

LMC EMP 2006-2016

Goal 2 Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals

Program Review Report 2014-2015

Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ADJUS	Secure office and meeting space for the Administration of Justice department	Request improved office space	The department needs room to expand. We need to be able to meet comfortably and store anticipated new equipment and provide space for instructors to conference with students, and to allow students in our criminal justice club to have a space to meet.	Assignment to an available space and move current resources to that space.		
ADJUS	Student Club	Begin a chapter of the American Criminal Justice Association	To promote camaraderie and professionalism amongst the staff and students. To increase the opportunities for students to network with industry professionals.	Apply to the national organization for a charter and pay the entrance fees. We would require a space for club activities.		
ADJUS	Generate a budget for student employee	Create a budget line dedicated for student employee salaries.	We would like to hire student workers who would manage our student club business and do light office work. This would not only benefit the department's mission to stay organized, it would also benefit students by providing them employment experience that would be recorded on their resumes.	Clear this proposal with the dean for CTE/social sciences and the business office personnel		
APPLI	Non-traditional Students	Increase the number of Non-traditional students completing the appliance program.	The appliance industry is looking for more women to enter the appliance service field. Our core indicator data indicates that we need to improve the number of women in the program.	This is typically a male dominated industry. We hired a new part time female instructor and have a Hispanic female instructional aid as a role model. We will be recruiting more women from the area and high school students.		This is an industry problem of not enough women working as appliance technicians. We have a female instructor that teaches 20% of our day time program that serves as a good role model for women.

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AR	Restore Staffing	In 2011 the department lost 1.25 FTE to layoff which has caused significant problems for smooth functioning of the office. We would like this restored but in a slightly different manner than before.	In the 2011 budget cuts, an A&R I position was cut from 100% to 75% which has caused problems with the smooth running of the office. We would like this position restored. At the same time a Senior A&R position was eliminated. By changing the structure of the office and downgrading a position when it was replaced, we have begun to recover to previous Senior levels, but we are still one person down. We would like to restore the level but hire another A&R I to handle more of the counter, phones and processing work so our 3 seniors can process evaluations, nursing, graduation and veterans more efficiently. By hiring at this level, we will serve the needs of the students and faculty at a better level and will require less hourly employee assistance.	Increase level of A&R I from 75% to 100%, 12 months. Recruit for an additional employee at the A&R I level to facilitate office needs	The 75% position was restored to 100% effective July 1, 2014. This has greatly helped the office keep on track. 2/12/15. We are still looking for an additional employee. Still need our staffing restored to 2011 levels.	In the 2014 RAP proposal, the 75% A&R I position was increased effective July 1, 2014. However the additional position was not given. We are still behind the number of staff we had in 2011. We need to add an additional person at the level of A&R I at 100%.
ART	Vinyl cutter for the gallery	improve gallery equipment and reduce costs of printing for shows	Outsourcing vinyl lettering costs the gallery about \$200.00 yr. A vinyl cutter that will make large lettering that we need, costs \$800.00 and will allow the gallery to experiment with artist installations We need lettering for gallery shows as part of showing professional level art as well as student shows. Obtaining this equipment would allow us to do this in-house and save money. Aluminium 8foot ladder is needed for lighting More funding for gallery assistants Raise the profile of the gallery with the students by having more open hours. Mention how gallery shows/talks are part of our curriculum. Connect with populations, creating a more cohesive community through art. Queer the Now, Convergence/Divergence plus symposium as interdisciplinary. Iron and Wine with nature preserve.	research options, obtain funding, install equipment		

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ART	Funding for advisory board organization and internships program	To provide ongoing internship/employment opportunities for students enrolled in Graphics	To continue initiatives of providing guided internships and work experiences in art and of organizing the advisory board for graphics program. The Graphics Program assists student in providing employment opportunities in the fine and commercial arts. Skills acquired at LMC are directly linked to recommendations from the advisory board which meets in late Spring.	Apply for and obtain funding for providing guided internships and work experiences in art and of organizing the advisory board for graphics program. Spring 2014 - advisory board which meets in late Spring. internship/employment administration via Rebecca Talley classroom visits by industry professionals	This academic year we have worked with the following organizations. BRENTWOOD ART, WINE & JAZZ FESTIVAL Attended meetings with employer and students... established two student internships for Spring 2015, plus two \$500 scholarships for the students, plus the opportunity for LMC to sponsor the festival. PITTSBURG METTLE Met with LMC Workforce Development, potential employer and potential students... regarding internships. DELTA GALLERY OF THE ARTS Met with employer and students... established two student internships for Spring 2015. LMC MARKETING DEPARTMENT Met with employer and students... established one student internship for Spring 2015. BENDER CONSULTING Discussed internships with potential employer. DG INVENTORY Discussed internships with potential employer. CHILDREN'S BOOK ILLUSTRATOR Discussed internships with potential employer. NEWBORN SCREENING POSTER Discussed student project possibilities with non profit agency.	approximately half of the funding allowance in Fall 2014 is used and we will use the remainder allocated in Spring 2015. The primary usage for the funding this semester will be for the Graphic Communications Advisory Board.

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ART	More open hours for the gallery	Need more funding to increase accessibility of gallery to campus and greater surrounding communities	We consistently have overspent in the gallery worker budget in the last several years. To continue to provide innovative collaborative high quality professional, invitational and student (LMC and local high school) exhibitions, we need more institutional support. The gallery is a public relations and educational venue for the whole college and brings professional-level shows and artists to the campus. Artist talks and student and instructor use of the space for discussion and dialogue provides models and opportunities for students to present, explain and justify their conceptual design solutions using design vocabulary. In addition, we have offered and supported activities in the Library Community Room by opening the Gallery during non-scheduled hours that require gallery workers to host and provide security.	Obtain funding, continue working collaboratively with science, Honors and other departments		
ART	new efficient gas kiln	New smaller efficient gas kiln will replace large inefficient underinsulated gas kiln	lower power bills, increase firing options for ceramics as a smaller kiln will be easier to load and fire approximately every two weeks. A new kiln also will have a programmable firing controller, and this will provide more consistent results.	purchase and install new gas kiln. Maintenance has checked the gas connection and there are no changes needed. Older kiln and plumbing can be dismantled ahead of time, some of the parts will be reusable (i.e. bricks) and some recycled, no disposal budget necessary.		
ART	Obtain a Full time 2D media specialist position for the art department	Obtain a Full time 2D media specialist position for the art department	We have had (and currently do) adjuncts teaching full or near full-time loads for many semesters, and still have available load for additional adjuncts. This is the one traditional component of a comprehensive art program that remains unstaffed by full-time faculty. We were ranked 7th in the latest Box 2A process and will continue to apply until funded.	Full time faculty request form updated for this year.		We will re-submit at the next possible opportunity.

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ART	Improved 3D media facilities for gas-fired ceramics	New smaller efficient gas kiln will replace large inefficient under-insulated gas kiln	lower power bills, increase firing options for ceramics as a smaller kiln will be easier to load and fire approximately every two weeks. A new kiln also will have a programmable firing controller, and this will provide more consistent results. More consistent and frequent feedback/results provided by this kiln will increase student engagement and student success, also help transferring students have more access to gas firing.	purchase and install new gas kiln. Maintenance has checked the gas connection and there are no changes needed. Older kiln and plumbing can be dismantled ahead of time, some of the parts will be reusable (i.e. bricks) and some recycled, no disposal budget necessary.		We obtained a used kiln of the size/type we wanted from DVC, so now we are in the process of getting it installed. We have to redo some of the plumbing and extend the concrete pad, plus then install a chimney/hood as the other larger gas kiln has. Kiln has been delivered and right now we are waiting for the gas line modifications. We are also pricing kiln shelving to go with the used kiln, since it didn't come with any shelving, and also repair refractory cement, since there was some damage (normal) in moving the kiln.
ART	Enhance institutional support for the gallery as a valuable educational and outreach resource	The LMC gallery is much more than a venue for showing student art projects; it is a space for education and dialogue for LMC and the surrounding communities. Gallery programming is collaborative and socially engaged, and a broad range of issues are highlighted, for example environmental issues, gay history and rights, feminism, history of the delta, to name a few. Artist talks are given for each show, and attended by LMC students, and are open forums of discussion for the whole community.	We consistently have overspent in the gallery worker budget in the last several years. Students who are working in the gallery are gaining valuable job/business experience as well as earning an hourly wage. To continue to provide innovative collaborative high quality professional, invitational and student (LMC and local high school) exhibitions, we need more institutional support. The gallery is a public relations and educational venue for the whole college (our shows have been reviewed and brings professional-level shows and artists to the campus. Artist talks and student and instructor use of the space for discussion and dialogue provides models and opportunities for students to present, explain and justify their conceptual design solutions using design vocabulary which is one of our program learning outcomes. In addition, we have offered and supported activities in the Library Community Room by opening the Gallery during non-scheduled hours that require gallery workers to host and provide security. In order to continue to provide this high quality programming we need more support for the director via the student workers, and a dedicated ladder to adjust the lighting, as well as a vinyl cutter for signage.	Obtain funding, continue working collaboratively with science, Honors and other departments to increase engagement and student success. Preparing the walls and space for each show and preparing artworks for display, measuring and leveling artworks, creating and printing out labels or lists of artwork titles, preparing refreshments for receptions, hosting receptions and gallery hours. Install labeling and lettering for each show using a vinyl cutter. Install lighting for each show using a ladder. Organizing press releases.	Gallery hours have been increased and are funded for the Spring 2015 term. an increase of 4.5 hours per week. Previous hours were T/W/Th 12:30-2:30 then 4-6pm. This term we are open 12:30-6pm on T/W/TH. Results from the streamlined hours have been positive. Supplies were purchased in accordance with allocated funds. This includes brushes, rollers, and an aluminum ladder.	Project goals not fully funded last term. Seeking funding to develop and continue expansion of previous gallery objectives.

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ATH	Assistant Athletic Trainer	An Assistant Athletic Trainer position is being requested to give more comprehensive care to our student athletes.	In the past, sports were seasonal but now all sports engage in year round participation. Because of this, the number of athlete exposures is up and so is the number of injuries. This requires more one on one time per athlete and currently with only one Athletic Trainer (to 180 athletes) and no student athletic trainer assistance, this presents daily frustration and challenge. This can also be stressful to the student athlete who is unable to make an appointment for evaluation, treatment and rehabilitation because of an already full schedule. With two Certified Athletic Trainer's (ATC's), the care would increase and athletes could get back to their sport safely in a shorter time period.	Hire a certified athletic trainer(ATC) for twenty hours a week for 9 months. Some weeks may be more and some weeks will be less hours. The schedule should be variable based on the athletic season and practice and game schedules	Since the addition of the Assistant Athletic Trainer position, we are now able to cover multiple Fall season student athletes to assist our athletes with rehabilitation...	With the addition of non-traditional season sports (Baseball, Softball and Men's and Women's Basketball)
BOOKS	Offer in-store pick up of online ordered merchandise	Offer in-store pick up of online ordered merchandise	Give students the option to pick up in the Bookstore merchandise that has been ordered and paid for on the Bookstore website, in addition to the current option of having it delivered to them. This is a frequent request that we have been unable to offer due to space limitations.	Consolidate merchandise the the Bookstore receiving room to allow sufficient dedicated space for in-store pick up merchandise to be stored while awaiting pick up. Develop procedures (order # & photo ID required for pick up) and disseminate to Bookstore staff. Work with website host to modify website to allow for the option of in-store pick up.		
BRTWD	Math Lab hours of operation	Increase the number of hours that the Brentwood Center Math Lab will be available to students	We have ADDED more classes but due to a reduction/furlough of our classified staff hours and the restrictions that our adjunct faculty have with their hours of availability, we CANNOT open the Math Lab for more hours and therefore many students (especially those who take evening classes) are not being served. Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves no 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 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.		

