drive" for Business Office use as "read only." Issues that need to be addressed include: <ul style="list-style-type: none"> • how far back should the entry of contracts be? i.e. back to FY? • who should have access to the database? • should this database (as read only/inquiry only), be available to the college on the P:drive or on InSite? 	2014S U		On schedule		DSP #4 Organizational Effectiveness - Contract Database developed.	

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21	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	CSVC	Retain High Production Copy/Printing Machine	Retain additional high production copier to address increased volume of copy/print jobs.	To eliminate major delays in production as well as save wasted material costs due to malfunctions and service down-time. To better keep up with "rush period" orders, and module production.	Maintain current copier and ensure that it operates effectively during peak season Determine ways to maximize the usage of the copier during rush and non-rush period.	2015FA	On-going	On schedule			DSP #4 - Improving copying service
22	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	COLADV	Implement a Comprehensive Professional Development Program	Effectiveness in meeting LMC's identified professional development needs will be increased, as evidenced through employee surveys and assessment which will measure the effect of professional development on student learning.	The full report of the 2009 Professional Development (PD) Task Force recommended hiring two a PD Coordinator, an Education Technology Coordinator, and faculty PD facilitators. Even though the two classified positions were recommended by SGC to the president in the 09-10 RAP process, they were not funded by the president at that time because of the economic downturn. Instead, the president assigned the development/ implementation of a PD Program to the Office of College Advancement. No additional resources were allocated, except for a 5% out-of-class-assignment stipend for the College Advancement Secretary who assumed the work of a PD Coordinator (and is now in an out-of-class Administrative Assistant position). This position is currently under review as part of the district-wide "Hay Study". Out-of-class assignments are temporary, yet the needs of PD are increasing. PDAC leads PD with staff leadership and support from the out-of-class PD Coordinator and the Senior Foundation Director. Need for a comprehensive LMC PD Program has been identified in various ways: <ul style="list-style-type: none"> Focus Groups with Faculty: indicating the need for peer-to-peer faculty connections and support, increased opportunities to learn teaching and learning best-practices and increased PD opportunities for adjunct faculty. Requests by Committees for Professional Development; especially the GE and TLP. 2013 PD Survey: indicates priority needs for increased PD in 	1. Evaluate and validate the staffing and space needs for the Professional Development Program consistent with the rationale above. Present recommendations to the President and to committees as necessary. 2. Conduct research regarding model community college "Professional Learning Centers" which support and sustain comprehensive, on-going professional learning programs and present findings and recommendations for an LMC Professional Learning Center to SCG. 3. Work with the Office of Planning and Institutional Effectiveness and the Planning Committee to integrate professional development into the cycle of program review and planning. 4. Develop and begin to implement professional development assessment procedures which will measure improvements in: a. Meeting the professional development needs of faculty and staff, b. The effect of professional development on student learning. 5. Research and advocate for increased resources for professional development.	2015SP		On schedule	The focus of Professional Learning in the LMC Strategic Plan, Student Equity Plan, 3SP Plan, campus grants, and the state's commitment to community college professional development (AB2558), has strengthened LMC's commitment to the implementation of a comprehensive Professional Development Program; confirming the values and culture of professional development upon which LMC was founded. The need for a change in the classified position of Senior Administrative Secretary to that of a Senior Administrative Assistant is based upon the work that was performed by the Senior Administrative Secretary in out-of-class assignments during the past several years. This position provides the overall support for day-to-day implementation of the LMC professional learning program, including Flex. District policies no longer allow for this out-of-class assignment, therefore a new position is being sought to replace the lower level position to meet the needs of the unit. The need for an ongoing Faculty Professional Learning Facilitator (PLF) was documented in Faculty Focus Groups, requests by shared	1. Based upon the rationale identified in 2013-14 program review, for a professional learning center, space has been identified on the second floor of the library and planning for the most effective design of the space is underway - with staff researching centers at other colleges and input from the campus constituents at a Monday Meeting Professional Learning Summit. The uniqueness of this center (which is different than most others researched to date) is that LMC's Professional Learning Center will include activities for all staff and not just faculty members. The estimated time in this space is three years, at which time a larger space will be considered. 2. Staffing changes will be requested through the SP15 RAP request process: upgrade of Senior Admin Secretary to Senior Admin Assistant for	DSP #4 - Professional Learning Center, Staffing and inclusion of professional development in Program Review

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timeli ne 2	Status	Status Reason	Improvement	Align ment & Note
23	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	COLADV	Implementation of a Comprehensive Professional Development Program	Effectiveness in meeting LMC's identified professional development needs will be increased, as evidenced through employee surveys and assessment which will measure the effect of professional development on student learning.	The full report of the 2009 Professional Development (PD) Task Force (attached) recommended hiring two a PD Coordinator, an Education Technology Coordinator, and faculty PD facilitators. Even though the two classified positions were recommended by SGC to the president in the 09-10 RAP process, they were not funded by the president at that time because of the economic downturn. Instead, the president assigned the development/ implementation of a PD Program to the Office of College Advancement. No additional resources were allocated, except for a 5% out-of-class-assignment stipend for the College Advancement Secretary who assumed the work of a PD Coordinator (and is now in an out-of-class Administrative Assistant position). This position is currently under review as part of the district-wide "Hay Study". Out-of-class assignments are temporary, yet the needs of PD are increasing. PDAC leads PD with staff leadership and support from the out-of-class PD Coordinator and the Senior Foundation Director. Need for a comprehensive LMC PD Program has been identified in various ways: <ul style="list-style-type: none"> Focus Groups with Faculty: indicating the need for peer-to-peer faculty connections and support, increased opportunities to learn teaching and learning best-practices and increased PD opportunities for adjunct faculty. Requests by Committees for Professional Development; especially the GE and TLP. 2013 PD Survey: indicates priority needs for increased 	1.Evaluate and validate the staffing and space needs for the Professional Development Program consistent with the rationale above. Present recommendations to the President and to committees as necessary. 2. Conduct research regarding model community college "Professional Learning Centers" which support and sustain comprehensive, on-going professional learning programs and present findings and recommendations for an LMC Professional Learning Center to SCG. 3. Work with the Office of Planning and Institutional Effectiveness and the Planning Committee to integrate professional development into the cycle of program review and planning. 4. Develop and begin to implement professional development assessment procedures which will measure improvements in: a.) Meeting the professional development needs of faculty and staff, b.) The effect of professional development on student learning. 5. Research and advocate for increased resources for professional development.	2014F A					???????
24	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	SSADM	Development of Student Success & Support Plan (3SP)	The Student Services unit, with leadership from the 3SP (formerly Matriculation) Committee, will develop a plan and timeline for implementing required services as outlined in the Student Success Initiative. This will involve the development of new delivery modes and pathways for incoming student access to three core services: assessment, orientation, counseling/education planning. The college plan will be submitted to the State Chancellor's Office by October 1, 2014.	All California Community Colleges are required to design and implement a plan that incorporates the identified core services to all incoming/new students. In past years, similar services were optional for our new student under the former matriculation plan. As a result of SB 1456, the Student Success Initiative has identified expectations for delivering the mandatory core services and has defined minimum requirements for all community colleges, which are tied to future 3SP budget allocations. Based on the volume of new students entering the college, our plan will need to incorporate new, creative approaches to the delivery of services that not only address state compliance but also provide a meaningful experience for our entering students.	1. Review of multiple measures for addressing student placement, with attention to potential state direction on preferred (if not required) assessment instrument. 2. Development of online orientation, in collaboration with district partners (IT Department, CCC, DVC). 3. Development of systematic approach to using new electronic education plan in conjunction with points of counseling contacts (i.e. appointments, orientation, group program planning). 4. Exploration and development of different modalities for delivery of counseling services. 5. Identify pathways for targeted student populations to access the above services in clear steps for enrollment.	2014F A	Spring 2016	Behind	The development of the LMC 3SP Plan was completed and submitted to the state in Fall, 2014. The Student Services unit has made progress with various elements of the plan but there is still much work to be done. There have been a number of new positions hired as the result of 3Sp and Equity funding the college has been allocated. However, the hiring process has contributed to some delays in having our plan more fully developed. Now as we have many of the new and key positions in place, we will be better able to move forward with implementing our plans. The hiring of a new Director of 3SP Services will position us to review our timelines and chart the priorities for the remainder of spring and into summer and next fall.	?????	
25	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	SSADM	Communication Plan for Student Success/Support Plan ((3SP)	A plan for clear and consistent communications will need to be created to ensure successful implementation of the 3SP Plan.	Because the plan will include required steps for all incoming students, it will be important that we have a communication plan addressing all staff, as well as how we will market the expectations to students. Information will need to be provided in a variety of formats in an ongoing and consistent manner. For new students, they will not be familiar with past practices so the messaging can more simply be outlined in terms of next steps, with specific direction regarding dates, time, locations. Many staff may be familiar with past processes and procedures, requiring training to update them on new expectations.	1. Identify ways students access information about the college and determine publications that need to be updated (i.e.email messages, web site, college catalog, class schedules, student handbooks, outreach & orientation materials). 2. Identify training needs for faculty and staff; establish time and dates for training workshops. 3. Create marketing campaign, in collaboration with college Marketing Department, to help direct students to new electronic tools (ed plan, online orientation).	2014F A	Fall 2015	Behind	The Student Services managers were hoping to be further along with this project, however time spent on developing the 3SP and Equity plans, as well as the recruitment of the new 3SP Coordinator delayed progress with training and marketing. This is one of the priorities that we intend to work on this spring semester, however, we may not progress to the point of completing all aspects of the project. The new projected timeline is fall, 2015.	???????	

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26	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CSVC	Reclass Student Worker	Promote one Copy Clerk (student) per semester to Class III student worker status to prove incentive to improve skills and duration of assignment.	Gives student incentive to increase job skills. Reduces employee turnaround and time spent training. Increases scheduling flexibility, productivity, and team moral.	Train student to fill-in PBX/Operator duties for short periods when staffing is limited. Develop student to take a greater leadership role in Copy Center and Print Shop daily activities and responsibilities.	2014FA	On-going	On schedule			????
27	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	INSTOF	Professional Development for Academic Units	Provide and participate in training and professional development activities for Deans, department chairs, committee chairs and classified staff.	Ensure professional growth and adequate resources for campus leadership.	Training workshops for new Department Chairs Training workshops for classified staff New Faculty Orientation Include professional development in each Dept Chair meeting.	2014FA	Ongoing				DSP #4 - Professional Development of new
28	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	INSTOF	Software and Maintenance Agreements	Software and maintenance agreements needed for scanner that is used for faculty evaluations.	Annual maintenance agreement expires each spring. Maintenance agreements are required to maintain both the scanner and the software. Faculty evaluations are mandatory per UF contract.	Purchase maintenance agreement.	2015SP	Annually every spring.				????
29	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ITS	Improve communication from IT&S to the campus	Establish regular and timely communication from IT&S to relevant campus and District entities to inform and instruct constituencies about IT&S projects, procedures, and other technology-related information that affects the campus.	At any time, the IT&S Department is working on several projects that affect the campus. These projects change frequently and regular communication to the campus that relate to these projects is important. Communications should also include information regarding changes to existing IT&S procedures and new procedures, upcoming projects such as lab software refresh projects, and scheduling for the campus technology renovation and the Infrastructure Upgrade Project (IUP).	On the first week of each month, send out an all-campus e-mail with updates on campus IT&S projects. Schedule time at the Department Chair's meeting near the start of each student computer lab software update schedule to discuss the timeline, requirements and expectations. Give regular updates at the President's Council regarding upcoming IT&S activities. Give regular updates to campus and District technology-related committees (TAG, PDAC Technology sub-committee, DEC, District Tech Managers, etc.)	2014FA		Behind	This has not been done due to workload no large projects with external deadlines (Student Services Remodel, Infrastructure Upgrade Project, Technology Renovation, Accreditation).	??????	
30	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BUSOF	Provide continous and value-added Customer Service	The business Office incurs regular overtime in order to complete routine accounting, payroll and campus facilities related tasks. An evaluation of workload has identified that staff spend time on clerical tasks (like filing and data entry) that could be completed by a student worker, while staff focus on processing information and provided continued support to the campus community.	The engagement of an ongoing student worker 1, working between 10-20 hours per week for 46 weeks would benefit the business services department, allowing them to focus on more complex office assignments. Providing this position on an on-going basis will increase the department's productivity, provide timely payroll and invoice processing, and allow current staff the ability to provide information to stakeholders on a timely bases, whenever requested	This position would assist employees with clerical tasks such as: the sorting, filing and labeling of documents; basic word processing assignments; handing out of pay-stubs under necessary supervision; delivering, picking up and distributing information to and from central services; and providing other miscellaneous clerical support to the Business Office staff and customers.	2014FA		On schedule			DSP #4 - Organizational Effectiveness - Added Student Worker
31	INT-SP #2: Faculty, Staff & Student Engagement			COOP	Expand Internship Opportunities	Staff Professional Development	The college's new Community Partnership Liaison (CPL) is tasked with expanding credit and non-credit internship opportunities for students in all programs as capstone or career exploration experiences. This is a new endeavor for a newly hired member of the Workforce Development program.	1. Attend conferences related to CWEE and workforce development. 2. Join and/or participate in CWEE related organizations such as the California Internship and Work Experience Association. 3. Research best practices of high functioning community college CWEE programs and develop relationships with program leads.	2014FA	includes activities in 2014SU	Completed	Activities supporting staff professional development outlined in the program review have been fulfilled, however continuous development will occur by participating in further activities.	?????	

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32	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	JOURN	Professional development	Maintain currency in journalism industry standards and media law	It is important to student learning for faculty to maintain currency in the profession, and to understand the yearly changes in media law as decisions in cases regarding free press, libel and privacy issues are decided by the state and federal courts. The Journalism Association of Community Colleges hosts an annual faculty conference updating faculty on new technology and changes in media law. It also includes other professional development around important curricular issues in the field of journalism. The Journalism	Attend annual Midwinter Faculty Conference and Pre-conference Seminar hosted by the Journalism Association of Community Colleges	20155 P		On schedule	Although we requested an increase to base for conferences, the college opted to fund this professional development experience through VTEA. Because the federal Perkins funds are distributed on a yearly basis, we will make continuing RAP requests to attend this conference, and others, yearly. So while the objective can technically completed each academic year, it is an ongoing objective and will be carried over to the next year.		????
33	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	INSTOF	College Complex 2nd Floor Remodel Plan	To create a comprehensive remodel plan for the College Complex 2nd Floor, which will include an implementation timeline	Several spaces in the College Complex (CC) 2nd floor need to be re-converted from swing space from the Student Services remodel project. To efficient with our space it is necessary to look at all of the space on the 2nd floor prior to making any decisions regarding the re-conversion of swing space.	Hire architect to develop a comprehensive programming plan for CC 2nd floor Meet with all personnel that utilize and/or are/will be housed on CC 2nd floor Identify funding source to complete CC 2nd floor renovations (RDA funds, 2006 bond funds, potential 2104 bond funding)	2014F A		On schedule	We hired LPA to perform programming work for the 2nd floor. This work was conducted and completed in Fall 2014. All departments that would be impacted/included in the work on the 2nd floor were involved in the programming intake process. A combination of Measure A+ and Redevelopment Agency funds will be used to remodel the temporary swing space back into classrooms and offices. The business department will also be remodeled. The	Modernized design aesthetic for instructional and faculty office space.	DSP #5 Resource Mgmt - Facilities Planning
34	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	COMSC	Increase participation of women in Computer Science programs	Find and implement ways to increase the participation of women in technology, the "T" in STEM.	Women are consistently underrepresented in technology fields. Research has shown that girls self-select out of STEM starting in middle school, so the Computer Science dept. needs to collaborate with Pathway and STEM initiatives in the college to increase the awareness, involvement, and eventual program completion of women in technology.	Contact and meet with persons/organization that work on increasing the number of women in technology, such as the Anita Borg Institute. Collaborate with Pathways and STEM initiatives to find and implement ways to support women taking paths into technology and other STEM areas. Conduct interviews with women on campus to see where their interest are in regards to Computer Science and ICT.	20145 P	Ongoing	Behind	Some progress has been made by working with the Anita Borg Institute, a non-profit for increasing the number of women in technology, both academically and professionally. The college's STEM initiative has not of yet measurably involved the Computer Science Dept.	At a minimum, women students are made aware of organizations like the Anita Borg Institute, even if they are not able to participate in its banquet or conference, and gain an awareness of support available to them if they continue to pursue careers in technology.	DSP #1 - Equity in student learning and success
35	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	BWCTR	Marketing Plan For Available Support Services	A communication plan will be developed for increasing awareness of students attending classes in the Brentwood Center about support services that are available to them on site. This marketing "campaign" will address multiple ways of informing students about their access to many of the same services that are available on the main campus.	As a result of a survey that was implemented in fall, 2013, we learned that many students are not aware of existing services available at the Brentwood Center. We intend to improve both awareness and engagement in the many activities that are scheduled throughout the year in Brentwood.	1. Update Brentwood Center web site information; create new look to web site. 2. Create signs that can be posted in/around center to address current list of activities, services available. 3. Purchase stands/easels for posting latest information.	20155 P		On schedule	Elements of this objective are still in progress. This includes: - The purchase of a standing brochure rack or other vertical file racks to display new 3SP marketing brochures (under development).	Other components of this objective have been addressed: *The Brentwood Center web site has been revised and updated, resulting in a more "user friendly" look to the site and additional information that students can access through the site. *New signage have been posted in and around the Brentwood Center that advertises ongoing center activities, special events, and available services.	
36	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	BWCTR	Plan for Expanding Brentwood Center Services	An overview of Brentwood Center services needs to be completed so a short and long term plan for increasing services can be developed.	With the recent increase in the number of course sections in spring, 2014, it is already evident that more students are being served in Brentwood and the existing level of staffing is inadequate to meet operational and student needs. Additionally, with the plans for construction of a new Brentwood Center in future years, we need to be prepared for addressing further expansion of services.	1) Increase Admissions & Records I position that had previously been reduced to 75%; bring this staffing level back to 100%. 2) Increase Math Lab Coordinator position back to full time/12 month position (from 87.5% to 100%). 3) Review current approach to providing services for all programs and services at the Brentwood Center. 4) Develop plan with timeline for increasing services.	20155 U		On schedule	Of the projected activities supporting this objective, one is still under review: this is the intent to develop a plan, including a timeline, for expanding or offering additional services in Brentwood. Given the significant growth that has been taking place in Brentwood, it is evident that we need to increase available services to meet student needs.	Three activities that have been achieved related to the expansion and improvement of services in Brentwood, are: *The Admissions & Records I position that had previously been reduced to 75% is now a full-time, 100% position. This has improved the level of service for student intake at the front counter. -The Math Lab Coordinator position that had	

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37	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ITS	Initiate technology upgrades and improvements across the Pittsburg and Brentwood campuses.	Demand for Smart classrooms continues to grow and, although a large number of classrooms at both the Pittsburg and Brentwood campuses have been converted, there are still numerous classrooms at both locations that require delivery of carts with projectors and laptops. Conversion of some of the rooms where carts are regularly requested to Smart classrooms would greatly improve instruction in these rooms. Renovation of older Smart classrooms in Pittsburg is also critical.	Results from the 2014 Employee Satisfaction Survey indicate that satisfaction with Smart classrooms is not favorable and the issues related to hardware need to be addressed. Addressing the dissatisfaction requires the refresh of older equipment, expanding the availability of Smart classrooms, providing additional training opportunities for users of the Smart classrooms, and providing simple troubleshooting instructions that can be used by users of the Smart classrooms to solve some of the more common problems encountered. Although many of our Smart classrooms are easy to use for those experienced with the equipment in the rooms, there are many instructors, particularly part-time instructors, who are unable to attend structured training. Re-evaluating the current Smart classroom design with the goals of increasing ease of use and reliability will enhance instruction in all Smart classrooms after implementation.	Re-visit the design of Smart classrooms to take advantage of newer technologies and simplify the use of the rooms. Convert the following classrooms to Smart classrooms: Pittsburg: CC1-121, CC2-213, CC2-222 Brentwood: one or two of rooms 4, 5, 7, 11 Update equipment in the following rooms: CC1-114, CC1-115, CC2-293, CC2-225, CC2-221, CC2-214 Replace casters on Smart podiums in the Science Building with toe kicks to reduce damage to podiums and wiring. Coordinate the development and delivery of more robust training for faculty wishing to use Smart classrooms. Provide a short troubleshooting guide that will be attached to equipment in each Smart classroom.	2016SP		On schedule	RAP requests to fund 3 Smart classrooms was approved and implementation is in process. Additionally, grant funds have been identified to either update existing or install new Smart classrooms. A decision was made to re-visit the current configuration of LMC's Smart classrooms in an effort to make them more user friendly and more supportable. IT&S is working with the Office of Instruction on a re-design. This is also in progress.	Results awaiting completion.	
38	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	AR	Restore Staffing	In 2011 the department lost 1.25 FTE to layoff which has caused significant problems for smooth functioning of the office. We would like this restored but in a slightly different manner than before.	In the 2011 budget cuts, an A&R I position was cut from 100% to 75% which has caused problems with the smooth running of the office. We would like this position restored. At the same time a Senior A&R position was eliminated. By changing the structure of the office and downgrading a position when it was replaced, we have begun to recover to previous Senior levels, but we are still one person down. We would like to restore the level but hire another A&R I to handle more of the counter, phone and processing work.	Increase level of A&R I from 75% to 100%, 12 months. Recruit for an additional employee at the A&R I level to facilitate office needs	2014SU	2015SU	Behind	In the 2014 RAP proposal, the 75% A&R I position was increased effective July 1, 2014. However the additional position was not given. We are still behind the number of staff we had in 2011. We need to add an additional person at the level of A&R I at 100%.	The 75% position was restored to 100% effective July 1, 2014. This has greatly helped the office keep on track. 2/12/15. We are still looking for an additional employee. Still need our staffing restored to 2011 levels.	
39	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ESL	Continued Program Improvement (carried over from previous year as planned)	Collaborate with appropriate departments and individuals to determine the top areas on which LMC ESL should focus our improvement efforts (e.g., COOR renewal based on CSLO assessments, placement, orientations, outreach, marketing, pathway strengthening, counseling, tutoring and mentoring, ESL student leadership)	We would like the college's help in improving the ESL program, specifically how to increase and stabilize ESL enrollments perhaps via a systematic and wrap-around outreach, marketing, orientation, assessment, and counseling effort that includes 1) a collective review of data and information from past program reviews and the first LMC HSI grant records, and 2) ESL faculty and student input and feedback, and 3) those areas/departments and personnel in the college that have the expertise and oversight of these enrollment management and stabilization components.	We would like assistance in developing a plan to address enrollment and productivity issues. Paula Gunder will take on the responsibility of updating the ESL courses according to the assessment results generated from assessing all of the ESL courses over the past two years. I will also make use of information learned from my Basic Skills Initiative involvement and input from fellow ESL teachers.	2018SU		On schedule	Since this objective was reviewed last spring, when it was determined that the ESL program should continue this effort the following has occurred: The college conducted a review of relevant research related to student equity, and it was determined that there was a possible disproportionate impact to our serving the access needs of our growing non-native English speaking and foreign born population in our East Contra Costa County service area (a population which we know may not all be in need of English language instruction). This highlighted the institutional need (and not only a program stated need) and possible means by which we might begin to address the topic of 'access' and all of the attendant elements that are connected to it - i.e., outreach, orientation, marketing, enrollment management, admissions and financial aid guidance, assessment assistance. These are all program support components that we have been asking for help with for numerous years. The development of the Student Equity Plan also highlighted the extent to which ESL students, as a whole and not necessarily	With available Basic Skills Imitative funds (and not Student Equity Plan funds), late this spring 2015 semester, we secured an ESL counselor, Dr. Ahn Nguyen, who works 17.5 hours a week. He has visited classes to introduce himself and invite students to see him up in the new counseling area. He reports having subsequently seen an increase in student appointments. He has communicated a few times with Paula Gunder regarding ESL program questions to better support the needs of students with specific questions and situations. Paula Gunder has not had the chance to revise any of the ESL COORS nor monitor the CSLO assessments, but I have begun conversations with 3 ESL adjuncts to begin work on program revitalization and innovation efforts, which will include reviewing our curriculum with the CSLO	

