LMC EMP 2006-2016
Goal 3. Offer high quality programs that meet the needs of the students and the community
Program Review Report 2015-2016

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
APPLI	Strengthen vocational and technical skills of the students in the Appliance Program	To strengthen vocational and technical skills of the students in the Appliance program by providing up to date technology that is used in the appliance industry.	The appliance industry is continually introducing new appliances into the market. The appliance program must stay up to date so that our student graduates are prepared to service the new technology used on these new appliances.By attending these conferences we are able to keep our curriculum current and make these industry connections.	Attend industry training sessions on the new appliances, training materials and technology that the industry is using. . Work with industry partners to set up new internships and student testing. Contact industry for equipment donations and training materials for use in the program.		
APPLI	Improve the Appliance Programs Core Indicator Data Rates	Improve the Appliance Programs Core Indicator Data Rates for students in Completions, Employment, and Participation.	The Appliance Program needs increase the Core Indicator Rates in Completions, Employment and Participation. To increase the number of students enrolling in and graduating with certificates from the program making sure that we increase the number of non-traditional students, especially female.	Work with current students so they know how to go online and track their progress towards a certificate or degree in appliance technology. Provide graduates students with information on how they can provide feedback to the program on where they are working and if there any current job openings where they work. Work with marketing to promote the program to under-represented groups especially females.		
APPLI	Enhance technolgy used in the Appliance Program	Upgrade technology to be used in the Appliance and ACREF classes.	Software for our air conditioning load calculations class is out of date and no longer usable for the students. The HVAC industry uses computer based programs to determine heating and cooling load calculations. The class is currently being taught using the white board and paper to determine load calculations which out dated.	Purchase new software to be used on existing appliance lab top computers. Install a presentation version of the software for the instructor to use in classroom.		

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AR	Open a Veterans Resource Center with appropriate staffing	Establish a Veterans Resource 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 : • 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, the center would be staffed by a full-time coordinator who would provide assistance on navigating the different application processes for returning veterans; college admissions, scheduling assessment and/or counseling appointments, applying for VA Education Benefits, registering for classes, certifying student's for education benefits, etc. Last year a task force met to develop a recommendation for this purpose.	Review other VRCs to discover the best possibilities and negate any beginning mistakes. Establish a location. Determine staffing model.		

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AR	Increase International Student Program & Provide More Support	We would like to have more international students attending LMC. And we would like to provide more support services to the students who are already attending.	International student bring a wealth of cultural diversity to the campus. By providing more support to the ones who are here, we are helping them to succeed. By increasing the number of international students, we have more of an opportunity for cultural diversity.	Build an online orientation using D2L, so that students can be oriented before they enter the country. Build a more comprehensive face-to-face orientation once the student arrives. Reactivate international student club. Arrange for peer mentors. Arrange for tours of campus.		
ART	Hire new full time 2D media specialist	We need a full time 2D media specialist in order to secure the position of these important disciplines within our program. Student completion of our program, either by transfer, certificate, or degree will be enhanced by the additional commitment and availability that a full time faculty can bring to this area.	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. We were ranked 7th in the latest Box 2A process and will continue to apply until funded.	Box 2A process, complete the forms and interview questions, etc.		

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ATH	Provide appropriate and safe equipement for all team members	The Athletics department is currently using outdated equipment in several sports programs. If the specified equipment is not updated or replaced, we will continue to expose our students to potential safety hazards that could result in major/minor injury to LMC student athletes. We will need to replace the current items with updated ones that meet current safety regulations.	Currently, the equipment utilized by the Athletics staff and student athletes, in multiple sports, are outdated and need to be updated and/or replaced in order remain in compliance with safety standards. The need for updated equipment spans across multiple sports programs at LMC and are as followed: Football helmets: there is a ten-year regulation on helmets instituted by the NCAA that states that helmets older than ten years are unsafe and need to be replaced. Student Athlete Transportation: currently the school vans that are being utilized by the multiple sport programs to transport student athletes to and from various activities have over 100,000 miles. While the vans are serviced regularly they also need unscheduled maintenance due to their age and mileage. Concession Sales Equipment: concession sales during sporting events help raise profit for various clubs and sports programs. The concession equipment (hot dog machine and popcorn machine) are over 10 years old and falling apart. Since the equipment is utilized by multiple personnel, the risk of potential safety hazards are increased exponentially. Softball Uniforms: the current softball uniforms are tattered and should be replaced. The student athletes that participate on the team represent LMC as a whole and their presentation of our college should reflect our standards and commitment to our student athletes. Softball Pitching Machine: Currently, LMC's softball team does not have a pitching machine and is utilizing the Coach's personal pitching machine. This pitching machine is a vital aspect of the softball program and a worthwhile investment into the softball program.	Replace 8-10 football helmets every year to remain within the ten-year helmet regulation issued by the NCAA Purchase of two vans for transportation of student athletes and athletics faculty/staff Replacement of current concession equipment (hot dog/popcorn machine) Purchase of new softball uniforms Purchase a new softball pitching machine (JUGS).		

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ATH	Intensified Academic Support for Student Athletes	Increased academic support for student athletes that will benefit their unique schedules. Student athletes are required to carry a full load of classes, in addition to their athletic practices and competitions. Many of the services offered to the entire student population are underutilized by the student athlete because it conflicts with their schedule. We are proposing to increase the access of services to this population by offering said services at times more in lined with their schedules.	The Athletics department requested an inquiry from the District Office concerning the Assessment scores for LMC student athletes for English and Math. Many of our student athletes assessed into Math 25, following with Math 12 and 30 and English 90. Distinguishing specified hours that align with the student athlete's schedule for them to access tutoring will increase their academic success in the classroom and increase their completion of basic skill courses. We will coordinate these times with the Head Coaches for each sport and utilize past academic performance and mid semester progress reports to identify and mandate the usage of these specified hours for students who need the extra help.	Hire a math tutor to conduct intensified group math tutoring twice a week (8 hours) specifically for athletes Coordinate with the CORE to identify and block off time during the week where athletes can access the CORE tutors for assistance in other areas of study. Once a week for four hours		
AUTO	Expansion space	Seek out possible space or changes within the automotive technology program to offer additional sections and courses.	The Automotive department has been growing at a steady rate for several years and has even attempted overlapping several courses. While this has functioned with a few courses that can operate in separate sections of the lab it does not work with all of them. In the coming semester we will be adding two additional courses (Hybrids and Diesel) we have need to offer a second section of the auto 35 course which requires an additional materials but more critically space. The shop and classroom currently run non-stop from 8am to 10pm Monday through Friday and Saturday morning.	Seek out alternatives for additional courses.		

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AUTO	Tool room furlough restoration	Restore tool room position to full year employment.	The day time tool room position has a significant list of responsibilities many of which require time when the shop is not in active use. These requirements include but are not limited to Lathe, hoist, balancer, Media blaster etc. Years of furlough have resulted in reduced maintenance and results in adverse impact on student learning when equipment fails to operate properly. Furlough during the summer overlaps active lab based courses, Without tool room support instructors are often pulled from the classroom and lab to cover for the various duties of the tool room staff. This reduces student teacher contact and jeopardizes student safety when instructors are repeatedly called out of the lab and into the tool room.	Submit RAP for tool room furlough restoration.		
AUTO	Automotive Diesel technology	Introduce for the first time in the automotive department a diesel engine course.	Drastic changes in diesel technology and an increasing use in general passenger vehicles as resulted in the need for general automotive technicians to add diesel repair and diagnostic skills as part of their training. As of 2012 all smog technicians and those seeking a smog licence are now required to have a working knowledge of diesel technology.	A Instructor has already been found and several required materials have already been donated by several manufactures. An experimental course outline will be submitted in time for the 2015 fall semester. Instructional training materials provided by A-tech or similar builders will be needed to round out the course. This style equipment is not available from our industry supporters and will be submitted as a Perkins request this year.		

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BIOSC	Creation of an fully online version of Biosc 005	Allow students to obtain an AA degree fully online	The college and district in their wisdom see the future and that is that more and more students want to have the ability to take college courses online. In addition students want to be able to complete degrees online. Bio 5 is one of the many excellent options for student to satisfy the Natural Sciences requirement in obtaining an A.A. degree. The biology department trusts that by creating an online Bio 5 class option that this will greatly increase student access, thus allowing more students to earn their A.A. degree.	1. Write the online course supplement to the course outline of record. 2. Upon approval of the supplement, schedule and offer the online class.		

