	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
2		GOAL 1: Enhance student learning and success.	ART	Graphics Communication Advisory Board	The primary usage for the funding this semester will be for the Graphic Communications Advisory Board.	Improve connections with local industry and local high schools as well as create real world learning opportunities for students	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, 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	2015FA		Ongoing		We will meet with our board thi sspring.
3	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ART	Provide safe and comfortable facilities and environment for teaching, learning, and working	To provide a classroom environment that supports more comfort for active teaching and learning, rubber or other cushioning mats can be put down in areas where instructors and/or students must stand for long periods, for example near the media carts and in front of the white boards. Quality mats are worth the investment as they last for years, we have some that were new in 2010 and are wearing very well.	students and instructors in art classrooms are often standing to draw, paint, demonstrate, etc. Providing a classroom environment that supports more comfort for active teaching and learning adds to student success in general and in addition this will improve and enhance the physical plant and help make the best use of the art labs.	Order mats with help from facilities maintenance and work with janitorial to set up a system for periodic cleaning/maintenance.	2016FA		Abandoned	We are going to seek to get these from facilities maintenance	
4	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		DSPS	Coaching for students with Autism	Begin pilot for autistic students with student classroom aides to assist in managing behavior	Counselors have identified a small group of students having difficulty managing stress, clarifying directions and tasks, and asking for help during classes. In order to better manage these tasks and behaviors, a pilot group of class room aides will be trained by DSPS to assist in managing these behaviors.	Hire and train student coaches set up regular counseling meetings with students in pilot assess success of coaching program at the conclusion of spring semester	2016SP		Ongoing		
5	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students - Graphics and Journalism software s	To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the graphics and 3-D modeling industry workspaces and reflects the industry standards software.	4.1.A. Provide college-wide technology and related services that meet the needs of students and College personnel. B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, there are site license options that could cost the district less than the per computer license that we currently own. Adobe is offering some new licensing options that would provide 2 program needs; to offer current software to train students , faculty and staff in the graphics program with the current version of the Creative Suite Request licensing for the Adobe Creative Suite for the department chair's	Install and upgrade the Adobe Creative Suite in the graphics classroom, faculty, and staff computers.	2016FA		Completed		The Adobe Creative Suite has been installed in Graphics and Journalism. Though ongoing issues with updates remain, this objective is completed. Students are now working with current industry standard software, preparing them for the workfoce or the next stage of their education.
6	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students - Graphics and Journalism software s	To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the 3-D modeling industry workspaces and reflects the industry standards software.	4.1.A. Provide college-wide technology and related services that meet the needs of students and College personnel. B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, there are site license options that could cost the district less than the per computer license that we currently own. Autodesk Maya is offering some new licensing options that would provide 2 program needs; to offer current software to train students , faculty and staff in the graphics program with the current version of the Autodesk Maya The	Install and upgrade Autodesk Maya in the graphics classroom, faculty, and staff computers.	2016FA		Completed		Students now have more tools that they can use for design and also more opportunities for contract work using industry standard cutting-edge software. Students who learn this software become more attractive candidates for digital arts colleges and positions.

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	C	D	E	F	G	H	I	J	K	L	M	N
7			PUENTE	Incorporate English 95	Incorporate one section of English 95 (formerly English 926) in the course offerings for the Puente Learning Community.	Each year, approximately ten-to-fifteen potential Puente students assess into English 70 instead of the program requirement of English 90. Adding an English 95 to the Puente model would allow for program growth and would better serve underserved students on campus.	Dialogue with the Dean of Student Success regarding implementing additional courses is underway. The English instructor is also part of the English Acceleration Team to explore possibilities for English 95.	2015FA				
8	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	CWORKS	Develop Employment and Human Services Partnership	Arrange quarterly meetings with CalWORKs county partners to strengthen relationship.	To insure lines of communication stay open and create better understanding with county partners to support student success.	Quarterly county meetings Collaborative newsletter development	2017FA	completed			
9	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ART	To provide art faculty with the equipment and tools needed to perform their job	To provide quality labs and equipment to for art department faculty. To provide the necessary equipment and tools for faculty and staff to perform their job.	4.1.A. Provide college-wide technology and related services that meet the needs of students and College personnel. B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Art program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, The computers in Lucy Snow's office and classroom are up for replacement and/or upgrades. Desktop - Lucy Snow's computer has recently been replaced with an equally old machine (circa 2005) during the second week of December 2015. Although she is on schedule to have a replacement at the end of this academic year, we are asking for an Apple station in place of the PC PC Laptop - The CC3-316 SMART station laptop is in working condition and is used daily for the SMART station in the classroom for multimedia lectures, research and supplemental demonstrations. Two Apple macbooks - Upgrade is needed for presentations to remain high quality and current. Our current laptops, which are used to archive, maintain and display images for classroom lectures are now seven years old and growing unstable due to age. We are extremely concerned that these laptops will fail suddenly and believe that obtaining funding now will prevent a crisis then. The art/humanities department utilizes multimedia presentations in lectures and demonstrations. Request licensing for	Order and install computers. Train faculty on operating system.	2016FA		Behind	We have pursued updates for the computer in cc3-317 and to have a computer in 327 which can be used to access the internet to show Canvas updates and videos, etc, supposedly we are on a refresh list for this, but it hasn't happened. The computer in 317 is more than ten years old! Initial requests for replacement began in 2014 for the Office computer in CC3-317. The department was assured that the replacement would take place in next 2 years. Please advise as we are not aware of the actual refresh date.	
10	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	ART	Keeping current and creative via conference attendance as student advisors and academic colleagues	Through conference attendance (both as academic professionals and as student advisors), enhance student learning and success through networking with other student advisors and other academic professionals.	Regular attendance at conferences both as academic professionals and as student advisors helps us to not only keep current in our fields but also to network with our colleagues around innovative ideas and seek/provide the extra support needed to bring such ideas to fruition (it takes extra energy).	Schedule conference attendance that integrates with teaching duties ; well ahead of time seek funding sources and pay memberships or registration fees and make hotel reservations to get better rates.	2016FA		Ongoing		Ty Carriere attended 3D graphics conference Game Developers Conference Curtis Corlew a Cyanotype Workshop and a Studio Lighting Workshop Each conference provided valuable information keeping instructors current in their fields and better able to guide students.
11	#1: Increase equitable student engagement, learning, and success.		SLOF	Student Clubs	Continue to increase student participation in clubs	To continue growth over previous years, we will work to achieve 35 chartered clubs and involve at least 15 students in ICC during the 2016-17 academic year.	Continue strong advising practices for ICC including consistent and regular communication with current and former advisors. Also, will work on a one-on-one basis to provide specialized support for clubs that are struggling. Furthermore, will seek opportunities for the department to create clubs that students have not yet expressed interest in, but might benefit from (ex. Black Student Union, International Students Club, etc.)	2017SP		Ongoing	Due to staffing changes during the fall 2016 term, only 33 clubs were chartered during the term. Additional outreach and opportunities to market ICC and student clubs will be ongoing during the 2017-2018 program year to reach the intended program goal of 50 sustainable and active clubs.	
12	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	MUSIC	Annual High School Choral Festival	Start LMC Annual Choral Festival targeted at recruiting from area high school students and students in the vicinity, using prominent Bay Area and National Acts as attractors	Attract potential students to the LMC music choral area by providing well organized music festivals as attractors.	Hold Annual High School Choral Festival at Recital Hall attracting potential students in the vicinity.	2016FA		Ongoing		

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	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
13	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students - Improve Graphics classroom	To provide quality labs and equipment to students enrolled in the graphics program. To collaborate with IT and ensure sustainable hardware and software solutions.	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. To meet the needs of our students and provide job skillsets for graphics and 3-D modeling. Technology demands for the job market require core knowledge of current software and equipment. In planning for the next software upgrades, Adobe Creative Suite / Autodesk Maya / OSX 10.10, our equipment needs upgrades to handle the increase in memory demand. We offer students experience in the same software that they would use in the following industries; graphic design, publication, advertising, marketing, animation, 3-D modeling, and photography. II. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle.	upgrade RAM – purchase and install RAM to maximize our computer capacity in the graphics classroom purchase and replace hard drives – Our computers were manufactured in 2009. Hard drives are reliable for 4-6 years under regular use. Our 3-D modeling and animation courses are heavy users of the hard drives for rendering and processing video. We plan to purchase and replace broken hard drives on computers in graphics classroom replace broken mice and keyboards – IT may have a stockpile of used mice that will be adequate. However students are often confused in the classroom when mac specific shortcuts are given on PC keyboards. We prefer to replace broken keyboards with original Apple or 3rd party apple keyboards. Wacom Tablet – we have 15 graphire drawing tablets. For our Photoshop, photography, and 3-D modeling courses we would like to pilot the new intuos pro tablet to evaluate the new hardware. Many experts are recommending the Wacom intuos pro tablets. They are becoming a viable option because of their resolution and increased pressure sensitivity. (the are more responsive and dependable than our existing tablets)	2016SU	dependent upon funding	Completed		The RAM upgrade, though helpful, has been only partially successful due to the IT department ordering incorrect ram and delivering it almost a year late.
14	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students - Graphics and Journalism Server	To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the graphics and 3-D modeling industry workspaces	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. However, IT has recommended that we upgrade the server to meet the current needs of the graphics and journalism classrooms. Our current server was built in 2009 and is in need of replacement after the last server software upgrade. The server controls the shared drives for Graphics and Journalism, which	Replace macmini – purchase and install macmini with current server software and drives. Replace and upgrade server storage drives– replace server classroom hard drives and backup Graphics - RAID 5 storage and drives Journalism – RAID 5 storage and drives Backup - RAID 0 storage and drives	2016SU		Completed		Hardware and software installed. Students now have space to store work, The Experience newspaper is able to keep the entire Experience archive online. Backups have been used to recover important work already. The server is considerably faster allowing students to concentrate on learning instead of waiting.
15	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	MUSIC	Convert Certificate for Music Business Management to AA degree	LMC Music department plans to convert the certificate of Music Business Management to AA degree	Converting Certificate of Music Business Management to AA degree will likely bring more students of caliber and be among the few community colleges that offer such a degree	Plan courses that lead to obtaining an AA in Music Business.	2016FA	Spring 2018	Ongoing		
16	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	APPLI	Enhance technolgy used in the Appliance Program	Upgrade technology to be used in the Appliance and ACREF classes.	Software for our air conditioning load calculations class is out of date and no longer usable for the students. The HVAC industry uses computer based programs to determine heating and cooling load calculations. The class is currently being taught using the white board and paper to determine load calculations which out dated.	Purchase new software to be used on existing appliance lab top computers. Install a presentation version of the software for the instructor to use in classroom.	2015FA				
17	#2: Strengthen community engagement and partnerships.		COMSC	Develop pathways for high demand, core courses	Complete articulation agreements with feeder high schools.	Support State-wide pathways efforts as demonstrated in 4CD participation in DGI grant. Completion of core courses while still in high school will improve completion and transfer rates when students come to LMC.	1. Articulate AP Computer Science, Intro to Programming in Java, and Intro to Computers with Antioch HS. 2. Articulate Intro to Computers with Deer Valley HS. 3. Articulate AP Computer Science and Intro to Computers with one, two or all three of the Liberty Union high schools. 4. Articulate AP Computer Science with Pittsburg HS.	2016FA		Behind	Activity #1 completed. No response from Deer Valley on #2. After initial enthusiasm from LUHSD, no response, need to re-engage.	
18	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Hire More Grad Students	Work with local colleges and universities to recruit, train and hire English grad students.	With a steady but limited budget to staff quality, trained writing consultants, both at the main campus and Brentwood, we have begun to hire English MA candidates, who benefit from our training, while students benefit to more available consultant hour. Furthermore, at $17.84/hr. these graduate students cost the college much less that faculty consultants. Finally, mentoring and training these graduate students provides a knowledgable pool of writing consultants and future instructors when these students graduate and are eligible to become LMC faculty.	*Reach out the local colleges and universities to recruit English graduate students *Interview and hire grad. students. *Mentor and train grad. students *Observe and evaluate grad. students. *Submit a RAP proposal in February 2016.	2016FA				

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19	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Tutoring for Brentwood Center	Provide equitable and fair tutoring services at the Brentwood Center	We need to continue providing tutoring services in the Brentwood Center. With funding received from the 2015/16 RAP cycle, the Center provides 20 hours of tutoring services are provided at Brentwood. The 2014 Accreditation recommendation for Brentwood is that there would equitable and fair support services on that campus. The funding allowed for us to meet both the needs of students who attend Brentwood and the Accreditation recommendation. This service is a continuous need.	--Outreach to college department who have classes at Brentwood to establish tutor need; --Conduct classroom outreach during the first few weeks of spring and fall semester to assess optimum days and times for tutoring based on student feedback. This will	2016FA	Spring, 2015			
20	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	To Fund a Tutor Program Assistant	This position will assist the Tutor Program Coordinator with oversight of the college-wide tutoring program.	With the increased responsibilities of the Tutor Program Coordinator to provide tutoring for both Pittsburg and Brentwood campuses, the need for hourly assistance is dire. The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11 this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short-term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore opening hours from 8:00 a.m. to 7:00p.m., Monday through Thursday as well as providing tutoring services until 7:00 p.m., Monday –Thursday. Despite the reduction in funding throughout the last few years, the tutoring program has seen an increase in the number of tutors and students served. This position is needed to train approximately 45 tutors college-wide supporting up to 26 college departments. In 2014,	• Assisting with the development of college-wide recruitment and hiring policies and procedures. • Assisting with the recruitment and hiring of new tutors. • Assisting with the supervision of tutors in the Center and throughout the labs on campus specifically for evening hours • Preparing and distribute flyers and brochures relating to tutoring services to promote services available in the Center for Academic Support • Performing triage incoming students and refer to the appropriate support services. • Compiling statistics and prepare reports as necessary. • Assisting with the development of creating SLOs and TLOs and the assessment of both. • Assisting with scheduling of the tutors. • Performing general clerical duties such as filing, answering phones, making appointments. * Rap Request applied for Feb, 2016.	2016FA				
21	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	SOCSC	Reconfigure Course Schedule and Facility Use	Consolidate departmental course schedules by gradually converting MWF sections to TTh or MW, and introduce 3-hour Friday sections, based on data from Brentwood Campus	Aligns with College Strategic Priority #3	Gradually shift departmental course offerings in the direction specified above.	2018FA		Ongoing	The process of consolidating course schedules is ongoing as economics, history, administration of justice, and most political science courses have converted to either TTH, MW, or 3-hour Friday sections. There remains one political science course that has yet to convert to the two/one day schedule.	During the spring semester of 2016, social science department productivity has reached its highest point in at least five years, if not longer. Although there were various factors that contributed to this gain, clearly the course schedule changes did not have an adverse effect on productivity and could possibly have partially cause this increase.
22	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Alternative methods of tutoring services	This objective will attempt to provide multiple delivery methods of tutoring services to provide students with greater access to tutoring services at the main campus and the Brentwood Center.	The College-wide tutoring program has seen an increase for requests for tutors from college departments and the Brentwood Center. However, the budget provided for campus-wide tutoring services has not been increased in many years. Consequently, alternative methods of providing services to augment current methods and services need to be sought and ultimately implemented.	Continue to research online tutoring services Research providing tutoring services via Zoom Continue to research Supplemental Instruction (S.I) Attend conferences and/or workshops on tutoring services Meet with college departments and/or chairs to explore needs and different methods of delivery Meet with Brentwood staff and students to explore needs and methods of delivery Explore how to optimize current delivery methods at both campuses.	2016FA	Spring 2017			
23	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 2: Strengthen current and create new partnerships.	COMSC	Research and develop degree/certificates in Cybersecurity	Research and develop degree/certificates in Cybersecurity	Cybersecurity is identified as an area of high job demand, with careers that can start at AS degree level. A degree in cybersecurity that is nationally recognized via the Dept. of Homeland Security and the NSA will serve students in the local area.	Build relationship with CyberWatch West, initially as a member, then work towards CAE2Y status. Work with the Office of College Advancement on new STEM grant.	2017SP				
24	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	COMSC	Insure curriculum is current and uses best pedagogical practices.	Update course outlines of record	Department course outlines of record need to be Title 5 and Accreditation compliant.	Update course outlines of record.	2016FA		Ongoing	By its nature this is an ongoing activity.	Curriculum needs to be continually update to ensure students are receiving current skills.
25			COMSC	Insure degrees and certificates are current.	Update degrees and certificates to meet current courses.	Changes in other courses and programs in the department require that existing degrees and programs be updated to reflect those changes.	Update Networking & Security degree/certificates to remover COMSC 056, 124, and 125 and replace them with COMSC 122,132, and 142. Update Computer Support Specialist degree/certificates to remover COMSC 056, 124, and 125 and replace them with COMSC 122,132, and 142. Update Core Competencies certificate to remove COMSC 056 and replace it with COMSC 122.	2016FA		Ongoing	Course outlines of record updated, now working on revisions to degrees and certificates supported by these courses.	

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#1: Increase equitable student engagement, learning, and success.		FIRE	Secure funding for Fire Academy Coordinator to adhere to new State regulations	The California State Fire Marshal, State Fire Training Division is now mandating a new testing procedure that requires a 500% increase in staff time for Fire Cadet Testing and Certification. Our department currently does not have a Fire Academy Coordinator in order to adhere to these new regulations we must receive funding for this position.	California State Fire Marshal is implementing a new national test that gives our fire academy cadets a national recognized certification. In order to meet these requirements for testing we must have a dedicated individual to serve as Fire Academy Coordinator to ensure compliance by instituting, coordinating and managing this new testing mandates. We currently use our 2 full-time faculty in this capacity without receiving additional load or compensation in order to adhere to the testing standards. This current practice is unsustainable due to the scope of this position compounded by all the other responsibilities assigned to these two faculty members. In order to meet the State Fire Marshal certification regulations we must have a Fire Academy Coordinator.	1. Apply for RAP funding for a part-time Fire Academy Coordinator 2. Work with Dean to secure funding for a permanent Fire Academy Coordinator position 3. Request 25% reassignment time to Mike Grillo (Fire Technology Faculty) or German Sierra (Assistant Professor Fire/EMS) on a rotational annual basis.	2016FA	2017SP	Abandoned	We have been approved for a .50 Public Safety Coordinator which will replace this position.	We believe that staffing this position is critical for our future as an ARTP (Approved Regional Training Program) and our very existence as a Fire Technology Program here in California.
#1: Increase equitable student engagement, learning, and success.		FIRE	Secure funding for a permanent summer EMT Class	We require permanent funding in order to implement a permanent summer EMT Class. This 8 week/4 day a week class prepares students for an entry level position in the field of public safety. An EMT National Certification is now required to enter the Los Medanos College Fire Academy. This class will increase our pool of qualified applicants into our Fire Academy consequently improving student success.	Currently both of our EMT classes are highly impacted and often times we have to deny students acceptance due to lack of space. This summer class would provide more openings to this already impacted program. Therefore, allowing more students to receive EMT Training and become eligible to take the National Certification Exam. The private EMS industry has a constant demand for certified EMT graduates. In addition, this summer course would augment our capabilities to recruit from under-represented populations in our community. Thereby, increasing equitable student engagement, learning and success. According to our SQL data... Providing a permanent summer EMT course would not only improve student success but would allow students to achieve their goal of becoming a public safety professional.	1. Institutionalize a summer EMT Course 2. Secure funding for a summer part-time faculty member and materials required to teach the course. 3. Request RAP funding to assist with institutionalizing the summer EMT Course. The RAP would include funding for the summer faculty member from our existing pool of qualified instructors in this discipline, support staff and required materials.	2016SU	2016FA	Completed	This has been completed , permanent funding and a supply budget of $3000 dollars plus another $7000 have been allocated for Labor. We believe at this time this is sufficient unless of course the labor market changes.	LMC will now have a total of 5 Cohorts of students. The summer class with a projected enrollment of 40-45 Students will yield an additional 360 Units (8 unit class) which will generate an additional 30 FTES for LMC, for the Summer Cohort.
#1: Increase equitable student engagement, learning, and success.	GOAL 2: Strengthen current and create new partnerships.	TRFCTR	Creating Culture of Transfer through Collaboration Across Campus	Increase transfer knowledge and transfer resources through collaboration with programs/communities across campus such as low income students, foster youth, students with disabilities, veterans, first generation students, athletes, and learning communities to provide greater access to and knowledge of transfer information and opportunities.	Targeted programming and services such as Umoja, DSPS, EOPS, and Puente exist on campus because it is recognized these student communities has unique needs and concerns. These program have created a trusted community among students. Transfer Services wants to collaborate with these programs and other programs to enhance connections to students and address the equity gap of transferring in these student communities as noted in the Student Equity Plan. By providing targeted programming to these groups we maximize services to students, address specific concerns of students in a safe and trusted existing community, and provide resources and information for greater awareness and access to transfer opportunities.	Transfer Services will connect with staff and programs across campus to provide targeted resources and programming to key student populations previously not reached with transfer services. Resources and programming will include guest speakers and panels for targeted populations, university representatives interacting with targeted transfer information through handouts, emails, and targeted campus trips. As collaboration is expected to expand, graduate student interns will be hired to assist with the development and implementation of these programs.	2017SP	2018SP	Ongoing	Graduate interns were not hired due to lack of funds and fit with the office roles. Due to increased responsibilities with Transfer Academy, expansion of Transfer Services did not occur. Some services, such as university tours had to be scaled back, as well as some programs had to be modified due to lack of funds.	Student Ambassadors connected with students across campus in "pop-ups" to spread the word about transfer services. With expanded training, student ambassadors were able to provide more assistance to transferring focused students in answering questions, connecting with their respective communities on campus, and provide back-up support to the Transfer Coordinator.
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TRFCTR	Access to Transfer Information	Increase knowledge of and access to transfer information through expanded online and in person services.	As outlined in the Student Equity Plan, low-income students, African American students, and students with disabilities have the greatest gap of equity as it relates to transferring to a 4-year institution. By providing targeted information to these groups, addressing specific concerns of students and providing resources, we look to close this gap. Additionally, part of providing equal access and awareness to transfer opportunities is by reaching out to students through many mediums, where they are physically such as with learning communities, classes or other activities they participate in on campus, and where they get their information. For millennial students this includes on-line and social media. Student Ambassadors and graduate student interns who are students themselves would have the best gauge and how and where to reach students on-campus and on-line. Their participation in the outreach to students would be key. Through personalized targeting of programming by community and communication medium we can increase knowledge and access to transfer information.	Transfer Services will work to increase knowledge of the transfer process through rebuilding and expansion of the website for easier accessibility of school, application, financial aid, target population (low income students, African American students, students with disabilities, foster youth, veterans), and next steps after being accepted information. To increase traffic to the website and Transfer Services as a whole, social media such as Twitter, Instagram, Facebook, and LinkedIn will be utilized by staff and student workers. Additionally, the Transfer and Career Student Ambassador program will be expanded and enhanced to include more students who will provide expanded services beyond the Transfer and Career front desk and computer area out to the rest of the campus. Helping in the planning of the dissemination of this information and planning of activities and programming would be graduate-level student interns. Information directly provided by university reps through programming will also continue to be developed an expanded, especially with funding being sought for the UC Davis TOP program.	2016FA	2018SP	Ongoing	With new students entering the campus each year/semester there is a constant need to reach out, update, and connect with students interested in transferring, therefore this goal is on-going. A survey is planned for SP2017 to better understand the needs of students transferring, especially information they need and what type of social media they use. Due to lack of funding, no graduate interns were hired, limiting further expansion of transfer services. Graduate interns will be sought next academic year and on-going. Transfer & Career Services is operating with less funds than 15-16.	Transfer Services website has been mostly updated. Social media use to promote Transfer & Career Services has been instituted, especially instagram, but further refinement is needed. "Pop-ups" to reach students not coming to the Student Services Center was instituted in FA2016 reaching 34 students, with positive feedback but further refinement needed. Funding through the Equity Grant enabled the UC Davis TOP program to continue serving over 50 students through appointments and workshops in FA2016, leading to an increase in applications to UC Davis. Funding for this program has to be sought each year though and is not guaranteed. To address student needs, drop-in hours near deadlines were instituted with 186 students accessing application help through Transfer Services over a two week period.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
30	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	INSTOF	Professional Development for Academic Units	Provide and participate in training and professional development activities for Deans, department chairs, committee chairs, faculty (Nexus and new part time faculty) and classified staff.	Ensure professional growth and adequate resources for campus leadership.	Training workshops for new Department Chairs and Committee Chairs Nexus workshops throughout the year Orientation of New Adjunct Faculty each Flex Training workshops for classified staff New Faculty Orientation Include professional development in each Dept Chair meeting.	2016FA		Ongoing	Professional development is ongoing. Our Nexus program for new faculty continued in 2016-2017, with new faculty meeting bi-monthly with co-coordinators Tess Caldwell and Jill Buettener- Ouellette. During every pre-semester flex week, the VP and Deans conduct a 3 hour workshop to orient all new faculty to LMC, covering a range of topics from policies and procedures to evaluation. The instructional deans meet annually with classified staff under their supervision for a luncheon and professional development themed session. Monthly department chair meetings continue to include professional development on timely topics, e.g. handling student complaints, program level assessment, writing meaningful objectives for program review, etc. Deans attend a wide variety of conferences and workshops relevant to their areas of responsibility.	
31	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CSVC	Online copy order system	Develop Online system for faculty and staff to submit copy and print orders	Reduce mass email copy order submissions saving data space. Increase turnaround speed by reducing redundant processing steps.	Work with Web Administrator to add order submission component to Print Shop site-page. Test and debug before opening up to entire campus.	2015FA				
32	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TRFCTR	HBCUs	Continue to increase awareness of and access to Historically Black Colleges and Universities (HBCUs)	"The goal of our Historically Black Colleges and Universities Transfer Guarantee Project is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately contribute to an increase in baccalaureate degree attainment" (http://extranet.cccco.edu/HBCUTransfer.aspx). Similarly, one of LMC's goals is to close the equity gap on African American students transferring. One way to do this is through access to information through HBCU fairs and targeted HBCU programming and direct exposure to HBCUs. A Spring 2014 SLO evaluation by students of tours to local colleges notes 92% of students Strongly Agreed or Agreed that "the campus visit help me make a decision as to whether or not to apply to this university." Hence, physically visiting schools is an important part of increasing awareness and access to HBCU for African American Students.	With the new CA community college agreement with nine HBCUs, an annual fair will be hosted by rotating community colleges. When hosting the HBCU fair, Transfer Services will collaborate with the Umoja Scholars Program and local high schools for expanded programming and marketing. When not hosting the HBCU fair, transportation to other colleges hosting the HBCU fair will be provided. Additionally, in collaboration with Umoja, programming to provide students the opportunity to visit HBCUs is being developed. We will also continue to work on HBCU TAG agreements with additional HBCUs such as Morgan State, Howard University, and Hampton University. As these universities/colleges may be new to students since they are not local, extra marketing and support for how to apply to these schools will be provided. These activities will increase awareness and access to information regarding these HBCUs to all students, but especially African American students.	2017FA	2018SP	Ongoing	With new HBCU agreements with now 21 CA Community Colleges, the HBCU oversight program is going through changes in how HBCUs reach out to colleges. Fairs may or may not be continued in the same way.	HBCU Tour option was provided through Equity Funds for 5 students during FA 2106 and 4 students in SP 2017. Transfer & Career Services collaborated with Umoja to create the application, recruit and coordinate the tour. HBCU agreements with CA Community Colleges have expanded to 21 schools, with a rep from the HBCU overall program attending the Fall Transfer Fair.
33	#1: Increase equitable student engagement, learning, and success.		ART	New AAT in Humanites	create a new program tied with the AAT in Humanities	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success The Humanities department began in 2000 and has reached maturity. Since 2000 it has grown from one to six courses and is ready to establish a new department.	coordinate with the State Senate committee for the Transfer Model Curriculum in Humanities create degree and program hire a full time faculty in Humanities	2018SP		Behind	We are currently delayed, because the State has yet to initiate the process.	
34	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	ART	Develop local certificates	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success To promote innovation and certificate options in commercial and fine arts.	Students graduating LMC get a general degree that does not reflect their specialty skill sets in commercial and fine arts.	explore "specialty" certificates in the following areas; photography ceramics industrial design video department discussion and planning in terms of courses offered and sequencing	2016FA		Ongoing		

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35	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	CARDEV	Career Assessment Activities	Assist undeclared and/or unsure students by providing strong tools, activities, and assessments to more clearly and quickly identify interests, skills/strengths, values, work environment, and personality preferences as it relates to academic and career goals.	Because figuring out career goals has many components, career counselors/services utilize established theories to guide their work with students. These theories, such as trait/factor and Holland's work theory match qualities and personality to work environments. Students who feel they have career direction will be able to pick the most appropriate classes and persist through LMC at a faster rate. Although there are free activities online, these are lacking in statistical validity and reliability, as well as not always being appropriate for the breadth of students being served at LMC. Through carefully crafted in-house assessments and statistically valid professional resources students will be able to identify their career goals more quickly.	Career Services will investigate and purchase necessary career assessment software, and statistically valid career assessments (such as the Myers-Briggs Type Indicator, Strong Interest Inventory, and Strengthsquest) which can be used independently by self-initiation of the student or through referral of a counselor to assist with major and career exploration. Training will be provided to interested counselors as to interpret those assessments that require or encourage extra training. Additionally, in-house materials such as career and major card sorts and check-list activities will be developed that enhance self-reflection and are targeted specifically for LMC students to include popular majors and careers most asked about.	2018SP	2019SP	Ongoing	Funding is still being identified to purchase and create necessary career activities and assessments. Myers-Briggs, Strong Interest Inventory both cost to purchase and need special qualifications to give out and interpret that only the Director of Career Services and some in the Counseling Dept., currently hold.	HSI Grant funding was secured to purchase 500 Strengthsquest codes. Two in-house career activities were created that incurred a small cost of printing but were then otherwise free to distribute.
36	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	CARDEV	Career Exploration Programming	Career Services will enhance and expand a student's ability to connect their academic and career path through exposure to a broad variety of career field information.	their career goals assisting them in best choose classes/majors to support their skill and intellectual development while at LMC. Lifespan and identity development theories note exploration as an important phase for students as they move to decision making and establishment of life direction. Many LMC students are first generation students and the career fields they are exploring do not exist in their personal network. Implementing programming where students can directly talk to career professionals or engage with information and resources not otherwise available through their personal network is an important part of their growth and transfer trajectory.	Career Services will develop a robust calendar of career exploration programming guest speakers, career panels, career information networking events, major exploration fairs, company/industry site visits, and internship opportunities. Collaboration with academic departments, learning communities, and other programs will be priority in the development of the programming. Additionally, expanded career information will be developed and maintained on the Career Services website as it relates to career/industry clusters and most popular majors/careers of LMC students. To assist with development and coordination of these programs, graduate student interns will be hired.	2017FA	2018FA	Ongoing	Creation of programs/resources/activities for students to explore careers is on-going based on changing needs and requests of students as well as funding by the campus. Bigger programming has been limited due to lack of department funding.	Fall16- 19 class presentations offered reaching over 400 students. First ever Exploring Majors Fair with 12 departments represented and over 100 students attending. Spring 17 – expanded career workshops are being offered, along with class presentations; a career networking event during Cesar Chavez week, a careers in health speaker, and a joint job shadow program with Workforce development is being planned.
37			ADJUS	Strengthen community engagement and partnerships	Build advisory committees to support our program	It is imperative that we build a relationship with employers and other professionals in the criminal justice field in order to ensure that our program and course objectives lead to the type of curriculum that will assist our students when seeking employment in the criminal justice field	Meet with committee of criminal justice professionals bi-annually	2016FA				
38	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	CARDEV	Career Connections	Develop database of career professionals (LMC staff/faculty, community representatives, and "friends of LMC") for student to utilize for career exploration.	Students identified in the Equity Plan, such as low income, disabled students, African American students, as well as many others often don't have the personal network to connect when exploring and pursuing careers. This creates a lack of access to information and resources, but also opportunities (job/internship) while at LMC and in the future. The career connections database looks to fill that gap by coordinating information on career professionals that can be accessible by the students and others on campus coordinating programming. More specifically, this network will work to include career professionals of similar backgrounds and experiences so as to address the unique needs and concerns of LMC students. These professionals can assist LMC students not only in confirmation and	Career Services will work in collaboration with campus partner to develop a database of career professionals that can be accessed by students for: mentoring, informational interviewing, job shadowing, internships, etc. This database will also be accessible by staff/faculty on campus to invite the career professionals to participate as a guest speaker or career program participant on campus. Each participant in the database will be asked to reach out to other career professionals, therefore further expanding the database of professionals that would like to share their story and be a resource for students. In order to manage the contact information and separate activities the career professionals are interested in participating in, specific contact/mentoring software will be purchased.	2018SP	2019SP	Behind	Creation of a database proved to be difficult due to limitations of existing free software and expertise in use by the staff in Career Services. Funding has not been secured to purchase or hire external staff to create the database. Alternate ways of connecting students, staff, alumni, and "friends of LMC" will be investigated, such as using LinkedIn group functions.	
39	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 4: Be good stewards of the District's resources.	BOOKS	Assist with the planning, design and layout of the Bookstore in the new Brentwood Center location.	Help create a well-designed, functional and aesthetically pleasing Bookstore to maximize service to the Brentwood Center campus community.	An expanded and well-designed Bookstore space would allow us to maximize our service to the campus community as well as explore additional revenue streams.	Consult with bookstore staff, conduct industry research & meet regularly with the selected architect firm.	2017FA		Ongoing		
40	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	DRAMA	Replace broken lighting and lightboard	Replace broken lighting and lightboard	Lighting instruments and our light board have been going out over the past few years and have now reached a point where they need to be replaced because they are dangerous	Equipment is used in every production and event held in the theater	2016FA		Behind	The college is looking to replace the broken lighting at the same time the carpets are updated. Before any item is updated the roof of the theatre needs to be repaired.	na
41	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		WELD	Restoration of Night-time Shop Equipment Assistant Hours	Increase the Voc-Tech tool room staffing from five hours a day to six hours. This will provide better coverage, security, and coordination in the tool room. The tool room has no classified supervision from 4 to 5pm daily, it is now covered by student workers.	Staffing was reduced from 6 hours per day to 5 hours when the college went through budget cuts recently. The tool room has no classified supervision from 4 to 5pm daily and is covered by only student workers. The welding courses operate during that time period which creates a problem for maintaining tool security and checking in supplies.	A RAP proposal has been submitted to increase the existing permanent classified position hours.	2015FA				