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40	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MATH	Test Objective	I will test this objective 100% by the end of this hour.	I need to perform the beta test for the new objective form.	I will type into this form and find if there is anything not working or confusing. I will select items from the drop menus as well to see if they are working. Below is copied text from MS Word • Activity 1 • Activity 2 • Activity 3	2014FA					
41	INT-SP #2: Faculty, Staff & Student Engagement			MATHD	3rd objective with non-alphanumeric characters... ; () * ^%\$#@!_+[]{}~`";:	df dsafdsf dsf f	dsfdfs dsf	dsfdfs dsfdfs	2014FA					
42	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Computer Upgrade	Purchase new computers for adjunct office space	Even with updating browsers and other improvements, the computers in the adjunct offices are painfully slow. In fact, one instructor became quite frustrated after being continually asked for the same information, she	Purchase and install new computers for adjuncts.	2014FA					
43	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	ART	Vinyl cutter for the gallery	Improve gallery equipment and reduce costs of printing for shows	Outsourcing vinyl lettering costs the gallery about \$200.00 yr. A vinyl cutter that will make large lettering that we need, costs \$800.00 and will allow the gallery to experiment with artist installations We need lettering for gallery shows as part of showing professional level art as well as student shows. Obtaining this equipment would allow us to do this in-house and save money. Aluminium 8foot ladder is needed for lighting More funding for gallery assistants Raise the profile of the gallery with the students by	research options, obtain funding, install equipment	2014FA					
44	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	ADJUS	Secure office and meeting space for the Administration of Justice department	Request improved office space	The department needs room to expand. We need to be able to meet comfortably and store anticipated new equipment and provide space for instructors to conference with students, and to allow students in our criminal justice club to have a space to meet.	Assignment to an available space and move current resources to that space.	2014FA					
45	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CHEM	Mentor Science Lab Coordinator	The full-time chemistry faculty will mentor the Science Lab Coordinator to provide some training regarding keeping inventory up to date and advanced preparation of lab experiments.	To provide additional training and to increase efficiency and productivity.	Full-time faculty and Science Lab Corodinator will meet through the academic year to learn procedures involving inventory and preparation of lab experiments. Furthermore, safety policies will be updated.	2015SP		On hold	The hiring of the new Science Lab Coordinator was recently completed. The first day of work for the new person, Taruna Sharma, is February 11, 2015.		
46	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 3: PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT	ART	Funding for advisory board organization and internships program	To provide ongoing internship/employment opportunities for students enrolled in Graphics	To continue initiatives of providing guided internships and work experiences in art and of organizing the advisory board for graphics program. The Graphics Program assits student in providing employment opportunities in the fine and commercial arts. Skills acquired at LMC are directly linked to recommendations from the advisory board which meets in late Spring.	Apply for and obtain funding for providing guided internships and work experiences in art and of organizing the advisory board for graphics program. Spring 2014 - advisory board which meets in late Spring. intership/employment administration via Rebecca Talley classroom visits by industry professionals	2014FA		On schedule	approximately half of the funding allowance in Fall 2014 is used and we will use the remainder allocated in Spring 2015. T he primary usage for the funding this semester will be for the Graphic Communications Advisory Board.	This academic year we have worked with the following organizations. BRENTWOOD ART, WINE & JAZZ FESTIVAL Attended meetings with employer and students... established two student internships for Spring 2015, plus two \$500 scholarships for the students, plus the opportunity for LMC to sponsor the festival. PITTSBURG METTLE Met with LMC Workforce Development	

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47	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 3: PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT	CWORKS	Demonstrate techniques for effective interviewing	By the end of 2014, students in the program will have completed either a mock interview or participated in a "How to Prepare for an Interview" workshop	Students who know how to effectively interview are more competitive in the workforce which may lead to career goal attainment.	#NAME?	2014FA	Spring 2015	On schedule	Mock interviews were offered in SP 2014. A baseline was established and assessed. A second round of mock interviews will be offered in SP 2015.	The improvement is that mock interviews will only be conducted in spring term during spring recess to accommodate students lack of childcare resources.	
48	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CSVC	Streamline Module Ordering Process	Collaborate with Bookstore to further streamline instructional module ordering process.	Make the module ordering and reordering process simpler for faculty and staff. Reduces production mistakes and delays with deciphering order specifications. Increase interest in module development to supplement class learning and advance Bookstore sales.	Align scheduling and correspondence between the Printshop and Bookstore. Eliminate separate due dates for new readers or revisions. Update Print Requests and Bookstore Requisitions to include consistent info.	2014FA		On schedule			
49	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	BWCTR	Office Space Utilization	To review current office space utilization to accommodate newly allocated positions to the Center	The center has acquired additional positions (classified and faculty). Further study is needed to review the best way to utilize the limited office space available.	Meet with personnel at the center to review existing use and planned growth.	2014FA		Completed	Although a review of Brentwood office and space utilization has been completed, there will be an ongoing need to monitor how effectively we are addressing space needs, as new faculty and staff are employed at the center.		
50	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	PIE	Accreditation	Re-affirmation of LMC Accreditation in 2014	To ensure a smooth accreditation process and successful re-affirmation of accreditation.	1. Complete the publication and submission of the self evaluation report in time 2. Prepare the college for the Visit 3. Make arrangements for the Visit which includes accommodations, the team room, meeting rooms, refreshments, technology, etc 4. Printed copies of all evidence in the Team Room	2014FA		Completed	All the activities in preparation for accreditation were completed successfully.	The accreditation process and visit involved a large percentage of college personnel. Students were highly engaged in the process. The outcome of the accreditation visit was very positive for the college.	
51	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	PIE	Program Review	To continuously improve the program review process and electronic submission tool.	Program review is the foundation for continuous improvement of the college and individual units and programs.	1. To implement a program review validation process at the college. 2. To provide more robust data to the programs and units. 3. To determine what additional data is needed by each program - instructional, student services and administrative 4. To make the PRST more robust and integrate a survey into it, to add a section to gather program successes.	2015SP		On schedule	The PRST is process and tool are enhanced annually.	*The PRST is much more user-friendly this year. College employees are finding it easier to use. *The PRST is now open for more months in the year. This year, it opened in September and closed in February. *Processes are being developed. For example, the PRST will now open every year	
52	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CSVC	Obtain additional resources to support hourly Offset Technician 1 position	Obtain additional funding to be able to: - Increase Offset Technician 1 hours during "Peak Period" or "Rush" for the first two weeks of Fall and Spring semesters, and - Hire and train an additional offset Technician 1 hourly employee that will support central services during the school year.	This position is needed to help relieve the workload of printing demands continuously requested by the campus community. Although the position is needed more during peak or rush periods- to accommodate the demands for printed manuals- it is also needed during the school year to maintain the level of print jobs demands received by the copy shop. In addition, having additional support helps to complete high volumes of printing, copying, and material orders to ensure timely delivery. it also helps fill in gaps in student schedule. Supports entire Central Services staff during busiest times of year.	Determine peak workload periods where increased hourly technicians hours would be most effective. Add up to 10 more designated Offset Technician-1 hours per week; in addition to the previously approved 80 hours (designated to peak period).	2014FA		On schedule			

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53	INT-SP #2: Faculty, Staff & Student Engagement			COOP	Guide to Successful Internships	Develop and publish "How To" guides for department chairs and business and industry partners on how to develop successful credit and non-credit internships.	There are numerous pedagogical, logistical and legal elements of a successful internship experience. Guidelines exist for students but are yet to be developed for program chairs and community partners.	1. Research best practices of high performing college and university internship programs. 2. Develop written how-to guides for program chairs and community partners. 3. Update CWEE website with newly developed guides. 4. Introduce materials to college in 2015SP Flex	2015SP		On schedule	Research of best practices and updating of CWEE website with guides have occurred. In progress are the faculty and employer "How-to" guide, as well as a flex workshop for faculty. Flex to take place Fall 15. "How-to" guide to be finished in Sp 15.		
54	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	MATHD	Crush students' hopes and dreams (note: quote mark was causing some issues but is now fixed)	Destroy any remaining spirit and hope in our students.	the rationale is...	1. Have adjunct faculty insult students in the math lab. 2. Start Math 4 by introducing vector spaces. Tell students it's easy. 3. Contract with Chabot College to have their math faculty teach us to scream at students.	2015SU	Is there one?				
55	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	BUSOF	Provide shredding service to College	The Business Office will provide a process to ensure that confidential documents are appropriately disposed of (shredded) by the College.	Previously shredding was done by the College's Central Services Department, when it was centrally located. During the remodel of the administration area, this function was moved to the first floor of the core building, where space is limited and access is not too convenient for the entire College. In FY 2012-13 a decision was made to outsource the shredding function, in order to ensure appropriate and timely disposal of confidential information. The Business Services department has engaged a third party vendor (ShredIT)	Continue to support shredding services- of confidential documents- provided to College.	2014FA	Ongoing	On schedule			
56	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGLD	English Lab Maintenance	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities	IT advises that they have no more monitors to replace the ones in the computer lab if they continue to fail. Often the computers will fail to work properly. Even with updating browsers and other improvements, the computers in the adjunct offices are painfully slow. In fact, one instructor became quite frustrated after being continually asked for the same information, she thinking she had responded but the LMC adjunct computer kept dumping her replies.	*Research new lab furniture and monitors *Purchase new lab furniture and monitors *Install new lab furniture and monitors *Purchase and install new computers for adjuncts.	2014FA					
57	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	BRTWD	Math Lab hours of operation	Increase the number of hours that the Brentwood Center Math Lab will be available to students	We have ADDED more classes but due to a reduction/furlough of our classified staff hours and the restrictions that our adjunct faculty have with their hours of availability, we CANNOT open the Math Lab for more hours and therefore many students (especially those who take evening classes) are not being served. Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves no	Request a permanent part-time position (20 hours per week for 40 weeks of the year) for a lab assistant to help our math lab coordinator and our students.	2014FA					
58	INT-SP #2: Faculty, Staff & Student Engagement			COUNS	Professional Development and Communication across Student Services Area	Plan and hold professional activities for all counselors. Collaborate with other student services to develop an annual academic calendar.	Information is always changing and counselors need accurate information to give students. Collaboration across multiple student services area allows for more effective planning professional development for students.	Counselor Academy weekly trainings, all student services training, specialized training such as electronic ed plan, crisis intervention, adjunct counselor trainings, new counselor training, mentorships, outside conferences and training.	2014FA	on going	Ahead	Additional counseling trainings have been implemented for spring.	Counseling manual is currently under development.	

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59	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	EOPS	CARE support group	To provide a safe and comfortable environment for students to share fears, challenges, goals and dreams	One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem, confidence and resourcefulness. The group meetings provided a safe place in which to share personal life challenges. Additionally, we observed that our CARE students can further benefit from access to more resources dealing with domestic violence, mental health and homelessness. These issues are all issues that a majority of the CARE participants deal with.	• Increase Support Group meetings to offer more opportunity for safe space • Continue two-workshop requirement • Facilitate workshops, offering referrals to community services for basic needs, such as -- food, clothing, shelter, safety	2014FA		On schedule	A survey conducted before and after each support group session showed that 90% of the attendees (10 - 15 students/meeting) expressed interest in attending as many support group sessions as possible due to positive transformational experiences. One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem,	The CARE Program plans to enhance the opportunity for students to obtain tools with which to cope with life challenges by establishing an effective on-campus partnership with the Counseling Department in order to provide one-on-one and group therapy sessions as needed.		
60	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	CHDEV	Improve Technology Resources	Modernize technology resources for student instruction and lab school operations to support student success and engagement	Access to modernized technology in the classroom allows engagement and interaction, which promotes student success. Adequate classroom seating also supports better productivity, academic goals and student persistence. Modern and reliable computers support accurate and efficient operations in the lab.	Replacement of LCD projector with Smartboard technology and built-in projector Add audience response system with 60 clickers Purchase 35 new student chairs for CS1-110 to replace broken chairs and increase seating capacity. Purchase 2 additional computers to use in Team Room for student interns to use during their teacher prep time.	2014FA		Behind	We have acquired all equipment except the new classroom seating. These will be ordered in 2015-2016 cycle. A proposal to change installation configuration of Smartboard will also be submitted.	We are unhappy with the configuration of the SmartBoard installation. We will be requesting funds to convert it to a moveable tripod. We have conducted one faculty training session on using the new technology, but see the need for 2 or 3 additional sessions for faculty to get fully		
61	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	INSTOF	Comprehensive Smart Room Upgrade Plan	To develop a comprehensive plan to establish a new standard for smart rooms, which will include an implementation timeline	The technology we utilize in our smart rooms is not held to a uniform standard. New technologies exist today that need to be incorporated into our smart rooms.	Form Task Force to review and set minimum standards for smart rooms	2014FA	Spring 2015	Behind	We are currently working with the IT Manager, Technology Training & Development Coordinator, and A/V Specialists to identify new hardware and software to update the standard for smart classrooms. We are making arrangements for product demonstrations in February &			
62	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	ART	More open hours for the gallery	Need more funding to increase accessibility of gallery to campus and greater surrounding communities	We consistently have overspent in the gallery worker budget in the last several years. To continue to provide innovative collaborative high quality professional, invitational and student (LMC and local high school) exhibitions, we need more institutional support. The gallery is a public relations and educational venue for the whole college and brings professional-level shows and artists to the campus. Artist talks and student and instructor use of the space for discussion and dialogue	Obtain funding, continue working collaboratively with science, Honors and other departments	2014FA						
63	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	CWORKS	Promote Student-Teacher Networking	Will focus on student - instructor interaction outside of the classroom that deal with student course performance.	To foster the importance of networking, and making meaningful connections.	#NAME?	2014FA		On hold	We will be assessing SLO during Spring 2015.			
64	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	ART	new efficient gas kiln	New smaller efficient gas kiln will replace large inefficient underinsulated gas kiln	lower power bills, increase firing options for ceramics as a smaller kiln will be easier to load and fire approximately every two weeks. A new kiln also will have a programmable firing controller, and this will provide more consistent results.	purchase and install new gas kiln. Maintenance has checked the gas connection and there are no changes needed. Older kiln and plumbing can be dismantled ahead of time, some of the parts will be reusable (i.e. bricks) and some recycled, no disposal budget necessary.	2014FA						
65	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGLD	Review, Update and Investigate Learning Communities	Review, Update and Investigate the Learning Communities Umoja, Puente, and the Hobbs and Hobbs experience	It has been a while since the department has gathered to review and discuss the various learning communities we offer and so this is a much needed discussion	*Review curriculum *Exchange ideas *Discuss best practices Activities Lead: Tess Caldwell	2014FA		Abandoned	This is done within the individual learning communities and not by the department.			

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66	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	MKT	Photography	Take new photos of the college, employees, students, activities, classes, alumni, events (limited) for use on website and print.	Quality, current, and OUR OWN photography helps us tell the story of LMC and its community, activities, accomplishments, offerings, impact, etc.	Prioritize need, gaps. Coordinate with other marketing efforts: ie: press releases, website development, print efforts.	2018FA	Continuous improvement	On schedule	This effort has been ongoing and accelerated with various projects. There still is a lot of work, especially getting liberal arts covered.	Many gaps have been covered.	
67	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ART	Obtain a Full time 2D media specialist position for the art department	Obtain a Full time 2D media specialist position for the art department	We have had (and currently do) adjuncts teaching full or near full-time loads for many semesters, and still have available load for additional adjuncts. This is the one traditional component of a comprehensive art program that remains unstaffed by full-time faculty. <i>We were ranked 7th in the latest Box 2A process and</i>	Full time faculty request form updated for this year.	2015SP		Stalled	We will re-submit at the next possible opportunity.		
68	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	HONORS	Permanent Honors Counselor	Secure permanent funding to restore the 25% reassigned time position of Honors Counselor.	The Honors Program is required by its statewide accrediting bodies to have an Honors Counselor who helps students develop Education Plans, select transfer universities and give general advice. However, upon Phil Gottlieb's retirement in 2012, no replacement was located. Therefore, the 150+ Honors Students have had no one to go to with their Honors-specific questions and needs. Honors Students have specialized requirements they need to complete to be certified by the program and key transfer partners such as UCLA. Without a Counselor, students have been left to select Honors Courses on their own, though they often don't choose correctly. The Honors Program has seen its enrollments drop over the last few years. For example, during the 2011-12 academic year, there were 392 seats filled in honors courses. This year we estimate there are only 335. This represents a 14.5% drop. While some of this might be explained by the college's overall enrollment decline in these years, we also hypothesize that the loss of the Honors Counselor has played a large part. Luckily in January 2014, funds were obtained to have Luis Morales serve as Honors Counselor for the Spring 2014 semester, but we need a permanent solution to this need. By security ongoing funds, we can guarantee students continual access to Luis and meet our statewide requirements.	Submit a RAP proposal to restore the 25% Honors Counselor position vacated upon Phil Gottlieb's retirement. Continue to train Luis Morales in his role as the Honors Counselor and incorporate him into program activities	2014FA		Completed	After we submitted our RAP request, LMC was able to locate resources to restore the 25% funding for the Honors Counselor position and Luis Morales has continued to serve ably in this role. Management has informed us that this funding should continue for the foreseeable future- hooray! One standard LMC's Honors Program is expected to meet as part of our transfer partnership with the UCLA is a designated counselor who can help students with educational planning. We are now back in compliance with this mandate with this funding. More importantly, the 150+ students in the program are now able to work with Luis with the myriad issues they face, from education plan development to transfer university selection and more. In the absence of a designated		
69	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	DRAMA	Full Time- Technical Theatre Director/ Theatre Staging Specialist or compensation in Load or Stipend	#NAME?	The position we were trying to maintain was dissolved due to budget cuts in May of 2010. The Dept. will continue to pursue this request until it is filled because the programs safety and success depends on it. In the results for the 2010 RAP the request was noted by the college president as a priority yet with all of the layoffs housed that year a hire was not attainable. This position will allow productions to be safely mounted and deconstructed by professionals trained in the field. This position will also allow equipment to be maintained efficiently prolonging the life of purchased equipment. The current department chair has taken on these responsibilities in the absence of this position	#NAME?	2014FA	2015-2016	Ahead	The Drama Department was not awarded a full time hire in the past year but we were given hourly funds to fill the needs of the position. We will again be putting in a request for a full time hire since the success of the department is dependent upon this position.	This has allowed our department to produce more shows that we have ever done in the past. The production values have increased significantly and the Little Theater is now a safer facility having someone there to constantly keep up its maintenance.	

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70	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Adjunct Office Space	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	Our department, as the largest department on campus, is overdue for improvement and expansion of our facilities. Full-time and part-time computers are outdated (most at least 8 years old), and faculty work is interrupted by slow or frozen computers. Computers in part-time faculty cubicles are especially slow. With approximately 45 adjunct faculty, we need more than two partitioned spaces for adjuncts. While functional, these spaces provide no privacy for either student or instructor nor do they provide a security for instructors' materials or records. Once the 2 new full-timers come on board in August, we will begin to experience a shortage of full-time office space, so expansion is needed in that arena as well. Students and instructors using our computer lab face issues with broken monitors, scratched glass which makes it difficult to see the monitors, no useable work station for students in raised wheelchairs, and frequent shut-	1. Discuss department needs with IT and administration. 2. Make a reasonable plan for facilities improvement. 3. Implement the plan.	2014SP					
71	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Consolidate curricular materials	Find an accessible place to house teaching materials	Over the years, we have attempted to find a place to organize course materials: binders, websites, wikis. Although we have access to Insite, the people who need to access the materials the most, don't have access to Insite immediately upon being hired.		2014FA					
72	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	PIE	Improve access to data and research	To improve interpretation of existing data; and to collaborate closely with programs, units and departments to help them determine what data would be helpful for continuous improvement.	With the Research Office centralized in the district, and the fact that LMC has an office focused on planning and institutional effectiveness, the missing piece is an on site research coach/facilitator and data interpreter, so that LMC truly makes data-driven decisions.	1. Hire a part time researcher to serve as a coach and as a liaison with the District Research Office.	2014FA		Stalled	The position of Research Coach did not receive approval for funding for the 2014-15 academic year. The College is doing the best it can without such support. The District Office is stretched and cannot fully support this LMC need. The missing data from the regional environmental scan. This information was extremely	Despite the absence of a Research Coach at LMC, there have been presentations about data and institutional effectiveness. The District Sr Dean of Research presented data from the regional environmental scan. This information was extremely	
73	INT-SP #2: Faculty, Staff & Student Engagement			EOPS	Increasing CARE student compliance with EOPS program requirements	Increase CARE student compliance with EOPS program requirements by adding contacts	<ul style="list-style-type: none"> Increase CARE student compliance with EOPS program requirements by adding contacts Frequency of reminders increases program compliance which will lead to retention, perseverance and success Peer networking will lead to success 	• Contact students 2x/week via email, phone, in-person	2014FA					
74	INT-SP #2: Faculty, Staff & Student Engagement			MATHD	Mentoring and collaboration	We would like to increase and improve collaboration and professional development among faculty members in the department.	New faculty, both full and part-time that are given direct support with teaching at a new institution will perform better and students will benefit from new instructors that have mentors to assist them with instructional and other decisions.	Develop a mentoring system (a piloted version was titled, "ordered pairs") that matches experienced full and part-time instructors with new hires (both full and part-time). Create an orientation for all the "mentors" of protocol, information to exchange, support, etc. Implement mentoring program.	2015FA		On schedule	Through RAP funding we have instituted a mentoring program that pair up experienced faculty with new faculty (called ordered pairs). 5 such pairs met in the Fall 2014 semester and 5 different pairs are meeting in the Spring 2015 semester to complete scheduled activities that include the basic ins and outs of academic, student support, and		
75	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	MATHD	Professional knowledge of developmental math education	Our objective is to improve professional knowledge of developmental math education, including	Facilitating and improving communication and collaboration between faculty members in the math department and amongst math faculty and other discipline faculty and staff will help instantiate and expand best practices around teaching developmental mathematics.	Professional development for acceleration (27, 29, mathpath) Professional development on assessment/placement Collaboration with DVC faculty on best practices in DE math	2015FA		On schedule	Through RAP funding we have been holding Math 27 teaching community meetings for the Fall 2014 and Spring 2015 semester. Math 29 training is more sporadic but several training sessions have been held with 2-4 participants		
76	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	LANG	Find new adjunct office space with computer/printer access	Locate area on campus for adjunct work space. Find a location with computer/printing/copy capabilities.	Current construction on campus has displaced instructor work areas. Instructors are utilizing student computer stations and need a place to work on campus.	Find physical area and equipment. Work within the existing work station facilities.	2014FA		On schedule	on going due to lack of space per construction planning.		