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BRTWD	Increase student support and tutor availability in the Math Lab	Increase the number of hours that the Brentwood Center Math Lab will be available to students	We have ADDED more classes but due to a reduction/furlough of our classified staff hours and the restrictions that our adjunct faculty have with their hours of availability, we CANNOT open the Math Lab for more hours and therefore many students (especially those who take evening classes) are not being served. Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves no 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.	1. Restore our Math Lab Coordinator position to 100% 2. Request a permanent part-time position (20 hours per week for 40 weeks of the year) for a lab assistant to help our math lab coordinator and our students.		We did have our lab coordinator position restored to 100%, but this was not adequate time or support to increase Math lab availability.
BUSOF	Contracts Database	Provide a central location to electronically store all college contracts that is accessible to key staff (Business Office, contract originators).	By organizing the contracts in a single easy to use database, key personnel may access current and historic contracts. The database provides the information in a consistent, electronic format. By further developing this database, Business Office staff will be able to search for contacts and view the PDF copy attached. Also, by creating reports based on Business Office needs, contract information can be quickly obtained for purposes of determining funding, contract terms, contract renewal, etc. In addition, contract renewal notifications to key personnel can be easily retrieved and submitted.	The Access database has been developed and current contracts, including a PDF copy, have been entered into this database. The Lead Account Clerk has tested search features, "key word" search, and developed a few queries. The next step is to create the user "switchboard" and save the database on "J Drive" for Business Office use as "read only." Issues that need to be addressed include: • how far back should the entry of contracts be? i.e. back to FY? • who should have access to the database? • should this database (as read only/inquiry only), be available to the college on the P:drive or on InSite?		

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BUSOF	Provide continous and value-added Customer Service	The business Office incurs regular overtime in order to complete routine accounting, payroll and campus facilities related tasks. An evaluation of workload has identified that staff spend time on clerical tasks (like filing and data entry) that could be completed by a student worker, while staff focus on processing information and provided continued support to the campus community.	The engagement of an ongoing student worker 1, working between 10-20 hours per week for 46 weeks would benefit the business services department, allowing them to focus on more complex office assignments. Providing this position on an on-going basis will increase the department's productivity, provide timely payroll and invoice processing, and allow current staff the ability to provide information to stakeholders on a timely bases, whenever requested	This position would assist employees with clerical tasks such as: the sorting, filing and labeling of documents; basic word processing assignments; handing out of pay-stubs under necessary supervision; delivering, picking up and distributing information to and from central services; and providing other miscellaneous clerical support to the Business Office staff and customers.		
BUSOF	Provide shredding service to College	The Business Office will provide a process to ensure that confidential documents are appropriately disposed of (shredded) by the College.	Previously shredding was done by the College's Central Services Department, when it was centrally located. During the remodel of the administration area, this function was moved to the first floor of the core building, where space is limited and access is not too convenient for the entire College. In FY 2012-13 a decision was made to outsource the shredding function, in order to ensure appropriate and timely disposal of confidential information. The Business Services department has engaged a third party vendor (ShredIT) and makes monthly payments for the shredding service, out of its other leases/rental/contacts GL account. There is a need to increase the budget allocated to this account in order to account for the increased expense.	Continue to support shredding services- of confidential documents- provided to College.		

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BWCTR	Marketing Plan For Available Support Services	A communication plan will be developed for increasing awareness of students attending classes in the Brentwood Center about support services that are available to them on site. This marketing "campaign" will address multiple ways of informing students about their access to many of the same services that are available on the main campus.	As a result of a survey that was implemented in fall, 2013, we learned that many students are not aware of existing services available at the Brentwood Center. We intend to improve both awareness and engagement in the many activities that are scheduled throughout the year in Brentwood.	<ol style="list-style-type: none"> 1. Update Brentwood Center web site information; create new look to web site. 2. Create signs that can be posted in/around center to address current list of activities, services available. 3. Purchase stands/easels for posting latest information. 	<p>Other components of this objective have been addressed:</p> <ul style="list-style-type: none"> *The Brentwood Center web site has been revised and updated, resulting in a more "user friendly" look to the site and additional information that students can access through the site. *New signage have been posted in and around the Brentwood Center that advertises ongoing center activities, special events, and available services. 	Elements of this objective are still in progress. This includes: - The purchase of a standing brochure rack or other vertical file racks to display new 3SP marketing brochures (under development).
BWCTR	Plan for Expanding Brentwood Center Services	An overview of Brentwood Center services needs to be completed so a short and long term plan for increasing services can be developed.	With the recent increase in the number of course sections in spring, 2014, it is already evident that more students are being served in Brentwood and the existing level of staffing is inadequate to meet operational and student needs. Additionally, with the plans for construction of a new Brentwood Center in future years, we need to be prepared for addressing further expansion of services.	<ol style="list-style-type: none"> 1) Increase Admissions & Records I position that had previously been reduced to 75%; bring this staffing level back to 100%. 2) Increase Math Lab Coordinator position back to full time/12 month position (from 87.5% to 100%). 3) Review current approach to providing services for all programs and services at the Brentwood Center. 4) Develop plan with timeline for increasing services. 	<p>Three activities that have been achieved related to the expansion and improvement of services in Brentwood, are:</p> <ul style="list-style-type: none"> *The Admissions & Records I position that had previously been reduced to 75% is now a full-time, 100% position. This has improved the level of service for student intake at the front counter. -The Math Lab Coordinator position that had also been reduced in prior years (from 100% down to 87.5%) has been reinstated to a full-time/12 month position. *Services offered at the Brentwood Center are now reviewed on an ongoing basis, including the use of a survey to request feedback from students taking classes at the center. The review involves monitoring the availability of counseling, financial aid, DSPS, and tutoring appointments, Bookstore, assessment, transfer, and career exploration services. 	Of the projected activities supporting this objective, one is still under review: this is the intent to develop a plan, including a timeline, for expanding or offering additional services in Brentwood. Given the significant growth that has been taking place in Brentwood, it is evident that we need to increase available services to meet student needs.

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BWCTR	Office Space Utilization	To review current office space utilization to accommodate newly allocated positions to the Center	The center has acquired additional positions (classified and faculty). Further study is needed to review the best way to utilize the limited office space available.	Meet with personnel at the center to review existing use and planned growth.		Although a review of Brentwood office and space utilization has been completed, there will be an ongoing need to monitor how effectively we are addressing space needs, as new faculty and staff are employed at the center.
CARDEV	Embrace a process improvement approach to career center activities	Revamp the career development services model to place more emphasis on collaborating whenever possible with instructional services as opposed to relying exclusively on stand alone workshops.	The present separate workshop delivery system is not reaching the number of students who if aware of career center activities could take advantage of them. This is evident by the dismal numbers registered when the stand alone approach is used. We should make every attempt to go where the students are, and not rely on them to always come to us.	Continue with the Don't Cancel Class program. Conduct more in class workshops. Develop a career enhancement/preparation boot camp. Partner with other departments (e.g. PTEC/STEM) on career activities/events.		

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CARDEV	Assist students in choosing a major and/or career path prior to enrolling	Create a plan to show how the career center will incorporate the self-exploration element of the career development process during new/incoming student orientations in partnership with various other student services components.	Participating in new/incoming students orientations will reduce the level of uncertainty of those students who haven't decided on a major but know they want to attend college. Being part of orientation will allow for meaningful engagement while engaged in the career exploration component.	Collaborate with appropriate departments to develop orientation content. Facilitate a 45 minute portion of new student orientations. Train staff in the administration of self assessment inventories. Work with outreach to conduct career assessments at high schools.		
CHDEV	Improve Technology Resources	Modernize technology resources for student instruction and lab school operations to support student success and engagement	Access to modernized technology in the classroom allows engagement and interaction, which promotes student success. Adequate classroom seating also supports better productivity, academic goals and student persistence. Modern and reliable computers support accurate and efficient operations in the lab.	Replacement of LCD projector with Smartboard technology and built-in projector Add audience response system with 60 clickers Purchase 35 new student chairs for CS1-110 to replace broken chairs and increase seating capacity. Purchase 2 additional computers to use in Team Room for student interns to use during their teacher prep time.	We are unhappy with the configuration of the SmartBoard installation. We will be requesting funds to convert it to a moveable tripod. We have conducted one faculty training session on using the new technology, but see the need for 2 or 3 additional sessions for faculty to get fully comfortable with using the SmartBoard and clickers. The new computers with CD burners have been purchased and have arrived, but IT still has not delivered and installed them. The Procure software upgrade has been purchased, but also has still not been installed.	We have acquired all equipment except the new classroom seating. These will be ordered in 2015-2016 cycle. A proposal to change installation configuration of Smartboard will also be submitted.
CHEM	Mentor Science Lab Coordinator	The full-time chemistry faculty will mentor the Science Lab Coordinator to provide some training regarding keeping inventory up to date and advanced preparation of lab experiments.	To provide additional training and to increase efficiency and productivity.	Full-time faculty and Science Lab Corodinator will meet through the academic year to learn procedures involving inventory and preparation of lab experiments. Furthermore, safety policies will be updated.		The hiring of the new Science Lab Coordinator was recently completed. The first day of work for the new person, Taruna Sharma, is February 11, 2015.

