Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
ADJUS	Increase equitable student engagement, learning, and success	Need to address achievement gap for African American students	Our results indicate that there is a -2.4% achievement gap for and a -13.1% success rate gap for African American students	Ensure lessons include relevant topics that address African-American contributions to the criminal justice field while affirmatively engaging African American students and demonstrating positive expectations for their success.			
APPLI	Increase student success, completion, graduation rates and productivity in the Appliance program.	Program review shows the program has declined since Spring 2013 especially among Non-traditional students.	The appliance program has seen a drop in student persistence and needs to increase these numbers. It is always a battle to bring more non-traditional students into the program and have them graduate. The day appliance program needs to build the class size and bring in more students to fill the growing job market demand of industry.	Work with our dean and marketing to build a connection with our feeder high schools and let them know about the program. Do community outreach visiting high schools, community organizations, LMC counselors and the college community.	Ongoing		
APPLI	Improvement to Core Indicators in Appliance Program	Improve Core Indicators 3 Persistence, 5a Non-traditional Participation and 5b Non-traditional Completion	The appliance program has seen a drop in student persistence and needs to increase these numbers. It is always a battle to bring more non-traditional students into the program and have them graduate. The day appliance program needs to build the class size and bring in more students to fill the growing job market demand of industry.	Work with our dean and marketing to build a connection with the our feeder high schools and let them know about the program. Do community outreach visiting high schools, community organizations, LMC counselors and the college community. Provide current students information on how to go online and track their progress towards a certificate or degree in appliance technology. Work with marketing to promote the program to under-represented groups especially females.	Ongoing		
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 conferences 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.	Ongoing		
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.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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.			
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. The district has hired an International Dean to serve all 3 colleges' international student needs. He understands we are interested in growing our program and providing more support to our international students.	Build an online orientation 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.	Abandoned	The college has hired a Director of International Education to take over on improvements on the program. The admission and registration will be handled by A&R, the support and management of the program will be handled by this person. Therefore we are abandoning this item.	N/A

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
AR	Hire a Veterans Resource Center Coordinator	The veteran's center is scheduled to open in March 2016. To date we have limited staffing and no budget. Although this may be how we normally do business, it is not efficient.	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 will 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. Last year Senior Dean Gail Newman received approval for a 50% Counseling Assistant to staff the Veteran's Resource Center. However, this means we have staffing for 20 hours per week. We originally thought the Senior A&R Assistants could assist in the center, but it appears they will not have the time to handle these duties. A Veteran's Center Coordinator is needed to ensure the center has adequate staffing and supervise the student workers. This is a critical position. Part of the duties of the coordinator would be to provide assistance on navigating the different application processes for returning veterans; college admissions, scheduling assessment and/or counseling appointments, applying for VA Education	A location has been defined for the new Veteran's Resource Center. Paint and carpet are coming soon. Grants have been obtained for furniture and computers and they have been ordered. Hire veterans center coordinator to manage the limited resources and oversee the student workers.	Behind	There was no funding for this position in last year's budget. We are hoping to find funding for this year. This is a critical position.	The VRC actually opened the end of April 2016 with no staffing and no budget. We have limped along with the assistance of our Veterans student workers. Because we do not have a full-time coordinator, the center has not reached full potential. A coordinator would be able to provide local agency services and events. The A&R Director technically manages the center, along with her many other duties. This is not efficient and is poor service to our veterans who faithfully served our country.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
AR	Hire Permanent Transcript Audit Specialist	Because of the staffing reduction in 2011 and the need for an additional evaluator in 2012, we downgraded our Transcript Audit Specialist position to a Senior A&R Assistant. Degree audit duties moved to the Lead Position. With the new Hobson's Degree Planning system, we found the need for a Transcript Audit Specialist. Currently 3SP has funded an Interim position.	We require the position of Transcript Audit Specialist position for the following reasons. 1. The Transcript Audit Specialist helps with posting English and Math prerequisites, which helps with assessment clearance. This was previously done by an A&R II and the Senior A&R Assistants and was frequently backlogged causing delays in students registering. 2. The Transcript Audit Specialist is posting transfer work which helps with education planning. In the past this work is handled by Senior A&R Assistants, but we need them for degree evaluation, IGETC/CSU Certifications, nursing evaluations and veteran's services. 3. The Transcript Audit Specialist is maintaining Colleague degree audit for education planning and evaluations. 4. The Transcript Audit Specialist is the lead on the new Hobson's degree planner that began implementation in Summer 2015. This requires testing and uploading requirements into the new system and training counselors and staff. The TAS is also now training CCC and DVC staff on their implementation. 5. This position works with students to make sure their major is correct and current. This includes communication to students to ensure their major has been updated. 6. This position posts exceptions and overrides into the degree audit system and posts substitutions. Again, this allows the Senior A&R Assistants time to	Hire permanent Transcript Audit Specialist.	Behind	This position is currently funded by 3SP. We need to institutionalize this position. The 3SP Director has offered to pay for 50% of the position. This is an essential position. The rationale above will list the reasons for this status.	Institutionalize Transcript Audit Specialist position.
AR	Move Graduation Budget to Student Success Division	In previous years the Director of A&R was in charge of graduation, along with the budget for graduation. A couple of years ago, graduation was moved to the Dean of Student Success. Unfortunately, there was no "college" budget allotted for this purpose, so the A&R budget has continued to be charged for graduation services.	Graduation is a college event. Graduation is a student success event. The decision to move graduation to the Dean of Student Success was a very good move. However, that move did not come with an increase to the Dean's budget. I am proposing that the Dean of Student Success be given an increase to his budget to fund graduation each year. The total amount last year was just under $10,000.	Increase budget for Dean of Student Success to fund graduation each year.	Behind	We have checked with the President's Office to see if we are going to move budget. We have not yet received a response	Move graduation budget to Dean's budget.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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 coordinator 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.	A location has been defined for the new Veteran's Resource Center. Paint and carpet are being completed in January, 2016. Grants have been obtained for furniture and computers and they have been ordered. A coordinator must be approved to manage and coordinate the center and oversee the student workers. A line item budget must be established to fund expenses associated with the Veteran's Resource Center.	Behind	We have opened the VRC in April 2016. However, we have no funding. We received outside resources to provide some furniture, but we need more. In Fall 2016, we mainly used Veterans student workers to oversee the center. We had some equity funding to have an employee in the center for 30 hours a week. This allowed us to "limp" along, but was not idea. For Spring 2017, we have a counselor, a wellness counselor and certifying officials, along with our Veterans student workers. We really need a coordinator. With partial people in the center, we are not able to realize full potential to assist our veteran students.	Hire a Veterans Resource Center Coordinator. Finish furnishing the center. Establish a budget to help with activities.
ART	New AAT in Humanites	create a new program tied with the AAT in Humanities	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success The Humanities department began in 2000 and has reached maturity. Since 2000 it has grown from one to six courses and is ready to establish a new department.	coordinate with the State Senate committee for the Transfer Model Curriculum in Humanities create degree and program hire a full time faculty in Humanities	Behind	We are currently delayed, because the State has yet to initiate the process.	
ART	Develop local certificates	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success To promote innovation and certificate options in commercial and fine arts.	Students graduating LMC get a general degree that does not reflect their specialty skill sets in commercial and fine arts.	explore "specialty" certificates in the following areas; photography ceramics industrial design video department discussion and planning in terms of courses offered and sequencing	Ongoing		

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ART	New AAT in Graphics	create a new program tied with the AAT in Graphics	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success To provide transfer opportunities for students majoring in graphics, animation, and commercial arts.	coordinate with the State Senate committee for the Transfer Model Curriculum in Graphics create curriculum and degree if needed hire a full time faculty in Graphics	Ongoing	The Transfer Model Curriculum is currentlt under development, there is no CSU transfer agreement ready to implement at LMC. The staff at LMC's art department is continuously reviewing the c-id.net website for any updates.	
ART	To increase the number of transfers in Art History	To improve students access to transfer with an AAT in Art History through course offerings that reflect student diversity.	Los Medanos College Strategic Directions 1. Increase equitable student engagement, learning, and success. Since 1999, we have developed a total of seven art history courses, most recently focusing Asian Art and Art of the Ancient Americas. Pending finding adjunct faculty and space in the schedules, these have not yet been offered. We are planning to schedule one of them for the Fall, 2016 semester. In conjunction with the AA-T degree program we have developed, we want to develop additional coursework creating greater attention to the diverse needs of students interested in transfer as well as the diversity of our student body. We are exploring some possible subject areas and planning another.	We will create new course work reflecting statewide requirements in the discipline of Art History. We are exploring these topics: History of Photography; Graphic Design; Industrial Design. We are actively planning a course in Africa Art History.	Ongoing	The number of art history courses offered has expanded to four per semester. All of these courses have experienced good initial enrollments and course completions overall, and initiatives with required tutoring have been successful. Tutor visits during the Spring Semester 2016 significantly improved in Fall of 2016, going from barely two digits to over 100, documented with signed verifications submitted by students in order to earn credit.	
ART	Improve ceramic instruction and capacity	Improve ceramic instruction by increasing student access to professional equipment. This increases students practice hours and is reflected in the quality of student works.	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success Improve ceramic instruction by increasing student access to professional equipment. Ceramics currently has 23 wheels for students. Three additional wheels can be safely accommodated with our current floor plan. We are now offering new courses in wheel throwing to provide transfer credits for students emphasizing in ceramics.	purchase and install three wheels	Ongoing		Improve ceramic instruction by increasing student access to professional equipment. Ceramics currently has 23 wheels for students. Three additional wheels can be safely accommodated with our current floor plan. We are now offering new courses in wheel throwing to provide transfer credits for students emphasizing in ceramics.

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ATH	Increase hours for Athletic Trainer to be compliant with CCCAA rules and regulations	Currently, the Athletic Trainer position is a 10.5 month position which we would like to increase to a 12 month position.	According to the California Community College Athletic Association (CCCAA) Bylaws as stated in bylaw 9 of its Constitution defining Medical Policies and Procedures, all sanctioned CCCAA contests including traditional and non-traditional seasons of games and scrimmages an Athletic Trainer must be present. In addition bylaw 3 establishes these seasons of sport, and in turn represents a legal duty to have an Athletic Trainer present at defined events. These seasons run roughly from August 15 until July 20, months currently not covered by our 10.5 contract.	Write a RAP proposal supporting the increased coverage of our Athletic Trainer from 10.5 months to 12 months. Provide coverage during summer months for student athletic competition during non-traditional seasons.	Completed		
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.	We will be requesting monies for the hiring of five (5) math tutors 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	Ongoing		

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AUTO	Electronic Repair Order	Replace our current system of paper records and repair dispatching to a computer based repair order system.	Our most recent advisory committee meeting looked at new courses recently added to the program. We received a significant amount of feed back in relation to our RO system. The current system does not represent the industry standard and will not provide students with the experience necessary to work with the current electronic systems. It was also noted that the service writing class should be using an electronic version to practice writing repair orders and estimates and not a paper based system.	In coordination with the tool room select an industry accepted electronic estimate and RO system for purchase and installation in the automotive department.	Ongoing	Mitchel 1 and Prodemand has been purchased and installed through out the automotive area. The process of converting to an electronic dispatch system is in an experimental stage as we begin to incorporate it through out our courses.	
BIOSC	Student access to faculty	Improve student access to faculty and stabilize staffing of course sections with FT instructors	Recently, we have added new courses to our curriculum, and we have also expanded our offerings at the Brentwood Center. At the same time, we have noted a destabilization of our base of adjunct instructors. Our FT/PT ratio is among the lowest on campus just as both the departmental and institutional need for full time instructors to take on administrative and coordinating roles has increased. We propose to hire new FT faculty member(s) this coming year over and above replacements for retiring/resigning faculty members and full time FTE lost to reassigned time assignments.	1. Submit Box 2A request(s) for additional faculty members to be hired. 2. Hire faculty	Abandoned	To simplify our program review process, we create new objectives each year that include the active parts of our old objectives. Thus this objective will not be updated further.	Although we were granted a FT hire to start in Fall '17, we also lost one full time faculty member due to a resignation. The department recognizes an ongoing need for additional faculty, especially as we expand at the Brentwood Center, and we will write a new objective for 2017-18 to this effect.
BIOSC	Develop a Plan to Coordinate, Manage, and Improve the Biology Program on the Brentwood Campus	Improve and maintain administration/coordination of Biology classes at the Brentwood Center.	This year our department will be losing our Brentwood biology faculty coordinator, who must be replaced. We need to replace our current faculty coordinator for the Brentwood campus as our current coordinator is leaving the district at the end of this semester. We also should develop a department wide strategic plan for maintaining, developing, and coordinating the biology program at the Brentwood campus.	Select a new Brentwood Faculty Coordinator Develop a departmental Brentwood/Pittsburg course coordination plan Determine how we wish to manage the Brentwood biology budget, including the idea of separate funding and budgeting for the Brentwood and Pittsburg biology courses.	Abandoned	To simplify our program review process, we create new objectives each year that include the active parts of our old objectives. This objective will not be updated further, but please see the Brentwood-related new objective for 2017-18.	We applied for, and were granted a new Biology FT faculty hire through the competitive campus Box 2A process. At this writing, the hiring of this individual is in the recruitment phase of hiring, and we expect to have the new person on board in Fall 2017. The new person will start off with a joint assignment between Pittsburg and Brentwood, and eventually transition to a 100% Brentwood assignment. The Brentwood Biology budget and curricular plans are under active discussion, in tandem with the development of the new Brentwood facility. Please see our related objective for 2017-18.

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BIOSC	Lab Learning Environment Improvement /Maintenance	Improve and/or maintain quality of lab learning environment for students in all biology courses	In recent years we have fully converted our old Hours by Arrangement curriculum for Bio 5, Bio 10, and Bio 30 to include traditional scheduled labs for all course sections. In addition, we have added Bio 8 (Human Biology with lab) as an option for students who need a non-majors-level LMC science GE course that also satisfies the CSU science GE transfer requirement. We have also added Bio 7, Bio 10, Bio 20, and Bio 21 sections to our offerings at the Brentwood campus. Finally, we have increased our offerings of Bio 50 (microbiology). Our department has identified several areas in which significant improvements are needed (see activities for details) [[[Would be great to put in assessment or SQL data that points to this need and suggests that improvement in this area would help equity, success, retention, or other high-priority numbers.]]] :-)	• Increase FT classified lab prep FTE – The improvement of the curriculum has vastly increased the amount of prep work required of our classified lab coordinators and lab technician. The best solutions include some combination of augmenting/upgrading existing positions (i.e. adding months, removing furloughs) and adding FT and/or PT positions. One of the main reasons given by our former Biology Lab Coordinator for her recent resignation was the large escalation of her workload brought on by our curricular improvements. • Add in-class instructional aides – The LMC Biology Department has class maximums for its lab classes that are significantly (33%) higher than similar classes at other colleges in the district. This puts the students in our classes at a disadvantage, since they must compete with many more students for attention from their instructors, especially in labs, where individualized instructor attention is crucial for success. One way to partially address this problem is to increase the number of available instructional aides. • Augment ongoing funding for lab supplies and equipment maintenance – many of our basic needs have been satisfied by a patchwork of one-time approvals for RAP funds and one-time monies from the HSI-STEM grant. We really need a reliable source of ongoing funding. In addition, as we add additional lab sections, this will incur additional costs, and even if our offerings remain constant, vendors are continuously increasing prices and fees. As our equipment ages, we will also see an increasing need to repair and replace	Completed		
BIOSC	Achieve Stable and Adequate Equipment/Supplies and Lab Assistant Funding for all Biology Courses	Maintain/improve the quality of the lab segment of the Biology curriculum, which should improve student learning of biological concepts, and may have a positive effect on success and retention.	The bio department needs a permanent increase to our base supply and lab assistant funding to support additional sections of majors and prenursing courses at Pittsburg and Brentwood, as well as all the non-majors courses that have now been converted to scheduled lab format from an hours by arrangement format. We recently have added additional sections of our pre-nursing and biology majors course sections. We have also converted all non-majors courses from hours by arrangement labs to scheduled labs which are far more expensive to run and require much moire prep support. All these classes require stable and adequate equipment, supply, and prep/lab assistant resources to achieve quality student instruction.	We will write separate RAP proposals for each of the following: 1. A permanent increase to base in our equipment/supplies budget, with a separate allocation for the Brentwood campus. 2. A permanent increase to our lab assistant budget for Pittsburg and Brentwood biology sections.	Completed		

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BIOSC	Online Bio 5	Help students obtain an AA degree entirely 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.	Design and implement a Bio 5 online course.	Completed		After receiving approval in Spring 2016, we offered our first online Bio5 section in Fall 2016 and are offering one in Spring 2017. We plan to expand our online offerings by offering 2 Bio5 sections in Fall 2017.
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 students for collecting and sharing data in science experiments, collaborating on in-class projects, composing lab reports, and accessing science journal articles. This objective aligns with the below college and district objectives: Strategic Priority #1: Increase equitable student engagement, learning, and success District Goal 1: Enhance student learning and success	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			

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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 Brentwood and create consistency between the campuses. We will be writing a RAP for these materials. Our department wants to do all it can to ensure that all students of LMC have equal access.	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	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	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	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			
BIOSC	Compressed Calendar	Prepare for conversion to the compressed calendar in 2017	We have been advised that the district will be moving to a compressed calendar schedule format starting in Fall 2017. The change to this format will be especially challenging for science departments, since class times are already very long and facilities are already highly utilized. In addition, the need to squeeze the lab curriculum into significantly fewer days will put additional strain on lab prep personnel. We have identified several areas in which we should prepare for the implementation of the compressed calendar format. See the activities section for details.	• Develop potential compressed schedules – We will specifically need the latitude to schedule classes in the Science Building as needed, unencumbered by prior scheduling by other departments. Our lab offerings create many complexities and conundrums that will only be able to be solved if we are able to approach the lecture and lab classrooms in the Science Building as a "blank slate." • Increase the number of available lab rooms – When the length of sections increases, we will be able to offer fewer sections in our existing facilities. Two projects that are in the planning stages include renovating SC1-103 (our former Hours by Arrangement lab) into a standard biology lab, and creating new labs in the planned permanent Brentwood Center. These new facilities will need to be properly equipped, as well. • Increase classified lab prep FTE - Increases in facilities and lengthening of sessions will also require increases in lab prep assistance.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
BIOSC	Achieve Stable Funding And Adequate Lab Assistant Staffing For All Non-Majors Biology Courses	The bio department needs a permanent increase to base supply and lab assistant funding to support additional sections of majors and prenursing courses at Pittsburg and Brentwood, as well as all the non-majors courses that have now been converted to scheduled lab format from an hours by arrangement format.	We recently have added additional sections of our pre-nursing and biology majors course sections. We have also converted all non-majors courses from hours by arrangement labs to scheduled labs which are far more expensive to run and require much moire prep support. All these classes require stable and adequate equipment, supply, and prep/lab assistant resources to achieve quality student instruction.	We will write separate RAP proposals for each of the following: 1. A permanent increase to base in our equipment/supplies budget, with a separate allocation for the Brentwood campus. 2. A permanent increase to our lab assistant budget for Pittsburg and Brentwood biology sections.			
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			

