

**LMC EMP 2006-2016**  
**Goal #1 Improve the learning of students**  
**Program Review Report 2014-2015**

Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ADJUS	Create contextualized English 90 course	Create a course in criminal justice report writing	Writing is an essential part of the criminal justice career. Mastery of criminal justice writing, is a specific skill, will enhance the chances for a successful career.	Completing a Course Outline of Record and ushering it through the Curriculum and General Education committees. Advertising for and hiring a professor experienced in criminal justice who also has an English background.		
ADJUS	Add on line/hybrid courses	Offer more courses in the online environment	We hope to reach more students and offer opportunity to those who may not be able to travel to the campus.	Schedule professional development courses for instructors.		
ADJUS	California criminal justice training site.	We would like to apply to become a licensing site as a criminal justice training center.	As members of the campus Career and Technical education and social science communities the Administration of Justice Department has a responsibility to prepare our students for employment opportunities as well as transfer. We currently have no courses that lead to licensing our students to enter employment in the criminal justice fields. Our Certificates of Achievement programs provide great experiences and context for criminal justice careers but do not allow students to enter into those careers that would provide a living wage; licensing would accomplish that.	Contact state of California agencies and petition to become a criminal justice training site. This would include making contact with the Commission on Peace Officers Standards and Training (POST) and with the Department of Consumer Affairs who regulate paralegal training, security services training, baton instructor training, fingerprint technician, private investigation, and criminalist (crime scene detection training).		
APPLI	Student Employment Data Base	Create a usable system to list job openings, report on student employment status and job performance from our graduates.	The states UI wage data system does not show an accurate picture of job placement in the appliance service field. We have employers contacting the program about jobs and we need to have this information available for students.	Look for a computer based system that will allow our students to connect with employers. Develop a registry system that will track where our student graduates are and their job performance.		We are working with the employment center to help us match our students with employers.

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APPLI	CSLO Assessment	Complete course review and assessment of CSLO's for Cohort 2 taught in FA13/SP14.	APPLI 15, APPLI 23, APPLI 20 and APPLI 31 are scheduled to be assessed in Cohort 2.	Assess these four appliance classes using data collected in FA13/SP14. This information will be used in program review for SP15.		
APPLI	EPA Certification	Increase the number of students passing federal EPA license exam.	Most appliance service employers require new hires that work on refrigeration units to have an EPA license.	Provide current students with detailed material on EPA requirements and more practice exams to prepare them to take the federal test.		
AR	Develop Vet Center with Appropriate Staffing	Establish a Veteran's Center for students returning from combat and attending school Provide counseling services Provide a staff person for oversight Hire veterans as student workers and for peer mentoring	Returning veterans arrive on campus as an at-risk population for three primary reasons : <ul style="list-style-type: none"> <li>• Most veterans have not attended formal, traditional academic programs for several years</li> <li>• Veterans can often be described as nontraditional learners</li> <li>• 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. Recently a task force met to develop a recommendation for this purpose.</li> </ul>	Review other vet centers to discover the best possibilities The location of the vet center could be housed in the interim A&R space once the remodel is complete Provide adequate staffing	2/12/15. This request is being moved over to Gail Newman's program review for all of Student Services to facilitate.	Because of Student Services being housed in interim space while the Student Services building was being built, there literally was no additional space to house a Veteran's Resource Center. The building has been completed and we are currently occupying our new space. Unfortunately in the building of the new space, there was no location earmarked for a VRC. A room in DSPS has been loosely identified, but this means that our veterans needing to use the VRC would have to enter through the DSPS office and veteran students might not be willing to use the center with this stigma attached to it. It has been recommended to take one of the previously occupied offices and turn this into a VRC, but that has not been agreeable to management. It is said we need the classroom space to be recovered. This is an issue that clearly cannot be ignored any longer. It must be addressed.

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AR	Automate Nursing Program Application	Every year the students turn in their paper nursing applications and the manual process begins. We receive 500-600 applications each year. Many schools have an automatic application process. We would save a huge amount of time by automation.	Even though this has been an object for several years, staff do not have the time to think outside the box to come up with new ideas. Constant movement and retraining of employees has prevented finding a solution to this issue. The A&R Director has worked district-wide with various groups in automating several processes and the thought came that this would be a perfect opportunity to reach an long-term objective. Because of the focused nature of this objective, we are presenting this as a new and more specific objective.	Visit other schools who have an automated application process for nursing. Prepare a proposal including timing, resources, testing and staffing to accomplish this goal.	2/12/15 no improvements, still a need.	Once again, we do not have additional time to handle a project such as this. Competing demands interfere with the progress of even getting this project started. Lack of staffing has also been a hindrance to this project.
ART	Printing Press	Printing Press	Need printing press to go with newly developed and approved transfer model curriculum in 2D media/printmaking. This is a new initiative, designed to offer a traditional 2D area of study for the first time.	Research equipment, obtain funding, purchase and install		
ART	To increase the number of transfer degrees (AATs) for CSU.	AATs in the following areas are in progress: Studio Art; Art History; and Humanities	These transfer agreements offer specific options for students who wish to transfer with particular emphases.	Organize and develop curriculum to fit the AAT process and requirements, obtain local curriculum committee approval, work with Eileen Valenzuela to get courses approved to meet the CID descriptor process, submit proposals	Our program now offers AAT's in Studio Art and Art History. Updates took place in the Fall 2014 semester to reflect all of the current course offerings that are in alignment with the TMC models. We currently advise art majors of their possible degrees and transfer possibilities in art, graphics, and art history.	NA

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ART	to improve and expand the 2-D facilities in concert with the AAT in art studio	Equipment request for printmaking. storage efficiency for drawing/painting/printmaking	The AAT Degree in Studio Art has confirmed a 2-D area that is lacking at LMC. A CSU transferrable introduction to printmaking course is written and will be on the schedule in the next year. Printmaking complements the historical and contemporary practices of 2-D media, it's influence of graphic design and it's uses in contemporary fine art and design. This area is a bridge with 2-D and graphic design.	Equipment requests for printmaking lab. easel storage. evaluate press storage and flat file options. upgrade windows for Figure Drawing courses offered in CC3-309. Upgrade lighting to provide more light for drawing, painting, 2-D design, and printmaking, with less impact on energy consumption and the environment. Window film to allow natural for the 2-D studio when figure drawing takes place	Complete - Upgrade Windows - with the aid of a student worker and the instructional assistant, the department purchased supplies and installed the window film in less than a day. The studio has more ambient light and the model will net be seen by the passing public.	The department did not receive the full amount for the proposal, the department researched buying a used full size press, a half sized press, and custom building a press. The result was to purchase a known brand press. A half size press is on order and will be received durning the month of May. The printmaking class will pilot its first class in the Summer 2015. The department did not receive the full amount for the proposal, monies left over from the window film install are being used to purchase LED bulbs to increase the light capacity for the 2-D classroom.
ART	Art and humanities media presentation laptop upgrade	follow a computer upgrade plan in order to continue to provide professional equipment for faculty and staff for lectures and demonstrations	Upgrade is needed for presentations to remain high quality and current. Our current laptops, which are used to archive, maintain and display images for classroom lectures are now six years old and growing unstable due to age. We are extremely concerned that these laptops will fail suddenly and believe that obtaining funding now will prevent a crisis then. The art/humanities department utilizes multimedia presentations in lectures and demonstrations. Our computer hardware replacements are done in stages to spread the total cost over a longer period to keep things sustainable.	upgrade RAM in 3 of the 4 MacMini's. Replace broken mice and keyboards for lab stations. Request replacement for 2 laptops via RAP. Request licensing for CS6 for the department chair's station and the 2 laptops.	Complete - The department has completed upgrades to the macmini's RAM to accommodate the new operating systems for our SMART stations and the department chair's computer. The RAM was purchased through Art's operating budget. A hard drive broke in the SMART station and was also replaced in house through the Art department's operating budget. The new RAM and hard drive are assisting in keeping our existing equipment working and efficient.	The department needs additional funding from the college to complete this objective. The Art and Graphics are working with IT to have a plan in place. See 2015-2016 objectives. On Hold - Broken mice and keyboards were replaced as needed through Art's operating budget. More mice and keyboards are degrading and we are proposing a plan with IT. On Hold - 2 Laptops for presentation- Program Maintenance - Instructional Equipment The Program maintenance request was denied this year and the department will be reapplying with the new additions of computer replacements for Lucy Snow and the SMART station computer. On Hold - CS6 - IT proposed a site license for the ADObe Creative Suite, the graphics program strongly supports IT in this request as it is a regular need for the program.
ASTRO	Rewrite ASTRO 11 labs	Rewritten ASTRO 11 labs that can be emailed as Word documents and that have a variety of pedagogical improvements.	The current ASTRO 11 labs cannot be emailed and they cannot be edited because they use an out of business application called Superpaint.	Rewrite 13 astro labs using MS Word.		Written Sp15 Scott meant to retype the ASTRO 11 labs in MS Word so that they can be easily edited using the Word graphics tools. It takes so many hours to retype (and redraw) one lab that Scott did not have the time and energy to do that work. But Ray has used the old labs for two semesters to teach ASTRO 11 and he thinks they work fine. Scott could conceivably do this project at some point after all.

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ASTRO	ASTRO P/T Pool	A pool of part-time astronomy instructors that can be called on to teach ASTRO 10 and ASTRO 11 when needed.	There currently exists no one to fill extra astronomy sections when we are asked to add them to the schedule. There currently exists no one to teach ASTRO 10 in the summer.	Post job announcement on district HR webiste. Schedule and conduct interviews and teaching demos.		Written Sp15 The job announcement for a part-timer astronomy teacher is still on the district HR web site. Scott has received a few inquiries; but, he would like to get several more candidates. For example, we would like to offer five sections of ASTRO 10 in Su15, but so far one of the sections is unstaffed.
ASTRO	Replace planetarium light switches	The planetarium will have new light switches for the cove lights. The new switches will be dimmers.	The current light switches from the 2003 renovation are hard to use.	Do a RAP request to have an electrician change the light switches.		Scott will submit a program improvement request through RAP. The old light buttons seem to be getting harder to use.
AUTO	Hybrid Course Development	Develop a Hybrid vehicle and alternative fuels course for the automotive program. This is a new course for training students on new technology. Its primary focus will be on safety practices when dealing with high voltage/high amperage systems. Develop the skill set required to diagnose and repair electric hybrid powertrain systems.	The automotive advisory board and a recent survey conducted by LMC has shown a need in training for hybrid technology. According to the 2010 environmental scan (survey) the number of Hybrid vehicle has been doubling every year. Employers have responded to this survey by identifying for us two critical points. 1. Employers indicate having more difficulty finding auto mechanics who can service hybrids (67%). 2. Employers indicate that knowledge of safety specific to servicing hybrids is a critical skill set (52%). As the volume of Hybrids on the road continues to rapidly increase we expect the needs identified in the 2010 survey to grow. With the addition of this course to the automotive program we will continue to provide an all inclusive training program that meets the needs of local business and fill the requirements for students participating in the automotive apprentice program. Hybrid technology is a critical component for the future automotive technician.	Activities to achieve this objective will be split into two areas. 1. A new course outline of record has been started and will be completed in the 2014-2015 year. This course will be integrated as an option for the automotive AS degree. Due to this addition we will begin the process for increasing our 18 unit requirement. This will ensure students continue to receive the education and training needed to succeed and achieve the program level outcomes. 2. To provide a safe environment for students to familiarize themselves with the high voltage systems found in Hybrid vehicles simulators will be located and staff will be trained to use this equipment.		