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77	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CSVC	Increase communication between Central Services and Campus	In order to ensure that campus community is aware of Central Services locations, functions and deadlines. We will send out periodic emails and voice-mails to the entire campus.	Central services is promoting efficiency and timeliness of interaction with campus community, so that they have the necessary tools needed to deliver services to students; at the beginning of the semester.	#NAME?	2014FA		Behind			
78	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	BRTWD	Increase student support and tutor availability in the Math Lab	Increase the number of hours that the Brentwood Center Math Lab will be available to students	We have ADDED more classes but due to a reduction/furlough of our classified staff hours and the restrictions that our adjunct faculty have with their hours of availability, we CANNOT open the Math Lab for more hours and therefore many students (especially those who take evening classes) are not being served. Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves no	1. Restore our Math Lab Coordinator position to 100% 2. Request a permanent part-time position (20 hours per week for 40 weeks of the year) for a lab assistant to help our math lab coordinator and our students.	2014FA		Behind	We did have our lab coordinator position restored to 100%, but this was not adequate time or support to increase Math lab availability.		
79	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	DSPS	Virtual File System Purchase	To follow district processes for staff allocations for a DSP&S manager, additional full-time faculty members, and additional classified staff to meet demands and campus legal obligations for services to students with disabilities.	DSP&S is understaffed to meet the needs of students with disabilities. LMC DSP&S is the only DSP&S programs without a direct manager. Having a dedicated manager ensures 12 month coordination, direct reports for all DSP&S employees, advocacy for DSP&S needs and perspectives at management level, and equity within the district and within student services programs. Additional full-time faculty: LMC previously had 3 full-time faculty to meet the demands of a smaller DSP&S population. Students have also expressed concern about lack of consistency in both DSP&S counseling services (provided by adjunct counselors currently), counseling and LD assessment availability, and learning skills course instruction. Additionally, with only one full-time faculty member in DSP&S, all committee work and much of the student and institutional follow up falls to a single faculty. Classified: Due to the high demands of documentation, the clerical demands on the DSP&S program are very high. Even with reduced number of counseling hours and LD assessment available to students, current staff	Request management allocation for DSP&S Request multiple full-time faculty members through Box 2A process in conjunction with counseling department Request adjunct DSP&S/Veterans counselor through RAP Request additional classified position through RAP	2014SP	ongoing until needs met	On hold	Management team is investigating the resources needed to move forward with Director position.		
80	INT-SP #2: Faculty, Staff & Student Engagement			ADJUS	Student Club	Begin a chapter of the American Criminal Justice Association	To promote camaraderie and professionalism amongst the staff and students. To increase the opportunities for students to network with industry professionals.	Apply to the national organization for a charter and pay the entrance fees. We would require a space for club activities.	2014FA					
81	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 3: PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT	ADJUS	Generate a budget for student employee	Create a budget line dedicated for student employee salaries.	We would like to hire student workers who would manage our student club business and do light office work. This would not only benefit the department's mission to stay organized, it would also benefit students by providing them employment experience that would be recorded on their resumes.	Clear this proposal with the dean for CTE/social sciences and the business office personnel	2014FA					

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82	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	EOPS	Develop peer-peer contact	With focus on returning students from fall 2013, by the end of the spring 2014 semester increase the number student-student interactions focusing on academic needs, social needs and academic referrals.	Since a failure in connecting with students led to the learning of the power of student-student interaction where the "capital" of peers can be used to connect with students on a more intimate level, EOPS decided to develop a peer-peer contact requirement. With 59% of EOPS students returning from the previous semester identifying at least 2 peers on average in their academic network, we decided to develop an intentional peer contact to promote the value of a peer mentor and also develop legacies for students.	<ul style="list-style-type: none"> Outline the benefits of student-student engagement Present models for student-student engagement Track identified academic networks Identify and hire students to be peer mentors Train peer mentors Provide information to students regarding peer mentoring requirement Build peer-peer contact scheduling grid 	2014FA		On schedule	During Spring 2014 EOPS implemented peer to peer counseling for all students returning from Fall 2013. In an online survey of students who utilized the service, 70% indicated that they were satisfied with the addition of peer to peer counseling.	EOPS has now implemented peer mentoring for all students.		
83	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MKT	Utilize "Siteimprove" software to improve quality assurance: accessibility compliance, misspellings	Siteimprove scans existing websites for misspellings, broken links and accessibility issues. It then creates easy to read reports to quickly identify and correct problems as they arise. The software has the ability to create reports for various department webpages, allowing the direct "contributors" to know what the errors are, correct them, and gets scores that people can monitor to track improvements as they are made.	The college website is primarily used to access information about the college. The people reading the college website could be existing or potential students trying to figure out if LMC is the college they want to attend or have their children attend. If the college website has misspellings or broken links, etc. that gives the impression of a low quality website and therefore a low quality education. Siteimprove will help in accelerating the continued improvement of the institutions web pages by monitoring, identifying, alerting and delegating content to various web page owners. With Siteimprove tracking software we will be able to monitor progress in achieving and maintaining a quality professional website.	Establish user accounts and profiles. Begin using software for major fixes on main pages. Become better acquainted with the software to prepare for rollout to "contributors". Develop FLEX training with "contributors" who are responsible for webpages, so they can use the software themselves to improve their webpages.	2015SP		On schedule	It is starting to be used to point out being used to discover and correct errors on the website. This includes misspellings, broken links, and accessibility issues.	There are fewer misspellings. Broken links have largely been corrected. Flex training has taken place to prepare "contributors" so they can utilize the service themselves.		
84	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Facilities Improvement	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	Our department is overdue for improvement and expansion of our facilities. Full-time and part-time computers are outdated (most at least 8 years old), and faculty work is interrupted by slow or frozen computers. Computers in part-time faculty cubicles are especially slow. With approximately 45 adjunct faculty, we need more than two partitioned spaces for adjuncts. While functional, these spaces provide no privacy for either student or instructor, nor do they provide any security for instructors' materials or records. Once the 2 new full-timers come on board in August, we will begin to experience a shortage of full-time office space, so expansion is needed in that area as well. Because we have not been part of the new construction, our computer lab is limping on with older materials. Students and instructors using our computer lab face issues with broken monitors and stations, scratched glass which makes it difficult to see the monitors, no useable work station for students in raised wheelchairs, and frequently out-of-order computers. Instructors with larger classes have experienced times when there were not enough functioning computers to serve their students. This is not acceptable. Our current scanner is not operational and is needed to create lesson plans, <u>update our English web site, update professional</u>	<ol style="list-style-type: none"> Discuss department needs with IT and administration. Make a reasonable plan for facilities improvement. Implement the plan. 	2014SP		Abandoned	We discovered that this is not the proper channel for requesting new computers. We will put in a specific request for 2015-16 requesting furniture for the computer classroom.			
85	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	APPLI	Non-traditional Students	Increase the number of Non-traditional students completing the appliance program.	The appliance industry is looking for more women to enter the appliance service field. Our core indicator data indicates that we need to improve the number of women in the program.	This is typically a male dominated industry. We hired a new part time female instructor and have a Hispanic female instructional aid as a role model. We will be recruiting more women from the area and high school students.	2015FA		Behind	This is an industry problem of not enough women working as appliance technicians. We have a female instructor that teaches 20% of our day time program that serves as a good role model for women.			

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Align ment & Note
86	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Mentorship and Training	Create a mentorship and training program (provided we are able to fund it) which will further help train adjunct and full-time faculty taking on new roles.	Faculty teaching courses for the first time often need further training, but with an increasing adjunct pool, the need for training and one-on-one attention is also increasing. We need funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Additionally, the Department Chair may not teach the courses requiring professional development, so other instructors may end up spending quite a bit of time training other instructors on top of	1. Develop mentorship program plan and guidelines through department discussion. 2. Secure funding for mentorship program. 3. Advertise program and pair mentors with mentees; create assessment loop to check effectiveness of program.	2014F A		On schedule			
87	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Curriculum Development	Find an accessible place to house teaching materials for the sake of professional development	A central cache of updated training materials is needed where adjuncts and full-timers can access materials which help provide an overview, philosophy, and standards for the courses. Over the years, we have attempted to find a place to organize course materials: binders, websites, wikis. Although we have access to Insite, the people who need to access the materials the	1. Research effective place to house training materials. 2. Solicit materials and load on site using scanner for any hard copy to digital transfers. 3. Announce availability of site.	2014F A		Completed	Katalina Wethington is no longer a faculty member so we will continue this effort with new leads. Sara Toruno Conley and Jill Buettner Ouellette will continue to work on this effort as part of their DE lead work. We have begun to develop websites for instructors to have access to		
88	INT-SP #2: Faculty, Staff & Student Engagement			SLOF	Student Life Budget	Secure institutionalized on-going funding for Student Ambassadors, annualized programs of the Office of Student Life as well as the development and implementation of new programs.	For the last 5 years the funding for most major annual Student Life Programs (IMPACT Student Leadership Retreat, Bay Adventures, LLN Conference, STELAR awards, Welcome Week, etc.) and funding for Student Ambassadors has come from temporary sources- such as grants. These annual programs need stable on-going funding to ensure their continuation, department needs, and annual funding to explore and implement new program offerings.	Work with LMCAS, college administration, and SGC (through RAP) to create a partnered annual funding approach for the department utilizing institutional funds as well as LMCAS funding.	2015S P		Completed	Additional funds were reallocated during an annual budget review with the business director. Also additional matching funds were approved in 2014-15 RAP process, in which the college agreed to match funds with LMCAS in order to provide much needed support to the Student Life Office. In fact, LMCAS added a line item on LMCAS budget to provide	With additional funding we have been able to increase student access to conferences such as: A2MEND Conference, Empowering Women of Color Conference. Also we have been able to host Brian Copeland's "Not a Genuine Black Man" in collaboration with the English	
89	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGLD	Mentorship and Training	Create a mentorship and training program, which will further help train adjunct and full-time faculty taking on new roles.	With approximately 45 adjunct faculty, articulating, assessing, and aligning course outcomes is a monumental task, and therefore, the need for training and one-on-one attention is increasing. Further, with our integrated curriculum, many adjunct faculty may need training in this area. We need funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Additionally, the Department Chair may not teach the courses requiring professional development, so other instructors may end	1. Develop mentorship program plan and guidelines through department discussion. 2. Secure funding for mentorship program. 3. Advertise program and pair mentors with mentees; create assessment loop to check effectiveness of program. 4. Offer trainings for new faculty that provide information on course outlines of record and integrated reading and writing pedagogy.	2014F A		Completed	We successfully implemented the Mentorship and Training program in the fall 2014 semester and are completing it for the spring 2015 semester as planned.	We plan to continue in spring 2015 as initial, informal feedback has been quite positive.	
90	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BOOKS	Offer in-store pick up of online ordered merchandise	Offer in-store pick up of online ordered merchandise	Give students the option to pick up in the Bookstore merchandise that has been ordered and paid for on the Bookstore website, in addition to the current option of having it delivered to them. This is a frequent request that we have been unable to offer due to space limitations.	Consolidate merchandise the the Bookstore receiving room to allow sufficient dedicated space for in-store pick up merchandise to be stored while awaiting pick up. Develop procedures (order # & photo ID required for pick up) and disseminate to Bookstore staff. Work with website host to modify website to allow for the option of in-store pick up.	2014F A					
91	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 5: RESOURCE MANAGEMENT	ART	Improved 3D media facilities for gas-fired ceramics	New smaller efficient gas kiln will replace large inefficient under-insulated gas kiln	lower power bills, increase firing options for ceramics as a smaller kiln will be easier to load and fire approximately every two weeks. A new kiln also will have a programmable firing controller, and this will provide more consistent results. More consistent and frequent feedback/results provided by this kiln will increase student engagement and student success, also help transferring students have more access to gas	purchase and install new gas kiln. Maintenance has checked the gas connection and there are no changes needed. Older kiln and plumbing can be dismantled ahead of time, some of the parts will be reusable (i.e. bricks) and some recycled, no disposal budget necessary.	2014F A		On schedule	We obtained a used kiln of the size/type we wanted from DVC, so now we are in the process of getting it installed. We have to redo some of the plumbing and extend the concrete pad, plus then install a chimney/hood as the other larger gas kiln has. Kiln has been delivered and right now we are waiting for the gas line		
92	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGL	Lab Coordinator Position	Improve the lab coordinator position by increasing it to a 12 month 40 hour/week position.	The lab coordinator position is currently a 30-hour and experiences lay-offs (furloughs). This affects the availability of our lab to students, and due to recent security issues, there have been delays in the opening of the lab by Police Services, negatively affecting the faculty and students. Also, this position serves as an integral part of maintaining the processes needed to	Communicate with administration via the PR/RAP process to communicate our needs.	2014F A		Completed	There was a RAP proposal submitted in Spring 2014 and this was funded to restore the position to full time.	Important to have more consistent support for faculty and students.	

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timeli ne 2	Status	Status Reason	Improvement	Align ment & Note
93	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 2: COLLEGE AWARENESS AND ACCESS	ART	Enhance institutional support for the gallery as a valuable educational and outreach resource	The LMC gallery is much more than a venue for showing student art projects; it is a space for education and dialogue for LMC and the surrounding communities. Gallery programming is collaborative and socially engaged, and a broad range of issues are highlighted, for example environmental issues, gay history and rights, feminism, history of the delta, to name a few. Artist talks are given for each show, and attended by LMC students, and are open forums of discussion for the whole community.	We consistently have overspent in the gallery worker budget in the last several years. Students who are working in the gallery are gaining valuable job/business experience as well as earning an hourly wage. To continue to provide innovative collaborative high quality professional, invitational and student (LMC and local high school) exhibitions, we need more institutional support. The gallery is a public relations and educational venue for the whole college (our shows have been reviewed and brings professional-level shows and artists to the campus. Artist talks and student and instructor use of the space for discussion and dialogue provides models and opportunities for students to present, explain and justify their conceptual design solutions using design vocabulary which is one of our program learning outcomes. In addition, we have offered and supported activities in the Library Community Room by opening the Gallery during non-scheduled hours that require gallery workers to host and provide security. In order to continue to provide this high quality programming we need more support for the director via the student workers, and a	Obtain funding, continue working collaboratively with science, Honors and other departments to increase engagement and student success. Preparing the walls and space for each show and preparing artworks for display, measuring and leveling artworks, creating and printing out labels or lists of artwork titles, preparing refreshments for receptions, hosting receptions and gallery hours. Install labeling and lettering for each show using a vinyl cutter. Install lighting for each show using a ladder. Organizing press releases.	2014F A		Stalled	Project goals not fully funded last term. Seeking funding to develop and continue expansion of previous gallery objectives.	Gallery hours have been increased and are funded for the Spring 2015 term. an increase of 4.5 hours per week. Previous hours were T/W/Th 12:30-2:30 then 4-6pm. This term we are open 12:30-6pm on T/W/TH. Results from the streamlined hours have been positive. Supplies were purchased in accordance with allocated funds. This includes brushes, rollers, and an aluminum ladder.	
94	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	CHEM	Mentor new hire in chemistry and Develop new lab experiments	A new full-time chemistry instructor is anticipated to be hired by the start of 2014-2015. The current full-time instructor will serve as a mentor to the new hire. Once the new hire has acclimated to LMC, the two full-time instructors will collaborate to design and implement new lab projects using the newest lab equipment, such as the NMR.	To increase productivity and success in the classroom and lab, the new hire in chemistry will be mentored. Once acclimated, the new hire and the current full-time instructor can work together to best decide how to provide new learning opportunities for students in the lab. New lab experiments are needed because existing experiments don't provide opportunities to use new lab equipment. The development of laboratory skills involving modern chemistry instrumentation is a mandate of both American Chemical Society standards and Chemistry Course Outlines of Record.	Tour department facilities, Science building, and LMC. Educate new hire about LMC policies and procedures. Meet regularly to answer questions and give advice. Converse regularly by email to assist with lesson plan development and execution. Be available to troubleshoot Smart classroom and lab activities. Provide training for new lab equipment. Collaborate to develop new lab experiments for students (such experiments will require additional chemicals and supplies). Purchase new chemicals as well as replenish existing chemical and supplies. (One possible new lab experiment involves students choosing 1 of 5 possible starting materials and modifying it by 1 of 3 possible reactions learned in class. Students would predict the outcome, do the experiment, and determine the actual outcome. Estimated cost of 5 different starting materials and 3 different reactions for 30+ students is \$400)	2017S P		On schedule	Mindy Capes and Dennis Gravert are working together and with CCURI (Community College Undergraduate Research Initiative) lead by Danielle Liubicich and Ryan Pederson in other to provide more research experiences to our students. In development are novel and exciting lab projects for Chem 26 and Chem 29 students.		
95	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	MUSIC	Update Midi Lab Computers Room 740	The music department will update the 10 year old computers in three stages by submitting request via RAP proposals.	The technological equipment in the Midi Lab is now very old. An average computer life-span is between 3 to 5 years maximum. The computers in the Midi lab 10 years old. The music department has maintained and maximized the utilization of these computers for as long as possible. The current software can no longer run on these computers. It is time to replace these computers. We plan to replace them in three stages to buffer the cost of replacement. The music department will update the computer equipment in the Midi Lab.	Submit a RAP proposal for each Stage 1, 2 and 3 for each year beginning Spring 2014. The completion of this proposal will depend on funding approval from RAP submission. Upon receiving funding, the Music program will purchase and install equipment to update the Midi Lab to bring our college up to date with current technology.	2018S P					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timeli ne 2	Status	Status Reason	Improvement	Align ment & Note
96	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGLD	Facilities Improvement	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	Our department is overdue for improvement and expansion of our facilities. Full-time and part-time computers are outdated (most at least 8 years old), and faculty work is interrupted by slow or frozen computers. Computers in part-time faculty cubicles are especially slow. With approximately 45 adjunct faculty, we need more than two partitioned spaces for adjuncts. While functional, these spaces provide no privacy for either student or instructor, nor do they provide any security for instructors' materials or records. Once the 2 new full-timers come on board in August, we will begin to experience a shortage of full-time office space, so expansion is needed in that area as well. Because we have not been part of the new construction, our computer lab is limping on with older materials. Students and instructors using our computer lab face issues with broken monitors and stations, scratched glass which makes it difficult to see the monitors, no useable work station for students in raised wheelchairs, and frequently out-of-order computers. Instructors with larger classes have experienced times when there were not enough functioning computers to serve their students. This is not acceptable. Our current scanner is not operational and is needed to create lesson plans,	1. Discuss department needs with IT and administration. 2. Make a reasonable plan for facilities improvement. 3. Implement the plan.	2014SP		Abandoned			
97	INT-SP #2: Faculty, Staff & Student Engagement		GOAL 1: Student Learning & Success	ENGLD	Lab Coordinator Position	Improve the lab coordinator position by restoring it to a 12 month 40 hour/week position.	The lab coordinator position has not yet been restored to its full hours and still experiences furloughs. This still affects the availability of our lab to students, and due to recent security issues, there have been delays in the opening of the lab by Police Services, negatively affecting the faculty and students. As mentioned above, the lack of a full-time - 12 month, 40 hour a week -	Communicate with administration via the PR/RAP process to communicate our needs.	2014FA		Completed			
98	INT-SP #2: Faculty, Staff & Student Engagement			CARDEV	Embrace a process improvement approach to career center activities	Revamp the career development services model to place more emphasis on collaborating whenever possible with instructional services as opposed to relying exclusively on stand alone workshops.	The present separate workshop delivery system is not reaching the number of students who if aware of career center activities could take advantage of them. This is evident by the dismal numbers registered when the stand alone approach is used. We should make every attempt to go where the students are, and not rely on them to always come to us.	Continue with the Don't Cancel Class program. Conduct more in class workshops. Develop a career enhancement/preparation boot camp. Partner with other departments (e.g. PTEC/STEM) on career activities/events.	2015SP					
99	INT-SP #2: Faculty, Staff & Student Engagement			CARDEV	Assist students in choosing a major and/or career path prior to enrolling	Create a plan to show how the career center will incorporate the self-exploration element of the career development process during new/incoming student orientations in partnership with various other student services components.	Participating in new/incoming students orientations will reduce the level of uncertainty of those students who haven't decided on a major but know they want to attend college. Being part of orientation will allow for meaningful engagement while engaged in the career exploration component.	Collaborate with appropriate departments to develop orientation content. Facilitate a 45 minute portion of new student orientations. Train staff in the administration of self assessment inventories. Work with outreach to conduct career assessments at high schools.	2014FA					
100	INT-SP #3: Increase & Accelerate Completion of BSC Skills Sequence		GOAL 1: Student Learning & Success	ADJUS	Create contextualized English 90 course	Create a course in criminal justice report writing	Writing is an essential part of the criminal justice career. Mastery of criminal justice writing, is a specific skill, will enhance the chances for a successful career.	Completing a Course Outline of Record and ushering it through the Curriculum and General Education committees. Advertising for and hiring a professor experienced in criminal justice who also has an English background.	2014FA					

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101	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	FIRE	Improve the effectiveness of the Fire Academy Training	The fire academy needs equipment that can be used in manipulative training.	The fire academy is an 18 week state certified training program. The fire academy requires equipment that provides students with the skills and knowledge necessary to be successful in the program as well as enhance their abilities in a firefighter career.It is there fore imperative that training tools and equipment mirror tools and equipment presently used in the industry	Fire academy instructors as well as the fire coordinator at LMC have compiled a short lsis of tolls and equipment needed to provide quality hands on skills training in the academy..A RAP proposal will be submitted, outlining the tolls and equipment needed.	2014F A		On scheduled	The fire academy was able to purchase adequate fire equipment that will enable us to enhance the delivery of new and improved training techniques	We purchase very modern self contained breathing apparatus as well as a variety of hand tools. This new equipment provides modernization of technical tools needed to complete a fire academy.	
102	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ENGLD	Curriculum Development	Find an accessible place to house teaching materials	Over the years, we have attempted to find a place to organize course materials: binders, websites, wikis. Although we have access to Insite, the people who need to access the materials the most, don't have access to Insite immediately upon being hired.	*research the best place to house curricular materials *create .PDF of materials *purchase new scanner	2014F A		Comple ted	Although the Dist. IT insists that we use Insite, we find it cumbersome and inconvenient. Instead, Karen has experimented with a small group of Eng 70 instructors, creating an Office 365 Eng 70 Team Site that includes a Q&A section, a discussion board, instructor contact lists.	We would like to continue this and gain administrative support, both at the college and district level.	
103	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	AUTO	Hybrid Course Development	Develop a Hybrid vehicle and alternative fuels course for the automotive program. This is a new course for training students on new technology. Its primary focus will be on safety practices when dealing with high voltage/high amperage systems. Develop the skill set required to diagnose and repair electric hybrid powertrain systems.	The automotive advisory board and a recent survey conducted by LMC has shown a need in training for hybrid technology. According to the 2010 environmental scan (survey) the number of Hybrid vehicle has been doubling every year. Employers have responded to this survey by identifying for us two critical points. 1. Employers indicate having more difficulty finding auto mechanics who can service hybrids (67%). 2. Employers indicate that knowledge of safety specific to servicing hybrids is a critical skill set (52%). As the volume of Hybrids on the road continues to rapidly increase we expect the needs identified in the 2010 survey to grow. With the addition of this course to the automotive program we will continue to provide an all inclusive training program that meets the needs of local business and fill the requirements for students	Activities to achieve this objective will be split into two areas. 1. A new course outline of record has been started and will be completed in the 2014-2015 year. This course will be integrated as an option for the automotive AS degree. Due to this addition we will begin the process for increasing our 18 unit requirement. This will ensure students continue to receive the education and training needed to succeed and achieve the program level outcomes. 2. To provide a safe environment for students to familiarize themselves with the high voltage systems found in Hybrid vehicles simulators will be located and staff will be trained to use this equipment.	2014F A					
104	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	RA	Upgrade/Maintain Studio A&B Systems	Service and upgrade the operating systems in both Studio A abd B, to include: Console components Storage devices Signal processing gear Video editing and recording equipment Microphone collection Audio interconnections Surround monitors Specialized tools Specialized furniture	A high end recording facility needs constant maintenance and upgrade to meet current industry standards. Addressing these issues will keep the LMC program in the lead in the field of delivering the highest quality audio education available at the college level.	Purchase the requested hardware, software and tools necessary for the aforementioned tasks, and install/utilize same	2015F A	2016 Sp				
105	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	FIRE	Improve technology Resources	Modernize technology resources for student manipulative training in the EMS program to support student success	The EMS program currently has Airway manikins that allow advanced training in airway management thru the use of intubation. Our manikins can made much more effective with the purchase of portable electronic data recovery system. Students would then be able to get immediate feedback . This feedback would support interaction between instructor and student and also	Submit RAP proposal for funding.Gather quotes on equipment. Train staff on proper use of equipment.Create and align standards for this skill.	2014F A		On hold	Do to budget restraints the EMS unit was unable to purchase. Hope to move forward in following years	N/A	