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BIOSC	Reinstate Furloughed Time to Pittsburg Science Lab Coordinator	Reinstate the furloughed time (6 weeks) to the Pittsburg Science Lab Coordinator position. The restored 6 weeks would bring this central position to our departmental mission back to a 12 month position as it was originally written and instituted before the forced furlough.	Historically, the Biology Science Lab Coordinator position was a 12 month contract and this was appropriate for the demands of the position. Since the inception of the forced furlough in 2012, our department has fought to have this position re-designated back to its original status. This request applies to: College Strategic Priority #1: Increase Equitable Student Engagement, Learning and Success District Goal #1: Enhance Student Learning and Success. Since the furlough of this position in July, 2012, the biology department has increased the workload of our Pittsburg Science Lab Coordinator in three substantial ways. First, we have converted all of our lab classes from Hours by Arrangement to scheduled ('wet") labs. Second, we have more than doubled the number of sections of our majors courses, each with 6 hours per week of lab. Third, we have increased our course offerings by adding a new course to our curriculum, Human Biology (Bio 8) and have decided to start offering Ecology and the Environment (Bio 7) every semester. These changes all improve accessibility and pedagogy for students working to meet their biology requirement(s) but at the same time, have drastically increased the workload on our Science Lab Coordinator. To put this in perspective, during the regular academic year, the Pittsburg Science Lab Coordinator oversees 8 courses, is directly responsible for the lab preparation of 6 courses with a total of 19 lab sections per week. In summer, they handle 3 courses with 6 lab sections per week. Because the Science Lab Coordinator is integral to the successful operation of our department (including supervision of LMC's Nature Preserve), truncating their hours to a 10.5 month	1. Consult current Science Lab Coordinator for input on needs of increase to 12 month contract. 2. Write RAP outlining the necessity of increasing their contract (hence reinstate furloughed hours) 3. Enjoy working with a less stressed and more productive Science Lab Coordinator and appreciate improved departmental operations.		

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BIOSC	Renovation of SC1-103	Improve student learning and increase the potential number of non-majors lab sections by renovating SC1-103 to become a standard biological science wet lab. Improve students' abilities to take make-up tests and have informal study/review sessions by making the conference rooms within SC1-103 accessible independently.	The Biology Department proposes to renovate room SC1-103 from its current form as an independent study center to a formal wet lab facility. This renovation solves current problems as well as increases the department's capacity for future growth. Until very recently, class sections of Bio 5, 10, and 30 were offered in a format in which students completed lab activities in a self-paced manner in the Biology Learning Center (BLC) (room SC1-103) utilizing the "hours by arrangement" (HBA) modality of instruction. The lecture portions of these classes were offered in regular classrooms. The BLC was an integral part of the original design of the LMC Science Building. Because of new state scrutiny of HBA lab hours, and also a strong consensus among department members that HBA labs represented inferior pedagogy, we redesigned Bio 5, Bio 10, and Bio 30 to have their lab components offered in formal wet lab facilities, with all hours scheduled at the same time for all students in each section. In addition, we created a new non-majors general education course in Human Biology (Bio 8). Beginning with the Fall 2014 semester, after years of planning and concerted effort, all sections of these courses are now offered with scheduled labs in formal wet lab facilities. We endeavored to schedule sections as efficiently as possible, first in our non-majors lab (SC1-126), but not all sections could be accommodated in this room. Several stopgap measures were implemented, but some of these measures have created additional problems. In addition, we need room for future expansion. We are counting on using the renovated BLC space to accommodate these needs. Class sessions are not the only facilities needs. Activities such as	1. Develop section usage plan for new lab 2. Work with VP's office to fund, design and renovate SC1-103 from an independent study facility to a formal biology wet lab. 3. Schedule classes in new lab		

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BIOSC	Brentwood Biology Lab Finding	Maintain the ability of the Brentwood Center science lab to support current biology instruction	Lab instruction is the centerpiece of biology instruction, and labs are a required part of every biology class that is offered at the Brentwood Center. Most of these labs are required for courses to count for transfer. Courses cannot be run without labs, and we need a stable source of funding for consumable lab supplies, maintenance, and student and other support workers. We secured one-time funding for 2014-15, but what we really need is ongoing funding so that we can reliably schedule and offer biology courses at the Brentwood Center. Since most biology instruction cannot occur without funding for the labs, this goal is strongly tied to all campus and district goals that have to do with student success, access, teaching, and learning.	1. Write RAP request for Ongoing Brentwood Center Biology Lab Support funding. 2. Deploy funding to support biology labs at Brentwood		
BIOSC	Update Biosc 005 labs at Brentwood	New lab materials are needed to update the lab activities for Bio 5 at Brentwood. Thus allowing consistency for all the Bio 5 classes offered at LMC.	The biology department has been going through enormous changes, with the conversions to full labs for our Bio 5, 10 & 30 as well as the addition of a new lab course bio 8. Our focus was to smoothly transition these courses from HBA to full lab and we have been extremely successful. However, with the focus on this transition the bio 5 courses at Brentwood have not kept up with the changes. This is solely for one reason – money. We need materials to update the bio 5 courses at Brentwood and create equity and access to the highest quality learning possible for our Brentwood students. The lab book is written and we have most of the materials we need at the Pittsburg location [not all] and the labs are now running for the second semester pretty smoothly. We believe is important for student learning that we update the materials for the new lab activities in	1. Write RAP request for these one-time material costs. 2. Purchase needed materials and offer the courses with these new lab activities.		

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BIOSC	Develop guidelines for students to receive Honors credit in BIOSC 20-21	We will develop projects or extension of class activities for students in BIOSC 20 & BIOSC 21, so they will have the opportunity to earn honors credit while completing these courses.	Students previously obtained automatic honors credit for successfully completing BIOSC 20 and BIOSC 21. New regulations from transfer institutions prohibit students from receiving automatic honors credit in these courses, so we are developing guidelines to allow LMC students to complete an additional project or extension of a current course project to earn honors credit. Since many students in each of these courses every semester are honors students, we will collaboratively develop guidelines so that any student entering BIOSC 20 and/or BIOSC 21 will understand what is expected in order for them to earn honors credit for these courses. This will streamline the process for everyone and the guidelines will be developed by the faculty teaching these courses and with the support of the Honors Program Director.	The faculty teaching BIOSC 20-21 will meet with the Honors Program Director at LMC to brainstorm ideas, decide on a plan for each course, and discuss a timeline for establishing the new guidelines. Faculty members will develop one document per course that explains the requirements for receiving honors credit in each course and will then meet with any additional faculty and staff members who may be involved in teaching the courses or in helping students complete their honors projects (for example, the MESA Director who coordinates the seminar series where students may potentially present their honors work). The faculty will also obtain feedback from the Honors Program Director before finalizing the documents and making them available to students during the Fall 2015 semester.		

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BIOSC	Provide all Biology majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation.	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty, with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences in their classrooms. Faculty may also develop summer courses that focus on research methodology, such as the new BIOSC 904 Introduction to Bioscience Research offered during the Summer 2015 session. Culture of Real-world STEM experiences: To cultivate a college community that supports research and inquiry-based experiences in the classroom as well as real-world connections with active STEM professionals, we also plan to offer a STEM student symposium once a year on campus. We hosted the first STEM symposium on campus during the Fall 2014		

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
BIOSC	Enhance equity in LMC biology education by providing access to classroom technology	Provide students with access to laptops in biology labs and classrooms	Biology in the 21st century is ever-changing and increasingly reliant on and integrated with technology. Training students adequately in biology means providing access to up-to-date science information, as well as hands-on experiences with technology used in biology labs at transfer institutions and modern workplaces. Laptop availability in LMC Biology labs will lead to expanding and strengthening our educational approaches, engaging our students more deeply, and preparing individuals for academic and professional success. Currently, there is limited class access to computer labs on campus; scheduling time in these labs is difficult, and equipment is not generally reliable. In-classroom laptops will be used by	Purchase 30 Chromebooks along with a secure, locking, chargeable mobile laptop cart		