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CHEM	Mentor new hire in chemistry and Develop new lab experiments	A new full-time chemistry instructor is anticipated to be hired by the start of 2014-2015. The current full-time instructor will serve as a mentor to the new hire. Once the new hire has acclimated to LMC, the two full-time instructors will collaborate to design and implement new lab projects using the newest lab equipment, such as the NMR.	To increase productivity and success in the classroom and lab, the new hire in chemistry will be mentored. Once acclimated, the new hire and the current full-time instructor can work together to best decide how to provide new learning opportunities for students in the lab. New lab experiments are needed because existing experiments don't provide opportunities to use new lab equipment. The development of laboratory skills involving modern chemistry instrumentation is a mandate of both American Chemical Society standards and Chemistry Course Outlines of Record.	Tour department facilities, Science building, and LMC. Educate new hire about LMC policies and procedures. Meet regularly to answer questions and give advice. Converse regularly by email to assist with lesson plan development and execution. Be available to troubleshoot Smart classroom and lab activities. Provide training for new lab equipment. Collaborate to develop new lab experiments for students (such experiments will require additional chemicals and supplies). Purchase new chemicals as well as replenish existing chemical and supplies. (One possible new lab experiment involves students choosing 1 of 5 possible starting materials and modifying it by 1 of 3 possible reactions learned in class. Students would predict the outcome, do the experiment, and determine the actual outcome. Estimated cost of 5 different starting materials and 3 different reactions for 30+ students is \$400)		Mindy Capes and Dennis Gravert are working together and with CCURI (Community College Undergraduate Research Initiative) lead by Danielle Liubicich and Ryan Pederson in order to provide more research experiences to our students. In development are novel and exciting lab projects for Chem 26 and Chem 29 students.
COLADV	Implement a Comprehensive Professional Development Program	Effectiveness in meeting LMC's identified professional development needs will be increased, as evidenced through employee surveys and assessment which will measure the effect of professional development on student learning.	The full report of the 2009 Professional Development (PD) Task Force recommended hiring two a PD Coordinator, an Education Technology Coordinator, and faculty PD facilitators. Even though the two classified positions were recommended by SGC to the president in the 09-10 RAP process, they were not funded by the president at that time because of the economic downturn. Instead, the president assigned the development/ implementation of a PD Program to the Office of College Advancement. No additional resources were allocated, except for a 5% out-of-class-assignment stipend for the College Advancement Secretary who assumed the work of a PD Coordinator (and is now in an out-of-class Administrative Assistant position). This position is currently under review as part of the district-wide "Hay Study". Out-of-class assignments	1. Evaluate and validate the staffing and space needs for the Professional Development Program consistent with the rationale above. Present recommendations to the President and to committees as necessary. 2. Conduct research regarding model community college "Professional Learning Centers" which support and sustain comprehensive, on-going professional learning programs and present findings and recommendations for an LMC Professional Learning Center to SCG. 3. Work with the Office of Planning and Institutional Effectiveness and the Planning Committee to integrate professional development into the cycle of program review and planning. 4. Develop and begin to implement professional development assessment procedures which will measure improvements in: a. Meeting the professional development needs of faculty and staff, b. The effect of	1. Based upon the rationale identified in 2013-14 program review, for a professional learning center, space has been identified on the second floor of the library and planning for the most effective design of the space is underway - with staff researching centers at other colleges and input from the campus constituents at a Monday Meeting Professional Learning Summit. The uniqueness of this center (which is different than most others researched to date) is that LMC's Professional Learning Center will include activities for all staff and not just faculty members. The estimated time in this space is three years, at which time a larger space will be considered. 2. Staffing changes will be requested through the SP15 RAP request process: upgrade of Senior Admin Secretary to Senior Admin Assistant for optimal program productivity and institutionalization of the Professional Learning Facilitator position.	The focus of Professional Learning in the LMC Strategic Plan, Student Equity Plan, 3SP Plan, campus grants, and the state's commitment to community college professional development (AB2558), has strengthened LMC's commitment to the implementation of a comprehensive Professional Development Program; confirming the values and culture of professional development upon which LMC was founded. The need for a change in the classified position of Senior Administrative Secretary to that of a Senior Administrative Assistant is based upon the work that was performed by the Senior Administrative Secretary in out-of-class assignments during the past several years. This position provides the overall support for day-to-day implementation of the LMC professional learning program, including Flex. District policies no longer allow for this out-of-class assignment, therefore a new position is being sought to replace the lower level position to meet the needs of the unit. The need for an ongoing Faculty Professional Learning Facilitator (PLF) was

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COLADV	Implementation of a Comprehensive Professional Development Program	Effectiveness in meeting LMC's identified professional development needs will be increased, as evidenced through employee surveys and assessment which will measure the effect of professional development on student learning.	The full report of the 2009 Professional Development (PD) Task Force (attached) recommended hiring two a PD Coordinator, an Education Technology Coordinator, and faculty PD facilitators. Even though the two classified positions were recommended by SGC to the president in the 09-10 RAP process, they were not funded by the president at that time because of the economic downturn. Instead, the president assigned the development/ implementation of a PD Program to the Office of College Advancement. No additional resources were allocated, except for a 5% out-of-class-assignment stipend for the College Advancement Secretary who assumed the work of a PD Coordinator (and is now in an out-of-class Administrative Assistant position). This position is currently under review as part of the district-wide "Hay Study". Out-of-class assignments are temporary, yet the needs of PD are increasing. PDAC leads PD with staff leadership and support from the out-of-class PD Coordinator and the Senior Foundation Director. Need for a comprehensive LMC PD Program has been identified in various ways: <ul style="list-style-type: none"> • Focus Groups with Faculty: indicating the need for peer-to-peer faculty connections and support, increased opportunities to learn teaching and learning best-practices and increased PD opportunities for adjunct faculty. • Requests by 	<ol style="list-style-type: none"> 1. Evaluate and validate the staffing and space needs for the Professional Development Program consistent with the rationale above. Present recommendations to the President and to committees as necessary. 2. Conduct research regarding model community college "Professional Learning Centers" which support and sustain comprehensive, on-going professional learning programs and present findings and recommendations for an LMC Professional Learning Center to SCG. 3. Work with the Office of Planning and Institutional Effectiveness and the Planning Committee to integrate professional development into the cycle of program review and planning. 4. Develop and begin to implement professional development assessment procedures which will measure improvements in: <ol style="list-style-type: none"> a.) Meeting the professional development needs of faculty and staff, b.) The effect of professional development on student learning. 5. Research and advocate for increased resources for professional development. 		
COMSC	Improve computer technology in key Computer Science courses	Acquire a classroom set (30) of Windows 8 tablets for use in COMSC 060 and COMSC 080 and potentially other courses.	The technology currently being used in several Computer Science programs is significantly out of date (10 years old) and not relevant to current job requirements, making it a contributing factor to Core Indicator 2 – Completions falling below the target level. The tablets will not only address mobile applications and technologies, but also be a gateway to other current, highly used technologies such as wireless communications and interaction with virtualized environments.	Purchase class set (30) of Windows 8 tablets. Load and configure application for use on tablets. Design and implement instructional units in COMSC 060 and COMSC 080.	Tablets are growing in use across the spectrum of businesses and occupations. Students are now able to learn how to use tablets and apps specially designed for them.	There were sufficient funds in 2013-14 in the Perkins allocation to purchase these at the end of the last academic/fiscal year (thank you Natalie).