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	C	D	E	F	G	H	I	J	K	L	M	N
42	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		WELD	Forklift Shelter	To provide a shelter for the Welding/Auto/Appl. forklift.	Presently, our forklift is outside in the sun all year long. We have no shelter for it. The forklift is becoming damaged by the weather - the sun has dried out the plastic making it brittle and causing the plastic parts to break. The seat is damaged by the sun's UV and has torn open and absorbs water when it rains. All the rubber hydraulic hoses are becoming brittle due to the sun and will start to deteriorate and leak soon. Having a shelter to park it in to protect it from the sun would help to protect it, reduce our maintenance costs and prolong its life.	A new place to park and build a shelter inside the Voctech gated area has to be made. Once a place is determined, a shelter can be made to park it in.	2018FA		Ongoing	Awaiting for the cleanup of an area of the Voctech yard where I can build a shelter for it.	The forklift is critical to the operation of the welding program as well as other voctech programs. It is used to move heavy pallets of metal/material around the shop yard as well as in/out of Joe's truck for material donations and scrap runs.
43			WELD	Dedicated Welding Program Theory Classroom	Obtain a permanent, dedicated classroom for Day and Night Welding Technology Theory Courses 10, 35, and 40.	Since losing our dedicated classroom some time ago, the Welding dept. has had to juggle finding new classrooms throughout the college every year. We have had numerous audio/visual issues from broken screens to missing/broken projectors, damaged speakers, missing remotes, rooms that cannot connect up to laptops or internet, computer malfunctions, and many other issues that causes major disruptions to staff trying to instruct the students. There have been conflicts with other instructors sharing classrooms such as unauthorized use during our scheduled time. Many of the existing classrooms are poorly designed whereas one cannot use a white board when the projector screen down. This makes it difficult to explain/illustrate concepts to students and overall teach. Each classroom has equipment that operates in different ways thus making it difficult to teach new staff how everything operates. Having a dedicated classroom would allow us to procure top quality AV equipment such as overhead projectors, transparency projectors, Elmo projectors, video players, computers, have posters, displays, weld samples, and equipment to increase student learning and	Work with our Dean to procure a classroom.	2018FA		Ongoing	Have discussed situation with Dean Hannum and kicked around many ideas.	
44	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		DSPS	Increase staff support at Brentwood campus	Obtain additional highly qualified staff for testing accommodations	Brentwood campus has seen a drastic increase in requests for testing accommodations and other accommodations for students with disabilities during the past year. Currently a full time classified staff dedicates part of their assignment to providing accommodations; however, this is not sufficient to serve the growing demand. Providing testing accommodations requires a high level of expertise and additional classified support may be needed at the Pittsburg campus as well	Submit a classified staffing request to support a full time dsps classified staff at the Brentwood center. Collaborate with Brentwood center staff to identify space for new staff. Review all DSPS accommodation needs to evaluate all classified staffing needs to support a growing dsps program	2016FA		Behind	RAP classified staffing request submitted; however not approved for hiring at this time. May need to be deferred until new Brentwood facilities open	
45	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 2: Strengthen current and create new partnerships.	COMSC	Research and potentially develop a degree/certificate in Digital Media	Determine the degree to which "Digital Media" can and should apply to Computer Science and develop curriculum and a program accordingly.	Digital Media is a companion area to ICT in the Career Pathways (DGI) initiative. Courses in digital media are being offered at our feeder high schools. Particularly because certain aspects of what is being called "digital media" apply both to Computer Science curriculum (gaming) and Art (graphic arts), first research and then a consequent determination needs to take place as to what goes where and what should be pursued.	Research and determine how Digital Media relates to current and potential future department curriculum and programs. Collaborate with the Art dept. as to how best Digital Media can apply to both departments. Develop curriculum and program(s) accordingly.	2017SP		Ongoing	Regional Digital Media group met December, 2016. Awaiting C-IDs for core courses to vet and then obtain statewide approval.	
46	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	LIB	Brentwood library service expansion	Increase reference services, Brentwood student awareness of the library and Brentwood faculty engagement	In the Spring 2015 Brentwood Center Student Services Survey 31% of respondents indicated that they were aware of our textbook reserve program at the Brentwood Center 34% of respondents indicated they were aware of our online library resources. The Library would like to increase awareness of available library resources at our Brentwood Center campus.	Conduct regular reference hours at the Brentwood Center. Draft proposed librarian schedule to include 50% time at the Brentwood facility. Increase marketing and outreach to students, faculty and staff at the Brentwood Center.	2017SP	ongoing	Completed	With the hiring of the Brentwood librarian services have greatly increased. Reference services are offered for nine hours each week and library workshops totaled 15 for the semester. Marketing materials (bookmarks, signage, flyers) have been ordered, librarian provides information for the newsletter and website, outreach emails to faculty and staff are regularly occurring.	The availability of library services has increased leading to a greater library presence on the Brentwood campus. Faculty are more familiar with the library and the role of the librarian, a closer partnership with tutoring services has developed, and the Brentwood librarian is actively involved in the planning for the new center building.
47	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	DRAMA	Replace broken speakers in the theater	Replace broken speakers in the theater	The speakers attached to the film screen in the theater are blown and need to be replaced.	These are the primary speakers used for classes and productions.	2016FA		Completed	The speakers were replaced by our insurance because the damage was caused by a leak in the roof.	The speakers have just been received and installed and have yet to be used.

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	C	D	E	F	G	H	I	J	K	L	M	N
48	#1: Increase equitable student engagement, learning, and success.		DSPS	Training for student employees	Develop training for all student employees: tutors, instructional aides, DSPS office staff, student ambassadors, scribes	Ongoing student professional development needs, improving services and cross training for employees, consistent expectations in policies and procedures, legal mandates for DSPS, best practices in DSPS roles.	Develop training session specific to each task, as well as common training for overall DSPS policies, procedures and legal mandates. Confidentiality procedures, how to interact with instructors, how to deal with difficult students. Disability 101: overview of disabilities, sensitivities and learning styles. Absence reporting, time card deadlines, other job requirements.	2016FA		Ongoing		
49	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MESA	Create stronger awareness of STEM transfer universities and careers	Create stronger awareness of STEM transfer universities and careers	Transfer and Career development is an important component of the MESA program. Students will be more aware, engaged and competitive in the transfer and job application process. MESA would like to provide one STEM specific University tour per academic year. Currently there are no STEM specific tours offered at LMC. We would like to provide a university tour where we target the STEM departments of a university rather than a general tour. We feel this will increase the knowledge and interest of our students to transfer in STEM specific majors. In a general college tour you do not get to see the departments in depth. This will give STEM students a better grasp on the specific majors and department requirements they are looking for. MESA would like to create stronger awareness of STEM transfer universities and careers. Therefore, MESA would like to provide one STEM specific Industry tour per academic year. Currently there are no	1. Tour one STEM transfer University 2. Tour one STEM industry Campus 3. Offer outside Career Speakers	2016SP				
50	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MESA	LMC and MESA integration	Integrating MESA into the fabric of the institution	Advisory board of all STEM departments and student support services helps lead MESA and integrate into LMC. Collaboration with other initiatives and centers provides aditional support and input and outreach.Traditional outreach efforts don't work among our most underserved students. The brentwood center is lacking student service help particularly in STEM.	1. Reignite LMC MESA advisory board 2. Collaborate with other initiatives and centers (EOPS, Honors, Transfer Center, Math Lab) 3. Institutionalize tutor budget 4. Establish contact at Brentwood center and labs	2017SP				
51		GOAL 1: Enhance student learning and success.	MESA	Counseling	Increase counseling support for STEM students	Complete student educational plans is one of the key factors to student success at community colleges. Student educational plans and counseling increase the rate of transfer among transfer STEM students. STEM major requirements expertise for the counselor increases transfer success. Providing a MESA introductory course with counseling allows personal relationships to develop and more access and continuity with counseling and transfer awareness.	• Create better early identification of STEM students • Determine counseling needs • Replace STEM counselor • Provide STEM specific training for counselor • Institutionalize counseling hours • Establish MESA course under counseling	2017SP				
52	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	MESA	Increase MESA Effectiveness	Based on data collection MESA would like to increase effectiveness in several areas.	To increase course completion rates based on our data we need to increase student support. We also want to encourage a stronger cohort to help support our students from within.	•Explore having instructional aid or classified staff in the MESA center to support students on a more regular basis than hourly tutors to help support course completion rates. • Have a projector, screen and podium permanently installed in the MESA center to help increase draw and attendance of MESA events •Encourage the formation of a MESA club •Explore hosting a MESA retreat •Revitalize MESA general meetings Institutionalize MESA Administrative Assistant budget Institutionalize MESA Supplies budget	2018FA	2019SP	Ongoing	RAP fro many of the funding of the admin and activities was denied. Also with the loss of the HSI stem grant we are re-evaluating budget and what we can do. MESA club is not being explored as our other stem clubs have exploded. We do not want to take leadership away from those forming clubs right now. MESA general meetings is still being explored. With the loss of STEM and no RAP funding a MESA retreat is is unlikely annually. We will continue to ask for RAP funding for all other support areas and more.	• A TV has been permanently installed in the MESA center to help increase draw and attendance of MESA events •MESA Counselor has been fully institutionalized allowing for other activities to function off the state grant.
53	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MESA	Increase number of opportunities for students to engage in professional organizations	STEM students need enrichment and greater support systems outside of the institution. Encouraging and funding professional conferences and club formations will help students engage nationally.	Based on our data numbers 55% of MESA students are able to go on a trip and only 35% are involved in a STEM activity other than MESA.	•Fund and organize trips to national and local professional conferences. •Support the formation of new STEM clubs Institutionalize Travel budget to fund trips to Universities, Conferences, local industries ect.	2018FA		Ongoing	We have made several activity advancements, however because our RAPs are not being approved we can not move forward in growing some of our initiatives. Therefore these status must remain ongoing.	•Through Equity money we took students to national STEM conference. •We have 5 stem clubs!
54	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MESA	Increase number of students applying to Internships and scholarships	Students from undeserved areas lack the skill and knowledge of supporting internships and scholarships, we would like to increase access and knowledge of these and applications to scholarships and internships.	Based on our data numbers, below 50% of MESA students apply to scholarships and Internships.	•Work more with the Transfer and Career center, Scholarships office and financial aid. •Have transfer center, scholarships and financial aid host workshops in MESA center. •Increase application help workshops/ clinics given by the MESA director •Strengthen advertisement and support for internship applications	2017SP	2018SP	Ongoing	Have noticed an increase in internship applications, but not scholarships. Will keep working on scholarship outreach with the above activities.	•Held transfer center, scholarships and financial aid host workshops in MESA center. •Held internship panel Have noticed an increase in internship applications, but not scholarships. Will keep working on scholarship outreach.

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	FIRE	Secure Funding for LMC Fire Academy' facilities rental fee	Contra Costa County Fire Department has recently started to charge any and all agencies and organizations for the use of their Fire Academy's Training Tower. Los Medanos College has in the past, used this facility free of charge, this is no longer the case. Although it is very difficult to estimate an exact dollar amount , we anticipate, based on this year Fire Academy "not to exceed agreement " with Contra Costa County Fire Dept. to cost approximately $20,000-25,000 for the Spring 2016 semester	The use of an accredited Fire Training facility is required by the California State Fire Marshall, in order to for us at LMC to have a Fire Academy. The ability to have a "skill lab" which is in essence what the Contra Costa County Fire Training Tower represents to us, it is a vital component in ensuring that our students are trained to industry standards and more importantly to fall in line with the new Firefighter 2013 Curriculum mandates and regulations which go into effect January 2016.	1. Secure the funding , at this time it is estimated to be around $25,000 rental fee for the semester 2. Meet with Contra Costa County Fire Department upper management and draw up an actual contract that puts an exact dollar amount for us. 3. Secure or explore additional sources of funding within LMC	2016SP	Fall 2016	Ongoing	I am not sure where we are with this , I believe this is a year to year agreement between our Administration and Management and I have very little to do with this.	Critical component , without a facility that provides a physical site to deliver our Fire Academy , LMC Fire Academy will not exist. Please keep this going.
#1: Increase equitable student engagement, learning, and success.		PUENTE	Align ACS-10 with English 95 for Puente sections.	By Fall 2016, Puente plans to more closely align the current ACS-10 course so that it specifically meets the needs of Puente students in both the ACS-10 course and the English 95 course.	This course alignment will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC).	Conversation regarding course alignment will continue throughout Spring and Summer 2016, leading into Fall 2016.	2016FA		Ongoing	With another Counselor transition heading into Fall 2016, alignment between the English course and the Counseling course was challenging.	Moving to English 100S in the Fall 2017 as well as reevaluating Counseling offerings will open up discussions again about possible alignment, so this objective is ongoing.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CHEM	Provide all STEM majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty (including 2 from Chemistry: Mindy Capes and Dennis Gravert), with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences in their classrooms. Culture of Real-world STEM experiences To cultivate a college community that supports research and inquiry-based experiences in the classroom as well as real-world connections with active STEM professionals, we also plan to offer a STEM student symposium once a year on campus. We hosted the first STEM symposium on campus during the Fall 2014 semester and plan to offer one every spring from 2016 onward. This event will highlight student projects	2018SP		Ongoing		Inquiry-based experiences are a focus in the General Chemistry lab curriculum and additional guided- and open- inquiry experiments are being researched and explored to supplement the existing curriculum.
	GOAL 1: Enhance student learning and success.	ENGIN	Obtain newer Physics/Engineering Laptops	Students will be able to use the latest software in the many classes that use the laptops, PHYS 15, PHYS 40, PHYS 41, PHYS 42, ENGIN 10, ENGIN 36, ENGIN 20, ENGIN 22, ENGIN 25, ENGIN 45, and ENGIN 46.	We cannot give our students a quality education without obtaining newer laptops. SolidWorks, Matlab, and PASCO's Capstone software require 64 bit, Windows 7 machines. We only have 5 newer laptops, and 16 older ones that do not meet this requirement. We also do not have enough computers.	Buy new laptops Install software Deliver to Physics/Engineering department	2015FA				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	JOURN	News radio/podcasting	To give students experience in creating podcasts for digital broadcast, and/or news programming for local radio.	Multimedia skills are increasingly necessary in the news media.	KLSN, a new local community radio station has contacted the Journalism Program about collaborating to create news content. In addition, we plan to explore creating more audio links and podcasts for the Experience online news site.	2017FA		Ongoing	Exploration of community collaboration with KLSN is ongoing, and we met face to face in the fall.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
60		GOAL 1: Enhance student learning and success.	PTEC	Increase persistance and completion rates by increasing use of simulator laboratory	Accelerate student basic process skill acquisition by expanding the use of simulation software to most of the classes in the process technology program.	Simulation software is being used throughout the refinery and chemical industries to train technicians in the operation and troubleshooting of plants. The learning and practice of these skills need to start as early as possible in the program in order to give our students a competitive advantage in the troubleshooting and critical thinking realm of plant operations.	- Write Shell grant proposal to purchase update to software. - Reduce PTEC 10 class size to allow use of simulator lab. - Restrict use of simulator lab to Process Technology Classes (CC3-319) - Change PTEC 12 and 44 COORs to increase number of credits, an	2015FA	2018SP	Ongoing	- Shell grant was written and submitted, we are waiting for a response. - One PTEC-10 class has been reduced to 30 students and is being conducted in the simulator lab. - Most PTEC classes are being moved to the Process Technology classroom (CC3-319) b	Student motivation and understanding has improved with exposure to simulator lab. Students are now able to enter country wide simulator competitions earlier in the program. This gives them exposure to troubleshooting skills and networks of students and industry professionals.
61		GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	Office of College Advancement Structure	The Office of College Advancement will be structured with appropriate staffing and unit functions to effectively meet the resource development needs of LMC, including development of human resources (faculty, staff and managers) and financial resources. (continuation of 15-16 Objective)	While there has been progress toward this objective (which was included in the 2014-15 and 2015-16 program reviews) there are remaining staffing needs, including: creation of a new classified position to coordinate the various components of the LMC Professional Development Program, increase in Professional Learning for completion in 2015-16.	1) Hire a Senior Administrative Assistant to replace the current Senior Administrative Secretary position, as the tasks necessary are of the Senior Administrative Assistant level, and 2) Hire the currently grant-funded position of .50 reassigned time Professional Learning Facilitator as an on-going, (institutionalized) college-funded position. 3) Continue working with the LMC President to identify the most appropriate reporting relationship - and staffing levels for the LMC Foundation and the role of the manager of the Office of College Advancement in the LMC Foundation, 4) Continue exploration regarding relocation of Contract Education to Workforce Development.	2016SP				
62			HONORS	Honors Faculty Professional Development	Organize professional development and mentoring opportunities for Honors Faculty	The backbone of the Honors Program is its curriculum. Therefore, maintaining a cohesive mission and agreement about academic standards among Honors Faculty is vitally important.	• Hold an Honors Faculty Retreat during Spring 2016 flex. • Organize Honors Faculty Roundtable for Fall 2015 • Mentor Honors Faculty and provide them student feedback on their Honors Courses	2016SP				
63	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	1. Expanded Professional Learning Program	Continue to expand and enhance the LMC Professional Development Program through offering new and innovative professional learning opportunities, which are inclusive, equitable, and meet the diverse needs of all LMC employees, with the ultimate purpose of strengthening and supporting a dynamic learning environment that supports a culture of equitable and innovative student, employee and college success and excellence.	The college has clearly prioritized and committed to Professional Development at LMC, as demonstrated most clearly in the LMC 2014-2019 Strategic Plan's STRATEGIC DIRECTION #3: Los Medanos College believes that our most valuable asset is our employees – therefore we fosters a culture of professional development that builds our institutional capacity and expands our learning as educators. This commitment is supported by the following Strategic Plan Strategies: • Strategy 1.1C: Provide opportunities for professional learning aimed at increasing the retention and success rates of all students. • Strategy 1.3C: Improve student learning and address gaps in pedagogy and services, as identified through assessments and surveys. • Strategy 1.4C: Increase awareness about LMC's services by all college personnel. • Strategy 3.1.B: Develop a mechanism for college personnel to share innovative practices and resulting successes with the campus community. • Strategy 3.2.B: Cultivate a culture of ongoing professional development. • Strategy 4.1.C: Provide faculty and students with accessible and effective technological infrastructure and support of online instruction and student services. In order to honor this the Strategic Plan and its related Objectives and Strategies, the LMC Professional Learning Program must have adequate staffing to plan and implement its integrated and innovative, campus-designed program.	• Create cohesive Professional Development Program that includes robust and synergistic activities and funding sources. o Advocate for additional professional development funds to meet the expenses of projected PD budgets. o Create a permanent .50 faculty reassigned-time position of Professional Learning Facilitator. o Transition current Senior Administrative Secretary to position recommended by the Hay Study. • Document a Professional Development Program Plan that is mindful of the campus culture and which supports the LMC mission, Strategic Plan and its goals, articulates PD standard and components, and establishes goals, objectives and related timelines. • Develop an annual Equity-Focused Professional Development Plan, which provides significant opportunities for faculty, staff, and student employees, and directly supports the Student Equity Plan Goals. • Introduce the campus to the new Professional Learning Space and its various uses, and encourage and monitor the use of the space.	2017SP		Ongoing	ACTIVITIES NOT YET COMPLETED: * Permanent Professional Learning Facilitator: RAP proposal for this position was not funded for 2016-17. (Will submit RAP proposal in 2017 for 2017-18.) * Transition from Senior Administrative Secretary position to Professional Development Coordinator position: Hay Study has approved this change in position status, but salaries of the newly approved Hay Study positions are still being negotiated. * Updating PD Mission, Guidelines and Objectives. Recommendations made by retiring Interim Dean; to be completed in spring, 2017. ACTIVITIES WHICH WERE COMPLETED: * Additional funds for PD * An annual Equity-Focused PD Plan (along with a related budget) have been developed and is currently being implemented. * Opening of PD space in Library (Room 215)	Funding partnerships established between PDAC, Student Equity Plan PD, 3SP and EXITO and STEM Grants have allowed for more coordinated and integrated PD activities; including conferences, workshops and on-going activities. Over 25 individuals (representing students, faculty, staff and managers) are participating in a year-long Equity Core Team and Leadership Training. This core team will work with the EPLFs and the Dean of Equity and Inclusion to promote more equitable practices on campus. Over 75 adjunct faculty have been trained in Appreciative Advising and will work closely with traditionally underserved students in the spring 17 semester and beyond in Equity Office Hours - with the goal of improving course completions and student success. There are increased opportunities for faculty, staff and managers to participate in equity-focused professional development activities. The opening of the PD space provides a dedicated space for PD activities with state-of-the-art equipment and flexible usage.
64	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	3. Improve College Advancement Communications	Optimize the services provided by the Office of College Advancement through increasing the knowledge of the campus constituents about the department's services and how to best access these services.	As stated in our mission, The Office of College Advancement provides leadership in a) identifying, securing and managing resources (through grants, contract education and community-education contracts) and b) promoting, coordinating and facilitating a Professional Learning Program for all employees of the college. However, many of our campus employees do not know about the various services we have available or the related successes, nor do they know how to best access the services of our department. This Objective will support Strategic Direction Objective 1.4: Increase and promote equitable Access and Strategic Direction Strategy 1.4.C: Increase awareness	1. Redesign the Office of College Advancement web-pages. 2. Work with the LMC Marketing Department to create a branded look to be used for all official College Advancement communications. 3. Work with College Advancement staff to develop a sustainable campus communications protocol.	2017SP		Behind	The Office of College Advancement is transitioning to become the Equity and Inclusion Office Office. It was difficult to fully redesign and brand the office during this time of transition. The Professional Development web-pages have been redesigned.	The Professional Development web-pages have been redesigned for easier use by college staff. Initial work on the the Equity and Inclusion web-pages and branding has been started. Work on these pages - including EEO and SEP will be completed by the new Dean of Equity and Inclusion, the SEP Coordinator and the Equity Professional Learning Facilitators.

	C	D	E	F	G	H	I	J	K	L	M	N
	College Strategic		**Unit Code**	**Title**	**Description**	**Rationale**	**Activity**				**Status Reason**	**Improvement**
1		**District Strategic**	HONORS	Honors STEM Options	Develop ways to continue to encourage STEM students' participation in Honors in spite of the elimination of "Automatic Honors Courses"			**Timeline 1**	**Timeline 2**	**Status**		
65	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		HONORS	Honors STEM Options	Develop ways to continue to encourage STEM students' participation in Honors in spite of the elimination of "Automatic Honors Courses"	Since its inception, the LMC Honors Program has granted "automatic" Honors credit for all program members taking one of the 14 approved advanced STEM classes: Bio Sci 20, 21; Chem 28, 29; Math 70, 75, 80; Physics 40, 41, 42 and Registered Nursing 22, 26, 31, 36. However, our most important transfer partner, UCLA, has disallowed any California Community College partner from giving automatic credit. Our program has had historical heavy participation from STEM majors and we need to continue to do so.	• Meet with key faculty in affected departments to develop alternate ways students can receive Honors credit in advanced STEM courses. Pilot these initiatives. • Re-examine the honors program's breadth requirements for potential changes that can continue to make STEM and Honors compatible	2016SP				
66	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	2. Grant Planning and Proposal Writing	Support student success through the implementation of campus-planned programs and initiatives with grant funds with pre-approved institutionalization strategies.	Many of LMC's most successful programs and initiatives at LMC began with grant funding, and were sustained as on-going institutionalized (college funded) programs. A sampling of such programs and initiatives include the PTEC and ETEC programs, Umoja, the Honors Program, the Transfer Academy, the Center for Academic Excellence, the enhanced Transfer Center, and the Welcome Center, to name a few. Each of these programs and initiatives were designed through LMC's planning processes, including program review and strategic planning. LMC's Strategic Plan calls for the support of campus-planned programs and initiatives through grant funds, as can be found in Direction 4.3.A: Expand fiscal resources through grants and external funding sources to achieve Strategic Directions. Over the past several years, as we continue to successfully utilize grant funds to support student success, we have learned the importance, and the need for, a clear and pre-approved institutionalization process. All too often, successful programs struggle to find institutionalization dollars at the end of grant-funding. Creating a pre-approved grant-institutionalization process, which holds the programs accountable to pre-specified goals and success factors, will provide a greater continuity in providing quality services for our students and our	1. Work with LMC's President's Cabinet and SGC to develop a documented Grant Institutionalization Process. 2. Research and identify grant opportunities and write grant proposals for programs and services, including but not limited to: LMC's STEM, Basic Skills, PTEC, Veterans Services, Nursing and technology programs, as identified in departmental Program Reviews. Include institutionalization plans/strategies as appropriate. 3. Meet with an Ad-Hoc Grant Committee at least once each semester to gather input regarding new programs and initiatives which emerge from campus planning processes and are potential ideas for future grant-funding. 4. Outreach to potential community grant partners, including schools, industry and local/regional public agencies, with appropriate grant opportunities.	2017SP		Completed		A grants inventory document has been created and updated regularly. This document is brought to Cabinet at least 2 time per year for discussions about reapplying for grants and about institutionalization of activities as appropriate. Ad-hoc committees were formed for a Veteran's Grant (not funded), HSI STEM Grant (not funded) and BSI Transformation Grant (funded). These committees were able to identify gaps for which funding was requested. The grants program will be moving to the Office of Planning and Institutional Effectiveness in spring 2017.
67	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	1. Expanded Professional Learning Program	Implement an expanded, integrated, and innovative, campus-designed Professional Learning Program, which supports inclusive and equitable employee and student success.	In 2010, the president assigned the Office of College Advancement with the responsibilities of staffing a newly created Professional Development Advisory Committee (PDAC) and of operationalizing the task force recommendations into a Professional Development Program at LMC. No additional staffing was allocated to College Advancement for these additional responsibilities at that time, and Professional Development was managed by the Senior Foundation Director with the assistance of the College Advancement Senior Administrative Secretary (who had worked out-of-class as a Senior Administrative Assistant/PD Coordinator until December, 2014. In Fall, 2014, when she returned to the position of Senior Administrative Secretary due to district/Local 1 policies). A .50 faculty Professional Development Facilitator was added to the team with one-time grant-funding to pay for the position for one academic year. In 2014-15, LMC's Professional Learning Program has expanded both its presence and its offerings on campus. The college has identified the need for increased and focused professional development on campus through various surveys and it has paid attention to these needs by including the following statement in its 2014-2019 Strategic Direction #3: Los Medanos College believes that our most valuable asset is our employees – therefore we foster a culture of professional development that builds our institutional capacity and expands our	1. Open a new Professional Learning Center which will host professional learning, development, and advancement (PLDA) activities throughout the year. 2. Facilitate expanded planning and implementation of a broad spectrum of professional learning, development, and advancement activities to meet identified needs for ALL LMC employees (faculty, staff, managers and student employees), including, but not limited to: activities such as Communities of Practice, Educational Exchanges, Flex, Inquiry Groups, Mentorships (and other partnerships), Webinars, and Workshops. 3. Advocate for additional professional development (pd) funds from the college and new pd funds from the state. 4. Work with PDAC to align its Professional Learning Outcomes and its goals with the District-Wide Professional Development Committee. 5. Replace the Office of College Advancement Senior Administrative Secretary position with a Senior Administrative Assistant position. 6. Create a permanent .50 faculty reassigned-time position of Professional Learning Facilitator. 7. Integrate the Equity Plan goals regarding professional development into LMC's Professional Learning Program, by creating an Equity-Focused PD Advisory Team, hiring a .50 Equity-Focused Professional Development Facilitator (paid for by Equity Plan Funds).	2016SP				
68			HONORS	Restoration of Permanent Honors Administrative Assistant	Restore a permanent employee to the 50%, 10-month Honors Administrative Assistant position vacated when Connie Tolleson retired.	Connie Tolleson retired in December 2012 and at that time the college decided not to fill the vacant position. For five semesters we have had Maureen Willhoite temporarily filling the job as a part-time hourly employee but await word on a permanent solution. The Honors Program's model is one of high engagement, as research shows this is the most effective ways to keep students in school and progressing toward their goals. As such, we track every Honors Course students take along with their GPAs. We send personalized advising letters to students based on this information and have intervention policies for struggling students to quickly identify them and help them in their academic pursuits. Finally, the Honors Program has a wide variety of leadership development activities running through the Honors Club that involves organizing myriad events and trips around the state. All of this takes a huge amount of clerical attention. Tracking every grade and every Honors Course, involves a complicated database that needs to be maintained by an employee who keeps student information confidential. The logistics of taking large groups of students and faculty to statewide conferences and retreats are managed by the Honors Administrative Assistant. Also, this position works to help the 15+ Honors Faculty with a variety of tasks they require as they are teaching their specially enhanced Honors Courses Finally, the Honors Program is the only learning community which maintains its own building. The Honors Center is heavily used and requires continual	• Continue to lobby management to restore a permanent hire for the Honors Administrative Assistant position. • Conduct the necessary recruitment and hiring procedures to hire a permanent, 50%, Honors Administrative Assistant who can begin work no later than August 1, 2015.	2015FA				