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BIOSC	Critical Maintenance of Biology Facilities	Secure resources for required maintenance and repair of certain building issues that are impacting student and staff performance, safety and morale.	The Science Building is now 7 years old. Due to the intense utilization of this building, particularly the lab rooms, many maintenance and repair issues have surfaced which need to be addressed. These projects support the goal of student success by protecting irreplaceable required learning materials from theft and vandalism, increasing ability of students and staff to concentrate on learning, undistracted from outside noise and allowing staff to redirect the time now devoted to repairing malfunctioning elements of the building to helping students learn. In addition, repair and painting of the walls will boost staff and student morale, reestablish the comfortable, secure learning environment that is necessary for student achievement and provide an interface with the community at large that is in keeping with our goal of student success and retention.	1. The hardware that allows the storage drawers to open and close has failed in many of the lab storage drawers, particularly those in 133. This hardware was of poor quality to begin with, and actually began to fail towards the end of the first semester. For the past 6 years, time and energy of our staff has been diverted on nearly a weekly basis to removing the drawers and re-securing this hardware. They have been repaired so many times that the particleboard cabinets can no longer hold the screws. At this point, the hardware is so loose that drawers can no longer be fully closed and the locking mechanisms, because of the constant pushing on the drawers are either broken or cannot be engaged. This leaves required and sometimes irreplaceable items like skeletons, models and slide boxes and other equipment subject to theft and vandalism. These items need replacement at this point, as repair is no longer an option. 2. We have found that there are acoustic issues in room 126. The walls between this lab and the adjacent classroom are so thin that normal noise levels in either room result in classes disturbing one another on a daily basis. This is particularly troublesome when one classroom needs quiet for an exam and there is a lecture or lab activity going on in the other room. Students cannot concentrate, and exams scores and hence, student success, are effected. This must be remedied soon. The logical answer would be to install acoustical tiles on the wall separating these classrooms. 3. Nearly every non-lab classroom in the lower floor of the Science building has damaged walls from tables and chairs have been thrust against them. There are now deep gouges and gashes in the wallboard that nearly encircle the rooms right at the level of the furniture. Not only is this unsightly, but is a distraction and reflects badly on both a College and District that that to the public, must seem unable or unwilling to keep its house in order.		

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BIOSC	Achieve Stable Funding And Adequate Lab Assistant Staffing For All Non-Majors Biology Courses	We will use the LMC RAP process to try to achieve stable ongoing funding for lab supplies for all of our non-majors Biology courses. We will also use stepped up departmental recruitment efforts to hire additional student lab assistants for the non-majors Biology courses. This need is particularly acute for night sections, most of which currently have no available lab assistant to help instructors or students during the lab period or to help clean up the lab when the class is finished.	Our department has recently converted all non-majors biology courses from an hours by arrangement (HBA) lab format to a scheduled lab format with weekly or biweekly lab periods. Our current department budget was developed for the HBA lab format, but we converted all 15 sections of Biology 5, 10, and 30 into a scheduled lab format this semester. This change is permanent and ongoing, as we have already closed the biology learning center (our former HBA lab) and converted that space into a lab just for the Biology 5 sections. We have also added new sections of a brand new lab course, Biology 8 (human biology), which is now fully articulated with our transfer partner universities, and we have reinstated a regular ongoing Bio 7 section, which is necessary for some teaching credential programs. Needless to say, the far more sophisticated lab activities we now have our students perform in the scheduled lab periods require far more (and more expensive) supplies on an ongoing basis. We applied this past year for a permanent increase to our supplies budget to cover this increased fixed cost, but our department was granted only one-time funding for supplies. This extra one-time money is certainly welcome, and it will allow us to run our classes normally this academic year. However the money will be used up by the end of our summer 2015 session. Once our supplies budget drops back to its former level we will not have enough supply money to run our non-major's lab sections beyond the end of the Fall 2015 semester. Thus we have an acute need for an ongoing increase to our base budget to fund our completely modernized and renovated non-majors biology curriculum. Our goal is directly related to	Prepare a new RAP proposal for a permanent increase to our department's base budget. Make as strong and persuasive a case as we can for this increase so that our ongoing budget rises to meet our new level of expenditures. Provide all instructors with handouts they can use to solicit the names and contact info of successful biology students who might want to become paid student lab technicians at LMC. We will focus especially on recruiting students who are willing and able to work evening shifts in the lab prep room.		

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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 and the number of available tutors for student support.	Past accreditation recommendations have indicated the need for the services at the Brentwood center be in alignment with those at the main campus. We have ADDED more classes but due to 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 very little 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. The services at the Brentwood center should mirror those at the main campus. We cannot adequately serve evening students, as the lab closes before the evening classes end. During the hours that we are open, we rarely have enough instructors and tutors to meet the student demand during peak times.	1. Request a permanent part-time position (20 hours per week for 12 months of the year) for a part time lab coordinator to help our math lab coordinator and our students.		
BRTWD	1	3	3	RAP proposal for increase in tutor budget to ensure that students have access to tutor support that is proportional to that on the main campus		

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BRTWD	Increase the amount of tutor support in the math lab and the classroom	Increase student success by providing increased access to peer tutors both in the math lab and the classroom	Past accreditation recommendations have indicated the need for the services at the Brentwood center be in alignment with those at the main campus. We cannot adequately serve evening students, as the lab closes before the evening classes end. During the hours that we are open, we rarely have enough instructors and tutors to meet the student demand during peak times. We have no budget for tutor support during summer session.	RAP proposal for increase in tutor budget to ensure that students have access to tutor support that is proportional to that on the main campus		
BRTWD	Increase number of full time faculty to support students	Hire more faculty. Try to reach a point where at least half of our sections are taught by full time instructors.	Currently only eight of the thirty five math sections (23%) offered in Brentwood is taught by a full time instructor. Students deserve to have equitable access to full time instructor who are available for mentoring and familiar with the program and the entire college.	Box 2A request for new hires		
BWCTR	Veterans' Services	With a growing veteran student population taking classes at the Brentwood Center, increase access to veterans' services available at the center.	In recent years, the number of student veterans continues to increase at LMC, including those students enrolling at the Brentwood Center. Currently, veteran students are required to visit the main campus to address counseling and certification needs. The Brentwood Center is just beginning to provide access to community veteran's agencies that are setting up tables periodically at the Brentwood Center. With the increase in this student population, services can and should be expanded for our student veterans.	1) Identify the number of student veterans attending the Brentwood Center. 2) Survey veteran students to identify the type and level of services that are needed in Brentwood, in conjunction with the main campus. 3) Develop a plan for enhancing services for veterans attending classes at the Brentwood Center.		

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CHDEV	Request further restoration of lost instructional assistant hours	Restoration of the 65 Instructional Assistant hours in the LMC Child Study Center that were eliminated in 2011/2012.	In an effort to increase child care capacity for the campus and training opportunites for CHDEV majors, we wish to restore staffing in all 4 lab classrooms.	Submit RAP Proposal Feb 2015		
CHDEV	Addressing the Achievemnt Gap for CHDEV students	We have noted achievement gaps in our department data-particularly with our minority students. We wish to address closing the gap.	We wish to have more equitable outcomes with our students.	Participate in professional development activities. Provide training with part-time faculty to be more intentional around the 6 success factors developed by the RP group. Actively recruit and train students of color for student intern positions. Establish student mentoring partnerships among students (particularly among African American males)to promote success. Advance relationships with feeder high schools to help with 10th grader recruitment of students of color into their ROP academy programs.		
CHDEV	Improve participation of underrepresented males in our department.	We want to intentional improve the number of male students in our program to more closely meet state negotiated standards of non-traditional participation and completion.	We are below the state negotiated levels of non-traditional student participation and completion..	Use CHDEV 83 as an avenue to develop male majors. Use our student internship employment opportunities as a recruitment vehicle to enhance male completion and graduation/transfer. (Our data shows our interns have increased completion and success as a result of their involvement in a learning cohort.) Promote mentor partnerships between male students to advance success.		