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
COMSC	Increase participation of women in Computer Science programs	Find and implement ways to increase the participation of women in technology, the "T" in STEM.	Women are consistently underrepresented in technology fields. Research has shown that girls self select out of STEM starting in middle school, so the Computer Science dept. needs to collaborate with Pathway and STEM initiatives in the college to increase the awareness, involvement, and eventual program completion of women in technology.	Contact and meet with persons/organization that work on increasing the number of women in technology, such as the Anita Borg Institute. Collaborate with Pathways and STEM initiatives to find and implement ways to support women taking paths into technology and other STEM areas. Conduct interviews with women on campus to see where their interest are in regards to Computer Science and ICT.	At a minimum, women students are made aware of organizations like the Anita Borg Institute, even if they are not able to participate in its banquet or conference, and gain an awareness of support available to them if they continue to pursue careers in technology.	Some progress has been made by working with the Anita Borg Institute, a non-profit for increasing the number of women in technology, both academically and professionally. The college's STEM initiative has not of yet measurably involved the Computer Science Dept.
COOP	Expand Internship Opportunities	Staff Professional Development	The college's new Community Partnership Liaison (CPL) is tasked with expanding credit and non-credit internship opportunities for students in all programs as capstone or career exploration experiences. This is a new endeavor for a newly hired member of the Workforce Development program.	<ol style="list-style-type: none"> 1. Attend conferences related to CWEE and workforce development. 2. Join and/or participate in CWEE related organizations such as the California Internship and Work Experience Association. 3. Research best practices of high functioning community college CWEE programs and develop relationships with program leads. 		Activities supporting staff professional development outlined in the program review have been fulfilled, however continuous development will occur by participating in further activities.
COOP	Guide to Successful Internships	Develop and publish "How To" guides for department chairs and business and industry partners on how to develop successful credit and non-credit internships.	There are numerous pedagogical, logistical and legal elements of a successful internship experience. Guidelines exist for students but are yet to be developed for program chairs and community partners.	<ol style="list-style-type: none"> 1. Research best practices of high performing college and university internship programs. 2. Develop written how-to guides for program chairs and community partners. 3. Update CWEE website with newly developed guides. 4. Introduce materials to college in 2015SP Flex 		Research of best practices and updating of CWEE website with guides have occurred. In progress are the faculty and employer "How to" guide, as well as a flex workshop for faculty. Flex to take place Fall 15. "How-to" guide to be finished in Sp 15.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
COUNS	Professional Development and Communication across Student Services Area	Plan and hold professional activities for all counselors. Collaborate with other student services to develop an annual academic calendar.	Information is always changing and counselors need accurate information to give students. Collaboration across multiple student services area allows for more effective planning professional development for students.	Counselor Academy weekly trainings, all student services training, specialized training such as electronic ed plan, crisis intervention, adjunct counselor trainings, new counselor training, mentorships, outside conferences and training.	Counseling manual is currently under development.	Additional counseling trainings have been implemented for spring.
CSVC	Retain High Production Copy/Printing Machine	Retain additional high production copier to address increased volume of copy/print jobs.	To eliminate major delays in production as well as save wasted material costs due to malfunctions and service down-time. To better keep up with "rush period" orders, and module production.	Maintain current copier and ensure that it operates effectively during peak season Determine ways to maximize the usage of the copier during rush and non-rush period.		
CSVC	Reclass Student Worker	Promote one Copy Clerk (student) per semester to Class III student worker status to provide incentive to improve skills and duration of assignment.	Gives student incentive to increase job skills. Reduces employee turnaround and time spent training. Increases scheduling flexibility, productivity, and team moral.	Train student to fill-in PBX/Operator duties for short periods when staffing is limited. Develop student to take a greater leadership role in Copy Center and Print Shop daily activities and responsibilities.		
CSVC	Streamline Module Ordering Process	Collaborate with Bookstore to further streamline instructional module ordering process.	Make the module ordering and reordering process simpler for faculty and staff. Reduces production mistakes and delays with deciphering order specifications. Increase interest in module development to supplement class learning and advance Bookstore sales.	Align scheduling and correspondence between the Printshop and Bookstore. Eliminate separate due dates for new readers or revisions. Update Print Requests and Bookstore Requisitions to include consistent info.		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
CSVC	Obtain additional resources to support hourly Offset Technician 1 position	Obtain additional funding to be able to: - Increase Offset Technician 1 hours during "Peak Period" or "Rush" for the first two weeks of Fall and Spring semesters, and - Hire and train an additional offset Technician 1 hourly employee that will support central services during the school year.	This position is needed to help relieve the workload of printing demands continuously requested by the campus community. Although the position is needed more during peak or rush periods- to accommodate the demands for printed manuals- it is also needed during the school year to maintain the level of print jobs demands received by the copy shop. In addition, having additional support helps to complete high volumes of printing, copying, and material orders to ensure timely delivery. it also helps fill in gaps in student schedule. Supports entire Central Services staff during busiest times of year.	Determine peak workload periods where increased hourly technicians hours would be most effective. Add up to 10 more designated Offset Technician-1 hours per week; in addition to the previously approved 80 hours (designated to peak period).		
CSVC	Increase communication between Central Services and Campus	In order to ensure that campus community is aware of Central Services locations, functions and deadlines. We will send out periodic emails and voice-mails to the entire campus.	Central services is promoting efficiency and timeliness of interaction with campus community, so that they have the necessary tools needed to deliver services to students; at the beginning of the semester.	#NAME?		
CWORKS	Demonstrate techniques for effective interviewing	By the end of 2014, students in the program will have completed either a mock interview or participated in a "How to Prepare for an Interview" workshop	Students who know how to effectively interview are more competitive in the workforce which may lead to career goal attainment.	#NAME?	The improvement is that mock interviews will only be conducted in spring term during spring recess to accomodate students lack of childcare resources.	Mock interviews were offered in SP 2014. A baseline was established and assessed. A second round of mock interviews will be offered in SP 2015.
CWORKS	Promote Student-Teacher Networking	Will focus on student-instructor interaction outside of the classroom that deal with student course performance.	To foster the importance of networking, and making meaningful connections.	#NAME?		We will be assessing SLO during Spring 2015.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
DRAMA	Full Time-Technical Theatre Director/ Theatre Staging Specialist or compensation in Load or Stipend	#NAME?	The position we were trying to maintain was dissolved due to budget cuts in May of 2010. The Dept. will continue to pursue this request until it is filled because the programs safety and success depends on it. In the results for the 2010 RAP the request was noted by the college president as a priority yet with all of the layoffs housed that year a hire was not attainable. This position will allow productions to be safely mounted and deconstructed by professionals trained in the field. This position will also allow equipment to be maintained efficiently prolonging the life of purchased equipment. The current department chair has taken on these responsibilities in the absence of this position without an increase in load and with no additional compensation. This is a huge time commitment and safety liability and cannot be maintained without detracting from other responsibilities. It is also a liability since he is not sufficiently trained in the field. Over the past year the absence of this position has put an incredible strain on the Department Chair and cannot be continued without drastic consequences or adequate compensation for time.	#NAME?	This has allowed our department to produce more shows that we have ever done in the past. The production values have increased significantly and the Little Theater is now a safer facility having someone there to constantly keep up its maintenance.	The Drama Department was not awarded a full time hire in the past year but we were given hourly funds to fill the needs of the position. We will again be putting in a request for a full time hire since the success of the department is dependent upon this position.
DSPS	Virtual File System Purchase	To follow district processes for staff allocations for a DSP&S manager, additional full-time faculty members, and additional classified staff to meet demands and campus legal obligations for services to students with disabilities.	DSP&S is understaffed to meet the needs of students with disabilities. LMC DSP&S is the only DSP&S programs without a direct manager. Having a dedicated manager ensures 12 month coordination, direct reports for all DSP&S employees, advocacy for DSP&S needs and perspectives at management level, and equity within the district and within student services programs. Additional full-time faculty: LMC previously had 3 full-time faculty to meet the demands of a smaller DSP&S population. Students have also expressed concern about lack of consistency in both DSP&S counseling services (provided by adjunct counselors currently), counseling and LD assessment availability, and learning skills course instruction. Additionally, with	Request management allocation for DSP&S Request multiple full-time faculty members through Box 2A process in conjunction with counseling department Request adjunct DSP&S/Veterans counselor through RAP Request additional classified position through RAP		Management team is investigating the resources needed to move forward with Director position.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ENGL	Computer Upgrade	Purchase new computers for adjunct office space	Even with updating browsers and other improvements, the computers in the adjunct offices are painfully slow. In fact, one instructor became quite frustrated after being continually asked for the same information, she thinking she had responded but the LMC adjunct computer kept dumping her replies.	Purchase and install new computers for adjuncts.		
ENGL	Adjunct Office Space	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	Our department, as the largest department on campus, is overdue for improvement and expansion of our facilities. Full-time and part-time computers are outdated (most at least 8 years old), and faculty work is interrupted by slow or frozen computers. Computers in part-time faculty cubicles are especially slow. With approximately 45 adjunct faculty, we need more than two partitioned spaces for adjuncts. While functional, these spaces provide no privacy for either student or instructor nor do they provide an security for instructors' materials or records. Once the 2 new full-timers come on board in August, we will begin to experience a shortage of full-time office space, so expansion is needed in that arena as well. Students and instructors using our computer lab face issues with broken monitors, scratched glass which makes it difficult to see the monitors, no useable work station for students in raised wheelchairs, and frequent shut-down of software. This affects student in-class learning. Our current scanner is not operational and is needed to create lesson plans, update our English web site, and serve our online instructors. Also, we are in need of more classroom space in the English area which can be used by our students.	1. Discuss department needs with IT and administration. 2. Make a reasonable plan for facilities improvement. 3. Implement the plan.		
ENGL	Consolidate curricular materials	Find an accessible place to house teaching materials	Over the years, we have attempted to find a place to organize course materials: binders, websites, wikis. Although we have access to Insite, the people who need to access the materials the most, don't have access to Insite immediately upon being hired.	bah		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ENGL	Facilities Improvement	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	Our department is overdue for improvement and expansion of our facilities. Full-time and part-time computers are outdated (most at least 8 years old), and faculty work is interrupted by slow or frozen computers. Computers in part-time faculty cubicles are especially slow. With approximately 45 adjunct faculty, we need more than two partitioned spaces for adjuncts. While functional, these spaces provide no privacy for either student or instructor, nor do they provide any security for instructors' materials or records. Once the 2 new full-timers come on board in August, we will begin to experience a shortage of full-time office space, so expansion is needed in that area as well. Because we have not been part of the new construction, our computer lab is limping on with older materials. Students and instructors using our computer lab face issues with broken monitors and stations, scratched glass which makes it difficult to see the monitors, no useable work station for students in raised wheelchairs, and frequently out-of-order computers. Instructors with larger classes have experienced times when there were not enough functioning computers to serve their students. This is not acceptable. Our current scanner is not operational and is needed to create lesson plans, update our English web site, update professional development materials, and serve our online instructors. Also, we are in need of more	<ol style="list-style-type: none"> 1. Discuss department needs with IT and administration. 2. Make a reasonable plan for facilities improvement. 3. Implement the plan. 		We discovered that this is not the proper channel for requesting new computers. We will put in a specific request for 2015-16 requesting furniture for the computer classroom.
ENGL	Mentorship and Training	Create a mentorship and training program (provided we are able to fund it) which will further help train adjunct and full-time faculty taking on new roles.	Faculty teaching courses for the first time often need further training, but with an increasing adjunct pool, the need for training and one-on-one attention is also increasing. We need funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Additionally, the Department Chair may not teach the courses requiring professional development, so other instructors may end up spending quite a bit of time training other instructors on top of their other duties. Thus, training may become sporadic and rushed. A paid and official mentorship program will improve the level of professional development and prepare instructors to better teach students.	<ol style="list-style-type: none"> 1. Develop mentorship program plan and guidelines through department discussion. 2. Secure funding for mentorship program. 3. Advertise program and pair mentors with mentees; create assessment loop to check effectiveness of program. 		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ENGL	Curriculum Development	Find an accessible place to house teaching materials for the sake of professional development	A central cache of updated training materials is needed where adjuncts and full-timers can access materials which help provide an overview, philosophy, and standards for the courses. Over the years, we have attempted to find a place to organize course materials: binders, websites, wikis. Although we have access to Insite, the people who need to access the materials the most don't have access to Insite immediately upon being hired.	1. Research effective place to house training materials. 2. Solicit materials and load on site using scanner for any hard copy to digital transfers. 3. Announce availability of site.		Katalina Wethington is no longer a faculty member so we will continue this effort with new leads. Sara Toruno Conley and Jill Buettner Ouellette will continue to work on this effort as part of their DE lead work. We have begun to develop websites for instructors to have access to materials online. Instructors have been learning One Drive and One Note and we are still working to determine which platform will work best. Our main goal is to make sure instructors have easy access to materials, especially new instructors who do not yet have access to D2L.
ENGL	Lab Coordinator Position	Improve the lab coordinator position by increasing it to a 12 month 40 hour/week position.	The lab coordinator position is currently a 30-hour and experiences lay-offs (furloughs). This affects the availability of our lab to students, and due to recent security issues, there have been delays in the opening of the lab by Police Services, negatively affecting the faculty and students. Also, this position serves as an integral part of maintaining the processes needed to smoothly run a large department. As mentioned above, the lack of a full-time - 12 month, 40 hour a week - coordinator affects our ability to serve our students and faculty effectively.	Communicate with administration via the PR/RAP process to communicate our needs.	Important to have more consistent support for faculty and students.	There was a RAP proposal submitted in Spring 2014 and this was funded to restore the position to full time.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ENGLD	English Lab Maintenance	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	IT advises that they have no more monitors to replace the ones in the computer lab if they continue to fail. Often the computers will fail to work properly. Even with updating browsers and other improvements, the computers in the adjunct offices are painfully slow. In fact, one instructor became quite frustrated after being continually asked for the same information, she thinking she had responded but the LMC adjunct computer kept dumping her replies.	*Research new lab furniture and monitors *Purchase new lab furniture and monitors *Install new lab furniture and monitors *Purchase and install new computers for adjuncts.		
ENGLD	Review, Update and Investigate Learning Communities	Review, Update and Investigate the Learning Communities Umoja, Puente, and the Hobbs and Hobbs experience	It has been a while since the department has gathered to review and discuss the various learning communities we offer and so this is a much needed discussion	*Review curriculum *Exchange ideas *Discuss best practices Activities Lead: Tess Caldwell		This is done within the individual learning communities and not by the department.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ENGLD	Mentorship and Training	Create a mentorship and training program, which will further help train adjunct and full-time faculty taking on new roles.	With approximately 45 adjunct faculty, articulating, assessing, and aligning course outcomes is a monumental task, and therefore, the need for training and one-on-one attention is increasing. Further, with our integrated curriculum, many adjunct faculty may need training in this area. We need funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Additionally, the Department Chair may not teach the courses requiring professional development, so other instructors may end up spending quite a bit of time training other instructors on top of their other duties. Thus, training may become sporadic and rushed. A paid and official mentorship program will improve the level of professional development and prepare instructors to better teach students.	<ol style="list-style-type: none"> 1. Develop mentorship program plan and guidelines through department discussion. 2. Secure funding for mentorship program. 3. Advertise program and pair mentors with mentees; create assessment loop to check effectiveness of program. 4. Offer trainings for new faculty that provide information on course outlines of record and integrated reading and writing pedagogy. 	We plan to continue in spring 2015 as initial, informal feedback has been quite positive.	We successfully implemented the Mentorship and Training program in the fall 2014 semester and are completing it for the spring 2015 semester as planned.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ENGLD	Facilities Improvement	Work with administration and IT to make much-needed improvements to facilities. This would include updated computers for full-time and part-time faculty, an increase in office space for adjuncts and future full-time hires, improved lab equipment in the English computer lab (with an improved ADA compliant station), a new scanner for use by faculty, and increased English-dedicated classroom facilities.	Our department is overdue for improvement and expansion of our facilities. Full-time and part-time computers are outdated (most at least 8 years old), and faculty work is interrupted by slow or frozen computers. Computers in part-time faculty cubicles are especially slow. With approximately 45 adjunct faculty, we need more than two partitioned spaces for adjuncts. While functional, these spaces provide no privacy for either student or instructor, nor do they provide any security for instructors' materials or records. Once the 2 new full-timers come on board in August, we will begin to experience a shortage of full-time office space, so expansion is needed in that area as well. Because we have not been part of the new construction, our computer lab is limping on with older materials. Students and instructors using our computer lab face issues with broken monitors and stations, scratched glass which makes it difficult to see the monitors, no useable work station for students in raised wheelchairs, and frequently out-of-order computers. Instructors with larger classes have experienced times when there were not enough functioning computers to serve their students. This is not acceptable. Our current scanner is not operational and is needed to create lesson plans, update our English web site, update professional development materials, and serve our online instructors. Also, we are in need of more	<ol style="list-style-type: none"> 1. Discuss department needs with IT and administration. 2. Make a reasonable plan for facilities improvement. 3. Implement the plan. 		
ENGLD	Lab Coordinator Position	Improve the lab coordinator position by restoring it to a 12 month 40 hour/week position.	The lab coordinator position has not yet been restored to its full hours and still experiences furloughs. This still affects the availability of our lab to students, and due to recent security issues, there have been delays in the opening of the lab by Police Services, negatively affecting the faculty and students. As mentioned above, the lack of a full-time - 12 month, 40 hour a week - coordinator affects our ability to serve our students and faculty effectively.	Communicate with administration via the PR/RAP process to communicate our needs.		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
EOPS	CARE support group	To provide a safe and comfortable environment for students to share fears, challenges, goals and dreams	One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem, confidence and resourcefulness. The group meetings provided a safe place in which to share personal life challenges. Additionally, we observed that our CARE students can further benefit from access to more resources dealing with domestic violence, mental health and homelessness. These issues are all issues that a majority of the CARE participants deal with.	<ul style="list-style-type: none"> • Increase Support Group meetings to offer more opportunity for safe space • Continue two-workshop requirement • Facilitate workshops, offering referrals to community services for basic needs, such as -- food, clothing, shelter, safety 	The CARE Program plans to enhance the opportunity for students to obtain tools with which to cope with life challenges by establishing an effective on-campus partnership with the Counseling Department in order to provide one-on-one and group therapy sessions as needed.	A survey conducted before and after each support group session showed that 90% of the attendees (10 - 15 students/meeting) expressed interest in attending as many support group sessions as possible due to positive transformational experiences. One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem, confidence and resourcefulness. During the last year we experienced an overall increase in CARE Support Group attendance including participation of our student fathers. The group meetings provided a safe place in which to share personal life challenges. Many students returned for future meetings and became more willing to share with other students, another indication that they feel safe and have positive feelings about the group. Additionally, we observed that our CARE students can further benefit from access to more resources dealing with domestic violence, mental health and homelessness. The majority of the CARE student participants in the groups were dealing with one or more of these issues.
EOPS	Increasing CARE student compliance with EOPS program requirements	Increase CARE student compliance with EOPS program requirements by adding contacts	<ul style="list-style-type: none"> • Increase CARE student compliance with EOPS program requirements by adding contacts • Frequency of reminders increases program compliance which will lead to retention, perseverance and success • Peer networking will lead to success 	<ul style="list-style-type: none"> • Contact students 2x/week via email, phone, in-person 		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
EOPS	Develop peer-peer contact	With focus on returning students from fall 2013, by the end of the spring 2014 semester increase the number student-student interactions focusing on academic needs, social needs and academic referrals.	Since a failure in connecting with students led to the learning of the power of student-student interaction where the "capital" of peers can be used to connect with students on a more intimate level, EOPS decided to develop a peer-peer contact requirement. With 59% of EOPS students returning from the previous semester identifying at least 2 peers on average in their academic network, we decided to develop an intentional peer contact to promote the value of a peer mentor and also develop legacies for students.	<ul style="list-style-type: none"> • Outline the benefits of student-student engagement • Present models for student-student engagement • Track identified academic networks • Identify and hire students to be peer mentors • Train peer mentors • Provide information to students regarding peer mentoring requirement • Build peer-peer contact scheduling grid 	EOPS has now implemented peer mentoring for all students.	During Spring 2014 EOPS implemented peer to peer counseling for all students returning from Fall 2013. In an online survey of students who utilized the service, 70% indicated that they were satisfied with the addition of peer to peer counseling.
ESL	Continued Program Improvement (carried over from previous year as planned)	Collaborate with appropriate departments and individuals to determine the top areas on which LMC ESL should focus our improvement efforts (e.g., COOR renewal based on CSLO assessments, placement, orientations, outreach, marketing, pathway strengthening, counseling, tutoring and mentoring, ESL student leadership)	We would like the college's help in improving the ESL program, specifically how to increase and stabilize ESL enrollments perhaps via a systematic and wrap-around outreach, marketing, orientation, assessment, and counseling effort that includes 1) a collective review of data and information from past program reviews and the first LMC HSI grant records, and 2) ESL faculty and student input and feedback, and 3) those areas/departments and personnel in the college that have the expertise and oversight of these enrollment management and stabilization components.	We would like assistance in developing a plan to address enrollment and productivity issues. Paula Gunder will take on the responsibility of updating the ESL courses according to the assessment results generated from assessing all of the ESL courses over the past two years. I will also make use of information learned from my Basic Skills Initiative involvement and input from fellow ESL teachers.	With available Basic Skills Imitative funds (and not Student Equity Plan funds), late this spring 2015 semester, we secured an ESL counselor, Dr. Ahn Nguyen, who works 17.5 hours a week. He has visited classes to introduce himself and invite students to see him up in the new counseling area. He reports having subsequently seen an increase in student appointments. He has communicated a few times with Paula Gunder regarding ESL program questions to better support the needs of students with specific questions and situations. Paula Gunder has not had the chance to revise any of the ESL COORs nor monitor the CSLO assessments, but I have begun conversations with 3 ESL adjuncts to begin work on program revitalization and innovation efforts, which will include reviewing our curriculum with the CSLO assessment results in mind, and hopefully undertaking a curriculum mapping process with these adjunct faculty (with the adjuncts having already committed their time to teaching here, elsewhere, and having other job and family commitments, how much work we can get done this year is uncertain). This work is possible because although I am not the ESL Lead and not using the .25 funds from the Basic Skills committee, we have been allowed to make use of BSI money that was budgeted to fund a half time counselor for a year to pay our adjuncts for securing their invaluable input and collaboration on the revitalization efforts. I have also requested and been given approval to be paid for my own work that goes above and beyond my	Since this objective was reviewed last spring, when it was determined that the ESL program should continue this effort the following has occurred: The college conducted a review of relevant research related to student equity, and it was determined that there was a possible disproportionate impact to our serving the access needs of our growing non-native English speaking and foreign born population in our East Contra Costa County service area (a population which we know may not all be in need of English language instruction). This highlighted the institutional need (and not only a program stated need) and possible means by which we might begin to address the topic of 'access' and all of the attendant elements that are connected to it - i.e., outreach, orientation, marketing, enrollment management, admissions and financial aid guidance, assessment assistance. These are all program support components that we have been asking for help with for numerous years. The development of the Student Equity Plan also highlighted the extent to which ESL students, as a whole and not necessarily in terms of any single sub-population, are not completing or succeeding according to the state definition of this area of the plan (of those who finished the final level of ESL - and we are still uncertain as to what final level course of our four level four courses, is being used for this data point - how many took a transfer level course. Or the actual plan language: RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF STUDENTS WHO COMPLETE SUCH A FINAL COURSE). Since our overall student success score