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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	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.			
BIOSC	Develop guidelines for students to receive Honors credit in BIOSC 20-21	We will develop projects or extension of class activities for transfer 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.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
BRTWD	Technology for Students	Improve Student Access to Technology	We want to improve equity and access to technology for Brentwood students. Every math class offered at the Brentwood Center has technology infused into the curriculum. Students are being short changed because currently students and instructors do not have equitable access to this technology.	1) Acquire a class set of TI-84 calculators for Statistics courses. 2) Every classroom at the Brentwood Center should have a smart podium with the correct image.	Behind	Activity 1: A class set of TI-84 calculators was purchased for Statistics students through RAP. Also, we started a semester long calculator checkout program for statistics students that was funded by an equity grant. This activity has been completed. Activity 2: All smart podiums now have correct images. There have been no additional smart podiums added at the Brentwood Center. This activity has not been completeted	Students at the Brentwood Center now have equitable access to TI graphing calculators thanks to semester long checkouts and class sets of calculators that instructors can take into the classroom.
BRTWD	Quality Math Education	Improve student access to quality education.	We want to align with the accreditation recommendation number 1 that Brentwood provide students with equitable access to student services and education relative to the Pittsburg campus. In order to help STEM students be more prepared for taking classes in the calculus pipeline, we need to restructure Math 40 and/or the sequence of classes leading up to Math 50. LOOK UP DATA. This will also prepare students for content requirements after they transfer.	1) Hire more full-time faculty in math. 2) Evaluate use of student tutors in class. 3) Replace Math 40 with co-requisite courses Trigonometry and College Algebra.	Behind	Activity 1: The department received a replacement retirement position, but no new growth positions were added. Activity 2: Not done yet. Plan to give students survey during the Spring 2017 semester. Activity 3: Not done yet. Math department slightly changed Math 40 COOR to put more emphasis on Trig. The Pittsburg math department Scheduled a recent, productive FLEX meeting (Spring 2017), discussing this very issue with math faculty from Brentwood and Pittsburg. We look forward to seeing how this progressing and participating with the process.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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			
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			
BUS	Diversity Training	Attend diversity/equity training for department members.	Attend training in order to better understand and educate the diverse LMC population and ourselves.	Attend various seminars, workshops, trainings.	Ahead	Faculty attended Neuroscience of Decisions Making training spring 2017, NCORE training in spring 2016, ongoing EEO training.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
BUS	Program and Course Assessment Update	Bring the Business Department's program/course assessments and COORs current.	The Business Department is in the process of evaluating our programs and course offerings to determine those programs that continue to be feasible. Some programs/courses that are no longer feasible due to changes in the economy and the business landscape need to be inactivated and do not need to be assessed.	Initial tentative review schedule Course ? Person/Time BUS-001 inactivate BUS-002 inactivate BUS-003 Jerry Bailey BUS-018 Theodora- spring 2016 BUS-027 Penny-fall 2016 BUS-029 inactivate- combine with 185 BUS-035 Shannon Beckham BUS-035A Courtney BUS-035B ?? BUS-035C Courtney BUS-045 Inactive BUS-047 inactivate BUS-051 Betty- spring 2016 BUS-055 Betty-spring 2016 BUS-058 Tawny- fall 2016 BUS-059 COMPLETED-fall 2016 BUS-065 inactivate BUS-080 inactivate BUS-081 inactivate BUS-082 inactivate BUS-083 inactivate BUS-084 Bev Muller BUS-086 Cindy S. BUS-087 delete BUS-088 Pam- fall 2016 BUS-089 Angelica-fall 2016 BUS-090 Pam- fall 2016 BUS-091 Tawny- spring 2016 BUS-092 Janich-spring 2016 BUS-093 Janich-spring 2016 BUS-095 Jessica-fall 2016 BUS-096 Tawny-spring 2016 BUS-109 Penny/Theodora/Dean BUS-160 Penny-spring 2016 BUS-181 COMPLETED Fall 2015 BUS-185 COMPLETED Fall 2015 BUS-186 Penny/Dean-spring 2016 BUS-187 Dean-spring 2016 BUS-285 inactivate (Lois-fall 2017?) BUS-294 Martin- spring 2016 MANGT-050 Tawny-spring 2016 MANGT-060 Jessica lead-spring 2016 MANGT-065 Tawny lead-spring 2017 MANGT-070 Tawny lead-fall 2016 MANGT-075 Tawny-spring 2016	Ongoing	Assessment is on track and will be completed in spring 2017. The majority of the courses are already done as of Jan 2017.	Evaluated and revised course SLOs. Updated textbooks and COORs. Updated classroom activities and exercises.
BUS	Review Retail Management Program	Explore options for expansion of program to local employers in non-food-related retail businesses.	Los Medanos College, in conjunction with the Western Association of Food Chains, offers a certificate program in retail management that has undergone some changes in recent years. Current inquires from non-food industries show interest in retail management certification. Work to develop partnerships is underway.	Create and/or revise program requirements or curriculum as needed. Work with new non-food retail management organizations. Work with workforce development to market the program and establish additional industry connections.	Ongoing	Program was reviewed and suspended until a spring 2017 advisory board meeting.	
BUS	Entrepreneurship articulation	Develop an entrepreneurship course that will articulate to CSU Fresno.	If a student transfers with an AS-T degree with a goal of majoring in Entrepreneurship at Fresno State, they will not only have completed all their lower division prep classes, but one of their major concentration course requirements as well.	Additional faculty attending entrepreneurship conference at Fresno State, March 2016. Apply for articulation. Marketing the AS-T Business/Entrepreneurship	Ongoing	Documents have been provided to Fresno State and we are awaiting approval.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
BUS	Classroom technology	Obtain in class technology (laptops, tablets, clickers, etc.) for each student to utilize in order to complete in class problems and formal assessments.	To improve student learning outcomes and assessment in accounting discipline and other business courses.	Investigate equipment benefits, needs, and costs. Submit RAP request.			
BWCTR	Long-term Staffing Plan	The new Brentwood Center facility is anticipated to open in 2018, requiring the development of a longer term staffing plan to address continued growth.	With the anticipated opening of the new Brentwood Center facility in 2018, a plan for addressing expanded services needs to be undertaken. The center has already grown significantly in recent years and further development in the Brentwood community will contribute to the ongoing demand for classes and services.	1) Work with architects and user groups on programming plan for design of Brentwood Center. 2) Identify potential growth patterns and services not currently being addressed. 3) Identify ideal level of staffing for anticipated enrollment 4) Track number of DSPS students requiring accommodations for Brentwood Center classes to determine level of staffing support needed.	Completed		Although the anticipated opening of the new Brentwood Center has been delayed until 2020, considerable programming and design work has been underway involving the architects and Brentwood Center user groups. At this point, preliminary design of the student and instructional services and classroom space has been achieved. Based on months of user group discussions, ideal staffing levels, along with space needs have been identified.
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.	Ongoing		

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
CAA	Institutionalization	Convene the faculty, staff and counselors that have participated in the Career Advancement Academy (CAA) during SP15 to develop strategies for institutionalization.	Funding for the program has been provided by the State Chancellor's Office at varying levels since its inception in 2011-2012. The four concepts utilized in CAA, 1) cohort based, 2) contextualized basic skills, 3) community partnerships and 4) integrated student services has proven, state-wide to benefit the under-served student population (LMC Strategic Direction 1. "Increase equitable student engagement, learning and success." Objectives 1.1, 1.2, 1.3 and 1.4.	Student success and completion data will be collected and shared at a meeting that will be convened toward the end of the SP15 semester. Opportunities for alternative funding sources will be developed as well as alternatives wherein little or no additional funding becomes available.	Ongoing	1. Redesigning college skills certificate in BIW 2. Creating new Math for ETEC course that may provide second CAA format 3. Funding unclear	
CARDEV	Career Connections	Develop database of career professionals (LMC staff/faculty, community representatives, and "friends of LMC") for student to utilize for career exploration.	Students identified in the Equity Plan, such as low income, disabled students, African American students, as well as many others often don't have the personal network to connect when exploring and pursuing careers. This creates a lack of access to information and resources, but also opportunities (job/internship) while at LMC and in the future. The career connections database looks to fill that gap by coordinating information on career professionals that can be accessible by the students and others on campus coordinating programming. More specifically, this network will work to include career professionals of similar backgrounds and experiences so as to address the unique needs and concerns of LMC students. These professionals can assist LMC students not only in confirmation and encouraging students to transfer and complete their career trajectory, but also guide them to greater career success through professional networking.	Career Services will work in collaboration with campus partner to develop a database of career professionals that can be accessed by students for: mentoring, informational interviewing, job shadowing, internships, etc. This database will also be accessible by staff/faculty on campus to invite the career professionals to participate as a guest speaker or career program participant on campus. Each participant in the database will be asked to reach out to other career professionals, therefore further expanding the database of professionals that would like to share their story and be a resource for students. In order to manage the contact information and separate activities the career professionals are interested in participating in, specific contact/mentoring software will be purchased.	Behind	Creation of a database proved to be difficult due to limitations of existing free software and expertise in use by the staff in Career Services. Funding has not been secured to purchase or hire external staff to create the database. Alternate ways of connecting students, staff, alumni, and "friends of LMC" will be investigated, such as using LinkedIn group functions.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
CARDEV	Career Assessment Activities	Assist undeclared and/or unsure students by providing strong tools, activities, and assessments to more clearly and quickly identify interests, skills/strengths, values, work environment, and personality preferences as it relates to academic and career goals.	Because figuring out career goals has many components, career counselors/services utilize established theories to guide their work with students. These theories, such as trait/factor and Holland's work theory match qualities and personality to work environments. Students who feel they have career direction will be able to pick the most appropriate classes and persist through LMC at a faster rate. Although there are free activities online, these are lacking in statistical validity and reliability, as well as not always being appropriate for the breadth of students being served at LMC. Through carefully crafted in-house assessments and statistically valid professional resources students will be able to identify their career goals more quickly.	Career Services will investigate and purchase necessary career assessment software, and statistically valid career assessments (such as the Myers-Briggs Type Indicator, Strong Interest Inventory, and Strengthsquest) which can be used independently by self-initiation of the student or through referral of a counselor to assist with major and career exploration. Training will be provided to interested counselors as to interpret those assessments that require or encourage extra training. Additionally, in-house materials such as career and major card sorts and check-list activities will be developed that enhance self-reflection and are targeted specifically for LMC students to include popular majors and careers most asked about.	Ongoing	Funding is still being identified to purchase and create necessary career activities and assessments. Myers-Briggs, Strong Interest Inventory both cost to purchase and need special qualifications to give out and interpret that only the Director of Career Services and some in the Counseling Dept., currently hold.	HSI Grant funding was secured to purchase 500 Strengthsquest codes. Two in-house career activities were created that incurred a small cost of printing but were then otherwise free to distribute.
CARDEV	Career Exploration Programming	Career Services will enhance and expand a student's ability to connect their academic and career path through exposure to a broad variety of career field information.	their career goals assisting them in best choose classes/majors to support their skill and intellectual development while at LMC. Lifespan and identity development theories note exploration as an important phase for students as they move to decision making and establishment of life direction. Many LMC students are first generation students and the career fields they are exploring do not exist in their personal network. Implementing programming where students can directly talk to career professionals or engage with information and resources not otherwise available through their personal network is an important part of their growth and transfer trajectory.	Career Services will develop a robust calendar of career exploration programming guest speakers, career panels, career information networking events, major exploration fairs, company/industry site visits, and internship opportunities. Collaboration with academic departments, learning communities, and other programs will be priority in the development of the programming. Additionally, expanded career information will be developed and maintained on the Career Services website as it relates to career/industry clusters and most popular majors/careers of LMC students. To assist with development and coordination of these programs, graduate student interns will be hired.	Ongoing	Creation of programs/resources/activities for students to explore careers is on-going based on changing needs and requests of students as well as funding by the campus. Bigger programming has been limited due to lack of department funding.	Fall16- 19 class presentations offered reaching over 400 students. First ever Exploring Majors Fair with 12 departments represented and over 100 students attending. Spring 17 – expanded career workshops are being offered, along with class presentations; a career networking event during Cesar Chavez week, a careers in health speaker, and a joint job shadow program with Workforce development is being planned.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
CHDEV	Addressing the Achievemnt Gap for CHDEV students	We have noted achievement gaps in our department data-particularly with students of color. 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 student interns to promote success. Advance relationships with feeder high schools to help with recruitment of students of color into their ROP academy programs.	Ongoing		Our graduating class of 2016 demonstrated no achievement gap with African American students;23% of our graduates were African American. We have worked with the 6 success factors to modify teaching strategies to promote student success and close the achievement gap. We have implemented FAM (Faculty Appreciative Mentoring) with 4 part-time faculty.Course completion data will be assessed for Fall 2017 to determine specific improvements. Spring 2017 we provided training to other part-time faculty who are not yet part of the program but show interest in joining the next cohort if money becomes available. We are interested in MORE training and professional development related to promoting equitable outcomes and closing the achievement gap.
CHEM	Address the Achievement Gap	Point Gaps for the Ethnicity Completion Rates and Successful Rates need to be addressed (Completion Rates: African American -7.5%, Hispanic -1.2% and Successful Rates: Hispanic -1.5%, African American -10.5%). Methods to make improvements in these areas must be researched, identified, and implemented.	The Chemistry Department aligns itself with the Strategic Priorities of the College to improve completion and success rates as well as to close achievement gaps.	Continue to participate in related professional development activities. Explore best practices of chemistry programs at other community colleges. Work with part time faculty to brainstorm for new ideas. Implement best practices and ideas best suited for our students and instructors.	Ongoing		Several steps have been made to improve and eliminate the achievement gap within the program. • All full-time and several part-time faculty hold student (office) hours in the MESA Center. • Additional, targeted, avenues of advertising opportunities within the department and program to target populations were used.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
COLADV	3. Improve College Advancement Communications	Optimize the services provided by the Office of College Advancement through increasing the knowledge of the campus constituents about the department's services and how to best access these services.	As stated in our mission, The Office of College Advancement provides leadership in a) identifying, securing and managing resources (through grants, contract education and community-education contracts) and b) promoting, coordinating and facilitating a Professional Learning Program for all employees of the college. However, many of our campus employees do not know about the various services we have available or the related successes, nor do they know how to best access the services of our department. This Objective will support Strategic Direction Objective 1.4: Increase and promote equitable Access and Strategic Direction Strategy 1.4.C: Increase awareness about LMC's services by all college personnel.	1. Redesign the Office of College Advancement web-pages. 2. Work with the LMC Marketing Department to create a branded look to be used for all official College Advancement communications. 3. Work with College Advancement staff to develop a sustainable campus communications protocol.	Behind	The Office of College Advancement is transitioning to become the Equity and Inclusion Office Office. It was difficult to fully redesign and brand the office during this time of transition. The Professional Development web-pages have been redesigned.	The Professional Development web-pages have been redesigned for easier use by college staff. Initial work on the the Equity and Inclusion web-pages and branding has been started. Work on these pages - including EEO and SEP will be completed by the new Dean of Equity and Inclusion, the SEP Coordinator and the Equity Professional Learning Facilitators.
COMSC	Insure curriculum is current and uses best pedagogical practices.	Update course outlines of record	Department course outlines of record need to be Title 5 and Accreditation compliant.	Update course outlines of record.	Ongoing	By its nature this is an ongoing activity.	Curriculum needs to be continually update to ensure students are receiving current skills.
COMSC	Revise ICT and IT curriculum and programs	Revise ICT (Information & Communication Technology) and IT (Information Technology) courses and programs to better align with State C-IDs and model curriculums and efforts at the other two 4CD colleges and regional consortiums in order to improve program effectiveness.	The number of courses and supporting infrastructure required for ICT and IT degrees and certificates make it difficult for one college to go it alone. Designing and scheduling courses across the District and using regional infrastructure makes more efficient use of resources and allows for greater student success. Additionally, an increase in the number and type of pathways to certificate and degree completion should improve completion and success rates.	Work with the other 4CD colleges to develop better interchange/interoperability between courses and programs in IT/ICT. Work with regional consortium to develop and maintain infrastructure necessary for effective and high quality instruction.	Ongoing	Course outlines of record for the ICT model curriculum have been completed. The next step is creating and submitting the minor change proposal to turn the Networking and Security degree into the ICT degree.	
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.			

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CSVC	Reclass Student Worker	Promote one Copy Clerk (student) per semester to Class III student worker status to prove incentive to improve skills and duration of assignment.	Gives student incentive to increase job skills. Reduces employee turnaround and time spent training. Increases scheduling flexibility, productivity, and team moral.	Train student to fill-in PBX/Operator duties for short periods when staffing is limited. Develop student to take a greater leadership role in Copy Center and Print Shop daily activities and responsibilities.			
DRAMA	Replace damaged and moldy carpet resulting from leaks in roof	Replace damaged and moldy carpet resulting from leaks in roof	The theater has had leaks in the roof for years and in the past several years the leaks have become very large. In addition the carpet has not been replaced in decades and in some areas it has the original carpet. The carpet has held moisture from the leaks for years and even with multiple shampooings it reeks of mildew.	replace carpet	Behind	The college is investigating options of how to do this and the funds available.	na
DSPS	Training for student employees	Develop training for all student employees: tutors, instructional aides, DSPS office staff, student ambassadors, scribes	Ongoing student professional development needs, improving services and cross training for employees, consistent expectations in policies and procedures, legal mandates for DSPS, best practices in DSPS roles.	Develop training session specific to each task, as well as common training for overall DSPS policies, procedures and legal mandates. Confidentiality procedures, how to interact with instructors, how to deal with difficult students. Disability 101: overview of disabilities, sensitivities and learning styles. Absence reporting, time card deadlines, other job requirements.	Ongoing		
DSPS	reenvision specialized orientations for students with disabilities	Redesign specialized orientation for incoming high school students with disabilities to better meet needs and address gaps in understanding about new electronic education plan, registration process and 3sp mandates.	Previous department PSLO projects and feedback from students have highlighted a need to redesign specialized orientation for incoming students. Gaps in the registration process, understanding the 3sp mandates and timelines, transitioning from high school to college DSPS accommodations, and understanding the new electronic education plan have been identified as issues which need additional lecture and/or follow up with students for completion of the registration and orientation process.	Collaborate with DSPS department, admissions & records, and local high schools for new workshops in spring 2015 and summer 2015 for students Design new curriculum for orientation course and procedures for students	Ongoing		