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	GOAL 1: Enhance student learning and success.	HONORS	Honors Student Research Development	Mentor top Honors Students through the competitive Honors Research Symposium Cycle	The signature development initiative of the Honors Program is to give top students the opportunity to experience academic life through participation in the Bay Honors Consortium's Honors Research Symposium. This selective and highly prestigious event will be held at Stanford in May, 2015 and again at UC Berkeley in May 2016. Students need to be rigorously prepared.	• Hold orientation workshops for interested students during January 2016. • Assist students in developing their presentation proposals. • Coach selected students through the presentation development process.	2016SP				
		HONORS	Maintain Healthy Growth	A student who takes two courses in the Honors Program is categorized as "active". Our goal is to continue with a healthy 5-10% increase in the number of active students and/or Honors Course enrollments over 2014-15 numbers for the 2015-16 academic year,	The dramatic Honors Program growth this year has revitalized the program and we wish to continue in these efforts and contribute to the FTES goals of the district. As we've learned from the past, however, quality needs to be our primary concern therefore we aim to have a healthy increase of 5-10%.	• Continue with comprehensive recruitment campaigns for the Honors Program. These will occur every semester. • Explore ways to involve Honors Faculty more in recruitment efforts. • Require that all Honors Students meet regularly with the Honors Counselor to plan their semesters. Develop ways to track this measure. • Continue to create compelling marketing materials for Honors Courses to encourage higher enrollments. • Continue to offer Honors Courses in key IGETC categories to maximize course enrollments. • Investigate the possibility of restoring a 12th Honors Course for the Spring 2016 semester. • Continue to recruit new Honors Faculty for a wider range of Honors Course offerings.	2016SP				
	GOAL 1: Enhance student learning and success.	PUENTE	Implement a 3 unit personal development course.	By Spring 2016, Puente plans to implement a 3 unit personal development course.	: This course will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC). Our target is to offer this course for first year Puente students during their second semester. This objective aligns with our District's strategic goal #1 "student learning and success."	Conversation regarding this 3 unit course began in Spring 2014. In Spring 2016, we will finalize the implementation of this 3 unit course.	2015FA				
	GOAL 1: Enhance student learning and success.	PUENTE	Expand Puente	Expand Puente to a two or three year program to encourage engagement for 2nd (P2's) and 3rd (P3's) year students.	: As an effort to retain Puente students during their 2nd and 3rd year it would be great to expand the Puente Learning Community to offer additional support services to help keep the cohorts united. This objective would also assist in supporting the goals of Objective #3	Possibly changing the course offerings of Counseling 32 and 34 and offer these courses during the second/third year of the Puente Program to help keep students engaged and connected.	2015FA		Ongoing	Expanding the program is a continual objective as it relates to student need.	In order to expand the program, finding committed English and Counseling staff is essential.
#2: Strengthen community engagement and partnerships.	GOAL 1: Enhance student learning and success.	PUENTE	Increase University of Riverside Puente Leadership	Increase the number of Puente students to participate in the University of Riverside Puente Leadership Conference.	The importance of 'leadership' is an essential topic within the Puente Learning Community. Annually, UCR sponsors a week long free leadership program for Puente students within the State of California. Typically only 60 Puente students statewide are chosen; we aim to send one LMC Puente student to represent LMC and return with great ideas to expand Puente from a student's perspective.	Starting in Spring 2014, we have already emailed the required application to ensure that the 2013-2014 cohort applies for this grand opportunity. As the Puente Counselor I will continue to encourage students to apply and submit the required application by the deadline.	2015FA				
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	PUENTE	Sustainable staffing structure for the Puente Learning Community.	Create and maintain a sustainable staffing structure for the Puente Learning Community.	Currently the Puente Counselor and English instructor maintain a three-year contract for Puente coordination. At the end of Spring 2014, the English coordination piece became available. Without any full-time English faculty interest, the position was assigned to an adjunct faculty member for the 2014-15 year. with an exception granted by UCOP In Spring 2015, as planning begins for the 2015-16 year, we face the challenge of unidentified full-time English faculty interest in co-coordinating the program. Additionally, the full-time Counseling faculty coordination role will become vacant as the three-year commitment from the current coordinator will have ended, and no replacement has yet been identified.	Beginning in Spring 2015, Puente coordinators will engage in conversations with Administration, and the English Department and Counseling Department, about ensuring sustainable and stable future coordination.	2015FA		Ongoing	Staffing continues to be a concern for the program as a whole.	The focus for 2016-2017 will be to bring another English faculty member on board with the hope of growing the program and/or rotating positions in the future.
	GOAL 3: Create a culture of continuous improvement and tangible success.	UMOJA	Sustainable Counseling Component	A major objective of the program is to strengthen and ultimately expand the counseling component. We have increased the counseling hours to address the long time staffing issues created by the successful growth of the program from 35 students to over 200 students; however, we aim to "secure" a permanent position for the designated counselor.	It is a major focus to build, and to continue to strengthen the intrusive counseling component. The program was designed to meet the needs of underserved first-generation students who need guidance, support, and encouragement; thus, the role of the counselor is pivotal in terms of helping students not only access campus resources and navigate the world of academia, but also to assist students in communicating effectively with instructors and the larger academic campus. We anticipate the counselor will hold workshops for students on such topics as time management, educational etiquette, and de-mystifying college, as well as, identifying and guiding our transfer ready and directed students. This work aligns with LMC's Strategic Direction #1: Increase equitable student engagement, learning, and success.	The Umoja Scholars Program Counselor will create activities to support the student's personal, professional and social success. Prepare and maintain electronic student educational plans for program participants. The counselor will conduct monthly workshops to discuss professional development, time management, organization, goal setting etc. Counselor will also bring in special guests from various vocations/related to students career interest and conduct discussion groups to converse about current events and issues student may be facing, in an effort to encourage greater community involvement and social awareness. The counselor will hold, schedule and advertise weekly counseling hours where Umoja students can schedule appointments or drop in. Counselor will work with faculty and coordinator to develop an early alert system that is affective and beneficial to the students. Make follow up phone calls during no show times. Develop, coordinate, and implement outreach/recruitment activities for Umoja program by collaborating with the Minority Retention Specialist and	2016SP				

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
											Status Reason	Improvement
76		GOAL 1: Enhance student learning and success.	UMOJA	Sustainable Program Control Component	A major objective of the program is to secure a permanent, full-time program coordinator. The program has been in transition for the past year and a half, and although there is part time coordination it doesn't' meet the demands of a growing program that serves 200 or more student per semester. The program coordinator is an essential leadership role that binds the components of the program together and leads in the development and sustainability of the community.	As the needs of the Umoja Scholars Program grows and shifts it is more essential than ever to secure a coordinator that upholds the vision, mission, and principles of the USP in all program operations. In addition to the statewide, Umoja Community, practices, principles and initiatives. The work carried out by the coordinator aligns with the college's strategic directions: 1) increase equitable student engagement, learning, and success; 2) strengthen community engagement and partnerships; and 3) promote innovation. This work also aligns with all of the Interim Strategic Priorities: 1) Increase and accelerate student program completion; 2) Promote faculty, staff, and student engagement; 3) Increase and accelerate student completion of basic skills sequence; and 4) Improve the academic success of our African American students.	• Convene and facilitate regular meetings of the USP Steering Committee. • Take a lead role in the development, implementation, and day-to-day operation of activities: including Accelerated Curriculum, Mentors, Counseling Services, Early Registration, Financial Aid Support Services, Student and Family Orientations, Leadership Opportunities,Tutoring, Support Groups and Learning Communities. • Maintain communications with all USP students, faculty, student services, student services, office of instruction, and administrators. • Work with college administrators and the USP Steering Committee to select faculty to teach and counsel in program. • Develop and implement an outreach and recruitment program for the USP; including marketing, college and community outreach, and orientation. • Work with the Dean of Student Success and the research personnel to design and implement an USP research agenda. • Evaluate program and lead program planning to recommend steps for program improvement. • Develop and monitor program budget. • Provide and encourage access to professional development for all USP faculty and staff. • Work with the USP Steering Committee and LMC administration to create philosophical and fiscal sustainability of the USP program.	2016SP				
77	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TRFACD	Student Engagement	Increase student engagement in their 2nd and 3rd year (continued/ongoing)	In order to establish community and continued success as students move past their first semester, it is important that they continue to feel vested within the Transfer Academy.	Beginning Spring 2014 we will host events such as, an All Program Convocation in which we will honor each cohort and have an inspiration speaker to encourage them to keep moving forward. In the Fall of 2015, the Transfer Services Coordinator and the TA Counselor will launch a series of workshops on a variety of topics of interest to students in their second or third year or beyond. Events and workshops such as this will allow all cohorts the opportunity to connect and support one another throughout the course of their time at LMC and beyond. This will also provide our students with regular access to TA faculty and staff even if they are no longer taking TA courses. Collaboration with fellow learning communities and departments on campus, such as the Office of Student Life will facilitate access to workshops and events already occurring on campus.	2016FA		Ongoing	Transfer Academy has made significant improvements in second and third year student programming and support in the past year, with the intention of improving cohort retention in second and third years, increased transfer velocity, and increased feelings of program support and identity among second and third year students.	Transfer Academy offers multiple workshops each semester specifically for second and third year students in the program. In Spring 2016, workshops were offered on financial aid applications, next steps after transfer applications completed, and the transition from LMC to their new institution. In Fall 2016, multiple application workshops were offered specifically for continuing Transfer Academy students. In Winter 2017, Transfer Academy has launched one-day "boot camps:" full day workshops that immerse students in transfer topics, with the opportunity to both learn and apply skills (for example, scholarship research and application), while engaging with other participants and program staff. All workshops have been met with enthusiasm from students, and will continue in future semesters.
78			TRFACD	Increasing number of students in the Transfer Academy	Grow the Transfer Academy to 120 students in Fall 2015, including more African American students	In order to institutionalize the program, the Transfer Academy should serve a greater number of incoming students.	Refine recruitment strategies and include an accelerated English track (English 626), in addition to the offering of accelerated Math (Math 27). This will allow us to include students that assess at any level in English and Math. At this time the English department was focusing on getting faculty buy-in and training as many instructors as were interested in teaching English 626. In moving forward we plan to continue advocating to block a section of English 626 for the Transfer Academy for 2015-16.	2016SP				
79	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	APPLI	Increase student success, completion, graduation rates and productivity in the Appliance program.	Program review shows the program has declined since Spring 2013 especially among Non-traditional students.	The appliance program has seen a drop in student persistence and needs to increase these numbers. It is always a battle to bring more non-traditional students into the program and have them graduate. The day appliance program needs to build the class size and bring in more students to fill the growing job market demand of industry.	Work with our dean and marketing to build a connection with our feeder high schools and let them know about the program. Do community outreach visiting high schools, community organizations, LMC counselors and the college community.	2017SP		Ongoing		
80	#2: Strengthen community engagement and partnerships.		ETEC	Improve ETECs abality to teach automated controls	The ETEC program needs to be able to teach modern state of the art technology for automated manufacturing.	Most automated manufacturing plants use Programmable Logic Controllers and Variable Frequency Drives working together for position control, speed control and system synchronization to drive modern automated systems. The ETEC students need to develop these skills while in school.	The program already has some PLCs and some VFDs but now we need to integrate them so they work together in a systematic fashion to simulate real world automated systems.	2016FA	Sp 2017	Not started	This was supposed to be a new objective but the system would not let me add a new objective.	
81		GOAL 1: Enhance student learning and success.	TRFACD	Instutionalizing the Transfer Academy	Secure funding for the institutionalization of the Transfer Academy.	Through the Transfer Academy we are able to increase transfer rates for LMC and, more specifically, for historically underrepresented students (such as low-income, first generation Latino, and African American students), helping to meet our college priorities.	Work with college administration and SGC (through RAP) to restore funding to the Transfer Center which houses the Transfer Academy, currently funded through our Hispanic-Serving Institutions (HSI) EXITO Grant (scheduled to end September 30, 2015).	2016SP				

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C / D	E	F	G	H	I	J	K	L	M	N
82		TRFACD	Completion Rate	The Fall 2015 cohort will achieve a completion rate of 85% at the end of their first semester.	By increasing students' completion rate at the end of their first semester, they are more likely to succeed in subsequent semesters.	We will continue to evaluate program interventions for students that are struggling in their courses in collaboration with TA faculty. Also, we will reevaluate and implement new strategies for communicating with students. We will need to conduct assessments with students (i.e. survey students and conduct focus groups) from past cohorts to get a better perspective of what worked and what didn't work in terms of our intervention strategies and methods of communication. For example, students that fell into Transfer Academy probation status were required to attend a group intervention session. Attendance was very low which resulted in the Transfer Coordinator needing to schedule one-on-one appointments. As we evaluated our process we found that students were connecting with the Transfer Counselor as their first lifeline. As a result we built the intervention into the counselor contact. 1st year students on TA probation were required to schedule one more meeting with their counselor (Meet 3 times in a semester). If the student was 2nd + year then they need to meet with their counselor 2x's in the semester. This change allows the student to meet with the counselor first and map out a plan for...	2016SP				
83	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	CAA	Institutionalization	Convene the faculty, staff and counselors that have participated in the Career Advancement Academy (CAA) during SP15 to develop strategies for institutionalization.	Funding for the program has been provided by the State Chancellor's Office at varying levels since its inception in 2011-2012. The four concepts utilized in CAA, 1) cohort based, 2) contextualized basic skills, 3) community partnerships and 4) integrated student services has proven, state-wide to benefit the under-served student population (LMC Strategic Direction 1. "Increase equitable student engagement, learning and success." Objectives 1.1, 1.2, 1.3 and 1.4.	Student success and completion data will be collected and shared at a meeting that will be convened toward the end of the SP15 semester. Opportunities for alternative funding sources will be developed as well as alternatives wherein little or no additional funding becomes available.	2015FA	FA17	Ongoing	1. Redesigning college skills certificate in BIW 2. Creating new Math for ETEC course that may provide second CAA format 3. Funding unclear	
84	#1: Increase equitable student engagement, learning, and success. / GOAL 3: Create a culture of continuous improvement and tangible success.	TUTCTR	Professional Development for Center Coordinator, Faculty Lead, and Reading and Writing Consultants	Provide opportunities to attend workshops and regional and statewide writing center conferences for Center Coordinator, Faculty Lead, and Reading and Writing Consultants in order to increase discipline-specific knowledge and stay current in the field.	In order for the Center to be innovative and responsive to changing student needs, leads, faculty, and staff who work in the Center need to be educated in the most current writing center and tutoring pedagogy. Currently, the Reading and Writing Consultants attend monthly workshops led by the Faculty Lead and Center coordinator, but this is the extent of the current professional development offerings in this area. Staff would benefit from attending the yearly regional writing center conference, which would allow for conversations and collaboration with writing centers and WAC programs at other colleges, leading to new tutoring strategies, ideas, technology, and initiatives.	Upcoming professional development opportunities include: *The Northern California Writing Center Conference Theme: "New Media, New Spaces, and All the Ways Writing Centers Work" April 2nd, 2016 at Santa Clara University *The Northern California Writing Center Association Pre-Conference Workshop led by Dana Ferris, April 2, 2016 at UC Davis	2016FA		Ongoing		We did not receive conference funding last year, but plan to seek funds through Basic Skills and PDAC for this spring. We continue to be committed to the professional development of our writing consultants.
85	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	ATH	Intensified Academic Support for Student Athletes	Increased academic support for student athletes that will benefit their unique schedules. Student athletes are required to carry a full load of classes, in addition to their athletic practices and competitions. Many of the services offered to the entire student population are underutilized by the student athlete because it conflicts with their schedule. We are proposing to increase the access of services to this population by offering said services at times more in lined with their schedules.	The Athletics department requested an inquiry from the District Office concerning the Assessment scores for LMC student athletes for English and Math. Many of our student athletes assessed into Math 25, following with Math 12 and 30 and English 90. Distinguishing specified hours that align with the student athlete's schedule for them to access tutoring will increase their academic success in the classroom and increase their completion of basic skill courses. We will coordinate these times with the Head Coaches for each sport and utilize past academic performance and mid semester progress reports to identify and mandate the usage of these specified hours for students who need the extra help.	We will be requesting monies for the hiring of five (5) math tutors to conduct intensified group math tutoring twice a week (8 hours) specifically for athletes Coordinate with the CORE to identify and block off time during the week where athletes can access the CORE tutors for assistance in other areas of study. Once a week for four hours	2016FA		Ongoing		
86	/ GOAL 1: Enhance student learning and success.	ATH	Provide appropriate and safe equipement for all team members	The Athletics department is currently using outdated equipment in several sports programs. If the specified equipment is not updated or replaced, we will continue to expose our students to potential safety hazards that could result in major/minor injury to LMC student athletes. We will need to replace the current items with updated ones that meet current safety regulations.	Currently, the equipment utilized by the Athletics staff and student athletes, in multiple sports, are outdated and need to be updated and/or replaced in order remain in compliance with safety standards. The need for updated equipment spans across multiple sports programs at LMC and are as followed: Football helmets: there is a ten-year regulation on helmets instituted by the NCAA that states that helmets older than ten years are unsafe and need to be replaced. Student Athlete Transportation: currently the school vans that are being utilized by the multiple sport programs to transport student athletes to and from various activities have over 100,000 miles. While the vans are serviced regularly they also need unscheduled maintenance due to their age and mileage. Concession Sales Equipment: concession sales during sporting events help raise profit for various clubs and sports programs. The concession equipment (hot dog machine and popcorn machine) are over 10 years old and falling apart. Since the equipment is utilized by multiple personnel, the risk of potential safety hazards are increased exponentially. Softball Uniforms: the current softball uniforms are tattered and should be replaced. The student athletes that participate on the team represent	Purchase of three vans for safe transportation of student athletes and athletics faculty/staff Replace 15 year old blocking sled bags for football practice to provide safer padding for linemen and prevent injury	2016FA		Ongoing	Still waiting for the purchase of 3 news passenger vans for athletic travel. Athletic Department willing to accept with the purchase of 2 vans. Need to purchase two new soccer goals to replace the current outdated goals (over 20 years old) Men's Basketball team is in need of a new set of home and away uniforms. Current uniforms are over 7 years old	

College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness. / GOAL 2: Strengthen current and create new partnerships.	ATH	Increase faculty/staff professional development	Create and find outside professional development opportunities for Athletics faculty and staff to participate in.	Our institution is very interested in the professional development of our faculty and staff. The increase of off-campus professional development opportunities for our faculty (full-time and part-time) and staff is necessary in increasing knowledge of current trends within our field.	Find off-campus professional development opportunities for faculty and staff to participate in. Continue to create onsite professional development opportunities given by faculty/staff to share what they have learned with others within our department.	2016FA		Ongoing		
GOAL 3: Create a culture of continuous improvement and tangible success.	ATH	New Computers for Athletics Department	Replace stolen equipment from Coaching staff's office space (one computer). Also, provide the Athletic Trainer with a combination scanner/printer that is an essential to the fulfillment of his duties and responsibilities.	Recently, there was computer stolen from the PE-1005 shared office space. This computer was utilized by two LMC coaches and is an invaluable piece of equipment needed for said coaches to fulfill their academic responsibility towards their students and remain in contact with the LMC community at large. The replacement of one computer will also increase the usage of technology by faculty members and innovation for academic progress for our students. The Athletics Trainer is responsible for a number of things, one of which is the proper handling of insurance and other personal documents processed by him regarding all student athletes. The purchase of a combination scanner/printer would allow the Athletic Trainer to...	Secure one replacement computer to be placed in PE 1005 office. Purchase a combination scanner/printer for the Athletic Trainer	2016FA		Completed		
#1: Increase equitable student engagement, learning, and success. / GOAL 3: Create a culture of continuous improvement and tangible success.	FIRE	Secure funding for 3 skills Instructors for Fire 107 - 12 hour lab sessions each semester	Identify and facilitate a funding source to meet professional industrial standards in the fire service for Firefighter safety and survival hands on labs (off-campus) that are based on safety, self rescue, and survival related skills by Fire Technology students.	Due to student enrollment and required activities, there is a need to provide a 10:1 instructor to student ratio during hands on related skills as required by California State Fire Training. It is important for all students to experience fire service related safety and survival skills using appropriate level of safety equipment and clothing in a training related environment. There needs to be additional instructors present on the training grounds to provide students with quality, professional, and safe over site of these activities. The goal is for students to experience a safe learning environment without the risk of injury and to promote successful employment into the fire service.	Use of firefighting tools and equipment • Mounting and dismounting fire apparatus • Operation of a thermal imaging camera (TIC) for searching a building • Staging and use of rapid intervention crew (RIC) equipment and procedures implementation • Charged hoseline advancement • Uncharged minuteman hose load advancement • Hoseline and nozzle operations • Hose loads – minuteman bundle • Donning structural personnel protective equipment (PPE) • Donning self-contained breathing apparatus (SCBA) Performing different types of search and rescue techniques • Right-handed search • Left-handed search • Identifying hoseline couplings • Using a rapid intervention crew (RIC) rope bag • Vent Enter Search (VES) Performing and recognizing entanglement emergencies • Swim method • Sweep method • Self-contained breathing apparatus (SCBA) partial removal • Self-contained breathing apparatus (SCBA) removal • Self-contained breathing apparatus (SCBA) low profile Performing different types of rescue techniques • Drags • Carries • Lifts • Ladder Fulcrum Performing a firefighter SCBA confidence course • Use a drill house with a variety of props and obstacles How to breach a wall and floors • Use of small space • Use of a floor space • "Murder" • HUNAR...	2016SP	2016 - FA	Completed	FIRE 107 COOR was updated and the "hands on" component of this class was taken out and moved into the FIRE Academy a better place for this portion of this course to be offered.	Fire Academy received a 24 hour increase in hours , this will give our students more hands on practice with all their basic Firefighting Skills.
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	SSADM	Creation of LMC Veterans Center	Establish a Veterans' Center for students returning from combat and enrolling at LMC as they return to civilian life. This dedicated space would offer an array of resources from both the internal (college) and external communities, as well as "soft" space for student veterans to network, do homework, and have a safe environment as they become acclimated to college life.	Many student veterans arrive at the college as an "at-risk" student population, due to needing a period of adjustment to civilian life, to the potential of having post-traumatic stress disorder (PTSD) or other disabilities that pose substantial barriers to academic success. Student veterans need a space where they feel safe and where they can connect with other students like themselves as they navigate the civilian and academic world. The space could include computer access, a place to study, access to a variety of resources, counseling services, and other college staff to assist in developing the skills to be successful in their LMC college experience.	1) Identify appropriate location for Veterans Center. 2) Identify appropriate staffing for Veterans' Center: While a number of existing college staff can be stationed in the Veterans Center to provide a variety of services, such as counseling, career preparation, employment services, DSPS, a part-time hourly staff person is also needed to assist with supervision of the center and coordination of the different services and community resources. 3) Purchase 6 computers and other furnishings for creation of study space, soft space, staff work station and private office space for counseling or other private consultation 4) Identify full-time staffing support to provide coordination, supervision and dedicated assistance in the VCR.	2016FA	Spring 2016	Completed		The Veterans Resource Center (VRC) opened in spring, 2016. It is housed in what had been the swing space location for the Admissions & Records Office prior to the opening of the new Student Services Center. With the assistance of funds provided through the Sentinels of Freedom, the center was completely furnished. Student and staff computers and printers were also purchased with the support of a Keller Canyon Grant, provided through Federal Glover's Office in 2016. Staffing for the center is currently provided by veterans' counselors, the rotation of three certifying officials from the Admissions & Records Office, and student assistants who are also military veterans. Due to lack of operational funds, a permanent full-time coordinator has not been hired and it is not anticipated that the college budget will be able to support such a position in the immediate future. Given this budget picture, this objective has been completed to the degree possible and services are being provided with part-time staffing support.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
91	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	SSADM	Increase Support for DSPS Students attending the Brentwood Center	Along with an increase in course offerings and consequent enrollments at the Brentwood Center, there has been a significant increase in the number of students that receive accommodations through the DSPS Program. In order to provide sufficient support to meet the demand there will need to be dedicated staff available to address program needs, particularly for testing services.	With the increase in the hiring of full-time faculty at the Brentwood Center, additional course sections have been added to the class schedules and enrollments of consequently increased. Additionally, another full-time counselor has been added to the Brentwood Center staff, with a focus on providing support for DSPS students. With the growing student population in Brentwood and increased support for DSPS students, there has been a significant increase in the number of students requesting testing and other accommodations. The Business Coordinator at the Brentwood Center has been facilitating the requests for testing accommodations, however, the increase in requests is now impacting her ability to meet the demand. In the fall, 2015 semester, there were 69 DSPS students in Brentwood that requested testing accommodations, for a total of 334 appointments for test-taking throughout the semester. Additional support is needed to meet this demand.	1. In collaboration with the Dean of Counseling & Support Services and the DSPS Manager (to be hired, spring 2016), identify strategies to address DSPS services needed in Brentwood, both short-term and long-term. 2. Track pattern of DSPS student enrollments for students that are attending the Brentwood Center exclusively, as well as students that are attending both college locations.	2016FA	Summer, 2016	Completed		The new DSPS Program Manager continues to monitor the DSPS student enrollment patterns in Brentwood, in an effort to accommodate the needs of students in this location. She is also dedicating time to be present in Brentwood to observe first-hand how DSPS students might be better served.
92	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	BIOSC	Critical Technology Needs	Restore the ability for teachers to prepare and teach effectively using computer technology in the LMC Science Building	The computers in the smart podiums on the first floor of the LMC Science Building are the original equipment from the opening of the building in 2008, and have experienced heavy daily use and abuse continuously since that time. Also, the available processor speed on these machines is inadequate to run modern operating systems. The result is that instructors and students must endure unreliable and less effective classroom presentations. Instructors are also reluctant to incorporate additional technology-assisted instruction for fear that the classroom computer will not run. In addition, the printer that is shared by all instructors, and that is heavily used to create learning materials for students, has been unreliable for several semesters, and the photocopying ability has been completely broken for a long time. These are mission-critical pieces of technology that must be replaced.	1. Purchase replacement computers for all classroom smart stations on the first floor of the LMC Science Building. 2. Purchase a printer/photocopier to replace the one currently in room SC1-122. 3. Install all equipment and attach it to the campus network.	2016SP				
93		GOAL 1: Enhance student learning and success.	RNURS	Increase funding for academic support.	Increase financial support for academic setting via securing funding to maintain the Nursing Instructional Specialist position. Current funding for the position expires at the close of the Spring 2015 semester.	The Nursing Instructional Specialist is currently funded by The State Chancellor's Enrollment Growth Grant that expires July 31, 2015. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will negatively impact student outcomes. The job description for this position includes, but is not limited to: providing assistance to students when practicing in the skills lab; maintenance of all skills lab equipment including the high fidelity manikins; inventory and ordering; and preparing equipment for instructor presentations.	Apply for a RAP proposal to fund the Nursing Instructional Specialist. This was previously a classified staff position prior to the use of State Chancellor's Enrollment Growth Grant funds. The Nursing Program is no longer eligible for Enrollment Growth Grant funds.	2016SP	2017FA	Ongoing	We did not receive the RAP request for funding for the position however, we did receive the State Chancellor's Enrollment Growth Grant this year which was able to fund this position. We will however be applying for RAP funding again this year for this position as there is no guarantee we will receive the grant for 2017-18.	This position provides assistance to students when practicing in the skills lab, maintenance of all skills lab equipment including the high fidelity manikins, inventory and ordering and preparing equipment for instructor presentations. This position also serves as a clinical instructor for one (1) clinical site in which 8-10 students rotate. Without this position we would have to reduce the number of students we accept in to the program in addition to, the students currently in the program would not receive the necessary assistance or access to equipment to gain the required skills to successfully complete the program.
94	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Enhance equity in LMC biology education by providing access to classroom technology	Provide students with access to laptops in biology labs and classrooms	Biology in the 21st century is ever-changing and increasingly reliant on and integrated with technology. Training students adequately in biology means providing access to up-to-date science information, as well as hands-on experiences with technology used in biology labs at transfer institutions and modern workplaces. Laptop availability in LMC Biology labs will lead to expanding and strengthening our educational approaches, engaging our students more deeply, and preparing individuals for academic and professional success. Currently, there is limited class access to computer labs on campus; scheduling time in these labs is difficult, and equipment is not generally reliable. In-classroom laptops will be used by students for collecting and sharing data in science experiments, collaborating on in-class projects, composing lab reports, and accessing science journal	Purchase 30 Chromebooks along with a secure, locking, chargeable mobile laptop cart	2017FA				
95	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CHDEV	Complete classroom modernization	Replace resources for student instruction to support student access and expand capacity	Classroom chairs need replacement. They are breaking and we need to increase seating capacity. Of the 40 chairs we originally received when the classroom was equipped 12 years ago, only 11 are still functioning. We have a hodge podge replacement of chairs with discards from other campus areas and have lost seating capacity in the room.	Submit Rap proposal Feb 2016 Order chairs	2017SP		Completed		We received a nice set of chairs from the Math Lab which are working well and look much better. We can better accommodate our growing class sizes and students won't be sitting in chairs that will break on them.