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
HONORS	Honors Faculty Professional Development	Organize professional development opportunities for Honors Faculty.	The backbone of the Honors Program is its curriculum. Therefore, maintaining a cohesive mission and agreement about academic standards among Honors Faculty is vitally important.	<ul style="list-style-type: none"> *Hold a Honors Faculty Retreat during Spring 2015 flex. *Organize Honors Faculty Roundtable for Fall 2014 *Mentor Honors Faculty and provide them student feedback on their Honors Courses 	<p>Honors Faculty development has been very successful this year. Thirteen faculty attended the Mills Faculty Roundtable in October of 2014 including three newly recruited honors teachers: Marie Arcidiacono, James Noel and Rick Estrada. In addition, Dean Nancy Ybarra was able to attend for the first time. Jennifer Saito, Scott Cabral, Alex Sterling, Danny Moriel Ramirez and three students presented a breakout session about the Honors Yosemite Retreat. The Honors Faculty Retreat was held during January flex and also had a nice turnout; eight faculty and retired Honors Director Jeannine Stein were present. This retreat featured presentations from Jill DeStefano and Marie Arcidiacono on best practices they discovered while teaching their Honors Courses. In addition, Honors Director Jennifer Saito is on schedule to meet at least two times with each of the twelve 2014-15 honors teachers to help them craft their enhance curriculum and generally support their work. For new honors faculty, she has been able to meet even more with them as they integrate into the Honors Program. Finally, we administer confidential student surveys in all Honors Courses and Jennifer shares the results with every honors teacher. Honors is, above all, an academic program. We promise our students challenging, sophisticated curriculum and innovative classroom environments. Delivering on this requires all the mentioned activities. The Honors Faculty Retreats and Mills Roundtable create a sense of shared mission among honors teachers and exposes them to best</p>	

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
HONORS	Honors Student Research Development	Mentor top Honors Students through the competitive Honors Research Symposium Cycle.	The signature development initiative of the Honors Program is to give top students the opportunity to experience academic life through participation in the Bay Honors Consortium's Honors Research Symposium. This selective and highly prestigious event will be held at Berkeley in May, 2014 and students need to be rigorously prepared.	#NAME?	Seven students were selected through a highly competitive process to present at the May, 2014 Honors Research Symposium at UC Berkeley. One of them, Leigh Ann Davis, was even selected as one of five finalists statewide for the top award. All seven students were closely mentored by many honors faculty in the development of their research and presentation. Even with only a handful of students presenting at the Symposium, major ripples of improvement spread through the program because of this event. Many Honors Faculty now integrate original research projects into their Honors Courses so students have projects to submit to the Symposium. This means that all students taking Honors Courses are learning to conduct academic research which can benefit them in their future studies. In addition, the pride and inspiration LMC Honors Students get from attending the Symposium and seeing their fellow students shine motivates all to push themselves. We had 41 attendees from LMC at the event at UC Berkeley last year.	