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
ENGIN	Purchase Needed Laboratory Equipment	The following equipment is needed to enhance and support ongoing laboratory experiments: ballistic pendula, resonance tubes, multi-meters, force tables, van de Graaf generator, conductive ink, conductive paper, thread, string, pulleys, batteries, rulers, meter sticks, etc.), magnets, iron filings, pith balls, glass/plastic rods for electrostatics labs, fur/silk for electrostatics labs, compasses, circuits	Equipment needed to run required transfer level laboratory courses.	Consult with Physics/Engineering Science Laboratory Technician II regarding costs and perhaps, additional equipment needed. Submit RAP request. Purchase equipment.	Behind	We got part of the requested materials, but more is needed.	
ENGIN	Increase Physics Budget	Increased Physics funding needed to support, maintain, enhance and improve growing programs at both Pittsburg Campus and Brentwood Center.	The current budget remains inadequate for the Pittsburg Campus alone. Now, with the addition of the Science Laboratory at the Brentwood Campus there is an additional need for funding to maintain and repair equipment and replace consumables.	Submit RAP request. Receive approval of RAP request. Purchase equipment, consumables and pay for needed repair.	Behind	We have not received the budget increases yet.	
ENGIN	New Engineering and Physics Full-Time Hires	We want to explore the need and will hire a new full-time Physics Professor, should current FTEF support such a request.	With the new full-time Engineering hire coming on board in Fall 2016 and Kurt Crowder returning to full-time physics teaching duties, the Physics FTEF will be re-assessed to determine if there is a need for an additional full-time Physics Professor	Review current Physics FTEF. Do a Box 2A request, if needed. Receive approval. Complete hiring process.	Completed		
ENGL	Assessment of English 140 and 145	We aim to be in compliance with the college and department assessment cycles.	These courses were placed into cohorts 1 and 2, but were not offered until after the assessment cycle.	We will assess English 140 in Fall 2015 and English 145 in Spring 2016. They will then be part of their regular assessment cycle.	Completed		Both courses were assessed and we continue to improve our instruction based on assessment results.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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.	Ongoing	Hiring during Spring 2017 semester. Continued development of program with additional areas of emphasis.	The English Department has taken the lead in developing LMC's AA-T Degree Program in Social Justice & Ethnic Studies, creating and getting approved all the curriculum necessary to begin offering an area of emphasis in LGBTQ Studies, and paving the way for future areas of emphasis in African American and Latinx Studies. This process has involved: ? creating curriculum (three new courses in our own department, and collaborating with faculty in two other departments) ? meeting with faculty across disciplines to plan and discuss the program ? meeting with the Dean and the Office of Instruction Supervisor to design and create the program ? getting the program approved by the Academic Senate and the President's Cabinet ? advocating for a faculty member to chair a newly-created Department of Social Justice & Ethnic Studies ? developing the job description and hiring materials for this position ? participating in the hiring process for this position. English Department faculty have also been instrumental in creating and leading the trainings for LMC's Safe Space program, which increases the visible presence of student, faculty and staff allies

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
ENGL	Grow and promote the English Major	Continue to develop courses to add to our English major. Continue our work to encourage students to become English majors.	We have a newly created major and want to continue to inform students about the benefits of being an English major and the courses that are part of the new AA degree. According to the LMC Degrees and Awards data we have 1 student who has graduated with an English major and wish to increase this number. In addition we would like to add more offering for students to choose from .	Hold a "Lunch and Learn" event for English majors and other interested students at least once each year.	Ongoing	We have added new literature courses. Children's Literature was offered for the first time in Fall 2016, and LGBTQ Literature is being offered Spring 17 (both are F2F). In Fall 2016, Latino Literature and Chicano Literature were approved by the Curriculum Committee and will be offered FA 17 (Latino Lit.) and SP 18 (Chicano Lit.) The English department is continuously working to expand the English major, as well as student interest in and enrollment in the AA-T degree in English. In Fall 2016, the English department took part in the campus Exploring Majors Fair to promote our major. The event was well-attended, and many students came by to write a collaborative short story on our typewriter and to ask questions about the English major. The English department was also featured in the LMC Experience article about the Major Fair. Because we continue to write new literature courses and plan to increase literature offerings in Fall 2017, it is important that we continue to promote and publicize the	

Unit Code	Title	Description	Rationale	Activity	Status	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. We hope to address the achievement gaps indicated in the SQL data, especially for African-American students.	Formative assessment Teacher training Continue research	Ongoing	The Acceleration Coordinator, along with the English Department's Developmental Education lead, and with the approval of the English Department, created a course outline for the co requisite course (titled Engl 100S). The course outline was approved by the English department on 9/26. It was approved by the LMC Curriculum Committee in November, 2016. A few sections of the course will be held during the summer semester, before full implementation in the Fall 2017 semester. The Acceleration Coordinator and English Department's Developmental Education lead will offer a professional development workshop in the January Flex workshops in which they introduce Engl 100S and start training faculty members to teach the course. Additional training sessions will be held during the Spring 2017 semester to prepare faculty to teach the course in Fall 2017. Since the course has not been held yet, we have no data on disaggregated student outcomes	
ENGLD	Supplemental Instruction	We intend to provide extra support for students in English 95 to help them succeed in the course.	We are drastically changing our DE sequence, offering more English 95 sections and fewer English 70 sections, and so more students placed at the English 70 level will be taking English 95, a much more challenging course. Because of this, we want to provide extra support for some of these students who want or need it. Supplemental Instruction is one idea we have for providing this support.	Develop a pilot program: 1. Start by piloting SI in one English 95 Umoja section 2. Evaluate the success of the pilot and determine if more English 95 sections should use SI	Abandoned	In the fall of 2016 we did an informal supplemental instruction pilot in the Umoja English 95 section. After the pilot, we came to the conclusion that since English 95 is already a 5 unit course (6 hours/week), requiring students to do additional hours outside of the already long class was not an effective use of time or money as students were feeling overwhelmed.	N/A

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ENGLD	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.	We want to help students progress through the developmental education sequence more quickly in order to eliminate exit points. We also want to offer an accelerated pathway that better prepares students for college level reading and writing.	1. Implement more teacher training 2. Provide continued support for current faculty teaching English 95 (Teaching Teams) 4. Offer more English 95 sections 5. Continue to research 6. Complete formative assessment	Ongoing	The English Dept. is offering 29 sections of Engl 95 in Spring 2017. There is still one Engl 70 section being offered (our traditional integrated reading/writing course two levels below transfer). The Engl Dept plans to phase out all Engl 70 classes by Fall 2017. The department has voted to remove the word "Accelerated" from the English 95 course title. Led by the Acceleration Coordinator, the English department made changes to the 95 COOR by eliminating "acceleration" from the name/description and changing the method of evaluation to pass/no pass. During the Fall 2016 semester, all Engl 95 instructors were in teaching teams that met once a month.	
ENGLD	Evaluate English 90 Hybrid courses	Establish criteria for evaluation and conduct a formative evaluation of hybrid courses with the intention of standardizing the way these courses are offered in the future.	Hybrid courses have been offered off and on for at least 3 years. It is a good time to develop a protocol for evaluating the effectiveness of hybrid English 90.	Survey instructors past and present. Look at data for hybrid vs F2F English 90 courses. Develop an evaluation method and complete a formative evaluation. Make a recommendation to the department.			

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EOPS	Increase recruiting efforts	During spring 2016, increase the variety and quality of recruiting efforts, especially to minority males.	• There are several feeder High Schools from which our students come and several of their principals sit on our Advisory Board. These principals intimated to us the lack of presence on their campuses about the college and especially about EOPS. EOPS agrees that in order to make progress with these partners who send many of their students to LMC, and who are in need of strategies to help their minority students, there needs to be a consistent presence on these campuses.	• Outline the benefits increased recruiting efforts to partners • Identify network partners/feeder schools • Develop recruiting model/strategy • Present model for recruiting to Board • Identify liaison at feeder sites • Identify student interests to connect with campus partner • Follow up with student and feeder school	Completed	Conducted 3 week high-school to college transition program, enrolling 36 males in to cohorts. Participants enrolled 2 credits after completing the COUNS 30 and 32 as a part of the program, College Prep Academy.	1) Created pipeline for high school students to gain employment 2) Increased student knowledge of steps needed to navigate the enrollment process, including 3SP recruitment 3) Increased student knowledge of student support services and staff 4) Created a sustainable peer-to-peer networking system, formal engagement between students and administrator, as well as classified staff 5) Exposed students to potential transfer destinations through college tour 6) Transitions from workshop-based transition program to college credit-bearing academy 7) Established partnerships with community agencies emphasizing the higher education for males of color
ESL	Develop and pilot an orientation for ESL students	This objective intends to achieve equitable access for ESL students.	ESL students are experiencing an opportunity gap in terms of inequitable access to the college (enrollment, productivity, and equity data). Developing and piloting an specialized orientation effort - which we will hopefully be able to promote via a variety of methods - to help educate our foreign born students about the college, our program, and language learning as well as guide them through the steps to successfully enter the college, will help address this	Determine what is already being done to support ESL students' accessing the college. Research other community college ESL programs' orientation efforts. Seek student input. Determine who we need to work with and what we need to know and do. Determine a timeline for implementation with the help of student services. Determine how best to assess what 'works' or whether what we do 'works,' and, therefore what 'works' means. Pilot an orientation effort. Revise and improve as possible. Seek student feedback.	Abandoned	Research was done. Extensive planning and preparation was done. A two-day orientation was scheduled. Not a single student came. Orientation falls within the working area of Student Services, is a mandatory 3SP component, includes the necessity for outreach, assessment and counseling (other 3SP components - all of which are the responsibility of the 3SP or Student Services departments). Additionally, equitably serving and supporting this disproportionately impacted student population in the area of ACCESS is not solely or majorly the responsibility of the ESL Department and its single full time faculty member. Personnel within the Student Success and Support Program are the LMC educators who could best develop, implement, and assess an orientation for this special population of students. As the one full time faculty member, I am happy to participate and contribute.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
ESL	Create and implement a co-mentoring model for ESL faculty	ESL faculty - new and returning - would like the opportunity to build their professional relationships and their instructional capacity by participating in a co-mentoring program.	Our assessments and other data show differences in student success and completion rates from section to section. We would like to learn from each other about retention strategies, active learning, Habits of Mind integration, and other teaching and learning components our colleagues use to support student success.	Provide training in co-mentoring. Establish expectations for participating, including mentoring activities that will/can occur and recording of one's experience. Form co-mentoring partners. Document our experiences. Convene at end of each semester as a full group to share, debrief, and plan for next (switching partners).	Completed	We have successfully acquired funding and developed a structure that support a unique co-mentoring model that we are continuing to engage in as of this Spring 2017 semester. Below are our guiding ideas: The ESL Faculty Enrichment Professional Learning Community (PLC) will be engaging in a Co-Mentoring Model beginning in the Spring 2016 semester. Based on our shared and interactive reading of "Feminist Co-Mentoring: A Model for Academic Professional Development" and "Co-Mentoring: A Block Approach," we have co-constructed a three-part design that recognizes and values reflective practice, collegial dialogue and inquiry, possibilities vs. problems, gifts vs. deficiencies, ownership vs. blame, commitment vs. barter, invitation vs. mandate, and overall a holistic approach to learning and supporting the co-mentors' personal and professional lives. As co-mentoring pairs, we commit to engaging for two hours once a month to 1) take the time to individually reflect on our successes and goals, 2)	1. Great first matching of co-mentors 2. Exchanged teaching experiences, strategies and techniques. Students benefited from the ideas and experiences we shared. 3. Received excellent feedback on specific issues like classroom management, how to deal with difficult students, and specific topics such as modals and the writing process. 4. Found professional, academic, moral and emotional support in each other. 5. Getting to know my new colleague made me feel more connected to our program and department. 6. Talked about how to make each situation-- that was not scripted or planned-- a teaching moment. We talked about specific experiences/situations/conflicts and how we "solved" them. 7. Try to learn how not to be a slave to our lesson plans or planned activity for the day 8. Try not to do "too much" at a time 9. I feel that I belong to something greater than just a department—a more cohesive ESL department. 10. We were able to candidly talk about our experiences "elsewhere." Both of us agreed that LMC is a great place to work.

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ESL	Update COORs	Course outlines of record need to be updated every five years. The ESL COORs were all written in 2009 and 2010.	Course outlines of record need to be updated every five years. The ESL COORs were all written in 2009 and 2010.	Continue to explore, discuss, and co-create a holistic ESL curriculum that meets the needs of our varied non-native English speaking student populations and attends to assessments, research, and innovations. Write COORs to reflect this curriculum. Attend to the Curriculum Committee's COOR development, review, and submission dates and processes.	Ongoing	Six of the 8 new Noncredit ESL course outlines of record have been written, submitted, and approved by the LMC Curriculum Committee in Fall 2016. The Office of Instruction was inputting the TOP Code information and undertaking its responsibility to learn and follow the Noncredit course submission process just last week - February 2017. The additional/attendant New Program Proposal that includes the four new Noncredit Certificates of Competency has been written, reviewed, and locally 'approved.' I believe the next step for this proposal was to go to the BoG and then on to the state. I have not heard any other updates on the status of the COORs, the NC program and certificates, or the CDCP funding. Three new credit ESL grammar classes have been written, submitted, and approved by the LMC Curriculum Committee this past Wednesday, 2/15/17. The following is the status of the remaining COORs: ESL-085SL - written, reviewed, needs A & C Level descr. ESL-085WR - written, reviewed,	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
ESL	1) Improve ESL student enrollment management - recruitment, marketing, and communications	This objective intends to achieve greater ESL student access and success by addressing an ongoing need to consider the fit between the students we serve and our program in terms of academic preparation, educational goals, career aspirations, and personal preferences, and to address the need to initially build and continually nurture our relationships with our students via meaningful marketing to and communications with them and the experiences we make available to/for them.	Since the end of the first HSI grant, the ESL program has been overwhelmingly reactive in its enrollment management. We react to the number of students who show up each semester by cutting classes. We react to enrollment numbers of a previous semester, and a bit to the current one, to build a new schedule. We react to a drop in enrollments by eliminating the prerequisites of our lowest level classes and not offering our advanced level - essentially saying those students and their teachers will have to make due in classes that are not suited to meet their proficiency, sociocultural or sociolinguistic needs. We react to assembly bills like AB86. We react to acceleration efforts that are not based on ESL student data and needs. This reactive response to an immediate task, issue, or effort may temporarily plug an enrollment or productivity hole, but it has done little to provide any means for stability and growth of our program, and it has had adverse effects on student retention and success. We need to create a proactive approach to enrollment management, specifically here in terms of recruitment, marketing, and communications. This year's Student Equity Plan development process has brought this need into focus, as have the issues that have surfaced via the AB86 regional meetings and the foci of the Student Success and Support Program. We need designated personnel	Determine how ESL student recruitment, marketing, and communications currently takes place. Work with soon-to-be-hired ESL Outreach Counselor to devise strategies for targeted recruitment, marketing, and communications. Focus on relationship building. Determine ways and financial means to include available and interested ESL faculty and students in these efforts. Work with appropriate area (which area -?) to undertake market research Work with appropriate area (which area - ?) to undertake predictive modeling - prospect qualifying and market segmentation Work with appropriate area and personnel (which and who - ?) to create relevant and timely communication efforts - relationship building and nurturing.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
ESL	2) Improve ESL student transition and retention	This objective, which is also linked to 'enrollment management,' intends to achieve greater ESL student success through increased support specifically designed for non-native English speaking students transitioning into the college and engaging in the ESL program (knowledge building; better preparation; preemptive retention)	Since the end of the grant, there has been no designated college area or personnel, beyond the ESL faculty when meeting the students the first day of class, that provides support or service to these international and immigrant students. Many ESL students do not understand nor have they ever experienced college level matriculation process. They are navigating a system that is foreign to them both in terms of the language used and the embedded college culture components. We need to help these students navigate the college in the same way we help them navigate the foreign English language. There is vocabulary, grammar, interactions, written forms, online documents, speech conventions, listening skills, and general communicative competencies that we would highlight and help them become aware of, learn, and make use of to both navigate the system AND become more linguistically and sociolinguistically proficient.	Work with appropriate student service areas and the ESL Counselors to create (and possibly help conduct) orientations to the college experience from a second language student's perspective (College as a Second Language) - for example, admissions, assessment, registration, counseling, financial aid, EOPS, CARE, etc. Orientations and registration events could take place prior to the semester as well as during the first week, embedded into classes and the curriculum, and offered throughout the semester as students need the information to proceed/advance along their educational pathway. Research and possibly prototype ESL orientation courses, cohorts, faculty mentoring and academic advising, and ESL student leadership opportunities (ESL student mentors, ambassadors, and tutors program(s))			

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ESL	3) Improve ESL student completion and success rates	This objective intends to achieve greater ESL student completion and success as indicated by the Student Success Scorecard and the ESL Completion Indicator in the Student Equity Plan ("RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF STUDENTS WHO COMPLETE SUCH A FINAL COURSE"), and ensure we meet the needs of the ESL student population in our service area.	Our students and our program are viewed as successful according to state definitions that we do not control and which we do not always see as reflecting the goals of the students in our classrooms. We need to concentrate our efforts on building a program, a curriculum, and a teacher professional development process that ensures we are meeting our students' needs and achieving higher rates of completion and success measures.	Review results and expand our methods for undertaking the CSLO assessment process, review and implement appropriate acceleration models, undertake PSLO/CSLO and Habits of Mind curriculum mapping, and consider ways to embed student services into the ESL curriculum. Integrate ongoing Library support into the program (reading, information literacy, and general library skills). Develop and implement an ongoing ESL instructional faculty and counselor professional development model that includes funding. Research the latest ESL textbooks and software offerings in order to make program-wide choices that address CSLO assessment results as well as serve to help us improve and innovate our instruction. Explore flipped and blended language classrooms, as well as language course-site development. Integrate the ESL Lab fully into the ESL student experience by technology acquisition and integration practices, staffing of it, and using it to conduct workshops and opportunities for students. Create an accelerated ESL schedule of classes that is consistent and meets the needs of all program participants (tied to the first item in this activities area). Explore other ESL student completion and success efforts and adopt as appropriate.			
ETEC	Improve the ETEC facilities for a better training envionment.	The ETEC program's dedicated lab is too small for the students and equipment necessary to conduct a quality education.	The ETEC program's dedicated lab is too small for the students and equipment necessary to conduct a quality education. Many times we must have two classes in the building at the same time. Industry wants to donate more equipment but we cannot accept it because there in no room. As new technologies evolve we need to include it in our curriculum and hands on labs.	The ETEC program needs to work with the administration to try to free up space in the complex for the dedicated labs required by the program.	Not started	Though I have talked with the ETEC Dean and the Vice President of the college it seems there is no extra space available to help relieve our over crowding problem. I was offered some hope that when the new student center is completed some of their old space might be available.	