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CHEM	Provide all STEM majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty (including 2 from Chemistry: Mindy Capes and Dennis Gravert), with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences in their classrooms. Culture of Real-world STEM experiences To cultivate a college community that supports research and inquiry-based experiences in the classroom as well as real-world connections with active STEM professionals, we also plan to offer a STEM student symposium once a year on campus. We hosted the first STEM symposium on campus during the Fall 2014 semester and plan to offer one every spring from 2016 onward. This event will highlight student		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
COMSC	Class set of "clickers" - real time classroom interaction and feedback	Acquire a classroom set of "Clickers" and associated software in order to infuse immediate interaction and feedback in class, in particular with the entry courses COMSC 040 and 049.	To increase student engagement, learning, and retention in the classroom at the basic level, specifically with computer terminology, concepts, and ideas in a more direct manner.	While the clickers are being acquired and prepared to be used, write mini-lessons for their use in COMSC 040 and 049. This can include the prompting questions in the publisher's text.		
COMSC	Align ICT curriculum	Revise course outlines of record for courses that are a part of the ICT model curriculum to align with C-ID descriptors that have finally been approved. This is separate from, but compatible with, the objective "Coordinate ICT curriculum with DVC and CCC".	This will update existing courses to more closely align to standards in State adopted C-ID descriptors.	Revise the course outline of record for COMSC 010, 012 (what are the other courses that go here?)		
COMSC	Evaluate mobile app courses and program	Determine the initial and ongoing costs, plus the level of demand, then evaluate if courses and possibly a program of mobile app development could be successfully sustained.	The greater San Francisco Bay Area continues to be the leader in Internet and related technologies. The demand for the development and refinement of mobile applications appears to be continuous for the foreseeable future. Therefore, developing a program in this area should be evaluated.	Work with the regional consortium for mobile app development to evaluate if this area is appropriate to pursue.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
COUNS	Additional counseling hours for articulation and general counseling	To obtain a .5 dedicated articulation counselor to increase articulation with other institutions. To obtain additional adjunct counseling hours to increase counseling available to all students.	Articulation: Currently STEM/MESA grant is funding additional articulation with other institutions. This grant will be ending and this function should be institutionalized as the need for articulation will continue. Articulation is essential in developing education plans as well as transfer opportunities. Articulation correlates with developing a campus transfer culture. Additional general counseling hours: as noted by our recent accreditation visits, additional counseling for all students was identified as an increasing need. Additional counseling hours will increase hours counselors are available to students, allow for development of additional programs, additional curriculum, and facilitate retention and completion. The department has identified increasing general counseling to begin to meet the Academic Senate recommended counselor to student ratio. Could increase developmental education partnership to additional course sections.	hire more adjunct counselors to meet general counseling needs at both campus locations and hire .5 articulation counselor Box 2a requests to request full-time counselors to better meet student needs		
COUNS	Obtain additional classified support for expanding counseling department and programs	Provide additional support during peak demand and supplemental support for expanding student services departments including counseling, disabled students, and eops	With the new mandates from 3sp, counseling support services have expanded and timelines for providing services have drastically altered. creating more demand and workflow for classified support staff in departments supporting counselors.. Provide additional training for student ambassadors and assistants in related areas. Assist in promoting counseling at large orientation events such as super Saturday.	Hire office assistant II at 50% load. Develop workplan for assignment.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
DRAMA	Full Time Hire of Theater Staging Specialist	The Theater Staging Specialist will oversee construction, deconstruction, and safety of sets -Oversee use, maintenance, and inventory of Shop and shop equipment. -Oversee use and safety of technical elements held	The position we were trying to maintain and solidify as an ongoing position 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	Oversee construction, deconstruction, and safety of sets -Oversee use, maintenance, and inventory of Shop and shop equipment. -Oversee use and safety of technical elements held within the Little Theatre and Shop -Maintain inventory and electronics of the Little Theatre and Shop		
DRAMA	Increase in Funds for Conferences and travel	Increase in funds or request to match funds given by LMCAS in order for department to travel to Kennedy Center American College Theater Festival	The Drama Department has attended the Kennedy Center American College Theater Festival for for the past 5 years. This has increased our departments national reputation, increased transfer, and the drama department has won several awards and was recognized for its achievements with students and productions. However the department struggles to find funds to allow our students to attend. The Department is proposing that the President's office match the funds allotted by LMCAS each year to help the students attend.	professional development, auditions for transfer students, workshops for students, national awards and competitions, and campus visits to potential transfer institutions.		
DRAMA	Increase in Operating Funds for Department	The Drama Department is in need of an increase in funding for its yearly expenses. The Department produces many events throughout the semester and yet it has the smallest operating fund of all departments on campus.	The Drama Department is the youngest in the college and due to its youth its need for funds has never been appropriatly addressed. The Department produces more annual events than any other entity on campus and yet it has by far the smallest operating fund. As the department grows so does its need for adequate funding. The department has never had a sufficient funding base for its year and this concern needs to be addressed soon. The Drama Department at LMC now has more students than that of its counterpart at DVC, yet the Departmental budget for DVC is over $20,000 and the drama department is less than $4,000.	This money would go to class room supplies, marketing and promotional materials, and other additional expenses.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
ENGL	Mentorship and Training Program	Continue mentorship and training program 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. Most of our new faculty teach DE courses, so training in this area is especially important. In Fall 2015, the department will also have 4 full-time faculty hired within the past year who may benefit from additional training and support as they step into new roles. We need continued funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Our instructors have found that they spend time training other instructors on top of their other duties. Thus, training can become sporadic and rushed. We have found that formalizing the mentorships that happen already benefit both mentors and mentees. In the past year, our paid and official mentorship program has received excellent feedback from its participants. The mentorship has improved our department's professional development and quality of instruction. Our mentorship has also helped our department build supportive relationships among full-time and part-time faculty members toward a shared goal of promoting student success.	1 Secure continued funding for mentorship program. 2. Create more effective assessment loop to check effectiveness of program.		
ENGL	Reexamine DE philosophy and program model	Look at the current DE model and see if we want to make any changes going forward.	It has been about 18 years since we implemented the current English DE model. With the addition of accelerated courses, this is a good time to discuss the current model and see if we want to make any changes going forward.	As a department read some of the latest research on developmental education and acceleration. Have a retreat in which we discuss the current model and whether we want to make changes in light of the current research.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
ENGL	Expand and assess the accelerated pathway through the English Developmental sequence	Investigate and research the effectiveness of accelerated English courses on student success and completion, offer more sections of accelerated developmental courses, and train faculty in accelerated learning principles	This year we will build on the work of the past two years, continuing to access the effectiveness of acceleration, expanding the program and training new faculty.	Formative assessment Teacher training Continue research		
ENGL	Launching AA program in LGBT studies	Using English as a springboard, develop an interdisciplinary degree program in LGBT studies.	English faculty member Jeff Mitchell has developed two new courses English 135 Introduction to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, and English 150 LGBT Literature which are part of the new English major, but also the "seed" courses for an future AA degree. He wishes to continue in this effort.	Work with Drama and Music which have given verbal support to develop courses and continue interdisciplinary outreach to build the program.		
ETEC	Hire another full time instructor	Another full time instructor will insure that the program will have enough instructors available to conduct all ETEC classes.	The ETEC program curriculum needs an instructor with many years experience in the industry we train for. This means part timers that are still working would not be available for day courses and retirees from this field have great retirement benefits and don't need or want to work any longer.	Hire a full time instructor.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
ETEC	Insure a reliable source of instructors for the day program.	Increase the faculty stability so the ETEC program can continue to be offered if adjunct faculty members are not available for day classes.	The ETEC program curriculum needs an instructor with many years experience in the industry we train for. This means part timers that are still working would not be available for day courses and retirees from this field have great retirement benefits and don't need or want to work any longer. Having another full time instructor will allow more time to work with individual students for more equitable student involvement.	Hire another full time instructor for the ETEC program.		
FINAID	Increase awareness of the Financial Aid Application Process	Increase awareness of the Financial Aid Process in efforts to promote completion of the application.	Navigating through the financial aid application process is a common challenge for students and their families. Most students start by completing the Free Application for Federal Student Aid (FAFSA), but fail to follow-up with the rest of the application process after. Based on the current 2014-15 academic year, LMC received a total of 7321 FAFSAs (as of 1/6/15). However, only 2646 LMC students were awarded a Pell Grant. This means only 37% of LMC students that filed a FAFSA received a Pell Grant, but this is not inclusive of those that did complete the application process with a high EFC.	Educate students about the process that follows after they complete the FAFSA online by offering more Financial Aid Workshops, and using marketing tools (i.e FA website, email blasts. InSite Portal).		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
FINAID	Increase awareness on responsible borrowing for the Direct Loan Program	Increase awareness on responsible borrowing by continuing to provide Direct Loan counseling workshops in person. This will not only educate students on the loan application process and options, but serve as a preventative measure in addressing future cohort default rate.	Providing in-person workshops will address the counseling aspect of the Direct Loan Program. It is imperative that FA administrators provide students with information on borrowing options, as well as educate students on the consequences of not repaying their student loans in the future. Students need to be aware that the loan program offers various repayment plans and deferment and forbearance options designed to meet the needs of borrowers in different financial circumstances. Additionally, students need to learn the consequences of not repaying on a student loan. Overall, in-person loan workshops serves as an educational tool as well as a preventative measure in addressing the college's future cohort default rate. Based on a CDR projection calculation completed by John Pierson, a consultant hired by the California State Chancellors Office, LMC's 2014 CDR is projected to be 39%. This projection is based on the presumption that LMC discontinues all outreach to students who enter repayment. This data implicates a significant need to not only provide counseling to students when they exit the loan program, but at the forefront when they first enter the program.	*Offer in-person loan workshops to students inquiring about the loan application process who meets the standard eligibility criteria set by the Department of Education. *Provide assistance to students on completing the online entrance counseling exam on the Department of Education website		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
FINAID	Increase utilization of the Federal Work-Study Program	Increase utilization of the Federal Work-Study Program by promoting the program to students, faculty, and staff on campus.	Maximizing full utilization of the Federal Work-Study (FWS) Program has been an on-going challenge. Due to low student and departmental participation in the program, there is typically an under-usage of FWS funds each academic year. Now that the college eliminated the departmental allocation model that went in to effect this current academic year, departments should be encouraged to expend FWS first over college-operating funds. Due to under-usage of FWS funds, it has become a common practice for the Financial Aid Office and Employment Center to review monthly student worker payroll reports to identify students who have been charged to the college-operating budget that could be switched over to FWS. Journal entries are completed by the Financial Aid Office and submitted to the Business Office for processing. The current allocation for the 2014-15 academic year is $135,760; however only $56,578 has been expended as of the 2/10/14 payroll cycle. This leaves the college with $79,182 remaining allocation, which has to be spent by June 30, 2015. Completing journal entries to use FWS funds is a reactive approach. To achieve program efficiency, students need to be admitted to the program at full capacity (based on the fiscal year's funding level) and department supervisors need to hire student employees from the FWS program early in the academic year.	Promote the FWS program to students on campus by educating them about the application and job placement process via various marketing tools (i.e. FA website, and email blasts). Improve faculty and staff education of the FWS departmental request and student hiring process.		
FINAID	Increase awareness of the Direct Loan Program and responsible borrowing	Increase awareness on responsible borrowing by continuing to provide Direct Loan counseling workshops in person. This will not only educate students on the loan application process and options, but serve as	Providing in-person workshops addresses the counseling aspect of the Direct Loan Program. It is important for Financial Aid administrators to provide them information about the Direct Loan Program per Department of Education. However; workshops help administrators maintain a balance between providing information on loan options and encouraging smart borrowing. This helps support District Strategic Plan Goal #1:	Offer in-person loan workshops to students inquiring about the loan application process and meets the standard Department of Education eligibility criteria.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
FIRE	Continue to improve passing rates on national certification test (EMS test prep software)	1. The success of EMT students is directly related to preparation. Testing software are in use by most EMT training programs 2. Replication of NREMT national certification test can only be done using on line resources and computer adaptive tests. Currently we test our students using paper, The NREMT abandoned this practice at least 5 years ago. 3. We seek to make our students familiar and proficient with their new testing enviorement , this can only be done by having the proper online resources.	1. Before using any type of testing prep software our passing rate on the NREMT , national EMT test was 39%. We started to use test preparation software which requires an "institution key" , after using this software our current passing rate is between 50-60% with about a third of the students testing thus far. 3. Increase passing rates are the final piece of the employment puzzle. EMTs can NOT secured employment without passing this national certification test. Student success is not achieved until an EMT card issued by the NREMT is obtained.	1. Continue using test preparation software, our current funding expires in June . 2. Continue creating on line computer adaptive test and make sure all of our EMT students take them , this requires the use of an institutional key to use at LMC.		
FIRE	Improve delivery of fire academy	Objective is to technically improve the current fire academy in order to meet California State Fire Standards. This will include additional training hours,. increase in instructor hours and increase in overall academy costs	The California State Fire Marshall Office recently made significant changes to the state standard delivery of accredited fire academies THROUGHOUT THE STATE.In order to maintain our certification we must adhere to their plan	1.Increase in Academy training hours 2. Increase in Instructor hours 3. Increase in academy costs		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
FIRE	Replicating realistic employment tasks found in Today's EMS industry and EMS employment market	1. The use of automated EKG monitors and other computer equipment in EMS is current industry standard. 2. EMS field is a evidence based , science driven industry. The replication of tasks and skills that an EMT must posses must be supported by the latest equipment and the most up to date instructional techniques that test student phsychomotor domains. 3. LMC EMS team seeks to produce EMT and other clinicians who are	Giving our EMT students the latest tools and diagnostic medical equipment and training will achieve the following: 1. Graduate a labor ready individual who is ready to function as part of an EMS team from day one of his/her employment. 2. Shorten the learning curve commonly found in the EMS industry by producing a Student/EMT graduate who is familiar with the use of the latest in EKG cardiac monitoring devices and other diagnostic tools such as pulse oxymeters, all part of the current repertoire of EMS assesments. 3. Mastery of the latest concept will increase our student success by providing them with superior training that meets and exceeds industry standard. This added training can make our students a highly sought comodity for employers in Contra Costa county and beyond.	1. procure equipment designed to replicate the environment that our EMT students will encounter. This is what the latest is, please see link "http://ecg-simulator.com/products/". LMC EMS currently does NOT posses this capability and lacks this equipment. We need Six fully stock ekg simulator bags/ these bags will take the place of an EKG monitor which is standard equipment carried by ALL fire and private ambulance providers in Contra Costa County and the rest of the state. 2. Break up our class in 6 Teams, having the additional and latest equipment will enhance community and team learning and allow us to present case based scenarios that are the latest in EMS education. 3. Skills drills , having EKG simulators we can recreate 29 different cardiac and respiratory cases, having students working in Teams foster collaborative learning. 4. This equipment will giver our students state of the art experience in the management of Cardiac patients. This equipment will also provide a		
FIRE	D2L FIRE EMS modernization/ skill videos for both FIRE and EMS academies	1. online course delivery has been identified as a strategic goal in FIRE and EMS 2. Creating skill videos using students will help with the standarizing the delivery of instruction especially when using multiple skill proctors like FIRE and EMS academies usually do. 3. Skill videos and the creation of additional resources can enhance learning by making this feature available 24/7 at all times	1. Standard instruction will foster a more controlled learning enviorement free from nuances from different instructors. 2. Skill videos are another avenue to address those students who are visual learners	1. hire a student worker 2. This person has been identified and cal works has agreed to pay 75% of her salary , this person has a degree in video editing and content creation 3. have student go to FIRE and EMS programs and videotape all evolutions and then upload to D2l.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
INSTOF	Distance Education Strategic Planning	Led by the Distance Education Committee and the Office of the Vice President of Instruction & Student Services, the College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting student completion of certificates and degrees and; analyze data on the success and completion rates of online and hybrid courses to inform efforts to improve student learning and success (AIP IIA)	A direct result of the institution self-evaluation submitted for the 2014 ACCJC accreditation visit.	Examine pattern of online classes currently offered, including student success and completion rates, and distribute information to Academic Senate, Curriculum Committee, Enrollment Management Committee, and Department Chairs. Recommend Distance Education planning and scheduling policies to Vice President, Academic Senate, and Department Chairs		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
ITS	junk	nco;enioncoinh	kndlkncowneoin	na;ondoind		