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AUTO	Update Automotive brakes course to include advanced ABS and TC training.	Provide students with training that is both current and all inclusive of current automotive braking systems. Expand training to include hands on experience in diagnosis and repair of ABS and traction control systems within a safe and controlled environment.	To understand and operate an ABS system requires observing and testing the system during normal operation. Under our current capacity it is not feasible to go beyond book work and lecture in this area. Creating an ABS and TC stop and acceleration in a live environment can be extremely dangerous in the highly populated college setting. Use of simulators for this training will allow the instructor to provide a safe and controlled demonstration of operation, diagnosis and repair.	1. Submit Perkins proposal for funding in the 2014-2015 cycle. 2. Update COOR to reflect changes to Automotive 042 breaks course.		
BIOSC	Major Remodel of Biology Learning Center	The current Biology Learning Center was designed for HBA labs. In order to hold scheduled labs in this room, it will require significant changes.	It has been shown that the scheduled lab format greatly improves student retention compared to the current HBA format (see Biosc10, Mark Lewis). This advantage will now be a reality for the students in our entry level science courses, such as BioSc 30.	For now, we are planning on holding the number of total sections at three per semester. This is made possible only by the utilization of the new lab at the Brentwood campus. If growth is desired, if the Brentwood option does not materialize due to lack of funding for equipment, or if we need to expand Biosc 40 for any reason, BioSc 30 will be left without a "home" at Pittsburg. One option will be to expand into the current BLC, (which continues to be used for Bio 5 labs in its current configuration). In order to effectively teach Bio 30, the BLC will need some interior remodeling. 1. Collaborate with Biology Department, Administration and District about extent, specifics and cost of remodel. 2. Identify funding sources 3. Coordinate with Department for scheduling of Bio 5 and 30		Not funded - YET! To streamline the program review process, the Biology Department updates all relevant past goals and enters them as new goals for the current cycle. Thus, this entry will not be further updated. Please see the related 2015-16 goal.

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BIOSC	Biology at Brentwood	Increase student learning opportunities in Biological Sciences at our Brentwood facility.	*Courses in the Biological Sciences are consistently in high demand among our students. We repeatedly turn away numerous students at the start of each semester as we do not have the capacity to serve them all with our current course offerings. The open	- Offer Biology major courses at the Brentwood Center each semester (Bio20, Bio21 each semester) beginning in Fall 2014. - Increase lab supply budget to support the new Bio20, Bio21 sections as well as the new formatted labs (non-HBA) for Bio10 and Bio30	We are now able to serve more bioscience major students by expanding the number of sections of each Biology majors courses offered each semester by utilizing this new Brentwood Center lab. More students will have the opportunity to complete their biological science major requirements at LMC, and this should help students progress toward transfer or degree goals more efficiently. With Bio30 now being offered at Brentwood, we have also increased East County student access to the pre-nursing and LVN preparatory course.	During the 2014-2015 academic year, we have added 2 new sections of the Biology majors sequence (Bio20, Bio21) at the Brentwood Center that will be offered each semester. We also have moved one section of the Bio30 course to the Brentwood Center that was previously offered at Pittsburg.
BIOSC	Biology Sections in Pittsburg	-To expand the number of sections of our Biology majors courses, Bio 20 and Bio 21 which includes offering each course in both semesters versus the traditional Bio 20 in Fall followed by Bio 21 in Spring.	*Expansion of Biology Majors (Bio 20 and 21) in Pittsburg Over the past 7 years or so, we have seen an ever increasing demand for our Bio 20 and Bio 21 courses. Consistently, instructors turn away many students (upwards of 20 for some sections) with high	- In the Fall semester, add one more section of Bio 20 and one section of Bio 21. In Spring, add one more section of Bio 21 and one section of Bio 20. -The addition of these sections will require additional funding for lab equipment and supplies. -Additi	The addition of these sections enables us to serve 100 more STEM students with opportunities to take these courses at both campuses and in either semester.	We have increased the number of sections offered for both of our majors courses, Bio 20 and Bio 21. We have gone from offering a total of 4 sections per semester (2 of each) at the Pittsburg campus, to a total of 6 sections in the Fall (4 x Bio 20 and 2 x Bio 21) and 5 sections in Spring (2 x Bio 20 and 3 x Bio 21), now split between the Pittsburg and Brentwood campuses.
BIOSC	Scheduled Labs for all sections of Bio 5, Bio 10, and Bio 30	-Convert all sections of Biosc 5, 10, and 30 to a scheduled lab format in order to: 1. Increase student engagement, learning, and success in non-majors biology courses (Bio 5, 10, and 30), 2. Help LMC avoid costly state sanctions, and 3. Give the commun	*This objective has been a high priority of the Biology department for many years. Since this is a large scale project with a complex rationale and execution that will affect more than half of our sections, we have detailed it in a white paper that is av	-Some lab conversion activities mentioned in the last department plan have been completed, some are still in progress, and we have developed a few new activities based on further department discussion. These are detailed below. COMPLETED 1. We hav	Our department is no longer at risk for state sanctions related to biology students not complying with their hours by arrangement obligations. All of our biology lab rooms are now fully utilized, morning, afternoon, and evening, thus fully justifying the taxpayer investment in our fine new Science building. All of our biology students, including students enrolled in our non-majors courses, are now receiving a robust, hands-on, fully supervised and group oriented lab experience.	All sections of Biology 10 and 30 (and all sections of our new Biology 8 course) now have scheduled labs held in regular fully equipped lab rooms. All sections of Bio 5 offered at the Pittsburg campus now have one scheduled activity hour each week held in the former, partially converted, Biology Learning Center. Thus we have fully achieved this department objective one semester ahead of schedule.

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BIOSC	Develop and offer sections of Human Biology (Bio 8), a non-majors transferable lab biology course	We will develop a new non-majors transferable four unit lab biology course in Human Biology (Bio 8) that will be offered every semester. This course will give LMC students an alternative to Bio 10 that will satisfy the same degree and transfer requirements as Bio 10, but will focus just on the biology of the human body.	*We want to improve our non-majors transfer biology course offerings. Human Biology [bio 8] is a very popular course at other institutions of higher learning and our department believes this will be a great addition to our current course offerings. Also	-The COOR for bio 8 has been approved and we are awaiting transfer approval. Currently we are working on textbook and lab book selection. We are planning to pilot 2 sections of bio 8 in Fall 2014, while reducing the offerings of bio 10 by 1 section. Wi	We have improved our non-majors transfer biology course offerings with the addition of Bio 8 - Human Biology and the first cohort is completing the course this semester. This course also fills a need for kinesiology and pre-radiology tech majors as well. Program improvements have been accomplished.	Success, Bio 8 has been articulated as a non-majors transfer biology course at the UC's and CSU's. It also meets the natural science requirement for the LMC AA degree. The first two pilot courses are coming to a successful close after this first semester. We have ordered much of the needed lab materials for this course but we may need to order more as we increase the number of the course offerings in the future.
BRTWD	Math Lab Computers	Regularly have at least 12 computers available in the Math Lab for student use.	We currently have a few math lab computers for student use. With many of our students use MyMathLab, MyStatLab, and WebAssign, students are required to complete online homework: math lab staff can assist students more effectively if the student is physically working in the lab. Some students still have limited access to computers.	Purchase six computers		These computers were approved by STEM, and purchased last year. They have not been installed. Updated wiring has already been assessed. Our current lab computers are constantly in use, and many students do not have access to other computers. This hurts students.
BRTWD	Classroom set of calculators	Students learning at the Brentwood Center need more calculators for demonstration/lessons in class	We continue to GROW the number of sections that we teach so that more classes are taught at the SAME time. Therefore when a faculty member needs a classroom set of calculators, they are NOT available for the students.	Hands-on learning on how to use a calculator to support understanding math concepts		This request was considered for funding by the STEM grant. Unfortunately the grant did not approve the purchase because TI-84 calculators were requested, which the grant deemed to be non-STEM. The grant preferred TI-89s. The Brentwood Math faculty and staff do not use or require TI-89s as they are too powerful and students use them as a crutch. There are many free online applications to use if necessary. TI-84s are preferred as they are user friendly and require students to make their own connections and understand concepts.

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BRTWD	Math Lab Assistant	To have a permanent part-time position (20 hours per week for 40 weeks of the year) for a lab assistant to help our math lab coordinator and our students.	Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves no time for her to complete other lab responsibilities. An assistant would help to complete math lab responsibilities, and free the coordinator to tutor as needed.	Request a part time position		
BUS	Hire full-time business\accounting instructor	A full-time faculty member is retiring at the end of the Spring 2014 semester. We need to hire someone qualified to teach accounting and other business courses to support the department's new AS-T Degree in Business Administration.	New full-time instructor is needed to support the department's AS-T Degree in Business Administration.	Request a new position through the Box 2A process. Complete the recruitment and hiring process.		
BWCTR	New Smart Carts	To add 2 additional smart carts to the Brentwood Center that enable more classrooms to have "Smart Room" technology.	Smart carts are significantly less expensive than the installation of permanent smart room technology (roughly \$6,000 vs. \$18,000). The Brentwood center is in the process of trying to secure funding to build and move to a new permanent center. Smart carts are not as desirable as permanent smart stations, however, given the somewhat temporary nature of the current location of the center, smart carts seem to be a more viable and cost effective solution to creating more smart rooms at the center.	Submit RAP request Purchase and install new smart carts		Although two smart carts were initially requested to enhance "smart room" technology for Brentwood classrooms, approval was only granted for one. In spite of documented approval received, the ability to make the purchase of one smart cart is still pending, while waiting for necessary support from the college IT staff.

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BWCTR	Address Expansion of DSPS Services	Develop more formalized protocols and practices for addressing needs of students in the Disabled Student Program (DSPS).	As Brentwood Center enrollments continue to grow there is a noticeable increase in requests for accommodations for student in the DSPS program. In order to maintain the integrity of DSPS services, a review of the testing environment and level of all accommodations needs to be reviewed.	1) Working with the DSPS Coordinator, review protocol for addressing variety of accommodations. 2) Explore options for providing testing accommodations.	In conjunction with the college DSPS Coordinator, services for DSPS students in Brentwood have been increased and enhanced. *DSPS counseling hours have been increased significantly. Initially, weekly counseling hours were increased by 3 - 16 hours. Future plans are to have a full-time DSPS counselor available to students in Brentwood. *Testing accommodations have also improved as a result of standards that are now in place, similar to those at the main campus. This includes having a common and secure location for students to place their cell phones and belongings while they are in the testing room. Instructions and procedures related to DSPS student testing are also consistent with main campus protocols. *The DSPS Coordinator is available at the Brentwood Center 1 - 2 days a week and is able to address questions and/or concerns that surface related to DSPS students.	Review of DSPS services offered at the Brentwood Center has been accomplished.
CARDEV	Place emphasis on career/major exploration earlier in the application process	Improve the delivery of career development services, including whenever feasible specialized career assessment workshops with incoming students at their respective high schools prior to enrolling and selecting classes. This will enable the career center to cover a more diverse population of undecided students.	If students were exposed to major exploration and career options during the initial enrolling process, it would allow the student the opportunity to perhaps make a better informed decision about where their interest lie prior to participating in new student activities, thus reducing the number of students who are unclear of their academic and eventual career path.	Collaborate with feeder high schools to conduct career assessments. Partner with outreach to attend high school visits and conduct career development awareness workshops.		