Unit Code	Title	Description	Rationale	Activity	Status	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	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.	Completed	In the spring 2016 semester, we started a partnership with the Employment Services Office to offer a flex workshop to educate faculty and staff on the Federal Work-Study (FWs) student hiring process. We reminded the college community of the elimination of the old FWS departmental allocation model, and encouraged all departments to participate in the FWS program. We offered the workshop again in the spring 2017 semester. In addition to workshops, we sent emails to all LMC employees informing them of the opportunity to hire students from the FWS program. This objective has been completed.	As a result of our marketing strategies, we were successful at utilizing our entire FWS allocation in 2015-2016. Our allocation was $155,074 and year-end expenditures were $169,154. To cover for the overage, we carried back 2016-2017 FWS funds, which is allowed by Department of Education. We will continue to provide departments with the necessary tools required for successful student employee recruitment, and monitor expenditures to ensure we are on track to spend our annual allocations.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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).	Ongoing	In spring 2015, we offered a series of financial aid workshops, where a financial aid staff member conducted a power point presentation to students. At the end of the presentations, students were given the option to receive one-on-one assistance with completing the FAFSA or Dream Act. At the workshop, students are educated on what happens next after they complete and submit an online application. In addition, we developed a Steps to Apply Flow Chart and posted it on our website homepage. We've also added announcements on the monthly Student Services e-newsletter to remind students on how to check their "Missing Information Checklist" on InSite Portal/Web Advisor. We did not offer the same workshop series after the spring 2015 semester due to lack of student attendance. We continued to use our financial aid website, email communication, InSite Portal to market information to students. In the fall 2016 semester, we created social media accounts (Instagram and	Based on the number of FAFSAs submitted, there was an increase of 16 financial aid applicants in 2015-2016 when compared to 2014-2015. Based on the number of Pell Grants awarded, there was an increase of 87 students in 2015-2016 when compared to 2014-2015. Although the data reflects a small increase (1% increase in FAFSA filing rate and 3% increase in Pell Grant awards), the percentage increases are insignificant. As a result, this objective will be ongoing so we can continue to use different marketing strategies to educate students about the process that follows after they complete a FAFSA or Dream Act online.
FIRE	Secure funding for Fire Academy Coordinator to adhere to new State regulations	The California State Fire Marshal, State Fire Training Division is now mandating a new testing procedure that requires a 500% increase in staff time for Fire Cadet Testing and Certification. Our department currently does not have a Fire Academy Coordinator in order to adhere to these new regulations we must receive funding for this position.	California State Fire Marshal is implementing a new national test that gives our fire academy cadets a national recognized certification. In order to meet these requirements for testing we must have a dedicated individual to serve as Fire Academy Coordinator to ensure compliance by instituting, coordinating and managing this new testing mandates. We currently use our 2 full-time faculty in this capacity without receiving additional load or compensation in order to adhere to the testing standards. This current practice is unsustainable due to the scope of this position compounded by all the other responsibilities assigned to these two faculty members. In order to meet the State Fire Marshal certification regulations we must have a Fire Academy Coordinator.	1. Apply for RAP funding for a part-time Fire Academy Coordinator 2. Work with Dean to secure funding for a permanent Fire Academy Coordinator position 3. Request 25% reassignment time to Mike Grillo (Fire Technology Faculty) or German Sierra (Assistant Professor Fire/EMS) on a rotational annual basis.	Abando	We have been approved for a .50 Public Safety Coordinator which will replace this position.	We believe that staffing this position is critical for our future as an ARTP (Approved Regional Training Program) and our very existence as a Fire Technology Program here in California.

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FIRE	Internship Programs	We will add additional fire agencies to provide internship programs to further train fire cadets, hopefully leading towards employment.	We will add additional fire agencies to provide internship programs to further train fire cadets, hopefully leading towards employment. The California State Fire Marshall has given all ARTPs (College Fire Academies) and all other agencies until December 2017 to complete any student's work experience requirement. Placing our students with Fire Departments that can facilitate this important mandate is paramount for the students success.	Work with Tara to set up sessions with new agencies. Meet with agencies and define internship requirements Promote internship opportunities to cadets.	Behind	We are in need of reassignment time to visit potential employers and internship locations.	A vital component of a FIRE Cadet attaining a FIREFIGHTER 1 certification is his or her ability to secure an internship with a local Fire Agency. At this time we have several agencies that would like to take our students but both German Sierra and Mike Grillo lack the additional time to pursue this much worthy endeavor without release time.
FIRE	Secure funding for a permanent summer EMT Class	We require permanent funding in order to implement a permanent summer EMT Class. This 8 week/4 day a week class prepares students for an entry level position in the field of public safety. An EMT National Certification is now required to enter the Los Medanos College Fire Academy. This class will increase our pool of qualified applicants into our Fire Academy consequently improving student success.	Currently both of our EMT classes are highly impacted and often times we have to deny students acceptance due to lack of space. This summer class would provide more openings to this already impacted program. Therefore, allowing more students to receive EMT Training and become eligible to take the National Certification Exam. The private EMS industry has a constant demand for certified EMT graduates. In addition, this summer course would augment our capabilities to recruit from under-represented populations in our community. Thereby, increasing equitable student engagement, learning and success. According to our SQL data... Providing a permanent summer EMT course would not only improve student success but would allow students to achieve their goal of becoming a public safety professional.	1. Institutionalize a summer EMT Course 2. Secure funding for a summer part-time faculty member and materials required to teach the course. 3. Request RAP funding to assist with institutionalizing the summer EMT Course. The RAP would include funding for the summer faculty member from our existing pool of qualified instructors in this discipline, support staff and required materials.	Comple	This has been completed , permanent funding and a supply budget of $3000 dollars plus another $7000 have been allocated for Labor. We believe at this time this is sufficient unless of course the labor market changes.	LMC will now have a total of 5 Cohorts of students. The summer class with a projected enrollment of 40-45 Students will yield an additional 360 Units (8 unit class) which will generate an additional 30 FTES for LMC, for the Summer Cohort.

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FIRE	Secure funding for 3 skills instructors for Fire 107 - 12 hour lab sessions each semester	Identify and facilitate a funding source to meet professional industrial standards in the fire service for Firefighter safety and survival hands on labs (off-campus) that are based on safety, self rescue, and survival related skills by Fire Technology students.	Due to student enrollment and required activities, there is a need to provide a 10:1 instructor to student ratio during hands on related skills as required by California State Fire Training. It is important for all students to experience fire service related safety and survival skills using appropriate level of safety equipment and clothing in a training related environment. There needs to be additional instructors present on the training grounds to provide students with quality, professional, and safe over site of these activities. The goal is for students to experience a safe learning environment without the risk of injury and to promote successful employment into the fire service.	Use of firefighting tools and equipment • Mounting and dismounting fire apparatus • Operation of a thermal imaging camera (TIC) for searching a building • Staging and use of rapid intervention crew (RIC) equipment and procedures implementation • Charged hoseline advancement • Uncharged minuteman hose load advancement • Hoseline and nozzle operations • Hose loads – minuteman bundle • Donning structural personnel protective equipment (PPE) • Donning self-contained breathing apparatus (SCBA) Performing different types of search and rescue techniques • Right-handed search • Left-handed search • Identifying hoseline couplings • Using a rapid intervention crew (RIC) rope bag • Vent Enter Search (VES) Performing and recognizing entanglement emergencies • Swim method • Sweep method • Self-contained breathing apparatus (SCBA) partial removal • Self-contained breathing apparatus (SCBA) removal • Self-contained breathing apparatus (SCBA) low profile Performing different types of rescue techniques • Drags • Carries • Lifts • Ladder Fulcrum Performing a firefighter SCBA confidence course • Use a drill house with a variety of props and obstacles How to breach a wall and floor • Use of a wall prop • Use of a floor prop "Mayday" – LUNAR and PAR activation and procedures • Emergency traffic communication using portable radios • Simulation of a lost, trap or down firefighter	Completed	FIRE 107 COOR was updated and the "hands on" component of this class was taken out and moved into the FIRE Academy a better place for this portion of this course to be offered.	Fire Academy received a 24 hour increase in hours , this will give our students more hands on practice with all their basic Firefighting Skills.
FIRE	Secure Funding for LMC Fire Academy facilities rental fee	Contra Costa County Fire Department has recently started to charge any and all agencies and organizations for the use of their Fire Academy's Training Tower. Los Medanos College has in the past, used this facility free of charge, this is no longer the case. Although it is very difficult to estimate an exact dollar amount , we anticipate, based on this year Fire Academy "not to exceed agreement " with Contra Costa County Fire Dept. to cost approximately $20,000	The use of an accredited Fire Training facility is required by the California State Fire Marshall, in order to for us at LMC to have a Fire Academy. The ability to have a "skill lab" which is in essence what the Contra Costa County Fire Training Tower represents to us, it is a vital component in ensuring that our students are trained to industry standards and more importantly to fall in line with the new Firefighter 2013 Curriculum mandates and regulations which go into effect January 2016.	1. Secure the funding , at this time it is estimated to be around $25,000 rental fee for the semester 2. Meet with Contra Costa County Fire Department upper management and draw up an actual contract that puts an exact dollar amount for us. 3. Secure or explore additional sources of funding within LMC	Ongoing	I am not sure where we are with this , I believe this is a year to year agreement between our Administration and Management and I have very little to do with this.	Critical component , without a facility that provides a physical site to deliver our Fire Academy , LMC Fire Academy will not exist. Please keep this going.

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FIRE	Increase the number of non traditional students entering our FIRE EMS programs	We seek to increase the number of students enrolling in our Fire and EMS programs, of particular interest are the non traditional students.	The number of non traditional students particularly women and men of color has been stagnant in our FIRE and EMS programs. We have renewed interest in bolstering enrollment for these students.	1. Reach out to faith based organizations in our area 2. Visit local HS and seek to get more students enroll in our College 3. Contact trade organizations and put the word out to the public	Ongoing	We are still hoping to get some reassignment time to complete this activity.	We need to do this to move the needle in the direction of our stated goal which is to increase the number of non traditional students in to our FIRE and EMS programs.
HONORS	Maintain Healthy Enrollment and Participation Numbers	A student who takes two courses in the Honors Program is categorized as "active". Our goal is to have at least 150 active students for 2016-17, which is the number we are serving this year.	Our experience shows that with the current resources provided the program (65% director reassigned time, 50% clerical support), we can have approximately 150 student members while maintaining quality services. This number is also optimal for having healthy enrollments in Honors Courses while at same time offering enough of them (11 at present) to give students many options.	• Continue with comprehensive recruitment campaigns for the Honors Program. These will occur every semester. • Continue to involve Honors Faculty more in recruitment efforts. • Require that all Honors Students meet regularly with the Honors Counselor to plan their semesters. • Continue to create compelling marketing materials for Honors Courses to encourage higher enrollments. • Continue to offer Honors Courses in key IGETC categories to maximize course enrollments. • Continue to recruit new Honors Faculty for a wider range of Honors Course offerings.	Ahead		Current estimates point to about 160 active students for the year. Maintaining this number of students gives the program vibrancy, while maintaining a "hands on" approach. While we do not want to shrink the program, given the budget and reassigned time allotted the Honors Director and Counselor, we determined last year that maintaining current numbers (as opposed to growth) is our best course. We want to keep the level of service for students high, and serving even 150 students is straining our resources.

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HONORS	Honors Faculty Professional Development	Organize professional development and mentoring opportunities for Honors Faculty	The backbone of the Honors Program is its curriculum. Therefore, maintaining a cohesive mission and agreement about academic standards among Honors Faculty is vitally important.	• Hold an Honors Faculty Retreat during Spring 2017 flex • Organize Honors Faculty Roundtable for Fall 2016 • Mentor Honors Faculty and provide them student feedback on their Honors Courses	Ahead		Honors Faculty development has been very successful this year. Ten faculty and Dean Nancy Ybarra attended the Mills Faculty Roundtable in October of 2016 including three new attendees: Edward Haven, Bequia Sherick and Luis Zuniga. The Honors Faculty Retreat was held at the Big Break Regional Park Visitor Center during January flex and had a strong turnout. Marie Arcidiacono, Jennifer Saito and Alex Sterling shared their curricular innovations and we had an amazing tour of the Delta with Naturalist Mike Moran. In addition, several new faculty were able to attend for the first time including Edward Haven and Luis Zuniga. The Honors Faculty Retreats and Mills Roundtable create a sense of shared mission among honors teachers and exposes them to best practices among larger community of Bay Area honors educators. In addition, Honors Director Jennifer Saito is on schedule to meet with each of the twelve 2016-17 honors teachers to help them craft their enhanced curriculum and generally support their work. For new honors faculty, she has been able to meet even more frequently with them as they integrate into the

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
HONORS	Restoration of Permanent Honors Administrative Assistant	Restore a permanent employee whose duties include the 50%, 10-month Honors Administrative Assistant position vacated three and a half years ago when Connie Tolleson retired.	Connie Tolleson retired in December 2012 and at that time the college decided not to fill the vacant position. For seven semesters- three and a half years! - we have had Maureen Willhoite temporarily filling the job as a part-time hourly employee but await word on a permanent solution. The Honors Program's model is one of high engagement, as research shows this is the most effective ways to keep students in school and progressing toward their goals. As such, we track every Honors Course students take along with their GPAs. We send personalized advising letters to students based on this information and have intervention policies for struggling students to quickly identify them and help them in their academic pursuits. Finally, the Honors Program has a wide variety of leadership development activities running through the Honors Club that involves organizing myriad events and trips around the state. All of this takes a huge amount of clerical attention. Tracking every grade and every Honors Course, involves a complicated database that needs to be maintained by an employee who keeps student information confidential. The logistics of taking large groups of students and faculty to statewide conferences and retreats are managed by the Honors Administrative Assistant. Also, this position works to help the 15+ Honors Faculty with a variety of tasks they require	• Continue to lobby management to restore a permanent hire for the Honors Administrative Assistant position. This position might be combined into a full-time position with additional duties which support other Learning Communities. • Collaborate with other Learning Communities to submit a combined request to the Resource Allocation Process to fill not only the Honors clerical needs, but theirs as well. • Conduct the necessary recruitment and hiring procedures to hire a permanent employee to meet Learning Community clerical needs, 50% of whose hours serve Honors for 10-months per year.	Completed		Having a permanent person, who is fully-trained and familiar with the Honors Program is a huge improvement to our stability. For example, knowing that Maureen had been permanently hired was a major factor in Professor Marie Arcidiacono's willingness to serve as the Interim Honors Director for Fall 2017.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
HONORS	Honors Student Research Development	Mentor top Honors Students through the competitive Honors Research Symposium Cycle	The signature development initiative of the Honors Program is to give top students the opportunity to experience academic life through participation in the Bay Honors Consortium's Honors Research Symposium. This selective and highly prestigious event will be held at UC Berkeley in May, 2016 and again at Stanford in May 2017. Students need to be rigorously prepared.	• Hold orientation workshops for interested students during January 2017. • Assist students in developing their presentation proposals. • Coach selected students through the presentation development process.	Ongoing		Eight students were selected through a highly competitive process to present at the May 2016 Honors Research Symposium at UC Berkeley. Two of these presentations were even selected as one of the six finalists statewide for the top award. All eight students were closely mentored by many honors faculty in the development of their research and presentation. Even with only a handful of students presenting at the Symposium, major ripples of improvement spread through the program because of this event. Many Honors Faculty now integrate original research projects into their Honors Courses so students have projects to submit to the Symposium. This means that all students taking Honors Courses are learning to conduct academic research which can benefit them in their future studies. In addition, the pride and inspiration LMC Honors Students get from attending the Symposium and seeing their fellow students shine motivates all to push themselves. We anticipate another great group of students who will present this year on May 6, 2017, at Stanford University. As of the submission of this
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	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	Completed	The Distance Education committee completed a strategic plan, however, towards the end of the planning process, the District announced it would be developing a district-wide plan for Distance Education. The DE Committee made the decision to pause on implementation, so that the District wide DE plan could be aligned with the LMC Strategic DE Plan. The Office of Instruction has created a master DE course inventory that provides information regarding which program and GE requirements each course meets.	The completion of an LMC DE Strategic plan provides focus for the DE Committee to pursue expansion of course offerings available in paritally or fully online format.

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INSTOF	Creation of Budget for TLC	Create an ongoing budget for TLC to support assessment related activities, goals, and accreditation requirements.	Assessment of student learning outcomes is required at the institutional, program and course level. We need to compensate part time faculty for their participation in designing, conducting, and documenting assessments, which has been funded by our Title 5 Exito grant, due to end in October 2015. We also need to compensate a part time faculty member to be a regular member of the committee, as called for in the position paper that established our current assessment model. In addition, we need funding to provide professional development on assessment related issues and to keep the committee up-to-date on standards.	1. Compensate adjunct faculty who conduct and document course and program level assessments. 2. Compensate an adjunct faculty member to attend TLC meetings. 3. Provide professional development on assessment related matters. 4. Provide funding for TLC meetings and retreats.			
JOURN	News radio/podcasting	To give students experience in creating podcasts for digital broadcast, and/or news programming for local radio.	Multimedia skills are increasingly necessary in the news media.	KLSN, a new local community radio station has contacted the Journalism Program about collaborating to create news content. In addition, we plan to explore creating more audio links and podcasts for the Experience online news site.	Ongoing	Exploration of community collaboration with KLSN is ongoing, and we met face to face in the fall.	

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JOURN	Evolving media landscape	Upgrade the Journalism Program curriculum and related lab equipment to keep pace with evolving skills, standards and technologies.	Keeping pace with changes in the industry directly supports both student learning and creating a culture of continuous improvement.	Integrate industry changes into the curriculum as needed and purchase new lab equipment (computer hardware and software, cameras and recorders, related instructional media and technology) to support instruction around changes in the evolving media landscape. While the need for other improvements not listed below may occur throughout the year, here is a list of those currently on the front burner for immediate attention: 1. Portability and equity: Students in the Journalism Program attend and compete at Journalism of Community Colleges Conferences each year. Writing competitions have required the use of two AlphaSmart keyboards that the program owns and have been in use for 15 years. JACC is transitioning from the use of AlphaSmarts to Laptops. That transition began in April. During the transition, student competitors may use both. However, the use of an AlphaSmart, with just four lines of viewable text, is not equitable when competing with a student writing on a state-of-the-art laptop.And once the transition is complete, we will need to complete with laptops. So we plan to request two MacBook Pro laptops with needed software for this purpose. 2. Upgraded cameras: We have a stable of standard cameras that capture basic digital still, video and audio. But we need to add specialty cameras to what we have for the students to use. One example is a long lens camera for sports photography.	Ongoing		
JOURN	Instructional support for students	To provide in-personal tutoring and mentoring, and technological tools to support students in instructional areas they find difficult.	Some Journalism skills are more difficult than other for students to develop. Interviewing is one of those areas. There are others as well. We want to improve the support systems available for students by adding departmental tutopring/mentoring and create tools to help/	1. Explore the creation of a peer-tutoring program 2. Explore the creation of a professional mentorship program 3. Explore the creation of audio and video tutorials	Ongoing	We have begun to explore these in projects minor ways, but other projects have taken priority this academic year.	
LANG	Addition of AA-T/TMC in Spanish	Addition of the Spanish major and TMC/AA-T	The state of California, LMC and students have expressed an interest in the Spanish major addition to our existing degree options.	CID applications- completed Course Additions (Conversational) Completed Final TMC Template to Office of Instruction- Spring 2016 Response from Chancellor's Office	Completed	Completed	The addition of the new AA-T in Spanish has already brought more interest by students into completing higher level courses in Spanish. This was a wonderful addition to our department offerings of certificates in language acquisition.