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106	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	ENGLD	Mentorship	Mentorship and Training: Pair new, adjunct faculty with full-time faculty for mentorship and offer trainings for new hires.	With approximately 45 adjunct faculty, articulating, assessing, and aligning course outcomes is a monumental task. Further, with our integrated curriculum, many adjunct may not be familiar with how to do so.	pair full-time and adjunct faculty to meet periodically throughout the semester to: *discuss course outlines *observe classrooms *share teaching methods Offer trainings for new faculty that provide information on course outlines of record and integrated reading and writing pedagogy.	2014F A	Spring '2015				
107	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	ETEC	Increase the effectiveness of the Analytical Instrumentation course.	The Analytical Instrumentation course needs equipment that can be used for hands on labs for the students to enhance the theory taught in this course.	Equipment is needed to Improve the quality of instruction of the Analytical Instrumentation course by allowing students to preform hands on labs to properly analyze the product quality and environmental discharges. Safety of not only the plant operators but also the surrounding community depends on proper calibration and use of the equipment. At this time only a limited amount of analytical equipment is available to the CTE students. More equipment is required.	The instructor of the Analytical Instrumentation course is compiling a list of equipment needed to provide quality hands on experience for the students. Order and install the appropriate equipment. Write labs to include using this new equipment.	2014F A	possible multi year project	On schedule	Equipment has been ordered but not yet received. Curriculum development will be completed when equipment is received and installed.	This equipment and curriculum will help students be prepared for analytical instrumentation jobs as well as enhance their skills for any of the advanced manufacturing fields.	
108	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	WELD	Hire a new full-time Welding Instructor	Hire a new full-time Welding Instructor to teach the evening welding program.	The night and weekend welding courses encompass ~60% of the students in the Welding Technology program. Although the adjuncts that teach these courses do a fine job, their dedication and willingness to assist in the operation of the program can only be matched by a full-time instructor. Having a full-time instructor for the evening courses will ensure the	A box 2A form will be presented requesting the need for a full-time welding instructor.	2016F A		On schedule	The hiring process to being in March.	Box 2a proposal was accepted and we will hire a new instructor this year.	
109	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	MKT	Zero-based rebuild of design of college schedule	We want to retool the schedule to make it more user friendly, contemporary, accessible, and push student success messaging and institutional branding to next level.	The Marketing team feels the class schedule, a critical college communication product, is in need of a total redevelopment from the ground up. It has had the same look/feel/concepts for years. Our publication doesn't illustrate today's best practices in this area and is very "old school". We want to optimize the effectiveness of this publication to ensure enrollments and student success.	1. Research and analyze industry standards and best practices in higher education class schedules. 2. Consult with various LMC depts on what is/isn't needed 3. Planning begins on how to build new version. 4. Develop/research/work with appropriate department to develop new text for new concepts. 5. Design new pages with imagery and text. 6. Test/feedback 7. Revise as necessary/develop new content & design 8. Print version 9. Revise for next version as needed	2015S P	Continuus improvement	Behind	We have looked at award-winning schedules and analyzed best practices, but we have spent little time on this so far. Focus has been on major projects: Career Focus, Comcast commercial, and open house.	None yet.	
110	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	HONORS	Permanent Honors Administrative Assistant	Restore a permanent employee to the 50%, 10-month Honors Administrative Assistant position vacated when Connie Tolleson retired.	Connie Tolleson retired in December 2012 and at that time the college decided not to fill the vacant position. We have had Maureen Willhoite temporarily filling the job as a part-time hourly employee but await word on a permanent solution. The Honors Program's model is one of high engagement, as research shows this is the most effective ways to keep students in school and progressing toward their goals. As such, we track every Honors Course students take along with their GPAs. We send personalized advising letters to students based on this information and have intervention policies for struggling students to quickly identify them and help them in their academic pursuits. Finally, the Honors Program has a wide variety of leadership development activities running through the Honors Club that involves organizing myriad events and trips around the state. All of this takes a huge amount of clerical attention. Tracking every grade and every Honors Course, involves a complicated database that needs to be maintained by an employee who keeps student information confidential. The logistics of taking large groups of students and faculty to statewide conferences and retreats are managed by the Honors Administrative Assistant. Also, this position works to help the 15+	Lobby management to restore a permanent hire for the Honors Administrative Assistant position. Conduct the necessary recruitment and hiring procedures to hire a permanent, 50%, Honors Administrative Assistant.	2014F A		Behind	While we were able to continue Maureen Willhoite's employment in a part-time hourly capacity as the Honors Administrative Assistant this year, permanent hiring to fill the vacant position has not occurred. Management has cited the challenges of staffing and opening the new Student Services wing and the necessity for institutionalizing a variety of grant-funded positions for this delay. Honors Director Jennifer Saito continues to press this issue which we hope will be resolved shortly.	Having Maureen Willhoite's excellent work this year has been paramount to the Program's continued stability and success (not to mention Jennifer Saito's sanity!) We hope to find a permanent solution soon.	

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111	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ART	Printing Press	Printing Press	Need printing press to go with newly developed and approved transfer model curriculum in 2D media/printmaking. This is a new initiative, designed to offer a traditional 2D area of study for the first time.	Research equipment, obtain funding, purchase and install	2015SP					
112	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 5: RESOURCE MANAGEMENT	FIRE	Develop and implement a tracking base system	Develop and implement a tracking base data form into our Fire/EMS website that is capable of receiving data in regards to employment criteria, employment opportunities as well student success in regards to hiring in Fire/EMS careers	It is very difficult to track students once they leave our programs in search of employment. Having the ability and technology to allow graduate students to continue to communicate with our campus with the use of a tracking mechanism	Work within the campus faculty and staff to create,develop and install a tracking data device on our website.	2015FA		On hold	We have neither the resources or funding to adequately complete this objective		
113	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	RA	Playback monitors - Studio B	To provide quality audio playback in room 702 to support instruction in RA-010, 015, 021 and 025 courses	Previous speaker monitors were removed over 12 years ago and never replaced. Currently, AV Department consumer-grade monitors are substituted. These are grossly inadequate for listening purposes required in Recording Arts courses. This necessitates moving to another location for these activities.	Purchase professional grade playback monitors and install signal path from control room.	2015FA	2015SP				
114	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	APPLI	Student Employment Data Base	Create a usable system to list job openings, report on student employment status and job performance from our graduates.	The states UI wage data system does not show an accurate picture of job placement in the appliance service field. We have employers contacting the program about jobs and we need to have this information available for students.	Look for a computer based system that will allow our students to connect with employers. Develop a registry system that will track where our student graduates are and their job performance.	2015FA		On hold	We are working with the employment center to help us match our students with employers.		
115	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ENGIN	Offer ENGIN 38	We have not yet offered ENGIN 38; we intend to offer it in the Fall.	We have not yet offered ENGIN 38, although the course outline is active for this course, it articulates to UC Davis, they expect us to teach it, and there is student interest in it. This course also needs to be assessed.	Identify the instructor for this course. Schedule the course. Teach it.	2014FA	NA				
116	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			TRAVL	Promote Student Completions	Completion rates for travel students (degrees and certificates awarded) will meet or exceed the standard.	This objective is ongoing. We will continue the activities that are proving successful in increasing the number of travel awards. We are optimistic that consolidating 6 short home-based courses into two will facilitate an increase in the number of Home-Based Travel Specialist certificates earned.	1. Continue to utilize student educational planning tools to identify students who are eligible to apply for certificates -- will meet with Robin Armour in March, 2014, to learn about new tracking tool 2. Email reminders to eligible students to apply for certificates in spring 2015 3. Continue to post information about the certificates and how to apply for them in all of our course sites. 4. Include information about certificates in all online orientations	2015SP		On schedule	Completion rates continue to make progress as we make a concerted effort to individually contact students who are nearing completion of degrees and/or certificates and encourage them to apply for all certificates they have earned.	1. In Spring 2014, identified and evaluated the progress of 42 advanced students and sent email to 14 students who had completed requirements for their Certificate of Achievement. We continue to do this manually and individually to identify and encourage students to apply for all certificates they have earned. 2. We most information about	

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117	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	TRAVL	Curriculum Update	Update and expand our curriculum, including the content of our travel courses, to reflect skills and knowledge required for achieving success in an evolving travel industry.	The travel industry is continually evolving, and technology is a critical piece. Travel trends reflect changes in the preferences of the traveling public. It is important to continually monitor our courses and their content to ensure that they are current. We will continue updating our existing courses, and we hope to create additional courses to meet our students' needs and requests. For example, we need to fill a geographical gap in our destination courses to include Southern and Eastern Europe, Asia, South America, and Africa. Lifestyle specialist courses would also be beneficial for our students in order to develop their specialties. In addition, by offering classes on additional destinations and travel specialties, we would likely attract former students back into the program. While the travel program is poised for growth, we have serious challenges that limit that growth; we are stymied by our capacity within the current faculty load. Because of the time required to develop online courses	1. Add destination specialist courses such as Southern Europe. 2. Revive "Exotic Destinations" course that was taught as a 900 series course prior to fall 2009, when section cuts went into effect. This course emphasizes adventure travel and encompasses destinations in Africa, South America, and Asia that we currently do not include in our curriculum. 3. Determine need for additional courses focusing on travel trends and specialties; e.g., luxury travel, wellness travel, and multigenerational travel. 4. Determine need to offer some core courses more often than once a year, allowing students to complete their certificates in a more timely manner and with more flexibility	2016F A		On hold	With only two part-time instructors that currently have maximum loads, resources are stretched thin. The curriculum continues to have "gaps," especially in its destination courses. We still need to create additional courses to include Southern and Eastern Europe, Asia, South America, and Africa. We are putting out "feelers" for additional part-time instructors that can teach destination courses, but we will still have to find the resources to develop the new online courses and train any new instructors in D2L.	We successfully converted the six .5-unit home based courses (TRAVL 101-106) to two longer courses (TRAVL 130 and TRAVL 131) and taught the new courses during fall 2014. We revised TRAVL 114, Group Travel Management, which had not been taught for about four years, and taught it during fall 2014. An early assessment was completed for TRAVL 114 to identify revisions that need to be done before it is taught the next time. In addition, after several years of rotating all core courses on an annual basis (except for TRAVL 72), we offered TRAVL 76 during spring 2015.	
118	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	SPCH	Transition to Worlds Debate Format Team	We currently have a successful US Parliamentary Format Team that we want to convert to a successful Worlds Team to support student learning and competition.	Worlds debate format is more accessible to incoming students, broader in its range of issues debated and includes essential decision making rules such as deontology while keeping a focus on public speaking. We anticipate this new type of debate will encourage people to join the team, make for better public debates, work better with service learning projects and lead to better student outcomes.	1) Maintain a coaching staff to support the debate team and it's development into worlds debate. This includes staffing with has a full or part time assistant coach in addition to a Director of Forensics. 2) Attend tournaments. This includes a marginal increase in travel distance as some worlds tournaments will be farther than the equivalent parliamentary tournaments. We also anticipate growth in student interest which will increase the aggregate cost of tournament attendance. 3) We would like to continue with our tradition of public service and events. Right now are are planning several public events in the new format and a possible service learning project with juvenile debate.	2014F A		Completed	The transition was successful! We've transitioned to worlds debate and it has been incredible successful in recruiting new students and retaining them. We've hosted a worlds tournament at LMC and continue to attend events nationally.	Improved outcomes for a superior form of debate. More students active debating at tournaments and active on the team.	
119	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	MKT	Expand communications re: "Be a Major Success" campaign	Expand communications re: "Be a Major Success" campaign	Various LMC departments are working on specific aspects of student success and communications are splintered around the college. There needs to be a coordinated effort to pull communications together to maintain consistency, maximize and leverage whatever is done, and develop what doesn't exist now. This particular effort focuses on "Be a Major Success" and	Work with the Counseling Dept which also has a focus on supporting/encouraging student in major choice.	2015S U		Not started	Counseling met early in year, concepts discussed. We gave them a custom logo for this messaging. Nothing done beyond that, with little response from Counseling about moving forward.	Logo developed for Counseling supporting success.	

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120	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BIOSC	Major Remodel of Biology Learning Center	The current Biology Learning Center was designed for HBA labs. In order to hold scheduled labs in this room, it will require significant changes.	It has been shown that the scheduled lab format greatly improves student retention compared to the current HBA format (see Biosc10, Mark Lewis). This advantage will now be a reality for the students in our entry level science courses, such as BioSc 30.	For now, we are planning on holding the number of total sections at three per semester. This is made possible only by the utilization of the new lab at the Brentwood campus. If growth is desired, if the Brentwood option does not materialize due to lack of funding for equipment, or if we need to expand Biosc 40 for any reason, BioSc 30 will be left without a "home" at Pittsburg. One option will be to expand into the current BLC, (which continues to be used for Bio 5 labs in its current configuration). In order to effectively teach Bio 30, the BLC will need some interior remodeling. 1. Collaborate with Biology Department, Administration and District about extent, specifics and cost of remodel. 2. Identify funding sources 3. Coordinate with Department for scheduling of Bio 5 and 30	2017F A		Not started	Not funded - YET! To streamline the program review process, the Biology Department updates all relevant past goals and enters them as new goals for the current cycle. Thus, this entry will not be further updated. Please see the related 2015-16 goal.			
121	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	COMSC	Update COMSC 080	Revise COMSC 080 to incorporate virtualization hardware and software.	The addition of the new topic into the course necessitates having the facility for labs related to the topic.	Configure server VMWare and latest software updates. Include additional configurations and conditioning of lab scenarios on server in order to enable students to complete labs related to virtualization.	2014F A	Spring 2016	Behind	The activity lead for this objective is a part-time faculty member who took a contract job outside of the area. He is planning to return this summer, with work on this objective to commence in the summer or fall.			
122	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	AUTO	Update Automotive brakes course to include advanced ABS and TC training.	Provide students with training that is both current and all inclusive of current automotive braking systems. Expand training to include hands on experience in diagnosis and repair of ABS and traction control systems within a safe and controlled environment.	To understand and operate an ABS system requires observing and testing the system during normal operation. Under our current capacity it is not feasible to go beyond book work and lecture in this area. Creating an ABS and TC stop and acceleration in a live environment can be extremely dangerous in the highly populated college setting. Use of simulators for this training will allow the instructor to provide a safe and controlled demonstration of operation, diagnosis and repair.	1.Submit Perkins proposal for funding in the 2014-2015 cycle. 2. Update COOR to reflect changes to Automotive 042 breaks course.	2014F A						
123	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	TUTCTR	To fund a Tutor Program Assistant	This hourly position will assist the Tutor Program Coordinator with the oversight of the College-wide Tutoring Program	With the increased responsibilities of the Tutor Program Coordinator, whose hours have been cut, the need for hourly assistance is dire. The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11 this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore opening hours from 8:00am to 7:00pm Monday through Thursday as well as providing tutoring services until 7:00pm Monday –Thursday. Despite the reduction in funding throughout the last few years, the tutoring program has seen an increase in the number of tutors and students served. This position is needed to train approximately 45 tutors college-wide supporting up to 26 college departments.	<ul style="list-style-type: none"> Assisting with the development of college-wide recruitment and hiring policies and procedures. Assisting with the recruitment and hiring of new tutors. Assisting with the supervision of tutors in the Center and throughout the labs on campus specifically for evening hours Preparing and distribute flyers and brochures relating to tutoring services to promote services available in the Center for Academic Support <ul style="list-style-type: none"> Performing triage incoming students and refer to the appropriate support services. Compiling statistics and prepare reports as necessary. Assisting with the development of creating SLOs and TLOs and the assessment of both. <ul style="list-style-type: none"> Assisting with scheduling of the tutors. Performing general clerical duties such as filing, answering phones, making appointments. 	2014F A		On schedule	This project was funded for one year only, but the need is ongoing. This project will be submitted again for the 2015/16 year.			

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124	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	PTEC	Increase use of Simulation Software throughout program	Simulation software and computer lab is currently being used in just one class, PTEC-44. The objective for this year is to develop or obtain simulator exercises that will be used in three other PTEC courses.	Simulation software is being used throughout the refinery and chemical industries to train technicians in the operation and troubleshooting of plants. The learning and practice of these skills need to start as early as possible in the program in order to give our students a competitive advantage in the troubleshooting and critical thinking realm of plant operations.	Update simulator software to allow communication between computers. Develop / obtain exercises to use in PTEC 10, 12, 45, and 48. Pilot exercises in classes and assess results. Form and train a troubleshooting student team to compete in National tournaments.	2015SP		Behind	Simulation software updates were more expensive than expected, and we were unable to purchase the software. Simulator use was extended to PTEC 45 & 48. However, the PTEC 10 and PTEC 12 classes are too large, greater than 30 students, to use the simulator lab (30 student max capacity).	Write a grant proposal to obtain funds to purchase the software update and model exercises. Reduce the class size for PTEC 10 from 40 to 30, in order to accommodate the class in the simulator lab. Increase the number of credits for PTEC 44 from 1 to 2, to increase simulator exposure time. Recommend students take this course early on in the program	
125	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	INSTOF	Distance Education Support Position and Infrastructure	To establish a permanent position to support faculty and students in the newly established LMS system, D2L, and faculty with technology that directly supports instruction both in and outside of the physical classroom.	LMC has long been in need of a position to support faculty and students in the distance education environment. The prior accreditation visit in 2008 identified professional development in the training and support of technology in instruction as an area for improvement. In 2012/13 a position request was submitted via the RAP process for a full-time Technology Training and Development Coordinator. This position was ranked as the #1 priority for new	Re-submit RAP request for on-going funding consideration beginning in July 2014.	2014FA		Completed	Funding for this position was approved for an on-going position. Courtney Diputado was hired into the position in late Summer 2014.	We finally have a resource for faculty to call upon for assistance! A great deal of Courtney's energy has initially gone into supporting continued transition from Blackboard to D2L. One major improvement is utilizing this position to promote increased utilization of	
126	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			TRFCTR	Transfer Center Activities	Continue to expand current high level of Transfer Activities as developed and funded through the HSI Exito Grant.	The continued development and implementation of Transfer Center activities will engage more students in learning about transfer and receiving transfer support. By expanding our reach to include learning communities and in-class support, we will be able to increase the number of students the center is currently serving.	In 2014-2015 the Transfer Center will continue to offer at least 10 university tours, the Southern California College Tour, and Spring Transfer Day. In addition, we will add a Fall seminar series which will address students frequently asked questions/concerns as they pertain to the transfer process and transferring in general. This will increase the number of transfer workshops/seminars being offered each semester from four to eight. Also, we will begin hosting workshops/seminars "on location" in areas such as the MESA Center to increase student access to transfer center services. Additional activities will include Transfer Rallies and work with marketing to develop Transfer Banners to be hung in every building on campus.	2015SP		Completed	The current expansion of Transfer Center activities, has allowed us to increase awareness and continue to support new and returning students through the transfer process. Activities offered now include a seminar series, "What to Expect when you are Expecting to Transfer..." which is organized and facilitated by Transfer Student Ambassadors. We are also enhancing relationships with College Representatives by scheduling workshops and visits with LMC faculty/staff and local high schools.		
127	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 5: RESOURCE MANAGEME NT	BWCTR	New Smart Carts	To add 2 additional smart carts to the Brentwood Center that enable more classrooms to have "Smart Room" technology.	Smart carts are significantly less expensive than the installation of permanent smart room technology (roughly \$6,000 vs. \$18,000). The Brentwood center is in the process of trying to secure funding to build and move to a new permanent center. Smart carts are not as desirable as permanent smart stations, however, given the somewhat temporary nature of the current location of the center, smart carts seem to be a more viable and cost effective solution to creating more smart rooms at the center.	Submit RAP request Purchase and install new smart carts	2014FA		Behind	Although two smart carts were initially requested to enhance "smart room" technology for Brentwood classrooms, approval was only granted for one. In spite of documented approval received, the ability to make the purchase of one smart cart is still pending, while waiting for necessary support from the college IT staff.		
128	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			TRFCTR	Transfer Center Budget	Restore previous funding allocation for the Transfer Center in order to institutionalize transfer activities previously funded by the Title V HSI Grant.	The primary goal of the Title V HSI Grant is to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. While the grant has funded specific programs, services, professional development and staffing, ultimately institutional change and improvement is the result of institutionalized efforts sparked by the grant, and carried forward after the end of grant funding. In other words, as the college more deeply commits to student	Work with college administration and SGC (through RAP) to restore previous funding for the Transfer Center.	2015SP		On schedule	In Spring 2014 we submitted a proposal through SGC's RAP process and were awarded an additional \$5000 since the TitleV HSI Exito Grant will continue to provide funding through September 30, 2015. This Spring 2015 we will resubmit an updated request to restore funding allocation.		

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129	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			TRFCTR	Transfer Culture	Enhance Transfer Culture at LMC	The Transfer Center is the focal point of LMC Transfer Activities in collaboration with institution as whole, which includes administration, faculty, student services programs, and 4-year universities. As a result the primary goal of the Center is to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college.	Continue to develop activities that support a transfer culture at LMC. Some activities include the following: Hosting a Spring Transfer Rally, student run seminars addressing issues and inviting faculty/staff alum to participate on university panels, including working with marketing to develop banners that will be in every building on campus.	2015SP					
130	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			ASTRO	Rewrite ASTRO 11 labs	Rewritten ASTRO 11 labs that can be emailed as Word documents and that have a variety of pedagogical improvements.	The current ASTRO 11 labs cannot be emailed and they cannot be edited because they use an out of business application called Superpaint.	Rewrite 13 astro labs using MS Word.	2015SP		On hold	Written Sp15 Scott meant to retype the ASTRO 11 labs in MS Word so that they can be easily edited using the Word graphics tools. It takes so many hours to retype (and redraw) one lab that Scott did not have the time and energy to do that work. But Ray has used the old labs for		
131	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			ASTRO	ASTRO P/T Pool	A pool of part-time astronomy instructors that can be called on to teach ASTRO 10 and ASTRO 11 when needed.	There currently exists no one to fill extra astronomy sections when we are asked to add them to the schedule. There currently exists no one to teach ASTRO 10 in the summer.	Post job announcement on district HR webiste. Schedule and conduct interviews and teaching demos.	2015FA		Behind	Written Sp15 The job announcement for a part-timer astronomy teacher is still on the district HR web site. Scott has received a few inquiries; but, he would like to get several more candidates. For example, we would like to offer five sections of ASTRO 10 in Su15, but so far		
132	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	AR	Develop Vet Center with Appropriate Staffing	Establish a Veteran's Center for students returning from combat and attending school Provide counseling services Provide a staff person for oversight Hire veterans as student workers and for peer mentoring	Returning veterans arrive on campus as an at-risk population for three primary reasons : <ul style="list-style-type: none"> • Most veterans have not attended formal, traditional academic programs for several years • Veterans can often be described as nontraditional learners • Many OEF and OIF veterans return with a traumatic brain injury (TBI), post-traumatic stress disorder (PTSD), or other disabilities that pose substantial barriers to academic success A veterans resource center would provide an entry point for student veterans as they navigate the civilian and academic world as well as provide a study space, computer access, referral services, private counseling area and lounge. Ideally,	Review other vet centers to discover the best possibilities The location of the vet center could be housed in the interim A&R space once the remodel is complete Provide adequate staffing	2015SP	2015FA	Stalled	Because of Student Services being housed in interim space while the Student Services building was being built, there literally was no additional space to house a Veteran's Resource Center. The building has been completed and we are currently occupying our new space. Unfortunately in the building of the new space, there was no location earmarked for a VRC. A room in DSPS has been loosely identified, but this means that our veterans needing to use the VRC would have to enter through the DSPS office and veteran students might not be willing to use the	2/12/15. This request is being moved over to Gail Newman's program review for all of Student Services to facilitate.	
133	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	LIB	Library Resources Funding	Institutionalize funding for library materials and electronic resources.	Historically, funding for a large percentage of the library's electronic resources and print materials has been allocated through the state Library Materials and Instructional Equipment money. Given the importance of providing these materials to the students of LMC, this money should be integrated into the Library's operating budget to provide a stable and consistent funding	#NAME?	2014FA		On hold	We are waiting for clarification from the Business Office and College President. It has come to our attention that the District Office is not using any of the state funding streams that identify library resources as permissible expenditures. We are working with the VP of Instruction and		
134	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 3: PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT	AR	Automate Nursing Program Application	Every year the students turn in their paper nursing applications and the manual process begins. We receive 500-600 applications each year. Many schools have an automatic application process. We would save a huge amount of time by automation.	Even though this has been an object for several years, staff do not have the time to think outside the box to come up with new ideas. Constant movement and retraining of employees has prevented finding a solution to this issue. The A&R Director has worked district-wide with various groups in automating several processes and the thought came that this would be a perfect opportunity to reach an long-term objective. Because of the focused nature of this objective, we are presenting this as a new and more specific objective.	Visit other schools who have an automated application process for nursing. Prepare a proposal including timing, resources, testing and staffing to accomplish this goal.	2015SP	2016SP	Stalled	Once again, we do not have additional time to handle a project such as this. Competing demands interfere with the progress of even getting this project started. Lack of staffing has also been a hindrance to this project.	2/12/15 no improvements, still a need.	