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CHDEV	Revise CHDEV Certificate of Achievement	Revise current Certificate of Achievement to 24 units	Revise to follow newly adopted state model of requiring only the CORE 24 curriculum alignment project coursework.	Remove electives from requirements for our Cert. of Achievement and submit to Curriculum Committee Submit change to State Chancellor's Office Submit change to catalog	Catalog changes have been submitted. We anticipate more students will begin applying for the Certificate now that it mirrors the state standard of 24 core units.	Changes have been submitted to Chancellors Office and are awaiting final approval.
CHDEV	Convert temporary positions to permanent positions	Restoration of the 65 Instructional Assistant hours in the LMC Child Study Center that were eliminated in 2011/2012	There is substantial need for the Child Study Center to offer infant/toddler early care and education. Due to this need the college was awarded a CCAMPIS Grant to add an additional toddler program and reopen the infant program. This grant will fund 29,465 towards these positions until September 30, 2016. These positions will increase and contribute to student completion in the Child	Submit RAP proposal Submit personnel change forms	With the additional 10 hours, we have been able to convert a part-time position to a full time position which has enabled us to enroll more full time children. it has also allowed us to begin cycling teachers through classrooms to support a "Continuity of Care" model of childcare.	We received a restoration of 10 hours. This was in part because we modified our request for restoration based on being awarded the CCAMPIS grant. We will request new positions when the CCAMPIS grant sunsets to replace the positions.
CHDEV	Textbook Review project	Faculty will explore the most affordable options for reading materials in CHDEV classes.	Textbook costs continue to rise. We have established textbook loan programs and reserve book collections, but these are expensive to sustain with new editions coming out every 2-3 years. Faculty will look for the most affordable options for selecting required reading. (E books, using prior editions, building Reader Modules, looking for free on0line resources/pdf files, etc.)	. Faculty teams will be set up for our core courses (CHDEV 1, 10, 20, 62 and selected electives.) Teams will explore options for reading selections and module development to make book costs lower for students.		
CHDEV	Revise COORS	We have an opportunity to align our curriculum in several courses with state-wide curriculum content standards. This involves re-writing the COORS and submitting them for state approval through CAP (Curriculum Alignment Project). Other courses are also in need of updating based on assessment results.	Offering courses that have been state approved as "aligned" allows for easier transfer and cross-counting for our students who make take CHDEV courses at several different colleges to meet licensing requirements.	Train part-time faculty in new CAP alignment document use Re-write CHDEV 40, 41, 55, 57, 95, & 96 to meet alignment standards. Re-vise other courses to reflect assessment results. Submit course outlines to CAP Once approved, submit outlines to Curriculum Committee for adoption.	Students will be able to more easily transfer units and specializations between campuses with state aligned curriculum.	CHDEV 95 & 96 have been rewritten and accepted for alignment. CHDEV 40 & 41 have been rewritten and are being submitted. CHDEV 55 & 57 have been rewritten and are being submitted.

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CHEM	Establish a qualified applicant pool of part-time chemistry instructors	Application materials need to be collected and screened to establish a pool of applicants for part-time chemistry instructors.	Science courses are experiencing growth. To meet the increasing demand of chemistry courses by students, chemistry instructors must be hired to handle the additional load.	Post an ad on the District Website. Screen the application materials for qualified applicants. Schedule and conduct interviews. Gather scheduling preferences of applicants (especially availability on the evening and weekends) Hire the most qualified applicant to teach new sections of chemistry that are added to meet increased student demand Hire a Science Laboratory Technician to address the increased workload for additional chemistry sections Purchase chemicals and supplies to support the additional chemistry sections		A job listing is posted at the District website has resulted in some applications. Contact with Chemistry Departments at nearby colleges has also recruited more applicants. Three (3) new part-time chemistry instructors were hired for the Spring 2015 semester.
CHEM	Update Course Outlines of Record (COORs)	Update COORs for Chem 6 and Chem 7; Submit to Curriculum Committee for feedback and approval.	COORs are required to be updated every 5 years to reflect changes in curriculum.	Revise COORs to: 1) confirm course meets American Chemical Society guidelines and articulation agreements 2) satisfy changes to the COOR form provided by the Curriculum Committee 3) reflect other changes to curriculum. In particular, laboratory activities will be updated, including projects using the NMR (see Objective from previous years). Additional laboratory improvements will be made such as repairing student lab drawers.		The Office of Instruction has given the Chemistry Department updated drafts of the COORs for both Chem 6 and Chem 7. The Chemistry Department will review, update, and submit these COORs during the Spring 2015 Semester.
CHEM	Address the Achievement Gap	Although the Point Gaps for the Ethnicity Completion Rates are small (African American -0.4%, Hispanic -0.7%, Filipino -1.2%), the Point Gaps for the Ethnicity Successful Rates need to be addressed (Filipino -1.2%, Hispanic 2.0%, African American -3.0%). Methods to make improvements in these areas must be researched and identified.	The Chemistry Department aligns itself with the Strategic Priorities of the College to improve completion and success rates as well as to close achievement gaps.	Continue to participate in related professional development activities. Explore best practices of chemistry programs at other community colleges. Brainstorm for new ideas.		Brainstorming and exploring other options are still in progress.
COMSC	Update COMSC 080	Revise COMSC 080 to incorporate virtualization hardware and software.	The addition of the new topic into the course necessitates having the facility for labs related to the topic.	Configure server VMWare and latest software updates. Include additional configurations and conditioning of lab scenarios on server in order to enable students to complete labs related to virtualization.		The activity lead for this objective is a part-time faculty member who took a contract job outside of the area. He is planning to return this summer, with work on this objective to commence in the summer or fall.

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COUNS	Electronic Ed Plans	All counselor have adequate training on electronic ed plans. Counselors will be proficient and efficient during their session with students. The trend in counseling to eventually be a paperless office.	Counselors can assist students with developing quality electronic ed plans. Counselors must develop proficiency in using the new tool. In order to provide the most efficient use of technology and accuracy of information sharing with students, a second additional monitor is needed.	Attend district wide trainings, develop campus trainings and	Additional counseling trainings have been identified and expanded to 3 training sessions in spring. District wide committee on education planning will meet as needed.	While currently hired counselors have completed the education plan training, new counselors will have an ongoing need for training.
COUNS	Adequate counseling staff and faculty at Pittsburg and Brentwood	To work collaboratively with the college community to get enough counselors and support staff to adequately serve students.	To increase the counselor to student ratio to better align with AS3C counselor to student ratio. It is also an objective on the Student Success Scorecard. Reduce the wait time for students to see a counselor for appointments and Express Counseling.	Apply to 2014 Box 2A, Apply for additional classified staff support for Pittsburg and Brentwood. Develop a departmental timeline need and priorities for future needs and growth.	With the addition of 5 full-time counselors to backfill additional needs and retirements, we have increased counseling hours available to students and developed additional specialized counseling programs.	Counseling is still growing to it's pre-budget cut levels and the 3sp requirements continue to demand additional counselors. Additional staff is still needed on an ongoing basis. The department expects additional retirement within one year.
COUNS	Technology	Additional equipment to support incoming technology to support new mandated requirements i.e.. electronic ed plans.	The department is moving towards a paperless office and student transactions. Implementation of Ellucian. When working in a paperless environment the ability to display two or more electronic documents at the same time is essential. It will reduce errors.	Ellucian will be used for electronic ed plans, probation and dismissed students,	Now that technology has been upgraded, additional technology needs such as distance counseling tools like skype and web cameras have been identified.	Technology has been upgraded for most counselors offices, but additional technology upgrades in Brentwood are still not completed.
COUNS	Comprehensive counseling 3 unit course	A comprehensive course will assist students on how to navigate higher education and post secondary institutions to align with Student Success and Support Program.	Provide a context for students to gain a better understanding of themselves and higher education. By completing this course, students will earn 3 LMC degree and UC and CSU transferable units. This will help with counseling faculty reach more students in developing comprehensive education goals. Additional counseling hours are needed, so that student aren't effected by less counseling appointments..	Develop a 3 unit Counseling course. Articulated with UCs and CSUs. Expand Counseling 30 course with more rigor and align with CSU and UC GE course work. Network with other faculty to align with the institution vision with goals.	Counseling 30 was revised to move from nondegree applicable to degree applicable and CSU transfer during 2014-15.	The department collaborated with ACS to offer Counseling 904, a 2 unit course targeting students navigating the college system. The department has defined a new goal to create additional curriculum and offer a certificate of achievement in counseling in the future.

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DRAMA	Annual Funding for KCACTF Conference	#NAME?	Each year the Kennedy Center American College Theater Festival is held in one of the surrounding 5 states. Attending this conference allows students to network and develop relationships with schools they will be transferring to in the future. This experience opens up new transfer and scholarship opportunities as well as establishes our connection with various schools on a national level.	Students attend workshops and productions held by University faculty from the major learning institutions in the surrounding 7 states.	We have increased transfer, scholarships, and completion rates in our department as a direct result from attending this conference.	We were not awarded any additional funds for the year, however we plan on asking for this in the future since the department has had many successes from attending.
DRAMA	Marketing Funds for production advertisements	Increase funds for the advertisement of productions and departmental events	Currently the Department spends roughly \$1000 per year on print advertisements for productions. This total does not include mailings or additional advertising. The Department is currently seeking funds to be able to establish a strong audience base and community support through its use of advertising. The departmental expenses for print advertising total \$1000 annual and the departmental budget for the academic year is 2,500. We are seeking additional funds to help grow the department and increase community interaction with the campus.	Advertisement of productions and events held in the Little Theater.	na	We were not awarded additional funds in the past year and the department will put in a RAP request in the upcoming year for an increase in funds
DRAMA	Storage for Larger Set Pieces and Program Equipment	Storage and housing for large equipment owned by the Drama Department.	Currently the Drama Department must dispose of most material used in productions due to lack of storage. This causes the department to spend additional monies that it could use elsewhere in order to keep and clean and safe environment for students and faculty. Awarding the Drama Department storage would allow the department to save an average of \$4,000-5,000 per academic year because the department would not have to throw away and re purchase equipment due to lack of space.	This would allow for annual cost savings, increased efficiency in productions, and provide a safer environment for students and faculty in the college.	This has allowed us to keep many property and set pieces that would have previously had to be thrown away. This has also saved on our costs because we no longer need to replace all set pieces after each show.	The Drama Department recently purchased 2 large containers for storage in the Spring of 2014.