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
HONORS	Permanent Honors Counselor	Secure permanent funding to restore the 25% reassigned time position of Honors Counselor.	The Honors Program is required by its statewide accrediting bodies to have an Honors Counselor who who helps students develop Education Plans, select transfer universities and give general advice. However, upon Phil Gottlieb's retirement in 2012, no replacement was located. Therefore, the 150+ Honors Students have had no one to go to with their Honors-specific questions and needs. Honors Students have specialized requirements they need to complete to be certified by the program and key transfer partners such as UCLA. Without a Counselor, students have been left to select Honors Courses on their own, though they often don't choose correctly. The Honors Program has seen its enrollments drop over the last few years. For example, during the 2011-12 academic year, there were 392 seats filled in honors courses. This year we estimate there are only 335. This represents a 14.5% drop. While some of this might be explained by the college's overall enrollment decline in these years, we also hypothesize that the loss of the Honors Counselor has played a large part. Luckily in January 2014, funds were obtained to have Luis Morales serve as Honors Counselor for the Spring 2014 semester, but we need a permanent solution to this need. By security ongoing funds, we can guarantee students continual access to Luis and meet our statewide requirements.	Submit a RAP proposal to restore the 25% Honors Counselor position vacated upon Phil Gottlieb's retirement. Continue to train Luis Morales in his role as the Honors Counselor and incorporate him into program activities	After we submitted our RAP request, LMC was able to locate resources to restore the 25% funding for the Honors Counselor position and Luis Morales has continued to serve ably in this role. Management has informed us that this funding should continue for the foreseeable future- hooray! One standard LMC's Honors Program is expected to meet as part of our transfer partnership with the UCLA is a designated counselor who can help students with educational planning. We are now back in compliance with this mandate with this funding. More importantly, the 150+ students in the program are now able to work with Luis with the myriad issues they face, from education plan development to transfer university selection and more. In the absence of a designated Honors Counselor, Honors Director Jennifer Saito attempted to fill these holes but she is not professionally qualified to do so and had difficulty finding time for this with all her other duties. Having Luis on board is a huge help. This help seems to be working! We attribute the dramatic increase in the enrollments in Honors Courses during the 2014-15 year to Luis' work. In just one year, we saw a 33% increase in the number of Honors Course enrollments and anticipate over 30 Honors Scholars, which is a 50% increase over last year. Finally, Luis and Jennifer have been collaborating this year on a pilot to identify and help struggling Honors Students whose GPAs have fallen below 3.25 - the minimum Honors level. This fall they identified 20 students who needed	
INSTOF	Professional Development for Academic Units	Provide and participate in training and professional development activities for Deans, department chairs, committee chairs and classified staff.	Ensure professional growth and adequate resources for campus leadership.	Training workshops for new Department Chairs Training workshops for classified staff New Faculty Orientation Include professional development in each Dept Chair meeting.		
INSTOF	Software and Maintenance Agreements	Software and maintenance agreements needed for scanner that is used for faculty evaluations.	Annual maintenance agreement expires each spring. Maintenance agreements are required to maintain both the scanner and the software. Faculty evaluations are mandatory per UF contract.	Purchase maintenance agreement.		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
INSTOF	College Complex 2nd Floor Remodel Plan	To create a comprehensive remodel plan for the College Complex 2nd Floor, which will include an implementation timeline	Several spaces in the College Complex (CC) 2nd floor need to be re-converted from swing space from the Student Services remodel project. To efficient with our space it is necessary to look at all of the space on the 2nd floor prior to making any decisions regarding the re-conversion of swing space.	Hire architect to develop a comprehensive programming plan for CC 2nd floor Meet with all personnel that utilize and/or are/will be housed on CC 2nd floor Identify funding source to complete CC 2nd floor renovations (RDA funds, 2006 bond funds, potential 2104 bond funding)	Modernized design aesthetic for instructional and faculty office space.	We hired LPA to perform programming work for the 2nd floor. This work was conducted and completed in Fall 2014. All departments that would be impacted/included in the work on the 2nd floor were involved in the programming intake process. A combination of Measure A+ and Redevelopment Agency funds will be used to remodel the temporary swing space back into classrooms and offices. The business department will also be remodeled. The work is anticipated to be completed by January 2016. We have contracted with tBP Architecture to complete the design and construction phases, which will take place January - December 2015.
INSTOF	Comprehensive Smart Room Upgrade Plan	To develop a comprehensive plan to establish a new standard for smart rooms, which will include an implementation timeline	The technology we utilize in our smart rooms is not held to a uniform standard. New technologies exist today that need to be incorporated into our smart rooms.	Form Task Force to review and set minimum standards for smart rooms		We are currently working with the IT Manager, Technology Training & Development Coordinator, and A/V Specialists to identify new hardware and software to update the standard for smart classrooms. We are making arrangements for product demonstrations in February & March. We will seek faculty input on these products and finalize a new standard by May 2015.
ITS	Improve communication from IT&S to the campus	Establish regular and timely communication from IT&S to relevant campus and District entities to inform and instruct constituencies about IT&S projects, procedures, and other technology-related information that affects the campus.	At any time, the IT&S Department is working on several projects that affect the campus. These projects change frequently and regular communication to the campus that relate to these projects is important. Communications should also include information regarding changes to existing IT&S procedures and new procedures, upcoming projects such as lab software refresh projects, and scheduling for the campus technology renovation and the Infrastructure Upgrade Project (IUP).	On the first week of each month, send out an all-campus e-mail with updates on campus IT&S projects. Schedule time at the Department Chair's meeting near the start of each student computer lab software update schedule to discuss the timeline, requirements and expectations. Give regular updates at the President's Council regarding upcoming IT&S activities. Give regular updates to campus and District technology-related committees (TAG, PDAC Technology sub-committee, DEC, District Tech Managers, etc.)		This has not been done due to workload no large projects with external deadlines (Student Services Remodel, Infrastructure Upgrade Project, Technology Renovation, Accreditation).

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
ITS	Initiate technology upgrades and improvements across the Pittsburg and Brentwood campuses.	Demand for Smart classrooms continues to grow and, although a large number of classrooms at both the Pittsburg and Brentwood campuses have been converted, there are still numerous classrooms at both locations that require delivery of carts with projectors and laptops. Conversion of some of the rooms where carts are regularly requested to Smart classrooms would greatly improve instruction in these rooms. Renovation of older Smart classrooms in Pittsburg is also critical.	Results from the 2014 Employee Satisfaction Survey indicate that satisfaction with Smart classrooms is not favorable and the issues related to hardware need to be addressed. Addressing the dissatisfaction requires the refresh of older equipment, expanding the availability of Smart classrooms, providing additional training opportunities for users of the Smart classrooms, and providing simple troubleshooting instructions that can be used by users of the Smart classrooms to solve some of the more common problems encountered. Although many of our Smart classrooms are easy to use for those experienced with the equipment in the rooms, there are many instructors, particularly part-time instructors, who are unable to attend structured training. Re-evaluating the current Smart classroom design with the goals of increasing ease of use and reliability will enhance instruction in all Smart classrooms after implementation.	Re-visit the design of Smart classrooms to take advantage of newer technologies and simplify the use of the rooms. Convert the following classrooms to Smart classrooms: Pittsburg: CC1-121, CC2-213, CC2-222 Brentwood: one or two of rooms 4, 5, 7, 11 Update equipment in the following rooms: CC1-114, CC1-115, CC2-293, CC2-225, CC2-221, CC2-214 Replace casters on Smart podiums in the Science Building with toe kicks to reduce damage to podiums and wiring. Coordinate the development and delivery of more robust training for faculty wishing to use Smart classrooms. Provide a short troubleshooting guide that will be attached to equipment in each Smart classroom.	Results awaiting completion.	RAP requests to fund 3 Smart classrooms was approved and implementation is in process. Additionally, grant funds have been identified to either update existing or install new Smart classrooms. A decision was made to re-visit the current configuration of LMC's Smart classrooms in an effort to make them more user friendly and more supportable. IT&S is working with the Office of Instruction on a re-design. This is also in progress.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
JOURN	Professional development	Maintain currency in journalism industry standards and media law	It is important to student learning for faculty to maintain currency in the profession, and to understand the yearly changes in media law as decisions in cases regarding free press, libel and privacy issues are decided by the state and federal courts. The Journalism Association of Community Colleges hosts an annual faculty conference updating faculty on new technology and changes in media law. It also includes other professional development around important curricular issues in the field of journalism. The Journalism Program budget has remained relatively stable since 1988 when there was a single journalism faculty member. Now there are two. We have had to hunt yearly for additional conference funding to enable both faculty to attend this important event. We will be seeking an increase to our budget base in conference funding from \$1,000 to \$2,000 to enable continued attendance.	Attend annual Midwinter Faculty Conference and Pre-conference Seminar hosted by the Journalism Association of Community Colleges		Although we requested an increase to base for conferences, the college opted to fund this professional development experience through VTEA. Because the federal Perkins funds are distributed on a yearly basis, we will make continuing RAP requests to attend this conference, and others, yearly. So while the objective can technically be completed each academic year, it is an ongoing objective and will be carried over to the next year.
LANG	Find new adjunct office space with computer/printer access	Locate area on campus for adjunct work space. Find a location with computer/printing/copy capabilities.	Current construction on campus has displaced instructor work areas. Instructors are utilizing student computer stations and need a place to work on campus.	Find physical area and equipment. Work within the existing work station facilities.		on going due to lack of space per construction planning.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
LIB	Outreach and Marketing	Create sustainable outreach and marketing efforts to raise awareness of the resources and services the library provides to the LMC community.	The library team has been actively working on different projects that would help increase the visibility of the library and inform the campus community of the role we play in the academic environment. Traditionally, library outreach involves connecting with content faculty to deliver information literacy instruction. The new efforts, led by Christine Park, are aimed at broadening that approach. She is leading efforts to bring marketing and outreach directly to students and to the campus as a whole with the emphasis on the wide range of resources and services the library provides, in addition to the course specific support we provide. While many on campus are happy with library services and the recent student satisfaction survey shows positive results, the employee survey recently completed documents a misunderstanding about how employees can use library materials. Comments reflected the wish for more information about the library and how it can be used, this objective will help focus outreach efforts to student and learning support service areas on campus.	Possible activities include: - Additional marketing materials: The library used existing supply money and partnered with the LMC Marketing Department to create bookmarks, staff t-shirts and a table drape for events. There have been talks with the bookstore manager about selling library branded t-shirts in upcoming semesters. - Author series -Workshop series for LMC employees	Books Alive! workshops Custom LMC Library buttons Passports for new faculty and Governing Board members LMC Library bookmarks LMC Library staff t-shirts Table drape Flex workshops	Library continues to be actively working on different projects that help increase the visibility of the library and inform the campus community of the role we play in the academic environment.
LIB	Classified Staffing Levels	Increase the daytime classified staffing levels to support the services of the Circulation Desk.	Currently, from opening until 3:30pm, the library has only one full time Sr. Library Assistant working on the library's first floor. This is insufficient and grossly below the recommended minimum staffing levels.	*Identify hours where library and circulation desk use is highest. *Review the classification specifications for the Library Assistant 1 and 2 in order to determine which provides the level of work required. *Draft a classified staff schedule that address	Extended library hours. More overlap for classified staff.	Hired a full time library assistant.
MATH	Test Objective	I will test this objective 100% by the end of this hour.	I need to perform the beta test for the new objective form.	I will type into this form and find if there is anything not working or confusing. I will select items from the drop menus as well to see if they are working. Below is copied text from MS Word • Activity 1 • Activity 2 • Activity 3		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
MATHD	3rd objective with non-alphanumeric characters... ; ; () * ^%\$#@_ . ! : ;	df dsafdsf dsf f	dsfdsf dsf	dsfdsaf dsfdsf		
MATHD	Crush students' hopes and dreams (note: quote mark was causing some issues but is now fixed)	Destroy any remaining spirit and hope in our students.	the rationale is...	<ol style="list-style-type: none"> 1. Have adjunct faculty insult students in the math lab. 2. Start Math 4 by introducing vector spaces. Tell students it's easy. 3. Contract with Chabot College to have their math faculty teach us to scream at students. 		
MATHD	Mentoring and collaboration	We would like to increase and improve collaboration and professional development among faculty members in the department.	New faculty, both full and part-time that are given direct support with teaching at a new institution will perform better and students will benefit from new instructors that have mentors to assist them with instructional and other decisions.	Develop a mentoring system (a piloted version was titled, "ordered pairs") that matches experienced full and part-time instructors with new hires (both full and part-time). Create an orientation for all the "mentors" of protocol, information to exchange, support, etc. Implement mentoring program.		Through RAP funding we have instituted a mentoring program that pair up experienced faculty with new faculty (called ordered pairs). 5 such pairs met in the Fall 2014 semester and 5 different pairs are meeting in the Spring 2015 semester to complete scheduled activities that include the basic ins and outs of academic, student support, and administrative responsibilities of instructors as well as course-specific analysis of course outlines, assessment and pedagogical practices.
MATHD	Professional knowledge of developmental math education	Our objective is to improve professional knowledge of developmental math education, including acceleration.	Facilitating and improving communication and collaboration between faculty members in the math department and amongst math faculty and other discipline faculty and staff will help instantiate and expand best practices around teaching developmental math and acceleration.	Professional development for acceleration (27, 29, mathpath) Professional development on assessment/placement Collaboration with DVC faculty on best practices in DE math		Through RAP funding we have been holding Math 27 teaching community meetings for the Fall 2014 and Spring 2015 semester. Math 29 training is more sporadic but several training sessions have been held with 2-4 participants. Collaboration with DVC has been limited to the convocation and should be worked on more in the Fall 2015 semester.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
MKT	General branding video	We would like to work as a team to develop a general branding video, getting footage of students, alumni, employees, industry partners. We will also collect interview footage as time allows for future videos on disciplines, industry connections, student success. We are hoping the online video will go viral as participants connect their communities to the video footage.	We have no charismatic general video/commercial for the college. This general video will capture the "FACE of LMC", with those who are connected to the college in a number of ways. We want to show the community-at-large that we are woven into many lives, industries, families, generations, and we all play a part in enhancing the quality of life here. We want to raise awareness, build community, show quality, show impact. The video would cultivate LMC pride/spirit and build community, while showing the impact the college has in this part of Northern California.	<ol style="list-style-type: none"> 1. Develop concept and interview questions. 2. Team training in equipment use 3. Obtain preliminary footage 4. Edit footage with supporting audio 5. Additional supporting footage/audio 6. Test/edit/test/edit/test/edit 7. Publish online 8. Work with Foundation on industry-partner/grant funding for broadcast of commercial (s). 	Commercial will be created by Comcast team. We will be able to use on our website also. We will get extra footage for our own use.	We had done little in this area, but the Comcast footage will give us an ad with B- roll and alumni footage. The commercial will be created by early March 15
MKT	Renew/refresh/develop new Career Technical Education materials and information	Support Career Technical Education to update current and develop new recruiting/outreach/retention materials online and in print.	The CTE programs have an ever-growing collection of print pieces, webpages, and events for recruiting and outreach. Supporting this area with research, writing, editing, design, and implementation requires significant management and staff time.	To be developed in conjunction with CTE administration/faculty and staff.	Developed, photographed, edited, designed, printed and published LVN promotional materials including a campaign to promote. Career Focus magazine completed and distributed, published on website, social media campaign just starting. Supported all information sessions, Career Academy events.	All projects for CTE for 14/15 completed.
MKT	Website - continuous improvement	The LMC website needs constant maintenance and upgrade to improve/update information and communications online.	The LMC requires continuous maintenance and, with that, improvement to stay contemporary with today's (and tomorrow's) best practices. There are more than 40 content contributors and they all must be trained and motivated to be active in this area of work. As web standards and community college demands develop, this dynamic resource must keep up.	Web administrator training on recent developments. Plan priorities and strategy in response. FLEX training for "contributors" Implementation	FLEX training for "contributors" has updated experienced staff and trained new staff in this area of work. Issue with dated software for form creation - solved by moving to "Jotform", which appears quite successful. Re-organization of scholarships webpages due to poor "build". Re-organization of "Steps for New Students" due to new messaging	The website is being improved constantly and activities have taken place as scheduled. The only thing that has NOT been successfully accomplished is another objective on this list: "Improve mobile access to website through responsive design renovation of website."