	C	D	E	F	G	H	I	J	K	L	M	N
1	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
96	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BUS	Classroom technology	Obtain in class technology (laptops, tablets, clickers, etc.) for each student to utilize in order to complete in class problems and formal assessments.	To improve student learning outcomes and assessment in accounting discipline and other business courses.	Investigate equipment benefits, needs, and costs. Submit RAP request.	2015SP	Spring 2016			
97	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Critical Maintenance of Biology Facilities	Secure resources for required maintenance and repair of certain building issues that are impacting student and staff performance, safety and morale.	The Science Building is now 7 years old. Due to the intense utilization of this building, particularly the lab rooms, many maintenance and repair issues have surfaced which need to be addressed. These projects support the goal of student success by protecting irreplaceable required learning materials from theft and vandalism, increasing ability of students and staff to concentrate on learning, undistracted from outside noise and allowing staff to redirect the time now devoted to repairing malfunctioning elements of the building to helping students learn. In addition, repair and painting of the walls will boost staff and student morale, reestablish the comfortable, secure learning environment that is necessary for student achievement and provide an interface with the community at large that is in keeping with our goal of student success and retention.	1. The hardware that allows the storage drawers to open and close has failed in many of the lab storage drawers, particularly those in 133. This hardware was of poor quality to begin with, and actually began to fail towards the end of the first semester. For the past 6 years, time and energy of our staff has been diverted on nearly a weekly basis to removing the drawers and re-securing this hardware. They have been repaired so many times that the particleboard cabinets can no longer hold the screws. At this point, the hardware is so loose that drawers can no longer be fully closed and the locking mechanisms, because of the constant pushing on the drawers are either broken or cannot be engaged. This leaves required and sometimes irreplaceable items like skeletons, models and slide boxes and other equipment subject to theft and vandalism. These items need replacement at this point, as repair is no longer an option. 2. We have found that there are acoustic issues in room 126. The walls between this lab and the adjacent classroom are so thin that normal noise levels in either room result in classes disturbing one another on a daily basis. This is particularly troublesome when one classroom needs quiet for an exam and there is a lecture or lab activity going on in the other room. Students cannot concentrate, and exams scores and hence, student success, are effected. This must be remedied soon. The logical answer would be to install acoustical tiles on the wall separating these classrooms. 3. Nearly every non-lab classroom in the lower floor of the Science building has damaged walls from tables and chairs have been thrust against them. There are now deep gouges and gashes in the wallboard that nearly	2017FA	Will depend on funding			
98		GOAL 1: Enhance student learning and success.	BIOSC	Creation of an fully online version of Biosc 005	Allow students to obtain an AA degree fully online	The college and district in their wisdom see the future and that is that more and more students want to have the ability to take college courses online. In addition students want to be able to complete degrees online. Bio 5 is one of the many excellent options for student to satisfy the Natural Sciences requirement in obtaining an A.A. degree. The biology department trusts that by creating an online Bio 5 class option that this will greatly increase student access, thus allowing more students to earn their A.A. degree.	1. Write the online course supplement to the course outline of record. 2. Upon approval of the supplement, schedule and offer the online class.	2017FA				
99	#1: Increase equitable student engagement, learning, and success.		CHDEV	Addressing the Achievemnt Gap for CHDEV students	We have noted achievement gaps in our department data- particularly with students of color. We wish to address closing the gap.	We wish to have more equitable outcomes with our students.	Participate in professional development activities. Provide training with part-time faculty to be more intentional around the 6 success factors developed by the RP group. Actively recruit and train students of color for student intern positions. Establish student mentoring partnerships among student interns to promote success. Advance relationships with feeder high schools to help with recruitment of students of color into their ROP academy programs.	2018SP		Ongoing		Our graduating class of 2016 demonstrated no achievement gap with African American students;23% of our graduates were African American. We have worked with the 6 success factors to modify teaching strategies to promote student success and close the achievement gap. We have implemented FAM (Faculty Appreciative Mentoring) with 4 part-time faculty.Course completion data will be assessed for Fall 2017 to determine specific improvements. Spring 2017 we provided training to other part-time faculty who are not yet part of the program but show interest in joining the next cohort if money becomes available. We are interested in MORE training and professional development related to promoting equitable outcomes and closing the achievement gap.
100		GOAL 1: Enhance student learning and success.	CHDEV	Improve participation of underrepresented males in our department.	We want to intentional improve the number of male students in our program to more closely meet state negotiated standards of non-traditional participation and completion.	We are below the state negotiated levels of non-traditional student participation and completion..	Use CHDEV 83 as an avenue to develop male majors. Use our student internship employment opportunities as a recruitment vehicle to enhance male completion and graduation/transfer. (Our data shows our interns have increased completion and success as a result of their involvement in a learning cohort.) Promote mentor partnerships between male students to advance success.	2018SP		Ongoing		

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			E	F	G	H	I	J	K	L	M	N
1		GOAL 1: Enhance student learning and success.	PE	Kinesiology Degree Attainment	Award 15 Kinesiology AA-T degrees per year.	Kinesiology is one of the top areas of study and declared major in the CSU system. LMC ofers all courses required for students to attain their AA-T in Kinesiology and transfer in 2 years.	We are currently awaiting new PE facilities. The goal for the new fitness facility is 8/18. We are in need of new equipment (stationary bikes, fitness equipment, team sport equipment) to replace old/broken items and continue to attract students to our program while operating in our current facilities.	2016SP		Ongoing		
102	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Update Biosc 005 labs at Brentwood	New lab materials are needed to update the lab activities for Bio 5 at Brentwood. Thus allowing consistency for all the Bio 5 classes offered at LMC.	The biology department has been going through enormous changes, with the conversions to full labs for our Bio 5, 10 & 30 as well as the addition of a new lab course bio 8. Our focus was to smoothly transition these courses from HBA to full lab and we have been extremely successful. However, with the focus on this transition the bio 5 courses at Brentwood have not kept up with the changes. This is solely for one reason – money. We need materials to update the bio 5 courses at Brentwood and create equity and access to the highest quality learning possible for our Brentwood students. The lab book is written and we have most of the materials we need at the Pittsburg location [not all] and the labs are now running for the second semester pretty smoothly. We believe it is important for student	1. Write RAP request for these one-time material costs. 2. Purchase needed materials and offer the courses with these new lab activities.	2017FA	Or as soon as money if available			
103	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CHDEV	Faculty Mentoring	Provide support for newly hired part-time instructors to observe other instructors, meet with faculty, and participate in reflective practice meetings to hone skills and develop mastery of course content.	We find ourselves recruiting new part-timers each semester as a result of retirements. We find many of our new instructors are unseasoned and need hands-on mentoring. New instructors have requested support in first time teaching. Student feedback to first time instructors suggest weaknesses with classroom management and content mastery. Part time instructors express dismay over the inordinate amount of time they put in to teaching the first few semesters until they gain mastery of the course. We wish to institute a program where we can compensate them for the extra time required to become a successful college instructor.	A .Submit Perkins/RAP proposal to fund proposal B. Create a structured mentoring schedule/approach to support new hires. C. Assign full time faculty to new part time faculty for mentoring D. Conduct mentoring activities	2017SP		Ongoing		
104	#1: Increase equitable student engagement, learning, and success.		ENGL	Launching AA program in LGBT studies	Using English as a springboard, develop an interdisciplinary degree program in LGBT studies.	English faculty member Jeff Mitchell has developed two new courses English 135 Introduction to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, and English 150 LGBT Literature which are part of the new English major, but also the "seed" courses for a future AA degree. He wishes to continue in this effort.	Work with Drama and Music which have given verbal support to develop courses and continue interdisciplinary outreach to build the program.	2016SP		Ongoing	Hiring during Spring 2017 semester. Continued development of program with additional areas of emphasis.	The English Department has taken the lead in developing LMC's AA-T Degree Program in Social Justice & Ethnic Studies, creating and getting approved all the curriculum necessary to begin offering an area of emphasis in LGBTQ Studies, and paving the way for future areas of emphasis in African American and Latinx Studies. This process has involved: ? creating curriculum (three new courses in our own department, and collaborating with faculty in two other departments) ? meeting with faculty across disciplines to plan and discuss the program ? meeting with the Dean and the Office of Instruction Supervisor to design and create the program ? getting the program approved by the Academic Senate and the President's Cabinet ? advocating for a faculty member to chair a newly-created Department of Social Justice & Ethnic Studies ? developing the job description and hiring materials for this position ? participating in the hiring process for this position. English Department faculty have also been instrumental in creating and leading the trainings for LMC's Safe Space program, which increases the visible presence of student, faculty and staff allies who can help to shape a school culture that is accepting of all people, regardless of sexual orientation, gender identity or any other difference. The program continues to sponsor LGBTQ-related workshops at each FLEX opportunity.

	C	D	E	F	G	H	I	J	K	L	M	N
1	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
105	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Renovation of SC1-103	Improve student learning and increase the potential number of non-majors lab sections by renovating SC1-103 to become a standard biological science wet lab. Improve students' abilities to take make-up tests and have informal study/review sessions by making the conference rooms within SC1-103 accessible independently.	The Biology Department proposes to renovate room SC1-103 from its current form as an independent study center to a formal wet lab facility. This renovation solves current problems as well as increases the department's capacity for future growth. Until very recently, class sections of Bio 5, 10, and 30 were offered in a format in which students completed lab activities in a self-paced manner in the Biology Learning Center (BLC) (room SC1-103) utilizing the "hours by arrangement" (HBA) modality of instruction. The lecture portions of these classes were offered in regular classrooms. The BLC was an integral part of the original design of the LMC Science Building. Because of new state scrutiny of HBA lab hours, and also a strong consensus among department members that HBA labs represented inferior pedagogy, we redesigned Bio 5, Bio 10, and Bio 30 to have their lab components offered in formal wet lab facilities, with all hours scheduled at the same time for all students in each section. In addition, we created a new non-majors general education course in Human Biology (Bio 8). Beginning with the Fall 2014 semester, after years of planning and concerted effort, all sections of these courses are now offered with scheduled labs in formal wet lab facilities. We endeavored to schedule sections as efficiently as possible, first in our non-majors lab (SC1-126), but not all sections could be accommodated in this room. Several stopgap measures were implemented, but some of these measures have created additional problems. In addition, we need room for future expansion. We are counting on using the renovated BLC space to accommodate these needs. Class sessions are not the only facilities needs. Activities such as make-up exams and informal review/help sessions are increasingly	1. Develop section usage plan for new lab 2. Work with VP's office to fund, design and renovate SC1-103 from an independent study facility to a formal biology wet lab. 3. Schedule classes in new lab	2017SP				
106	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Provide all Biology majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation.	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty, with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences in their classrooms. Faculty may also develop summer courses that focus on research methodology, such as the new BIOSC 904 Introduction to Bioscience Research offered during the Summer 2015 session. Culture of Real-world STEM experiences: To cultivate a college community that supports research and inquiry-based experiences in the classroom as well as real-world connections with active STEM professionals, we also plan to offer a STEM student symposium once a year on campus. We hosted the first STEM symposium on campus during the Fall 2014 semester and plan to offer one every spring from 2016 onward.	2019SP				
107		GOAL 1: Enhance student learning and success.	RNURS	Increase Non-Traditional Student Success	Improve availability of clerical and technical support for the Nursing Programs.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 12.86% which is 10.7% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 8.33% which is 15.23% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant. Currently the nursing department senior office assistant is only available 4 hours per day and is furloughed during critical times in the semester. Proposal is to increase hours from 4 to 8 per day and discontinue furloughs.	2016SP	2015 Fall	Completed	The RAP request for funding to increase the hours of the Senior Office Assistant for Nursing was not approved due to a lack of available funds to approve it. However, the furloughs were rescinded which has made an impact on our students' success. We will be unable to apply for funding again this year due to a lack of available funds in the state budget however, we will revisit this objective when the outlook for funding becomes more optimistic.	The success rate of our students has increased slightly versus last year and we believe that, in part, this has to do with our Senior Office Assistant no longer being furloughed therefore, allowing her to be more accessible for information, questions, referrals and resources to our current students and incoming students.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
108	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ENGLD	Expand and assess the accelerated pathway through the English Developmental sequence	Investigate and research the effectiveness of accelerated English courses on student success and completion, offer more sections of accelerated developmental courses, and train faculty in accelerated learning principles.	We want to help students progress through the developmental education sequence more quickly in order to eliminate exit points. We also want to offer an accelerated pathway that better prepares students for college level reading and writing.	1. Implement more teacher training 2. Provide continued support for current faculty teaching English 95 (Teaching Teams) 4. Offer more English 95 sections 5. Continue to research 6. Complete formative assessment	2017FA		Ongoing	The English Dept. is offering 29 sections of Engl 95 in Spring 2017. There is still one Engl 70 section being offered (our traditional integrated reading/writing course two levels below transfer). The Engl Dept plans to phase out all Engl 70 classes by Fall 2017. The department has voted to remove the word "Accelerated" from the English 95 course title. Led by the Acceleration Coordinator, the English department made changes to the 95 COOR by eliminating "acceleration" from the name/description and changing the method of evaluation to pass/no pass. During the Fall 2016 semester, all Engl 95 instructors were in teaching teams that met once a month.	
109	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		RNURS	Obtain 48 computer tablets for the RN, LVN, EMT, and Fire programs.	Obtain 48 computer tablets that may be shared between the nursing and EMT/fire departments.	All 3 programs are developed to assist students to pass a certification test . Currently these tests are administered on computer. This is a unique test taking skill that requires practice while in the training programs. There are currently not enough computers to accommodate the large number of students in these programs and their varied testing schedules.By using computers to test the students in these programs data will be collected indicating the effectiveness of teaching methods provided, allowing for program improvement and thereby increasing the success of non traditional students.	Purchase 48 computer tablets to be shared by 4 programs: RN, LVN, EMT and Fire.	2016SP	Fall 2015	Completed	We received the additional funding from CTE Enhancement Funds and/or Perkins Funding to purchase the 48 computer tablets to be shared by 4 programs.	Students from all 4 programs have greater ease and access in completing their exams utilizing the tablets. As the NCLEX exams and certification exams for other included programs are all required to be completed on a computer, the tablets assist the student in preparing for taking their exams electronically. The purchase of these tablets has also assisted with exam scheduling for all 4 programs and availability for computer labs for those programs with conflicting exams remedied by the availability of tablets.
110			CHDEV	Rename and rebrand our Department	We will research appropriate names for our Department to better reflect other industry standard of "Early Childhood Education and Child Development". Use our new department name to expand awareness of our department offerings and how they meeting state licensing requirements.	Many students look for "ECE" when hunting for college classes to meet licensing requirements. They sometimes overlook our department because we don't have that acronym in our dept. name. However, our AS-T degree predominantly transfers into CSU programs that are called "Child Development" degrees.	Research other department names at other California Community Colleges. (completed Fall 2015) Develop a hybrid name that somehow includes both ECE and CHDEV and EDUC. Submit paperwork for change to curriculum committee Re-brand the Dept with new letterhead, new catalog info, website, etc. Develop pathways and packaging of coursework to increase student enrollments in EDUC 40 and Math 32. Advance relationships and training of counselors to promote CHDEV/EDUC pathways and coursework.	2017SP	2018SP	Behind	Our dean did not support our original desire. We are doing further research and plan to submit a proposal to advance this objective. We wish to rename our Dept. as ECECD to better represent to our students and transfer agencies the nature of the coursework our dept. offers.	
111	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		MATH	mathematica in faculty offices	Install Mathematica in all faculty offices.	We use mathematica in classroom, it would help us create innovative lesson plans	Install Mathematica in faculty offices	2016FA		Completed		
112	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Reinstate 12month Daytime Math Lab Coordinator	Reinstate the 12 month schedule for the daytime Math Lab Coordinator position by removing furloughs.	In 2008, the daytime Math Lab Coordinator position was placed on furlough and the furlough has not been removed, despite increased FTES and an increase in student hours served in the Math Lab. Increased access to the Math Lab and instructional support will help the college work towards equitable outcomes for all students. Due to the budget cuts in 2008, the Math Lab Coordinator position was furloughed from 12 months to 10.5 months. Since then, LMC experienced an overall student population growth within the Math Department from 72 sections serving 1920 students in Fall 2007 to 107 sections serving 3182 students in Fall 2015. As a result of having to take their furloughs during non-instructional times before and after semesters, preparatory work for the upcoming semester and completion of ongoing semester-long tasks had to be done during instructional periods which reduced staffing available to students	Submit a RAP requesting reinstatement of the 12 month schedule.	2016FA		Completed	Yay!	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
113		GOAL 3: Create a culture of continuous improvement and tangible success.	MKT	Utilize a project mgmt service (software based) to enable efficiencies with project handling	Develop workflow to incorporate project management into the system.	Organizing our many projects is very challenging. Many of our projects are quite complex and we are multi-tasking with projects that may last for months. Some projects get forgotten because of too many things in at once, and inertia by clients. This software would allow us to organize our projects, communicate/file-share with clients (with tracking), build project mgmt. templates for repeat projects for consistency and efficiency, all the while providing a tool that informs the marketing director of where each project stands and which employee is at what point in the project. Multiple staff may be involved in the same project and this will provide a place for us to "hand off" projects to the next person who needs to do their part. Right now, there is no consistent way for us to build efficiency in these	Sign up for an annual subscription for this service. Load in major and repeat projects such as: Class schedule College catalog High school graduate mailing Career Focus magazine Cesar Chavez event Transfer Day/College Night Advertisements Website redesign/graphics/content	2016FA				
114	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	MKT	Rebuild the design of the College Schedul	We want to retool the schedule to make it more user friendly, contemporary, accessible, and push student success messaging and institutional branding to next level.	The Marketing team feels the class schedule, a critical college communication product, is in need of a total redevelopment from the ground up. It has had the same look/feel/concepts for years. Our publication doesn't illustrate today's best practices in this area and is very "old school". We want to optimize the effectiveness of this publication to ensure enrollments and student success.	1. Research and analyze industry standards and best practices in higher education class schedules. 2. Consult with various LMC depts on what is/isn't needed 3. Planning begins on how to build new version. 4. Develop/research/work with appropriate department to develop new text for new concepts. 5. Design new pages with imagery and text. 6. Test/feedback 7. Revise as necessary/develop new content & design 8. Print version 9. Revise for next version as needed	2016SP				
115	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CHDEV	Lab entry security project	Complete installation of security entry system in instructional lab	Our lab classrooms need installation of new security entry system hardware (hardware already purchased from previous year.)	Hardware has already been purchased. Based on conversation with Russ Holt, best time to do installation is summer 2016for activation Fall 2016	2016FA		Behind	WE ARE SO FRUSTRATED!!!! IT and Buildings and Grounds cannot coordinate installation of computer and hardward installation. We continue to wait on IT's agreement to schedule and provide installation with WiFi upgrade. Given the emphasis on campus safety, we are concerned this has not yet been addressed.	
116	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	MKT	Create videos out of existing Comcast footage	We will be getting footage from our Comcast commercial shoot. We will use it to retool it to make additional videos, and take complementary footage to create additional video pieces for web posting.	Since the district/colleges are paying for all the Comcast footage, we can retool it to make additional videos, and take complementary footage to expand video offerings online for marketing and communications on website and social media.	Develop concepts for brief video clips. Analyze footage from Comcast and utilize usable clips. Film additional footage required. Assemble several short videos for web/social media posting. Focus on "Degrees of Success".	2017SP		Abandoned	We have moved our focus to other videos: "Why I Teach" featuring our faculty "I Am Los Medanos College" featuring the LMC community	
117	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	OUTRCH	Veteran Student Outreach	Create a targeted Veteran Outreach Team to provide admission and enrollment information to service area veterans. Establish formal relationships with key Veteran Affairs staff (Maurice Delmar, Nathan Johnson) and Veterans Centers in Concord and Martinez.	The Student Outreach unit has not been engaged in veteran student recruitment efforts. Much of the veterans outreach efforts has been done by the VA Rep in the Admission Office. By connecting with local Veteran Affairs staff, the outreach team will identify key events that promote education options to vets. As the college and Student Services establish a Vet Center on campus, the outreach team has to be ready to promote the added service to prospective student veterans. The outreach team will be able to provide support to the work the college VA Rep has done for veterans. The VA Rep can provide the initial training to outreach staff of the requirements and benefits for veteran applicants.	Participate in local and county wide veteran career benefits and education fairs. Establish regular office hours for Outreach staff at Concord Vet Center. Utilize Veteran student ambassadors for student outreach efforts. Participate in veteran benefits training.	2016SP				
118	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	OUTRCH	Communication and monitoring system for 3SP requirements	The project will create an electronic communications system that will send a series of emails to each college applicant as they progress through the enrollment and 3SP steps. The communications will inform students of their admission status and 3SP steps completion status.	The 3SP mandate requires all new students to participate in orientation, assessment and ed planning. Students will be given the incentive of early registration if 3SP requirements are met before a given deadline. The communication and monitoring system will provide the guide and perhaps motivation for students to complete the 3SP requirements and thus increasing the completion of requirements. It is expected that communicating the incentive will increase early registration as added benefit. The system will also notify students of their status at the end of enrollment so that students complete the requirements before the next registration cycle. Increasing the 3SP requirements will provide the extra funds to the college. We expect that the personalized communications will	1) All new student applicants will receive a Welcome email and next steps and website links. 2) Student applicants will receive a series of follow up communications if 3SP steps have not been met after initial application. 3) Send a "Congratulatory and Welcoming" communication when 3SP requirements have been met. 4) New enrolled students will receive a communication informing them that 3SP requirements with explanation of delayed registration dates.	2016SP				
119		GOAL 1: Enhance student learning and success.	JOURN	Searchable electronic archive	Convert old print and electronic newspaper archives into a modern, searchable electronic archive so students, and others, may access it for research.	This project supports the education of students in the Journalism Program as they learn and practice how to use archives to research news, sports and feature stories for the Journalism 110, 115ABC, 129, 130, 131 and 132 courses.	The LMC Experience newspaper is currently housed in the California Digital Newspaper Collection at UC Riverside's Center for Bibliographical Studies and Research. Activities include expanding the current search function in the Experience archive from page level to article level. This will improve students' ability to find what they are looking for as they do research for their course assignments.	2017SP		Ongoing	We are working this spring to add additional issues and functionality to the LMC Experience historical newspaper archive, currently housed in the California Digital Newspaper Collection at UC Riverside's Center for Bibliographical Studies and Research.	The Office of the President used this archive in the fall to create historical posters for the retirement celebration for District Chancellor Helen Benjamin. In addition we have been able to refer community members to this archive when we get requests for historical data about LMC.

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	JOURN	Journalism Lab remodel project	Continue the Journalism Lab remodel project to make the most efficient use of existing space for teaching and learning, and to add archive storage.	The number of journalism students, and the size of the newspaper itself, has grown over the years, but the physical space has not. We need to better use the current space, update the lab facilities as a teaching and learning space, and add storage for the growing physical archive. Phase 1 of the overall plan has been completed, but Phase 2 calls for additional remodeling and the addition of space.	Remove the interior glass wall around the current office, CC3-304, expanding the interior space of the larger Journalism Lab itself. Push the exterior wall of CC3-304 outward, utilizing the unused hallway space in front of the nearby stairwell to Level 2 for a physical newspaper archive. Add exterior displays in front of offices CC3-302 and CC3-303 for plaques, trophies and other Journalism Program displays. Remodel the current outdated wet darkroom into an open alcove workspace with cabinetry. These were all contained in a plan drawn up by architect Charles Ham (Project 3014.1, see data repository) and approved by management during the 2011-12 academic year for completion with future funding. New plans were drawn up by a new architect, and will also include wall and floor treatments, as well as some electrical, communication network and HVAC adjustments. Completion will necessitate additional meetings with	2016SP		Completed		The Journalism Lab has been updated and the new space has improved instruction and student learning. The display space on the exterior has been filled and we have received numerous positive comments about it and traffic in the Journalism Lab making inquiries about the program as a result of it.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	JOURN	Professional development	Maintain currency in journalism curriculum and pedagogy, 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 request funding to attend this and other important journalism conferences throughout the year.	Attend annual Midwinter Faculty Conference and Pre-conference Seminar hosted by the Journalism Association of Community Colleges, as well as other applicable journalism conferences including, but not limited to, the JACC Northern Regional Conference and the JACC Annual State Convention.	2017SP		Ongoing		Two full-time faculty members attended the JACC Faculty Conference held last June in Pismo Beach. Two full-time and one adjunct faculty attended the JACC Northern Regional Conference, hosted at LMC in October. Part of the conference was devoted to a Regional Advisory Board meeting. In addition, Perkins funding will support two full-time and one adjunct faculty members to attend the upcoming JACC Annual State Convention in Sacramento at the end of March, and we are waiting on information about the Annual Faculty Conference, tentatively scheduled for May or June this year. This professional development keeps us current on changes in the field and also allows us to collaborate and network with journalism faculty from community colleges and transfer institutions across the state, as well as with working professionals.
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	JOURN	Evolving media landscape	Upgrade the Journalism Program curriculum and related lab equipment to keep pace with evolving skills, standards and technologies.	Keeping pace with changes in the industry directly supports both student learning and creating a culture of continuous improvement.	Integrate industry changes into the curriculum as needed and purchase new lab equipment (computer hardware and software, cameras and recorders, related instructional media and technology) to support instruction around changes in the evolving media landscape. While the need for other improvements not listed below may occur throughout the year, here is a list of those currently on the front burner for immediate attention: 1. Portability and equity: Students in the Journalism Program attend and compete at Journalism of Community Colleges Conferences each year. Writing competitions have required the use of two AlphaSmart keyboards that the program owns and have been in use for 15 years. JACC is transitioning from the use of AlphaSmarts to Laptops. That transition began in April. During the transition, student competitors may use both. However, the use of an AlphaSmart, with just four lines of viewable text, is not equitable when competing with a student writing on a state-of-the-art laptop.And once the transition is complete, we will need to complete with laptops. So we plan to request two MacBook Pro laptops with needed	2016FA		Ongoing		
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ART	New AAT in Graphics	create a new program tied with the AAT in Graphics	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success To provide transfer opportunities for students majoring in graphics, animation, and commercial arts.	coordinate with the State Senate committee for the Transfer Model Curriculum in Graphics create curriculum and degree if needed hire a full time faculty in Graphics	2017FA		Ongoing	The Transfer Model Curriculum is currentlt under development, there is no CSU transfer agreement ready to implement at LMC. The staff at LMC's art department is continuously reviewing the c-id.net website for any updates.	
#1: Increase equitable student engagement, learning, and success.		DSPS	reenvision specialized orientations for students with disabilities	Redesign specialized orientation for incoming high school students with disabilities to better meet needs and address gaps in understanding about new electronic education plan, registration process and 3sp mandates.	Previous department PSLO projects and feedback from students have highlighted a need to redesign specialized orientation for incoming students. Gaps in the registration process, understanding the 3sp mandates and timelines, transitioning from high school to college DSPS accommodations, and understanding the new electronic education plan have been identified as issues which need additional lecture and/or follow up with students for completion of the registration and orientation process.	Collaborate with DSPS department, admissions & records, and local high schools for new workshops in spring 2015 and summer 2015 for students Design new curriculum for orientation course and procedures for students	2016SP		Ongoing		
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		DSPS	hire additional staff to support DSPS accommodations	Hire office assistant II to support drastic increase in note taking accommodation demands	During the 2014-15 year, a drastic increase in the number of students requesting note taking accommodations has been identified. With the growing demands on DSPS as a whole, additional staff is necessary to manage the delivery of accommodations in a timely manner to students. Adding an additional office assistant II would provide a lead in connecting students to note takers more quickly and this position could provide additional assistance with reception and other clerical duties in the DSPS office. DVC also uses an office assistant II to provide note taking accommodations to students.	Hire and train office assistant II note taking lead	2016SP		Completed		Hired Eden Olsen. Fill rates for note taking and scribe requests now at the highest point in DSPS history.