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timeli ne 2	Status	Status Reason	Improvement	Alignment & Note	
135	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ENGIN	New Engineering and Physics Full-Time Hires	We want to hire new Full-Time Engineering and Physics professors.	Our Fall 2013 FTEF was 4.483. Kurt Crowder loves Physics, so he can take up more of the Physics load, freeing up enough Engineering load for a full-time Engineering professor. He can still teach Engineering courses beyond the load of our new full-time Engineering professor. The new professor will have more recent experience with the latest engineering	Do a Box 2A request. Receive approval. Complete hiring process.	2015SP	Fall of 2015					
136	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BRTWD	Math Lab Computers	Regularly have at least 12 computers available in the Math Lab for student use.	We currently have a few math lab computers for student use. With many of our students use MyMathLab, MyStatLab, and WebAssign, students are required to complete online homework: math lab staff can assist students more effectively if the student is physically working in the lab. Some students still have	Purchase six computers	2014FA		Stalled	These computers were approved by STEM, and purchased last year. They have not been installed. Updated wiring has already been assessed. Our current lab computers are constantly in use, and many students do not have access to other			
137	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			COUNS	Electronic Ed Plans	All counselor have adequate training on electronic ed plans. Counselors will be proficient and efficient during their session with students. The trend in counseling to eventually be a paperless office.	Counselors can assist students with developing quality electronic ed plans. Counselors must develop proficiency in using the new tool. In order to provide the most efficient use of technology and accuracy of information sharing with students, a second additional monitor is needed.	Attend district wide trainings, develop campus trainings and	2014FA		On schedule	While currently hired counselors have completed the education plan training, new counselors will have an ongoing need for training.	Additional counseling trainings have been identified and expanded to 3 training sessions in spring. District wide committee on education planning will meet as needed.		
138	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BRTWD	Classroom set of calculators	Students learning at the Brentwood Center need more calculators for demonstration/lessons in class	We continue to GROW the number of sections that we teach so that more classes are taught at the SAME time. Therefore when a faculty member needs a classroom set of calculators, they are NOT available for the students.	Hands-on learning on how to use a calculator to support understanding math concepts	2014FA		Stalled	This request was considered for funding by the STEM grant. Unfortunately the grant did not approve the purchase because TI-84 calculators were requested, which the grant deemed to be non-STEM. The grant preferred TI-89s. The Brentwood Math faculty and staff do not use or require TI-89s as they are too			
139	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	MATH	Update Student Learning Environment	Provide students with classroom environments that are conducive to effective student learning.	The computer screens block line of sight and allow for distraction from classroom engagement. Computer placement blocks group work and individual work. The current desk structure also prohibits using best practices such as collaborative teaching.	Rearrange MA2-203 including disconnecting computers, taking apart desks, rearrange desks and wiring.	2014FA		Stalled	This objective was also written in 2012-2013. Please see comments.			
140	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			CHDEV	Revise CHDEV Certificate of Achievement	Revise current Certificate of Achievement to 24 units	Revise to follow newly adopted state model of requiring only the CORE 24 curriculum alignment project coursework.	Remove electives from requirements for our Cert. of Achievement and submit to Curriculum Committee Submit change to State Chancellor's Office Submit change to catalog	2014FA		Completed	Changes have been submitted to Chancellors Office and are awaiting final approval.	Catalog changes have been submitted. We anticipate more students will begin applying for the Certificate now that it mirrors the state standard of 24 core units.		
141	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			COUNS	Adequate counseling staff and faculty at Pittsburg and Brentwood	To work collaboratively with the college community to get enough counselors and support staff to adequately serve students.	To increase the counselor to student ratio to better align with AS3C counselor to student ratio. It is also an objective on the Student Success Scorecard. Reduce the wait time for students to see a counselor for appointments and Express Counseling.	Apply to 2014 Box 2A, Apply for additional classified staff support for Pittsburg and Brentwood. Develop a departmental timeline need and priorities for future needs and growth.	2014FA	ongoing	On schedule	Counseling is still growing to it's pre-budget cut levels and the 3sp requirements continue to demand additional counselors. Additional staff is still needed on an ongoing basis. The department expects additional retirement within one year.	With the addition of 5 full-time counselors to backfill additional needs and retirements, we have increased counseling hours available to students and developed additional specialized counseling programs.		
142	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	APPLI	CSLO Assessment	Complete course review and assessment of CSLO's for Cohort 2 taught in FA13/SP14.	APPLI 15, APPLI 23, APPLI 20 and APPLI 31 are scheduled to be assessed in Cohort 2.	Assess these four appliance classes using data collected in FA13/SP14. This information will be used in program review for SP15.	2014FA		On schedule				

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143	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 4: ORGANIZATI ONAL EFFECTIVENE SS	BRTWD	Math Lab Assistant	To have a permanent part-time position (20 hours per week for 40 weeks of the year) for a lab assistant to help our math lab coordinator and our students.	Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves no time for her to complete other lab responsibilities. An assistant would help to complete math lab responsibilities, and free the coordinator to tutor as needed.	Request a part time position	2014F A					
144	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	BIOSC	Biology at Brentwood	Increase student learning opportunities in Biological Sciences at our Brentwood facility.	*Courses in the Biological Sciences are consistently in high demand among our students. We repeatedly turn away numerous students at the start of each semester as we do not have the capacity to serve them all with our current course offerings. The open	- Offer Biology major courses at the Brentwood Center each semester (Bio20, Bio21 each semester) beginning in Fall 2014. - Increase lab supply budget to support the new Bio20, Bio21 sections as well as the new formatted labs (non-HBA) for Bio10 and Bio30	2015S P		Comple ted	During the 2014-2015 academic year, we have added 2 new sections of the Biology majors sequence (Bio20, Bio21) at the Brentwood Center that will be offered each semester. We also have moved one section of the Bio30 course to the Brentwood Center that was previously	We are now able to serve more bioscience major students by expanding the number of sections of each Biology majors courses offered each semester by utilizing this new Brentwood Center lab. More students will	
145	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	TUTCTR	Apply knowledge learned and competencies gained from using Library and Learning Support Services	students will apply knowledge learned by actively participating in the session.	Students are not learning if the consultant is doing all the work; thus, consultants must teach, tutor, coach the student to be active. Furthermore, if the consultant is correcting student papers, this only demonstrates that the consultant knows the material, not the student.	Consultants will be trained in the best practices to facilitate student engagement. Consultants will apply these facilitation skills when working with students	2014S P					
146	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	CHDEV	Convert temporary positions to permanent positions	Restoration of the 65 Instructional Assistant hours in the LMC Child Study Center that were eliminated in 2011/2012	There is substantial need for the Child Study Center to offer infant/toddler early care and education. Due to this need the college was awarded a CCAMPIS Grant to add an additional toddler program and reopen the infant program. This grant will fund 29,465 towards these positions until September 30, 2016. These positions will increase and accelerate student completion in the Child Development program as the Child Study Center (lab) will be able to accommodate more students. Due to the expanded toddler program and the reopening of the infant program in Spring 14 we were able to place 53 CHDEV 83 students in the lab.	Submit RAP proposal Submit personnel change forms	2014F A		On hold	We received a restoration of 10 hours. This was in part because we modified our request for restoration based on being awarded the CCAMPIS grant. We will request new positions when the CCAMPIS grant sunsets to replace the positions.	With the additional 10 hours, we have been able to convert a part-time position to a full time position which has enabled us to enroll more full time children. it has also allowed us to begin cycling teachers through classrooms to support a "Continuity of Care" model of childcare.	
147	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs			ASTRO	Replace planetarium light switches	The planetarium will have new light switches for the cove lights. The new switches will be dimmers.	The current light switches from the 2003 renovation are hard to use.	Do a RAP request to have an electrician change the light switches.	2015S P		On schedul e	Scott will submit a program improvement request through RAP. The old light buttons seem to be getting harder to use.		

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148	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATI ONAL EFFECTIVENE SS	ITS	a	Staffing cuts due to budgetary issues have severely limited the effectiveness of the IT&S Department. The recent move from campus-hosted e-mail to Office 365 and the on-going migration from Blackboard to Desire2Learn have reinforced the need for staffing to supplement existing IT&S staff and to additional staff to lead continuous staff development efforts. Projects already on IT&S' schedule further demonstrate the need for maintaining increased staffing levels for the foreseeable future. The lat	c	c	2014F A					
149	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BWCTR	Address Expansion of DSPS Services	Develop more formalized protocols and practices for addressing needs of students in the Disabled Student Program (DSPS).	As Brentwood Center enrollments continue to grow there is an noticeable increase in requests for accommodations for student in the DSPS program. In order to maintain the integrity of DSPS services, a review of the testing environment and level of all accommodations needs to be reviewed.	1) Working with the DSPS Coordinator, review protocol for addressing variety of accommodations. 2) Explore options for providing testing accommodations.	2014F A	Spring 2015	Comple ted	Review of DSPS services offered at the Brentwood Center has been accomplished.	In conjunction with the college DSPS Coordinator, services for DSPS students in Brentwood have been increased and enhanced. *DSPS counseling hours have been increased significantly. Initially, weekly counseling hours were increased by 3 - 16 hours. Future plans are to have a full-time DSPS counselor available to students in Brentwood.	
150	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	TUTCTR	Access and effectively utilize available campus Library and Learning Support Services	students will demonstrate preparedness by planning for their session and arriving with relevant materials	In order for students to be successful and for writing consultants to best assist students, they must bring assignments, textbooks, notes, or any other materials to the sessions.	*train both faculty and students how to prepare for a session	2014F A					
151	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATI ONAL EFFECTIVENE SS	COUNS	Technology	Additional equipment to support incoming technology to support new mandated requirements i.e.. electronic ed plans.	The department is moving towards a paperless office and student transactions. Implementation of Ellucian.When working in a paperless environment the ability to display two or more electronic documents at the same time is essential. It will reduce errors.	Ellucian will be used for electronic ed plans, probation and dismissed students,	2014F A		On schedul e	Technology has been upgraded for most counselors offices, but additional technology upgrades in Brentwood are still not completed.	Now that technology has been upgraded, additional technology needs such as distance counseling tools like skype and web cameras have been identified.	
152	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	MATHD	Objective 2	Have a second objective	I need one to test the software.	Make an objective. Live with it. Then keep living with it.	2014S U	Is there one?				

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153	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			MATHD	Test	More test!	TEST	TEST!!!	2014S P	NONE				
154	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BIOSC	Biology Sections in Pittsburg	-To expand the number of sections of our Biology majors courses, Bio 20 and Bio 21 which includes offering each course in both semesters versus the traditional Bio 20 in Fall followed by Bio 21 in Spring.	*Expansion of Biology Majors (Bio 20 and 21) in Pittsburg Over the past 7 years or so, we have seen an ever increasing demand for our Bio 20 and Bio 21 courses. Consistently, instructors turn away many students (upwards of 20 for some sections) with high	- In the Fall semester, add one more section of Bio 20 and one section of Bio 21. In Spring, add one more section of Bio 21 and one section of Bio 20. -The addition of these sections will require additional funding for lab equipment and supplies. -Additi	2015S P		Completed	We have increased the number of sections offered for both of our majors courses, Bio 20 and Bio 21. We have gone from offering a total of 4 sections per semester (2 of each) at the Pittsburg campus, to a total of 6 sections in the Fall (4 x Bio 20 and 2 x Bio 21) and 5 sections in Spring (2 x Bio 20 and 3 x Bio 21), now split between the Pittsburg and Brentwood campuses.	The addition of these sections enables us to serve 100 more STEM students with opportunities to take these courses at both campuses and in either semester.	
155	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	PSYCH	Cohort Assessment Model Psychology/Sociology 12	There must be changes in the Cohort Assessment Model as a result of state mandates.	Psychology 12 (Marriage and Family) will not be assessed because the state has indicated that there is no CID number for this class. The Behavioral Science Department will request that this be deleted from the Psychology curriculum. Sociology 12 (Marriage and Family) has now been designated to replace Psychology 12. The Sociology 12 outline has been rewritten to	1. Spring 2014 revise Assessment Model Implementation on Cohort. 2. Fall 2017 Assess Sociology 12	2017F A	Spring 2017	On schedule	Psychology 12 and Sociology 12 will be assessed in Cohort 2 of 2018 - 2019. It could not be assessed in 2013 -2014 because of the state mandated change.		
156	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ITS	tests 1121	blah blah blah	xxxxxxx	xxxxxxxxxx	2014S U					
157	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BIOSC	Scheduled Labs for all sections of Bio 5, Bio 10, and Bio 30	-Convert all sections of Biosc 5, 10, and 30 to a scheduled lab format in order to: 1. Increase student engagement, learning, and success in non-majors biology courses (Bio 5, 10, and 30), 2. Help LMC avoid costly state sanctions, and 3. Give the commun	*This objective has been a high priority of the Biology department for many years. Since this is a large scale project with a complex rationale and execution that will affect more than half of our sections, we have detailed it in a white paper that is av	-Some lab conversion activities mentioned in the last department plan have been completed, some are still in progress, and we have developed a few new activities based on further department discussion. These are detailed below. COMPLETED 1. We hav	2015S P		Completed	All sections of Biology 10 and 30 (and all sections of our new Biology 8 course) now have scheduled labs held in regular fully equipped lab rooms. All sections of Bio 5 offered at the Pittsburg campus now have one scheduled activity hour each week held in the former, partially converted, Biology Learning Center. Thus we have fully achieved this department objective one semester ahead of schedule.	Our department is no longer at risk for state sanctions related to biology students not complying with their hours by arrangement obligations. All of our biology lab rooms are now fully utilized, morning, afternoon, and evening, thus fully justifying the taxpayer investment in our fine new Science building. All of our biology students, including students enrolled in our non-	
158	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ENGL	English Major	Investigate how to best promote and advertise English major need to students.	With a new English TAA degree, we need to advertise this new option to students. Students may not be aware of the new degree or of possible career choices the degree could support.	1. Work with counseling to promote the degree. 2. Work with media production to promote the degree.	2014F A		On schedule	We did promote our new English major with a "Lunch and Learn" event in the department area. Students were invited to come, eat a free burrito and learn about the English major and course offerings. Faculty organized and met with		
159	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	PHIL	Course Outline update	Course outline for philosophy 40 to be updated	Academic year 2013-14 is due date	Make changes online	2014S P					

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160	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	PSYCH	Pedagogical Approaches	Offering high quality Behavioral Science education that makes curriculum relevant to their life experiences as students.	It has always been the goal of the Behavioral Science Department to enhance the completion and the success rate of all of our students. The department understands that our students bring to the classroom a variety of life experiences. Some of these life experiences foster and support the success and completion rate. Other experiences, undermine the success and completion rate. We recognize these	1. Behavioral Science Department meetings that will address pedagogical strategies to enhance student learning outcomes. 2. Purchasing items and equipment including skeletal models, models of the brain, DVD's for Anthropology, Psychology and Sociology to provide visual aids to enhance student learning outcomes.	2015S U						
161	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	RNURS	Increase academic and clinical financial support .	Increase financial support for academic and clinical settings via securing funding to maintain 2 current positions (Instructional Skills Lab Assistant and Clinical Instructor) whose funding expires at the close of the Spring 2014 semester.	John Muir Health System has paid for a clinical instructor for the past several years. Due to economic changes within the health system, funding for this position expires at the end of the Spring 2014 semester. With the loss of this funding, the number of students admitted to the first year of the RN program will need to decrease from 32 to 24. The Instructional Skills Lab Assistant.is currently funded by The State Chancellor's Enrollment Growth Grant that expires June 30th, 2014. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will significantly impact students. The job	Apply for a RAP proposal to fund the Instructional Skills Lab Assistant. This was previously a classified staff position prior to the use of Chancellor's Enrollment Growth Grant funds. Re-apply for the Chancellor's Enrollment Growth Grant fund if it becomes available. Apply for the Los Medanos Community Healthcare District Grant to fund the clinical instructor position if and when available.	2014S P						
162	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			CHDEV	Textbook Review project	Faculty will explore the most affordable options for reading materials in CHDEV classes.	Textbook costs continue to rise. We have established textbook loan programs and reserve book collections, but these are expensive to sustain with new editions coming out every 2-3 years. Faculty will look for the most affordable options for selecting required reading. (E books, using prior editions, building Reader Modules,	. Faculty teams will be set up for our core courses (CHDEV 1, 10, 20, 62 and selected electives.) Teams will explore options for reading selections and module development to make book costs lower for students.	2014F A						
163	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	COUNS	Comprehensive counseling 3 unit course	A comprehensive course will assist students on how to navigate higher education and post secondary institutions to align with Student Success and Support Program.	Provide a context for students to gain a better understanding of themselves and higher education. By completing this course, students will earn 3 LMC degree and UC and CSU transferable units. This will help with counseling faculty reach more students in developing comprehensive education goals. Additional counseling hours are needed, so that student aren't effected by less counseling appointments..	Develop a 3 unit Counseling course. Articulated with UCs and CSUs. Expand Counseling 30 course with more rigor and align with CSU and UC GE course work. Network with other faculty to align with the institution vision with goals.	2014F A	ongoing	Behind	The department collaborated with ACS to offer Counseling 904, a 2 unit course targeting students navigating the college system. The department has defined a new goal to create additional curriculum and offer a certificate of achievement in counseling in the future.	Counseling 30 was revised to move from nondegree applicable to degree applicable and CSU transfer during 2014-15.		
164	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	TUTCTR	Demonstrate information competency skills needed to meet the demands of academic course work	students will plan for the next steps in the process by identifying the main points of discussion raised in the session.	Once students have the information necessary to complete their assignments, they must be able to articulate and plan to apply what they learned in the session.	Students will be asked to either verbally or in writing state what needs to be completed on their own.	2014S P						
165	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	HONORS	Update Honors Center Furnishings	Replace the broken blinds and worn out furniture in the Honors Center.	The Honors Center is one of the most important services the Honors Program offers. This space contains 9 computer workstations for students, study space, offices for the Honors Director and Honors Administrative Assistant, and soft space. The Honors Center is the hub of all program activities. Students study there, make important social connections and appreciate the use of the free printing and copying. We host a free monthly pizza party for all program members and many, many events such as academic workshops, discussion groups and parties. This is one of the most highly utilized common spaces on campus and we are often filled to capacity with hard-working, enthusiastic program members. The Honors Center opened 10-years ago and since that time has not updated its blinds or furniture. The blinds are barely	Submit a RAP Proposal to obtain funds to replace the blinds and furniture in the Honors Center. Work with district purchasing to select, order and install the new equipment.	2014F A		On schedule		Honors was successful at receiving RAP funding last year to replace all the broken blinds in the Honors Center. We also received additional monies to replace old seating in the Center and are in the process of selecting the new furniture. The Honors Center houses nine student and two employee computers and is open almost 50 hours per week. We have suffered from multiple break-ins in the past. Security, therefore, is paramount and having functioning blinds plays		

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166	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	SPCH	Expand Department Offerings	We are limited in our degree completers now by a lack of sections in Pittsburg and Brentwood.	Simply put, demand exceeds supply in the taking of speech courses in the major and transfer/degree requirements at LMC. Speech 110 sections were converted to major classes to fill the need for the degree but we are unable to satisfy the need for major classes and general requirements for the campus.	Add sections of speech to the schedule, particularly in Spring.	2014F A		Behind	With one or two exceptions, our sections continue to fill well before the registration deadline and access is a considerable issue.	Keep in communication with management about the need to add sections.	
167	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BIOSC	Develop and offer sections of Human Biology (Bio 8), a non-majors transferable lab biology course	We will develop a new non-majors transferable four unit lab biology course in Human Biology (Bio 8) that will be offered every semester. This course will give LMC students an alternative to Bio 10 that will satisfy the same degree and transfer requirements as Bio 10, but will focus just on the biology of the human body.	*We want to improve our non-majors transfer biology course offerings. Human Biology [bio 8] is a very popular course at other institutions of higher learning and our department believes this will be a great addition to our current course offerings. Also	-The COOR for bio 8 has been approved and we are awaiting transfer approval. Currently we are working on textbook and lab book selection. We are planning to pilot 2 sections of bio 8 in Fall 2014, while reducing the offerings of bio 10 by 1 section. Wi	2015S P		Completed	Success, Bio 8 has been articulated as a non-majors transfer biology course at the UC's and CSU's. It also meets the natural science requirement for the LMC AA degree. The first two pilot courses are coming to a successful close after this first semester. We have ordered much of the needed lab materials for this course but we may need to order more as we increase the number of the course offerings in the future.	We have improved our non-majors transfer biology course offerings with the addition of Bio 8 - Human Biology and the first cohort is completing the course this semester. This course also fills a need for kinesiology and pre-radiology tech majors as well. Program improvements have been accomplished.	
168	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	MKT	Zero-based rebuild of design of college catalog	We want to retool the catalog to make it more user-friendly, contemporary, accessible, and push student success messaging and institutional branding to next level.	The Marketing team feels the college catalog, a critical college communication product, is in need of a total redevelopment from the ground up. It has had the same look/feel/concepts for years. Our publication doesn't illustrate today's best practices in this area and is very "old school". We want to optimize the effectiveness of publication to ensure enrollments and student success. This intensive project demands continuous improvement, having no definitive ending other than publication each time. But it needs to be assessed and rethought continually.	1. Research and analyze industry standards and best practices in higher education catalogs. 2. Consult with various LMC depts on what is/isn't needed 3. Planning begins on how to build new version. 4. Develop/research/work with appropriate department to develop new text for new concepts. 5. Design new pages with imagery and text. 6. Test/feedback 7. Revise as necessary/develop new content & design 8. Print version 9. Revise for next version as needed	2015S P	Continuous improvement	Completed	Most changes have occurred and content is being actively updated. Most changes actually happened in 2013-14 and this year involved simple fine-tuning.	Text adjusted for clarity. Text updated.	
169	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	DRAMA	Annual Funding for KCACTF Conference	#NAME?	Each year the Kennedy Center American College Theater Festival is held in one of the surrounding 5 states. Attending this conference allows students to network and develop relationships with schools they will be transferring to in the future. This experience opens up new transfer and scholarship opportunities as well as establish connections with various schools.	Students attend workshops and productions held by University faculty from the major learning institutions in the surrounding 7 states.	2014F A	2015-2016	Behind	We were not awarded any additional funds for the year, however we plan on asking for this in the future since the department has had many successes from attending.	We have increased transfer, scholarships, and completion rates in our department as a direct result from attending this conference.	
170	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	DRAMA	Marketing Funds for production advertisements	Increase funds for the advertisement of productions and departmental events	Currently the Department spends roughly \$1000 per year on print advertisements for productions. This total does not include mailings or additional advertising. The Department is currently seeking funds to be able to establish a strong audience base and community support through its use of advertising. The departmental expenses for print advertising total \$1000	Advertisement of productions and events held in the Little Theater.	2014F A	2015-2016	Ahead	We were not awarded additional funds in the past year and the department will put in a RAP request in the upcoming year for an increase in funds	na	
171	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	DRAMA	Storage for Larger Set Pieces and Program Equipment	Storage and housing for large equipment owned by the Drama Department.	Currently the Drama Department must dispose of most material used in productions due to lack of storage. This causes the department to spend additional monies that it could use elsewhere in order to keep and clean and safe environment for students and faculty. Awarding the Drama Department storage would allow the department to save an average of \$4,000-5,000 per	This would allow for annual cost savings, increased efficiency in productions, and provide a safer environment for students and faculty in the college.	2014F A	na	Completed	The Drama Department recently purchased 2 large containers for storage in the Spring of 2014.	This has allowed us to keep many property and set pieces that would have previously had to been thrown away. This has also saved on our costs because we no longer need to replace all set pieces after each show.	