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DRAMA	Remodel of Theater Lobby, and updating of Little Theater	The Drama Department has been growing both its student body and its national reputation. The next step is to increase student demand and and to start collecting donors and patrons. The Little theater is a beautiful space, but there are several elements that do not make it practice for the departments use. The proposed remodel will create a lobby that will become a venue to entertain donors and become a reception area for the departments donors, patrons, and become a space to generate revenue.	This proposal will: -Allow the department to generate increased revenue through ticket sales by allowing us to process credit cards. -Provide a comfortable and professional environment to court donors and increase revenue through grants and donations. -Allow the Department to utilize all of the limited space it has in a more efficient way. - provide a more useful production space and less disruptive classroom environment. -allow for ADA accessibility during productions. (currently we have trouble accommodating patrons because the sets obstruct the only pathway with ADA access. -This will allow our facilities to be updated so that our students can work with the equipment they need and in an environment similar to the ones they will transfer to in the future.	Ticket booth, concession stand, closed off lobby with speaker system connected to theater speakers, modification of seating in the theater to better accommodate staging and ADA accessibility, increase in funding and professional working environment.	It is not possible to determine what budget will be allocated to the department and the what updates will be prioritized.	The Drama Department was included in the new funding from the proposition funding in the 2013 election and is set for minor updates .
ENGIN	Offer ENGIN 38	We have not yet offered ENGIN 38; we intend to offer it in the Fall.	We have not yet offered ENGIN 38, although the course outline is active for this course, it articulates to UC Davis, they expect us to teach it, and there is student interest in it. This course also needs to be assessed.	Identify the instructor for this course. Schedule the course. Teach it.		
ENGIN	New Engineering and Physics Full-Time Hires	We want to hire new Full-Time Engineering and Physics professors.	Our Fall 2013 FTEF was 4.483. Kurt Crowder loves Physics, so he can take up more of the Physics load, freeing up enough Engineering load for a full-time Engineering professor. He can still teach Engineering courses beyond the load of our new full-time Engineering professor. The new professor will have more recent experience with the latest engineering techniques. We also need to increase the diversity of our department. There is still enough load for a full-time Physics professor leftover.	Do a Box 2A request. Receive approval. Complete hiring process.		

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ENGL	English Major	Investigate how to best promote and advertise English major need to students.	With a new English TAA degree, we need to advertise this new option to students. Students may not be aware of the new degree or of possible career choices the degree could support.	1. Work with counseling to promote the degree. 2. Work with media production to promote the degree.		We did promote our new English major with a "Lunch and Learn" event in the department area. Students were invited to come, eat a free burrito and learn about the English major and course offerings. Faculty organized and met with students during this event. We will continue this effort, but with new leads.
ENGL	GE Assessment	Discuss the results of the 13-14 GE assessment, which was focused on critical thinking and writing. Interpret the results, think about what should be done, and possibly craft a statement for the college about it.	Because critical thinking and writing are central to all that we do, and because we have a number of GE courses, the department should examine the GE assessment results.	Alex will give a presentation during Spr 14, we will discuss it, and then decide what to do from there.		Alex Sterling did report his findings at a college wide meeting in Spring 2014.
ENGL	Increase English major-related courses	Make a plan to increase course offerings for the English major, especially in the box now occupied only by World Lit I and II.	In order to make our degree as useful as possible for students, we would like it to include course options of a breadth which provides a strong foundation in English composition and literature. Additionally, we would like students to be able to fulfill transfer requirements for a variety of institutions while completing courses applicable to the degree.	1. Research courses which fulfill requirements at transfer institutions and compare to our current degree-related courses. 2. Discuss as a department which courses to add for breadth and transfer units. 3. Write decided-upon course outlines.		We have added new courses English 135 Intro to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies and English 150. We have had discussions in the department where faculty have expressed interest in developing more literature courses.
ENGLD	Curriculum Development	Find an accessible place to house teaching materials	Over the years, we have attempted to find a place to organize course materials: binders, websites, wikis. Although we have access to Insite, the people who need to access the materials the most, don't have access to Insite immediately upon being hired.	*research the best place to house curricular materials *create .PDF of materials *purchase new scanner	We would like to continue this and gain administrative support, both at the college and district level.	Although the Dist. IT insists that we use Insite, we find it cumbersome and inconvenient. Instead, Karen has experimented with a small group of Eng 70 instructors, creating an Office 365 Eng 70 Team Site that includes a Q&A section, a discussion board, instructor contact lists, and most importantly, documents for teachers, in clearly marked folders. This small project has elicited positive comments thus far.
ENGLD	Mentorship	Mentorship and Training: Pair new, adjunct faculty with full-time faculty for mentorship and offer trainings for new hires.	With approximately 45 adjunct faculty, articulating, assessing, and aligning course outcomes is a monumental task. Further, with our integrated curriculum, many adjunct may not be familiar with how to do so.	pair full-time and adjunct faculty to meet periodically throughout the semester to: *discuss course outlines *observe classrooms *share teaching methods Offer trainings for new faculty that provide information on course outlines of record and integrated reading and writing pedagogy.		

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ENGLD	Continue to expand and evaluate the Accelerated Pathway through the English Developmental sequence	Explore expanding the accelerated pathway through the English Developmental sequence: Investigate and research the effectiveness of accelerated English courses on student success, offer more sections of accelerated developmental courses, and train faculty in accelerated learning principles.	Our developmental sequence data shows that while we have high pass rates, only a small percentage (26%) of students enrolling in English 70, two levels below transfer, pass English 100, transfer level English within three years. Because of this, we want to shorten the pipeline and eliminate exit points by offering an accelerated pathway. Additional disaggregated data shows that African-American and Latino students are our lowest-performing students and are the least likely to complete transfer-level English. Indeed, they are even more at risk the higher up in their transfer-level courses, passing at lower rates. By eliminating exit points, we will improve the transfer-level completion rate for students of color. While there are a host of factors contributing to student success rates, we believe that addressing our developmental sequence is a key step in helping students achieve, and we hope to "bump up" this conversation into our transfer program so that we don't falsely divide developmental and transfer courses.	Activities: 1. Assess current accelerated courses for their effectiveness at LMC and revise the pedagogy as necessary; 2. Research the impact of acceleration on student success at LMC by collecting and analyzing qualitative and quantitative data. 3. Expand our offerings of 926; 4. Train adjunct and full-time faculty to teach those courses, including going to institutes and conferences; 5. Create opportunities for faculty to increase the use of technology in their accelerated courses, understanding that this leads to more effective courses, better use of students' time, and more access to educational opportunities.		
EOPS	Increase recruiting efforts	During spring 2014, increase the variety and quality of recruiting efforts, especially to minority males.	There are several feeder High Schools from which our students come and several of their principals sit on our Advisory Board. These principals intimated to us the lack of presence on their campuses about the college and especially about EOPS. EOPS agrees that in order to make progress with these partners who send many of their students to LMC, and who are in need of strategies to help their minority students, there needs to be a consistent presence on these campuses.	<ul style="list-style-type: none"> <li>• Outline the benefits increased recruiting efforts to partners</li> <li>• Identify network partners/feeder schools</li> <li>• Develop recruiting model/strategy</li> <li>• Present model for recruiting to Board</li> <li>• Identify liaison at feeder sites</li> <li>• Identify student interests to connect with campus partner</li> <li>• Follow up with student and feeder school</li> </ul>		

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ETEC	Increase the effectiveness of the Analytical Instrumentation course.	The Analytical Instrumentation course needs equipment that can be used for hands on labs for the students to enhance the theory taught in this course.	Equipment is needed to Improve the quality of instruction of the Analytical Instrumentation course by allowing students to preform hands on labs to properly analyze the product quality and environmental discharges. Safety of not only the plant operators but also the surrounding community depends on proper calibration and use of the equipment. At this time only a limited amount of analytical equipment is available to the ETEC students. More equipment is required	The instructor of the Analytical Instrumentation course is compiling a list of equipment needed to provide quality hands on experience for the students. Order and install the appropriate equipment. Write labs to include using this new equipment.	This equipment and curriculum will help students be prepared for analytical instrumentation jobs as well as enhance their skills for any of the advanced manufacturing fields.	Equipment has been ordered but not yet received. Curriculum development will be completed when equipment is received and installed.
FIRE	Improve the effectiveness of the Fire Academy Training	The fire academy needs equipment that can be used in manipulative training.	The fire academy is an 18 week state certified training program. The fire academy requires equipment that provides students with the skills and knowledge necessary to be successful in the program as well as enhance their abilities in a firefighter career. It is therefore imperative that training tools and equipment mirror tools and equipment presently used in the industry	Fire academy instructors as well as the fire coordinator at LMC have compiled a short list of tools and equipment needed to provide quality hands on skills training in the academy..A RAP proposal will be submitted, outlining the tools and equipment needed.	We purchase very modern self contained breathing apparatus as well as a variety of hand tools. This new equipment provides modernization of technical tools needed to complete a fire academy.	The fire academy was able to purchase adequate fire equipment that will enable us to enhance the delivery of new and improved training techniques
FIRE	Improve technology Resources	Modernize technology resources for student manipulative training in the EMS program to support student success	The EMS program currently has Airway manikins that allow advanced training in airway management thru the use of intubation. Our manikins can be made much more effective with the purchase of portable electronic data recovery system. Students would then be able to get immediate feedback. This feedback would support interaction between instructor and student and also improve student success in the EMS field.	Submit RAP proposal for funding. Gather quotes on equipment. Train staff on proper use of equipment. Create and align standards for this skill.	N/A	Due to budget restraints the EMS unit was unable to purchase. Hope to move forward in following years

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FIRE	Develop and implement a tracking base system	Develop and implement a tracking base data form into our Fire/EMS website that is capable of receiving data in regards to employment criteria, employment opportunities as well student success in regards to hiring in Fire/EMS careers	It is very difficult to track students once they leave our programs in search of employment. Having the ability and technology to allow graduate students to continue to communicate with our campus with the use of a tracking mechanism	Work within the campus faculty and staff to create,develop and install a tracking data device on our website.		We have neither the resources or funding to adequately complete this objective
FIRE	Increase the number of students from non-traditional job clasifications into our fire program	The Fire industry is looking for more qualified women and black persons to enter into the service field. Our core indicator data indicates that we need to improve the number of women in the LMC program and further assist the black LMC students to enable them to complete classes .	Currently there are approximately 30,000 females serving as firefighters across the nation which makes up about 10% of the career firefighter ranks. I would suggest that we make a more conscious effort to visit, educate and recruit more women and black students of non traditional data into our fire and EMS programs	identify high schools to be visited,identify and schedule career days.Appoint fire staff to attend these functions		Fire continues to visit high schools paying particular attention to recruiting future female and black students