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	PSYCH	Materials for Behavioral Science Program Enhancement	Purchase of program materials to enhance Behavioral Science curriculum.	In order to make our programs more relevant the department will submit a program maintenance request to purchase materials. These materials will help maintain the quality of our programs and provide a vehicle for innovative classroom strategies.	1. Review supply catalogs related to each discipline within the Behavioral Science Department. 2. Select items for classroom use. 3. Submit program maintenance request forms. 4. Place order for items selected by the department.	2016FA	fall 2017	Behind	Still surveying catalogs to identify materials that best serve the needs of the department, e.g. skulls, fossil kit, human skeleton, etc.	
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BUS	Program and Course Assessment Update	Bring the Business Department's program/course assessments and COORs current.	The Business Department is in the process of evaluating our programs and course offerings to determine those programs that continue to be feasible. Some programs/courses that are no longer feasible due to changes in the economy and the business landscape need to be inactivated and do not need to be assessed.	Initial tentative review schedule Course ? Person/Time BUS-001 inactivate BUS-002 inactivate BUS-003 Jerry Bailey BUS-018 Theodora-spring 2016 BUS-027 Penny- fall 2016 BUS-029 inactivate- combine with 185 BUS-035 Shannon Beckham BUS-035A Courtney BUS-035B ?? BUS-035C Courtney BUS-045 Inactive BUS-047 inactivate BUS-051 Betty-spring 2016 BUS-055 Betty-spring 2016 BUS-058 Tawny- fall 2016 BUS-059 COMPLETED-fall 2016 BUS-065 inactivate BUS-080 inactivate BUS-081 inactivate BUS-082 inactivate BUS-083 inactivate BUS-084 Bev Muller BUS-086 Cindy S. BUS-087 delete BUS-088 Pam- fall 2016 BUS-089 Angelica-fall 2016 BUS-090 Pam- fall 2016 BUS-091 Tawny- spring 2016 BUS-092 Janich-spring 2016 BUS-093 Janich-spring 2016 BUS-095 Jessica-fall 2016 BUS-096 Tawny-spring 2016 BUS-109 Penny/Theodora/Dean BUS-160 Penny-spring 2016 BUS-181 COMPLETED Fall 2015 BUS-185 COMPLETED Fall 2015 BUS-186 Penny/Dean- spring 2016 BUS-187 Dean-spring 2016 BUS-285 inactivate (Lois-fall 2017?) BUS-294 Martin- spring	2017SP		Ongoing	Assessment is on track and will be completed in spring 2017. The majority of the courses are already done as of Jan 2017.	Evaluated and revised course SLOs. Updated textbooks and COORs. Updated classroom activities and exercises.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 2: Strengthen current and create new partnerships.	BUS	Future direction for the business department	Revise, develop, and market current business programs.	With new programs on board (AS-T and Travel, e.g.) and faculty retirements on the horizon, the business department needs to look at ways to "work smarter, not harder." This may include eliminating some of its existing programs and/or curriculum and revising/expanding others.	Convene local over-arching advisory board. Develop and align skill certificates with current career pathways. Market programs. Expand faculty training in entrepreneurship.	2017SP		Completed	Department reviewed programs, eliminated, suspended, and inactivated courses and programs as needed. Business program currently has four programs and one skills certificate. Department is working with workforce development to market the program. Faculty attended community outreach programs for marketing opportunities. Began advisory board formation process in fall 2016. Will convene advisory board meeting in spring 2017.	Reviewed and retained relevant programs. Streamlined offerings in order to provide greater focus and improve student completion. All full time faculty and one adjunct has attended entrepreneurship training at Fresno State.
	GOAL 1: Enhance student learning and success.	BUS	Brentwood Center curricular offerings	Increase the number of tranfer-level business courses at the Brentwood Center.	The AS-T degree curriculum should be available to students pursuing their degrees at the Brentwood Center. Currently some, but not all of the transfer curriculum is offered there with any regularity. Students should have classes available on a regular basis necessary to finish within two semesters.	Develop a regular schedule of day and night sections for business classes that lead to the AS-T degree in Business Administration	2016SP				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BUS	Review Retail Management Program	Explore options for expansion of program to local employers in non-food-related retail businesses.	Los Medanos College, in conjunction with the Western Association of Food Chains, offers a certificate program in retail management that has undergone some changes in recent years. Current inquires from non-food industries show interest in retail management certification. Work to develop partnerships is underway.	Create and/or revise program requirements or curriculum as needed. Work with new non-food retail management organizations. Work with workforce development to market the program and establish additional industry connections.	2017SP	FA 2016	Ongoing	Program was reviewed and suspended until a spring 2017 advisory board meeting.	
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BUS	Entrepreneurship articulation	Develop an entrepreneurship course that will articulate to CSU Fresno.	If a student transfers with an AS-T degree with a goal of majoring in Entrepreneurship at Fresno State, they will not only have completed all their lower division prep classes, but one of their major concentration course requirements as well.	Additional faculty attending entrepreneurship conference at Fresno State, March 2016. Apply for articulation. Marketing the AS-T Business/Entrepreneurship	2017SP		Ongoing	Documents have been provided to Fresno State and we are awaiting approval.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
132		GOAL 1: Enhance student learning and success.	TRFCTR	Transfer Center Budget	Restore previous funding allocation for the Transfer Center in order to institutionalize transfer activities previously funded by the Title V HSI Grant.	The primary goal of the Title V HSI Grant is to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. While the grant has funded specific programs, services, professional development and staffing, ultimately institutional change and improvement is the result of institutionalized efforts sparked by the grant, and carried forward after grant funding has ended. As the college more deeply commits to student success in the outcome of transfer, the successful initiatives of the grant should be institutionalized.	The Director of Transfer and Career Services, as well as the Transfer Services Coordinator positions have been institutionalized. Partial activity funding has been institutionalized but increased costs in partner programs such as the UC Davis TOP program and Southern CA college tours limited activities previously offered. We will work with college administration and SGC (through RAP) to restore previous funding fo rTransfer Services.	2016SP	2018SP	Behind	Operating Budget for 16-17 is less than 15-16 due to institution deficits. Prior programming for S.CA tours, Transfer relationships, and Transfer Academy has not been able to be maintained or expanded. Transfer Academy Faculty Lead vacated role and position was not replaced requiring role duties to be redistributed among Transfer Coordinator, Director, and Transfer Academy Counselor.	Equity Grant Funds were identified to cover the UC Davis TOP agreement for 16-17, though this funding is not guaranteed each year.
133		GOAL 1: Enhance student learning and success.	TRFCTR	Transfer Center Activities	Continue to expand current level of Transfer Activities as developed and funded through the Title V HSI Exito Grant	The continued development and implementation of Transfer Center activities will engage more students in learning about transfer and receiving transfer support. By expanding our reach to include learning communities and in-class support, we will be able to increase the number of students the center is currently serving.	In 2015-16 the Transfer Center will continue to offer at least 10 university tours, the Southern California Tour and Spring Transfer Day. In addition, we will continue to enhance our Fall and Spring workshop series to address students frequently asked questions/concerns as they pertain to the transfer process and transfer in general. Additional activities will include collaborating with Student Life to host Transfer Rallies and working with marketing to develop banners to be placed around campus.	2016SP				
134	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CARDEV	Solidify New Staffing Structure for Career Programs & Services	Hire an interim Director of Transfer & Career Services	Based on the new physical layout of services (in the new Student Services Center) and the connections between services and programs in the areas, the Transfer Services and Career Services areas will be brought together under one unit, lead by a newly created DIrector of Transfer & Career Services.	#NAME?	2015FA				
135		GOAL 1: Enhance student learning and success.	PE	Add Level 2 courses to 3 of our existing courses	We will add Level 2 COOR to Weight Training, Circuit Training, Basketball. Students will be offered a curriculum to develop a higher level of knowledge and skill proficiency in the subject area.	With the Kinesiology AA-T, students who are choosing the major have a desire to learn the subject area at a level beyond Beginner. A more advanced level will benefit students as they work to attain employment in the field of Kinesiology.	Write up Level 2 COORS for Weight Training, Circuit Training and Basketball.	2016FA		Completed		
136		GOAL 2: Strengthen current and create new partnerships.	TRFCTR	Transfer Partnerships	The Transfer Center will work to develop stronger partnerships with HBCUs in order to increase student access.	The enhancement of current HBCU partnerships as well as the development of new HBCU partnerships transfer universities will create easier and more direct connections for students. By focusing on developing these partnerships the Transfer Center will be able to learn more about how to reach out to our African American students and facilitate their access to opportunities available to them at an HBCU.	We will continue to develop partnership efforts to include participation of HBCUs in transfer events. For example we would like to to have at least 3 HBCUs represented in our Transfer Day events. We will also work towards increasing the number TAGs with HBCUs from three to a total of five TAGs.	2016SP				
137	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CARDEV	Career Services Strategic Plan	Develop a 3-year strategic plan for Career Programs & Services including goals related to programs, services, and organizational needs to support the mission of the department.	With the hiring of a permanent Director of Transfer and Career Services, development and consistency in programming, resources, and services can now occur. Creating a vision and strategic plan will guide the process of implementing effective career programs and services.	The strategic planning process will led by Director of Transfer and Career Services in collaboration with unit members. Feedback will be solicited from students, staff, and faculty to assure needs of all constituents are being met.	2016SP	2018SP	Ongoing	Lack of funds and staffing changes has created a delay in the completion of the 3-yr strategic plan. New funding and possible direction of office services with StrongWorkforce initiatives may take strategic plan in a different direction, hence the ongoing nature of this objective.	Collecting student feedback is planned for SP2017 to better understand needs and desires of students wanting career services.
138	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Line Management Tools	The Counseling Department is now located in a large shared space. Having line management hardware and software would allow the department to manage students waiting to see a counselor in a manner more appropriate to an academic environment.	Currently, counselors are notified student appointments have arrived via sars message. After receiving the message, counselors come to the waiting area to walk the student back to their office. However, with multiple counselors calling students in a relatively large area, it can be noisy and bothersome to students and other staff working in the large shared space on the second floor of student services. Also, loudly calling a student name is not consistent with confidentiality expectations. Having a line management kiosk and a less disruptive method of notifying students that their counselor is ready for their appointment is necessary as the space is utilized.	Identify and purchase line management kiosk, software, and additional tools to notify student their appointment is ready Starfish project is ongoing	2016FA		Ongoing	On hold at the request of Dean of Counseling	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
139	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Develop videos for FAQs in counseling	Collaborate with marketing and student government to develop sequence of videos to answer frequently asked questions in counseling	Increase student access to information about counseling. Increase efficiency of counseling services; providing current information and quick access to updates for students. Create innovative methods to better reach students in multiple venues and expand counseling presence on the web.	Collaborate with marketing and web administrator for video development. Collaborate with student government for students featured in videos and content development. Collaborate with digital media course classes and faculty for content development. Collaborate with journalism for ongoing features in newspaper to promote videos. Screen videos for counseling department and student feedback. Add videos to youtube. Collaborate with scholarship office for any add revenue from youtube to fund a student scholarship.	2016FA		Ongoing	the counseling department is currently developing additional videos regarding FAQ questions and transfer related inquiries for distance education students for educational planning purposes.	
140	#1: Increase equitable student engagement, learning, and success.		ENGL	Assessment of English 140 and 145	We aim to be in compliance with the college and department assessment cycles.	These courses were placed into cohorts 1 and 2, but were not offered until after the assessment cycle.	We will assess English 140 in Fall 2015 and English 145 in Spring 2016. They will then be part of their regular assessment cycle.	2016SP		Completed		Both courses were assessed and we continue to improve our instruction based on assessment results.
141	#1: Increase equitable student engagement, learning, and success.		ENGL	Grow and promote the English Major	Continue to develop courses to add to our English major. Continue our work to encourage students to become English majors.	We have a newly created major and want to continue to inform students about the benefits of being an English major and the courses that are part of the new AA degree. According to the LMC Degrees and Awards data we have 1 student who has graduated with an English major and wish to increase this number. In addition we would like to add more offering for students to choose from .	Hold a "Lunch and Learn" event for English majors and other interested students at least once each year.	2016FA		Ongoing	We have added new literature courses. Children's Literature was offered for the first time in Fall 2016, and LGBTQ Literature is being offered Spring 17 (both are F2F). In Fall 2016, Latino Literature and Chicano Literature were approved by the Curriculum Committee and will be offered FA 17 (Latino Lit.) and SP 18 (Chicano Lit.) The English department is continuously working to expand the English major, as well as student interest in and enrollment in the AA-T degree in English. In Fall 2016, the English department took part in the campus Exploring Majors Fair to promote our major. The event was well-attended, and many students came by to write a collaborative short story on our typewriter and to ask questions about the English major. The English department was also featured in the LMC Experience article about the Major Fair. Because we continue to write new literature courses and plan to increase literature offerings in Fall 2017, it is important that we continue to promote and publicize the English major. We plan to do another Lunch and Learn or a Mixer for English Majors in the upcoming year.	
142		GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Obtain additional student ambassadors	Hire additional student ambassadors to better serve students during peak times, assist with group counseling and orientation workshops, assist with reception duties	With increasing demand for group counseling opportunities, additional support from student ambassadors is also increasing. The counseling department has utilized student ambassadors, which has demonstrated more efficient delivery of counseling services and decreased student wait time. Expanding this support will be beneficial to all students accessing group counseling events. Additionally, with the new student services area, new needs have been identified. Students now have a soft space near the counseling and student success center that previously did not exist. Having	Hire and train student ambassadors	2016SP		Completed		Hiring student ambassadors has allowed for better work-flow and responsiveness at the Counseling front desk. Counseling is currently developing group counseling events that will be ran by student ambassadors to take place initially during the first two weeks of the semester, which is peak counseling time.
143		GOAL 1: Enhance student learning and success.	COUNS	Obtain additional classified support for expanding counseling department and programs	Provide additional support during peak demand and supplemental support for expanding student services departments including counseling, disabled students, and eops	With the new mandates from 3sp, counseling support services have expanded and timelines for providing services have drastically altered. creating more demand and workflow for classified support staff in departments supporting counselors.. Provide additional training for student ambassadors and assistants in related areas. Assist in promoting counseling at large orientation events such as super Saturday.	Hire office assistant II at 50% load. Develop workplan for assignment.	2016FA		Ongoing	The counseling department and Dean of Counseling Services is currently in the process of hiring one full time classified staff personnel.	
144	#2: Strengthen community engagement and partnerships.		COUNS	Revising counseling partnership deliverables	Revising the counseling partnership presentation, student follow up appointments, and collaboration with instructional faculty. A retreat will be held in summer 2016.	Ongoing evaluation of counseling partnership to meet both counseling and instructional faculty objectives	Revise counseling partnership presentation Plan and hold retreat during summer 2016 New counseling hires to be identified for spring 2016	2016FA	Summer 2017	Ongoing	The counseling partnership program is currently being revised with the addition of SSSP funding, faculty, and outreach coordination efforts. The counseling department is collborating with faculty and SSSP to develop new and innovative presentation, handouts, and resources materials to meet the needs of both faculty and students.	

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
145	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	COUNS	Develop group counseling protocols to better serve peak demand for counseling	Develop protocols and scheduling for group counseling sessions to triage counseling needs	At peak times during the semester, student demand far exceeds counselor availability. Developing group counseling protocols will alleviate student wait time and increase access to counselors as well as address student questions more quickly. To increase efficiency in providing counseling services.	Develop protocols for group counseling. promote group counseling sessions collaborating with outreach and counseling classified staff, financial aid, and admissions programs	2016FA		Ongoing	The counseling department will dedicate time slots available in a computer lab for drop in students to have abbreviated educational plans completed during peak times. The department will have one-two counselors available for group counseling educational planning at one hour increments. The department will allow coordinate with Admissions & Records and Financial Aid offices to provide additional support during the group counseling sessions.	Increasing student access to counseling and educational planning services during peak time periods.
146	GOAL 3: Create a culture of continuous improvement and tangible success.	ENGLD	Mentorship and Training Program	Continue mentorship and training program which will further help train adjunct and full-time faculty taking on new roles.	Faculty teaching courses for the first time often need further training, but with an increasing adjunct pool, the need for training and one-on-one attention is also increasing. Most of our new faculty teach DE courses, so training in this area is especially important. In the past year, our paid and official mentorship program has received excellent feedback from its participants. The mentorship has improved our department's professional development and quality of instruction. Our mentorship has also helped our department build supportive relationships among full-time and part-time faculty members toward a	Secure continued funding for mentorship program. Create more effective assessment loop to check effectiveness of program.	2016SP		Ongoing		I have applied faculty feedback for improvement such as pairing mentors and mentees based on matching schedules and encouraging mentors to focus on basic skills practices and/or a book related to such.
147	GOAL 1: Enhance student learning and success.	COUNS	Additional counseling hours for articulation and general counseling	To obtain a .5 dedicated articulation counselor to increase articulation with other institutions. To obtain additional adjunct counseling hours to increase counseling available to all students.	Articulation: Currently STEM/MESA grant is funding additional articulation with other institutions. This grant will be ending and this function should be institutionalized as the need for articulation will continue. Articulation is essential in developing education plans as well as transfer opportunities. Articulation correlates with developing a campus transfer culture. Additional general counseling hours: as noted by our recent accreditation visits, additional counseling for all students was identified as an increasing need. Additional counseling hours will increase hours counselors are available to students, allow for development of additional programs, additional curriculum, and facilitate retention and completion. The department has identified	hire more adjunct counselors to meet general counseling needs at both campus locations and hire .5 articulation counselor Box 2a requests to request full-time counselors to better meet student needs	2016FA		Completed	Box 2A for full-time faculty requests are currently being processed for approval, however articulation/vet position was not granted. Additional adjuncts have been hired by counseling department for FA16.	The recent hiring of additional adjunct counselors has allowed the Counseling department to expand our services to students within the general and special populations. The increased accessibility of Counseling faculty to students has allowed for more efficient completion of the 3SP process.
148	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness. / GOAL 1: Enhance student learning and success.	EOPS	Develop Life Skills Workshop	Since CARE focuses on single heads of household the workshop will equip students with effective communication skills to help raise their children.	Several parents in our program indicated a need for tools to help with raising their children in a positive environment. To meet this need we researched several tools that would help enhance specific skills, especially communication with their children in a more positive way.	Secure license and copy of Oprah's Life Class Series. Conduct viewing and discussion series for Life Class videos.	2016FA		Behind	Due to the retirement of the CARE coordinator, this activity has been put on hold with the position remaining vacancy from 7/1/16 to 2/1/17.	
149	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources. / GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Obtain distance counseling tools and software	To identify and purchase necessary tools to hold secure distance counseling opportunities for students	To provide expanded counseling services to all students, including but not limited to those enrolled at offsite locations and online courses, webcams, software and related equipment are needed to provide live video chat in a secure confidential environment. Accreditation supports equal access for students enrolled anywhere at LMC.	Identify and purchase software, webcams, other equipment such as headset needed Identify training needs and hold trainings for all department faculty Identify best practices for distance counseling and develop procedures and add to counseling manual coollaborate with IT, web administrator	2016FA	2017SP	Ongoing	The Dean of Counseling is currently in the process of selecting the modality and software company the counseling department will utilize for distance counseling services. He is also working with IT campus services to work out additional technological issues within each counseling department office.	
150	GOAL 2: Strengthen current and create new partnerships.	ENGL	Mentorship and Training Program	Continue mentorship and training program which will further help train adjunct and full-time faculty taking on new roles.	Faculty teaching courses for the first time often need further training, but with an increasing adjunct pool, the need for training and one-on-one attention is also increasing. Most of our new faculty teach DE courses, so training in this area is especially important. In Fall 2015, the department will also have 4 full-time faculty hired within the past year who may benefit from additional training and support as they step into new roles. We need continued funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Our instructors have found that they spend time training other instructors on top of their other duties. Thus, training can become sporadic and rushed. We have found that formalizing the mentorships that happen already benefit both mentors and mentees. In the past year, our paid and official mentorship program has received excellent feedback from its participants. The mentorship has	1 Secure continued funding for mentorship program. 2. Create more effective assessment loop to check effectiveness of program.	2016FA		Ongoing	Note: This objective was supposed to be placed only under the Developmental English program, not in Transfer. We plan to actually merge our DE and Transfer programs into one however.	Note: This objective was supposed to be placed only under the Developmental English program. Please see the Developmental Mentorship objective for program improvements. We plan to actually merge our DE and Transfer programs into one however.

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#2: Strengthen community engagement and partnerships.		ENGL	Investigate new linked courses/contextualized learning	We would like to investigate offering courses for certificated programs such as PTEC and ETEC and other CTE programs that may have an English 90 requirement. Also look at the interest in cross-disciplinary collaborations with Eng. 100 and other English courses.	We have had successful collaborations in the past and want to show our openness to work with other departments. The "American Experience" Learning community which links English 100 and Political Science 10 is also an example of cross disciplinary collaborations. Also we offered a vocabulary class-English 82 targeted for Welding students.	Reach out to interested faculty in the English department , faculty in CTE programs and other departments across the campus to gauge the interest.	2016SP				
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	LANG	Adjunct Space Allocation	(This objective was met/completed in November 2015) Adjunct Instructors in our department do not have space during office hours. Last academic year, our World Languages Department requested office space for our adjuncts and there was no response to our request. We are using this opportunity in the 'New Objective' category to request office space (shared) for our adjuncts for the years 2015-16.	It is important for our adjuncts to have space to prepare classes, meet with students and collaborate with our full-time instructors. We have a significant number of sign-language adjuncts that need more direct contact with their students and our department. It is important that they have the space to achieve this.	Teaching Learning Collaboration Development of Course Outcomes Training Tutoring General College Business Department Meetings Drop-In Student Access Hours Presence on Campus Printing and Computer Access	2016FA	2015 Spring			
	GOAL 3: Create a culture of continuous improvement and tangible success.	LANG	Identify Rates of Completion and Persistence in all WL Courses	To make decisions on course sequencing, enhancement and deletion depends upon an in-depth study of how our students are persisting in the various sections within our department. The department would like to review all data pertaining to the retention and persistence of students in all of our sections. Once we have this information we can begin to look at trends and discuss the future of offerings within our department. Students have requested that the department create majors.	Our assessment outcomes give us a general snapshot of how our students are persisting; but, it measures only those who have completed our courses. We are interested to know what happens to those students who drop out of our classes 1/3 or 1/2 through the semester. To understand enrollment, persistence and success trends campus and state-wide will help in our discussions as to how to enhance and/or restructure our courses.	Data Collecting Data Interpretation Discussion of State-wide trends Student Inquiry Departmental Meetings Discussion of Course Offerings and Enhancements	2016FA				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Increase equity and accessibility of the Math Lab Testing Center	Increase equity and accessibility of the Math Lab Testing Center by adding hours from the budgeted 16 hours per week to 35 hours per week.	Certain transfer-level courses have adopted to administer Mastery Quizzes to assess their knowledge in material the Math Faculty has deemed essential in order to succeed in future math courses. Many instructors use the Testing Center to assess student progress throughout the semester, and in many cases, devote a portion of their final grade to the completion of these mastery quizzes. During the review of their Mastery Quizzes, instructors & tutors are able to catch incorrect mathematical operations and rectify the students' thinking process to keep the student on a successful path within their class. Student Mastery quizzes are only administered during class time and in the Testing Center. At the current budget, students have very few hours to receive any feedback for their work resulting in weak understanding of the material for their current course and will compound in subsequent courses. A Mastery Quiz Box is a portable filing box that contains a file for every student in any given class. Instructors & tutors use these boxes to keep a concise record of progress for each student throughout the semester. From Spring 2014 to Spring 2015, the Testing Center has seen an increase from 17 to 27 sections that heavily utilize Mastery Quiz Materials representing a 58% increase in the number of students using the Testing Center. Since the Testing Center Staff & instructors are the only contact points for these mastery quizzes, having limited Testing Center hours greatly reduces the availability of the mastery quiz materials to the students. Due to few Testing Center Operating hours, we have had to ration the hours throughout the week. For instance, we have had to close the Testing Center on Mondays in order to maintain services through the academic year. Many of our students have obligations outside of	Submit a RAP Proposal to increase funds to the Testing Center. Keep a running record of Testing Center Usage. Create a Testing Center Schedule that provides access to the Testing Center and its resources to both full-time & part-time students. Increase the weekly operating times of the Testing Center from 16 hrs/week to 35 hrs/week.	2016FA		Behind		

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155	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Increase equity and accessibility to calculators to students enrolled in math classes	Increase equity and accessibility of calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means to acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 29, 30, 34, 37, 40, 50, 60, 70, 75, and 80. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at $134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.	2016FA		Behind		
156	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	MATH	Math Administrative Support	LMC granted the math department an administrative assistant but was unsure of the appropriate number of hours per week. After a one year pilot, we have decided that we need 40 hours per week of administrative support.	This position is now required to have 100% monitoring of calculator use, which is estimated to add 5 additional hours of work per week. The math department needs to have representation on the Safety Committee. Challenge exams and SPTUT Referal Forms need to be scanned and organized in case of an audit (Las Positas' math lab was audited and forced to pay a large fine). The department has many files that need to be organized or shredded. To ensure accelerated classes and other new classes are not cancelled, we need to keep our window displays up to date every semester. Often there are special projects (such as our math magnetic whiteboard proejct and new furniture) and sometimes new periodic responsibilities (such as MA142 now considered "open" to all employees and requiring a point-person). Currently, due to not having enough time, inter-office administration tasks are not getting done. The number of requested Mastery Quiz boxes by teachers has more than doubled. We are falling behind this semester in creating these boxes because there are not enough paid hours per week to create the extra boxes. This is reducing student success. For Math 4, 12, 25 and 30 per semester, 1,100 – 1,200 testing	Increase the number of hours per week for our administrative assistant from 20 hours/week to 40 hours/week	2016FA		Behind	Still needed but where's the RAP?	
157	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		MATH	Provide all STEM Math majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation.	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty, with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences in their classrooms. Faculty may also develop summer courses that focus on research methodology, such as the new BIOSC 904 Introduction to Bioscience Research offered during the Summer 2015 session. Culture of Real-world STEM experiences: To cultivate a college community that supports research and inquiry-based experiences in the classroom as well as real-world connections with active STEM professionals, we also plan to offer a STEM student symposium once a year on campus. We hosted the first STEM symposium on campus during the Fall 2014 semester and plan to offer one every spring from 2016 onward	2019FA		Behind		
158	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Full-time Evening Math Lab Coordinator	Reinstate full-time hours, 12 months per year, for the evening math lab coordinator to allow for the math lab to be open on Saturdays and to provide additional support hours.	This was a previous full-time position that management cut. We were granted two full-time coordinators 5 years ago. Our math lab usage as increased since then.	All the duties listed in the current day time full-time math lab coordinator position. We envision this position being Tuesday through Saturday, from roughly 1pm-9pm Tuesday through Thursday, 7am-4pm on Friday and Saturday.	2016FA		Ongoing	Bob eventually saw the light. Both are unfurloughed but the evening coordinator is still 20 hours per week. Need to reapply when there's RAP.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
159		GOAL 1: Enhance student learning and success.	FINAID	Increase awareness on responsible borrowing for the Direct Loan Program	Increase awareness on responsible borrowing by continuing to provide Direct Loan counseling workshops in person. This will not only educate students on the loan application process and options, but serve as a preventative measure in addressing future cohort default rate.	Providing in-person workshops will address the counseling aspect of the Direct Loan Program. It is imperative that FA administrators provide students with information on borrowing options, as well as educate students on the consequences of not repaying their student loans in the future. Students need to be aware that the loan program offers various repayment plans and deferment and forbearance options designed to meet the needs of borrowers in different financial circumstances. Additionally, students need to learn the consequences of not repaying on a student loan. Overall, in-person loan workshops serves as an educational tool as well as a preventative measure in addressing the college's future cohort default rate. Based on a CDR projection calculation completed by John Pierson, a consultant hired by the California State Chancellors Office, LMC's 2014 CDR is projected to be 39%. This projection is based on the presumption that LMC discontinues all outreach to students who enter repayment. This data implicates a significant need to not only provide counseling to students when they exit the loan program, but at the forefront when they first enter the program.	*Offer in-person loan workshops to students inquiring about the loan application process who meets the standard eligibility criteria set by the Department of Education. *Provide assistance to students with completing the online entrance counseling exam and Master Promissory Note on the Department of Education website	2016FA	Spring 2017	Ongoing	Offering workshops and hands on help with the federal online components aid students in navigating the direct loan process without the confusion that used to occur in years past. As a result of offering this activity and making the entire loan request process more transparent, more students were able to apply for a loan this past academic year. This objective will be ongoing, as it is important for students to understand the full ramifications of borrowing and student loan debt. Students are advised that there are loan servicers and other resources they can turn to should they run into any issues staying current on their student loan payments. We will continue to offer loan counseling workshops as a form of loan default prevention. 2014-2015 Subsidized loan: $398,256.00 131 students Unsubsidized loan: $154,919.00 47 students 2015-2016 Subsidized $572,200.00 185 students Unsubsidized $628,020.00 153 students	Our 2015-2016 data shows a 40% increase in subsidized loan borrowing, and over 200% increase in unsubsidized loan borrowing (based on student head count). This data indicates an increase in student awareness on the loan application process. To be conclusive, we will administer a student survey by the end of Spring 2017 to determine if loan borrowers were able to acquire information on the application process and demonstrate what it means to be a responsible borrower.
160	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	FINAID	Increase utilization of the Federal Work-Study Program	Increase utilization of the Federal Work-Study Program by promoting the program to students, faculty, and staff on campus.	Maximizing full utilization of the Federal Work-Study (FWS) Program has been an on-going challenge. Due to low student and departmental participation in the program, there is typically an under-usage of FWS funds each academic year. Now that the college eliminated the departmental allocation model that went in to effect this current academic year, departments should be encouraged to expend FWS first over college-operating funds. Due to under-usage of FWS funds, it has become a common practice for the Financial Aid Office and Employment Center to review monthly student worker payroll reports to identify students who have been charged to the college-operating budget that could be switched over to FWS. Journal entries are completed by the Financial Aid Office and submitted to the Business Office for processing. The current allocation for the 2014-15 academic year is $135,760; however only $56,578 has been expended as of the 2/10/14 payroll cycle. This leaves the college with $79,182 remaining allocation, which has to be spent by June 30, 2015. Completing	Promote the FWS program to students on campus by educating them about the application and job placement process via various marketing tools (i.e. FA website, and email blasts). Improve faculty and staff education of the FWS departmental request and student hiring process.	2016FA	Fall 2017	Completed	In the spring 2016 semester, we started a partnership with the Employment Services Office to offer a flex workshop to educate faculty and staff on the Federal Work-Study (FWs) student hiring process. We reminded the college community of the elimination of the old FWS departmental allocation model, and encouraged all departments to participate in the FWS program. We offered the workshop again in the spring 2017 semester. In addition to workshops, we sent emails to all LMC employees informing them of the opportunity to hire students from the FWS program. This objective has been completed.	As a result of our marketing strategies, we were successful at utilizing our entire FWS allocation in 2015-2016. Our allocation was $155,074 and year-end expenditures were $169,154. To cover for the overage, we carried back 2016-2017 FWS funds, which is allowed by Department of Education. We will continue to provide departments with the necessary tools required for successful student employee recruitment, and monitor expenditures to ensure we are on track to spend our annual allocations.
161		GOAL 1: Enhance student learning and success.	MATHD	Manipulatives for DE courses	Incorporate the use of manipulatives in DE courses to give abstract concepts concrete models for conceptual understanding.	Best pedagogical practices include the use of concrete models, or manipulatives, in developing students conceptual understanding of abstract mathematical concepts.	Identify course content that is appropriate for integration of manipulatives, acquire manipulatives, train instructors in the use of the manipulatives, evaluate the effectiveness of student learning using manipulatives.	2015FA				
162		GOAL 1: Enhance student learning and success.	MATHD	Manipulatives for DE courses	Incorporate the use of manipulatives in DE courses to give abstract concepts concrete models for conceptual understanding.	Best pedagogical practices include the use of concrete models, or manipulatives, in developing students conceptual understanding of abstract mathematical concepts.	Identify course content that is appropriate for integration of manipulatives, acquire manipulatives, train instructors in the use of the manipulatives, evaluate the effectiveness of student learning using manipulatives.	2017SP				

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
			C	D	E	F	G	H	I	J	K	L
163	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	FINAID	Increase awareness of the Financial Aid Application Process	Increase awareness of the Financial Aid Process in efforts to promote completion of the application.	Navigating through the financial aid application process is a common challenge for students and their families. Most students start by completing the Free Application for Federal Student Aid (FAFSA), but fail to follow-up with the rest of the application process after. Based on the current 2014-15 academic year, LMC received a total of 7321 FAFSAs (as of 1/6/15). However, only 2646 LMC students were awarded a Pell Grant. This means only 37% of LMC students that filed a FAFSA received a Pell Grant, but this is not inclusive of those that did complete the application process with a high EFC.	Educate students about the process that follows after they complete the FAFSA online by offering more Financial Aid Workshops, and using marketing tools (i.e FA website, email blasts. InSite Portal).	2016FA	Fall 2017	Ongoing	In spring 2015, we offered a series of financial aid workshops, where a financial aid staff member conducted a power point presentation to students. At the end of the presentations, students were given the option to receive one-on-one assistance with completing the FAFSA or Dream Act. At the workshop, students are educated on what happens next after they complete and submit an online application. In addition, we developed a Steps to Apply Flow Chart and posted it on our website homepage. We've also added announcements on the monthly Student Services e-newsletter to remind students on how to check their "Missing Information Checklist" on InSite Portal/Web Advisor. We did not offer the same workshop series after the spring 2015 semester due to lack of student attendance. We continued to use our financial aid website, email communication, InSite Portal to market information to students. In the fall 2016 semester, we created social media accounts (Instagram and Twitter) to strengthen our marketing efforts. Since our most recent data shows a small percent increase of number of students awarded a Pell Grant (refer to Program Improvement section for specific data), we will mark this objective as ongoing.	Based on the number of FAFSAs submitted, there was an increase of 16 financial aid applicants in 2015-2016 when compared to 2014-2015. Based on the number of Pell Grants awarded, there was an increase of 87 students in 2015-2016 when compared to 2014-2015. Although the data reflects a small increase (1% increase in FAFSA filing rate and 3% increase in Pell Grant awards), the percentage increases are insignificant. As a result, this objective will be ongoing so we can continue to use different marketing strategies to educate students about the process that follows after they complete a FAFSA or Dream Act online.
164		GOAL 1: Enhance student learning and success.	MATHD	Math Acceleration Lead	Acquire compensated leadership for the design, implementation, training, and assessment of accelerated courses in the math department.	We have identified a need for the following duties: • Provide training and support for the different models of acceleration in LMC courses. This includes compressed courses (short term courses), curricular redesign (eliminating redundant material through course redesign), and contextualization (integrating basic skills into higher level courses) • Provide professional development opportunities for instructors to improve their knowledge and expertise with best practices and work done at other institutions • Oversee editing, articulation, and supply of curricular packets and materials for accelerated courses. • Coordinate with the Counseling Department to facilitate the integration of accelerated courses into appropriate student education planning • Coordinate with the Counseling Partnership between Counseling and English and Math to include presentations about accelerated options in appropriate developmental classes • Work with LMC departments, LMC administration, and state administration on issues of articulation, prerequisites, and validity • Create and maintain an LMC acceleration webpage • Oversee the assessment of accelerated courses including developing a research agenda; and organize efforts	Work with the campus basic skills committee to create a faculty lead position for acceleration and compensate that position appropriately.	2015FA				
165	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Increase equity and accessibility of the Math Lab Testing Center	Increase equity and accessibility of the Math Lab Testing Center by adding hours from the budgeted 16 hours per week to 35 hours per week.	Students in basic skills courses are required to take Mastery Quizzes to assess their knowledge in material the Math Faculty has deemed essential in order to succeed in future math courses. Many instructors use the Testing Center to assess student progress throughout the semester, and in many cases, devote a portion of their final grade to the completion of these mastery quizzes. During the review of their Mastery Quizzes, instructors & tutors are able to catch incorrect mathematical operations and rectify the students' thinking process to keep the student on a successful path within their class. Student Mastery quizzes are only administered during class time and in the Testing Center. At the current budget, students have very few hours to receive any feedback for their work resulting in weak understanding of the material for their current course and will compound in subsequent courses. A Mastery Quiz Box is a portable filing box that contains a file for every student in any given class. Instructors & tutors use these boxes to keep a concise record of progress for each student throughout the semester. From Spring 2014 to Spring 2015, the Testing Center has seen an increase from 17 to 27 sections that heavily utilize Mastery Quiz Materials representing a 58% increase in the number of students using the Testing Center. Since the Testing Center Staff & instructors are the only contact points for these mastery quizzes, having limited Testing Center hours greatly reduces the availability of the mastery quiz materials to the students. Due to few Testing Center Operating hours, we have had to ration the hours throughout the week. For instance, we have had to close the Testing Center on Mondays in order to maintain services through the academic year. Many of our students have obligations outside of school that take up a majority of their time. Due to our allocation of	Submit a RAP Proposal to increase funds to the Testing Center. Keep a running record of Testing Center Usage. Create a Testing Center Schedule that provides access to the Testing Center and its resources to both full-time & part-time students. Increase the weekly operating times of the Testing Center from 16 hrs/week to 35 hrs/week.	2016FA				

College Strategic (C)	District Strategic (D)	Unit Code (E)	Title (F)	Description (G)	Rationale (H)	Activity (I)	Timeline 1 (J)	Timeline 2 (K)	Status (L)	Status Reason (M)	Improvement (N)
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Increase equity and accessibility to calculators to students enrolled in math classes	Increase equity and accessibility of calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means to acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 27, 29, 30, 34, 37, 40, 50, 60, and 70. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at $134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.	2016FA				
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	COMSC	Restore Computer Lab Support	Restore Computer Lab support to the level before cuts were made in the 2012-13 academic year.	The historic staffing level for the two Computer Center Technician II positions was cut by 2-2.5 hours per week and 6 weeks per year as a part of overall college budget cuts in 2012-13. This has negatively affected not only the Drop-in Lab, but the Business and PTEC computer labs as well. Returning these positions to their historic level will restore support of students, faculty, and staff to the level present before the budget cuts.	Open the Drop-in Lab an hour earlier. Before the beginning of each semester: Work on jobs that have been placed on hold due to decreased hours. Upgrade, install, troubleshoot, and configure servers and PCs located in 4 labs.	2016FA	2015 FA			
#1: Increase equitable student engagement, learning, and success.		COMSC	Class set of "clickers" - real time classroom interaction and feedback	Acquire a classroom set of "Clickers" and associated software in order to infuse immediate interaction and feedback in class, in particular with the entry courses COMSC 040 and 049.	To increase student engagement, learning, and retention in the classroom at the basic level, specifically with computer terminology, concepts, and ideas in a more direct manner.	While the clickers are being acquired and prepared to be used, write mini-lessons for their use in COMSC 040 and 049. This can include the prompting questions in the publisher's text.	2016FA				
	GOAL 1: Enhance student learning and success.	COMSC	Evaluate mobile app courses and program	Determine the initial and ongoing costs, plus the level of demand, then evaluate if courses and possibly a program of mobile app development could be successfully sustained.	The greater San Francisco Bay Area continues to be the leader in Internet and related technologies. The demand for the development and refinement of mobile applications appears to be continuous for the foreseeable future. Enrollment in programing related courses within the department has grown from 7.5 FTES in Fall 2013 to 10.9 in Fall 2015, a 45% increase. Therefore, developing a program in this area should be evaluated.	Work with the regional consortium for mobile app development to evaluate if this area is appropriate to pursue. This includes an analysis of local labor market data, student completion and success in programming courses, evaluation of curriculum needed, and costs associated with this program.	2016FA		Completed	Researching other similar programs (CCSF in particular) established that this course sequence was unlikely to lead to employment by graduates.	
#1: Increase equitable student engagement, learning, and success.	GOAL 2: Strengthen current and create new partnerships.	COMSC	Revise ICT and IT curriculum and programs	Revise ICT (Information & Communication Technology) and IT (Information Technology) courses and programs to better align with State C-IDs and model curriculums and efforts at the other two 4CD colleges and regional consortiums in order to improve program effectiveness.	The number of courses and supporting infrastructure required for ICT and IT degrees and certificates make it difficult for one college to go it alone. Designing and scheduling courses across the District and using regional infrastructure makes more efficient use of resources and allows for greater student success. Additionally, an increase in the number and type of pathways to certificate and degree completion should improve completion and success rates.	Work with the other 4CD colleges to develop better interchange/interoperability between courses and programs in IT/ICT. Work with regional consortium to develop and maintain infrastructure necessary for effective and high quality instruction.	2016SP		Ongoing	Course outlines of record for the ICT model curriculum have been completed. The next step is creating and submitting the minor change proposal to turn the Networking and Security degree into the ICT degree.	
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		COMSC	Upgrade Computer Lab	Upgrade the computers in the CO-200 Computer Lab	The computers is the lab are now at the end of their useful lives.	Research and compile specifications for new computers. Purchase and install new computers.	2016SP	Summer 2015			
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	PE	Work to close the Achievement gap for African American students	Work to close the achievement gap for African American students, specifically those in the Kines major and athletes	Statistics in SQL report show gap with Kines majors. Aligns with College strategic direction #1.	Work with Michelle Mak/Athletic Counselor on possibly developing a cohort for Kines students/athletes to combine math/english/cardio protocol which has shown test score improvement in trials at other academic institutions.	2016FA		Ongoing	Continued dialog with Michelle Mack to identify whether this route is the best possible way to work on closing the achievement gap.	