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172	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	HONORS	Increase Active Honors Student Numbers	A student who takes two courses in the Honors Program is categorized as "active". Our goal is to have 155 active students for the 2014-15 academic year which represents a 10% increase over 2013-14.	The number of students active in the Honors Program has dropped over the past three years. In 2011-12 there were 151 students but during 2012-13 and 2013-14 this number has dropped to approximately 140. In addition, the number of Honors Scholars has dropped. Over the past few years we traditionally had around 30, but this year we estimate approximately 22 students will receive this award for completing the program with highest distinction. Enrollments in Honors Courses have also declined leading to the necessity to reduce the number of offerings from 12 to 11 each year. We want to reverse this trend which is a problem for the vibrancy of the program. We need full Honors Courses filled with excited students and a wide range of offerings to meet the most students' needs. Our hypothesis is that while some of this decline mirrors the general enrollment pattern of the college, the loss of the Honors Counselor is one of the most important factors for our lower numbers.	Implement more frequent and more aggressive recruitment campaigns for the Honors Program. Secure permanent funding to restore the the Honors Counselor Position, left vacant when Phil Gottlieb retired. Require that all Honors Students meet regularly with the Honors Counselor to plan their semesters which will include Honors Courses. Create marketing materials for Honors Courses to encourage higher enrollments. Offer Honors Courses in key IGETC categories to maximize course enrollments. Recruit new Honors Faculty for a wider range of Honors Course offerings.	2015SP		On schedule		With current spring enrollments, we are on track to having approximately 156 Active Honors Students this year. This actually represents much more than a 10% increase over 2013-14 numbers. Once that year's spring semester completed, we ended with 126 active students. So, even accounting for inevitable drops/failures this year, we will likely have in excess of 139 Active Honors Students which is 10% over last year's numbers. We believe our success at meeting this objective has to do with 1) Luis Morales' excellent work	
173	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	DRAMA	Remodel of Theater Lobby, and updating of Little Theater	The Drama Department has been growing both its student body and its national reputation. The next step is to increase student demand and and to start collecting donors and patrons. The Little theater is a beautiful space, but there are several elements that do not make it practice for the departments use. The proposed remodel will create a lobby that will become a venue to entertain donors and become a reception area for the departments donors, patrons, and become a space to generate revenue.	This proposal will: -Allow the department to generate increased revenue through ticket sales by allowing us to process credit cards. -Provide a comfortable and professional environment to court donors and increase revenue through grants and donations. -Allow the Department to utilize all of the limited space it has in a more efficient way. -provide a more useful production space and less disruptive classroom environment. - allow for ADA accessibility during productions. (currently we have trouble accommodating patrons because the sets obstruct the only pathway with ADA access. -This will allow our facilities to be updated so that our students can work with the equipment they need and in an environment similar to the ones they will transfer to in the future.	Ticket booth, concession stand, closed off lobby with speaker system connected to theater speakers, modification of seating in the theater to better accommodate staging and ADA accessibility, increase in funding and professional working environment.	2014FA	TBD	On schedule	The Drama Department was included in the new funding from the proposition funding in the 2013 election and is set for minor updates .	It is not possible to determine what budget will be allocated to the department and the what updates will be prioritized.	
174	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	ENGL	GE Assessment	Discuss the results of the 13-14 GE assessment, which was focused on critical thinking and writing. Interpret the results, think about what should be done, and possibly craft a statement for the college about it.	Because critical thinking and writing are central to all that we do, and because we have a number of GE courses, the department should examine the GE assessment results.	Alex will give a presentation during Spr 14, we will discuss it, and then decide what to do from there.	2014FA		Completed	Alex Sterling did report his findings at a college wide meeting in Spring 2014.		
175	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Sklls Seqncs		GOAL 1: Student Learning & Success	PSYCH	Cohort Assessment Model Psychology/Sociology 17	There must be changes in the Cohort Assessment Model as a result of state mandates.	As a result of CID course guidelines Sociology 17 and Psychology 17 will no longer be offered as a cross referenced course. New changes from the state required Psychology 17 and Sociology 17 to have new curriculum standards. These were not in place when these courses were developed for the AAT's in Psychology and Sociology. Course outlines for	1. Spring 2014 revise Assessment Model Implementation Cohort. 2. Fall 2017 assessment Psychology 17 and Sociology 17.	2017FA	Spring 2017				

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176	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 3: PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT	LANG	Promote Three World Language Skills Certificate	Promote completion of Skills Certificate in: Cultural Competence in Modern World Language, American Sign Language, and Spanish.	Promote student completion of skills certificates for use in the workforce or community.	Provide certificate requirements on World Languages Web Page. Discuss certificate completion with all teaching faculty in department meetings. Include certificate names in world languages syllabi.	2014FA		On schedule		The number of College Skills Certificates is increasing. As of 2014/2015 we have seen an increase in CSC in Sign Language and Spanish and we project the same for 2015/2016.	
177	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ENGLD	Continue to expand and evaluate the Accelerated Pathway through the English Developmental sequence	Explore expanding the accelerated pathway through the English Developmental sequence: Investigate and research the effectiveness of accelerated English courses on student success, offer more sections of accelerated developmental courses, and train faculty in accelerated learning principles.	Our developmental sequence data shows that while we have high pass rates, only a small percentage (26%) of students enrolling in English 70, two levels below transfer, pass English 100, transfer level English within three years. Because of this, we want to shorten the pipeline and eliminate exit points by offering an accelerated pathway. Additional disaggregated data shows that African-American and Latino students are our lowest-performing students and are the least likely to complete transfer-level English. Indeed, they are even more at risk the higher up in their transfer-level courses, passing at lower rates. By eliminating exit points, we will improve the transfer-level completion rate for students of color. While there are a host of factors contributing to student success rates, we believe that addressing our developmental sequence is a key step in helping students achieve, and we hope to "bump up" this conversation into our transfer program	Activities: 1. Assess current accelerated courses for their effectiveness at LMC and revise the pedagogy as necessary; 2. Research the impact of acceleration on student success at LMC by collecting and analyzing qualitative and quantitative data. 3. Expand our offerings of 926; 4. Train adjunct and full-time faculty to teach those courses, including going to institutes and conferences; 5. Create opportunities for faculty to increase the use of technology in their accelerated courses, understanding that this leads to more effective courses, better use of students' time, and more access to educational opportunities.	2015SP	We see this as an ongoing objective.	On schedule			
178	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	TUTCTR	Hire more grad students	work with local colleges and universities to recruit, train, and hire English graduate students	With a steady but limited budget to staff quality, trained writing consultants, both at the main campus and Brentwood, we have begun to hire English MA candidates, who benefit from our training, while students benefit to more available consultant hour. Furthermore, at \$17.84/hr. these graduate students cost the college much less than faculty consultants.	*reach out the local colleges and universities to recruit English graduate students *interview and hire grad. students. *mentor and train grad. students *observe and evaluate grad. students. *Submit a RAP proposal on Feb 21st, 2014.	2014FA		Behind	We successfully hired 4 graduate assistants in Spring, 2014. We received the money for Fall, 2015 in mid October which was too late to hire any grad assistants because of their schedules. Karen Nakaji was in the process of seeking grad to hire in November and December, 2014 when		
179	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	MATHD	Informed placement	Our objective is to improve student knowledge of and options for access to DE math classes.	Students often have several placement options after taking the Accuplacer assessment. Helping them make informed decisions will improve student success and have an overall decrease in the number of math courses students must complete.	Continued work with John Schall on "subway map" - make brochures and share information with counselors Math 12 presentations about acceleration options after 12 Continued work on Accuplacer Continued work on challenge exams	2015FA		On schedule	We are collaborating with David Reyes in the Counseling Department to better inform counselors of accelerated options. Plans for updated subway maps is underway as well as signs and flyers about accelerated options		

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180	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	SSADM	Online Support Services	Address ways of serving students that are taking LMC classes from a distance. This includes students that are taking online classes, as well as students that take classes in off-site locations. As additional services are made available to students taking classes through "distance ed", a communication plan needs to be developed to inform students of the options they have for the delivery of services.	With an increase in the number of students that are taking classes and programs that are offered to students off-campus and online, we need to address the provision of support services in different ways. This objective is also driven by the expectation that the college will provide specific (core) services to all incoming students, an outcome of the state wide Student Success Initiative. A few anticipated online services are either in a pilot phase (student education plan and Retention Alert, a strategy for providing interventions to students that need additional support) or are under currently discussion for district wide implementation.	1. Survey students that are taking classes in off-site locations and/or online classes; identify interests/needs. 2. Fully implement new electronic services (ed plan, Retention Alert); develop plan for broader use on campus. 3. Develop online orientation for fall implementation. 4. Explore/develop other online "tutorials" for general student use, i.e.financial literacy, probation workshops, how to be successful college student.	2015SP	Fall 2015	On schedule	Although the (district) online orientation project has experienced a series of delays, we anticipate having the new online orientation for summer and fall applicants available this month. Video modules still need to be revised but the rest of the content is near completion. Online tutorials to assist student with navigating our college procedures and services are also being folded into the online orientation. The use of the electronic ed plan is already available for all new students. Expectations for its use will be more clearly explained in the online orientation and through our anticipated marketing plan. The plan to use Retention Alert on a broader level continues to be a work in progress. A task force is working		
181	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MKT	Utilize "Site Improve" software to optimize/improve website: accessibility, typos, links.	xxx	xxx	Develop FLEX training with "contributors" who are responsible for webpages, so they can use the software themselves to improve their webpages.	2015SP					
182	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	BUS	Hire full-time business/accounting instructor	A full-time faculty member is retiring at the end of the Spring 2014 semester. We need to hire someone qualified to teach accounting and other business courses to support the department's new AS-T Degree in Business Administration.	New full-time instructor is needed to support the department's AS-T Degree in Business Administration.	Request a new position through the Box 2A process. Complete the recruitment and hiring process.	2015SP		On schedule			
183	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	MESA	Counseling	A designated MESA Counselor (fully aware of math and science requirements for LMC STEM degrees and STEM transfer) will continue to provide extensive counseling for all MESA students at least 15 hours each week.	Complete student educational plans is one of the key factors to student success at community colleges.	1. 100% of MESA Students complete a relevant 2 to 3-yr STEM Student Education Plan which will support completion of LMC's required curriculum for transfer in a timely manner 2. MESA/ASEM students planning on transferring to partner schools will be encouraged to enroll in the TAG – "Transfer Agreement Program" 3. The MESA Counselor will maintain an Early Alert system for contacting MESA students who are at risk (experiencing academic difficulties), and provides effective intervention strategies to ensure students' success	2015SP		Completed	Early alert will be distributed in SP2015 but was not in FA2014 due to transition in director position.	Ed plan is important to STEM students and is often school specific. We have seen better prepared students due to early action edplan, TAG and early alert system.	
184	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			VONUR	Hire a Director/instructor for the VN program.	Hire a new faculty to act as director of the VN program and act as lead instructor for the program.	Currently there isn't a director or instructor for the VN program.	Job has been posted on district web site and advertized at numerous appropriate job settings.	2014FA		Completed			

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185	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 2: COLLEGE AWARENESS AND ACCESS	MKT	Improve mobile access to website through responsive design renovation of web site.	Responsive Web design (RWD) is a Web design approach aimed at crafting sites to provide an optimal viewing experience—easy reading and navigation with a minimum of resizing, panning, and scrolling—across a wide range of devices (from mobile phones to desktop computer monitors)	Responsive Web Design at its core means building a website to provide an optimal user experience regardless of the device being used to access it. The beauty is in the fact that only one set of source code is required no matter how many ways the content will be displayed. A site built responsively will pay attention to screen size and resolution, and will resize and reposition elements on the page accordingly. The size of text and media will change gracefully to provide the best reading and viewing experience, and the way navigation and menus behave will change to give priority to the most important content. Our current site gives everyone everything in the "large computer"	1. Decide which method will be used to build the responsive design. 2. Begin building and test top 10 pages. 3. Evaluate and change method if necessary, retest. 4. Continue with top 100 pages. 5. Continue with all Student Services pages. 6. Continue with all instructional pages. 7. Continue with high use extracurricular pages.	2015SU	2016 su	Behind	There have been several attempts to test and build our own system for a responsive website. However, we have issues with the fact that our content management system doesn't work with them. Conclusion is that we will need to change our content management system to move forward in this area.	We have eliminated several methods due to failures. We will now newspaper to explore content management solutions that will include a responsive website experience and possibly implement this coming year 2015-16		
186	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			RNURS	Increase funding for academic support.	Increase financial support for academic setting via securing funding to maintain the Instructional Skills Lab Specialist position whose funding expires at the close of the Spring 2014 semester.	The Instructional Skills Lab Specialist is currently funded by The State Chancellor's Enrollment Growth Grant that expires June 30th, 2014. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will significantly impact students. The job description for this position includes, but is not limited to: providing assistance to students when practicing in the skills lab; maintenance of all skills lab equipment including the high fidelity manikins;	Apply for a RAP proposal to fund the Instructional Skills Lab Specialist. This was previously a classified staff position prior to the use of Chancellor's Enrollment Growth Grant funds. Re-apply for the Chancellor's Enrollment Growth Grant fund IF it becomes available.	2014FA		On schedule	The Chancellor's Enrollment Growth Grant fund was received, but the RAP proposal was not granted. The grant is time limited and the Instructional Skills Lab Specialist does not have sustainable funding.			
187	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	RNURS	Increase funding for clinical instruction	Increase financial support for clinical instruction via securing funding to maintain 3 Clinical Instructor positions whose funding expires at the close of the Spring 2014 semester.	John Muir Health System has paid for a clinical instructor for the past several years. Due to economic changes within the health system, funding for this position expires at the end of the Spring 2014 semester. With the loss of this funding, the number of students admitted to the first year of the RN program will need to decrease from 32 to 24. The State Chancellor's Enrollment Growth Grant currently funds 2 clinical instructor positions, one in the first year and one in the second year of the RN Program. This funding is	Re-apply for the Chancellor's Enrollment Growth Grant fund IF it becomes available. Apply for the Los Medanos Community Healthcare District Grant to fund the clinical instructor position IF and when available.	2014FA						
188	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ART	To increase the number of transfer degrees (AATs) for CSU.	AATs in the following areas are in progress: Studio Art; Art History; and Humanities	These transfer agreements offer specific options for students who wish to transfer with particular emphases.	Organize and develop curriculum to fit the AAT process and requirements, obtain local curriculum committee approval, work with Eileen Valenzuela to get courses approved to meet the CID descriptor process, submit proposals	2014FA		Completed	NA	Our program now offers AAT's in Studio Art and Art History. Updates took place in the Fall 2014 semester to reflect all of the current course offerings that are in alignment with the TMC models. We currently advise art majors of their possible degrees and transfer possibilities in art, graphics, and art history.		
189	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ART	to improve and expand the 2-D facilities in concert with the AAT in art studio	Equipment request for printmaking. storage efficiency for drawing/painting/printmaking	The AAT Degree in Studio Art has confirmed a 2-D area that is lacking at LMC. A CSU transferrable introduction to printmaking course is written and will be on the schedule in the next year. Printmaking complements the historical and contemporary practices of 2-D media, it's influence of graphic design and it's uses in contemporary fine art and design. This area is a bridge with 2-D and graphic design.	Equipment requests for printmaking lab. easel storage. evaluate press storage and flat file options. upgrade windows for Figure Drawing courses offered in CC3-309. Upgrade lighting to provide more light for drawing, painting, 2-D design, and printmaking, with less impact on energy consumption and the environment. Window film to allow natural for the 2-D studio when figure drawing takes place	2014FA	Spring of 2015	On schedule	The department did not receive the full amount for the proposal, the department researched buying a used full size press, a half sized press, and custom building a press. The result was to purchase a known brand press. A half size press is on order and will be received during the month of May. The printmaking class will pilot its first class in the Summer 2015. The department did not receive the full amount for the proposal. monies left over	Complete - Upgrade Windows - with the aid of a student worker and the instructional assistant, the department purchased supplies and installed the window film in less than a day. The studio has more ambient light and the model will net be seen by the passing public.		
190	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	ADJUS	Add on line/hybrid courses	Offer more courses in the online environment	We hope to reach more students and offer opportunity to those who may not be able to travel to the campus.	Schedule professional development courses for instructors.	2014FA						

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191	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs	GOAL 1: Student Learning & Success	ADJUS	California criminal justice training site.	We would like to apply to become a licensing site as a criminal justice training center.	As members of the campus Career and Technical education and social science communities the Administration of Justice Department has a responsibility to prepare our students for employment opportunities as well as transfer. We currently have no courses that lead to licensing our students to enter employment in the criminal justice fields. Our Certificates of Achievement programs provide great experiences and context for criminal justice careers but do not allow students to enter into those careers that would provide a license upon licensing would	Contact state of California agencies and petition to become a criminal justice training site. This would include making contact with the Commission on Peace Officers Standards and Training (POST) and with the Department of Consumer Affairs who regulate paralegal training, security services training, baton instructor training, fingerprint technician, private investigation, and criminalist (crime scene detection training).	2014F A					
192	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		CHDEV	Revise COORS	We have an opportunity to align our curriculum in several courses with state-wide curriculum content standards. This involves re-writing the COORS and submitting them for state approval through CAP (Curriculum Alignment Project). Other courses are also in need of updating based on assessment results.	Offering courses that have been state approved as "aligned" allows for easier transfer and cross-counting for our students who make take CHDEV courses at several different colleges to meet licensing requirements.	Train part-time faculty in new CAP alignment document use Re-write CHDEV 40, 41, 55, 57, 95, & 96 to meet alignment standards. Re-vise other courses to reflect assessment results. Submit course outlines to CAP Once approved, submit outlines to Curriculum Committee for adoption.	2015S P		On schedule	CHDEV 95 & 96 have been rewritten and accepted for alignment. CHDEV 40 & 41 have been rewritten and are being submitted. CHDEV 55 & 57 have been rewritten and are being submitted.	Students will be able to more easily transfer units and specializations between campuses with state aligned curriculum.	
193	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs	GOAL 1: Student Learning & Success	APPLI	EPA Certification	Increase the number of students passing federal EPA license exam.	Most appliance service employers require new hires that work on refrigeration units to have an EPA license.	Provide current students with detailed material on EPA requirements and more practice exams to prepare them to take the federal test.	2015S P		On schedule			
194	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs	GOAL 1: Student Learning & Success	ENGL	Increase English major-related courses	Make a plan to increase course offerings for the English major, especially in the box now occupied only by World Lit I and II.	In order to make our degree as useful as possible for students, we would like it to include course options of a breadth which provides a strong foundation in English composition and literature. Additionally, we would like students to be able to fulfill transfer requirements for a variety of institutions while completing courses applicable to the degree.	1. Research courses which fulfill requirements at transfer institutions and compare to our current degree-related courses. 2. Discuss as a department which courses to add for breadth and transfer units. 3. Write decided-upon course outlines.	2014S P		On schedule	We have added new courses English 135 Intro to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies and English 150. We have had discussions in the department where faculty have expressed interest in developing more literature courses.		
195	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs	GOAL 1: Student Learning & Success	CHEM	Establish a qualified applicant pool of part-time chemistry instructors	Application materials need to be collected and screened to establish a pool of applicants for part-time chemistry instructors.	Science courses are experiencing growth. To meet the increasing demand of chemistry courses by students, chemistry instructors must be hired to handle the additional load.	Post an ad on the District Website. Screen the application materials for qualified applicants. Schedule and conduct interviews. Gather scheduling preferences of applicants (especially availability on the evening and weekends) Hire the most qualified applicant to teach new sections of chemistry that are added to meet increased student demand Hire a Science Laboratory Technician to address the increased workload for additional chemistry sections Purchase chemicals and supplies to support the additional chemistry sections	2014F A		On schedule	A job listing is posted at the District website has resulted in some applications. Contact with Chemistry Departments at nearby colleges has also recruited more applicants. Three (3) new part-time chemistry instructors were hired for the Spring 2015 semester.		
196	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs	GOAL 1: Student Learning & Success	MESA	MESA Orientation Course	The MESA Director will teach a MESA Orientation Course for all new MESA students	Students completing this course will be able to write strengths-based personal statement and resume for specific profession in STEM field, effectively use student support services, undergraduate research internships, professional student organizations, and study skills to support goals as measured through the end of semester assessment	Offer a 1-unit MESA Orientation Course for MESA and ASEM students to introduce students to specific requirements of STEM fields	2015S P		Abandoned	Change in leadership lead us to changing the MESA course to be housed in conseling		

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197	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	WELD	Hire a new part-time adjunct welding instructor	One of the present instructors who teaches Weld 10, 35, and 40 in the evening is leaving at the end of the 2014 spring semester.	These lecture classes are essential and required for the evening students to learn and complete their welding education and certification. The weekend and evening courses encompass ~60% of the students in the Welding Technology program. To not offer these lecture classes for those students would devastate their learning and seriously impact the integrity of the evening program.	Work with the Dean and HR to find someone ASAP for the Fall semester.	2014F A		Completed	A new instructor was found.	A new full-time hire position was approved and the new person will take over this position next year.	
198	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 1: Student Learning & Success	CHEM	Update Course Outlines of Record (COORs)	Update COORs for Chem 6 and Chem 7; Submit to Curriculum Committee for feedback and approval.	COORs are required to be updated every 5 years to reflect changes in curriculum.	Revise COORs to: 1) confirm course meets American Chemical Society guidelines and articulation agreements 2) satisfy changes to the COOR form provided by the Curriculum Committee 3) reflect other changes to curriculum. In particular, laboratory activities will be updated, including projects using the NMR (see Objective from previous years). Additional laboratory improvements will be made such as repairing student lab drawers.	2015S P		On schedule	The Office of Instruction has given the Chemistry Department updated drafts of the COORs for both Chem 6 and Chem 7. The Chemistry Department will review, update, and submit these COORs during the Spring 2015 Semester.		
199	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 5: RESOURCE MANAGEMENT	INSTOF	Faculty Re-Assigned Time Review	To review and re-affirm the existing allocation of faculty re-assigned time	Much of the faculty reassigned time has been rolled over from year to year. A comprehensive review of all faculty reassigned time, outside of department chair duties	Gather historical funding and legacy information around each faculty re-assigned time assignment. Meet with areas related to each re-assignment to validate/review assignment	2014F A	Spring 2015	Behind	Progress has been made, however, we are not quite there yet. The basic skills committee has completed updated job descriptions for each of the assignments receiving reassigned time. There has been greater clarification provided regarding if part-time faculty may serve in reassigned	Clarity on selection process for reassigned time. Clarity on funding process for proposed reassigned time.	
200	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	INSTOF	Implement Meta Curricunet and Assessment Modules	Fully implement new Meta version of Curricunet and Assessment Modules	This is an on-going project to move our tracking and assessment of COORs and SLOs to an electronic medium that creates greater efficiency and effectiveness.	Faculty and staff training in Summer/Fall 2014	2014F A		Behind	For a variety of reasons, including those due to decision making timelines at LMC, Governet had to push out the dates for our upgrade to META. The upgrades were recently completed in January 2015. All COORs were re-uploaded to curricunet in Fall 2014. All new courses and updates		
201	INT-SP #3: Incrse & Acclrte Cmpltn of Bsc Skills Seqncs			CARDEV	Place emphasis on career/major exploration earlier in the application process	Improve the delivery of career development services, including whenever feasible specialized career assessment workshops with incoming students at their respective high schools prior to enrolling and selecting classes. This will enable the career center to cover a more diverse population of undecided students.	If students were exposed to major exploration and career options during the initial enrolling process, it would allow the student the opportunity to perhaps make a better informed decision about where their interest lie prior to participating in new student activities, thus reducing the number of students who are unclear of their academic and eventual career path.	Collaborate with feeder high schools to conduct career assessments. Partner with outreach to attend high school visits and conduct career development awareness workshops.	2014F A					