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
HONORS	Permanent Honors Administrative Assistant	Restore a permanent employee to the 50%, 10-month Honors Administrative Assistant position vacated when Connie Tolleson retired.	Connie Tolleson retired in December 2012 and at that time the college decided not to fill the vacant position. We have had Maureen Willhoite temporarily filling the job as a part-time hourly employee but await word on a permanent solution. The Honors Program's model is one of high engagement, as research shows this is the most effective ways to keep students in school and progressing toward their goals. As such, we track every Honors Course students take along with their GPAs. We send personalized advising letters to students based on this information and have intervention policies for struggling students to quickly identify them and help them in their academic pursuits. Finally, the Honors Program has a wide variety of leadership development activities running through the Honors Club that involves organizing myriad events and trips around the state. All of this takes a huge amount of clerical attention. Tracking every grade and every Honors Course, involves a complicated database that needs to be maintained by an employee who keeps student information confidential. The logistics of taking large groups of students and faculty to statewide conferences and retreats are managed by the Honors Administrative Assistant. Also, this position works to help the 15+ Honors Faculty with a variety	Lobby management to restore a permanent hire for the Honors Administrative Assistant position. Conduct the necessary recruitment and hiring procedures to hire a permanent, 50%, Honors Administrative Assistant.	Having Maureen Willhoite's excellent work this year has been paramount to the Program's continued stability and success (not to mention Jennifer Saito's sanity!) We hope to find a permanent solution soon.	While we were able to continue Maureen Willhoite's employment in a part-time hourly capacity as the Honors Administrative Assistant this year, permanent hiring to fill the vacant position has not occurred. Management has cited the challenges of staffing and opening the new Student Services wing and the necessity for institutionalizing a variety of grant-funded positions for this delay. Honors Director Jennifer Saito continues to press this issue which we hope will be resolved shortly.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
HONORS	Update Honors Center Furnishings	Replace the broken blinds and worn out furniture in the Honors Center.	<p>The Honors Center is one of the most important services the Honors Program offers. This space contains 9 computer workstations for students, study space, offices for the Honors Director and Honors Administrative Assistant, and soft space. The Honors Center is the hub of all program activities. Students study there, make important social connections and appreciate the use of the free printing and copying. We host a free monthly pizza party for all program members and many, many events such as academic workshops, discussion groups and parties. This is one of the most highly utilized common spaces on campus and we are often filled to capacity with hard-working, enthusiastic program members. The Honors Center opened 10-years ago and since that time has not updated its blinds or furniture. The blinds are barely functional any more. Most of them are broken and only partially open/close. This is a safety concern as having the ability to close the shades will hide the computer equipment inside from potential theft. They need to be replaced. The furniture is becoming threadbare. There are holes and stains in the upholstery, the surface of some tables are pockmarked and some chairs are no longer functional. It's time to purchase new things.</p>	<p>Submit a RAP Proposal to obtain funds to replace the blinds and furniture in the Honors Center. Work with district purchasing to select, order and install the new equipment.</p>	<p>Honors was successful at receiving RAP funding last year to replace all the broken blinds in the Honors Center. We also received additional monies to replace old seating in the Center and are in the process of selecting the new furniture. The Honors Center houses nine student and two employee computers and is open almost 50 hours per week. We have suffered from multiple break-ins in the past. Security, therefore, is paramount and having functioning blinds plays a major role in this. The study and soft-space features of the Honors Center make it inviting to students who use it heavily all week long. Maintaining a professional environment, free from stained, worn-out furniture, is important and sends messages to students about the respect they need to pay the facility as they utilize it.</p>	

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
HONORS	Increase Active Honors Student Numbers	A student who takes two courses in the Honors Program is categorized as "active". Our goal is to have 155 active students for the 2014-15 academic year which represents a 10% increase over 2013-14.	The number of students active in the Honors Program has dropped over the past three years. In 2011-12 there were 151 students but during 2012-13 and 2013-14 this number has dropped to approximately 140. In addition, the number of Honors Scholars has dropped. Over the past few years we traditionally had around 30, but this year we estimate approximately 22 students will receive this award for completing the program with highest distinction. Enrollments in Honors Courses have also declined leading to the necessity to reduce the number of offerings from 12 to 11 each year. We want to reverse this trend which is a problem for the vibrancy of the program. We need full Honors Courses filled with excited students and a wide range of offerings to meet the most students' needs. Our hypothesis is that while some of this decline mirrors the general enrollment pattern of the college, the loss of the Honors Counselor is one of the most important factors for our lower numbers.	Implement more frequent and more aggressive recruitment campaigns for the Honors Program. Secure permanent funding to restore the the Honors Counselor Position, left vacant when Phil Gottlieb retired. Require that all Honors Students meet regularly with the Honors Counselor to plan their semesters which will include Honors Courses. Create marketing materials for Honors Courses to encourage higher enrollments. Offer Honors Courses in key IGETC categories to maximize course enrollments. Recruit new Honors Faculty for a wider range of Honors Course offerings.	With current spring enrollments, we are on track to having approximately 156 Active Honors Students this year. This actually represents much more than a 10% increase over 2013-14 numbers. Once that year's spring semester completed, we ended with 126 active students. So, even accounting for inevitable drops/failures this year, we will likely have in excess of 139 Active Honors Students which is 10% over last year's numbers. We believe our success at meeting this objective has to do with 1) Luis Morales' excellent work as the Honors Counselor; 2) implementation of fall recruitment drives which have added healthy numbers of mid-year incoming students 3) careful attention to selection of "bread and butter" IGETC Honors Courses along with heavy marketing of this curriculum. We continue to strive for more growth and have recruited a number of new faculty to teach in the program in the future. These new recruits include Rick Estrada (math), Briana McCarthy (biology) and James Noel (English). There are many improvements resulting from this growth. In just one year the average enrollment in an Honors Course has gone from 20.2 to 27 - a level not seen in five years! This helps college productivity numbers and will (hopefully) persuade management to continue to support the program. Having larger classes creates more dynamic Honors Course environments as well and helps	
INSTOF	Distance Education Support Position and Infrastructure	To establish a permanent position to support faculty and students in the newly established LMS system, D2L, and faculty with technology that directly supports instruction both in and outside of the physical classroom.	LMC has long been in need of a position to support faculty and students in the distance education environment. The prior accreditation visit in 2008 identified professional development in the training and support of technology in instruction as an area for improvement. In 2012/13 a position request was submitted via the RAP process for a full-time Technology Training and Development Coordinator. This position was ranked as the #1 priority for new	Re-submit RAP request for on-going funding consideration beginning in July 2014.	We finally have a resource for faculty to call upon for assistance! A great deal of Courtney's energy has initially gone into supporting continued transition from Blackboard to D2L. One major improvement is utilizing this position to promote increased utilization of the gradebook, syllabus and communication function with all faculty now that they automatically have a course shell to work with for their assigned courses. This position has served as a valuable resource in advancing the continued	Funding for this position was approved for an on-going position. Courtney Diputado was hired into the position in late Summer 2014.
INSTOF	Faculty Re-Assigned Time Review	To review and re-affirm the existing allocation of faculty re-assigned time	Much of the faculty reassigned time has been rolled over from year to year. A comprehensive review of all faculty reassigned time, outside of department chair duties	Gather historical funding and legacy information around each faculty re-assigned time assignment. Meet with areas related to each re-assignment to validate/review assignment	Clarity on selection process for reassigned time. Clarity on funding process for proposed reassigned time.	Progress has been made, however, we are not quite there yet. The basic skills committee has completed updated job descriptions for each of the assignments receiving reassigned time. There has been greater clarification provided regarding if part-time faculty may serve in reassigned time roles and how they are compensated for these roles. Much work still needs to be completed regarding how reassigned time amounts are determined. There continues to be discrepancies between similar learning community assignments.

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INSTOF	Implement Meta Curricunet and Assessment Modules	Fully implement new Meta version of Curricunet and Assessment Modules	This is an on-going project to move our tracking and assessment of COORs and SLOs to an electronic medium that creates greater efficiency and effectiveness.	Faculty and staff training in Summer/Fall 2014		For a variety of reasons, including those due to decision making timelines at LMC, Governet had to push out the dates for our upgrade to META. The upgrades were recently completed in January 2015. All COORs were re-uploaded to curricunet in Fall 2014. All new courses and updates through September 2014 have been updated. Updates October through present will be update in Spring 2015 as a part of the roll out. We will be rolling out the test version to the curriculum committee in Spring 2015.
ITS	a	Staffing cuts due to budgetary issues have severely limited the effectiveness of the IT&S Department. The recent move from campus-hosted e-mail to Office 365 and the on-going migration from Blackboard to Desire2Learn have reinforced the need for staffing to supplement existing IT&S staff and to additional staff to lead continuous staff development efforts. Projects already on IT&S' schedule further demonstrate the need for maintaining increased staffing levels for the foreseeable future. The lat	c	c		
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LANG	Promote Three World Language Skills Certificate	Promote completion of Skills Certificate in: Cultural Competence in Modern World Language, American Sign Language, and Spanish.	Promote student completion of skills certificates for use in the workforce or community.	Provide certificate requirements on World Languages Web Page. Discuss certificate completion with all teaching faculty in department meetings. Include certificate names in world languages syllabi.	The number of College Skills Certificates is increasing. As of 2014/2015 we have seen an increase in CSC in Sign Language and Spanish and we project the same for 2015/2016.	
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?		We are waiting for clarification from the Business Office and College President. It has come to our attention that the District Office is not using any of the state funding streams that identify library resources as permissible expenditures. We are working with the VP of Instruction and Student Services to explore institutional funding streams.
MATH	Update Student Learning Environment	Provide students with classroom environments that are conducive to effective student learning.	The computer screens block line of sight and allow for distraction from classroom engagement. Computer placement blocks group work and individual work. The current desk structure also prohibits using best practices such as collaborative teaching.	Rearrange MA2-203 including disconnecting computers, taking apart desks, rearrange desks and wiring.		This objective was also written in 2012-2013. Please see comments.
MATHD	Objective 2	Have a second objective	I need one to test the software.	Make an objective. Live with it. Then keep living with it.		
MATHD	Test	More test!	TEST	TEST!!!		

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MATHD	Informed placement	Our objective is to improve student knowledge of and options for access to DE math classes.	Students often have several placement options after taking the Accuplacer assessment. Helping them make informed decisions will improve student success and have an overall decrease in the number of math courses students must complete.	Continued work with John Schall on "subway map" - make brochures and share information with counselors Math 12 presentations about acceleration options after 12 Continued work on Accuplacer Continued work on challenge exams		We are collaborating with David Reyes in the Counseling Department to better inform counselors of accelerated options. Plans for updated subway maps is underway as well as signs and flyers about accelerated options
MESA	Counseling	A designated MESA Counselor (fully aware of math and science requirements for LMC STEM degrees and STEM transfer) will continue to provide extensive counseling for all MESA students at least 15 hours each week.	Complete student educational plans is one of the key factors to student success at community colleges.	<ol style="list-style-type: none"> <li>1. 100% of MESA Students complete a relevant 2 to 3-yr STEM Student Education Plan which will support completion of LMC's required curriculum for transfer in a timely manner</li> <li>2. MESA/ASEM students planning on transferring to partner schools will be encouraged to enroll in the TAG – "Transfer Agreement Program"</li> <li>3. The MESA Counselor will maintain an Early Alert system for contacting MESA students who are at risk (experiencing academic difficulties), and provides effective intervention strategies to ensure students' success</li> </ol>	Ed plan is important to STEM students and is often school specific. We have seen better prepared students due to early action edplan, TAG and early alert system.	Early alert will be distributed in SP2015 but was not in FA2014 due to transition in director position.
MESA	MESA Orientation Course	The MESA Director will teach a MESA Orientation Course for all new MESA students	Students completing this course will be able to write strengths-based personal statement and resume for specific profession in STEM field, effectively use student support services, undergraduate research internships, professional student organizations, and study skills to support goals as measured through the end of semester assessment	Offer a 1-unit MESA Orientation Course for MESA and ASEM students to introduce students to specific requirements of STEM fields		Change in leadership lead us to changing the MESA course to be housed in conseling