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	E	F	G	H	I	J	K	L	M	N
		D									
173	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	MATH	Equity in access to computational and math educational technology	Increasing the accessibility of computational technology by making tablets and chargers available for checkout to basic skills and transfer-level students.	Proficient use of computational technology is incorporated into the CSLOs of many math courses. Math 29, Math 30, and all transfer-level math courses require the use of a graphing calculator or equivalent. Such a calculator costs around $130, which is a barrier for many students. Moreover, as technology advances, websites (such as statcrunch.com and wolframalpha.com) are appearing that are more powerful than graphing calculators. Many of these sites can be accessed with a smart phone, which disadvantages students who do not own a smart phone. The math lab currently check out TI calculators to students to increase equity and accessibility to calculators to students enrolled in math classes. Tablets, however, have several advantages over TI calculators. 1) There are free apps for Android tablets that perfectly mimic TI calculators. 2) Some	Research tablets to find inexpensive Wi-Fi enabled Android model. Devise a system for check-out of tablets and/or chargers. Submit a RAP proposal to acquire approximately ten tablets and chargers.	2017SP		Ongoing	1/18/17 VP Kevin Horan is looking into increasing wifi campus-wide to eliminate the need for ethernet cables. Then the campus may adopt a BYO tablet/laptop. Basically management is taking this over. I'm leaving it as ongoing in case they drop it.	
174	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	BIOSC	Compressed Calendar	Prepare for conversion to the compressed calendar in 2017	We have been advised that the district will be moving to a compressed calendar schedule format starting in Fall 2017. The change to this format will be especially challenging for science departments, since class times are already very long and facilities are already highly utilized. In addition, the need to squeeze the lab curriculum into significantly fewer days will put additional strain on lab prep personnel. We have identified several areas in which we should prepare for the implementation of the compressed calendar format. See the activities section for details.	• Develop potential compressed schedules – We will specifically need the latitude to schedule classes in the Science Building as needed, unencumbered by prior scheduling by other departments. Our lab offerings create many complexities and conundrums that will only be able to be solved if we are able to approach the lecture and lab classrooms in the Science Building as a "blank slate." • Increase the number of available lab rooms – When the length of sections increases, we will be able to offer fewer sections in our existing facilities. Two projects that are in the planning stages include renovating SC1-103 (our former Hours by Arrangement lab) into a standard biology lab, and creating new labs in the planned permanent Brentwood Center. These new facilities will need to be	2017FA				
175	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	BIOSC	Lab Learning Environment Improvement/Maintenance	Improve and/or maintain quality of lab learning environment for students in all biology courses	In recent years we have fully converted our old Hours by Arrangement curriculum for Bio 5, Bio 10, and Bio 30 to include traditional scheduled labs for all course sections. In addition, we have added Bio 8 (Human Biology with lab) as an option for students who need a non-majors-level LMC science GE course that also satisfies the CSU science GE transfer requirement. We have also added Bio 7, Bio 10, Bio 20, and Bio 21 sections to our offerings at the Brentwood campus. Finally, we have increased our offerings of Bio 50 (microbiology). Our department has identified several areas in which significant improvements are needed (see activities for details) [[[Would be great to put in assessment or SQL data that points to this need and suggests that improvement in this area would help equity, success, retention, or other high-priority numbers.]]] :-)	• Increase FT classified lab prep FTE – The improvement of the curriculum has vastly increased the amount of prep work required of our classified lab coordinators and lab technician. The best solutions include some combination of augmenting/upgrading existing positions (i.e. adding months, removing furloughs) and adding FT and/or PT positions. One of the main reasons given by our former Biology Lab Coordinator for her recent resignation was the large escalation of her workload brought on by our curricular improvements. • Add in-class instructional aides – The LMC Biology Department has class maximums for its lab classes that are significantly (33%) higher than similar classes at other colleges in the district. This puts the students in our classes at a disadvantage, since they must compete with many more students for attention from their instructors, especially in labs, where individualized instructor attention is crucial for success. One way to partially address this problem is to increase the number of available instructional aides. • Augment ongoing funding for lab supplies and equipment maintenance – many of our basic needs have been satisfied by a patchwork of one-time approvals for RAP funds and one-time monies from the HSI-STEM grant. We really need a reliable source of ongoing funding. In addition, as we add additional lab sections,	2017SP		Completed		
176	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness. / GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Professional development regular report outs	Weekly time at counseling department meetings to share professional development with group	To disseminate information gathered at professional development opportunities where other counselors have attended. To share higher ed best practices and trends with the counseling department.	Weekly agenda item to share professional development and have that information recorded in the department minutes	2016FA		Completed		The weekly sharing of professional development activities among the Counselors has increased knowledge of transfer, articulation and internal and external department collaborations.
177	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	BIOSC	Student access to faculty	Improve student access to faculty and stabilize staffing of course sections with FT instructors	Recently, we have added new courses to our curriculum, and we have also expanded our offerings at the Brentwood Center. At the same time, we have noted a destabilization of our base of adjunct instructors. Our FT/PT ratio is among the lowest on campus just as both the departmental and institutional need for full time instructors to take on administrative and coordinating roles has increased. We propose to hire new FT faculty member(s) this coming year over and above replacements for retiring/resigning faculty members and full	1. Submit Box 2A request(s) for additional faculty members to be hired. 2. Hire faculty	2017FA		Abandoned	To simplify our program review process, we create new objectives each year that include the active parts of our old objectives. Thus this objective will not be updated further.	Although we were granted a FT hire to start in Fall '17, we also lost one full time faculty member due to a resignation. The department recognizes an ongoing need for additional faculty, especially as we expand at the Brentwood Center, and we will write a new objective for 2017-18 to this effect.
178	#2: Strengthen community engagement and partnerships.	COUNS	LMC School identified professional attire and promotional outreach supplies	To purchase professional shirts and/or sweaters that have LMC logo for counseling and students services professional staff. To purchase promotional outreach supplies to promote LMC at events where student services professional staff are tabling.	3sp funding does not support the purchase of attire or outreach supplies. To further promote LMC additional attire and give aways to potential students would help support knowledge of 3sp activities and requirements for students. Additionally, having school identified professional attire would promote campus pride and community.	Identify and purchase attire Identify, design and purchase give away supplies	2016FA		Abandoned	Funds declined by RAP during 2015-2016 year.	

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Calculus Teaching Community	Develop a robust, data driven, collaborative faculty group that researches and modifies as necessary current teaching practices and curricular infrastructure.	The calculus pipeline presents a significant challenge to our STEM degree/transfer seeking students. We are seeing increasing numbers of students seeking STEM degrees/transfer and as a math department are working to support these students through the STEM curriculum as efficiently and effectively as possible.	We will hold bi-weekly working sessions that include full and part-time faculty teaching and/or interested in teaching the calculus pipeline curriculum. These work sessions will include sharing best practices for teaching, developing new curricular material, and analyzing data to inform changes in practice and structure.	2018FA	This will be an ongoing activity	Behind	Waiting on RAP	
	GOAL 1: Enhance student learning and success.	SOCSC	Hire New Full-Time History Instructor	Complete hiring process for new full-time History Instructor	Supports College Strategic Priorities 1 and 3	Recruit members for paper screening and interview committees; complete questions and rubrics for both committees; screen applications for position; hold interviews with selected applicants; make recommendations to president.	2016SP		Completed		
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	SOCSC	Plan a Series of Departmental Professional Development Activities	Enriching professional development opportunities for full-time and part-time departmental faculty	Aligns with Interim Strategic Priority 2 and Strategic Priority 3	Explore sources of financial support for enhanced departmental professional development; plan sequence of professional development activities	2017FA		Ongoing		Members of the department worked with Courtney Diputado of the IT department, individually and in her flex workshop in learning how to operate smart classroom technology. Information gleamed from those interactions were further shared with other members of the department. Josh Bearden shared his knowledge of the Canvas online system with members of the department.
#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	BUS	Diversity Training	Attend diversity/equity training for department members.	Attend training in order to better understand and educate the diverse LMC population and ourselves.	Attend various seminars, workshops, trainings.	2017SP		Ahead	Faculty attended Neuroscience of Decisions Making training spring 2017, NCORE training in spring 2016, ongoing EEO training.	
	GOAL 4: Be good stewards of the District's resources.	BGCUS	Custodial Equipment	The objective is to procure specialty equipment to allow the custodial staff to do a better job in less time	When we are able to accomplish more work in less time that allows us to cover more ground and /or do more detailed work.	Pursue funding to purchase equipment and some badly needed supplies such as worn out entrance mats	2016FA		Ongoing		We have not received funding for any kind of new equipment but will continue to pursue funding so that we can accomplish more with the current staffing level.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	BRTWD	Currency in Math Teaching	Better serve students by remaining current with the lastest math teaching and technology innovations	If faculty are not learning and staying current, our students will leave us behind. It is important for all Brentwood math faculty to be aware and inclusive of the latest pedagogy and technology resources.	Regularly attend conferences and hold flex workshops to disseminate gained information with all Brentwood math faculty.	2016FA	ongoing	Ongoing	The faculty and staff of the NDFG are committed to continuous involvement with professional development activities. This objective will remain an ongoing objective.	Faculty member Scott Hubbard attended the following conferences during the 2015/2016 academic year: The Teaching Professor Conference, Hobsons Starfish Retention Conference, and STEMtech Conference Faculty member Jill DeStefano attended the STEMtech conference during the 2015/2016 academic year, and the Council for Undergraduate Research Broadening Participation Institute in January, 2017. In Spring 2017, the department offered a FLEX on integrating MyMathLab and WebAssign with Canvas. Both learned valuable information for the department and college.
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ETEC	Improve the ETEC facilities for a better training envionment.	The ETEC program's dedicated lab is too small for the students and equipment necessary to conduct a quality education.	The ETEC program's dedicated lab is too small for the students and equipment necessary to conduct a quality education. Many times we must have two classes in the building at the same time. Industry wants to donate more equipment but we cannot accept it because there in no room. As new technologies evolve we need to include it in our curriculum and hands on labs.	The ETEC program needs to work with the administration to try to free up space in the complex for the dedicated labs required by the program.	2016FA	As son as possible	Not started	Though I have talked with the ETEC Dean and the Vice President of the college it seems there is no extra space available to help relieve our over crowding problem. I was offered some hope that when the new student center is completed some of their old space might be available.	
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PRESOF	Unit Assessment: Service and Support, Sustainable Operations & Continuous Improvement	o With a focus on continuous improvement and meeting institutional needs, the President's Office will conduct an informal "self-evaluation" to determine opportunities for enhancing/streamlining operations.	o Considering the growing "demands" to serve the campus and external constituents more extensively (with relation to both quantity and quality), it will be valuable to review areas of responsibility, services provided, and operational needs.	o Review unit mission and profile o Develop internal "master calendar" of annual deadlines, projects, events, etc... o Examine the workflow and workload of the President's Office o Explore staffing needs to effectively carry out the comprehensive functions of the unit	2017FA	on-going	Ongoing	Progress continues toward this ongoing Objective; see "Program Improvement" for details.)	• Created master calendar of annual projects, events, and deadlines for the President's Office • Reviewed unit mission/profile, evaluated office projects/responsibilities/volume, and identified potential strategies for addressing increased workload • Need to continue analysis of workload/workflow

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	E	F	G	H	I	J	K	L	M	N
187	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	BOOKS	Assist with the planning, design and layout of the Bookstore in the new Student Union building.	Help create a well-designed, functional and aesthetic looking Bookstore to maximize service to the campus community.	An expanded and well-designed Bookstore space would allow us to maximize our service to the campus community as well as explore additional revenue streams.	Consult with bookstore staff, conduct industry research & meet regularly with LPA architects.	2018FA		Ongoing		
188	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	SSADM	Revitalize Crisis Intervention Team	The role and composition of the college crisis intervention team will be redefined and publicized on campus, so that employees and students will understand who to contact, where to go for needed support.	Crisis intervention has been provided in past years by a few counselors that are designated to assist student that are in distress. With a large number of new hires in the Counseling Department, as well as changes in legislation that address campus reporting and expectations for addressing victims of assault, additional members need to be added to the intervention team with training provided.	1). Meet with past and new members of crisis intervention team. 2). Agree on role of team, scope of responsibility. 3). Provide training, based on the various roles of team members. 4). Update Crisis Intervention Manual and distribute to college community and post online.	2017SP		Ongoing		1. LMC counselors update the Crisis Intervention Manual every semester and provide on the Counseling Department web site. 2. Weekly meetings are scheduled with a small crisis intervention team to review current student concerns. Team members include the college police lieutenant, dean of counseling & student support, dean of student success and senior dean of student services. Following a review of projected roles and scope of responsibility, the team will eventually be expanded.
189	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	LANG	Retention and Persistence of target student populations	Increased retention and persistence of African American students enrolled in transfer courses with the Department.	Statistical evidence has been presented to the department that our African American students enrolled in courses within the World Languages are not persisting at the rate of other enrolled students. In order to meet campus and statewide goals the department must provide more strategies for students that may need additional support to succeed in WL courses.	Faculty training/discussion related to objective Mentoring/ Starfish Online Counseling of high-risk students Alternative options ensuring success for high-risk students	2017SP	This objective will align with Starfish project	Ongoing	This objective has been given priority within the department during the 2016 and now 2017 academic semesters. Flex sessions and course specific ideas that support retention and persistence for our African American students have been successful.	As referenced in our Department Successes (in more depth) in 2016 Fall, the World Languages Department increased retention and persistence to 66.3% from Spring 2016 (nearly a 17% increase) for our African American students. Hispanic student persistence continues to be the highest at 81.2% persistence with Asian students the second highest . A six semester combined completion rate for our African American students showed a 77.4% completion rate. Dept. Chair and Associate Professor reviewed all SQs and discussed strategies to continue to increase persistence, retention and completion rates for our African American students.
190	GOAL 1: Enhance student learning and success.	SPCH	Enhance and Support the LMC Worlds Debate Team	The LMC Debate team is growing! Again! The transition to worlds debate was even more successful than anticipated leading to a need for resources.	In 2011, LMC made a decision to start a debate team which has grown exponentially since it's start in Sp 2015. The new team, which is reaching a equilibrium size of 20 students, needs to be supported by release time from the existing and full time faculty to support off campus travel and the making of arrangements. The team's composition has also become incredibly diverse with an over representation of women. In 2014, the team took 2nd place at the NPDA National Tournament for community colleges. This follows a	Making Travel Arrangements Traveling to Tournaments / Coaching Debate Conducting Practice in Addition to Classtime Public Debates and Campus Intermurals	2016FA				
191	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	SPCH	Improve retention, equity and acheivement in SPCH 160 and Debate Team	Most of our students are thriving in academic debate, but we have to turn some students down who want to travel with our team and limit their faculty-supervised practiced opportunities. We want all of students interested in debate to be successful because debate should be of particular value to the under served. We're seeing gaps in achievement and low enrollment across some student groups, we need a comprehensive strategy to remedy it.	The LMC Debate Team, like many entities on campus, has a retention, and equity gap. Using the course, Speech 160, as a guide you can see that African American and Islander enrollment lags behind other groups. In fact, over the past 3 semesters, we have had no Islanders (0) and only three African Americans (3) enrolled. It would be easier to recruit students if we had more opportunities for them to travel and get "hooked" on debate which leads to more enrollment and retention in Speech 160 and LMC in general to maintain competitive eligibility. (Think Sports!) We also could have a stronger success rate. While the sample size is small-- the team has a gap between our highest success students, Latinos at 100% and African American and Asian students each at 50%. Improving our coach to student time ratio would allow for more skill development, practice opportunities, and real coaching. One notable difference between this type of teaching and regular instruction is that you can't learn debate in the Center for Academic Support or in tutoring hours. You need the coach to facilitate a meeting of the team for practice. There is a large basket of things that can be done to achieve this goal: they include overhauling recruitment practices, ensuring a collaborative culture, adjusting travel and practice times to be student friendly, ect. These improvements and many others have already been made prior to FA15. What we need now are resources to extend these good practices to more students in the form of increased travel funds for attending tournaments to expand opportunity and permanent release time for the coaching staff. Compensating faculty to coach debate outside of their contractual load is common in the industry and	Expanding opportunities to debate can be accomplished by putting more debate events on the schedule. Since the department already hosts 5-6 events a year on campus for student interaction, new opportunities must be found in travel. The department currently has nearly $19,000 for debate travel, which is enough to support about 2/3 of current student demand. A travel budget of $35,000 would appropriately support a team of 16-20 students for the year. This increase would add two full-squad tournaments a year, massively increasing opportunity on the travel squad. The money would be spent on transportation, entry fees, judging, hotels, student per diem and airfare when needed. In order to travel to more tournaments, you need coaching resources to conduct out-of-class practice debates and travel with the team to competitions. Coaches judge other matches during the tournament in a social contract with the director, these days can last 12-14 hours in addition to team dinners and transportation. This is in addition to preparing business documents, making travel arrangements and compliance paperwork. Continue to stay engaged in professional learning with conferences, presentations, and symposiums related to education and/or communication.	2017SP	This project has been ongoing since SP11	Behind	The thesis of these improvements are to expand opportunity for students to be involved in academic debate. We need resources the do that and the college has not been able to provide additional resources. Innovation on recruitment seems misplaced if we can't reasonably send these students to a tournament. However, on the plus side our team is the most diverse of any tournament we do attend and we have plenty of success stories from all backgrounds.	8-10 on the highly competitive debate squad, 13-16 overall students in the program. Students can be on the debate team but not enrolled in SPCH 160 if their schedules don't allow it or if they are already over their units caps. I.E. you don't have to be in the class to be on the team. As a result, the SQL data is not useful for this course. Overall Team Size Our team is small and limited due to lack of travel funds. We have difficulty competing for tournament awards against larger schools. Ethnic Composition In the past year we've seen the team be 10-15% African American, 40-50% Latino, and 25% White and 10% Asian. Diversity Composition We also have non traditional sexual identities and individuals with disabilities on the team. Success Our students are widely successful if they can be retained with a tournament experience. Recruitment and retention remain obstacles to wider student success in the program. Retention would be driven by better funding for opportunity. Future work: We've been meeting with our advisory board to discuss how we can innovate in a uncertain financial environment. This is grinding work. We continue to try to do more with less and as a result are behind on objective progress.

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	SPCH	Promote and expand capacity for the AAT in Communication Studies Degree, Transfer	The LMC AAT in Communication Studies was LMC's first, and chosen as one of the first four that the State of California rolled out under SB1440. Given the college's 40.3% completion rate in 2014, we should ramp up offerings, class choices and efficiency in offering this degree. The goal is to have 20 completers in 16-17.	In 2016-17 we need to continue to improve the efficiency of the department and grow our number of annual degree completers. While completers continue to grow each year, we have seen a small drop in productivity from 16 to 15.1 in Fall 2015. How much of that is related to trends in enrollment or the 1-time presence of some sections in Spain remains to be seen. There is another problem that warrants being studied-- is Speech a bottleneck to graduation? The completion and success rates of speech classes are high, but the department hypothesis is students wait to take SPCH 110 until they are close to graduating. They then struggle to find an open seat, and if they miss their transfer or graduation window they have to wait an additional year. Given the 40.3% completion rate for the college in 2014, we should ramp up offerings, class choices and efficiency in	Grow sections of communication courses to meet the demand for public speaking courses for transfer and AAT major courses. Streamline existing offerings to maximize student yield (Productivity). Evaluate class caps to make sure they and consistent with industry norms and best educational practice. Host a annual or semi annual communication symposium for students interested in learning about communication fields and courses. Continue to get department involvement to reach out with public events associated with the debate team like the intramural, public debate, and team membership. Continue to stay engaged in professional learning with conferences, presentations, and symposiums related to education and/or communication.	2016FA		Ongoing	We're forecasted to have a bumper crop of graduates! We already have 14 graduates this year and are looking for more for the Spring. Last year we had 18 total, so we're really excited for this year's final numbers. As far as LMC transfer rates, they seems to be on the rise and speech needs to continue to play a big part.	We continue to add sections and conduct statistical analysis of the productivity/completion of students in the program. Specifically over the past year we've added four sections for students. Our mid year completer numbers are off the charts... we're already at 14 when last year we finished with 18 total.
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	SPCH	Study the achievement gap data in Speech 110	In FA15 our six-semester course success rate for African American students fell from 73.3% (8.5% gap) to 72.8% (9.2%) gap. Success rate for Pacific Islanders and Native Americans also remain low. We want to know why, to monitor future trends, and consider changes to curriculum or methodology.	Two reasons to look into this achievement gap trend: 1) It's mystifying. There should be no reason the gap is getting bigger with advancements in the equity agenda college wide. 2) Opportunity for faculty interaction and sharing of best practices with all students.	Dialogue at Department Meeting Consult with Dean, Research Office, Equity Officer Consider Evaluating Solutions in Literature: - Smaller class sizes - Cohort involvement - Speech Lab / Tutoring Services - Re-institution of lab time in courses Continue to stay engaged in professional learning with conferences, presentations, and symposiums related to education and/or communication.	2016FA		Completed	Data analysis for PSLO assessment took some precedent over the analysis of equity data. We're also waiting for the new Dean of Equity to provide direction on how we can improve the program.	We're seeing an improvement in our achievement gap data-- our six-semester course success rate for African American students has risen for 74.82%! Important consensus building in the department and awareness of equity issues. Dialogue and training will hopefully yield future results to build on this.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CHEM	Transfer Degree	Offer the AS-T degree in Chemistry	The Chemistry Department will comply with the new law SB 1440 that requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.	When the Transfer Model Curriculum (TMC) Template for Chemistry is made available, we will file the paperwork and complete the approval process. Timeline is dependent on the approval of the TMC for Chemistry by the California Community Colleges Chancellor's Office. Currently the TMC for Chemistry is in the vetting process. (Jan. 26, 2016: State replied, "Thank you for a really clean template! The review went quickly on this one. I only found a discrepancy in our Total double-counted units." Eileen Valenzuela is working to reconcile the discrepancy.)	2016FA		Completed		
	GOAL 4: Be good stewards of the District's resources.	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. OSHA training for the Lab Coordinator (to ensure the safety of the personnel preparing, teaching, and taking lab courses at LMC, and to maintain our facilities in accordance with all state and federal regulations).	2017FA				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	CHEM	Address the Achievement Gap	Point Gaps for the Ethnicity Completion Rates and Successful Rates need to be addressed (Completion Rates: African American -7.5%, Hispanic -1.2% and Successful Rates: Hispanic -1.5%, African American -10.5%). Methods to make improvements in these areas must be researched, identified, and implemented.	The Chemistry Department aligns itself with the Strategic Priorities of the College to improve completion and success rates as well as to close achievement gaps.	Continue to participate in related professional development activities. Explore best practices of chemistry programs at other community colleges. Work with part time faculty to brainstorm for new ideas. Implement best practices and ideas best suited for our students and instructors.	2019FA		Ongoing		Several steps have been made to improve and eliminate the achievement gap within the program. • All full-time and several part-time faculty hold student (office) hours in the MESA Center. • Additional, targeted, avenues of advertising opportunities within the department and program to target populations were used.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CHEM	Establish a qualified applicant pool of part-time chemistry instructors	Application materials need to be collected and screened to establish a pool of applicants for part-time chemistry instructors.	Science courses are experiencing growth. To meet the increasing demand of chemistry courses by students, chemistry instructors must be hired to handle the additional load.	Post an ad on the District Website. Screen the application materials for qualified applicants. Schedule and conduct interviews. Gather scheduling preferences of applicants (especially availability on the evening and weekends) Hire the most qualified applicant to teach new sections of chemistry that are added to meet increased student demand Hire a Science Laboratory Technician to address the increased workload for additional chemistry sections Purchase chemicals and supplies to support the additional chemistry sections	2017FA		Ongoing		Steps have been made to establish a qualified applicant pool of part-time chemistry instructors however the growing demand of chemistry courses. • Ad on the District Website. • Application material is frequently screened for qualified applicants.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
198	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ENGIN	New Engineering and Physics Full-Time Hires	We want to explore the need and will hire a new full-time Physics Professor, should current FTEF support such a request.	With the new full-time Engineering hire coming on board in Fall 2016 and Kurt Crowder returning to full-time physics teaching duties, the Physics FTEF will be re-assessed to determine if there is a need for an additional full-time Physics Professor	Review current Physics FTEF. Do a Box 2A request, if needed. Receive approval. Complete hiring process.	2018FA	2019 Fall	Completed		
199	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CHEM	Mentor new hire in chemistry and Develop new lab experiments	A new full-time chemistry instructor is anticipated to be hired by the start of 2014-2015. The current full-time instructor will serve as a mentor to the new hire. Once the new hire has acclimated to LMC, the two full-time instructors will collaborate to design and implement new lab projects using the newest lab equipment, such as the NMR.	To increase productivity and success in the classroom and lab, the new hire in chemistry will be mentored. Once acclimated, the new hire and the current full-time instructor can work together to best decide how to provide new learning opportunities for students in the lab. New lab experiments are needed because existing experiments don't provide opportunties 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.	our 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)	2016FA				
200	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	ENGIN	Replace Desktop Computers	Our computers are incapable of running current instructional applications and software used to teach our courses. The disk drive on Kurt Crowder's computer is inoperable. When Kurt Crowder returns in fall of 2016 he will need a working computer.	Without working computers, it remains difficult or impossible for faculty to perform their duties.	Submit or re-open IT tickets. Wait for replacement computers.	2016SP	Summer 2016	Completed		
201			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 2015-16 academic year.	Continue strong recruitment during Welcome Weeks and classroom presentations. Also, work with current LMCAS members to increase student responsibility for recruiting additional members and working with marketing to develop a campaign to support recruitment efforts.	2016SP		Abandoned	Coming up with ERROR message in 2017-2018 Program Review file as result of objective title "not being long enough". Due to changes in staffing, this objective will continue to be a focus going into the 2017-2018 program year. Will include this as a new objective for 2017-2018.	
202	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ENGIN	Purchase Needed Laboratory Equipment	The following equipment is needed to enhance and support ongoing laboratory experiments: ballistic pendula, resonance tubes, multi-meters, force tables, van de Graaf generator, conductive ink, conductive paper, thread, string, pulleys, batteries, rulers, meter sticks, etc.), magnets, iron filings, pith balls, glass/plastic rods for electrostatics labs, fur/silk for electrostatics labs, compasses, circuits lab components, etc.	Equipment needed to run required transfer level laboratory courses.	Consult with Physics/Engineering Science Laboratory Technician II regarding costs and perhaps, additional equipment needed. Submit RAP request. Purchase equipment.	2017SP	Fall 2017	Behind	We got part of the requested materials, but more is needed.	
203	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ENGIN	Increase Physics Budget	Increased Physics funding needed to support, maintain, enhance and improve growing programs at both Pittsburg Campus and Brentwood Center.	The current budget remains inadequate for the Pittsburg Campus alone. Now, with the addition of the Science Laboratory at the Brentwood Campus there is an additional need for funding to maintain and repair equipment and replace consumables.	Submit RAP request. Receive approval of RAP request. Purchase equipment, consumables and pay for needed repair.	2016FA	Spring 2017	Behind	We have not received the budget increases yet.	