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202	INT-SP #4: Imprve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	MESA	Support Services	Offer extensive support services to MESA students	Support services will improve the academic success of first generation college students and african american students (one of the college's priorities)	1. The MESA Program will work with the LMC Transfer Center and MESA/ASEM students will be referred to the center 2. Assistance is offered to students regarding four-year college and university applications and financial aid and scholarships through workshops and one-on-one assistance 3. Provide group and one-on-one tutoring for MESA students in biology, chemistry, physics, engineering and math 4. Maintain master calendar and inventory of activities and post on MESA website	2015S P		Comple ted		Master calendar has been posted in the MESA center and has encouraged students to meet application and RSVP deadlines for trips, scholarships and other important events. One on one tutoring and workshops have helped students develop outside of the classroom skills and career awareness. Transfer center has provided wonderful assistance with showing our students STEM transfer universities.	
203	INT-SP #4: Imprve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	CHEM	Address the Achievement Gap	Although the Point Gaps for the Ethnicity Completion Rates are small (African American - 0.4%, Hispanic -0.7%, Filipino -1.2%), the Point Gaps for the Ethnicity Successful Rates need to be addressed (Filipino - 1.2%, Hispanic 2.0%, African American -3.0%). Methods to make improvements in these areas must be researched and identified.	The Chemistry Department aligns itself with the Strategic Priorities of the College to improve completion and success rates as well as to close achievement gaps.	Continue to participate in related professional development activities. Explore best practices of chemistry programs at other community colleges. Brainstorm for new ideas.	2015S P		Behind	Brainstroming and exploring other options are still in progress.		
204	INT-SP #4: Imprve Acad Success of Af-Am Students			OUTRCH	African American Student Recruitment	Increase the number of African American students that participate in Outreach New Student Orientations by 25% for fall 2014. The percentage should reflect the percentage of the general student population in the next 3 years.	A strategic priority of the college is to increase the academic success of African American students. Retention research suggests that peer-students outreach staff has a larger impact on underrepresented student populations. Additional college contact with target high school student groups will yield a higher participation in college orientations, early registration and higher enrollment rates for African American students.	Create targeted recruitment activities at three local high schools to attract and encourage African American students to participate in the college's New Student Orientation. Outreach will train LMC student ambassador that will work with target schools to provide guidance to African American prospective students. Student will be selected based on similarities with targeted groups. The office will identify high school administrators and faculty that provide direct avenues to work with African American students at the targeted high schools. African American students will be followed up throughout the enrollment process with a goal of a higher enrollment rate in the fall semester.	2014S P	Fall 2015	On schedul e	There was a increased number of African American students that participated in the new student orientation. We realize that changing attendance patters takes time and effort on both the college and high schools. We will continue to provide extra outreach efforts to continue to increase the percentage of participants.	There were an overall 20% increased of African American students participating in the Saturday high school senior orientation. There were no evidence of parent participation in the orientations. We doubled the number of African American students participating in Summer Bridge. We had a 3 fold increase in African America males. Many of the SB students are selected from the high school senior orientations.	
205	INT-SP #4: Imprve Acad Success of Af-Am Students		GOAL 2: COLLEGE AWARENESS AND ACCESS	FIRE	Increase the number of students from non-traditional job clasifications into our fire program	The Fire industry is looking for more qualified women and black persons to enter into the service field. Our core indicator data indicates that we need to improve the number of women in the LMC program and further assist the black LMC students to enable them to complete classes .	Currently there are approximately 30,000 females serving as firefighters across the nation which makes up about 10% of the career firefighter ranks. I would suggest that we make a more conscious effort to visit, educate and recruit more women and black students of non traditional data into our fire and EMS programs	identify high schools to be visited,identify and schedule career days.Appoint fire staff to attend these functions	2015S P		Behind	Fire continues to visit high schools paying particular attention to recruiting future female and black students		

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206	INT-SP #4: Improve Acad Success of Af-Am Students			TRFCTR	Transfer Partnerships	The Transfer Center will work to develop stronger partnerships with HBCU's in order to increase student access.	The enhancement of current HBCU partnerships as well as the development of new HBCU partnerships with transfer universities will create easier and more direct connections for students. In the past it has been difficult to get HBCUs to come to LMC to meet with students, host workshops, or participate in Transfer Day events. By focusing on developing these partnerships the Center will be able to learn more about how to reach out to our African American students and	We will continue to develop partnership efforts to include participation of HBCUs in transfer center events, such as Fall/Spring Transfer Day. For example, we would like to have at least 3 HBCUs represented in our upcoming Transfer Day events. We will also work towards increasing the number of TAGs with HBCUs from two to a total of four TAG agreements.	2015S P		On schedule	We continue to strengthen partnerships with HBCU's through monthly communications and regular visits. In December 2014 Dr. Moore and I went on a week long follow up tour with the HBCUs we are looking to partner with. It was a successful trip and we are currently working on finalizing transfer agreements with 4 HBCU's. In Fall 2014 we added a		
207	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	MESA	Outreach	Provide outreach and in-reach to recruit educationally and financially disadvantaged students who are pursuing degrees in math or science into the MESA Program	Traditional outreach efforts don't work among our most underserved students.	1. MESA outreach and recruitment efforts will be conducted at two feeder high schools in collaboration with the STEM Connector, STEM Velocidad Initiative, and the LMC Outreach Office 2. MESA presentations will be conducted at LMC student clubs i.e. the EXITO Transfer Academy, AMSA, SHPE, EOPS, Puente, Honors and all major STEM courses.	2015S P	2015FA	Completed	Transition of to new director. Outreach to major STEM classes were conducted. High school and other club outreaches are scheduled for this spring and next fall.	MESA numbers have increased from 145 to 180 from Fall to Spring.	
208	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	MESA	High School Connections	Develop linkages with two local high schools.	This outreach effort will result in collaboration and increased enrollment from our local high schools especially among our most underserved students.	Expand the STEM Ambassador Program at Pittsburg High School	2015S P	FA2015	Behind	Due to change in MESA leadership the STEM ambassador program is only at Pittsburg high. We have yet to expand to a second high school	Students have been having a wonderful experience at PHS. One student even changed her career focus to teaching. It has improved high school	
209	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	ART	Art and humanities media presentation laptop upgrade	follow a computer upgrade plan in order to continue to provide professional equipment for faculty and staff for lectures and demonstrations	Upgrade is needed for presentations to remain high quality and current. Our current laptops, which are used to archive, maintain and display images for classroom lectures are now six years old and growing unstable due to age. We are extremely concerned that these laptops will fail suddenly and believe that obtaining funding now will prevent a crisis then. The art/humanities department utilizes multimedia presentations in lectures and demonstrations. Our computer hardware replacements are done in stages to	upgrade RAM in 3 of the 4 MacMini's. Replace broken mice and keyboards for lab stations. Request replacement for 2 laptops via RAP. Request licensing for CS6 for the department chair's station and the 2 laptops.	2014F A		On hold	The department needs additional funding from the college to complete this objective. The Art and Graphics are working with IT to have a plan in place. See 2015-2016 objectives. On Hold - Broken mice and keyboards were replaced as needed through Art's operating budget. More mice and keyboards are degrading and we are proposing a plan with IT. On Hold - 2	Complete - The department has completed upgrades to the macmini's RAM to accommodate the new operating systems for our SMART stations and the department chair's computer. The RAM was purchased through Art's operating budget. A hard drive broke in the	
210	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	EOPS	Increase recruiting efforts	During spring 2014, increase the variety and quality of recruiting efforts, especially to minority males.	There are several feeder High Schools from which our students come and several of their principals sit on our Advisory Board. These principals intimated to us the lack of presence on their campuses about the college and especially about EOPS. EOPS agrees that in order to make progress with these partners who send many of their students to LMC, and who are in need of strategies to help their minority students, there needs to be a consistent presence on these campuses.	<ul style="list-style-type: none"> Outline the benefits increased recruiting efforts to partners Identify network partners/feeder schools Develop recruiting model/strategy Present model for recruiting to Board Identify liaison at feeder sites Identify student interests to connect with campus partner Follow up with student and feeder school 	2014F A					
211	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 2: COLLEGE AWARENESS AND ACCESS	MKT	Support EOPS with recruiting of minority mailes	Work with EOPS to develop audience-specific materials in the recruitment of minority males	EOPS has chosen to focus on the recruitment of minority males in their efforts. This connects with the Marketing efforts to develop capacity in the recruitment of African American students.	To be developed in conjunction with EOPS	2015S U					
212	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 2: COLLEGE AWARENESS AND ACCESS	MKT	Support EOPS objective to focus on the recruitment of minority males	Work with EOPS to develop audience-specific materials in the recruitment of minority males	EOPS has chosen to focus on the recruitment of minority males in their efforts. This connects with the Marketing efforts to develop capacity in the recruitment of African American students.	To be developed in conjunction with EOPS	2015S U		On schedule	Some work completed, more to do.	We designed new print materials and new webpages for EOPS, developed in collaboration with the department. We have included	

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213	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MESA	MESA's Administrative Plan	Maintain an effective administrative plan for managing the LMC MESA Program	An effective MESA administrative plan will improve the academic success of first generation college students.	1. Distribute an exit interview 2. Maintain an effective administrative plan which includes appropriate staffing and day-to-day MESA operations 3. Maintain a complete student file for each MESA student 4. Maintain the LMC MESA website 5. Attend statewide MESA Program trainings and meetings 6. Meet all MESA State Office reporting requirements 7. The MESA Program will regularly evaluate its effectiveness	2015SP					
214	INT-SP #4: Improve Acad Success of Af-Am Students		GOAL 1: Student Learning & Success	MESA	MESA Center	Maintain MESA Center for student quiet time and group study, tutorial services, general communications and	The MESA Center is a place for study and socialization. Research shows that students who feel connected to their peers and campus results in decrease drop out rates among our most underrepresented student population and increases persistence and student	1. Ensure that the MESA Center is available for MESA and ASEM students 2. Maintain books and calculators for student loan 3. Review MESA student Ed plans and identify potential cluster groups for target courses	2015SP		On schedule	Books are being updated currently, all other activities are completed.	Financially disadvantaged students have access to program specific tools and tutors to aid in classroom success. Often these students	
215			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BGCUS	New service Vehicle for Custodial staff	To purchase a new truck to replace the existing truck.	The existing Custodial truck which is very old and past it's normal life expectancy is used every night to deliver supplies to all of the buildings apart from the college complex and to carry all of the trash from those buildings. The advanced age of this truck has cost the department much more than normal for repairs and	Work with District purchasing to find the best pricing for an acceptable replacement vehicle.	2014FA		Stalled	Waiting for funding		
216			GOAL 1: Student Learning & Success	TUTCTR	To improve student learning and success	For students to receive quality tutoring support, tutors must be well-trained and supervised. Further, these collaborative activities must be assessed and evaluated throughout the semester.	The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11 this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short-term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore	Submit RAP proposal Feb. 24th, 2014 to establish a permanent classified assistant position for the campus-wide tutoring program.	2014FA					
217			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BGCUS	Increase security	The Facilities Department has suffered recent break-ins and thefts and needs to take measures to limit it's exposure to thefts and increase security.	Recent break-ins and thefts of the Grounds department have cost the school many thousands of dollars not only in lost items and damaged facilities but also in lost time and production from Facilities staff. The most costly of these recent loses was the theft of master keys to the entire campus.	My first step toward increasing security would be to purchase an computerized key monitoring system. The purchase of this system would allow for automated tracking of enough sets of college keys to be used by all of the Buildings, Grounds and Custodial staff. This would provide everybody with a safe place to keep District keys without taking the risk of talking them home with them.	2014FA	ASAP	Completed	Security has been greatly increased in the Grounds department by the installation of a local only video recording system which records all activities in the area. In addition a monitored system has been installed which can watch the area and send signals to the monitoring company for calls to the local Police or Campus Police as appropriate.		

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218			GOAL 3: PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT	TRAVL	Increase networking and communication among students, alumni, and industry professionals	Increase networking and communications among our students, our graduates, and professionals in the industry to promote engagement and success as well as increased visibility and credibility for the LMC travel program.	By increasing collaboration and communication among students, program alumni, and industry professionals, our graduates will be more engaged and better prepared to enter the travel industry. Increased visibility in the travel community will also add credibility to the LMC travel program and promote growth beyond the local area. Maintaining contact with our graduates will help us identify possible mentors, connect students with alumni to answer questions and provide insight into getting started in the industry, identify graduates who may become guest participants in our courses, and keep up to date with professional accomplishments, designations and certifications completed by our students and graduates.	1. Maintain and update student/ alumni database on an ongoing basis 2. Summer 2014 -- send annual survey to selected individuals in the database to gather information about employment, certifications earned, recent travel experiences, etc. 3. From results of survey, determine need for interest groups, mentoring, etc., to foster communication and information-sharing. 4. Continue to utilize Facebook page to publicize upcoming events, share industry information, and new courses being offered. 5. Continue memberships with professional travel organizations such as The Travel Institute and ASTA. 6. Attend Home-Based Travel Agent Forum in Las Vegas in June, 2014. Meet with students/ alums, attend workshops, and meet travel industry suppliers and other professionals. 7. Continue to connect with individual members of the travel industry to increase visibility, identify possible internships/ employment opportunities, assess needs and possible gaps in our training. 8. Follow up with Andrea Vizenor (BACCC) about ways we can collaborate with existing hospitality and tourism programs in the community college system as well as the CSU system.	2015F A	Ongoing	On schedule	Although some of the planned activities were not completed due to lack of faculty resources, the program continues to provide rich opportunities for collaboration and networking between students, alumni, employers, other travel professionals, and professional development opportunities.	1. We continue to update a student/alumni database of over 150 names (adding to it every semester) which is used to capture location, interests, certificate attainment, professional awards, and current job status. We use this information to connect students with prospective employers, with alumni who may be able to provide advice and direction, and for identifying appropriate candidates for scholarships and professional development opportunities that may arise. 2. We continue to utilize our Travel Facebook page to post information about professional opportunities, conferences, current articles, etc. We currently have 269 followers. 3. We continue our active memberships with ASTA and The Travel Institute. Several of our students have "found" the program using the links with these professional	
219			GOAL 1: Student Learning & Success	TRAVL	Improve Student Success Rates (Skill Attainment)	The travel program will consistently meet or exceed the skill attainment standard.	We continue to be challenged by student success rates in our online classes. Although success rates, overall, average between 60-65%, it is important to note that the Core Indicator for Skill Attainment (percentage of concentrators earning a grade of "C" or better) is much higher (over 90% for the most recent data). We continue to try to determine the reasons for the lower success rates overall -- reasons MAY include: online students are often already overloaded with job and personal responsibilities, they have unrealistic expectations about the amount of effort required for online courses, they are ill-prepared for online classes (lack organizational skills, self-motivation, etc.), and/or they are more likely to stop attending online classes (and therefore, fail).	1. Continue to set expectations about the rigor of our online courses by emailing registered students prior to the start of class 2. Include self-assessments regarding readiness to succeed, especially for the more rigorous advanced courses such as TRAVL 77 and TRAVL 95. 3. At regular intervals, contact students who have poor performance 4. Drop no-shows and students who fail to participate for at least 3 consecutive weeks 5. Utilize grading rubrics to set clear expectations 6. Attend Distance Education committee meetings and FLEX workshops that include information and tips about increasing student success in online classes	2015F A	Ongoing	On schedule	Student success rates are less than 5% lower than the state average. According to fall 2013 statistics quoted in the LMC Distance Education Strategic Plan, the success rate for online students was 60% state-wide and 62% for LMC. According to the latest Core Indicators, the skill attainment (success) rate for Travel Marketing was over 84%.	We have continued our plan for: 1. Setting realistic expectations about the rigor of our online courses by emailing students prior to the class and by creating instructor websites with additional information about our curriculum, philosophy and FAQs about online classes. 2. Including self-assessments (during the first week of class) regarding readiness to succeed and posting comments from other online students regarding keys to success.	
220				OUTRCH	Develop a clear communication and webpage process to assist new student through new Success Act.	Improve navigation of webpages so students can successfully complete the Student Success and Program Services requirements.	The new Student Success and Support Programs Act will increase the communication and online services that prospective students will need from Student Services. The communication and webpages that students will need to navigate through the online the application, orientation, electronic ed planning will be additional duties for our existing staff. The Admin Assistant in Student Outreach serves as the (In-reach) communication and webpage development staff for Student Services. The Outreach Office will need to create via the Admin Assistant the online processes and webpages to assist new students navigate through the required online forms and services. The Admin	1. Help students identify what kind of student they are and the steps they need to follow to get started at the proper Student Success and Support Program. 2. Make the pages more attractive, clear and easy to follow, and less text heavy. 3. Improve navigation so students stay within the pages and don't stray away to some other part of the website before they've finished all of the steps.	2014F A		Completed	The college websites that guide students through the application and enrollment steps were completely re-done by the Outreach Unit. Working with the college web master ensured that all the new sites were well designed and easy to find. The websites were made ADA compliance and all are mobile friendly. Many of our new students are using phones and tablets to apply and the websites will accommodate in mobile devises.	We received positive feedback from students applying in the Information and Welcome centers with the new websites. Students clearly understood the steps. Additional work will be done 2015 enrollment cycle to fully incorporate the 3SP mandates.	

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221			GOAL 1: Student Learning & Success	JOURN	Journalism Lab remodel project	Continue the Journalism Lab remodel project to make the most efficient use of existing space for teaching and learning, and to add archive storage.	The number of journalism students, and the size of the newspaper itself, has grown over the years, but the physical space has not. We need to better use the current space, update the lab facilities as a teaching and learning space, and add storage for the growing physical archive. Phase 1 of the overall plan has been completed, but Phase 2 calls for additional remodeling and the addition of space.	Remove the interior glass wall around the current office, CC3-304, expanding the interior space of the larger Journalism Lab itself. Push the exterior wall of CC3-304 outward, utilizing the unused hallway space in front of the nearby stairwell to Level 2 for a physical newspaper archive. Add exterior displays in front of offices CC3-302 and CC3-303 for plaques, trophies and other Journalism Program displays. Remodel the current outdated wet darkroom into an open alcove workspace with cabinetry. These are all contained in a plan drawn up by architect Charles Ham (Project 3014.1, see data repository) and approved by management during the 2011-12 academic year for completion with future funding. Completion will necessitate meetings with architects and construction project managers, as well as fine-tuning the plan.	2014S U	Summer 2015	Behind	Construction on the remodel was scheduled for summer 2014, but the project was delayed waiting for state approval of the architectural plans. Those plans were approved shortly before classes started in August 2014. The remodel was then rescheduled for winter break. It was again put on hold, this time due to a shortage of construction personnel for the number of projects the college was juggling at one time. The start of the project coincided with the completion of the Student Services remodel. The new plan now calls for construction to begin as soon as the spring 2015 semester ends, the day after Memorial Day. Our greatest hope at this point is that the project is completed by the start of the fall 2015 semester. We			
222			GOAL 5: RESOURCE MANAGEMENT	COLADV	Los Medanos Foundation	The Los Medanos College Foundation will increase funding support for LMC programs.	Supporting LMC student programs is the primary function of the LMC Foundation, whose mission is to “raise and allocate financial support for educational and career technical training programs, teaching facilities and student scholarships”. For many years the LMC Foundation board pursued “friend raising” for LMC, which was perceived as East County’s “best kept secret”. However, according to 2007 Clarus report, LMC’s good reputation had increased throughout the region. The Foundation then shifted its attentions to “fundraising”, and has supported LMC by raising funds for scholarships, instructional and support programs and activities; increasing industry partnerships that contribute directly to programs, facilitation of on-going support by corporate and community; public and private grant support; and establishment of community goodwill to support advocacy efforts and bond campaigns. A 2011 Schedule of Commensurate Return report noted the college’s annual return on investment to the foundation was 3.67 times the support provided to the foundation (benefit to LMC=\$605,422 : LMC support provided to the foundation=\$165,000). Until the end of spring 2011 LMC paid 100% of the foundation executive director’s (ED) salary/benefits. With the downturn in the state’s budget, LMC was forced to cut the funding to 60% and then in 2013 LMC cut 1/2 of the funding given to the foundation, which in turn required the foundation to seek operational	1. Determine the appropriate level of support by the campus in support of the LMC Foundation. 2. President and Executive Director articulate LMC priority needs and related costs to Foundation Board. 3. Executive Director will engage the foundation board in identifying and implementing next steps in the pursuit of funding equal to or above the amount of funds invested in the Foundation by the college.	2015S P		Behind	There have been major changes in the LMC Foundation during the 14-15 fiscal year, all of which have contributed to being behind in this objective of increasing funding support for LMC programs. Based upon analysis of LMC’s 14-15 budget, there was a decision for LMC to eliminate the allocation of new funds to the Foundation in 14-15. The college did agree to forgive the Foundation’s 13-14 debt of \$44,250 to the college in exchange for specific deliverables by the Foundation to the college. Due to this reduction of college support, and a low unrestricted fund balance of \$16,928, the Foundation Board made the difficult decision to reduce the Foundation Executive Director’s salary by 50%. Additionally, due to various circumstances, six of the Foundation’s thirteen board members, resigned from the board early in the fiscal year. As a result of these changes, it has been challenging for the Foundation to raise the \$145,250 of unrestricted funds as budgeted by the Foundation Board for the 14-15 fiscal year. As of 12/15/14, the Foundation has raised \$70,210 dollars in	The President, the Executive Director, college staff and students have updated the board to the needs of the campus and grants have been written to meet some of these identified needs and funding for scholarships has continued. Working closely with program staff, the following Grants have been written and awarded to meet identified needs for LMC’s programs and services: STEM Ambassador Program in partnership with Pittsburg High School (\$5,000 from Dow), Drama Department’s Production of RENT at the California Theatre in Downtown Pittsburg (\$5,000 from Keller Canyon Mitigation Funds), Nursing Program for Equipment for Community Health Screenings and Education (\$10,000 from Los Medanos Health Care District), Hands-On Lab for PTEC Students (\$10,000 from Wells Fargo), Community		
223			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	COLADV	Grant Procedures	Grant procedures will be standardized and documented.	LMC has been very successful in securing both public and private grants, and over the years, has improved in grant planning and implementation. The Office of College Advancement has secured \$1,164,793 in new grants from July 2013 through February 2014. While the college has continued to learn from each of its grants, the Office of College has not yet developed consistent procedures for the grant writing, grant management, grant monitoring and grant institutionalization.	1. Create a draft outline of grant policies and procedures (including, but not limited to grant planning, decision-points and decision-making, consultants, grant writing, budget development, grant-staffing and management, and institutionalization) and receive input from President’s Cabinet. 2. Write a draft Grant Procedures document to be reviewed and approved by President’s Cabinet. 3. Review the draft with campus community at an all-college meeting. 4. Make revisions as necessary. 5. Present the plan to SGC for recommendation to the President.	2015S P		On hold	This objective has not been a top priority to date during this fiscal year. Work will resume on the activities of this objective in April, 2015.			