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MESA	Support Services	Offer extensive support services to MESA students	Support services will improve the academic success of first generation college students and african american students (one of the college's priorities)	<ol style="list-style-type: none"> <li>1. The MESA Program will work with the LMC Transfer Center and MESA/ASEM students will be referred to the center</li> <li>2. Assistance is offered to students regarding four-year college and university applications and financial aid and scholarships through workshops and one-on-one assistance</li> <li>3. Provide group and one-on-one tutoring for MESA students in biology, chemistry, physics, engineering and math</li> <li>4. Maintain master calendar and inventory of activities and post on MESA website</li> </ol>	Master calendar has been posted in the MESA center and has encouraged students to meet application and RSVP deadlines for trips, scholarships and other important events. One on one tutoring and workshops have helped students develop outside of the classroom skills and career awareness. Transfer center has provided wonderful assistance with showing our students STEM transfer universities.	
MESA	Outreach	Provide outreach and in-reach to recruit educationally and financially disadvantaged students who are pursuing degrees in math or science into the MESA Program	Traditional outreach efforts don't work among our most underserved students.	<ol style="list-style-type: none"> <li>1. MESA outreach and recruitment efforts will be conducted at two feeder high schools in collaboration with the STEM Connector, STEM Velocidad Initiative, and the LMC Outreach Office</li> <li>2. MESA presentations will be conducted at LMC student clubs i.e. the EXITO Transfer Academy, AMSA, SHPE, EOPS, Puente, Honors and all major STEM courses.</li> </ol>	MESA numbers have increased from 145 to 180 from Fall to Spring.	Transition of to new director. Outreach to major STEM classes were conducted. High school and other club outreaches are scheduled for this spring and next fall.
MESA	High School Connections	Develop linkages with two local high schools.	This outreach effort will result in collaboration and increased enrollment from our local high schools especially among our most underserved students.	Expand the STEM Ambassador Program at Pittsburg High School	Students have been having a wonderful experience at PHS. One student even changed her career focus to teaching. It has improved high school connections with MESA.	Due to change in MESA leadership the STEM ambassador program is only at Pittsburg high. We have yet to expand to a second high school

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MESA	MESA's Administrative Plan	Maintain an effective administrative plan for managing the LMC MESA Program	An effective MESA administrative plan will improve the academic success of first generation college students.	<ol style="list-style-type: none"> <li>1. Distribute an exit interview</li> <li>2. Maintain an effective administrative plan which includes appropriate staffing and day-to-day MESA operations</li> <li>3. Maintain a complete student file for each MESA student</li> <li>4. Maintain the LMC MESA website</li> <li>5. Attend statewide MESA Program trainings and meetings</li> <li>6. Meet all MESA State Office reporting requirements</li> <li>7. The MESA Program will regularly evaluate its effectiveness</li> </ol>		
MESA	MESA Center	Maintain MESA Center for student quiet time and group study, tutorial services, general communications and computer work	The MESA Center is a place for study and socialization. Research shows that students who feel connected to their peers and campus results in decrease drop out rates among our most underrepresented student population and increases persistence and student success rates.	<ol style="list-style-type: none"> <li>1. Ensure that the MESA Center is available for MESA and ASEM students</li> <li>2. Maintain books and calculators for student loan</li> <li>3. Review MESA student Ed plans and identify potential cluster groups for target courses</li> <li>4. Facilitate the formation of study groups and/or AEWs for students</li> </ol>	Financially disadvantaged students have access to program specific tools and tutors to aid in classroom success. Often these students do not have money for these resources and fall behind in classes. They are now on level playing field with other LMC students as far as tools go.	Books are being updated currently, all other activities are completed.
MKT	Zero-based rebuild of design of college schedule	We want to retool the schedule to make it more user friendly, contemporary, accessible, and push student success messaging and institutional branding to next level.	The Marketing team feels the class schedule, a critical college communication product, is in need of a total redevelopment from the ground up. It has had the same look/feel/concepts for years. Our publication doesn't illustrate today's best practices in this area and is very "old school". We want to optimize the effectiveness of this publication to ensure enrollments and student success.	<ol style="list-style-type: none"> <li>1. Research and analyze industry standards and best practices in higher education class schedules.</li> <li>2. Consult with various LMC depts on what is/isn't needed</li> <li>3. Planning begins on how to build new version.</li> <li>4. Develop/research/work with appropriate department to develop new text for new concepts.</li> <li>5. Design new pages with imagery and text.</li> <li>6. Test/feedback</li> <li>7. Revise as necessary/develop new content &amp; design</li> <li>8. Print version</li> <li>9. Revise for next version as needed</li> </ol>	None yet.	We have looked at award-winning schedules and analyzed best practices, but we have spent little time on this so far. Focus has been on major projects: Career Focus, Comcast commercial, and open house.

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MKT	Expand communications re: "Be a Major Success" campaign	Expand communications re: "Be a Major Success" campaign	Various LMC departments are working on specific aspects of student success and communications are splintered around the college. There needs to be a coordinated effort to pull communications together to maintain consistency, maximize and leverage whatever is done, and develop what doesn't exist now. This particular effort focuses on "Be a Major Success" and the importance of choosing a major early.	Work with the Counseling Dept which also has a focus on supporting/encouraging student in major choice.	Logo developed for Counseling supporting success.	Counseling met early in year, concepts discussed. We gave them a custom logo for this messaging. Nothing done beyond that, with little response from Counseling about moving forward.
MKT	Zero-based rebuild of design of college catalog	We want to retool the catalog to make it more user-friendly, contemporary, accessible, and push student success messaging and institutional branding to next level.	The Marketing team feels the college catalog, a critical college communication product, is in need of a total redevelopment from the ground up. It has had the same look/feel/concepts for years. Our publication doesn't illustrate today's best practices in this area and is very "old school". We want to optimize the effectiveness of publication to ensure enrollments and student success. This intensive project demands continuous improvement, having no definitive ending other than publication each time. But it needs to be assessed and rethought continually.	<ol style="list-style-type: none"> <li>1. Research and analyze industry standards and best practices in higher education catalogs.</li> <li>2. Consult with various LMC depts on what is/isn't needed</li> <li>3. Planning begins on how to build new version.</li> <li>4. Develop/research/work with appropriate department to develop new text for new concepts.</li> <li>5. Design new pages with imagery and text.</li> <li>6. Test/feedback</li> <li>7. Revise as necessary/develop new content &amp; design</li> <li>8. Print version</li> <li>9. Revise for next version as needed</li> </ol>	Text adjusted for clarity. Text updated.	Most changes have occurred and content is being actively updated. Most changes actually happened in 2013-14 and this year involved simple fine-tuning.
MKT	Utilize "Site Improve" software to optimize/improve website: accessibility, typos, links.	xxx	xxx	Develop FLEX training with "contributors" who are responsible for webpages, so they can use the software themselves to improve their webpages.		

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MKT	Improve mobile access to website through responsive design renovation of web site.	Responsive Web design (RWD) is a Web design approach aimed at crafting sites to provide an optimal viewing experience—easy reading and navigation with a minimum of resizing, panning, and scrolling—across a wide range of devices (from mobile phones to desktop computer monitors).	Responsive Web Design at its core means building a website to provide an optimal user experience regardless of the device being used to access it. The beauty is in the fact that only one set of source code is required no matter how many ways the content will be displayed. A site built responsively will pay attention to screen size and resolution, and will resize and reposition elements on the page accordingly. The size of text and media will change gracefully to provide the best reading and viewing experience, and the way navigation and menus behave will change to give priority to the most important content. Our current site gives everyone everything in the "large computer" 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 exponentially as technology changes. We must keep up with the demands of current and future communications with our audience.	<ol style="list-style-type: none"> <li>1. Decide which method will be used to build the responsive design.</li> <li>2. Begin building and test top 10 pages.</li> <li>3. Evaluate and change method if necessary, retest.</li> <li>4. Continue with top 100 pages.</li> <li>5. Continue with all Student Services pages.</li> <li>6. Continue with all instructional pages.</li> <li>7. Continue with high use extracurricular pages.</li> </ol>	We have eliminated several methods due to failures. We will now newspaper to explore content management solutions that will include a responsive website experience and possibly implement this coming year 2015-16	There have been several attempts to test and build our own system for a responsive website. However, we have issues with the fact that our content management system doesn't work with them. Conclusion is that we will need to change our content management system to move forward in this area.
MKT	Support EOPS with recruiting of minority males	Work with EOPS to develop audience-specific materials in the recruitment of minority males	EOPS has chosen to focus on the recruitment of minority males in their efforts. This connects with the Marketing efforts to develop capacity in the recruitment of African American students.	To be developed in conjunction with EOPS		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
MKT	Support EOPS objective to focus on the recruitment of minority males	Work with EOPS to develop audience-specific materials in the recruitment of minority males	EOPS has chosen to focus on the recruitment of minority males in their efforts. This connects with the Marketing efforts to develop capacity in the recruitment of African American students.	To be developed in conjunction with EOPS	We designed new print materials and new webpages for EOPS, developed in collaboration with the department. We have included African American males in major publications, including a billboard on Hwy 4 (posted during Dec-Feb 15), in advertisements, in print materials, and in success stories on the web.	Some work completed, more to do.
OUTRCH	African American Student Recruitment	Increase the number of African American students that participate in Outreach New Student Orientations by 25% for fall 2014. The percentage should reflect the percentage of the general student population in the next 3 years.	A strategic priority of the college is to increase the academic success of African American students. Retention research suggests that peer-students outreach staff has a larger impact on underrepresented student populations. Additional college contact with target high school student groups will yield a higher participation in college orientations, early registration and higher enrollment rates for African American students.	Create targeted recruitment activities at three local high schools to attract and encourage African American students to participate in the college's New Student Orientation. Outreach will train LMC student ambassador that will work with target schools to provide guidance to African American prospective students. Student will be selected based on similarities with targeted groups. The office will identify high school administrators and faculty that provide direct avenues to work with African American students at the targeted high schools. African American students will be followed up throughout the enrollment process with a goal of a higher enrollment rate in the fall semester.	There were an overall 20% increased of African American students participating in the Saturday high school senior orientation. There were no evidence of parent participation in the orientations. We doubled the number of African American students participating in Summer Bridge. We had a 3 fold increase in African America males. Many of the SB students are selected from the high school senior orientations.	There was a increased number of African American students that participated in the new student orientation. We realize that changing attendance patters takes time and effort on both the college and high schools. We will continue to provide extra outreach efforts to continue to increase the percentage of participants.
PHIL	Course Outline update	Course outline for philosophy 40 to be updated	Academic year 2013-14 is due date	Make changes online		