LANG	Adjunct Space Allocation	Adjunct Instructors in our department do not have space during office hours. Last academic year, our World Languages Department requested office space for our adjuncts and there was no response to our request. We are using this opportunity in the 'New Objective' category to request office space (shared) for our adjuncts for the years 2015-16. We have offered our private offices, as full-time instructors, to our adjuncts temporarily as we wait for administration to respond to our request.	It is important for our adjuncts to have space to prepare classes, meet with students and collaborate with our full-time instructors. We have a significant number of sign-language adjuncts that need more direct contact with their students and our department. It is important that they have the space to achieve this.	Teaching Learning Collaboration Development of Course Outcomes Training Tutoring General College Business Department Meetings Drop-In Student Access Hours Presence on Campus Printing and Computer Access		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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 source.	#NAME?		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
LIB	Sustain Reference Desk Coverage	Continue to provide uninterrupted reference service at the Library Reference Desk during all operating hours.	Beginning Spring the Library is required to extend its hours of operation to accommodate the use of the Library computer classrooms by non-library courses. There was not a corresponding increase to the adjunct librarian budget leaving the reference desk un-staffed for 13 hours a week. Currently the Library is open 58 hours per week, but is only able to offer 45 hours of reference desk service due to a limited budget for adjunct librarians and the non-desk responsibilities of the three full time library faculty. Additionally, research consultations and library instruction sessions are more time intensive activities and further reduce the library's ability to offer drop in reference services. We are currently the only library in the district without a reference librarian present during all open hours. With increased funding for the 2013-2014 school year, in additional to .5 release time back fill, the library is able to staff the reference desk for almost all operating hours. Reference service was restored to begin at 9am (instead of 10am) and there is uninterrupted coverage until 8pm. While the library is open until 9:45pm, use and gate count statistics are used evaluate the need for additional coverage. This increase in funding was temporary and the library will again be submitting a resource allocation proposal in support of the continuing objective.	*Spring 2013, submit RAP proposal for additional funding to increase the reference desk coverage in the evenings. *Spring 2014, submit RAP proposal for additional funding to increase the reference desk coverage and the create a pool of adjunct libraria		
MATH	Lobby Redesign	To ensure student success, students must be well and properly informed.	Students are regularly misinformed about our acceleration options. Sections have been cancelled partially due to lack of advertising. Other programs wish to advertise through the math department. There is no clear sign to direct students to our administrative assistant nor to our testing center.	Create a large, professionally designed sign in the lobby detailing critical information. Create a kiosk with handouts about various math courses, but also for all other LMC programs.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MATH	Increase equity and accessibility of the Math Lab Testing Center	Increase equity and accessibility of the Math Lab Testing Center by adding hours from the budgeted 16 hours per week to 35 hours per week.	Certain transfer-level courses have adopted to administer Mastery Quizzes to assess their knowledge in material the Math Faculty has deemed essential in order to succeed in future math courses. Many instructors use the Testing Center to assess student progress throughout the semester, and in many cases, devote a portion of their final grade to the completion of these mastery quizzes. During the review of their Mastery Quizzes, instructors & tutors are able to catch incorrect mathematical operations and rectify the students' thinking process to keep the student on a successful path within their class. Student Mastery quizzes are only administered during class time and in the Testing Center. At the current budget, students have very few hours to receive any feedback for their work resulting in weak understanding of the material for their current course and will compound in subsequent courses. A Mastery Quiz Box is a portable filing box that contains a file for every student in any given class. Instructors & tutors use these boxes to keep a concise record of progress for each student throughout the	Submit a RAP Proposal to increase funds to the Testing Center. Keep a running record of Testing Center Usage. Create a Testing Center Schedule that provides access to the Testing Center and its resources to both full-time & part-time students. Increase the weekly operating times of the Testing Center from 16 hrs/week to 35 hrs/week.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MATH	Increase equity and accessibility to calculators to students enrolled in math classes	Increase equity and accessibility of calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means to acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 29, 30, 34, 37, 40, 50, 60, 70, 75, and 80. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at $134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has implemented a system where a student can check out a calculator for the day to use in class and on homework. In addition, instructors routinely check out calculators for their class tests and assignments to those students who are financially incapable of purchasing one of their own. The implementation of this program has led to increased preparation of students in their math class which permeated throughout the duration of the course.	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MATH	Adjunct support for tutoring	We wish to support master adjunct professors to help train math tutors.	We have too few FT math instructors. Important tasks such as equitable tutor training are not adequately supported by math professors. We have master adjunct professors who specialize in tutoring.	Create a stipend to pay one adjunct professor to train math tutors.		
MATHD	Manipulatives for DE courses	Incorporate the use of manipulatives in DE courses to give abstract concepts concrete models for conceptual understanding.	Best pedagogical practices include the use of concrete models, or manipulatives, in developing students conceptual understanding of abstract mathematical concepts.	Identify course content that is appropriate for integration of manipulatives, acquire manipulatives, train instructors in the use of the manipulatives, evaluate the effectiveness of student learning using manipulatives.		
MATHD	Increase equity and accessibility of the Math Lab Testing Center	Increase equity and accessibility of the Math Lab Testing Center by adding hours from the budgeted 16 hours per week to 35 hours per week.	Students in basic skills courses are required to take Mastery Quizzes to assess their knowledge in material the Math Faculty has deemed essential in order to succeed in future math courses. Many instructors use the Testing Center to assess student progress throughout the semester, and in many cases, devote a portion of their final grade to the completion of these mastery quizzes. During the review of their Mastery Quizzes, instructors & tutors are able to catch incorrect mathematical operations and rectify the students' thinking process to keep the student on a successful path within their class. Student Mastery quizzes are only administered during class time and in the Testing Center. At the current budget, students have very few hours to receive any feedback for their work resulting in weak understanding of the material for their current course and will	Submit a RAP Proposal to increase funds to the Testing Center. Keep a running record of Testing Center Usage. Create a Testing Center Schedule that provides access to the Testing Center and its resources to both full-time & part-time students. Increase the weekly operating times of the Testing Center from 16 hrs/week to 35 hrs/week.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MATHD	Increase equity and accessibility to calculators to students	Increase equity and accessibility to calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MATHD	Increase equity and accessibility to calculators to students enrolled in math classes	Increase equity and accessibility of calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means to acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 27, 29, 30, 34, 37, 40, 50, 60, and 70. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at $134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has implemented a system where a student can check out a calculator for the day to use in class and on homework. In addition, instructors routinely check out calculators for their class tests and assignments to those students who are financially incapable of purchasing one of their own. The implementation of this program has led to increased preparation of students in their math class which permeated throughout the duration of the course.	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MESA	Counseling	Increase counseling support for STEM students	Complete student educational plans is one of the key factors to student success at community colleges. Student educational plans and counseling increase the rate of transfer among transfer STEM students. STEM major requirements expertise for the counselor increases transfer success. Providing a MESA introductory course with counseling allows personal relationships to develop and more access and continuity with counseling and transfer awareness.	• Create better early identification of STEM students • Determine counseling needs • Replace STEM counselor • Provide STEM specific training for counselor • Institutionalize counseling hours • Establish MESA course under counseling		
MESA	Industry Involvement	Increase MESA industry awareness and relevance	Collaborate with industry professionals in order to get feedback and insight to build a successful program in creating industry ready professionals. Tours and Internships are an important part of exploring a career and building competitiveness for school and job applications.	1.Increase industry representation on the MESA advisory board 2.Increase local internship opportunities for MESA students 3. Increase local industry tours for MESA students		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MESA	Create stronger awareness of STEM transfer universities and careers	Create stronger awareness of STEM transfer universities and careers	Transfer and Career development is an important component of the MESA program. Students will be more aware, engaged and competitive in the transfer and job application process. MESA would like to provide one STEM specific University tour per academic year. Currently there are no STEM specific tours offered at LMC. We would like to provide a university tour where we target the STEM departments of a university rather than a general tour. We feel this will increase the knowledge and interest of our students to transfer in STEM specific majors. In a general college tour you do not get to see the departments in depth. This will give STEM students a better grasp on the specific majors and department requirements they are looking for. MESA would like to create stronger awareness of STEM transfer universities and careers. Therefore, MESA would like to provide one STEM specific Industry tour per academic year. Currently there are no STEM specific career tours offered at LMC. We would like to provide an industry leader in the greater Bay Area and tour the facility. We feel this will increase the knowledge and interest of our students in STEM specific careers	1. Tour one STEM transfer University 2. Tour one STEM industry Campus 3. Offer outside Career Speakers		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MESA	LMC and MESA integration	Integrating MESA into the fabric of the institution	Advisory board of all STEM departments and student support services helps lead MESA and integrate into LMC. Collaboration with other initiatives and centers provides aditional support and input and outreach.Traditional outreach efforts don't work among our most underserved students. The brentwood center is lacking student service help particularly in STEM.	1. Reignite LMC MESA advisory board 2. Collaborate with other initiatives and centers (EOPS, Honors, Transfer Center, Math Lab) 3. Institutionalize tutor budget 4. Establish contact at Brentwood center and labs		
MUSIC	To Provide Quality Support and Maintenance of Music Students and Program	To Provide Quality Support and Maintenance of Music Students and Program by restoring the current music coordinator's position to full time since the position was furlough 3 years ago.	The college strategic goal to provide excellent student services and support is reflected at the local level in the music area by the music coordinator. The music coordinator is much needed during enrollment and pre-enrollment periods where the students' questions are answered and students are being helped and guided to classes they desire to take. Also, the music coordinator gives tour of the music facility and thus, very likely to entice students to take more music related classes. Aside from student support, the music coordinator also provides support for the music department in general, such as faculty meeting preparations and data requests, equipment maintenance, general file house-keeping and reconciliation of budget. Much of these operations can only be done during the downtime when faculty is not teaching and when the equipment is not being used.	The list of activities is exhaustive but here are a few items: 1) Answer student questions during enrollment and pre-enrollment periods. 2) Give tour of the music facility to encourage more students to enroll in music classes. 3) Maintain music equipment, such as piano tuning, equipment repair. 4) Reconcile budget and general music folders and library upkeep. 5) Prepare folders for Concert Band, Jazz Band and Choirs. 6) Update music website 7) Prepare documents and data needed during faculty meeting.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
MUSIC	To Hire a Full-Time Music Position	To hire a full-time music position to replace the two full-time music positions that have been vacated for several years. Also, to bring in a fresh perspective on new music avenues that will help increase the breadth of music offerings and bring in higher student enrollment. To add to and improve the music department overall.	Two full-time professors have retired and the music department is operating with three full-time professors. As we look to expand our music course offerings and widen the depth and variety of our music program, a new full-time hire will complement the existing faculty and bring forth another aspect of the music departments wide offerings.	New hire will be able to: 1) Provide new courses that will offer students variety and depth 2) Recruit more students in the local areas to feed into the music program and the overall programs at Los Medanos College 3) Cover existing classes that are hard to find staffing for. 4) Add to activities in and around campus during campus events.		
PE	Kinesiology Degree Attainment	Award 15 Kinesiology AA-T degrees per year.	Kinesiology is one of the top areas of study and declared major in the CSU system. LMC ofers all courses required for students to attain their AA-T in Kinesiology and transfer in 2 years.	We are currently awaiting new PE facilities. The goal for the new fitness facility is 8/18. We are in need of new equipment (stationary bikes, fitness equipment, team sport equipment) to replace old/broken items and continue to attract students to our program while operating in our current facilities.		
PE	Add Level 2 courses to 3 of our existing courses	We will add Level 2 COOR to Weight Training, Circuit Training, Basketball. Students will be offered a curriculum to develop a higher level of knowledge and skill proficiency in the subject area.	With the Kinesiology AA-T, students who are choosing the major have a desire to learn the subject area at a level beyond Beginner. A more advanced level will benefit students as they work to attain employment in the field of Kinesiology.	Write up Level 2 COORS for Weight Training, Circuit Training and Basketball.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
PIE	Establish cycles	Establish with the Planning Committee and District Research regular cycles to review the mission statement, for planning and to conduct surveys.	As part of our continuous improvement, we need to establish a periodic review of our mission statement, conduct surveys, review progress on existing plans.	1. Review cycle for Mission Statement 2. Student Satisfaction Survey 3. Employee Satisfaction Survey 4. Other plans		
PTEC	Work to add contextualized Physics 15 course to schedule	Increase number of Physics 15 sections.	Physics 15 is a requirement for entering PTEC students. At the moment, there aren't enough sections of this class to allow PTEC & ETEC students to fulfill this program requirement.	Request that more sections of Physics 15 be added to schedule		
PTEC	Increase persistance and completion rates by increasing use of simulator laboratory	Accelerate student basic process skill acquisition by expanding the use of simulation software to most of the classes in the process technology program.	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.	- Write Shell grant proposal to purchase update to software. - Reduce PTEC 10 class size to allow use of simulator lab. - Restrict use of simulator lab to Process Technology Classes (CC3-319) - Change PTEC 12 and 44 COORs to increase number of credits, an		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
PUENTE	Incorporate one section of English 95	Incorporate one section of English 95 (formerly English 926) in the course offerings for the Puente Learning Community.	Each year, approximately ten-to-fifteen potential Puente students assess into English 70 instead of the program requirement of English 90. Adding an English 95 to the Puente model would allow for program growth and would better serve underserved students on campus.	Dialogue with the Dean of Student Success regarding implementing additional courses is underway. The English instructor is also part of the English Acceleration Team to explore possibilities for English 95.		
PUENTE	Double the amount of transfer ready students.	By Fall 2016, Puente plans to double the amount of transfer ready students.	Our target is to reach 25% of transfer ready Puente students in comparison to the general population. Puente is intended to be a transfer program; therefore it is important to increase our transfer rates and completion of degrees.	Continue to provide intrusive counseling services and encourage Puente students to take advantage of accelerated Math 29 or Math 27 to help complete the math sequence earlier.		
PUENTE	University of Riverside Puente Leadership Conference.	Increase the number of Puente students to participate in the University of Riverside Puente Leadership Conference.	The importance of 'leadership' is an essential topic within the Puente Learning Community. Annually, UCR sponsors a week long free leadership program for Puente students within the State of California. Typically only 60 Puente students statewide are chosen; we aim to send one LMC Puente student to represent LMC and return with great ideas to expand Puente from a student's perspective.	Starting in Spring 2014, we have already emailed the required application to ensure that the 2013-2014 cohort applies for this grand opportunity. As the Puente Counselor I will continue to encourage students to apply and submit the required application by the deadline.		
PUENTE	Expand Puente Program	Expand Puente to a two or three year program to encourage engagement for 2nd (P2's) and 3rd (P3's) year students.	As an effort to retain Puente students during their 2nd and 3rd year it would be great to expand the Puente Learning Community to offer additional support services to help keep the cohorts united. This objective would also assist in supporting the goals of Objective #2.	Possibly changing the course offerings of Counseling 32 and 34 and offer these courses during the second/third year of the Puente Program to help keep students engaged and connected.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
PUENTE	Implement a 3 unit personal development course.	By Spring 2016, Puente plans to implement a 3 unit personal development course.	This course will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC). Our target is to offer this course for first year Puente students during their second semester. This objective aligns with our District's strategic goal #1 "student learning and success." This course will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC). Our target is to offer this course for first year Puente students during their second semester. This objective aligns with our District's strategic goal #1 "student learning and success."	Conversation regarding this 3 unit course began in Spring 2014. In Spring 2016, we will finalize the implementation of this 3 unit course.		
RA	Departmental Certificates	Increase number of Departmental Certificates awarded.	Increases overall rates of completion for certification	One-on-one counseling between instructors and student majors.		
RNURS	Increase Non-Traditional Student Success	Improve availability of clerical and technical support for the Nursing Programs.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 12.86% which is 10.7% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 8.33% which is 15.23% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant. Currently the nursing department senior office assistant is only available 4 hours per day and is furloughed during critical times in the semester. Proposal is to increase hours from 4 to 8 per day and discontinue furloughs.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
RNURS	Increase funding for academic support.	Increase financial support for academic setting via securing funding to maintain the Nursing Instructional Specialist position. Current funding for the position expires at the close of the Spring 2015 semester.	The Nursing Instructional Specialist is currently funded by The State Chancellor's Enrollment Growth Grant that expires July 31, 2015. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will negatively impact student outcomes. 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; inventory and ordering; and preparing equipment for instructor presentations.	Apply for a RAP proposal to fund the Nursing Instructional Specialist. This was previously a classified staff position prior to the use of State Chancellor's Enrollment Growth Grant funds. The Nursing Program is no longer eligible for Enrollment Growth Grant funds.		
SOCSC	Hire New Full-Time History Instructor	Complete hiring process for new full-time History Instructor	Supports College Strategic Priorities 1 and 3	Recruit members for paper screening and interview committees; complete questions and rubrics for both committees; screen applications for position; hold interviews with selected applicants; make recommendations to president.		