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224			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CSVC	Online copy order system	Develop Online system for faculty and staff to submit copy and print orders	Reduce mass email copy order submissions saving data space. Increase turnaround speed by reducing redundant processing steps.	Work with Web Administrator to add order submission component to Print Shop site-page. Test and debug before opening up to entire campus.	2014FA		Behind			
225			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	DSPS	Virtual File System Purchase	Select and purchase a virtual filing system for DSP&S to move towards a paperless office and increase student access.	DSP&S currently uses hard copy files housed only at Pittsburg campus. DSP&S staff meeting with students at the Brentwood Center have to hand carry files to meet with students. Files aren't available to Brentwood staff providing DSP&S accommodations. Virtual file systems also increase student access to DSP&S from standard operating hours to 24 hour access to printing from, requesting accommodations and making	Submit rap request for virtual file program. Coordination with district it and district DSP&S programs has already completed.	2014FA		Behind	Feedback from IT, student services move, and change in DSS Director at DVC delayed project. District DSPS group is still moving forward during spring 2015.		
226			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BUSOF	Electronic Work Orders for Facilities Use	Provide ongoing training to targeted college staff on specific business processes and procedures. Examples include: <ul style="list-style-type: none"> • Purchasing goods (limits, how to, requisition process) • Invoices for vouchering • Employee expense claims • Procurement cards • Revolving cash claims Evaluate and propose a suitable solution relative to the need for an electronic system for submitting/ approving work orders for the Campus Facilities Assistant.	The Campus Facilities Assistant (CFA) currently receives paper work orders for a variety of tasks, e.g. setting up rooms, removing/storing equipment, delivering goods off campus. These work orders are routed through a series of departments for approvals, budget authorization, scheduling, etc., and can take days to finally make it in the hands of the CFA. An electronic system would, ideally, provide a single location where the originator and the CFA could monitor the progress of the request from start to finish.	The CFA will investigate current practices in similar LMC departments and our sister colleges to determine availability of an electronic work order system that can track the status of a request at various stages: original request– approval status – cost/budget – scheduling – completion. By December 2013, determine appropriate solution. By June 2014, solution will be implemented.	2014SU		Behind			
227			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BUSOF	Business Services Webpage	Develop a Business Services webpage to provide general information about our department, commonly requested forms, and links to pertinent resources.	There is an increasing demand and need for relevant information to be centrally located and available via the college's main website. Currently, information defining business process are scattered throughout various shared drives or are only available in printed materials. A Business Services webpage would provide an additional method for policies and procedures to be communicated to a broad audience and would heighten the collective awareness of the function of Business Services.	In collaboration with the college Marketing Department, a webpage will be developed that will include a department directory, details of the functions of the department, commonly requested electronic forms, and links to pertinent resources. By December 2013, an outline of the webpage structure will be developed. By December 2014, the webpage will be constructed. A staff member will be assigned the responsibility for maintaining the webpage.	2015FA		Behind			
228			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BUSOF	Develop procedure manuals for all Business Services positions	Each staff member in the Business Services unit shall develop and maintain a desk/procedures manual that details their specific responsibilities. The manual shall include instructions for completing assigned tasks, timelines, contacts/resources, and examples.	In the normal course of business, it can be expected that an employee may not be present to complete assigned tasks (planned/unplanned absences, retirement, etc.). It may be necessary for a co-worker, newly hired employee or temporary employee to complete tasks with little or no training. Desk/procedure manuals can facilitate a smooth transition and ensure uninterrupted work flow. Procedure manuals also provide a resource for the current employee to ensure consistency for tasks that may be completely infrequently.	By Fall 2013, each staff member will develop an outline of their routine and non-routine assignments. In 2014, staff will develop procedures for all identified assignments for inclusion in their manual. Staff will periodically review and update the manual as necessary.	2014FA		Behind			

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Align ment & Note
229			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	COLADV	Office of College Advancement Structure	The Office of College Advancement will be structured with appropriate staffing and unit functions to effectively meet the resource development needs of LMC, including development of human resources (faculty, staff and managers) and financial resources.	In 2001, a Grants and Economic Development Coordinator was hired to work with the Executive Dean of Research and Planning, to plan, write and to monitor grants and to manage Contract Education and Community Education Programs. In 2008, the Office of College Advancement was formed and the Grants and Economic Development Coordinator became the Senior Foundation Director. Over the years the Senior Foundation Director/College Advancement has been responsible for a variety of functions throughout the college. In 2010, the LMC President assigned the Office of College Advancement with the responsibility for implementation of a college-wide Professional Development Program. Currently, College Advancement houses the functions of Grants, LMC Foundation, Professional Development and Contract Education and Community Classes. LMC pays the salaries and benefits of the Senior Foundation Director and the Senior Administrative Secretary (who is presently serving in an out-of-class Administrative Assistant/Professional Development Coordinator) and the Foundation pays the salaries and benefits for the Foundation Executive Director and the .50 Foundation Secretary. Over time, professional development responsibilities have increased to the point that the out-of-class administrative assistant position is able to	1. Define the functions of each unit within of the Office of College Advancement; including Grants, LMC Foundation, Professional Development, Contract Education, and Community Service Fee-for-Service Classes. 2. Evaluate and assess the success and the value of each of the units. 3. Research the structure of College Advancement and each of its current units at other community colleges. 4. Recommend a structure and related staffing for College Advancement and each of its current units to the President, the President's Cabinet and the LMC Foundation Board, as appropriate.	2015S U		On schedule	The Senior Foundation Director and the LMC President have collaboratively reviewed, defined, and assessed, the various functions (and related plans) of the Office of College Advancement in order to make recommendations about the office's structure and related staffing. College advancement structures at other colleges were reviewed, and LMC's structure was found to be unique in its inclusion of Professional Development. However, President Kratochvil and Senior Foundation Director, Ruth Goodin agree that LMC's College Advancement Mission, which includes providing for the development of college resources (including financial and human resources) made sense within the LMC culture. Therefore, it was agreed that both financial resource development and professional development would remain within the Office of College Advancement. It was determined however, that the position title and job description for the Senior Foundation Director was inappropriate for the duties assigned. The	RAP Proposals will be submitted to: 1) Hire a Senior Administrative Assistant to replace the current Senior Administrative Secretary position, as the tasks necessary are of the Senior Administrative Assistant level 2) Hire the currently grant-funded position of .50 reassigned time Professional Learning Facilitator as an on-going, (institutionalized) college-funded position. The full rationale for both of these positions is noted in the "Status Reason" of the "Comprehensive Professional Development" Objective above. Additionally, as a result of the newly adopted Student Equity Plan, a .50 Faculty Equity-Focused Professional Development Coordinator will be hired by the Office of College Advancement for Fall 2015.	
230			GOAL 1: Student Learning & Success	JOURN	Searchable electronic archive	Convert old print and electronic newspaper archives into a modern, searchable electronic archive so students, and members of the community at large, may access it for research.	This project supports the education of students in the Journalism Program as they learn and practice how to use archives to research news, sports and feature stories for the Journalism 110, 115ABC, 129, 130, 131 and 132 courses. Additionally, newspapers serve as a historic archive for the communities they serve. At most college campuses, the library keeps an archive of its student newspaper. We have found no such archive in	Activities include researching equipment and services to digitize print newspaper issues and then applying for funding for whatever equipment and/or services is deemed the most efficient and effective.	2015S U		Behind	A funding request was made in Spring 2014, but the project was not funded at the time due to lack of enough financial resources to go around. We are continuing to do research and have asked for input from the college librarians. We will continue to pursue the objective and will seek funding again through the RAP		
231			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BGCUS	Secure Receiving Department	Evaluate and propose a suitable solution relative to unauthorized personnel accessing the Receiving Department	Minimizing access will prevent loss of packages and/or equipment	Evaluate security issues that currently exist in the Receiving Department (located on the first floor of the College Complex) and recommend/implement corrective action. Determine who should have access and communicate this information to appropriate departments. Develop Standardized protocols and provide training for staff that have regular access to the area	2014F A		Completed	New procedures have been put in place that track all packages from arrival at the campus to the final recipient. Now all items shipped in have to be signed for at final destination		
232			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BWCTR	Evacuation Plan	Develop evacuation plan, in collaboration with LMC Safety Committee.	In 2013 an evacuation plan was completed for the main (Pittsburg) campus but it did not include a plan for the Brentwood Center. A similar plan needs to be completed for this site, including an evacuation map and communication plan.	1) Collaborate with LMC Safety Committee to consider similar components as main campus for incorporation into an evacuation plan for Brentwood. 2) Inform Brentwood Center staff and students of plan. 3) Post map and instructions for emergency protocol in all Brentwood classrooms and offices.	2015S P		On schedule	Of the three activities associated with this objective, only one remains for completion: Post map and instructions for emergency protocol in all Brentwood classrooms and offices. The map and emergency instructions should be developed and completed by the end of spring, 2015.	Two activities related to this objective have been completed, leading to improvements for Brentwood Center students and employees: - Similar to the plan for the main campus, an evacuation plan for the Brentwood Center has been developed, in collaboration with the College Safety	

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233			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ITS	Develop and implement procedures and technologies to improve departmental and campus efficiency.	In the past few years, some improvements have been made in IT&S Department procedures. Additional improvements in existing processes related to purchasing, service, and IT&S operations will enable the IT&S Department to better serve the college. In addition, technologies are available that can be implemented to realize monetary savings for the campus and simplify users experiences.	Although technology and media related purchasing has become more centralized, there are still areas that can be improved that will allow IT&S to provide better support to the campus in the long term. Some academic software and hardware is still purchased at the department level, is not coordinated with IT&S and, often, long-term support of the software is not considered at the time of the original purchase. Other processes that will make IT&S more efficient and able to provide better service to the campus need to be developed. These will include a better method of scheduling, delivering, retrieving and tracking media-related deliveries, documentation of server performance, maintenance and issues, and desktop power saving methods.	Continue to develop and implement procedures for tracking and planning of technology and media related purchases. This includes cataloging known software and hardware maintenance renewal dates, developing a campus-wide procedure for maintaining software used for academic and administrative areas beyond the original purchase. Assure that assistive software is supported for the long-term. This includes providing funding to keep the software current. Develop a web-based system that will provide the following: 1. Reserve media equipment (laptops, portable projectors, cameras, etc.). 2. Inventory media equipment that can be checked out. 3. Provide a single, easy to access and read calendar for scheduling reservations and delivery of media equipment. 4. Integrate with the current ticket system for scheduling and notification (maybe). 5. Provide accountability and tracking for deliveries and pick-ups of media equipment. Implement the AC.Portal domain for sign on for: InSite/WebAdvisor, campus workstation access for staff, learning management system access, student workstation access for selected computers, and the wireless network. Using a combination of Deep Freeze and computer settings, configure student workstations to start up 1 hour before lab opening and shut down nightly ½ hour after the lab closes or last class concludes in the room. Expand the use of Microsoft's Group Policy	2015FA	Continuus	Behind	Our application developer's primary focus has been on developing and refining the Program Review Submission Tool with a secondary focus on developing a AV and Media equipment delivery scheduling tool. These two efforts were deemed as priorities.		
234			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ITS	Increase IT&S staffing to better meet college support needs.	Staffing cuts due to budgetary issues have severely limited the effectiveness of the IT&S Department. The recent move from campus-hosted e-mail to Office 365 and the on-going migration from Blackboard to Desire2Learn have reinforced the need for staffing to supplement existing IT&S staff and to additional staff to lead continuous staff development efforts. Projects already on IT&S' schedule further demonstrate the need for maintaining increased staffing levels for the foreseeable future.	Since the start of the workforce reductions in 2010, IT&S staff has been reduced by 2 FTE positions (Computer and Network Technician) in the computer and network area and from 2 FTE Media Services Specialist II positions to a single Electronics Technician. The loss of the two Computer and Network Technician positions and reduction of the media-related staff to a single position have dropped staffing levels to the point where IT&S staff continually operate in crisis mode and are limited to addressing what are perceived as the most immediate needs to keep the Pittsburg and Brentwood campuses functioning. Making upgrades and moving forward to new technologies and improving media is extremely difficult due to limited resources. Currently staffing in the IT&S Department is not sufficient to meet the combined support needs for the Pittsburg and Brentwood campuses in the technology, or media areas. There is and has been a large backlog of help requests for computer-related issues. Critical preventative maintenance and background functions are not performed. Projects to move all campus computers to Windows 7, the AC.Portal authentication domain and a new network storage infrastructure have	Hire a permanent 1 FTE Computer and Network Technician – this will not only allow IT&S staff a chance to “catch up” with the current backlog of work orders, but allow a more timely execution of delayed projects that will improve the reliability of campus resources and expedite implementation of new technologies (Windows 7, AC.Portal single sign-on, etc.) that will be required by the evolution of the use of technology at the college. In addition, this permanent position would be scheduled to work early evening hours for which there is currently no IT support. Hire an hourly half-time Computer and Network Technician. This hourly employee would assist in the execution of scheduled projects as well as the refresh of computers across the campuses. Hire a permanent 0.5 FTE Media Services Technician I to assist the Electronics Technician. This position would supplement the Electronics Technician, particularly for deliveries and events in evenings and weekends. Re assess staffing levels at the end of Spring, 2015 to determine the effect of staff changes and to determine if additional staffing is required.	2015FA		On schedule	A RAP request was funded and the full-time permanent Computer & Network Technician position was filled in September. The RAP requests for the half-time hourly Computer and Network Technician and half-time Media Services Technician I were approved and the hiring process was started in early 2015.	Productivity of IT&S has been improved.	

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235			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	ITS	Continue to develop and implement procedures to provide continuity for IT&S & the campus.	Although an effort to improve documentation of various procedures and departmental knowledge is underway and progress has been made, the workload over the past three years has not allowed for the completion of the documentation. IT&S staff has been reduced over the last few years and, in some cases, the turnover in staff has led to the loss of knowledge in specific areas. Completing the documentation of departmental practices will allow for continuity of the department in the event of turnover.	There is much "corporate memory" in the IT&S department that has not been documented. Continuing to create and update procedures and documentation of LMC IT&S practices and knowledge is essential for the long-term continuity of the department. Business continuity for LMC can also be improved through full implementation of the existing backup system and development of an off-site backup.	Develop an inventory of critical campus infrastructure resources (servers, network equipment, UPS systems) in order to plan for licensing, maintenance and replacement costs. Continue to develop and implement procedures for regular maintenance and upgrading of IT&S equipment. 1) Track IT&S purchases - including purchase, maintenance, and warranty information. 2) Develop a tool for equipment replacement and upgrade schedules and the associated costs. 3) Obtain a better understanding of long-term campus equipment needs. Continue documentation and improvement of the following procedures: 1) Computer lab/classroom imaging 2) Campus computer naming convention 3) Virtual server naming conventions 4) Staff/faculty computer replacement 5) Backup 6) Software development 7) Others Continue to develop standards, procedures and processes for application development and database storage. After the implementation of the new network, server, e-mail and AC.Portal domains, modify the configuration of the the HP Data protector to backup the new infrastructure. Design a new network and server infrastructure that is consistent with the planned upgrade. Plan for the implementation of the new design to reduce service interruption during transition. Continue the enhancement of the campus server infrastructure by rebuilding the staff server infrastructure based on the AC.Portal Domain. Streamline deployment of Microsoft and other security and bug-fix patches by deploying a WSUS or other server.	2016SP		Behind	Some progress has been made, but with the numerous large projects with externally imposed deadlines (Student Services Remodel, Infrastructure Upgrade Project, Technology Renovation, Accreditation), there has been little or no time for this objective.		
236			GOAL 5: RESOURCE MANAGEMENT	PRESOF	Resource Development & Allocation	The President's Office will provide appropriate leadership and stewardship in formulating a comprehensive and stable resource development and allocation strategy for the College.	The President's Office has been evaluating the resource needs of the College, as well as its allocation structure and methodology. The campus currently has a means of identifying departmental and program resource needs based on their inclusion in the program review process. A more comprehensive, holistic, and institutional approach – coupled with the current compartmental process – requires further consideration.	Areas to be considered in this more comprehensive, holistic, and institutional approach include, but are not limited to: <ul style="list-style-type: none"> • Exploring and identify resources to implement Technology Plan and refresh cycle • Technology infrastructure – assessing short/long term needs • Advancing efforts toward development of institutional staffing plan • Evaluating effectiveness of fundraising strategies • Assessing grant-funded programs/services/ activities as determining factor for institutionalization • Considering facility needs and space availability resulting from completion of College Complex remodel • Continuing work toward increasing college reserves 	2016SP	ongoing				
237			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	PHIL	Productivity is down about 20% since since Sp 2011.	Increase productivity by reducing philosophy 2 courses or moving one Tuesday-Thursday class to Monday-Wednesday-Friday, or perhaps Monday-Wednesday.	Philosophy 2 is no longer required for an AA degree. Although Philosophy 2 enrollments are strong in Brentwood, and LMC evenings, 2 of 3 daytime classes have low enrollments (about 17 students each).	Either move the low enrolled Tuesday-Thursday class to Monday-Wednesday-Friday, or preferably Monday-Wednesday to accommodate working students, or reduce philosophy 2 offerings to increase productivity.	2014SP		Completed	Two Philosophy 02 and one Philosophy 41 classes eliminated due to low enrollments. Productivity jumped from 13.9 to 15.2 as a result.	Ratio of Philosophy courses to student need is a work in progress, but it appears that no more courses need to be cut. Philosophy 02 is no longer required for an A.A degree, and Philosophy 41 no longer fulfills a critical thinking requirement	
238				COUNS	Group Counseling	Addressing the high demand for counseling appointments and educational planning	Decrease the student-to-counselor ratio.	Workshops TBA	2014FA		On schedule	While some group counseling is already in place, additional group counseling opportunities have been identified. Those workshop curriculum is currently under development.	Additional students see counselors more quickly. More efficient use of counselor time.	
239			GOAL 5: RESOURCE MANAGEMENT	RA	Carpet replacement Studio B	To correct health/safety issue caused by deteriorated floor covering	Carpet, installed in 1985, has detached from part of flooring, causing risk of injury and release of particulates, dust and debris.	Replace carpet and underpad	2015SP	2015 FA				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Align ment & Note
240				CHDEV	Change Dept. Name	Change the name of our Dept. from Child Development to Child Development and Education.	Our AS-T degree is called "Early Childhood Education". Many of our courses include specific content related to educating children. We have recently absorbed the EDUC course offered at LMC into our Dept. For these reasons, it makes sense to more accurately call our Dept. Child Development AND Education.	Request change at Curriculum Committee Discuss other change processes with Eileen's office	2014FA					
241			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	CSVC	Increase Department Visibility	Increase visibility of Copy Center and Print Shop Information.	Decrease confusion about service and turnaround time expectancy. Create more places to access consistent information.	Add more signage in Copy Center room. Update webpage, handouts, order forms, memos & reminders, and orientation packets.	2014SU		Behind			
242			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	PIE	Testing the tool	Accreditation	To ensure a smooth accreditation process and successful re-affirmation of accreditation	1. Complete the publication and submission of the self evaluation report in time 2. Prepare the college for the Visit 3. Make arrangements for the Visit which includes accommodations, the team room, meeting rooms, refreshments, technology, etc 4. Printed copies of all evidence in the Team Room	2014FA					
243			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BGCUS	Adjustment to Custodial Supplies Budget	To better align the Custodial supplies budget with the costs of the necessary supplies to properly serve the College	Over the last four years the cost of needed supplies for the Custodial department has exceeded the allotted budget by an average of \$31,600.84 per year. The underfunded amount fo last year alone was \$33,287.03 and based on projections the amount underfunded in fiscal year 2013-14 will be \$34709.52. The mission of this department cannot be achieved without the necessary materials and supplies. Even with the cost of	Pursue additional funding	2014FA		Completed	Additional funding has been provided to the unit through the RAP process		
244			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BGCUS	Adjustment to Custodial Substitutes Budget	To better align the budget of the department with the needs of the department and the college	In 2010 the college spent \$88,982.99 for substitute custodians. In 2011 the college spent \$80,284.96 for substitute custodians. In an effort to cut these costs a new policy was instituted for 2012. Since that time no more than two staff members are allowed to be on vacation at a time. The only time we use a custodial substitute is when more than 2 staff members are out which could be due to illness or emergency type leave. Since that time we have decreases our expenses to \$21,534.46 in fiscal year 2011-12 and \$32,390.95 in fiscal year 2012-13. At this time there is no budget line	Pursue additional funding	2014FA		Stalled	There has been no additional funding for the purchase of any equipment in the past two years. The last adjustment to funding in the Buildings and Grounds department was a 15% cut.		

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245				COUNS	Declaring a major	One of 3SP mandates students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority. Declaring a major or program of study is more specific than declaring a broad educational goal such as earning an associate degree or transferring to a four-year college. Declaring a program of study sets incoming students on a specific educational pathway.	3SP mandates students declare a major. as well as financial aid. Students who declare a major will assist in getting priority registration. Students will be more successful in completing their goals in a timely manner.	education planning, probation workshops, early alert system, orientations, counseling for major workshops, Counseling courses,	2014FA	on going	On schedule	The counseling department has increased sections available for Counseling 32. The department also hired a career counselor in December to meet individually with students. Additional counseling hours dedicated to CTE also focus on career goals and educational goals. The comprehensive education plan appointments requires a major to complete.	Additional counseling appointments have been available to students beginning in Summer 2014 and ongoing. Career counseling is collaborating with counseling courses and learning communities.	
246				MATHD	a	b	c	d	2014S					
247			GOAL 1: Student Learning & Success	CWORKS	Demonstrate the ability to develop a professional resume	By end of Fall 2014, increase the number of students with a professional resume	CalWORKS' mission is to assist recipients as they transition to self-sufficiency, and one of the tools needed for the transition is to have a professional resume.	#NAME?	2014FA	SP 2015	Behind	Scheduling conflict with student's schedules.	We will offer the workshop during spring 2015 recess.	
248			GOAL 5: RESOURCE MANAGEMENT	MATH	Test Objective 2	Test Objective 2	I need to try this twice to see the printing function.	Putting in another objective. Not copied from MS Word this time.	2013FA					
249				MATH	Testing	Testing	Testing	Testing	2015S					
250			GOAL 5: RESOURCE MANAGEMENT	MATHD	2nd objective to test aligning 2 objectives to the same PSLO...	l;kdfs lasdjf jdsafklj sadf; 'l;kdsajfl jdsafllkadsjflk lkjds lfk		the quick brown fox	2014FA					
251			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	EOPS	CARE student retention, persistence and success	To provide services that promote CARE student retention, persistence and success	The CARE program is defined by distinctive views. We view our work as a shared responsibility that yields institutional outcomes—enrollment, persistence, retention, success e.g. certificates, degrees, and transfers. We also view our work as an effort that yields lasting essential change in the quality of life that our CARE students will enjoy as a result of their participation in our program—increased self-worth, developed sense of potential and agency, increased	• Increase retention through communication	2014FA					
252			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	MKT	Support Accreditation team needs	We will provide whatever is needed to support Accreditation visit preparation.	We are anticipating special projects related to the visit of the Accreditation team - and we will respond as needed.	Meet with Accreditation leadership regarding special needs for team visit in Fall 2014.	2014FA		Completed	All requested publications completed on schedule.		

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253			GOAL 5: RESOURCE MANAGEMENT	MATH	Safety and Repair Needs for Math building	The fire door on the north side of the building does not open properly. The stairs have torn carpet that are a safety hazard. There is also torn carpet on the first floor near the bathroom. Broken toilet in downstairs women's restroom. Soap dispensers are frequently broken. The handle and spring on the office door 103 in the math lab is broken. MA-140 office door does not open properly. Automated blinds and lighting fixture broken in the lab.	These are safety hazards and interfere with employee and student productivity.	RAP for maintenance needs.	2014FA		Completed			
254			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	BGCUS	Increase effectiveness of the Grounds staff	To identify and purchase types of equipment and vehicles that will allow the existing staff to accomplish more in the same amount of time.	With past cuts to Grounds department staff it is becoming increasingly more important to accomplish as much as possible with the existing staff. With the current vehicles in the grounds department we are spending far more than normal on repairs. The addition of a new truck to replace the very old trucks would decrease spending on repairs to old trucks and lower lost time due to vehicle failure.	Work with Grounds staff and District purchasing to determine best equipment to purchase and best prices for that equipment.	2015SP		Stalled	Lack of new funding		
255			GOAL 2: COLLEGE AWARENESS AND ACCESS	EOPS	Develop online application	During spring 2014, design a user-friendly on-line application that is accessible through the EOPS website.	The online application is designed to support the utilization of the increasing number of on-line services available on and off campus. Proficiency in using on-line services will be essential to students' experiences at Los Medanos College. Additionally,	<ul style="list-style-type: none"> Outline the benefits of utilizing an on-line application Identify software options to build application Determine what information will be collected Meet with the IT Department to determine the protocol for implementation Develop on-line application and upload to the EOPS website 	2014FA		Completed	We were able to develop the online application utilizing Google Docs while we researched appropriate software to accommodate our needs. In Fall 2014 we began using an application software called Wufoo which allows for additional	Students are able to access the application from any location and also improves program knowledge since students are driven to the website.	
256			GOAL 4: ORGANIZATIONAL EFFECTIVENESS	WELD	Budget Increase for the Welding Technology program	Obtain a supply budget increase for the Welding Tech program	The cost of welding filler metals, electrodes, and gases has risen dramatically in the past few years and the current budget is not meeting the needs of the program. It is expected to run a large deficit starting this summer. Recently, new labs have been added to maximize student enrollment and improve core	Present a Rap proposal detailing the needs of the program and requesting additional funds be placed in the welding supply budget.	2015FA		Completed	Cost of consumables has risen significantly as detailed in the rationale.	A temporary increase was awarded for this year only.	