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PSYCH	Cohort Assessment Model Psychology/Sociology 12	There must be changes in the Cohort Assessment Model as a result of state mandates.	Psychology 12 (Marriage and Family) will not be assessed because the state has indicated that there is no CID number for this class. The Behavioral Science Department will request that this be deleted from the Psychology curriculum. Sociology 12 (Marriage and Family) has now been designated to replace Psychology 12. The Sociology 12 outline has been rewritten to meet state guidelines for the CID designation. This necessitated a change in the Assessment Model Implementation Cohort timeline.	1. Spring 2014 revise Assessment Model Implementation on Cohort. 2. Fall 2017 Assess Sociology 12		Psychology 12 and Sociology 12 will be assessed in Cohort 2 of 2018 - 2019. It could not be assessed in 2013 -2014 because of the state mandated change.
PSYCH	Pedagogical Approaches	Offering high quality Behavioral Science education that makes curriculum relevant to their life experiences as students.	It has always been the goal of the Behavioral Science Department to enhance the completion and the success rate of all of our students. The department understands that our students bring to the classroom a variety of life experiences. Some of these life experiences foster and support the success and completion rate. Other experiences, undermine the success and completion rate. We recognize these limitations as they relate to student completion and success.	1. Behavioral Science Department meetings that will address pedagogical strategies to enhance student learning outcomes. 2. Purchasing items and equipment including skeletal models, models of the brain, DVD's for Anthropology, Psychology and Sociology to provide visual aids to enhance student learning outcomes.		
PSYCH	Cohort Assessment Model Psychology/Sociology 17	There must be changes in the Cohort Assessment Model as a result of state mandates.	As a result of CID course guidelines Sociology 17 and Psychology 17 will no longer be offered as a cross referenced course. New changes from the state required Psychology 17 and Sociology 17 to have new curriculum standards. These were not in place when these courses were developed for the AAT's in Psychology and Sociology. Course outlines for Psychology 17 and Sociology 17 have been rewritten to meet these new guidelines. This has necessitated a change in the assessment dates for these courses.	1. Spring 2014 revise Assessment Model Implementation Cohort. 2. Fall 2017 assessment Psychology 17 and Sociology 17.		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
PTEC	Increase use of Simulation Software throughout program	Simulation software and computer lab is currently being used in just one class, PTEC-44. The objective for this year is to develop or obtain simulator exercises that will be used in three other PTEC courses.	Simulation software is being used throughout the refinery and chemical industries to train technicians in the operation and troubleshooting of plants. The learning and practice of these skills need to start as early as possible in the program in order to give our students a competitive advantage in the troubleshooting and critical thinking realm of plant operations.	Update simulator software to allow communication between computers. Develop / obtain exercises to use in PTEC 10, 12, 45, and 48. Pilot exercises in classes and assess results. Form and train a troubleshooting student team to compete in National tournaments.	Write a grant proposal to obtain funds to purchase the software update and model exercises. Reduce the class size for PTEC 10 from 40 to 30, in order to accommodate the class in the simulator lab. Increase the number of credits for PTEC 44 from 1 to 2, to increase simulator exposure time. Recommend students take this course early on in the program.	Simulation software updates were more expensive than expected, and we were unable to purchase the software. Simulator use was extended to PTEC 45 & 48. However, the PTEC 10 and PTEC 12 classes are too large, greater than 30 students, to use the simulator lab (30 student max capacity).
RA	Upgrade/Maintain Studio A&B Systems	Service and upgrade the operating systems in both Studio A and B, to include: Console components Storage devices Signal processing gear Video editing and recording equipment Microphone collection Audio interconnections Surround monitors Specialized tools Specialized furniture	A high end recording facility needs constant maintenance and upgrade to meet current industry standards. Addressing these issues will keep the LMC program in the lead in the field of delivering the highest quality audio education available at the college level.	Purchase the requested hardware, software and tools necessary for the aforementioned tasks, and install/utilize same		
RA	Playback monitors - Studio B	To provide quality audio playback in room 702 to support instruction in RA-010, 015, 021 and 025 courses	Previous speaker monitors were removed over 12 years ago and never replaced. Currently, AV Department consumer-grade monitors are substituted. These are grossly inadequate for listening purposes required in Recording Arts courses. This necessitates moving to another location for these activities.	Purchase professional grade playback monitors and install signal path from control room.		

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RNURS	Increase academic and clinical financial support .	Increase financial support for academic and clinical settings via securing funding to maintain 2 current positions (Instructional Skills Lab Assistant and Clinical Instructor) whose funding expires at the close of the Spring 2014 semester.	John Muir Health System has paid for a clinical instructor for the past several years. Due to economic changes within the health system, funding for this position expires at the end of the Spring 2014 semester. With the loss of this funding, the number of students admitted to the first year of the RN program will need to decrease from 32 to 24. The Instructional Skills Lab Assistant is currently funded by The State Chancellor's Enrollment Growth Grant that expires June 30th, 2014. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will significantly impact students. The job description for this position includes, but is not limited to: providing assistance to students when practicing in the skills lab; maintenance of all skills lab equipment including the high fidelity manikins; inventory and ordering; and preparing equipment for instructor presentations. .	Apply for a RAP proposal to fund the Instructional Skills Lab Assistant. This was previously a classified staff position prior to the use of Chancellor's Enrollment Growth Grant funds. Re-apply for the Chancellor's Enrollment Growth Grant fund if it becomes available. Apply for the Los Medanos Community Healthcare District Grant to fund the clinical instructor position if and when available.		
RNURS	Increase funding for academic support.	Increase financial support for academic setting via securing funding to maintain the Instructional Skills Lab Specialist position whose funding expires at the close of the Spring 2014 semester.	The Instructional Skills Lab Specialist is currently funded by The State Chancellor's Enrollment Growth Grant that expires June 30th, 2014. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will significantly impact students. The job description for this position includes, but is not limited to: providing assistance to students when practicing in the skills lab; maintenance of all skills lab equipment including the high fidelity manikins; inventory and ordering; and preparing equipment for instructor presentations.	Apply for a RAP proposal to fund the Instructional Skills Lab Specialist. This was previously a classified staff position prior to the use of Chancellor's Enrollment Growth Grant funds. Re-apply for the Chancellor's Enrollment Growth Grant fund IF it becomes available.		The Chancellor's Enrollment Growth Grant fund was received, but the RAP proposal was not granted. The grant is time limited and the Instructional Skills Lab Specialist does not have sustainable funding.

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RNURS	Increase funding for clinical instruction	Increase financial support for clinical instruction via securing funding to maintain 3 Clinical Instructor positions whose funding expires at the close of the Spring 2014 semester.	John Muir Health System has paid for a clinical instructor for the past several years. Due to economic changes within the health system, funding for this position expires at the end of the Spring 2014 semester. With the loss of this funding, the number of students admitted to the first year of the RN program will need to decrease from 32 to 24. The State Chancellor's Enrollment Growth Grant currently funds 2 clinical instructor positions, one in the first year and one in the second year of the RN Program. This funding is currently scheduled to expire at the end of the Spring 2014 school year. Loss of these two instructors will result in a decrease of 16 students enrolled in the program.	Re-apply for the Chancellor's Enrollment Growth Grant fund IF it becomes available. Apply for the Los Medanos Community Healthcare District Grant to fund the clinical instructor position IF and when available.		
SPCH	Transition to Worlds Debate Format Team	We currently have a successful US Parliamentary Format Team that we want to convert to a successful Worlds Team to support student learning and competition.	Worlds debate format is more accessible to incoming students, broader in its range of issues debated and includes essential decision making rules such as deontology while keeping a focus on public speaking. We anticipate this new type of debate will encourage people to join the team, make for better public debates, work better with service learning projects and lead to better student outcomes.	1) Maintain a coaching staff to support the debate team and it's development into worlds debate. This includes staffing with has a full or part time assistant coach in addition to a Director of Forensics. 2) Attend tournaments. This includes a marginal increase in travel distance as some worlds tournaments will be farther than the equivalent parliamentary tournaments. We also anticipate growth in student interest which will increase the aggregate cost of tournament attendance. 3) We would like to continue with our tradition of public service and events. Right now are are planning several public events in the new format and a possible service learning project with juvenile debate.	Improved outcomes for a superior form of debate. More students active debating at tournaments and active on the team.	The transition was successful! We've transitioned to worlds debate and it has been incredible successful in recruiting new students and retaining them. We've hosted a worlds tournament at LMC and continue to attend events nationally.
SPCH	Expand Department Offerings	We are limited in our degree completers now by a lack of sections in Pittsburg and Brentwood.	Simply put, demand exceeds supply in the taking of speech courses in the major and transfer/degree requirements at LMC. Speech 110 sections were converted to major classes to fill the need for the degree but we are unable to satisfy the need for major classes and general requirements for the campus.	Add sections of speech to the schedule, particularly in Spring.	Keep in communication with management about the need to add sections.	With one or two exceptions, our sections continue to fill well before the registration deadline and access is a considerable issue.

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SSADM	Online Support Services	Address ways of serving students that are taking LMC classes from a distance. This includes students that are taking online classes, as well as students that take classes in off-site locations. As additional services are made available to students taking classes through "distance ed", a communication plan needs to be developed to inform students of the options they have for the delivery of services.	With an increase in the number of students that are taking classes and programs that are offered to students off-campus and online, we need to address the provision of support services in different ways. This objective is also driven by the expectation that the college will provide specific (core) services to all incoming students, an outcome of the state wide Student Success Initiative. A few anticipated online services are either in a pilot phase (student education plan and Retention Alert, a strategy for providing interventions to students that need additional support) or are under currently discussion for district wide implementation.	<ol style="list-style-type: none"> <li>1. Survey students that are taking classes in off-site locations and/or online classes; identify interests/needs.</li> <li>2. Fully implement new electronic services (ed plan, Retention Alert); develop plan for broader use on campus.</li> <li>3. Develop online orientation for fall implementation.</li> <li>4. Explore/develop other online "tutorials" for general student use, i.e. financial literacy, probation workshops, how to be successful college student.</li> </ol>		Although the (district) online orientation project has experienced a series of delays, we anticipate having the new online orientation for summer and fall applicants available this month. Video modules still need to be revised but the rest of the content is near completion. Online tutorials to assist student with navigating our college procedures and services are also being folded into the online orientation. The use of the electronic ed plan is already available for all new students. Expectations for its use will be more clearly explained in the online orientation and through our anticipated marketing plan. The plan to use Retention Alert on a broader level continues to be a work in progress. A task force is working on an approach for providing more training and again, folding it into our marketing plan. The Student Services managers are in the early stages of developing a survey to gather more information about the needs and interests of our students that are taking classes via distance education or at off-site facilities. Completion of the survey should be by the end of spring, 2015. Full implementation of the new online services should be expected by the end of fall, 2015.
TRAVL	Promote Student Completions	Completion rates for travel students (degrees and certificates awarded) will meet or exceed the standard.	This objective is ongoing. We will continue the activities that are proving successful in increasing the number of travel awards. We are optimistic that consolidating 6 short home-based courses into two will facilitate an increase in the number of Home-Based Travel Specialist certificates earned.	<ol style="list-style-type: none"> <li>1. Continue to utilize student educational planning tools to identify students who are eligible to apply for certificates -- will meet with Robin Armour in March, 2014, to learn about new tracking tool</li> <li>2. Email reminders to eligible students to apply for certificates in spring 2015</li> <li>3. Continue to post information about the certificates and how to apply for them in all of our course sites.</li> <li>4. Include information about certificates in all online orientations</li> </ol>	<ol style="list-style-type: none"> <li>1. In Spring 2014, identified and evaluated the progress of 42 advanced students and sent email to 14 students who had completed requirements for their Certificate of Achievement. We continue to do this manually and individually to identify and encourage students to apply for all certificates they have earned.</li> <li>2. We post information about certificates and how to apply for them in all of our course sites.</li> <li>3. We include information about certificates in our Online Orientations to the Travel Marketing Program and in our promotional material.</li> </ol>	Completion rates continue to make progress as we make a concerted effort to individually contact students who are nearing completion of degrees and/or certificates and encourage them to apply for all certificates they have earned.