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LANG	Retention and Persistence of target student populations	Increased retention and persistence of African American students enrolled in transfer courses with the Department.	Statistical evidence has been presented to the department that our African American students enrolled in courses within the World Languages are not persisting at the rate of other enrolled students. In order to meet campus and statewide goals the department must provide more strategies for students that may need additional support to succeed in WL courses.	Faculty training/discussion related to objective Mentoring/ Starfish Online Counseling of high-risk students Alternative options ensuring success for high-risk students	Ongoing	This objective has been given priority within the department during the 2016 and now 2017 academic semesters. Flex sessions and course specific ideas that support retention and persistence for our African American students have been successful.	As referenced in our Department Successes (in more depth) in 2016 Fall, the World Languages Department increased retention and persistence to 66.3% from Spring 2016 (nearly a 17% increase) for our African American students. Hispanic student persistence continues to be the highest at 81.2% persistence with Asian students the second highest . A six semester combined completion rate for our African American students showed a 77.4% completion rate. Dept. Chair and Associate Professor reviewed all SQs and discussed strategies to continue to increase persistence, retention and completion rates for our African American students.
LANG	Hiring of Full-Time Faculty Member in Spanish	Addition of full time instructor to World Languages Dept.	Faculty retirement and need for full-time instructor (as we apply for the AA-T)	Box 2A- Completed Job Posting and Preparation for Interviews, Completed Job Hire Fallr 2016			
LIB	Brentwood library service expansion	Increase reference services, Brentwood student awareness of the library and Brentwood faculty engagement	In the Spring 2015 Brentwood Center Student Services Survey 31% of respondents indicated that they were aware of our textbook reserve program at the Brentwood Center 34% of respondents indicated they were aware of our online library resources. The Library would like to increase awareness of available library resources at our Brentwood Center campus.	Conduct regular reference hours at the Brentwood Center. Draft proposed librarian schedule to include 50% time at the Brentwood facility. Increase marketing and outreach to students, faculty and staff at the Brentwood Center.	Comple	With the hiring of the Brentwood librarian services have greatly increased. Reference services are offered for nine hours each week and library workshops totaled 15 for the semester. Marketing materials (bookmarks, signage, flyers) have been ordered, librarian provides information for the newsletter and website, outreach emails to faculty and staff are regularly occurring.	The availability of library services has increased leading to a greater library presence on the Brentwood campus. Faculty are more familiar with the library and the role of the librarian, a closer partnership with tutoring services has developed, and the Brentwood librarian is actively involved in the planning for the new center building.

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LIB	Continue Access to Library Resources	Institutionalize funding for library materials and electronic resources.	Roughly half of the cost of the current library electronic collection is being funded through yearly grant applications. Content providers raise costs each year. In order to maintain our current robust collection, we need to increase funding. 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.	Continue partnership with existing funding sources. Explore alternate funding sources due to pending completion of HSI and STEM grants. Research how other California Community Colleges are spending their equity money.	Completed	Funding for library materials and electronic subscriptions has been institutionalized at FY 09/10 levels.	Consistent base level funding has been institutionalized, however with the increase in prices for all library materials and subscription services the library has had to rely on college grants to subsidize the budget.
LIB	Saturday Library Services	Open the library on Saturdays and provide circulation and reference services.	Students need access to library materials and reference assistance on the weekends.	Determine number of open hours and schedule that works best for the most students. Schedule librarian, library assistant and student worker to maintain minimum staffing levels.	Completed	The library has been open on Saturdays beginning Aug. 20, 2016.	The library is being used on Saturdays by students and faculty.
LIB	Library Instruction	Review and update existing instructional materials and curriculum to reflect the ACRL Framework for Information Literacy for Higher Education.	The Library works to infuse information literacy components into all instruction. In January 2016, the ACRL Board adopted the new framework which reflects a more current and modern approach to information search, retrieval, and creation. Existing library instructional plans and assignments need to be reviewed and updated to better reflect this industry standard.	The objective has already been addressed by the updating of the English 100 course outline of record. Beginning Spring 2016 all instruction sessions and assignments will be reviewed and updated (if needed) as they are used: Review and update written handouts and online LibGuides Partner with department faculty to review course outlines where the library or research is covered.	Ongoing	Information literacy instruction continues to be integrated into course curriculum. Most recently being written into the English 220 Critical Thinking course outline. The instruction librarian worked with the English department's Information Literacy teaching community during Spring 2016. Instruction workshops are using concepts and materials directly related to the new framework.	Information literacy concepts were greatly updated and improved with the new framework to make the competencies more relevant to the current information landscape. By aligning the library's instruction program with the framework we are better able to address modern information needs and behavior.
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?			

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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.	Abandoned		
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 semester. From Spring 2014 to Spring 2015, the Testing Center has seen an increase from 17 to 27 sections that heavily utilize Mastery Quiz Materials representing a 58% increase in the number of students using the Testing Center. Since the Testing Center Staff & instructors are 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.	Behind		

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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	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.	Behind		
MATH	Calculus Teaching Community	Develop a robust, data driven, collaborative faculty group that researches and modifies as necessary current teaching practices and curricular infrastructure.	The calculus pipeline presents a significant challenge to our STEM degree/transfer seeking students. We are seeing increasing numbers of students seeking STEM degrees/transfer and as a math department are working to support these students through the STEM curriculum as efficiently and effectively as possible.	We will hold bi-weekly working sessions that include full and part-time faculty teaching and/or interested in teaching the calculus pipeline curriculum. These work sessions will include sharing best practices for teaching, developing new curricular material, and analyzing data to inform changes in practice and structure.	Behind	Waiting on RAP	
MATH	Maintaining Tutoring Services in the Math Lab	To maintain the accessibility of the Math Lab tutors in the Math Lab due to the raise in the CA Minimum Wage.	Effective January 1, 2016, the California State Minimum Wage was raised to $10.00/hr. This, along with subsequent changes made by the Business office, allowed student tutors (S3) to be paid at the rate of $10.54/hr; an increase of $.61/hr. This modification, however, was not implemented with the budget provided to the Math Lab. This decreases the amount of hours available for staffing purposes which results in a decreased accessibility to overall tutoring services in the Math Lab.	Submit a RAP to increase the budget for Math Lab Tutors to reflect the increase in the CA Minimum Wage.	Behind		

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MATH	Reinstate 12month Daytime Math Lab Coordinator	Reinstate the 12 month schedule for the daytime Math Lab Coordinator position by removing furloughs.	In 2008, the daytime Math Lab Coordinator position was placed on furlough and the furlough has not been removed, despite increased FTES and an increase in student hours served in the Math Lab. Increased access to the Math Lab and instructional support will help the college work towards equitable outcomes for all students. Due to the budget cuts in 2008, the Math Lab Coordinator position was furloughed from 12 months to 10.5 months. Since then, LMC experienced an overall student population growth within the Math Department from 72 sections serving 1920 students in Fall 2007 to 107 sections serving 3182 students in Fall 2015. As a result of having to take their furloughs during non-instructional times before and after semesters, preparatory work for the upcoming semester and completion of ongoing semester-long tasks had to be done during instructional periods which reduced staffing available to students within the Math Lab throughout the semester. This implies that the Math Lab Coordinators have been taken away from providing direct student services which decreases the equitable access of highly qualified Math Lab Staff to the students of LMC throughout the semester.	Submit a RAP requesting reinstatement of the 12 month schedule.	Completed	Yay!	
MATH	Support faculty to teach in statistics pathways	The Math Department has developed two statistics pathways that are predicted to dramatically increase the percentage of students who complete transfer and degree requirements in math and to significantly narrow equity gaps in these completion rates. We plan to double the number of Statistics sections in the fall and need to support faculty in acquiring both content and pedagogical knowledge for teaching Statistics to	LMC (like all community colleges in CA) has a low completion rate for transferable math and significant equity gaps in the completion of this critical early momentum point to transfer. Taking advantage of recent changes in UC and CSU articulation requirements, the LMC Math Department has developed a co-requisite model that will allow students who have successfully completed Algebra I (or the equivalent) to take Statistics. A randomized controlled study at CUNY provides evidence that students at this level will be able to successfully complete Statistics, but we need to learn to teach Statistics while simultaneously providing just-in-time-remediation and other support for these students.	Provide professional development to help math faculty acquire both content and pedagogical knowledge to teach in the new co-requisite model (Math 28 + Math 34)	Completed	PD for 28/34 is now integrated into DE Math duties and responsibilities. We are also offering continual FLEXes. We are reaching a cap on the number of 28s/34s and have trained a sufficient number of instructors.	

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MATH	Reinstate full-time hours for the day time math lab coordinator	Reinstate full-time hours, 12 months per year, for the day time math lab coordinator to allow for equitable serving of students	This was a previous full-time position that management cut. We were granted two full-time coordinators 5 years ago. Our math lab usage as increased since then.	All the duties listed in the current "day-time" full-time math lab coordinator position.	Completed		
MATH	Full-time Evening Math Lab Coordinator	Reinstate full-time hours, 12 months per year, for the evening math lab coordinator to allow for the math lab to be open on Saturdays and to provide additional	This was a previous full-time position that management cut. We were granted two full-time coordinators 5 years ago. Our math lab usage as increased since then.	All the duties listed in the current day time full-time math lab coordinator position. We envision this position being Tuesday through Saturday, from roughly 1pm-9pm Tuesday through Thursday, 7am-4pm on Friday and Saturday.	Ongoing	Bob eventually saw the light. Both are unfurloughed but the evening coordinator is still 20 hours per week. Need to reapply when there's RAP.	
MATH	Equity in access to computational and math educational technology	Increasing the accessibility of computational technology by making tablets and chargers available for checkout to basic skills and transfer-level students.	Proficient use of computational technology is incorporated into the CSLOs of many math courses. Math 29, Math 30, and all transfer-level math courses require the use of a graphing calculator or equivalent. Such a calculator costs around $130, which is a barrier for many students. Moreover, as technology advances, websites (such as statcrunch.com and wolframalpha.com) are appearing that are more powerful than graphing calculators. Many of these sites can be accessed with a smart phone, which disadvantages students who do not own a smart phone. The math lab currently check out TI calculators to students to increase equity and accessibility to calculators to students enrolled in math classes. Tablets, however, have several advantages over TI calculators. 1) There are free apps for Android tablets that perfectly mimic TI calculators. 2) Some tablets are less expensive than TI calculators. 3) Wi-Fi enabled tablets can access computational websites such as wolframalpha.com and statcrunch.com. 4) Wi-Fi enabled tablets can access math educational websites such as khanacademy.org, desire2learn.4cd.edu, and websites that accompany textbooks.	Research tablets to find inexpensive Wi-Fi enabled Android model. Devise a system for check-out of tablets and/or chargers. Submit a RAP proposal to acquire approximately ten tablets and chargers.	Ongoing	1/18/17 VP Kevin Horan is looking into increasing wifi campus-wide to eliminate the need for ethernet cables. Then the campus may adopt a BYO tablet/laptop. Basically management is taking this over. I'm leaving it as ongoing in case they drop it.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
MATHD	New technology and technology improvements for Math 27 and Math 28	Improved student access to and use of technology to support conceptual learning and problem solving in Math 27 and Math 28. Appropriately teach to the course student learning outcomes for Math 27 and Math 28.	Currently we are limited in terms of classroom configurations and available technology. We need to improve access to technology for students to attain the learning outcomes for these courses.	We will purchase updated or new software and hardware to support learning outcomes for Math 27 and Math 28. We will also purchase classroom furniture that better supports classroom use of technology.	Behind	New furniture purchased for MA 203. Still in need of Tablets with not enough other computer options available. More Tinkerplot licenses are still needed. Tinkerplots seems to be in order in all three locations. New furniture and computers were purchased and installed in MA 203. We are still working on purchasing tablets through the Transformation Grant.	
MATHD	Maintaing Tutoring Services in the Math Lab	To maintain the accessibility of the Math Lab tutors in the Math Lab due to the raise in the CA Minimum Wage.	Effective January 1, 2016, the California State Minimum Wage was raised to $10.00/hr. This, along with subsequent changes made by the Business office, allowed student tutors (S3) to be paid at the rate of $10.54/hr; an increase of $.61/hr. This modification, however, was not implemented with the budget provided to the Math Lab. This decreases the amount of hours available for staffing purposes which results in a decreased accessibility to overall tutoring services in the Math Lab	Increase the budget for Math Lab Tutors to reflect the increase in the CA Minimum Wage. (A RAP will be submitted.)	Behind	Our RAP Proposal for the increase in maintaining the number of student tutors in the Math Lab was denied. This has resulted in one less tutor for the whole academic year since the budget was not increased due to the increase in the CA Minimum Wage. Minimum wages has gone up again and will continue over the next several years because of the target of getting to a $15/hr wage. On top of that, the student employee III needs to be even higher (plus 5%) compared to the minimum wage salaries which are increasing.	Though more training has been provided to student tutors with the course curriculum provided at LMC, the number of comments from student complaining about the lack of tutors has increased.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
MATHD	Maintaining Testing Center Services	To maintain the accessibility of the Math Lab Testing center due to the raise in the CA Minimum Wage.	Effective January 1, 2016, the California State Minimum Wage was raised to $10.00/hr. This, along with subsequent changes made by the Business office, allowed student assistants (S1) to be paid at the rate of $10.00/hr; an increase of $1.00/hr. This modification, however, was not implemented with the budget provided to the Testing Center. This decreases the amount of hours available for staffing purposes which results in a decreased accessibility to Testing Center and Math Lab Tutoring Services to students in our DE and Accelerated courses.	Increase the funding for the Testing Center to reflect the increase in the CA Minimum Wage. (A RAP will be submitted.)	Behind	Our RAP Proposal for the increase in maintaining the number of student proctors in the Math Lab Testing Center was denied. This has resulted in one less proctor for a semester since the budget was not increased due to the increase in the CA Minimum Wage. Due to some changes in hiring, the Math Lab was able to hire some students under the Federal Work Study Program. By doing so, services in the Testing Center have not been reduced. However, since students tend to graduate after 2-3 years, the effect of Student Proctors hired under FWS on the Testing Center Budget is short-lived. The proctor salaries have the same issue as the tutor salaries in that their salaries need to make it to $15/hr by 2022.	As of yet, there has been no reduction of services in the Math Lab Testing Center due to hiring proctors under the Federal Work Study Program.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
MATHD	Reinstate 12 month Daytime Math Lab Coordinator	Remove furloughs from the Math Lab Coordinator schedule	In 2008, the daytime Math Lab Coordinator position was placed on furlough and the furlough has not been removed, despite increased FTES and an increase in student hours served in the Math Lab. Increased access to the Math Lab and instructional support will help the college work towards equitable outcomes for all students. Due to the budget cuts in 2008, the Math Lab Coordinator position was furloughed from 12 months to 10.5 months. Since then, LMC experienced an overall student population growth within the Math Department from 72 sections serving 1920 students in Fall 2007 to 107 sections serving 3182 students in Fall 2015. As a result of having to take their furloughs during non-instructional times before and after semesters, preparatory work for the upcoming semester and completion of ongoing semester-long tasks had to be done during instructional periods which reduced staffing available to students within the Math Lab throughout the semester. This implies that the Math Lab Coordinators have been taken away from providing direct student services which decreases the equitable access of highly qualified Math Lab Staff to the students of LMC throughout the semester.	Remove the furloughs for Math Lab Coordinators. Submit a RAP requesting reinstatement of the 12 month schedule.	Completed		Rap approved and students are better served by having appropriate level of staffing in the lab coordinator positions.
MATHD	Campus liaison for DE Math schedule, prerequisite and placement reform	Inform the campus community about the DE Math schedule and placement reform in terms of the new Math 28 and rewritten Math 27 curriculum, along with the prerequisite and placement changes to get into developmental math.	Starting fall 2016, the math department is returning to having high school algebra 1 as the prerequisite for Math 25. We have initiated new placement rubrics that will allow for more students being placed higher in the math developmental ladder. The Math department has created a new math 28 course and revised math 27 which will change the structure of the pipeline to get into Math 34. We will also increasing the number of Math 29 sections, promote STEM and other math related fields transfer level math courses completion.	We will have math DE faculty meet with deans, counselors, admissions personnel, outreach, student senate, assessment, and others as needed.	Completed	Rap funding not approved. Still a serious need to coordinate all of these organizations on campus and not covered in the Transformation Grant funding. Received Transformation Grant and part of the funds are being used to communicate with a number of committees, managers, etc.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
MATHD	Placement Policy Reform	Implement robust use of multiple measures to improve placement accuracy	The Math Department's placement policies have a disproportionate impact on students of color. For example, more than half of African Americans are placed into the lowest levels of remediation and students placed into these levels have significantly lower rates of completion of degree and transfer requirements in math.	Produce recommendations to address the disproportionate impact of our current placement policies for Math Department consideration by the end of February 2016.	Completed		Math Department has completed their portion. We voted in the new placement criteria including multiple measures. Now we are working with the rest of the campus and district to implement the changes in the system
MATHD	Statistics Pathway Support	Support faculty to teach in statistics pathways in order to increase the percentage of students who complete transfer and degree requirements in math and to significantly narrow equity gaps in these completion rates. Statistics pathways include developmental math courses (Math 27 and Math 28). We need to support faculty in acquiring both content and pedagogical knowledge to teach these courses effectively.	LMC (like all community colleges in CA) has a high attrition rate in the developmental math sequence with significant equity gaps. Recent changes in UC and CSU articulation requirements have opened the door to alternative prerequisites for Statistics and also allow co-requisite support. In response, the LMC Developmental Math Committee has developed two Statistics pathways. (1)Accelerated remediation path: Math 27+Math 34 allows any student, regardless of math placement, to be eligible for Statistics in one semester. (2) Co-requisite path: Math 28+Math 34 allows students who have successfully completed Algebra I in high school to enroll directly in Statistics with concurrent developmental math support. A randomized controlled study at CUNY provides evidence that students at this level will be able to successfully complete Statistics with co-requisite support, but we need to learn to teach Statistics while simultaneously providing just-in-time-remediation and other support for these students.	Provide curricular materials and professional development to help math faculty acquire both content and pedagogical knowledge to teach in the co-requisite model. (Math 28+Math 34).	Ongoing	Large portions of the curriculum is being written in the form of activity packets and OLI resources. Our RAP for this was denied but equity and Transformation Grant have been able to support some of this work.	A complete draft of the semester's curriculum, pace chart and facilitation notes will be completed by the end of Fall 16.
MATHD	New technology and technology improvements for Math 29 and Math 30	Improved student access to and use of technology to support conceptual learning and problem solving in Math 29 and Math 30. Appropriate instruction in alignment with course student learning outcomes for Math 29 and Math 30.	Currently we are limited in terms of classroom configurations and available technology. We need to improve access to technology for students to attain the learning outcomes for these courses.	We will purchase updated or new software and hardware to support learning outcomes for Math 29 and Math 30. We will also purchase classroom furniture that better supports classroom use of technology.	Ongoing	New Classroom furniture in MA 203, 207, and 208, some of which was purchased through a STEM grant. We still need Tablets and are still using TI-84 graphing calculators at the moment.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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 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 semester. From Spring 2014 to Spring 2015, the Testing Center has seen an increase from 17 to 27 sections that heavily utilize Mastery Quiz Materials representing a 58% increase in the number of students using the Testing Center. Since the Testing Center Staff & instructors are the only	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	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	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.			
MESA	Increase MESA Effectiveness	Based on data collection MESA would like to increase effectiveness in several areas.	To increase course completion rates based on our data we need to increase student support. We also want to encourage a stronger cohort to help support our students from within.	•Explore having instructional aid or classified staff in the MESA center to support students on a more regular basis than hourly tutors to help support course completion rates. • Have a projector, screen and podium permanently installed in the MESA center to help increase draw and attendance of MESA events •Encourage the formation of a MESA club •Explore hosting a MESA retreat •Revitalize MESA general meetings Institutionalize MESA Administrative Assistant budget Institutionalize MESA Supplies budget	Ongoing	RAP fro many of the funding of the admin and activities was denied. Also with the loss of the HSI stem grant we are re-evaluating budget and what we can do. MESA club is not being explored as our other stem clubs have exploded. We do not want to take leadership away from those forming clubs right now. MESA general meetings is still being explored. With the loss of STEM and no RAP funding a MESA retreat is is unlikely annually. We will continue to ask for RAP funding for all other support areas and more.	• A TV has been permanently installed in the MESA center to help increase draw and attendance of MESA events •MESA Counselor has been fully institutionalized allowing for other activities to function off the state grant.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
MESA	Increase number of opportunities for students to engage in professional organizations	STEM students need enrichment and greater support systems outside of the institution. Encouraging and funding professional conferences and club formations will help students engage nationally.	Based on our data numbers 55% of MESA students are able to go on a trip and only 35% are involved in a STEM activity other than MESA.	•Fund and organize trips to national and local professional conferences. •Support the formation of new STEM clubs Institutionalize Travel budget to fund trips to Universities, Conferences, local industries ect.	Ongoing	We have made several activity advancements, however because our RAPs are not being approved we can not move forward in growing some of our initiatives. Therefore these status must remain ongoing.	•Through Equity money we took students to national STEM conference. •We have 5 stem clubs!
MESA	Increase number of students applying to Internships and scholarships	Students from undeserved areas lack the skill and knowledge of supporting internships and scholarships, we would like to increase access and knowledge of these and applications to scholarships and internships.	Based on our data numbers, below 50% of MESA students apply to scholarships and Internships.	•Work more with the Transfer and Career center, Scholarships office and financial aid. •Have transfer center, scholarships and financial aid host workshops in MESA center. •Increase application help workshops/ clinics given by the MESA director •Strengthen advertisement and support for internship applications	Ongoing	Have noticed an increase in internship applications, but not scholarships. Will keep working on scholarship outreach with the above activities.	•Held transfer center, scholarships and financial aid host workshops in MESA center. •Held internship panel Have noticed an increase in internship applications, but not scholarships. Will keep working on scholarship outreach.