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SPCH	Enhance and Support the LMC Worlds Debate Team	The LMC Debate team is growing! Again! The transition to worlds debate was even more successful than anticipated leading to a need for resources.	In 2011, LMC made a decision to start a debate team which has grown exponentially since it's start in Sp 2015. The new team, which is reaching a equilibrium size of 20 students, needs to be supported by release time from the existing and full time faculty to support off campus travel and the making of arrangements. The team's composition has also become incredibly diverse with an over representation of women. In 2014, the team took 2nd place at the NPDA National Tournament for community colleges. This follows a great record of great success in regional and national competition.	Making Travel Arrangements Traveling to Tournaments / Coaching Debate Conducting Practice in Addition to Classtime		
SSADM	Creation of LMC Veterans' Center	Establish a Veterans' Center for students returning from combat and enrolling at LMC as they return to civilian life. This dedicated space would offer an array of resources from both the internal (college) and external communities, as well as "soft" space for student veterans to network, do homework, and have a safe environment as they become acclimated to college life.	Many student veterans arrive at the college as an "at-risk" student population, due to needing a period of adjustment to civilian life, to the potential of having post-traumatic stress disorder (PTSD) or other disabilities that pose substantial barriers to academic success. Student veterans need a space where they feel safe and where they can connect with other students like themselves as they navigate the civilian and academic world. The space could include computer access, a place to study, access to a variety of resources, counseling services, and other college staff to assist in developing the skills to be successful in their LMC college experience.	1) Identify appropriate location for Veterans Center. 2) Identify appropriate staffing for Veterans' Center: While a number of existing college staff can be stationed in the Veterans Center to provide a variety of services, such as counseling, career preparation, employment services, DSPS, a part-time hourly staff person is also needed to assist with supervision of the center and coordination of the different services and community resources. 3) Purchase 6 computers and other furnishings for creation of study space, soft space, staff work station and private office space for counseling or other private consultation		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
TRAVL	Curriculum Update	Update and expand our curriculum to reflect skills and knowledge required for achieving success in an evolving travel industry. Offer core courses more frequently than once a year.	Our destination courses have big "gaps" which include Southern Europe, Asia, Africa, and South America. By developing and offering courses to fill these gaps, we will not only prepare our current students more completely, we will likely attract former students back into the program to fill in these gaps. By offering core courses more than once a year, students will be able to complete their certificates in a more timely manner and with more flexibility in scheduling.	1. Create destination specialist courses such as Southern Europe and other destinations to fill gaps in our curriculum. 2. Determine need to offer some core courses more often than once a year. In order to fulfill this objective, however, we will need to hire at least one additional part-time faculty.		
TRAVL	Improve Student Success Rates (Skill Attainment)	The Travel Program will consistently meet or exceed the skill attainment standard.	This is an ongoing objective. For travel students, skill attainment is closely related to the ability to apply what is learned in class, which in turn, leads to greater employability and success.	1. Set expectations about the rigor of our online courses by emailing registered students prior to the start of classes. 2. Include self-assessments regarding readiness for online learning and especially for the more advanced travel courses. 3. Contact students who have poor performance or who have stopped attending 4. Drop students who fail to participate for at least 3 consecutive weeks 5. Utilize grading rubrics to set clear expectations 6. Participate in DE committee and FLEX workshops that include information about increasing student success in online classes		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
TRFACD	Student engagement	Increase student engagement in their 2nd and 3rd year	In order to establish community and continued success as students move past their first semester, it is important that they continue to feel vested within the Transfer Academy.	Continuing into 2015-16, we will host events such as, an All Program Convocation in which we will honor each cohort and have an inspiration speaker to encourage them to keep moving forward. Events and workshops such as this will allow all cohorts the opportunity to connect and support one another throughout the course of their time at LMC and beyond. This will also provide our students with regular access to TA faculty and staff even if they are no longer taking TA courses. In an effort to continue building community within the Academy we began making a more concerted effort to strengthen the STARs Club and develop a more structured support network for each cohort. We added a co-advisor to the STARs Club and effectively began the process of outlining clear goals and objectives for its connection to the Transfer Academy. Please see below for objectives: ➢ Create and develop leadership opportunities for Transfer Students ➢ Serve as a connector between students and transfer activities both on and off campus ➢ Organize and coordinate fundraising and social activities/events In terms of strengthening connections amongst the cohorts we are assigning a "cohort coach" that would connect with each specific cohort, including personalized communications/attention, such as individualized breakout sessions during the February all program convocation.		
TRFACD	Institutionalizing the Transfer Academy	Secure funding for the institutionalization of the Transfer Academy.	Through the Transfer Academy we are able to increase transfer rates for LMC and, more specifically, for historically underrepresented students (such as low-income, first generation Latino, and African American students), helping to meet our college priorities.	Work with college administration and SGC (through RAP) to restore funding to the Transfer Center which houses the Transfer Academy, currently funded through our Hispanic-Serving Institutions (HSI) EXITO Grant (scheduled to end September 30, 2015).		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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 grant funding has ended. As the college more deeply commits to student success in the outcome of transfer, the successful initiatives of the grant should be institutionalized.	We will work with college administration and SGC (through RAP) to restore previous funding for the Transfer Center.		
TRFCTR	Transfer Center Activities	Continue to expand current level of Transfer Activities as developed and funded through the Title V 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 2015-16 the Transfer Center will continue to offer at least 10 university tours, the Southern California Tour and Spring Transfer Day. In addition, we will continue to enhance our Fall and Spring workshop series to address students frequently asked questions/concerns as they pertain to the transfer process and transfer in general. Additional activities will include collaborating with Student Life to host Transfer Rallies and working with marketing to develop banners to be placed around campus.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
TUTCTR	To Fund a Tutor Program Assistant	This position will assist the Tutor Program Coordinator with oversight of the college-wide tutoring program.	With the increased responsibilities of the Tutor Program Coordinator to provide tutoring for both Pittsburg and Brentwood campuses, 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. In 2014, the position was funded for 30 hours a week which has allowed us to continue provide quality tutor services.	• 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 • 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. • Assisting with scheduling of the tutors. • Performing general clerical duties such as filing, answering phones, making appointments. * Rap Request applied for Feb.17,2015.		