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
MKT	Print/digital communications development	Continue to develop and implement annual, seasonal and incidental print/digital communications.	There are many annual areas of communication that must be updated or developed every year. This communication may support recruiting and outreach, community/constituency building (internal and external) , donor and sponsor cultivation and retention, and provide basic college communications required to function.	1. Develop basic college communications required to function: ie: emergency communications including but not limited to maps and signage, directional signage, schedule, catalog, brochures, accreditation, informational flyers). 2. etc, etc	Highway 4 and Highway 4 bypass billboards have been designed and implemented. A brand new Career Focus magazine has been facilitated: photographed, articles written and edited, layout designed and art directed, printed and distributed, website and social media campaign in development. STEM program flyers coordinated, researched, written, edited, photographed, designed/art directed, printed. Open House materials developed, photographed, and in implementation. More to come.	Demands for our department's services increase every year. More departments want to utilize our services, while existing clients want more projects developed and completed. We are behind in our commitments and in new developments. Adding an annual Career Focus magazine to our workflow is especially challenging and results with other less time-driven projects being set aside.
MKT	LMC Open House support	LMC anticipates hosting some sort of open house in 2014-15. Marketing would be involved and support this effort.	The Marketing staff will definitely be supporting an open house effort with publicity and marketing.	To be determined by the planning group when it gets established and working.	focus has been on: Leading the team steering/implementing the open house Creating a website informing of event, agenda and soliciting input from greater community. Developing communications for event. Overseeing logistics, agenda, ribbon-cutting ceremony	The team has been extremely busy with this project and will continue through March, with pre, during and post-projects.
MKT	Photography	Take new photos of the college, employees, students, activities, classes, alumni, events (limited) for use on website and print.	Quality, current, and OUR OWN photography helps us tell the story of LMC and its community, activities, accomplishments, offerings, impact, etc.	Prioritize need, gaps. Coordinate with other marketing efforts: ie: press releases, website development, print efforts.	Many gaps have been covered.	This effort has been ongoing and accelerated with various projects. There still is a lot of work, especially getting liberal arts covered.

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
MKT	Utilize "Siteimprove" software to improve quality assurance: accessibility compliance, misspellings	Siteimprove scans existing websites for misspellings, broken links and accessibility issues. It then creates easy to read reports to quickly identify and correct problems as they arise. The software has the ability to create reports for various department webpages, allowing the direct "contributors" to know what the errors are, correct them, and gets scores that people can monitor to track improvements as they are made.	The college website is primarily used to access information about the college. The people reading the college website could be existing or potential students trying to figure out if LMC is the college they want to attend or have their children attend. If the college website has misspellings or broken links, etc. that gives the impression of a low quality website and therefore a low quality education. Siteimprove will help in accelerating the continued improvement of the institutions web pages by monitoring, identifying, alerting and delegating content to various web page owners. With Siteimprove tracking software we will be able to monitor progress in achieving and maintaining a quality professional website.	Establish user accounts and profiles. Begin using software for major fixes on main pages. Become better acquainted with the software to prepare for rollout to "contributors". Develop FLEX training with "contributors" who are responsible for webpages, so they can use the software themselves to improve their webpages.	There are fewer misspellings. Broken links have largely been corrected. Flex training has taken place to prepare "contributors" so they can utilize the service themselves.	It is starting to be used to point out being used to discover and correct errors on the website. This includes misspellings, broken links, and accessibility issues.
MUSIC	Update Midi Lab Computers Room 740	The music department will update the 10 year old computers in three stages by submitting request via RAP proposals.	The technological equipment in the Midi Lab is now very old. An average computer life-span is between 3 to 5 years maximum. The computers in the Midi lab 10 years old. The music department has maintained and maximized the utilization of these computers for as long as possible. The current software can no longer run on these computers. It is time to replace these computers. We plan to replace them in three stages to buffer the cost of replacement. The music department will update the computer equipment in the Midi Lab. This will be done in three phases starting with replacing a few of the computers. Rap proposals will be submitted for this update. This goal is to align with serving our students by providing a state-of-the-art current computer equipment to run the current software platform and programs.	Submit a RAP proposal for each Stage 1, 2 and 3 for each year beginning Spring 2014. The completion of this proposal will depend on funding approval from RAP submission. Upon receiving funding, the Music program will purchase and install equipment to update the Midi Lab to bring our college up to date with current technology.		

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Unit Code	Title	Description	Rationale	Activity	Improvement	Status Reason
PIE	Integrated planning	To build a culture of integrated planning where educational plans, technology plans, facilities plans, financial plans and human resource plans are integrated to continuously improve the effectiveness of the college	Accreditation requires us to conduct integrated planning.	<ol style="list-style-type: none"> 1. Connect strategic planning with the other plans. 2. Participate in the development, alignment and integration of the technology plan with other plans. 3. Become familiar with the facilities plans and align/integrate with Strategic plan and Education Master Plan. 4. Prepare for the next Education Master Plan 5. Become familiar with the financial and HR plans to assure integrated planning college-wide 	The Planning Committee is studying integrated planning models and will adopt one in spring 2015.	Work has begun and progress is visible.
PIE	Accreditation	Re-affirmation of LMC Accreditation in 2014	To ensure a smooth accreditation process and successful re-affirmation of accreditation.	<ol style="list-style-type: none"> 1. Complete the publication and submission of the self evaluation report in time 2. Prepare the college for the Visit 3. Make arrangements for the Visit which includes accommodations, the team room, meeting rooms, refreshments, technology, etc 4. Printed copies of all evidence in the Team Room 	The accreditation process and visit involved a large percentage of college personnel. Students were highly engaged in the process. The outcome of the accreditation visit was very positive for the college.	All the activities in preparation for accreditation were completed successfully.
PIE	Program Review	To continuously improve the program review process and electronic submission tool.	Program review is the foundation for continuous improvement of the college and individual units and programs.	<ol style="list-style-type: none"> 1. To implement a program review validation process at the college. 2. To provide more robust data to the programs and units. 3. To determine what additional data is needed by each program - instructional, student services and administrative 4. To make the PRST more robust and integrate a survey into it, to add a section to gather program successes. 	<p>*The PRST is much more user-friendly this year. College employees are finding it easier to use.</p> <p>*The PRST is now open for more months in the year. This year, it opened in September and closed in February.</p> <p>*Processes are being developed. For example, the PRST will now open every year in August and close every year in mid-February.</p> <p>*A timeline has been agreed to by IT&S, P&IE and blessed by the Planning Committee *The program review validation process is under discussion.</p> <p>*So far, no requests for additional data have been made.</p> <p>*A survey is now integrated into the PRST.</p>	The PRST is process and tool are enhanced annually.