Unit Code	Title	Description	Rationale	Activity	Status	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			
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			
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	Status Reason	Improvement
MKT	Create videos out of existing Comcast footage	We will be getting footage from our Comcast commercial shoot. We will use it and take additional footage to create additional video pieces for web posting.	Since the district/colleges are paying for all the Comcast footage, we can retool it to make additional videos, and take complementary footage to expand video offerings online for marketing and communications on website and social media.	Develop concepts for brief video clips. Analyze footage from Comcast and utilize usable clips. Film additional footage required. Assemble several short videos for web/social media posting. Focus on "Degrees of Success".	Abandoned	We have moved our focus to other videos: "Why I Teach" featuring our faculty "I Am Los Medanos College" featuring the LMC community	
MKT	Banners on campus light poles	Obtain hardware to mount banners on light poles throughout campus. The three-year project will include many poles throughout campus, with some completed each year. This is accomplished with a collaboration with 3SP staff and financial support.	The banners will build campus spirit/pride, inspiring our community to be proud of and feel a part of the college. The banners will contain basic simple concepts of 3SP, while supporting innovation, inclusion, completion, persistence and retention.	In collaboration with 3SP: Concept development Contracting with banner/hardware company Design development Design approval Implementation, installation	Ongoing	This project was set aside and has come up again. We will be working on the project this spring and next fall (2017).	Nothing yet

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
MKT	Responsive website plan and implementation	We need a new content management system (CMS) for our website. Adobe Contribute (AC) is no longer supported by Adobe, and we need a responsive, accessible website that will resize to various viewing platforms (computer, mobile, tablet, etc.) At the same time, we want to move the website to outside hosting (RackSpace) with guaranteed 24/7 uptime, 365 days/year. This is something we had before, is about half the price, and allows us to keep this vital form of communication up even in emergencies.	• Our current CMS, AC has reached end of life. Confirmed by Adobe on January 28, 2016. • Should something in the AC product fail or IT does a software upgrade that conflicts, no one but the Web Administrator will be able to edit content on the LMC website. • If AC fails, content on the site will become out-of-date, rendering inaccurate information with unknown consequences. • No improvements such as mobile and search engine optimization while AC is our CMS. • No one can update the site from off-site at all. Responsive Web Design at its core means building a website to provide an optimal user experience regardless of the device being used to access it. The beauty is in the fact that only one set of source code is required no matter how many ways the content will be displayed. A site built responsively will pay attention to screen size and resolution, and will resize and reposition elements on the page accordingly. The size of text and media will change gracefully to provide the best reading and viewing experience, and the way navigation and menus behave will change to give priority to the most important content. Our current site gives everyone everything in the "large computer" format even when on a mobile phone. Our current and future students are using various devices to access our website and we anticipate that this will increase	1. Make final determination on CMS and develop budget including RackSpace (Spring 16) 2. Secure already committed funding from 3SP (1/3) and HSI ($5,000) for portion of expense. (Spring 16) 3. Contract with CMS company/RackSpace, and set schedule for commencement of work. (Summer 16) 4. Set up server at RackSpace. (Summer 16) 5. Begin building templates with CMS co. Test, adjust. (Fall 16) 6. Place files and continue to build on Rackspace as the hosting service (Fall 16) 7. Move over files into templates on primary pages (Fall 16-Spring 17) 8. Train content "owners" on how to work with templates and CMS as their pages get moved over (Spring – Fall 17) 9. Move over secondary, tertiary, etc pages (Spring 17-Fall 18)	Ongoing		Nothing as of yet.
MUSIC	Getting C-ID course approval for all courses needed for the AA-T degree	The current CID courses do not align completely well with our Music classes offered at LMC. We need to get C-ID course approval for all courses needed for the AA-T degree.	AA-T is important to the college. The music department will do their best to coordinate and align their courses to the CID requirement	Discuss with faculty to resolve the LMC music courses with the CID state courses.	Completed	All the courses at LMC that did not align with the State CI-D courses were revised and approved by the Curriculum Committee. They were submitted to the State for approval.	Students will be able to transfer using the AAT transfer model for State Universities and Colleges as a result of this alignment with the State AAT transfer model.
MUSIC	Annual Gospel Community Concert	Hold Annual Gospel Community Concert as show case and attraction for the LMC music program.	Advertise the professionalism of LMC Gospel Choral Department and serve as attractor for potential students.	Hold Annual Gospel Community Concert in Recital Hall and invite full house attendance by using well-known Bay Area and National Acts.	Ongoing		

Unit Code	Title	Description	Rationale	Activity	Status	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	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.			
MUSIC	Annual LMC Jazz Festival	Reimagine and redesign and restart Annual LMC Jazz Festival with a possible date, depending on funding, of December 2016, targeted at recruiting from area High Schools who participate, using prominent Bay Area and National acts as attractors.	Increase program effectiveness and increase student enrollment by attracting students in the vicinity to the activities on LMC pertaining to the Jazz Program	Hold Annual Jazz Festival in Recital Hall and attract local high school and students from vicinity.			
MUSIC	Artist Lecture Series	Create an Artist Lecture Series to re-imagine the music department	Artist Series leads to more learning for music students and serves as draws for potential music students in the vicinity.	Hold Artist Lecture series in music rooms to increase student learning and program visibility.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
OUTRCH	3SP "Go Day" for new students	Create "Go Day", a 3SP information and catch up day for new students. Go Day will be a college fair environment event for new students to encourage students to participate and complete the 3SP required activities. The day will include online orientation workshops, assessment evaluation and counseling ed planning workshops. It is expected that the students attending Go Day will complete 3SP activities, increasing the overall 3SP completion rate.	Students are provided with information and venues to participate in the required 3SP matriculation activities for early and successful registration. Many students do not take advantage of the early 3SP activities and wait until the start of school to engage the college. Go Day takes place one week before the start of fall and will provide the venue for students to complete their 3SP activities when they are ready to engage the college.	Go Day activities will include: online orientation workshops, assessment evaluations, counseling ed planning workshops, financial aid workshops, information tabling for student services and Learning Communities. The day will take place the week before the start of the semester.	Ongoing	This objective will be carried over to the 2017-18 year. We had very limited activities for Go Day in fall 2016 due to staff changes, planned dates not matching the needs of students and college departments.	
PE	Work to close the Achievement gap for African American students	Work to close the achievement gap for African American students, specifically those in the Kines major and athletes	Statistics in SQL report show gap with Kines majors. Aligns with College strategic direction #1.	Work with Michelle Mak/Athletic Counselor on possibly developing a cohort for Kines students/athletes to combine math/english/cardio protocol which has shown test score improvement in trials at other academic institutions.	Ongoing	Continued dialog with Michelle Mack to identify whether this route is the best possible way to work on closing the achievement gap.	
PE	Sustain PE enrollments until new facilities completed	Sustain PE enrollments by adding new equipment and courses	New equipment and courses will expose students to current Industry norms. We suspect that deteriorated equipment and facilities are contributing to declining enrollments in our courses. Students in the AAT degree need to be educated in safe facilities that utilize current industry standard equipment in order to be prepared and competitive for jobs and internships in the health/fitness/teaching/coaching field.	purchase of fitness, cardio, weight equipment purchase fitness testing modalities	Ongoing	New leveled courses have been added, with more to come in 16-17 academic year. Gym and tennis courts are being updated SU16. These updated facilities may renew interest in Tennis/Volleyball/Basketball and help enrollments in these specific courses.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
PHIL	Course Outline Updating Schedule	A number of the philosophy course outlines need to be updated. A schedule will be developed with implementation underway which will prioritize the courses to update first.	At the writing of this program review (January 2016) there are three philosophy course outlines which need updating: Philosophy 2, Philosophy 33 and Philosophy 41. It makes sense to wait to begin these updates until the new hire is in place as s/he will be the one to set the primary academic course of the department. Given that s/he needs to have time to acclimate to LMC culture, it is possible that not all these outlines can be updated during the 2016-17 year. However, by developing a schedule, and beginning the work, the department will be on track to completing this important task in the near future.	1. Review the Philosophy Department curriculum, especially the courses which require immediate updating. 2. Collaborate with department members to learn what updates are necessary. 2. Become familiar with LMC's curriculum processes and timelines. 3. Develop a schedule to update the course outlines which is realistic, given the time needed for the new hire to become comfortable with LMC and its curriculum processes.	Completed	A number of new courses were written and approved by curriculum.	Foundation for AA-T
PHIL	Mentor New Philosophy Hire	The new philosophy professor needs to be acclimated to Los Medanos College. By the end of Spring 2017, we would like this person feeling comfortable in her/his new role and with the college's culture and bureaucracy so s/he can take the reigns and lead the department to a healthy future.	Every college has its own culture and policies which successful department chairs need to know to be effective. Before the new philosophy hire can start developing curriculum or leading course outline revisions and assessment projects, s/he will need to feel oriented to LMC.	1. Conduct a series of meetings with the new hire to apprise her/him of the "state of philosophy" at LMC. This includes familiarizing her/him with course offerings and enrollment trends and the general expectations of a department chair with regards to staffing, scheduling, reports and other tasks. 2. If the new hire wants to become the department chair at some point in her/his first year, the Interim Chair will coach her/him through the scheduling and program review cycles. However if the s/he prefers to focus on teaching and cultural acclimation, the current Interim Chair is willing to continue in this role through Spring 2017 with the new hire "shadowing" her for training purposes.	Ongoing	Both Jennifer Saito and Nancy Ybarra have done a great job of providing Edward Haven with the help and support he needs to succeed. Edward feels like he is welcomed, cared for and can thrive here at LMC. Thank you!	Having a new full-time faculty that is engaged and trained to take on the work of run a department has helped the program establish a new AA-T and realign itself with the college mission.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
PRESOF	Student Success & Engagement (Ongoing from 2012-13)	The President's Office will: direct efforts and resources toward activities that increase student success rates and improve student outcomes; reinforce the importance of completion to students, employees, and the community; and promote the enhancement of student engagement.	Support of these activities will improve the success of our students as they strive for their educational and career goals, and will assist efforts in closing the achievement gap and shorten the time for completion.	o Ensure that resources/ opportunities maximize work to advance narrowing the achievement gap. o Communicate and emphasize College goals and priorities related to outcomes improvement. o Continue to highlight "stories of success" and provide opportunities for campus-wide engagement and dialogue.	Ongoing	Progress continues toward this ongoing Objective; see "Program Improvement" for details.)	• Student Success o Provided support for services aimed at student veterans (e.g. opening of Veterans Resource Center) o Established permanent management position to provide additional/direct/centralized oversight and leadership for Student Success and Retention Programs • Student Engagement o Reassigned management position to provide additional/direct leadership over Student Life program and to develop/grow International Students Program o Supported/promoted student engagement and campus life through event attendance (LMCAS activities [Club Days, Mustang Madness, pep rallies], performances for drama/music/debate, athletics, Transfer Day, Umoja Scholars and Puente events, awards ceremonies [Student Success, STELAR, etc…], graduation ceremonies [Law Enforcement, Fire, Nursing], etc) • Following LMC's selection as an "Aspen Prize Top 150 U.S. Community College," led work on completion/submission of application for 2017 Aspen Prize for Community College Excellence.
PSYCH	Web Page for Anthropology	To create a web page for Anthropology on the LMC website.	The creation of a webpage for anthropology will allow students to see what courses are being offered in anthropology. This webpage will be linked to the catalog so students can get a better understanding of the anthropology program. This can help students create their schedule, see what classes they can sign up for, and give them an explanation about the classes/courses in anthropology.	I will be working first hand with Ms. Chapman in the creation of the wedpage. I would like to have various pictures of the archaeology digs and other anthropology photographs incorporated in this link.	Behind	Still working with Eloine Chapman on developing this webpage.	
PSYCH	Expand Program	Expand Program to meet students needs. With the creation of several new courses the last few years we need more adjunct hires to teach these new sections.	The offering of new courses allows the students to take several Behavioral Sciences classes at LMC. They don't have to travel and go to other community colleges to take several courses (Anthro 1, 4, 8, 11. Psych and Socio 17) These adjunct hires can assess student learning in these new courses.	Getting new adjunct hires.	Ongoing	We have expanded course offerings by adding Biological anthropology, Linguistic anthropology, Introduction to Archaeology, and The theories and Methods in Psychology and Sociology.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
PUENTE	Align ACS-10 with English 95 for Puente sections.	By Fall 2016, Puente plans to more closely align the current ACS-10 course so that it specifically meets the needs of Puente students in both the ACS-10 course and the	This course alignment will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC).	Conversation regarding course alignment will continue throughout Spring and Summer 2016, leading into Fall 2016.	Ongoing	With another Counselor transition heading into Fall 2016, alignment between the English course and the Counseling course was challenging.	Moving to English 100S in the Fall 2017 as well as reevaluating Counseling offerings will open up discussions again about possible alignment, so this objective is ongoing.
PUENTE	Obtain a dedicated Puente Counselor.	Coordinators will continue discussions and press forward in recruiting and obtaining a dedicated Puente Counselor for current and future cohorts.	In order to build and grow a sustainable learning community, Puente must retain its own counselor. The viability of the program depends on the consistency of its staff.	Conversation regarding next steps in the process will begin in Spring 2016.	Ongoing	In progress.	In progress with the current search for an ESL and Puente Counselor.
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."	Conversation regarding this 3 unit course began in Spring 2014. In Spring 2016, we will finalize the implementation of this 3 unit course.			
RA	Updated COORS	The department will update all COORs in 2016 -2017 and submit them to Curriculum Committee.	Required by law.	All members of the department, full and part time, will be involved in writing these COORs.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
RNURS	Increase Program Completion of Non-Traditional Students	Increase support, services, guidance and resources to all students in an effort to improve the program completion of non-traditional students.	Core Indicator Data revealed that the non-traditional program completion rate is 13.06% below the standard. It is important to include non-traditional students in our program to support a diverse community. This objective is tied to College Strategic Direction #1 as we want to increase equitable student engagement, learning and success.	#NAME?	Completed	We implemented the LVN to RN short-term class for our Transition students. It was held the week before classes started in the 2016FA semester. We also offered test-tasking skills workshops in the 2016FA semester and will be offering at least one (1) test-taking skills workshop during the 2017SP semester and after this semester has concluded Kaplan will be holding a 3-day NCLEX Prep workshop for our recent graduates.	This year we have seen improvement in our attrition rate for the LVN to RN Transition students (we lost one in 2016FA versus 2-3). In addition, this course has helped prepare our students for entering the third semester of the RN program and make it easier for them assimilate with the other students who are in the first year RN cohort. The test-taking skills workshops during the semester and for our recent grads has improved the NCLEX exam scores of our students. We have seen a rise in our percentage of graduate passing the exam on their first try. We will continue to hold the Transition class and the test-taking skills workshops.
SLOF	Student Clubs	Continue to increase student participation in clubs	To continue growth over previous years, we will work to achieve 35 chartered clubs and involve at least 15 students in ICC during the 2016-17 academic year.	Continue strong advising practices for ICC including consistent and regular communication with current and former advisors. Also, will work on a one-on-one basis to provide specialized support for clubs that are struggling. Furthermore, will seek opportunities for the department to create clubs that students have not yet expressed interest in, but might benefit from (ex. Black Student Union, International Students Club, etc.)	Ongoing	Due to staffing changes during the fall 2016 term, only 33 clubs were chartered during the term. Additional outreach and opportunities to market ICC and student clubs will be ongoing during the 2017-2018 program year to reach the intended program goal of 50 sustainable and active clubs.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
SLOF	Collaboration and New Program Development	Strengthen collaborations with departments (such as Athletics, Learning Communities, etc.) and development of new programs. Specific focus will be placed on growing the Intramurals program and social justice programs, as well as building student participation in current programs.	While we have experienced a significant increase in student, faculty and staff engagement in campus life, it is critical that we continue to enhance collaborations with departments such as Athletics. This particular collaboration has been instrumental in our efforts to support our student athletes and increase student engagement at LMC. These collaborations are also important in the development of new programs such as Intramural Sports and enhancing Athletic Spirit events which will ultimately allow us to continue to increase student, faculty, and staff engagement.	We will continue to enhance already existing partnerships and develop new partnerships as we work towards developing new programs. For example, we plan to work with Athletics to upgrade the concession stand equipment in order to better support the increase of student participation at events such as our co-sponsored athletic spirit events (this was previously funded through RAP). In Spring 2015 Student Life launched an Intramurals program by offering 3 on 3 basketball. In Fall 2015 a Kickball league was offered. Additionally, Student Life has partnered with Athletics to provide one Spirit/Breast Cancer Awareness game for each LMC athletic team. Student Life will continue to work towards growing Intramural programming and Athletic spirit events, with a focus on increasing the number of students who participate in each event (rather than simply adding additional events). Furthermore, Student Life will work to increase programs/activities that support the increased development of social justice awareness and intercultural competency for students.	Ongoing		Additionally, focus will be directed to development of the International Student Program.
SLOF	Create Student Programming Team	Re-vamp current Student Ambassadors roles in Student Life into a vibrant and visible traditional campus activities team that supports department programming.	Student leaders are critical to increasing student leadership and engagement for the campus as a whole. The current Student Ambassador role has become primarily a student assistant position providing clerical support in the office and set-up assistance with events. By having a team of students in a more significant position that is engaged in the planning, marketing, and full implementation of campus activities, the "Ambassadors'" leadership development will be increased and engagement of the student body as a whole should increase through their efforts.	In Spring 2016 increased intentional recruitment for new "Ambassadors" will take place in an effort to recruit students with commitment and skills that will support their success in this new role. Additionally, the name "Ambassador" will be replaced and campus activities team of students will be given a new name for branding purposes. Throughout the following year, the Student Life Coordinator will work closely with the student team to provide leadership development training and build their capacity to plan, market, and implement student life activities so that by Fall 2017 the student team is a vibrant and highly visible campus activities team who successfully plans activities with significant student participation.	Ongoing		During the fall 2016 term, Student Life Activity Leaders successfully led a number of on campus activities to include: Movie Night in the outdoor amphitheater, Fall Campus Clean Up, Pokemon Go, LMC Halloween After Dark festival. Some of the events held during the fall term were considered firsts for the Office of Student Life.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
SPCH	Improve retention, equity and acheivement in SPCH 160 and Debate Team	Most of our students are thriving in academic debate, but we have to turn some students down who want to travel with our team and limit their faculty-supervised practiced opportunities. We want all of students interested in debate to be successful because debate should be of particular value to the under served. We're seeing gaps in achievement and low enrollment across some student groups, we need a comprehensive strategy to remedy it.	The LMC Debate Team, like many entities on campus, has a retention, and equity gap. Using the course, Speech 160, as a guide you can see that African American and Islander enrollment lags behind other groups. In fact, over the past 3 semesters, we have had no Islanders (0) and only three African Americans (3) enrolled. It would be easier to recruit students if we had more opportunities for them to travel and get "hooked" on debate which leads to more enrollment and retention in Speech 160 and LMC in general to maintain competitive eligibility. (Think Sports!) We also could have a stronger success rate. While the sample size is small-- the team has a gap between our highest success students, Latinos at 100% and African American and Asian students each at 50%. Improving our coach to student time ratio would allow for more skill development, practice opportunities, and real coaching. One notable difference between this type of teaching and regular instruction is that you can't learn debate in the Center for Academic Support or in tutoring hours. You need the coach to facilitate a meeting of the team for practice. There is a large basket of things that can be done to achieve this goal: they include overhauling recruitment practices, ensuring a collaborative culture, adjusting travel and practice times to be student friendly, ect. These	Expanding opportunities to debate can be accomplished by putting more debate events on the schedule. Since the department already hosts 5-6 events a year on campus for student interaction, new opportunities must be found in travel. The department currently has nearly $19,000 for debate travel, which is enough to support about 2/3 of current student demand. A travel budget of $35,000 would appropriately support a team of 16-20 students for the year. This increase would add two full-squad tournaments a year, massively increasing opportunity on the travel squad. The money would be spent on transportation, entry fees, judging, hotels, student per diem and airfare when needed. In order to travel to more tournaments, you need coaching resources to conduct out-of-class practice debates and travel with the team to competitions. Coaches judge other matches during the tournament in a social contract with the director, these days can last 12-14 hours in addition to team dinners and transportation. This is in addition to preparing business documents, making travel arrangements and compliance paperwork. Continue to stay engaged in professional learning with conferences, presentations, and symposiums related to education and/or communication.	Behind	The thesis of these improvements are to expand opportunity for students to be involved in academic debate. We need resources the do that and the college has not been able to provide additional resources. Innovation on recruitment seems misplaced if we can't reasonably send these students to a tournament. However, on the plus side our team is the most diverse of any tournament we do attend and we have plenty of success stories from all backgrounds.	8-10 on the highly competitive debate squad, 13-16 overall students in the program. Students can be on the debate team but not enrolled in SPCH 160 if their schedules don't allow it or if they are already over their units caps. I.E. you don't have to be in the class to be on the team. As a result, the SQL data is not useful for this course. Overall Team Size Our team is small and limited due to lack of travel funds. We have difficulty competing for tournament awards against larger schools. Ethnic Composition In the past year we've seen the team be 10-15% African American, 40-50% Latino, and 25% White and 10% Asian. Diversity Composition We also have non traditional sexual identities and individuals with disabilities on the team. Success Our students are widely successful if they can be retained with a tournament experience. Recruitment and retention remain obstacles to wider student success in the program. Retention would be driven by better funding for opportunity. Future work: We've been meeting with our advisory board to discuss how we can innovate in a uncertain financial environment. This is grinding work. We
SPCH	Study the achievement gap data in Speech 110	In FA15 our six-semester course success rate for African American students fell from 73.3% (8.5% gap) to 72.8% (9.2%) gap. Success rate for Pacific Islanders and Native Americans also remain low. We want to know why, to monitor future trends, and consider changes to curriculum	Two reasons to look into this achievement gap trend: 1) It's mystifying. There should be no reason the gap is getting bigger with advancements in the equity agenda college wide. 2) Opportunity for faculty interaction and sharing of best practices with all students.	Dialogue at Department Meeting Consult with Dean, Research Office, Equity Officer Consider Evaluating Solutions in Literature: - Smaller class sizes - Cohort involvement - Speech Lab / Tutoring Services - Re-institution of lab time in courses Continue to stay engaged in professional learning with conferences, presentations, and symposiums related to education and/or communication.	Completed	Data analysis for PSLO assessment took some precedent over the analysis of equity data. We're also waiting for the new Dean of Equity to provide direction on how we can improve the program.	We're seeing an improvement in our achievement gap data-- our six-semester course success rate for African American students has risen for 74.82%! Important consensus building in the department and awareness of equity issues. Dialogue and training will hopefully yield future results to build on this.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
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 4) Identify full-time staffing support to provide coordination, supervision and dedicated assistance in the VCR.	Completed		The Veterans Resource Center (VRC) opened in spring, 2016. It is housed in what had been the swing space location for the Admissions & Records Office prior to the opening of the new Student Services Center. With the assistance of funds provided through the Sentinels of Freedom, the center was completely furnished. Student and staff computers and printers were also purchased with the support of a Keller Canyon Grant, provided through Federal Glover's Office in 2016. Staffing for the center is currently provided by veterans' counselors, the rotation of three certifying officials from the Admissions & Records Office, and student assistants who are also military veterans. Due to lack of operational funds, a permanent full-time coordinator has not been hired and it is not anticipated that the college budget will be able to support such a position in the immediate future. Given this budget picture, this objective has been completed to the degree possible and services are being provided with part-time staffing support.
SSADM	Increase Support for DSPS Students attending the Brentwood Center	Along with an increase in course offerings and consequent enrollments at the Brentwood Center, there has been a significant increase in the number of students that receive accommodations through the DSPS Program. In order to provide sufficient support to meet the demand there will need to be dedicated staff available to address program needs, particularly for testing services.	With the increase in the hiring of full-time faculty at the Brentwood Center, additional course sections have been added to the class schedules and enrollments of consequently increased. Additionally, another full-time counselor has been added to the Brentwood Center staff, with a focus on providing support for DSPS students. With the growing student population in Brentwood and increased support for DSPS students, there has been a significant increase in the number of students requesting testing and other accommodations. The Business Coordinator at the Brentwood Center has been facilitating the requests for testing accommodations, however, the increase in requests is now impacting her ability to meet the demand. In the fall, 2015 semester, there were 69 DSPS students in Brentwood that requested testing accommodations, for a total of 334 appointments for test-taking throughout the semester. Additional support is needed to meet this demand.	1. In collaboration with the Dean of Counseling & Support Services and the DSPS Manager (to be hired, spring 2016), identify strategies to address DSPS services needed in Brentwood, both short-term and long-term. 2. Track pattern of DSPS student enrollments for students that are attending the Brentwood Center exclusively, as well as students that are attending both college locations.	Completed		The new DSPS Program Manager continues to monitor the DSPS student enrollment patterns in Brentwood, in an effort to accommodate the needs of students in this location. She is also dedicating time to be present in Brentwood to observe first-hand how DSPS students might be better served.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
SSADM	Improve Athletic Program Support & Services	In order to improve our ability to recruit new talent to our sports teams and revitalize the program as a whole, we need to review how we are supporting our players, both on and off the field. Plans for a new physical education building are now underway. In addition to improving the physical setting to support our athletes, we also need to create new strategies for academic support and to ensure there is adequate fiscal support, for not only maintaining, but for growing our sports programs.	With retirements and changes in the coaching administrative staff over the years, the approach to addressing student athlete needs has been inconsistent. Equally inconsistent is the budget support for the entire athletic program. With the anticipation of building a new PE and fitness facility scheduled to open in 2018-19, we need to develop a plan for revitalizing our sports programs.	1) Develop strategies for tracking athletes academic progress and provide appropriate support. 2) Increase budget to a realistic level that will adequately support a quality athletics program and meet department/student needs. 3) Purchase new or used vans that can provide safe and comfortable transportation of student athletes to "away" games for competition and tournaments. 4) Review curriculum and consider possible development of new classes for academic/athletic support.	Ongoing	There have been considerable efforts to develop strategies for tracking the academic progress of student athletes. These activities continue to be in progress and are lead by our Athletic Counselor, in collaboration with our coaches and athletic program staff. The greatest challenge for supporting Athletic Program needs is the lack of sufficient funding. After a thorough review of the existing expenditures and program activities, it is clear that an increase to base is needed in order to accommodate basic program needs. The same applies to the replacement of three vans that are used by the teams for attending away games and tournaments. The existing vans continue to be perceived as unsafe and ongoing repairs and maintenance are costly. However, there are not sufficient college funds available to invest in new/newer vans at the present time.	With the coordinated efforts of our coaching staff and our Athletic Counselor, student athletes are benefitting from the following activities: 1. A student athlete orientation prior to the beginning of fall semester classes 2. Required enrollment in ACS (Academic & Career Success) classes designed for student athletes 3. Required meetings with Athletic Counselor to develop educational plan and review/approval to drop classes during the semester 4. Completion of periodic progress review updates from course instructors 5. Coordination meeting with all athletic program staff, the Athletic Counselor and Senior Dean of Student Services every semester to monitor program activities for academic support, share updates and planning
TRFACD	Improve the fall, first semester success rate	This objective will focus on improving the first semester success rate for Transfer Academy students. Specifically the objectives will target: 1. African American students in the first semester will achieve at least a 75% success rate. 2. The Fall 2016 cohort will achieve a first semester success rate of 83% at the end of their first semester (to achieve the highest success rate achieved by the Fall 2011 and 2013 cohorts in their first semester).	Transfer Academy students are achieving a high success rate in general (81% in the Fall 2015 semester). When disaggregated by race and ethnicity, African American student success in the Fall 2015 is 65%, highlighting an area for attention. By increasing students' success rate at the end of their first semester, students are more likely to succeed in subsequent semesters. The data demonstrate a pattern/phenomenon that we need to investigate further. Students maintain the success rate that they achieve in their first semester throughout the remainder of their educational journey at LMC. By increasing African American student success, the program will not only support one of our college equity goals but also improve success for all students in the program.	1. We will continue to evaluate program interventions and supports for students, that are struggling in their courses in collaboration with TA faculty. 2. We will reevaluate and implement new strategies for communicating with students. 3. We will continue to strengthen STAR Time (study groups) and explore methods for encouraging deeper learning and connections to academic support services such as the Center for Academic Support, tutoring, the Math Lab, and the Library. Caitlin Mitchell, TA English instructor, is piloting a Supplemental Instruction model in the English 100 section this Spring 2016 that we hope to learn from and possibly replicate or expand for the upcoming Fall semester courses as well.	Behind	Again, due to lack of funding and loss of program personnel, Transfer Academy was not able to meet its target success rate in Fall 2016. Though the program was successful in some activity areas, namely, adapting and strengthening STAR (study group) time to both encourage students to explore academic support services across campus, while also accommodating for fewer program staff than in previous years, the program was also unable to find successful program interventions and supports for struggling students. ***Address African American Student Success**	While the program did find success in improving students' connection with campus academic support services like the Math Lab, Library, Center for Academic Support, and tutoring, Transfer Academy intends to utilize communication and intervention tools in Starfish to increase student retention.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TRFACD	Continue to explore the partnership with the Puente Program	During the Spring 2016 semester the team, will review structure and options for strengthening both programs to support students in the most effective and meaningful ways, while continuing to serve the Fall 2015 program members under the current model.	Even though the partnership between the Transfer Academy and Puente is not yet a year old, and there is much more to be gained in the coming semester, few things have been learned thus far. • Identity: Part of Puente's success relies on its identity – both for the overall program and for the students within that program. Early on in the process we recognized the discrepancy by noting students as "Transfer Academy and Puente" rather than solely "Puente." Labeling students as being part of Puente connotes an exclusivity that encourages community within the program; sharing between two programs diluted that intimacy, which was something we had not anticipated. • Program Support: The partnership with Transfer Academy began in Spring of 2015 with recruiting events. For the first time, Puente was able to utilize much-needed administrative support for recruiting, including attendance to events, contact with prospective students, and coordination of applications. Having administrative support throughout the recruiting process made program coordination the focal point for coordinators. • Counseling: The Puente program needs a dedicated counselor/co-coordinator. Over the past two years, Puente students have rotated among three different counselors, and if next year the program undergoes another transition, that number will increase to	The current Puente cohort will continue in academic year 2016-2017 as both Transfer Academy and Puente students, and thus take advantage of the blocked classes available to second year Transfer Academy students. Students will remain as part of this cohort as long as they choose to do so. Continue to work as a TA/Puente team to develop recommendations, conduct program evaluation and focus groups with students to support development of both programs, and develop shared activities to support student transfer success.	Completed	As stated in objective rationale, while the initial Puente/Transfer Academy combination cohort is still supported by both programs, Transfer Academy and Puente have ended the formal integration of both programs, in order to allow for distinct identity development between the two programs, and pursue dedicated program support. The two programs have continued partnership in many areas: students from Transfer Academy and Puente share blocked courses in Math and multiple General Education areas, and attend educational events like Transfer Academy's First Friday Seminars during Fall semesters.	