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
TUTCTR	To Fund Tutors for Tutor Training	To provide adequate tutor training for the increased need for tutoring additional funds are needed to pay the tutors to attend.	Due to increased requests for general tutoring at Pittsburg and Brentwood, we need to augment our training to allow for more tutoring access and equity. There has not been an increase to the tutoring budget in years . The tutoring budget currently funds both general tutoring for 27 departments and tutor training for all new tutors. Since ever year The Center trains approximately 60 NEW tutors, the tutor training funds are needed because there is not enough funding for tutoring services and training of new tutors. If we do not receive additional funding either tutoring services or tutor training will have to be cut severely.	* Provide 12 hours of pre-semester tutor training; * Provide six 3-hour tutor training sessions throughout each semester; * Continuously evaluate training sessions; * Provide assessment of TLOs and SLOs. * Rap Proposal for Feb. 17, 2015.		
VONUR	Increase Non-Traditional Student Success	Improve availability of clerical and technical support for the Nursing Programs.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 8.33% which is 15.23% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant.	*Rescind 4-week/year furlough of Nursing Department Senior Office Assistant *Change clerical support title from Senior Office Assistant to Administrative Assistant. *Increase clerical support position to full time		
WELD	Hire a new part-time welding instructor	Our Saturday lab instructor (Josh Wells) is leaving at the end of the semester.	The Saturday lab is highly valued by many students as they can weld for six hours straight. It typically has many of our advanced students who want to finish the program faster or earn their certification in welding. It is also valued by those students who travel or commute far to learn to weld. The evening labs are not always a choice for those that live outside the area.	Work with the Dean and HR to advertise and find someone ASAP for the Fall semester.		