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
		SLOF	Explore revision of Student Life Staffing Structure	Increase Student Life (Student Services Instructional Support Coordinator) position from 0.8 FTE to 1.0 FTE.	Over the past 5 years, the Office of Student Life has grown rapidly and significantly. What was previously a small office primarily providing transactional services to students and advising the Associated Students and Clubs with traditionally low involvement, has become a hub of student leadership development and engagement providing a range of transformational experiences for students throughout the year. Not only have the number of annual programs offered increased, but participation in them has as well. The Associated Students now maintains a high level of involvement and activity including regular participation in campus governance. In addition, the number of chartered student clubs has averaged 20-25 annually (which is more than triple the annual number prior to 2008). All of the Student Life programs and events are coordinated and facilitated by the 1.0 FTE Classified Staff position and one other 0.8 Classified Staff position in the department. The 0.8 Classified Staff position in Student Life is scheduled for shorter days during the week due to the limited	We will work with the college administration and SGC (through RAP) to increase Student Life (Student Services Instructional Support Coordinator) position from 0.8 FTE to 1.0 FTE.	2016SP				
#1: Increase equitable student engagement, learning, and success.		SLOF	Collaboration and New Program Development	Strengthen collaborations with departments (such as Athletics, Learning Communities, etc.) and development of new programs. Specific focus will be placed on growing the Intramurals program and social justice programs, as well as building student participation in current programs.	While we have experienced a significant increase in student, faculty and staff engagement in campus life, it is critical that we continue to enhance collaborations with departments such as Athletics. This particular collaboration has been instrumental in our efforts to support our student athletes and increase student engagement at LMC. These collaborations are also important in the development of new programs such as Intramural Sports and enhancing Athletic Spirit events which will ultimately allow us to continue to increase student, faculty, and staff engagement.	We will continue to enhance already existing partnerships and develop new partnerships as we work towards developing new programs. For example, we plan to work with Athletics to upgrade the concession stand equipment in order to better support the increase of student participation at events such as our co-sponsored athletic spirit events (this was previously funded through RAP). In Spring 2015 Student Life launched an Intramurals program by offering 3 on 3 basketball. In Fall 2015 a Kickball league was offered. Additionally, Student Life has partnered with Athletics to provide one Spirit/Breast Cancer Awareness game for each LMC athletic team. Student Life will continue to work towards growing Intramural programming and Athletic spirit events, with a focus on increasing the number of students who participate in each event (rather than simply adding additional events). Furthermore, Student Life will work to increase	2017SP	2018SP	Ongoing		Additionally, focus will be directed to development of the International Student Program.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	AUTO	Expansion space	Seek out possible space or changes within the automotive technology program to offer additional sections and courses.	The Automotive department has been growing at a steady rate for several years and has even attempted overlapping several courses. While this has functioned with a few courses that can operate in separate sections of the lab it does not work with all of them. In the past semester we will be add two additional courses (Hybrids and Diesel) we have need to offer a second section of the auto 35 course which requires an additional materials but more critically space. The shop and classroom currently run non-stop from 8am to 10pm Monday through Friday and Saturday morning. As we plan out future needs storage and lab space will continue to be the primary factor holding back growth and expansion.	Seek out alternatives for additional courses.	2016FA	N/A	Ongoing	Several options have been reviewed. First by redesign and use of the current lab space (not additional space but a more functional design for running two lab sections concurrently). Second expanding by sharing space currently used as a lecture room by Appliance. These options are currently dependent on approval of Strong workforce grant funding.	
	GOAL 1: Enhance student learning and success.	MUSIC	To Provide Quality Support and Maintenance of Music Students and Program	To Provide Quality Support and Maintenance of Music Students and Program by restoring the current music coordinator's position to full time since the position was furlough 3 years ago.	The college strategic goal to provide excellent student services and support is reflected at the local level in the music area by the music coordinator. The music coordinator is much needed during enrollment and pre-enrollment periods where the students' questions are answered and students are being helped and guided to classes they desire to take. Also, the music coordinator gives tour of the music facility and thus, very likely to entice students to take more music related classes. Aside from student support, the music coordinator also provides support for the music department in general, such as faculty meeting preparations and data requests, equipment maintenance, general file house-keeping and	The list of activities is exhaustive but here are a few items: 1) Answer student questions during enrollment and pre-enrollment periods. 2) Give tour of the music facility to encourage more students to enroll in music classes. 3) Maintain music equipment, such as piano tuning, equipment repair. 4) Reconcile budget and general music folders and library upkeep. 5) Prepare folders for Concert Band, Jazz Band and Choirs. 6) Update music website 7) Prepare documents and data needed during faculty meeting.	2016FA				
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	MUSIC	Maintain Safety of Existing Ancillary Equipment	To maintain the safety and operations of current existing ancillary equipment such as music white boards etc. To maintain safety, we need to replace the current existing white boards with new ones. The current existing white boards are in the state of disrepair and are a health hazard with potential to cause minor injuries to faculty and students.	Safety is very important for the music department and for the college as a whole. These equipment has served the music department well for many years. It is time for a replacement as the current equipment is a health hazard and is in the state of disrepair.	Replace old portable music white board by purchasing new portable music white boards in rooms 702, 710, 720 and 730.	2016FA				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MUSIC	To Hire a Full-Time Music Position	To hire a full-time music position to replace the two full-time music positions that have been vacated for several years. Also, to bring in a fresh perspective on new music avenues that will help increase the breadth of music offerings and bring in higher student enrollment. To add to and improve the music department overall.	Two full-time professors have retired and the music department is operating with three full-time professors. As we look to expand our music course offerings and widen the depth and variety of our music program, a new full-time hire will complement the existing faculty and bring forth another aspect of the music departments wide offerings.	New hire will be able to: 1) Provide new courses that will offer students variety and depth 2) Recruit more students in the local areas to feed into the music program and the overall programs at Los Medanos College 3) Cover existing classes that are hard to find staffing for. 4) Add to activities in and around campus during campus events.	2016FA				

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	MUSIC	To Seek Partnership with Local Colleges in the Studio Music Production Area	To seek a win-win partnership with local colleges which may have similar or complementing programs that support the music technology area for the students.	Seeking a win-win partnership with local colleges will strengthen community engagement and partnerships. Students will have new avenues to pursue their goals in the music technology area.	Reach out to local colleges to see if they could come to the college to propose a presentation to our current existing students in the music technology area.	2016FA	Spring 2018	Ongoing	Professor has met with local high schools students and teacher to discuss articulation of certain music courses, such as the Studio Music Production I. We are still in discussion as to whether an articulation will make sense for the student, the course, the college and the professors.	
#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	MUSIC	Concert Series	Funding for Concert Series for the entire music program.	The entire Choral department celebrated their "20th Year Anniversary" during the spring semeseter of 2014. The Choral department was also honored by East County's NAACP with the Music Excellence Award. We would like to continue to conduct the annual university /college tours to recruit students from the entire Bar Area.	1. Concert Tours and Travel arrangements 2. Performances. 3. Recruitment.	2016FA		Ongoing		
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MUSIC	Annual LMC Jazz Festival	Reimagine and redesign and restart Annual LMC Jazz Festival with a possible date, depending on funding, of December 2016, targeted at recruiting from area High Schools who participate, using prominent Bay Area and National acts as attractors.	Increase program effectiveness and increase student enrollment by attracting students in the vicinity to the activities on LMC pertaining to the Jazz Program	Hold Annual Jazz Festival in Recital Hall and attract local high school and students from vicinity.	2016FA				
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	MUSIC	Consideration for a Bachelor's Degree in Arts and Entertainment	Faculty will be discussing the possibility of considering a Bachelor's Degree in Arts and Entertainment with the following concentrations: 1) African American Gospel Music and Administration, 2) Music Technology, 3) Urban Music.	As the role of Community College may be changing, we are proactive in finding ways to expand the college's offering and enticements to our students. This addition might be a welcoming change and addition to the offerings already present at the Music Department.	1. Meeting about feasibility of offering a Bachelor's Degree 2. Discover issues and challenges and ways to solve them. 3. Implement the Bachelor's Degree if beneficial.	2017FA				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BWCTR	Veterans Services	With a growing veteran student population taking classes at the Brentwood Center, increase access to veterans' services available at the center.	In recent years, the number of student veterans continues to increase at LMC, including those students enrolling at the Brentwood Center. Currently, veteran students are required to visit the main campus to address counseling and certification needs. The Brentwood Center is just beginning to provide access to community veteran's agencies that are setting up tables periodically at the Brentwood Center. With the increase in this student population, services can and should be expanded for our student veterans.	1) Identify the number of student veterans attending the Brentwood Center. 2) Survey veteran students to identify the type and level of services that are needed in Brentwood, in conjunction with the main campus. 3) Develop a plan for enhancing services for veterans attending classes at the Brentwood Center.	2016FA	2017FA	Ongoing		
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	BWCTR	Technology Enhancements	Further improve available technology in Brentwood Center classrooms and available services for students taking classes in Brentwood.	The Brentwood Center currently has six "Smart" classrooms but only two of them have document cameras installed. Faculty are increasingly relying on document cameras to enhance instruction by magnifying and projecting the images of actual, three-dimensional objects, as well as transparencies. Given the remaining seven classrooms that do not offer "smart room" technology the use of portable smart carts helps to meet a growing demand. One extra cart was approved for purchase through last year's RAP process, however the purchase has been delayed while IT support is pending. An additional smart cart would service to provide additional smart room access and also provide a back-up, in the event that a smart classroom is not functional. This would help address faculty members' increasing reliance on smart room technology for classroom instruction using D2l, online textbooks and tests, power point presentations, etc. Use of this technology is also more appealing to	1.) Purchase four document cameras that can be installed in all smart room podiums that don't already have document cameras (two out of six smart classrooms already have). 2).Purchase additional "smart cart" to enable other Brentwood Center classrooms without smart room technology to meet growing demand among faculty. 3). Purchase two computers for use in the Brentwood Center for Academic Support. There are currently two computers in the lab but additional computers are needed to meet student and faculty needs. 4). Replace computer in Financial Aid Office at Brentwood Center, one for staff and two for student use.	2016FA	2017, SP	Completed		All of the activities that were identified to achieve this objective have been completed: - Four document cameras were purchased and installed to improve faculty access to smart classroom technology. - Funding was received to purchase an additional smart cart, addressing the demand for smart classrooms in Brentwood. - Two additional pc's were purchased for student use in the Center for Academic Support in Brentwood. - The pc's in the Brentwood Financial Aid Office were upgraded for faster access to FAFSA applications and other financial aid screens.
#1: Increase equitable student engagement, learning, and success.		BWCTR	Long-term Staffing Plan	The new Brentwood Center facility is anticipated to open in 2018, requiring the development of a longer term staffing plan to address continued growth.	With the anticipated opening of the new Brentwood Center facility in 2018, a plan for addressing expanded services needs to be undertaken. The center has already grown significantly in recent years and further development in the Brentwood community will contribute to the ongoing demand for classes and services.	1) Work with architects and user groups on programming plan for design of Brentwood Center. 2) Identify potential growth patterns and services not currently being addressed. 3) Identify ideal level of staffing for anticipated enrollment 4) Track number of DSPS students requiring accommodations for Brentwood Center classes to determine level of staffing support needed.	2016FA	Summer, 2016	Completed		Although the anticipated opening of the new Brentwood Center has been delayed until 2020, considerable programming and design work has been underway involving the architects and Brentwood Center user groups. At this point, preliminary design of the student and instructional services and classroom space has been achieved. Based on months of user group discussions, ideal staffing levels, along with space needs have been identified.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
		C	D	E	F	G	H	I	J	K	L	M	N
217		GOAL 3: Create a culture of continuous improvement and tangible success.	BWCTR	Improve Communications Through Messaging & Signage	A communication plan for delivering updates and promoting services needs to be developed for the Brentwood Center.	Over the years, updates about student services, workshops, and events have been provided on flyers posted around the Brentwood Center or on white boards at the entrance to the center. The presentation of information is inconsistent and the manner of posting the updates can appear overwhelming, sometimes discouraging students and staff from paying attention to the announcements. New signage and the use of electronic messaging on large monitors can provide a more efficient and attractive means for managing updates, which would also have more appeal to students. Other types of signage and publications can also add a more professional look and appeal to the delivery of information for Brentwood students.	1). Purchase 2 large monitors for posting college/Brentwood Center updates about events, workshops, important dates, etc. 2). Work with Marketing Department to create professional signs to identify/highlight locations of services in Brentwood. 3). Create brochure for incoming Brentwood Center students that highlights steps to enroll, 3SP requirements, and other services offered to students at the center.	2016FA	2017FA	Behind	1. The idea of purchasing large monitors for posting college/Brentwood Center updates has been explored with the campus Director of I.T. services and the Vice President of Instruction & Student Services. Possibilities for new/required hardware have been explored, as well as options for software, through different vendors. Ultimately, there has been inadequate funding to support this project going forward. Just recently, a possible funding source has been identified for the purchase of one monitor in Brentwood and one or two at the Pittsburg campus. Assuming we can access this budget support, the hardware and software purchases can be made within the semester or during the summer session. The goal is to have the monitors installed by the end of fall, 2017. 2. The second activity involved the creation of new signage, identifying Brentwood Center services available for students. This project was completed during the fall, 2016 semester, in coordination with the college Marketing Department. 3. The intent to development a Brentwood Center brochure, highlighting enrollment steps and services for new students is still in the planning stages. There is still a need for a Brentwood Center brochure to distribute at community and outreach events. The new timeline is to have the brochure available by fall, 2017.	The new signage in the Brentwood Center has provided a more professional, consistent and attractive approach to identifying offices and services in Brentwood. As a result, it is easier for students to locate services they need and they are more aware of services offered at the center.
218			APPLI	Tool room furlough restoration	Increase the tool room staffing from 10.5 months back to 12 months for the day time shift. Restore night staff from 5 to 6 hours per shift.	The tool room provides support to our programs by making sure the students have the proper tools and materials to be used in our classes. This will provide better support for our summer classes which is currently only staffed the first two weeks. Tool room Laboratory support was reduced when the college went through budget cuts.	Request budget allocation fro RAP.	2015FA				
219	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	LIB	Library Instruction	Review and update existing instructional materials and curriculum to reflect the ACRL Framework for Information Literacy for Higher Education.	The Library works to infuse information literacy components into all instruction. In January 2016, the ACRL Board adopted the new framework which reflects a more current and modern approach to information search, retrieval, and creation. Existing library instructional plans and assignments need to be reviewed and updated to better reflect this industry standard.	The objective has already been addressed by the updating of the English 100 course outline of record. Beginning Spring 2016 all instruction sessions and assignments will be reviewed and updated (if needed) as they are used: Review and update written handouts and online LibGuides Partner with department faculty to review course outlines where the library or research is covered.	2017FA	ongoing	Ongoing	Information literacy instruction continues to be integrated into course curriculum. Most recently being written into the English 220 Critical Thinking course outline. The instruction librarian worked with the English department's Information Literacy teaching community during Spring 2016. Instruction workshops are using concepts and materials directly related to the new framework.	Information literacy concepts were greatly updated and improved with the new framework to make the competencies more relevant to the current information landscape. By aligning the library's instruction program with the framework we are better able to address modern information needs and behavior.
220	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	APPLI	Improve the Appliance Programs Core Indicator Data Rates	Improve the Appliance Programs Core Indicator Data Rates for students in Completions, Employment, and Participation.	The Appliance Program needs increase the Core Indicator Rates in Completions, Employment and Participation. To increase the number of students enrolling in and graduating with certificates from the program making sure that we increase the number of non-traditional students, especially female.	Work with current students so they know how to go online and track their progress towards a certificate or degree in appliance technology. Provide graduates students with information on how they can provide feedback to the program on where they are working and if there any current job openings where they work. Work with marketing to promote the program to under-represented groups especially females.	2017SP				

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	C	D	E	F	G	H	I	J	K	L	M	N
221	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 2: Strengthen current and create new partnerships.	PRESOF	Communication, Campus Climate & Community Engagement (Ongoing from 2012-13)	The President's Office will respond to the need for better communication within the College, enhanced efforts to link the community with the College, and to ensure a safe and pleasing environment for students and employees.	Support of these objectives will lead to improved communication mechanisms on campus, will increase community awareness of our mission, goals, and impact on students' educational goals, and will positively impact campus morale.	o Using College Assembly and other established communication methods, inform the campus community of issues in higher education, activities and programs at the College, and District initiatives. o Provide members of the College community with opportunities for dialogue with the President. o Hold regular meetings for President and constituency representatives. o Arrange meetings with elected officials, representatives, and key leadership from school districts, community organizations, and service agencies. o Utilize the "President's Page" on website to disseminate info to the campus community (internal and external). o Provide the Governing Board, the Chancellor, and District personnel with information on financial, human resource, and physical needs of the College, as well as highlights of campus activities. o Develop and promote activities that reinforce a culture of respect, equity, dialogue, and understanding. o Continue and advance efforts related to emergency preparedness and safety procedures.	2019FA	Ongoing	Ongoing	Progress continues toward this ongoing Objective; see below and "Program Improvements" for details. • Continue to simulcast College Assembly and "Spotlight on Success" sessions between Pittsburg Campus and Brentwood Center to strengthen communication/engagement between staff and faculty at both sites • Monday Meeting sessions provide opportunities for members of campus community to present program successes and/or items of interest. Topics included: "Equity-in-Action – Empowering Change"; Social Justice/Ethic Studies program and degree; college/district budget; facilities update; grant opportunity (HSI STEM & Articulation); CCSSE and data; Equity & Inclusion position; student panel on office hours; Program Review/PRST workshop; LMC Foundation; SEP external evaluation; 4CD Resolution 1-S "in defense of diversity." • Apprised District of activities, successes, and any issues at LMC via: meetings/dialogue with Chancellor, Chancellor's Cabinet, and DO leadership; weekly highlights to Chancellor and Governing Board.	• Meets monthly/regularly with constituency reps and campus leaders • Sustained progress on campus safety: ICS training for management team; nearing installation of phones in classrooms; frequent/regular dialogue with Police Services Lieutenant and Chief re: emergency preparedness and communication/safety protocols. • Supported/promoted/participated in equity-focused activities: SEP advisory committee; Equity trainings with Dr. Neal; Equity Core Team/Leadership sessions. • Work with College EEO Officer to review/ensure equity in hiring decisions • Established and hired permanent Dean of Equity & Inclusion position to: advance/align college-wide equity efforts; examine practices, policies, and procedures; and support the development of diversity, inclusion, and innovation initiatives • Continued to communicate/articulate vision that "LMC is the answer," and reaffirmed LMC's commitment to the values and practices inclusion and equity • Meet with/present to local and regional representatives: o K-12 partners, other community colleges, and 4-yr institutions o Presentations at City Councils, "State of the District,", etc o Continue to articulate/broadly communicate vision that "LMC is the answer" o Spoke at LMC events for community/future students (H.S. Senior Saturdays, Cesar Chavez Awards, etc) and to external groups on campus (, H.S. Counselors, CTE Spotlight, Mopar CAP Local/NC3/Fiat, etc) o Represented the College/District with local entities (Oversight Boards, Brentwood IACC) and at community events ("State of the City"meetings) • Led or supported coordination of events for internal/external College community, including: Annual Holiday Reception, Veterans Resource Center ribbon-cutting, Retirement Reception, DeSaulnier Town Hall, Cesar Chavez awards program, An Evening with John Singleton, Mopar CAP Local/Fiat, Retirement Reception for Dr. Benjamin, Employee Appreciation Luncheon, and Opening Day (Fall & Spring).
222	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PRESOF	Governance, Planning & Institutional Effectiveness (Ongoing from 2012-13)	As key components of leadership for the College, the President's Office will ensure that effective mechanisms are in place related to participatory governance, effective planning, and an environment of continuous improvement.	Support of these efforts and objectives will strengthen the linkage between program/unit activities and College goals; integrate the allocation of appropriate resources with institutional planning; and ensure that decisions are informed by data and assessment measures.	o Understand and effectively implement the standards of accreditation; in preparation for Follow-Up Report and Visit in October 2015, work with ALO to provide leadership/support for Accreditation Steering Committee, college-wide activities, and efforts to implement the AIPs. o As a component of the institution's strategic planning process, work with Senior Dean of Planning & Institutional Effectiveness and the Planning Committee to facilitate implementation of the 2014-19 Strategic Plan. o Evaluate the organizational and operational structure of the College and make changes as necessary to achieve efficiencies, expand capacity, and improve effectiveness. o Create an "inventory" of committees and governance practices on campus; conduct an assessment of the College's governance system; develop a governance manual that codifies and documents the participatory processes of the College pertaining to integrated planning, resource management, and assessment. o Review and assess the effectiveness of College programs, services, and procedures, including (but not limited to): enrollment management, resource allocation, program review, and other planning processes.	2019FA	Ongoing	Ongoing	Several of the original Objective components were completed in prior years (e.g. successful 2014 Accreditation visit, reaffirmation, and Follow-Up report/visit; Strategic Plan development; and Mission Statement review). Work continues in the area of reviewing and evaluating shared governance committees and practices, as well as organizational/operational effectiveness.	• Governance o Continued work with SGC to improve bi-directional communication and accessibility of information related to governance committees o Continue to work on development of: Master Calendar of Standing Meetings (vetted with SGC and President's Cabinet); inventory of governance committees (modeled after District-wide document) o Continuing dialogue with SGC regarding College resource allocation and budget processes • Planning & Institutional Effectiveness o Accreditation ? Working with ALO and PIE staff to prepare/engage ASC and College community in work on Midterm Report (due October 2017) ? Continued Significant work and progress on LMC's 8 AIPs, particularly: 3) diversity and student awareness; 4) re-activation of LMC's EEO Committee; 6) RAP assessment and institutional effectiveness; 7) bi-directional communication efforts. ? In preparation for next Accreditation cycle, and as a professional learning/capacity building opportunity, served as Team Chair and Team Assistant on the External Evaluation Visit Team for another community college. o Organizational Development/Effectiveness ? Fall 2016 – through campus/committee meetings (e.g. College Assembly, SGC, IDEA, EEO, Senates) and individual meetings, had dialogue and sought input regarding the job description, desirable characteristics, and responsibilities for the new Equity position. ? To address operational needs and enhance student support, established/hired/re-assigned positions (some supported by restricted/categorical funds): Director of Student Life; Director of Student Success & Retention Programs. ? Established permanent "Dean of Equity & Inclusion" position (reporting to the President) to: advance/align college-wide equity efforts; examine practices, policies, and procedures; and support the development of diversity, inclusion, and equity-focused initiatives.
223	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	PRESOF	Student Success & Engagement (Ongoing from 2012-13)	The President's Office will: direct efforts and resources toward activities that increase student success rates and improve student outcomes; reinforce the importance of completion to students, employees, and the community; and promote the enhancement of student engagement.	Support of these activities will improve the success of our students as they strive for their educational and career goals, and will assist efforts in closing the achievement gap and shorten the time for completion.	o Ensure that resources/ opportunities maximize work to advance narrowing the achievement gap. o Communicate and emphasize College goals and priorities related to outcomes improvement. o Continue to highlight "stories of success" and provide opportunities for campus-wide engagement and dialogue.	2019FA	Ongoing	Ongoing	Progress continues toward this ongoing Objective; see "Program Improvement" for details.)	• Student Success o Provided support for services aimed at student veterans (e.g. opening of Veterans Resource Center) o Established permanent management position to provide additional/direct/centralized oversight and leadership for Student Success and Retention Programs • Student Engagement o Reassigned management position to provide additional/direct leadership over Student Life program and to develop/grow International Students Program o Supported/promoted student engagement and campus life through event attendance (LMCAS activities [Club Days, Mustang Madness, pep rallies], performances for drama/music/debate, athletics, Transfer Day, Umoja Scholars and Puente events, awards ceremonies [Student Success, STELAR, etc…], graduation ceremonies [Law Enforcement, Fire, Nursing], etc) • Following LMC's selection as an "Aspen Prize Top 150 U.S. Community College," led work on completion/submission of application for 2017 Aspen Prize for Community College Excellence.

	C	D	E	F	G	H	I	J	K	L	M	N
	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
224	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	PRESOF	Resource Development & Allocation (Ongoing from 2014-15)	The President's Office will provide appropriate leadership and stewardship in formulating a comprehensive and stable resource development and allocation strategy for the College.	The President's Office has been evaluating the resource needs of the College, as well as its allocation structure and methodology. The campus currently has a means of identifying departmental and program resource needs based on their inclusion in the program review process. A more comprehensive, holistic, and institutional approach – coupled with the current compartmental process – requires further consideration.	o Areas to be considered in this more comprehensive, holistic, and institutional approach include, but are not limited to: ? Exploring and identifying resources to implement Technology Plan and refresh cycle ? Technology infrastructure – assessing short/long-term needs ? Advancing efforts toward development of institutional staffing plan ? Evaluating effectiveness of fundraising strategies ? Assessing grant-funded programs/services/activities as determining factor for institutionalization ? Considering facility needs and space availability resulting from occupancy of the Student Services Center and bond implementation ? Continuing work toward increasing college reserves and identifying opportunities for revenue generation	2019FA	Ongoing	Ongoing	Progress continues toward this ongoing Objective; see "Program Improvements" for details.)	• Budget development/allocation o Working via RAP, with SGC and President's Cabinet, approved approximately $147K in allocations for Permanent Classified Staffing, Program Improvement, and Program Maintenance o Continuing dialogue with SGC regarding College resource allocation and budget processes o Support/funding provided for direct reports and other personnel to attend professional development activities • Facilities o Served as member of Facilities "Executive Steering Committee" for Physical Education, Student Union, and Brentwood Center projects o Worked with District Facilities team, architects, campus leadership and/or user groups on planning, budget, and programming for new facilities • Fundraising/Foundation o Continue working closely with Director of District Foundation Services, new LMC Development Officer, Foundation Board President, Board members on review and planning for new centralized structure and strategies
225	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Strategic Plan - Progress evaluation	Facilitate discussion in the Planning Committee implement the strategic plan and to regularly evaluate progress towards achieving the goals of the Strategic Plan. Communicate progress through an annual Institutional Effectiveness newsletter.	To demonstrate institutional effectiveness and progress towards meeting the mission of the College and the goals of the Strategic Plan.	1. Gather 'best' practices from other colleges 2. Facilitate discussion in the Planning Committee 3. Determine the annual goals 4. Request data for the goals 5. Communicate progress to the College through an Institutional Effectiveness newsletter	2016FA	2017 fa	Behind	When the new Senior Dean of Planning & Institutional Effectiveness is hired they will work with the Planning Committee and the District Research Office to develop an Institutional Effectiveness newsletter as a means to communicate the progress the College has made towards our Strategic Plan goals. The P&IE Administrative Assistant has started requests and discussions with the District Research Office to collect and/or compile data and information for the new Sr. Dean and Planning Committee to review and determine the progress made towards meeting or goals/objectives.	By determining and communicating progress made towards the College Strategic Plan goals/objectives we are better able to gauge how effective we are in serving our students and overall student success. This evaluation will also help guide us in determining which goals/objectives we are meeting or exceeding and which goals/objectives are not being met so we, as a College, can work towards developing activities to ensure we meet all of our goals/objectives.
226	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Program Review Validation Process	Facilitate the discussions in the Planning Committee and with the Office of Instruction to adopt a sustainable and codified process for units and programs at the college to receive feedback during and after the program reviews are developed. The College also needs to establish a system for information from program/unit plans to be communicated outside the unit and to align with other planning efforts such as the Strategic Plan.	This is part of improving institutional planning and effectiveness. It is also one of the Actionable Improvement Plans documented in the Accreditation Self Evaluation Report (October 2014).	Study other College processes. Begin dialog in the Planning Committee in Spring 2015. Adopt a process by Fall 2015, so that it can be implemented during the program review and planning cycle during the 2015-16 academic year.	2016SP	Adopted in fall 2015, Implemented in sp 2016			
227	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Develop a Plan to Coordinate, Manage, and Improve the Biology Program on the Brentwood Campus	Improve and maintain administration/coordination of Biology classes at the Brentwood Center.	This year our department will be losing our Brentwood biology faculty coordinator, who must be replaced. We need to replace our current faculty coordinator for the Brentwood campus as our current coordinator is leaving the district at the end of this semester. We also should develop a department wide strategic plan for maintaining, developing, and coordinating the biology program at the Brentwood campus.	Select a new Brentwood Faculty Coordinator Develop a departmental Brentwood/Pittsburg course coordination plan Determine how we wish to manage the Brentwood biology budget, including the idea of separate funding and budgeting for the Brentwood and Pittsburg biology courses.	2017SP		Abandoned	To simplify our program review process, we create new objectives each year that include the active parts of our old objectives. This objective will not be updated further, but please see the Brentwood-related new objective for 2017-18.	We applied for, and were granted a new Biology FT faculty hire through the competitive campus Box 2A process. At this writing, the hiring of this individual is in the recruitment phase of hiring, and we expect to have the new person on board in Fall 2017. The new person will start off with a joint assignment between Pittsburg and Brentwood, and eventually transition to a 100% Brentwood assignment. The Brentwood Biology budget and curricular plans are under active discussion, in tandem with the development of the new Brentwood facility. Please see our related objective for 2017-18.
228	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	WELD	Fabrication Technologies	Create and offer a new welding class where students get to learn how to use hand and power tools to build things	More student education in the use of tools is necessary to better prepare them for industry.	Continue purchasing tooling, materials, and lab improvements to offer this course. Rap request will be submitted for funding.	2018FA		Ongoing	Continuing to purchase and update the welding lab with new tooling and equipment.	New hand tools have been purchased and a course outline is being created for a future "Fabrication Techniques" class. Much electrical work has been completed in preparation for it. Cord reels have been in installed as well as air hose reels. Air lines are now complete. Additional tooling purchases in process.
229	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Research Coach	Hire a research coach to work one-on-one with programs/units/committees to define the research issue (frame the question) and interpret the results.	Improve institutional effectiveness. There are varying levels of comfort, knowledge and experience in the college with data. In order to truly make decisions based on data; and gather and interpret assessment data, we need to provide LMC personnel with more support understanding and using data through workshops and individual coaching. We also need to produce an annual institutional effectiveness newsletter with data demonstrating progress.	Submit a RAP proposal in Spring 2015. Hire a Research Coach during Summer 2015.	2016SP	Fall 2015			

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
230	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Permanent Administrative Assistant	In order provide sustained support and continuously improve the services provided to the College, a permanent staff member, is required in the Office of P&IE.	It takes time to understand accreditation, planning and program review. Having a permanent staff member enables the person to build capacity daily and offer the unit and the college continuously improved services. The college needs to convert the temporary position established in July 2013 to a permanent position in this office.	Put in a RAP request in spring 2016. Hire a permanent staff in summer 2016.	2016SP	2018 sp	Ongoing	Due to lack of funding from State and District levels, the RAP request to make the Administrative Assistant position permanent was not funded. As funding is still very bleak going in to 2017-18 the RAP request for this position will most likely need to wait until the RAP process in 2018-19.	Having a permanent staff member enables the person to build capacity daily and offer the unit and the college continuously improved services.
231	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Achieve Stable Funding And Adequate Lab Assistant Staffing For All Non-Majors Biology Courses	The bio department needs a permanent increase to base supply and lab assistant funding to support additional sections of majors and prenursing courses at Pittsburg and Brentwood, as well as all the non-majors courses that have now been converted to scheduled lab format from an hours by arrangement format.	We recently have added additional sections of our pre-nursing and biology majors course sections. We have also converted all non-majors courses from hours by arrangement labs to scheduled labs which are far more expensive to run and require much moire prep support. All these classes require stable and adequate equipment, supply, and prep/lab assistant resources to achieve quality student instruction.	We will write separate RAP proposals for each of the following: 1. A permanent increase to base in our equipment/supplies budget, with a separate allocation for the Brentwood campus. 2. A permanent increase to our lab assistant budget for Pittsburg and Brentwood biology sections.	2016FA				
232	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Achieve Stable and Adequate Equipment/Supplies and Lab Assistant Funding for all Biology Courses	Maintain/improve the quality of the lab segment of the Biology curriculum, which should improve student learning of biological concepts, and may have a positive effect on success and retention.	The bio department needs a permanent increase to our base supply and lab assistant funding to support additional sections of majors and prenursing courses at Pittsburg and Brentwood, as well as all the non-majors courses that have now been converted to scheduled lab format from an hours by arrangement format. We recently have added additional sections of our pre-nursing and biology majors course sections. We have also converted all non-majors courses from hours by arrangement labs to scheduled labs which are far more expensive to run and require much moire prep support. All these	We will write separate RAP proposals for each of the following: 1. A permanent increase to base in our equipment/supplies budget, with a separate allocation for the Brentwood campus. 2. A permanent increase to our lab assistant budget for Pittsburg and Brentwood biology sections.	2016FA		Completed		
233	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	WELD	Continue Improvements with CTE Enhancement Grant	Purchase new tooling and supplies to improve the Welding Lab.	The weld lab is need of new equipment to replace older pieces that have become obsolete or worn out. In addition, our teaching capacity will be increased with the new welding equipment by being able to introduce another welding process to students: MIG welding aluminum. These improvements will allow us to teach the students more welding processes that they will be utilizing in industry.	Procure new equipment and materials throughout the spring semester.	2016FA		Completed	Grant is completed and the funding has been spent.	Many improvements have been made: New curtains for the welding booths, many new tools for the future Fabtech course, new tool cabinet, educational video's, MIG guns, Lincoln LN-25 Wire feeder for a new MIG booth, and new power outlets in all front lab welding booths.
234			WELD	Improvement to Core Indicators and African American student enrollments	Improve Core Indicators 5a (woman in program) and 5b (woman completing the program) as well as promotion of the program to African Americans.	The Welding program has few woman and African American students enrolled. It is desired to increase the enrollment and completions of these groups. As shown in the SQL Completion Rate by Ethnicity tables, in the spring of 2015 we had 15 African Americans complete achieving a rate of 60%. In the Fall of 2015 we had 12 students with a completion rate of 71%. Although the completion rate (retention) is getting better it is still below the rates for Whites and Hispanics of	Recruiting these groups will be sought when they visit the welding lab and LMC. The college assists with this by sponsoring "Career Focus Friday" and other tours (open house). These high school visits to the college provides us an opportunity to meet the students and show them what we do. The Welding Dept. has been participating in these tours in the past and will continue to do so in the future. To assist current students in this group, special attention is given to encourage their success and completion.	2016FA		Ongoing	The Welding program participates in many High School outreaches and allows the HS students to tour & see the lab on their LMC tours.	We are doing our best to attract, retain, and educate as many African American and female students as we can.
235	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Statistics Pathway Support	Support faculty to teach in statistics pathways in order to increase the percentage of students who complete transfer and degree requirements in math and to significantly narrow equity gaps in these completion rates. Statistics pathways include developmental math courses (Math 27 and Math 28). We need to support faculty in acquiring both content and pedagogical knowledge to teach these courses effectively.	LMC (like all community colleges in CA) has a high attrition rate in the developmental math sequence with significant equity gaps. Recent changes in UC and CSU articulation requirements have opened the door to alternative prerequisites for Statistics and also allow co-requisite support. In response, the LMC Developmental Math Committee has developed two Statistics pathways. (1)Accelerated remediation path: Math 27+Math 34 allows any student, regardless of math placement, to be eligible for Statistics in one semester. (2) Co-requisite path: Math 28+Math 34 allows students who have successfully completed Algebra I in high school to enroll directly in Statistics with concurrent developmental math support. A randomized controlled study at CUNY provides evidence that students at this level will be able to successfully complete Statistics with co-requisite support, but we need to learn to teach Statistics while simultaneously providing just-in-time-remediation and other support for these students.	Provide curricular materials and professional development to help math faculty acquire both content and pedagogical knowledge to teach in the co-requisite model. (Math 28+Math 34).	2019SP		Ongoing	Large portions of the curriculum is being written in the form of activity packets and OLI resources. Our RAP for this was denied but equity and Transformation Grant have been able to support some of this work.	A complete draft of the semester's curriculum, pace chart and facilitation notes will be completed by the end of Fall 16.