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TRFACD	Student Engagement	Increase student engagement in their 2nd and 3rd year (continued/ongoing)	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.	Beginning Spring 2014 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. In the Fall of 2015, the Transfer Services Coordinator and the TA Counselor will launch a series of workshops on a variety of topics of interest to students in their second or third year or beyond. 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. Collaboration with fellow learning communities and departments on campus, such as the Office of Student Life will facilitate access to workshops and events already occurring on campus.	Ongoing	Transfer Academy has made significant improvements in second and third year student programming and support in the past year, with the intention of improving cohort retention in second and third years, increased transfer velocity, and increased feelings of program support and identity among second and third year students.	Transfer Academy offers multiple workshops each semester specifically for second and third year students in the program. In Spring 2016, workshops were offered on financial aid applications, next steps after transfer applications completed, and the transition from LMC to their new institution. In Fall 2016, multiple application workshops were offered specifically for continuing Transfer Academy students. In Winter 2017, Transfer Academy has launched one-day "boot camps:" full day workshops that immerse students in transfer topics, with the opportunity to both learn and apply skills (for example, scholarship research and application), while engaging with other participants and program staff. All workshops have been met with enthusiasm from students, and will continue in future semesters.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TRFCTR	Maintaining and Expanding Transfer Academy	Institutionalize a Transfer Academy faculty lead/coordinator previously funded by the Title V HSI Grant. Hire an Administrative Assistant for Learning Communities/Cohort programs	The primary goal of the Title V HSI Grant was to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. One of the programs, Transfer Academy, funded by the grant specifically focused on this increase in transfer rate through a cohort learning model and targeted assistance to prepare student who were previously not transfer-ready to be not only transfer-ready but to transfer within three years. 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 and continuing expansion of a college culture focused on transfer should be institutionalized, including the faculty lead/coordinator for Transfer Academy. Additionally, through the Grants Assistant for Title V HSI Grant, the Transfer Academy received administrative support that is no longer available. In order to meet the program demands and continue to grow, a support staff to support program logistics and operation is needed.	The Transfer Academy Faculty Lead/Coordinator will oversee and coordinate implementation of the Transfer Academy with support from Transfer and Career Services. This role will connect with faculty, plan cohort blocked course, direct programming to educate and increase transfer rates within this learning community. Transfer and Career Services will provide support through overall program vision guidance and coordination assistance. An administrative/program support person would support program activities, including: • Recruitment: Screening student applications for requirements & eligibility, filtering to coordinators • Rosters & Data: Maintaining accurate rosters for programs each semester, coding/un-coding students in Datatel, tracking/coding rosters for students meeting program requirements (GPA, passing courses, etc.), developing an running automated queries on a calendared cycle, producing annual data for Program Reviews • Creating and maintaining a master calendar of all learning community activities • Logistics Support: facilities reservations, media requests, trip planning (reservations, registrations), reimbursements, supply ordering • Support program communications • Support of web management/updates • Support Learning Community Starfish implementation (to be designed)	Completed	Due to funding restrictions, Transfer Academy was unable to institutionalize a faculty lead/coordinator for the 2015-16 academic year, previously funded by the Title V HSI Grant. As a result, current coordination is divided between the Transfer Services Coordinator and Transfer Counselor, with some support from the Director of Transfer and Career Services. It is important to recognize that Transfer Academy coordination is interwoven into daily Transfer & Career Services personnel structure and program operation, and the needs of Transfer Academy must be balanced with the overall transfer needs of the campus as a whole. We found that because this coordination was often in addition to a person's primary duties, Transfer Academy staff were sometimes unable to fully meet students' needs within the program. The lack of administrative program support directly impacted the program's ability to grow, specifically in the areas of continuing student and alumni communication and programming,	Transfer & Career services received approval to build a Senior Administrative Secretary position in partnership with 3SP, and included in this is partial administrative support for Transfer Academy.
TRFCTR	Creating Culture of Transfer through Collaboration Across Campus	Increase transfer knowledge and transfer resources through collaboration with programs/communities across campus such as low income students, foster youth, students with disabilities, veterans, first generation students, athletes, and learning communities to provide greater access to and knowledge of transfer information and opportunities.	Targeted programming and services such as Umoja, DSPS, EOPS, and Puente exist on campus because it is recognized these student communities has unique needs and concerns. These program have created a trusted community among students. Transfer Services wants to collaborate with these programs and other programs to enhance connections to students and address the equity gap of transferring in these student communities as noted in the Student Equity Plan. By providing targeted programming to these groups we maximize services to students, address specific concerns of students in a safe and trusted existing community, and provide resources and information for greater awareness and access to transfer opportunities.	Transfer Services will connect with staff and programs across campus to provide targeted resources and programming to key student populations previously not reached with transfer services. Resources and programming will include guest speakers and panels for targeted populations, university representatives interacting with targeted transfer information through handouts, emails, and targeted campus trips. As collaboration is expected to expand, graduate student interns will be hired to assist with the development and implementation of these programs.	Ongoing	Graduate interns were not hired due to lack of funds and fit with the office roles. Due to increased responsibilities with Transfer Academy, expansion of Transfer Services did not occur. Some services, such as university tours had to be scaled back, as well as some programs had to be modified due to lack of funds.	Student Ambassadors connected with students across campus in "pop-ups" to spread the word about transfer services. With expanded training, student ambassadors were able to provide more assistance to transferring focused students in answering questions, connecting with their respective communities on campus, and provide back-up support to the Transfer Coordinator.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TRFCTR	Access to Transfer Information	Increase knowledge of and access to transfer information through expanded online and in person services.	As outlined in the Student Equity Plan, low-income students, African American students, and students with disabilities have the greatest gap of equity as it relates to transferring to a 4-year institution. By providing targeted information to these groups, addressing specific concerns of students and providing resources, we look to close this gap. Additionally, part of providing equal access and awareness to transfer opportunities is by reaching out to students through many mediums, where they are physically such as with learning communities, classes or other activities they participate in on campus, and where they get their information. For millennial students this includes on-line and social media. Student Ambassadors and graduate student interns who are students themselves would have the best gauge and how and where to reach students on-campus and on-line. Their participation in the outreach to students would be key. Through personalized targeting of programming by community and communication medium we can increase knowledge and access to transfer information.	Transfer Services will work to increase knowledge of the transfer process through rebuilding and expansion of the website for easier accessibility of school, application, financial aid, target population (low income students, African American students, students with disabilities, foster youth, veterans), and next steps after being accepted information. To increase traffic to the website and Transfer Services as a whole, social media such as Twitter, Instagram, Facebook, and LinkedIn will be utilized by staff and student workers. Additionally, the Transfer and Career Student Ambassador program will be expanded and enhanced to include more students who will provide expanded services beyond the Transfer and Career front desk and computer area out to the rest of the campus. Helping in the planning of the dissemination of this information and planning of activities and programming would be graduate-level student interns. Information directly provided by university reps through programming will also continue to be developed an expanded, especially with funding being sought for the UC Davis TOP program.	Ongoing	With new students entering the campus each year/semester there is a constant need to reach out, update, and connect with students interested in transferring, therefore this goal is on-going. A survey is planned for SP2017 to better understand the needs of students transferring, especially information they need and what type of social media they use. Due to lack of funding, no graduate interns were hired, limiting further expansion of transfer services. Graduate interns will be sought next academic year and on-going. Transfer & Career Services is operating with less funds than 15-16.	Transfer Services website has been mostly updated. Social media use to promote Transfer & Career Services has been instituted, especially instagram, but further refinement is needed. "Pop-ups" to reach students not coming to the Student Services Center was instituted in FA2016 reaching 34 students, with positive feedback but further refinement needed. Funding through the Equity Grant enabled the UC Davis TOP program to continue serving over 50 students through appointments and workshops in FA2016, leading to an increase in applications to UC Davis. Funding for this program has to be sought each year though and is not guaranteed. To address student needs, drop-in hours near deadlines were instituted with 186 students accessing application help through Transfer Services over a two week period.
TRFCTR	HBCUs	Continue to increase awareness of and access to Historically Black Colleges and Universities (HBCUs)	"The goal of our Historically Black Colleges and Universities Transfer Guarantee Project is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately contribute to an increase in baccalaureate degree attainment" (http://extranet.cccco.edu/HBCUTransfer.aspx). Similarly, one of LMC's goals is to close the equity gap on African American students transferring. One way to do this is through access to information through HBCU fairs and targeted HBCU programming and direct exposure to HBCUs. A Spring 2014 SLO evaluation by students of tours to local colleges notes 92% of students Strongly Agreed or Agreed that "the campus visit help me make a decision as to whether or not to apply to this university." Hence, physically visiting schools is an important part of increasing awareness and access to HBCU for African American Students.	With the new CA community college agreement with nine HBCUs, an annual fair will be hosted by rotating community colleges. When hosting the HBCU fair, Transfer Services will collaborate with the Umoja Scholars Program and local high schools for expanded programming and marketing. When not hosting the HBCU fair, transportation to other colleges hosting the HBCU fair will be provided. Additionally, in collaboration with Umoja, programming to provide students the opportunity to visit HBCUs is being developed. We will also continue to work on HBCU TAG agreements with additional HBCUs such as Morgan State, Howard University, and Hampton University. As these universities/colleges may be new to students since they are not local, extra marketing and support for how to apply to these schools will be provided. These activities will increase awareness and access to information regarding these HBCUs to all students, but especially African American students.	Ongoing	With new HBCU agreements with now 21 CA Community Colleges, the HBCU oversight program is going through changes in how HBCUs reach out to colleges. Fairs may or may not be continued in the same way.	HBCU Tour option was provided through Equity Funds for 5 students during FA 2106 and 4 students in SP 2017. Transfer & Career Services collaborated with Umoja to create the application, recruit and coordinate the tour. HBCU agreements with CA Community Colleges have expanded to 21 schools, with a rep from the HBCU overall program attending the Fall Transfer Fair.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TUTCTR	Provide alternative delivery methods of tutoring services to support a diverse student population	This objective will attempt to provide multiple delivery methods of tutoring services to provide students with greater access to tutoring services at the main campus and the Brentwood Center.	The College-wide tutoring program has seen an increase for requests for tutors from college departments and the Brentwood Center. However, the budget provided for campus-wide tutoring services has not been increased in many years. Consequently, alternative methods of providing services to augment current methods and services need to be sought and ultimately implemented.	*Continue to research online tutoring services *Research providing tutoring services via Zoom *Continue to research Supplemental Instruction (S.I) *Attend conferences and/or workshops on tutoring services *Meet with college departments and/or chairs to explore needs and different methods of delivery *Meet with Brentwood staff and students to explore needs and methods of delivery *Explore how to optimize current delivery methods at both campuses.	Behind	We are behind on our goals for researching and providing synchronous online tutoring because of limited time and funding sources. However, the Tutor Program Lead (aka The Sandra Mills) continually meets with campus departments and staff to discuss needs and delivery methods. The general tutoring program has expanded lab setting tutoring services.	Providing tutoring in a lab setting allows the Center to increase efficiency of services and is one of the most cost effective way to provide tutoring to the most students.
TUTCTR	Professional Development for Center Coordinator, Faculty Lead, and Reading and Writing Consultants	Provide opportunities to attend workshops and regional and statewide writing center conferences for Center Coordinator, Faculty Lead, and Reading and Writing Consultants in order to increase discipline-specific knowledge and stay current in the field.	In order for the Center to be innovative and responsive to changing student needs, leads, faculty, and staff who work in the Center need to be educated in the most current writing center and tutoring pedagogy. Currently, the Reading and Writing Consultants attend monthly workshops led by the Faculty Lead and Center coordinator, but this is the extent of the current professional development offerings in this area. Staff would benefit from attending the yearly regional writing center conference, which would allow for conversations and collaboration with writing centers and WAC programs at other colleges, leading to new tutoring strategies, ideas, technology, and initiatives.	Upcoming professional development opportunities include: *The Northern California Writing Center Conference Theme: "New Media, New Spaces, and All the Ways Writing Centers Work" April 2nd, 2016 at Santa Clara University *The Northern California Writing Center Association Pre-Conference Workshop led by Dana Ferris, April 2, 2016 at UC Davis	Ongoing		We did not receive conference funding last year, but plan to seek funds through Basic Skills and PDAC for this spring. We continue to be committed to the professional development of our writing consultants.
TUTCTR	Enhance student learning across disciplines through maintenance of peer tutor hours.	Maintain quality and numbers of peer tutoring hours offered to LMC students at both Pittsburg and Brentwood campuses by increasing budget to accommodate the additional 5% pay raise.	In January 2016, all student workers received a pay raise to the new state minimum of $10.00 an hour. Peer tutors received an additional raise of 43 cents to make their hourly pay $10.43 an hour. However, the variable class non-instructional aide line item in our budget was not increased to reflect this raise. This means that peer tutor hours have been cut which directly impacts student access. An increase to this line item in the 2016/17 school year is necessary to maintain the same high quality and hours of service.	Submit a RAP proposal in Feb., 2016	Ongoing		Despite not receiving increased funds, the college wide tutoring program managed to provide quality tutoring by using both a drop-in and by-appointment delivery of tutoring. However, some hours were cut.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TUTCTR	Increase student engagement and learning opportunities through faculty facilitated workshops	The Center for Academic Support will increase offerings of faculty-lead, small-group workshops that address reading, writing, and affective needs of students in both GE and DE programs.	The Center for Academic support provided two workshops this semester on sentence skills and MLA formatting that were well-attended and that received positive feedback from students. Individual writing instruction is one of the best ways to increase student success, but targeted small-group instruction is another effective model. Especially in developmental reading and writing classes, where students have drastically different needs and levels of preparation, instructors often cannot spend enough class time on certain areas of concern to meet the needs of all the students in the course. These workshops are designed to target the most challenging or typically troublesome areas in reading and writing courses and to address them in a collaborative small-group setting that will meet the needs of more students than an individual consultation would. Workshops will be marketed to faculty and students, and instructors will be encouraged to send at-risk students to these workshops, increasing equity and access to student services.	Faculty-lead workshops will include workshops such as: *Sentence skills workshop *Pre-writing workshop *MLA workshop *Transfer and scholarship essay workshop *Growth Mindset workshop *Active reading/reading apprenticeship workshop *Paragraph development workshop *Reading and Writing in DE Math courses workshop and other workshops that are responsive to student feedback and needs. *Apply for RAP, February 2016	Ongoing		Each semester, we increase the number for faculty facilitated workshops. However, funding is an issue, and we seek money from different funding sources each semester.
TUTCTR	Provide equitable and fair tutoring services at the Brentwood Center	Provide equitable and proportional peer tutoring services across the disciplines at the Brentwood Center as recommended by the 2014 Accreditation.	We need to continue providing tutoring services in the Brentwood Center. With funding received from the 2015/16 RAP cycle, the Center provides 20 hours of tutoring services at Brentwood. The 2014 Accreditation recommendation for Brentwood is that there would equitable and fair support services on that campus. The funding allowed for us to meet both the needs of students who attend Brentwood and the Accreditation recommendation. This service is a continuous need.	*Outreach to college department who have classes at Brentwood to establish tutor need; *Conduct classroom outreach during the first few weeks of spring and fall semester to assess optimum days and times for tutoring based on student feedback. This will include an assessment of what course students feel the need is for tutoring. *Establish tutor hiring processes in Brentwood so that we have a pipeline of tutors to choose from; *Utilize established tutoring hiring process; *Utilize established tutor training and evaluation; *Schedule sufficient tutors in Brentwood; *Submit a RAP Proposal in Feb. 2016	Ongoing		