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WFDEV	The Workforce Development System Defined	Define and establish the appropriate college infrastructure to support the development, implementation and sustainability of the workforce development system.	The existence of the College's Workforce and Economic Development (WED) program most closely addresses 2014-2019 Strategic Plan Objective 1.1., "Improve equity in student success outcomes." Objective 1.2., "Increase the number of students who… enter or advance within the workforce." Objective 2.1. "Develop a strong and positive image of LMC in the community." Refining and communicating the WED system supports the implementation of the 2014-2019 Strategic Plan.	Develop a robust and interactive LMC WED website in cooperation with college units related to and supportive of the mission of Vison 20/20; outreach, marketing, veterans, financial aid, counseling, career & transfer, employment, etc.		
WFDEV	Career Pathways	Assist all students in selecting a career pathway and successfully completing an educational program either leading directly, or after an advanced degree, to employment.	Supporting strong linkages with the K-12 system is a vital role of the college's WED system. Two strategic Objectives 1.1., "Improve equity in student success outcomes." and 4.1., "Provide sustainable, state-of-the-art technology." will be addressed by the LMC WED team in 2015-2016.	Link Economic Modeling Specialists Intl. (EMSI) Career Coach web resource to all CTE Departments' home pages and to the college's Career Services website. In collaboration with HSI STEM grant resources, provide detailed information on all college CTE career pathways to counselors and career center staff at all East Contra Costa K-12 comprehensive, alternative education and Adult Education sites.		