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PIE	Improve access to data and research	To improve interpretation of existing data; and to collaborate closely with programs, units and departments to help them determine what data would be helpful for continuous improvements.	With the Research Office centralized in the district, and the fact that LMC has an office focused on planning and institutional effectiveness, the missing piece is an on site research coach/facilitator and data interpreter, so that LMC truly makes data-driven decisions.	1. Hire a part time researcher to serve as a coach and as a liaison with the District Research Office.	Despite the absence of a Research Coach at LMC, there have been presentations about data and institutional effectiveness. The District Sr Dean of Research presented data from the regional environmental scan. This information was extremely useful for the accreditation self study as well as to develop the strategic directions for 2014-19. The Sr. Dean also presented mid-term data (ending in the year 2012-13) for the interim strategic plan (2012-14) as part of the process to develop the next strategic plan for 2014-19.	The position of Research Coach did not receive approval for funding for the 2014-15 academic year. The College is doing the best it can without such support. The District Office is stretched and cannot fully support this LMC need. The missing support is still a research coach who can work one-on-one with programs/units/committees at the college to define the research question and the research process.
SLOF	LMCAS	Continue to increase student participation in LMCAS.	To continue growth over previous years. We will continue to work towards achieving 15 active students in LMCAS during the 2014-2015 academic year.	Continue strong recruitment during Welcome Weeks and in classroom presentations at the beginning of the semester. Also, work with current LMCAS members to increase student responsibility for recruiting additional members.	We have encountered some challenges in terms of formalizing the supportive structure around AS. Some of the challenges involve the increased budget and the students feeling that they are not adequately prepared to manage the responsibility that comes with it. We are currently working on effective meeting management, a yearly parliamentary retreat, weekly meetings with P/VP. Including, the revision of bylaws, including strengthening their governing documents.	LMCAS in partnership with the Office of Student Life continues to work towards recruiting more students. The marketing strategy includes advertising in the school newspaper, banners, tabling, and class room presentations. It should be noted that there has been some turmoil within the AS that has resulted in a shift that has left the senate short in numbers. However, this Spring we have seen an increase in participation and new members on board.
SLOF	Student Clubs	Continue to increase student participation in clubs.	To continue growth over previous years, we will work to achieve 35 chartered clubs and involve at least 15 students in ICC during the 2014-2015 academic year.	Continue strong advising practices for ICC including consistent and regular communication with current and former clubs/advisors.	The website has been improved to provide the Clubs with their own webpage. A marketing campaign, "Take the Lead in your College Experience" was kicked off in Fall 2014. An increase in ICC Collaborative events have given students the opportunity to network among the additional clubs.	The numbers show an increase from 29 clubs in Fall 2014 to 32 clubs in Spring 2015. Including the additions of 2 new clubs and the rechartering of 2 clubs that had been previously inactive.

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SLOF	New Program Development and Implementation	Development of new annual Student Life programs such as Intramural Sports and a Women's Leadership Conference, in order to increase student engagement in campus life.	While the current offering of annual programs and activities by the Office of Student Life has significantly increased student engagement in campus life over the past five years, the development and implementation of new programs has been very limited. As diverse as our student body is, it is important that the Office of Student Life develop and implement new programs that will continue to increase student engagement.	Staff will develop a plan that will lead to the implementation of Intramural Sports and a Women's Leadership Conference. This will include securing funding as well as other necessary resources such as developing partnerships with community members and collaborating with departments on campus.	At this time we are finding that networking is going to be really important particularly if our ultimate goal is to offer our own women's conference. Our staff will be attending the upcoming Empowering Women of Color Conference in an effort to continue networking and researching the best way to bring something similar to LMC. In terms, of the intramural sports we have a goal to pilot our basketball intramural this Spring.	Dedicating the time to research, plan and implement new programs has proven to be a challenge. Time constraints and an already robust calendar has proven to be quite the balancing act. In Fall 2014 we were able to kick off our first Domino intramural. It was well received and with a few adjustments we can see it being a success in the near future.
SLOF	Student Life Budget	Secure institutionalized on-going funding for Student Ambassadors, annualized programs of the Office of Student Life as well as the development and implementation of new programs.	For the last 5 years the funding for most major annual Student Life Programs (IMPACT Student Leadership Retreat, Bay Adventures, LLN Conference, STELAR awards, Welcome Week, etc.) and funding for Student Ambassadors has come from temporary sources- such as grants. These annual programs need stable on-going funding to ensure their continuation, department needs, and annual funding to explore and implement new program offerings.	Work with LMCAS, college administration, and SGC (through RAP) to create a partnered annual funding approach for the department utilizing institutional funds as well as LMCAS funding.	With additional funding we have been able to increase student access to conferences such as: A2MEND Conference, Empowering Women of Color Conference. Also we have been able to host Brian Copeland's "Not a Genuine Black Man" in collaboration with the English Department. We were able to kick off our intramural's with a Domino tournament and enhance our collaboration with Athletics to increase the number of athletic spirit events.	Additional funds were reallocated during an annual budget review with the business director. Also additional matching funds were approved in 2014-15 RAP process, in which the college agreed to match funds with LMCAS in order to provide much needed support to the Student Life Office. In fact, LMCAS added a line item on LMCAS budget, to provide no less than \$8000/yr to the Student Life Office.

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SSADM	Development of Student Success & Support Plan (3SP)	The Student Services unit, with leadership from the 3SP (formerly Matriculation) Committee, will develop a plan and timeline for implementing required services as outlined in the Student Success Initiative. This will involve the development of new delivery modes and pathways for incoming student access to three core services: assessment, orientation, counseling/education planning. The college plan will be submitted to the State Chancellor's Office by October 1, 2014.	All California Community Colleges are required to design and implement a plan that incorporates the identified core services to all incoming/new students. In past years, similar services were optional for our new student under the former matriculation plan. As a result of SB 1456, the Student Success Initiative has identified expectations for delivering the mandatory core services and has defined minimum requirements for all community colleges, which are tied to future 3SP budget allocations. Based on the volume of new students entering the college, our plan will need to incorporate new, creative approaches to the delivery of services that not only address state compliance but also provide a meaningful experience for our entering students.	<ol style="list-style-type: none"> 1. Review of multiple measures for addressing student placement, with attention to potential state direction on preferred (if not required) assessment instrument. 2. Development of online orientation, in collaboration with district partners (IT Department, CCC, DVC). 3. Development of systematic approach to using new electronic education plan in conjunction with points of counseling contacts (i.e. appointments, orientation, group program planning). 4. Exploration and development of different modalities for delivery of counseling services. 5. Identify pathways for targeted student populations to access the above services in clear steps for enrollment. 		The development of the LMC 3SP Plan was completed and submitted to the state in Fall, 2014. The Student Services unit has made progress with various elements of the plan but there is still much work to be done. There have been a number of new positions hired as the result of 3Sp and Equity funding the college has been allocated. However, the hiring process has contributed to some delays in having our plan more fully developed. Now as we have many of the new and key positions in place, we will be better able to move forward with implementing our plans. The hiring of a new Director of 3SP Services will position us to review our timelines and chart the priorities for the remainder of spring and into summer and next fall.
SSADM	Communication Plan for Student Success/Support Plan ((3SP)	A plan for clear and consistent communications will need to be created to ensure successful implementation of the 3SP Plan.	Because the plan will include required steps for all incoming students, it will be important that we have a communication plan addressing all staff, as well as how we will market the expectations to students. Information will need to be provided in a variety of formats in an ongoing and consistent manner. For new students, they will not be familiar with past practices so the messaging can more simply be outlined in terms of next steps, with specific direction regarding dates, time, locations. Many staff may be familiar with past processes and procedures, requiring training to update them on new expectations.	<ol style="list-style-type: none"> 1. Identify ways students access information about the college and determine publications that need to be updated (i.e. email messages, web site, college catalog, class schedules, student handbooks, outreach & orientation materials). 2. Identify training needs for faculty and staff; establish time and dates for training workshops. 3. Create marketing campaign, in collaboration with college Marketing Department, to help direct students to new electronic tools (ed plan, online orientation). 		The Student Services managers were hoping to be further along with this project, however time spent on developing the 3SP and Equity plans, as well as the recruitment of the new 3SP Coordinator delayed progress with training and marketing. This is one of the priorities that we intend to work on this spring semester, however, we may not progress to the point of completing all aspects of the project. The new projected timeline is fall, 2015.

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TRAVL	Develop mentoring program	Develop the mentoring program that was piloted in summer/fall 2012.	The need for a mentoring program is evident. According to a Travel Weekly survey of the travel industry, the number of survey respondents identifying as home based travel agents increased by 50% between 2010 and 2012. On the other hand, traditional retail agencies are on the decline. For that reason, the opportunities to be mentored in a traditional agency (or complete a traditional internship) have also decreased. In addition, the needs of someone just launching a home based business are different from someone who is starting a career in an office with built-in support. We received very positive feedback from our pilot mentoring project, along with some suggestions for the future. We need to develop this program into a more formal process so that more of our students will have this opportunity.	Since these activities were put on hold due to limited time and faculty resources, we are hoping to pursue them during the coming academic year. 1. Fall, 2014 -- Review results of pilot program and develop process for future mentoring. 2. Fall 2014 -- Revise applications for mentors/apprentices and discuss priorities to consider when putting the pairs together. Develop forms for writing objectives and assessing the experience. Develop timelines. 3. Spring 2015 -- Identify another mentoring pair. 4. Fall 2015 -- evaluate spring/summer 2015 experience and revise as necessary.		Limited time and faculty resources continue to affect the progress of this project. The need is there, and in fact, we have discussed the need with Nicole Westbrook and Tara Dale Sanders, but because it is not something that can be approached traditionally, nothing has been done. The pilot project was very successful, and we have lots of valuable feedback and guidelines, but limited resources continue to hamper any progress.
TUTCTR	Faculty collaboration	Establish alternate source of compensation for faculty contributions and involvement in both tutor training and the study slams.	Each semester, both part-time and full-time faculty are sought to contribute their expertise to tutor training for both the pre-semester and semester length training. Their expertise is necessary to ensure well trained tutors. Also, instructor involvement in training continues important collaboration between departments and the college-wide tutoring program needed for a successful tutoring program. Additionally, both full time and part-time instructors are sought to voluntarily help with the Center's study-slams that are held each semester. While faculty are happy to do this, again this makes hours and staffing for this successful event difficult.	* investigate the possibility of offering flex hour credits for both activities.	Faculty involvement has increased due to the ability to receive flex credit and tutor training has improved.	Faculty can now receive flex credit for both activities.

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TUTCTR	Center for Academic Support and College-wide Tutoring Program Coordinator	To increase the Center for Academic Support and College-wide Tutoring Program Coordinator position from 10.5 months to 12 months.	In July 2012, the Center's Coordinator was reduced from 12 months to 10.5 months. Despite this reduction, throughout the last few years, the Center has experienced an increase in numbers of students served, and an increase in the number of tutors and departments served by tutors. This has negatively affected the planning and quality of tutor training as well as the quality and quantity of college-wide collaborative efforts such as assessment and evaluation of the tutoring services on campus. As a result of the reduction, less outreach and collaboration with other departments has occurred. The lack of weeks worked also negatively impacts the start of services in tutoring, reading and writing consultation and online writing consultations. Overall student and faculty support has suffered.	I. provide well trained tutors: Los Medanos College, and to ensure the tutors are continuously trained in intercultural competence and effective tutoring practices. II. collect and analyze both quantitative and qualitative data and to report the data publicly at least once a year . III. schedule Consultants and Peer-tutors IV. conduct collaboration and outreach to all disciplines.	There is now more prep time for careful planning of tutor training. Observations and evaluations of peer tutors are now in progress. Assessment of SLOs and TLOs are now back on schedule. Tutoring services to students now begins in a timely fashion. We've gone from starting tutoring in the third week to starting it in the second week. Relationships among faculty and staff have improved. There is more time to meet with departments to make tutoring more effective. With additional hours, the Coordinator can provide more time for online and face to face consultations with students.	The Center for Academic Support Coordinator position is currently a full-time 12 month position. Currently, this position includes 25% time for College-wide Tutoring Program Coordinator duties.