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TUTCTR	Maintain program efficiency and access to support services by hiring 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 8:00 a.m. to 7:00p.m., Monday through Thursday as well as to provide tutoring services until 7:00 p.m., 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	*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, 2016.	Ongoing		The Center did not receive any funding through the RAP process in 16/17. However, the need for this position remains a top priority for the successful delivery of student services at both the Pittsburg and Brentwood campuses.
TUTCTR	Provide equitable and proportional Reading and Writing Consultation services at Brentwood.	Provide equitable and proportional Reading and Writing Consultation services across the disciplines at the Brentwood Center by increasing access to consultation hours.	Currently, the Center for Academic Support offers consultation services at both the Pittsburg and Brentwood campuses. However, the Center has never received an increase to the budget. Therefore, for the last five or six years, we have been providing limited consultation hours at Brentwood. With increased Brentwood enrollment, students are in need of more services, including consultations. Current Brentwood faculty have also asked for increased consultation hours, especially during morning and early afternoon hours. However, with a fixed 40 hours a week, this means if we provide more hours at Brentwood, we must cut hours at Pittsburg.	*Outreach to college department who have classes at Brentwood *Conduct classroom outreach during the first few weeks of spring and fall semester to assess optimum days and times for consultations based on student feedback *Schedule sufficient consultants in Brentwood *Explore faculty leadership options in Brentwood *Submit a RAP, February 2016	Ongoing		

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TUTCTR	Hire More Grad Students	Work with local colleges and universities to recruit, train and hire English grad students.	With a steady but limited budget to staff quality, trained writing consultants, both at the main campus and Brentwood, we have begun to hire English MA candidates, who benefit from our training, while students benefit to more available consultant hour. Furthermore, at $17.84/hr. these graduate students cost the college much less that faculty consultants. Finally, mentoring and training these graduate students provides a knowledgable pool of writing consultants and future instructors when these students graduate and are eligible to become LMC faculty.	*Reach out the local colleges and universities to recruit English graduate students *Interview and hire grad. students. *Mentor and train grad. students *Observe and evaluate grad. students. *Submit a RAP proposal in February 2016.			
TUTCTR	Tutoring for Brentwood Center	Provide equitable and fair tutoring services at the Brentwood Center	We need to continue providing tutoring services in the Brentwood Center. With funding received from the 2015/16 RAP cycle, the Center provides 20 hours of tutoring services are provided at Brentwood. The 2014 Accreditation recommendation for Brentwood is that there would equitable and fair support services on that campus. The funding allowed for us to meet both the needs of students who attend Brentwood and the Accreditation recommendation. This service is a continuous need.	--Outreach to college department who have classes at Brentwood to establish tutor need; --Conduct classroom outreach during the first few weeks of spring and fall semester to assess optimum days and times for tutoring based on student feedback. This will			

Unit Code	Title	Description	Rationale	Activity	Status	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 8:00 a.m. to 7:00p.m., Monday through Thursday as well as providing tutoring services until 7:00 p.m., 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	• 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, 2016.			
TUTCTR	Alternative methods of tutoring services	This objective will attempt to provide multiple delivery methods of tutoring services to provide students with greater access to tutoring services at the main campus and the Brentwood Center.	The College-wide tutoring program has seen an increase for requests for tutors from college departments and the Brentwood Center. However, the budget provided for campus-wide tutoring services has not been increased in many years. Consequently, alternative methods of providing services to augment current methods and services need to be sought and ultimately implemented.	Continue to research online tutoring services Research providing tutoring services via Zoom Continue to research Supplemental Instruction (S.I) Attend conferences and/or workshops on tutoring services Meet with college departments and/or chairs to explore needs and different methods of delivery Meet with Brentwood staff and students to explore needs and methods of delivery Explore how to optimize current delivery methods at both campuses.			

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
TUTCTR	Increase Workshop Offerings	The Center for Academic Support will increase offerings of faculty-lead, small-group workshops that address reading, writing, and affective needs of students in both GE and DE programs.	The Center for Academic support provided two workshops this semester on sentence skills and MLA formatting that were well-attended and that received positive feedback from students. Individual writing instruction is one of the best ways to increase student success, but targeted small-group instruction is another effective model. Especially in developmental reading and writing classes, where students have drastically different needs and levels of preparation, instructors often cannot spend enough class time on certain areas of concern to meet the needs of all the students in the course. These workshops are designed to target the most challenging or typically troublesome areas in reading and writing courses and to address them in a collaborative small-group setting that will meet the needs of more students than an individual consultation would. Workshops will be marketed to faculty and students, and instructors will be encouraged to send at-risk students to these workshops, increasing equity and access to student services.	Faculty-lead workshops will include: -Sentence skills workshop -Pre-writing workshop -MLA workshop -Transfer and scholarship essay workshop -Growth Mindset workshop -Active reading/reading apprenticeship workshop -Paragraph development workshop -Reading and Writing in DE Math courses workshop and other workshops that are responsive to student feedback and needs.			
UMOJA	Sustaining Program Operating Budget	A major objective of the Umoja Scholars Program is to secure adequate, institutionalized funding for the program's operational needs. Currently the program's operational needs are being met from a variety budgets.	The Umoja Scholars Program is currently serving over 200 students annually, and has progressively grown throughout the years. This program intentionally and deliberately addresses the needs of African American students; a population that has been identified in the Strategic and Student Equity Plans as needing additional support. As such, a sustainable and secure budget is needed to properly plan strategies to support student success.	Program budgeting includes financially planning: tutoring, college tours, graduation, awards/recognition, culturally relevant activities, marketing, outreach and recruitment, conferences and symposia, supplies, and inter-campus charges.	Ongoing		The Umoja Scholars Budget has been cut in half during the last funding cycle. A RAP proposal was submitting and denied. We will continue to pursue achieving full institutional funding to cover necessary costs that help support our students' success.

Unit Code	Title	Description	Rationale	Activity	Status	Status Reason	Improvement
UMOJA	Comprehensive Program Support Services	The objective of the comprehensive program support services is to improve upon the current support system that the Umoja Scholars Program provides. Currently support services are: intrusive counseling, tutoring, culturally relevant curriculum and activities, supportive staff, and leadership opportunities. The community of support exists and is effective, but can be improved with the recently secured full time	Improving upon the comprehensive program support services is imperative to improving the success and retention rates of African American students. This population is more vulnerable to following through gaps in support services and strengthening the support mechanisms already in place. The idea is to create more seamless processes and pathways to success through the evaluation of the current process.	The activities related to this objective are: evaluation of program processes, restructuring tutoring and incorporating mandatory tutoring program, mapping out a more intentional and deliberate counseling strategy with the Umoja team, creating an academic goal template, implementing and operating a calculator and book loan program for students who are challenged by income restraints, developing a resource guide for students in at-risk situations, create workshops, weave concepts of ownership through various activities, and provide opportunities for more student input through focus groups.	Ongoing		We have been able to secure BSI funds to help support basic skills tutors; however, our challenge is how to sustain this with a decreased budget and acceleration courses in English and Math that don't qualify as basic skills. We are incorporating Counseling Hours in the Village and have been working with faculty to find best practices, but still need to pilot what works best. We have incorporated calculator and book loans, which are effective. We have checked out all the calculators for two semesters, and consistently check out books. The resource guide still needs to be developed, and the academic goal template.
UMOJA	Recruitment of Math faculty	The Umoja Scholars Program has two disciplines that the academic component is built around: Math and English. These two areas of study were intentionally designated as key sequence of courses that were imperative to increasing African American students' success rates. Currently the program has full time faculty staffing its English courses, but needs to secure staffing for its Math sections. It is the objective of the program to engage in heavy recruitment of a committed math	Completing transfer level math courses has been identified as a major indicator of African American students' success. The Umoja Scholars Program had a full time Math instructor in the past, but is currently using various adjunct faculty to fill this void. Consistency with one instructor or two instructors is essential to creating a trusting environment and helping to relieve any uncertainty or anxiety that already exists among many students in this population. Successfully securing math faculty who are willing to stay with the program for the long haul is necessary to strengthening the program and increasing student success and pathways to STEM fields.	Activities related to this objective are: recruitment of qualified and interested adjunct Math faculty (with particular interest in finding African American faculty). Working with Math department faculty and leadership to seek interest in qualified and committed faculty.	Ongoing		Our recruitment efforts are ongoing. We are trying to identify recruitment pools, and creating a database of these pools to solicit interest in a P/T Math instructor that would teach the Umoja Scholars sections of Math.

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VONUR	Chancellor Point System Pilot Project	The LMC Nursing Programs has utilized a random lottery selection for admittance of qualified applicants to the program. We would like to run a pilot system to determine if the Chancellor Point System would affect the non-traditional participation and completion rates of our program.	According to Core Indicator Data 5A (non-traditional student participation) we are 12.84% below the standard and 18.42% below the standard in Core Indicator 5B (non-traditional student completion). For example, during the last random selection there were 10 male qualified applicants through the random selection only 1 male applicant was selected. With the Chancellor Point System (which many other community colleges currently use) we can work to greater diversity in our program.	-Request funding for additional time required of staff -Collaborate with Admissions & Records, the District Office and the State Chancellor's Office on implementation of project, collecting data and analyzing data for publication	Abandoned	The Chancellor Point System Pilot Project at this point is only being designed and implemented for the RN Program. We are consequently abandoning this objective.	
WELD	Fabrication Technologies	Create and offer a new welding class where students get to learn how to use hand and power tools to build things	More student education in the use of tools is necessary to better prepare them for industry.	Continue purchasing tooling, materials, and lab improvements to offer this course. Rap request will be submitted for funding.	Ongoing	Continuing to purchase and update the welding lab with new tooling and equipment.	New hand tools have been purchased and a course outline is being created for a future "Fabrication Techniques" class. Much electrical work has been completed in preparation for it. Cord reels have been installed as well as air hose reels. Air lines are now complete. Additional tooling purchases in process.
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.", and 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.	Completed	Completed. Continually refreshed and updated	
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.	Ongoing		