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TRAVL	Curriculum Update	Update and expand our curriculum, including the content of our travel courses, to reflect skills and knowledge required for achieving success in an evolving travel industry.	The travel industry is continually evolving, and technology is a critical piece. Travel trends reflect changes in the preferences of the traveling public. It is important to continually monitor our courses and their content to ensure that they are current. We will continue updating our existing courses, and we hope to create additional courses to meet our students' needs and requests. For example, we need to fill a geographical gap in our destination courses to include Southern and Eastern Europe, Asia, South America, and Africa. Lifestyle specialist courses would also be beneficial for our students in order to develop their specialties. In addition, by offering classes on additional destinations and travel specialties, we would likely attract former students back into the program. While the travel program is poised for growth, we have serious challenges that limit that growth; we are stymied by our capacity within the current faculty load. Because of the time required to develop online courses and train online instructors, currently we do not have the resources to expand the curriculum as needed.	<ol style="list-style-type: none"> <li>1. Add destination specialist courses such as Southern Europe.</li> <li>2. Revive "Exotic Destinations" course that was taught as a 900 series course prior to fall 2009, when section cuts went into effect. This course emphasizes adventure travel and encompasses destinations in Africa, South America, and Asia that we currently do not include in our curriculum.</li> <li>3. Determine need for additional courses focusing on travel trends and specialties; e.g., luxury travel, wellness travel, and multigenerational travel.</li> <li>4. Determine need to offer some core courses more often than once a year, allowing students to complete their certificates in a more timely manner and with more flexibility</li> </ol>	We successfully converted the six .5-unit home based courses (TRAVL 101-106) to two longer courses (TRAVL 130 and TRAVL 131) and taught the new courses during fall 2014. We revised TRAVL 114, Group Travel Management, which had not been taught for about four years, and taught it during fall 2014. An early assessment was completed for TRAVL 114 to identify revisions that need to be done before it is taught the next time. In addition, after several years of rotating all core courses on an annual basis (except for TRAVL 72), we offered TRAVL 76 during spring 2015, after offering it in fall 2014, and it filled to over-capacity. We would like to start offering our core courses more than once a year so that our students will have more flexibility in completing their degrees/certificates. Again, this will be difficult to do with only two part-time instructors that are currently teaching at maximum load. We need to hire at least one additional part-time instructor.	With only two part-time instructors that currently have maximum loads, resources are stretched thin. The curriculum continues to have "gaps," especially in its destination courses. We still need to create additional courses to include Southern and Eastern Europe, Asia, South America, and Africa. We are putting out "feelers" for additional part-time instructors that can teach destination courses, but we will still have to find the resources to develop the new online courses and train any new instructors in D2L.
TRFCTR	Transfer Center Activities	Continue to expand current high level of Transfer Activities as developed and funded through the HSI Exito Grant.	The continued development and implementation of Transfer Center activities will engage more students in learning about transfer and receiving transfer support. By expanding our reach to include learning communities and in-class support, we will be able to increase the number of students the center is currently serving.	In 2014-2015 the Transfer Center will continue to offer at least 10 university tours, the Southern California College Tour, and Spring Transfer Day. In addition, we will add a Fall seminar series which will address students frequently asked questions/concerns as they pertain to the transfer process and transferring in general. This will increase the number of transfer workshops/seminars being offered each semester from four to eight. Also, we will begin hosting workshops/seminars "on location" in areas such as the MESA Center to increase student access to transfer center services. Additional activities will include Transfer Rallies and work with marketing to develop Transfer Banners to be hung in every building on campus.	The current expansion of Transfer Center activities, has allowed us to increase awareness and continue to support new and returning students through the transfer process. Activities offered now include a seminar series, "What to Expect when you are Expecting to Transfer..." which is organized and facilitated by Transfer Student Ambassadors. We are also enhancing relationships with College Representatives by scheduling workshops and visits with LMC faculty/staff and local high schools.	

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TRFCTR	Transfer Center Budget	Restore previous funding allocation for the Transfer Center in order to institutionalize transfer activities previously funded by the Title V HSI Grant.	The primary goal of the Title V HSI Grant is to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. While the grant has funded specific programs, services, professional development and staffing, ultimately institutional change and improvement is the result of institutionalized efforts sparked by the grant, and carried forward after the end of grant funding. In other words, as the college more deeply commits to student success in the outcome of transfer, the successful initiatives of the grant should be institutionalized.	Work with college administration and SGC (through RAP) to restore previous funding for the Transfer Center.		In Spring 2014 we submitted a proposal through SGC's RAP process and were awarded an additional \$5000 since the TitleV HSI Exito Grant will continue to provide funding through September 30, 2015. This Spring 2015 we will resubmit an updated request to restore funding allocation.
TRFCTR	Transfer Culture	Enhance Transfer Culture at LMC	The Transfer Center is the focal point of LMC Transfer Activities in collaboration with institution as whole, which includes administration, faculty, student services programs, and 4-year universities. As a result the primary goal of the Center is to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college.	Continue to develop activities that support a transfer culture at LMC. Some activities include the following: Hosting a Spring Transfer Rally, student run seminars addressing issues and inviting faculty/staff alum to participate on university panels, including working with marketing to develop banners that will be in every building on campus.		
TRFCTR	Transfer Partnerships	The Transfer Center will work to develop stronger partnerships with HBCU's in order to increase student access.	The enhancement of current HBCU partnerships as well as the development of new HBCU partnerships with transfer universities will create easier and more direct connections for students. In the past it has been difficult to get HBCUs to come to LMC to meet with students, host workshops, or participate in Transfer Day events. By focusing on developing these partnerships the Center will be able to learn more about how to reach out to our African American students and facilitate their access to opportunities available to them at an HBCU.	We will continue to develop partnership efforts to include participation of HBCUs in transfer center events, such as Fall/Spring Transfer Day. For example, we would like to have at least 3 HBCUs represented in our upcoming Transfer Day events. We will also work towards increasing the number of TAGs with HBCUs from two to a total of four TAG agreements.		We continue to strengthen partnerships with HBCU's through monthly communications and regular visits. In December 2014 Dr. Moore and I went on a week long follow up tour with the HBCUs we are looking to partner with. It was a successful trip and we are currently working on finalizing transfer agreements with 4 HBCU's. In Fall 2014 we added a third HBCU TAG (Norfolk State University). In March 2015 we will lead another student tour to specific HBCUs including schools we already have partnerships with, such as Fisk University and Norfolk State University. This relationship building further supports our request for a stronger presence by these HBCUs at LMC events. For example, Fisk University has been to two LMC Transfer events.

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TUTCTR	To fund a Tutor Program Assistant	This hourly position will assist the Tutor Program Coordinator with the oversight of the College-wide Tutoring Program	With the increased responsibilities of the Tutor Program Coordinator, whose hours have been cut, the need for hourly assistance is dire. The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11 this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short-term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore opening hours from 8:00am to 7:00pm Monday through Thursday as well as providing tutoring services until 7:00pm Monday –Thursday. Despite the reduction in funding throughout the last few years, the tutoring program has seen an increase in the number of tutors and students served. This position is needed to train approximately 45 tutors college-wide supporting up to 26 college departments.	<ul style="list-style-type: none"> <li>• Assisting with the development of college-wide recruitment and hiring policies and procedures.</li> <li>• Assisting with the recruitment and hiring of new tutors.</li> <li>• Assisting with the supervision of tutors in the Center and throughout the labs on campus specifically for evening hours               <ul style="list-style-type: none"> <li>• Preparing and distribute flyers and brochures relating to tutoring services to promote services available in the Center for Academic Support</li> <li>• Performing triage incoming students and refer to the appropriate support services.</li> <li>• Compiling statistics and prepare reports as necessary.</li> </ul> </li> <li>• Assisting with the development of creating SLOs and TLOs and the assessment of both.               <ul style="list-style-type: none"> <li>• Assisting with scheduling of the tutors.</li> <li>• Performing general clerical duties such as filing, answering phones, making appointments.</li> </ul> </li> </ul>		This project was funded for one year only, but the need is ongoing. This project will be submitted again for the 2015/16 year.
TUTCTR	Apply knowledge learned and competencies gained from using Library and Learning Support Services	students will apply knowledge learned by actively participating in the session.	Students are not learning if the consultant is doing all the work; thus, consultants must teach, tutor, coach the student to be active. Furthermore, if the consultant is correcting student papers, this only demonstrates that the consultant knows the material, not the student.	Consultants will be trained in the best practices to facilitate student engagement. Consultants will apply these facilitation skills when working with students		
TUTCTR	Access and effectively utilize available campus Library and Learning Support Services	students will demonstrate preparedness by planning for their session and arriving with relevant materials	In order for students to be successful and for writing consultants to best assist students, they must bring assignments, textbooks, notes, or any other materials to the sessions.	*train both faculty and students how to prepare for a session		

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TUTCTR	Demonstrate information competency skills needed to meet the demands of academic course work	students will plan for the next steps in the process by identifying the main points of discussion raised in the session.	Once students have the information necessary to complete their assignments, they must be able to articulate and plan to apply what they learned in the session.	Students will be asked to either verbally or in writing state what needs to be completed on their own.		
TUTCTR	Hire more grad students	work with local colleges and universities to recruit, train, and hire English graduate students	With a steady but limited budget to staff quality, trained writing consultants, both at the main campus and Brentwood, we have begun to hire English MA candidates, who benefit from our training, while students benefit to more available consultant hour. Furthermore, at \$17.84/hr. these graduate students cost the college much less than faculty consultants.	*reach out the local colleges and universities to recruit English graduate students *interview and hire grad. students. *mentor and train grad. students *observe and evaluate grad. students. *Submit a RAP proposal on Feb 21st, 2014.		We successfully hired 4 graduate assistants in Spring, 2014. We received the money for Fall, 2015 in mid October which was too late to hire any grad assistants because of their schedules. Karen Nakaji was in the process of seeking grad to hire in November and December, 2014 when she fell ill. Barbara Austin is in the process of seeking grad students for Spring 2015. The Center has had some applicants but so far they have not been suitable.
VONUR	Hire a Director/instructor for the VN program.	Hire a new faculty to act as director of the VN program and act as lead instructor for the program.	Currently there isn't a director or instructor for the VN program.	Job has been posted on district web site and advertised at numerous appropriate job settings.		
WELD	Hire a new full-time Welding Instructor	Hire a new full-time Welding Instructor to teach the evening welding program.	The night and weekend welding courses encompass ~60% of the students in the Welding Technology program. Although the adjuncts that teach these courses do a fine job, their dedication and willingness to assist in the operation of the program can only be matched by a full-time instructor. Having a full-time instructor for the evening courses will ensure the integrity and continuity of the evening program. Without one, the evening program is in jeopardy of course cancellations and impacts to student learning and success.	A box 2A form will be presented requesting the need for a full-time welding instructor.	Box 2a proposal was accepted and we will hire a new instructor this year.	The hiring process to begin in March.

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WELD	Hire a new part-time adjunct welding instructor	One of the present instructors who teaches Weld 10, 35, and 40 in the evening is leaving at the end of the 2014 spring semester.	These lecture classes are essential and required for the evening students to learn and complete their welding education and certification. The weekend and evening courses encompass ~60% of the students in the Welding Technology program. To not offer these lecture classes for those students would devastate their learning and seriously impact the integrity of the evening program.	Work with the Dean and HR to find someone ASAP for the Fall semester.	A new full-time hire position was approved and the new person will take over this position next year.	A new instructor was found.