College Strategic / District Strategic		Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	GOAL 4: Be good stewards of the District's resources.	BGCUS	New Grounds Vehicles	Replace vehicles that have outlived their useful life	The vehicles assigned to the Grounds department here at LMC are mostly past their normal useful life span and also in very poor condition. The age and poor condition of the vehicles has caused the department to spend funds for repairs that would be avoided with vehicles in better condition. This would also greatly reduce lost time due to vehicles being repaired and the time spent in house doing repairs rather than working in assigned areas. The B&G department also uses an above ground fuel tank for it's B&G vehicles and that tank will require a retrofit which is expected to cost over $20,000.00 or more unless we can certify that at least 90% of it's vehicles are new enough to have the ORVR vapor recovery systems. This is typically	Apply for funding to replace vehicles	2016FA		Ongoing	No Funding has been provided	None
	GOAL 1: Enhance student learning and success.	DRAMA	Increase in Operating Funds for Department	The Drama Department is in need of an increase in funding for its yearly expenses. The Department produces many events throughout the semester and yet it has the smallest operating fund of all departments on campus.	The Drama Department is the youngest in the college and due to its youth its need for funds has never been appropriatly addressed. The Department produces more annual events than any other entity on campus and yet it has by far the smallest operating fund. As the department grows so does its need for adequate funding. The department has never had a sufficient funding base for its year and this concern needs to be addressed soon. The Drama Department at LMC now has more students than that of its counterpart at DVC, yet the Departmental budget for DVC is over $20,000 and the drama	This money would go to class room supplies, marketing and promotional materials, and other additional expenses.	2016FA	2015-2016	Completed	The department was awarded an increase in operating funds bringing the yearly budget to 7,000 which will now allow us to order the supplies we need.	
	GOAL 1: Enhance student learning and success.	DRAMA	Full Time Hire of Theater Staging Specialist	The Theater Staging Specialist will oversee construction, deconstruction, and safety of sets -Oversee use, maintenance, and inventory of Shop and shop equipment. -Oversee use and safety of technical elements held within the Little Theatre and Shop -Maintain inventory and electronics of the Little Theatre and Shop	The position we were trying to maintain and solidify as an ongoing position was dissolved due to budget cuts in May of 2010. The Dept. will continue to pursue this request until it is filled because the programs safety and success depends on it. In the results for the 2010 RAP the request was noted by the college president as a priority yet with all of the layoffs housed that year a hire was not attainable. This position will allow 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. In the years the	Oversee construction, deconstruction, and safety of sets -Oversee use, maintenance, and inventory of Shop and shop equipment. -Oversee use and safety of technical elements held within the Little Theatre and Shop - Maintain inventory and electronics of the Little Theatre and Shop	2016FA	2015-2016	Behind	The college is in a financial deficit and could not afford the full hire at the current time.	none
	GOAL 2: Strengthen current and create new partnerships.	DRAMA	Increase in Funds for Conferences and travel	Increase in funds or request to match funds given by LMCAS in order for department to travel to Kennedy Center American College Theater Festival	The Drama Department has attended the Kennedy Center American College Theater Festival for for the past 5 years. This has increased our departments national reputation, increased transfer, and the drama department has won several awards and was recognized for its achievements with students and productions. However the department struggles to find funds to allow our students to attend. The Department is proposing that the President's office match the funds allotted by LMCAS each year to help the students attend.	professional development, auditions for transfer students, workshops for students, national awards and competitions, and campus visits to potential transfer institutions.	2016FA		Behind	This was not awarded through RAP	na
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	New technology and technology improvements for Math 27 and Math 28	Improved student access to and use of technology to support conceptual learning and problem solving in Math 27 and Math 28. Appropriately teach to the course student learning outcomes for Math 27 and Math 28.	Currently we are limited in terms of classroom configurations and available technology. We need to improve access to technology for students to attain the learning outcomes for these courses.	We will purchase updated or new software and hardware to support learning outcomes for Math 27 and Math 28. We will also purchase classroom furniture that better supports classroom use of technology.	2017FA		Behind	New furniture purchased for MA 203. Still in need of Tablets with not enough other computer options available. More Tinkerplot licenses are still needed. Tinkerplots seems to be in order in all three locations. New furniture and computers were purchased and installed in MA 203. We are still working on purchasing tablets through the Transformation Grant.	
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MKT	Banners on campus light poles	Obtain hardware to mount banners on light poles throughout campus. The three-year project will include many poles throughout campus, with some completed each year. This is accomplished with a collaboration with 3SP staff and financial support.	The banners will build campus spirit/pride, inspiring our community to be proud of and feel a part of the college. The banners will contain basic simple concepts of 3SP, while supporting innovation, inclusion, completion, persistence and retention.	In collaboration with 3SP: Concept development Contracting with banner/hardware company Design development Design approval Implementation, installation	2019SP	May complete by end of Fall 2017	Ongoing	This project was set aside and has come up again. We will be working on the project this spring and next fall (2017).	Nothing yet
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CHDEV	Restore Child Study Center Staffing	Restore needed permanent positions in our instructional lab.	Our permanent staffing positions in the lab school were slashed during the budget crisis of a few years ago. We have temporarily backfilled missing positions to some extent through CCAMPIS grant funds. Part of the accepted CCAMPIS grant proposal indicated institutionalization of temporary positions by end of the grant period (Grant sunsets Sept 30, 2017) We are in need of 2 30-hr positions to staff our instructional lab.	A. Submit RAP Feb 2016 B. Recruit and hire new instructional assistants	2017FA		Ongoing		We have been able to staff our infant and toddler programs to their full enrollment capacity. This provides more lab experiences for our CHDEV students and provides more child care for LMC student parents. We received temporary funding for one more year of 2 30-hr week positions. This will be reviewed again, and is provisional upon applying for the CCAMPIS grant again should it become available.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
243		GOAL 1: Enhance student learning and success.	INSTOF	Creation of Budget for Technology Training and Development	Technology Training & Development Objective #1: The Technology Training and Development department is a new office created last year with the approval and hiring of a new classified position last year. The budget will support technology-focused professional development activities designed to enhance learning for faculty and staff.	An ongoing budget for this new office will cover technology-focused conferences, technology training for faculty and staff, and hardware/software purchases	Creation of budget for the office.	2016FA	Fall 2017	Ongoing	A RAP request was submitted for 2016-17 to establish a budget of $13,591. The submitted budget request covered necessary equipment purchases and funds for professional development needed in order to keep up with the conversion of D2L to Canvas and other changing instructional technology. The RAP request was not funded for 2016-17. Some limited equipment was purchased through the Vice President's budget for this unit as a means to meet minimal needs. It is not a sustainable funding source.	
244		GOAL 1: Enhance student learning and success.	INSTOF	Develop D2L Utilization Assessment	Technology Training & Development Objective #2: Use D2L Insights, a data mining and reporting service, to examine data elements related to instructor and student usage of D2L, rubric outcomes, grades, etc. Collaborate with the districtwide Learning Management System Work Group to identify and examine select D2L data elements for a custom data extract.	Collecting, measuring and evaluating data on instructor and student usage of D2L will improve assessment of student success, identify instructor and student D2L utilization gaps and guide the development of instructional technology trainings.	Regular collaboration with districtwide LMSWG regarding D2L Insights data reports Design D2L training based on data collection results Disseminate summary of data findings to faculty and staff	2016FA		Abandoned	The District made the decision to migrate to the Canvas LMS platform to take advantage of the savings provided by the OEI. As a result, both Canvas and D2L have been offered in parallel. Instructors had the choice to continue to use D2L through Spring 2017, or migrate to the new Canvas system. Utilization date for D2L would not have provided any useful data that could be measure in a useful manner. The District Distance Education Committee (DDEC) and the LMS Workgroup will be discussing dashboard data reports for Canvas utilization effective Fall 2017 when Canvas is the sole LMS available.	
245		GOAL 1: Enhance student learning and success.	INSTOF	Develop and Implement a Technology Training Plan	Technology Training & Development Objective #3: This objective intends to create a technology training plan that outlines the design and delivery of technology training and support for faculty, staff and managers.	The development of an overall technology training plan will define the direction the Office of Instruction/Technology Training & Development needs to take to support technology training that will provide all employees with the knowledge and skills needed to utilize technology effectively.	Technology Focused Flex Ongoing D2L/Canvas training Training on interactive learning tools and collaboration software Develop Microsoft Office 365 training materials iPad/tablet training Smart Classroom training and support Clicker hardware/software training and support	2016FA		Behind	Acclimating faculty to the first full semester of running Canvas and D2L pushed this objective aside temporarily. The development of new projects such as the Math and Science classroom upgrades, development of TAG's Tech Plan, faculty surveys of tech training needs, and the increasing number of technology training resources (Lynda.com and Grovo access) provided by the CCC Professional Learning Network will influence the development of the technology training plan. Aiming to complete this object by the end of Summer 2017.	
246	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	INSTOF	Creation of Budget for TLC	Create an ongoing budget for TLC to support assessment related activities, goals, and accreditation requirements.	Assessment of student learning outcomes is required at the institutional, program and course level. We need to compensate part time faculty for their participation in designing, conducting, and documenting assessments, which has been funded by our Title 5 Exito grant, due to end in October 2015. We also need to compensate a part time faculty member to be a regular member of the committee, as called for in the position paper that established our current assessment model. In addition, we need funding to provide professional development on assessment related issues and to keep	1. Compensate adjunct faculty who conduct and document course and program level assessments. 2. Compensate an adjunct faculty member to attend TLC meetings. 3. Provide professional development on assessment related matters. 4. Provide funding for TLC meetings and retreats.	2015SU	on- going			
247	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	INSTOF	Develop and implement the Assessment, Program Review and Catalog modules of CurricUNET.	Develop and implement the Meta Automated Program Review Module, Meta Outcome Assessment Module, Meta Catalog Services.	With the move to using CurricUNET to track COORs, we will also use the additional modules for assessment and program review of COORs, SLOs and programs in an electronic medium that creates greater efficiency and effectiveness. The use of the catalog module (with course,degree and program information) will aid in providing accurate information on our website as well as in print form.	Develop and implement the Meta Automated Program Review module. Develop and implement the Meta Outcome Assessment module. Develop and implement the Meta Catalog services.	2016FA				
248	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	INSTOF	Distance Education Strategic Planning	Led by the Distance Education Committee and the Office of the Vice President of Instruction & Student Services, the College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting student completion of certificates and degrees and; analyze data on the success and completion rates of online and hybrid courses to inform efforts to improve student learning and success (AIP IIA)	A direct result of the institution self-evaluation submitted for the 2014 ACCJC accreditation visit.	Examine pattern of online classes currently offered, including student success and completion rates, and distribute information to Academic Senate, Curriculum Committee, Enrollment Management Committee, and Department Chairs. Recommend Distance Education planning and scheduling policies to Vice President, Academic Senate, and Department Chairs	2016SP		Completed	The Distance Education committee completed a strategic plan, however, towards the end of the planning process, the District announced it would be developing a district-wide plan for Distance Education. The DE Committee made the decision to pause on implementation, so that the District wide DE plan could be aligned with the LMC Strategic DE Plan. The Office of Instruction has created a master DE course inventory that provides information regarding which program and GE requirements each course meets.	The completion of an LMC DE Strategic plan provides focus for the DE Committee to pursue expansion of course offerings available in paritally or fully online format.

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1	**College Strategic**	**District Strategic**	**Unit Code**	**Title**	**Description**	**Rationale**	**Activity**	**Timeline 1**	**Timeline 2**	**Status**	**Status Reason**	**Improvement**
249	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CHDEV	Professional Development	We want to take a team of faculty, staff, and interns to the state-wide early childhood conference in Sacramento	Our profession has added many new components, including QRIS, ASQ, and DRDP-15. We wish to sponsor professional development training at the state conference to bring our department up to speed on these new tools. We also wish to present a training session at the conference	A. Submit RAP and Perkins proposal B. Submit proposals to CAEYC to present a training session at the conference C. Register participants for conference D. Make hotel and travel arrangements E. Attend conference Spring 2017	2017SP		Ongoing		
250	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		WFDEV	Institutional Outcomes	Position the college to apply for grants, donations and other funds to enhance the workforce development system.	Save for the establishment of a robust external job placement system, the establishment of aggressive K-12 career pathway and counseling services will complete the establishment of a comprehensive college-wide WED system and address Strategic Objective 4.3., "Improve and enhance resource sustainability and fiscal responsibility.	Support the hiring of a Community and Educational Partnership Liaison focused on secondary education to help create seamless pathways for East Contra Costa high school students to LMC CTE career paths.	2015FA		Completed	Educational Partnership Liaison hired and institutionalized via Strong Workforce Program funding.	
251	#1: Increase equitable student engagement, learning, and success.		WFDEV	Career Pathways	Assist all students in selecting a career pathway and successfully completing an educational program either leading directly, or after an advanced degree, to employment.	Supporting strong linkages with the K-12 system is a vital role of the college's WED system. Two strategic Objectives, 1.1., "Improve equity in student success outcomes." and 4.1., "Provide sustainable, state-of-the-art technology." will be addressed by the LMC WED team in 2015-2016.	Link Economic Modeling Specialists Intl. (EMSI) Career Coach web resource to all CTE Departments' home pages and to the college's Career Services website. In collaboration with HSI STEM grant resources, provide detailed information on all college CTE career pathways to counselors and career center staff at all East Contra Costa K-12 comprehensive, alternative education and Adult Education sites.	2016SP	SP17	Ongoing		
252	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		WFDEV	Financial Resources and Sustainability	Establish workforce development as one of the institutional outcomes for instruction, student services, and administrative services.	The College's roles and responsibilities around workforce and economic development are threaded throughout the 2014-2019 Strategic Plan. Activities and outcomes are needed in order to measure our success and effectiveness in implementing our plan.	Develop detailed activities and measurable outcomes for FY15-16 for each of the objectives and/or strategies in the 2014-2018 Strategic Plan related to workforce development.	2015FA		Completed	College Strategic Plan crosswalked with Vision 20/20.	
253	#2: Strengthen community engagement and partnerships.		WFDEV	Internal and External Collaboration	Establish internal partnerships within the college (such as between instructional programs and student services; within instructional programs; and among faculty, staff and managers) and external workforce partnerships (such as with K-12, universities, workforce development boards, One-Stops, community-based organizations, business and industry).	LMC Strategic Direction 2., "Strengthen community engagement and partnerships." encompasses all aspects of the workforce system; K-12, college/university, the Workforce Development Board, community-based organizations and most importantly, the community.	Develop and implement a formal collaborative structure with college units related to and supportive of the mission of LMC Workforce and Economic Development goals including outreach, marketing, veterans, financial aid, counseling, career & transfer, employment, etc. Host annual "Workforce & Economic Development Partners" event each fall semester to showcase activities of all college programs and units designed to serve the workforce and economic development needs of the East Contra Costa region. The event would showcase partnerships in work-based learning such as job shadow, industry tours, classroom speakers, internships and apprenticeships and could include high school partners.	2016SP	FA17	Completed	Outreach 360 meets 2nd and 4th Tuesdays, 9:00 - 10:30am. Collaboration of all units involved in outreach. Co-lead by WED and Outreach.	
254	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	CSVC	Increase Department Visibility	Increase visibility of Copy Center and Print Shop Information.	Decrease confusion about service and turnaround time expectancy. Create more places to access consistent information.	Add more signage in Copy Center room. Update webpage, handouts, order forms, memos & reminders, and orientation packets.	2015FA				
255	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CSVC	Streamline Module Ordering Process	Collaborate with Bookstore to further streamline instructional module ordering process.	Make the module ordering and reordering process simpler for faculty and staff. Reduces production mistakes and delays with deciphering order specifications. Increase interest in module development to supplement class learning and advance Bookstore sales.	Align scheduling and correspondence between the Printshop and Bookstore. Eliminate separate due dates for new readers or revisions. Update Print Requests and Bookstore Requisitions to include consistent info.	2015FA				
256	#1: Increase equitable student engagement, learning, and success.		CSVC	Reclass Student Worker	Promote one Copy Clerk (student) per semester to Class III student worker status to prove incentive to improve skills and duration of assignment.	Gives student incentive to increase job skills. Reduces employee turnover 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.	2016FA				

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	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
257	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 3: Create a culture of continuous improvement and tangible success.	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).	2016FA				
258	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		CSVC	Increase communication between Central Services and Campus	In order to ensure that campus community is aware of Central Services locations, functions and deadlines. We will send out periodic emails and voice-mails to the entire campus.	Central services is promoting efficiency and timeliness of interaction with campus community, so that they have the necessary tools needed to deliver services to students; at the beginning of the semester.	#NAME?	2017FA				
259	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	BUSOF	Provide continuous and value-added Customer Service	In order to effectively support the college's Strategic Direction of enhancing fiscal resources the staffing level of the LMC Business Office should be re-evaluated. Prior evaluation of workload identified that staff sometimes spent time on clerical tasks (like filing and data entry) that could be completed by a student worker. The current clerical support of a student worker has allowed for time to provide more value-added services and is deemed necessary on an ongoing basis.	While acknowledging the efficiency and exceptional work of the current staff, the department continuously strives for timely accomplishments of tasks and services as the campus' demands for guidance and customer service continue to increase. This has sometimes led to the untimely processing, review and approval of documents; while staff incur overtime in order to complete routine accounting, human resources, payroll and campus facilities related tasks. Prior evaluation of workload identified that staff also spent time on clerical tasks – of organizing (and filing) paperwork and recording numerous information (data entry) received in the department – that could be completed by a student worker, and therefore had insufficient time to focus on reviewing/processing complex information and providing continuous value-added support to the campus community. The current clerical support of a student worker (engaged at 10-20 hours per week) has provided some flexibility to the staff and is deemed necessary on an ongoing basis.	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.	2015FA	Ongoing			
260	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Reinstate 12 month Daytime Math Lab Coordinator	Remove furloughs from the Math Lab Coordinator schedule	In 2008, the daytime Math Lab Coordinator position was placed on furlough and the furlough has not been removed, despite increased FTES and an increase in student hours served in the Math Lab. Increased access to the Math Lab and instructional support will help the college work towards equitable outcomes for all students. Due to the budget cuts in 2008, the Math Lab Coordinator position was furloughed from 12 months to 10.5 months. Since then, LMC experienced an overall student population growth within the Math Department from 72 sections serving 1920 students in Fall 2007 to 107 sections serving 3182 students in Fall 2015. As a result of having to take their furloughs during non-instructional times before and after semesters, preparatory work for the upcoming semester and completion of ongoing semester-long tasks had to be done during instructional periods which reduced staffing available to students	Remove the furloughs for Math Lab Coordinators. Submit a RAP requesting reinstatement of the 12 month schedule.	2016FA		Completed		Rap approved and students are better served by having appropriate level of staffing in the lab coordinator positions.
261	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	AUTO	Complete NATEF certification	NATEF is a nationally recognized organization that certifies automotive programs.	Adding NATEF to the automotive program will open up additional opportunities for student employment and further their automotive training. The program will benefit from increased support from automotive manufactures through equipment, material and educational resources.	The process has already been started. This year we will need to complete the application and schedule both and advisory and NATEF review of the shop.	2016FA		Behind	Several delays in shop clean up and Natef review requirements have not been completed. Several high value projects (NC3, Subaru U, etc.) Have pulled resources and time intended for Natef Completion.	
262	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 4: Be good stewards of the District's resources.	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	Continue to support shredding services- of confidential documents- provided to College.	2015FA	On going			

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
263	#2: Strengthen community engagement and partnerships.	GOAL 3: Create a culture of continuous improvement and tangible success.	BUSOF	Business Services Webpage	Develop a Business Services webpage to provide general information about our department, commonly requested forms, and links to pertinent resources.	There is an increasing demand and need for relevant information to be centrally located and available via the college's main website. Currently, information defining business processes are scattered throughout various shared drives or are only available in printed materials. A Business Services webpage would provide an additional method for policies and procedures to be communicated to a broad audience and would heighten the collective awareness of the function of Business Services. This will help increase the effectiveness of the institution by providing easy access to Business Services related procedures and guidelines.	In collaboration with the college Marketing Department, a webpage will be developed that will include a department directory, details of the functions of the department, commonly requested electronic forms, and links to pertinent resources. By December 2013, an outline of the webpage structure will be developed. By December 2014, the webpage will be constructed. A staff member will be assigned the responsibility for maintaining the webpage.	2017FA				
264		GOAL 3: Create a culture of continuous improvement and tangible success.	BUSOF	Align LMC hiring practices to incorporate the updated Uniform Employment Selection Guide, the charge	Human Resources in conjunction with the EEO Committee will strive to develop systems and protocols to strengthen the diversity of employee hiring pools that represent community demographics, as well as ways to retain and invest in talented employees after hire.	A diverse workforce increases staff retention and productivity, enhances student and community relations and improves problem solving, innovation and creativity of our staff. To ensure continuous improvement and diversity in LMC's hiring processes, we will assess diversity at all levels of the hiring process (paper-screening, paper-screening committees, selection committees), as well as the content of the questions we ask our candidates in the course of filling vacancies at LMC.	a) Incorporate the charges of the EEO Committee into LMC's hiring process (by updating job announcements, desirables, supplemental questionnaires and/or screening and hiring panel interview questions) to reflect well balanced and diverse questions; thereby ensuring all applicants are considered equally throughout the process. b) Expand on advertising and talent searches at LMC, utilizing List-Servs and HR networks (as much as practical) to publicize our open positions nationally.	2017FA				
265	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 3: Create a culture of continuous improvement and tangible success.	BUSOF	Develop procedure manuals for all Business Services positions	Each staff member in the Business Services unit shall develop and maintain a desk/procedures manual that details their specific responsibilities. The manual shall include instructions for completing assigned tasks, timelines, contacts/resources, and examples.	In the normal course of business, it can be expected that an employee may not be present to complete assigned tasks (planned/unplanned absences, retirement, etc.). It may be necessary for a co-worker, newly hired employee or temporary employee to assume and/or complete tasks with little or no training or experience. Developing and updating desk/procedure manuals can facilitate a smooth transition and ensure uninterrupted work flow. Procedure manuals also provide a resource for the current employee to ensure consistency for tasks that may be completely infrequently. Periodic review and update of these manuals helps in the identification of areas that can be streamlined due to improved processes, technology or enhanced knowledge.	By Fall 2015, each staff member will develop an outline of their routine and non-routine assignments. In 2015, staff will develop procedures for all identified assignments for inclusion in their manual. Staff will periodically review and update the manual as necessary.	2017FA	Ongoing			
266		GOAL 1: Enhance student learning and success.	MATHD	Math DE Administrative Support	LMC granted the math department an administrative assistant but was unsure of the appropriate number of hours per week. After a one year pilot, we have decided that we need 40 hours per week of administrative support. (Hasn't it been more than a year??)	This position is now required to have 100% monitoring of calculator use, which is estimated to add 5 additional hours of work per week. The math department needs to have representation on the Safety Committee. Challenge exams and SPTUT Referal Forms need to be scanned and organized in case of an audit (Las Positas' math lab was audited and forced to pay a large fine). The department has many files that need to be organized or shredded. To ensure accelerated classes and other new classes are not cancelled, we need to keep our window displays up to date every semester. Often there are special projects (such as our math magnetic whiteboard project and new furniture) and sometimes new periodic responsibilities (such as MA142 now considered "open" to all employees and requiring a point-person). Currently, due to insufficient time, inter-office administration tasks are not getting done. The number of requested Mastery Quiz boxes by teachers has more than doubled. We are falling behind this semester in creating these boxes because there are not enough paid hours per week to create the extra boxes. This is reducing student success. For Math 4, 12, 25 and 30 per semester, 1,100 – 1,200 testing center files	Increase the number of hours per week for our administrative assistant from 20 hours/week to 40 hours/week	2016FA	2017FA	Behind	RAP denied. Still in need of the services for organization. We are still in need of getting administrative support to a 100% position.	
267	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	OUTRCH	3SP "Go Day" for new students	Create "Go Day", a 3SP information and catch up day for new students. Go Day will be a college fair environment event for new students to encourage students to participate and complete the 3SP required activities. The day will include online orientation workshops, assessment evaluation and counseling ed planning workshops. It is expected that the students attending Go Day will complete 3SP activities, increasing the overall 3SP completion rate.	Students are provided with information and venues to participate in the required 3SP matriculation activities for early and successful registration. Many students do not take advantage of the early 3SP activities and wait until the start of school to engage the college. Go Day takes place one week before the start of fall and will provide the venue for students to complete their 3SP activities when they are ready to engage the college.	Go Day activities will include: online orientation workshops, assessment evaluations, counseling ed planning workshops, financial aid workshops, information tabling for student services and Learning Communities. The day will take place the week before the start of the semester.	2016FA	2017FA	Ongoing	This objective will be carried over to the 2017-18 year. We had very limited activities for Go Day in fall 2016 due to staff changes, planned dates not matching the needs of students and college departments.	

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	ART	To increase the number of transfers in Art History	To improve students access to transfer with an AAT in Art History through course offerings that reflect student diversity.	Los Medanos College Strategic Directions 1. Increase equitable student engagement, learning, and success. Since 1999, we have developed a total of seven art history courses, most recently focusing Asian Art and Art of the Ancient Americas. Pending finding adjunct faculty and space in the schedules, these have not yet been offered. We are planning to schedule one of them for the Fall, 2016 semester. In conjunction with the AA-T degree program we have developed, we want to develop additional coursework creating greater attention to the diverse needs of students interested in transfer as well as the diversity of our student body. We are exploring some possible subject	We will create new course work reflecting statewide requirements in the discipline of Art History. We are exploring these topics: History of Photography; Graphic Design; Industrial Design. We are actively planning a course in Africa Art History.	2017SP	2018SP	Ongoing	The number of art history courses offered has expanded to four per semester. All of these courses have experienced good initial enrollments and course completions overall, and initiatives with required tutoring have been successful. Tutor visits during the Spring Semester 2016 significantly improved in Fall of 2016, going from barely two digits to over 100, documented with signed verifications submitted by students in order to earn credit.	
#2: Strengthen community engagement and partnerships.	GOAL 1: Enhance student learning and success.	OUTRCH	Alternative assessment venues for high school students	The Assessment Center working with local high schools will examine alternative methods of placement (multiple measures assessment) and administering assessment tests to high school students. It is expected that more students will opt for alternative methods of placement and those taking placement test will be more aware of testing consequences.	High school students are currently assessed at the local high schools, usually in a classroom, library or open computer lab. Students taking the placement test in their familiar environment may not understand he importance of the placement test and the relationship to the college course sequence. The project will create a more conducive environment for high school students testing experience.	The "college" assessment center experience will be taken to the high schools, providing a similar testing environment for high school students. High schools students will be brought to LMC's Assessment Center for testing, 3SP information sessions and campus tours. Create PowerPoint presentation that will be presented to students at the high schools Provide testing materials to high school staff and students before test dates	2017SP	2016 spring	Completed	The objective was completed ahead of time. We piloted an alternative venue by bringing high school students to the college to be assessed. The Assessment Center Coordinator also provided an alternative method of assessment by placing students in math courses by transcript review and providing math placement test to a limited number of students that could not be placed by transcript review. Alternative methods will continue to evolved as new placement alternative are adopted by the math and English departments.	
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	BUSOF	Provide continuous and value-added Customer Service for Campus Facilities Stakeholder	In order to align the campus facilities goal with college strategic direction #4 (Invest in technology, fortify infrastructure and enhance fiscal resources), the furniture (mostly chairs) used for internal and external events need to be replace, as current inventory is old and mostly broken.	Given that this is somewhat the face of the college to external stakeholders, there is a need to upgrade all chairs used when setting up for events. These chairs were replaced last about 15 years ago, and have stood the test of time, to date.	- Purchase new chairs to replace the existing 200 chairs currently being used for facilities events - Purchase new chairs (approximately 104) to replace chairs in L109.	2017FA				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ART	Improve ceramic instruction and capacity	Improve ceramic instruction by increasing student access to professional equipment. This increases students practice hours and is reflected in the quality of student works.	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success Improve ceramic instruction by increasing student access to professional equipment. Ceramics currently has 23 wheels for students. Three additional wheels can be safely accommodated with our current floor plan. We are now offering new courses in wheel throwing to provide transfer credits for students emphasizing in ceramics.	purchase and install three wheels	2017SP		Ongoing		Improve ceramic instruction by increasing student access to professional equipment. Ceramics currently has 23 wheels for students. Three additional wheels can be safely accommodated with our current floor plan. We are now offering new courses in wheel throwing to provide transfer credits for students emphasizing in ceramics.
#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	OUTRCH	LMC Transition Program at Antioch High School	Create a Transitional Program at Antioch High School (high school to college).	The data shows that a range of 23% - 36% (73 - 121 students) of Antioch High graduating students enroll at LMC. Antioch serves a large percentage of first-generation and low-income students and many of these students do not attend other colleges. Los Medanos should be the destination of half of the Anticoch's students. A transition program at Antioch High can easily raise the number of graduates attending LMC by 50 to 75 percent.	A Transition Program at Antioch requires the following activities: An MOU between LMC and Antioch District outlining the deliverables A dedicated staff member at Antioch to work with LMC Work with Dean and identify a professor and GE class that will be taught Antioch Work with counseling and identify two counselors that will teach counseling 30 and 32 at Antioch	2017SP	piloted fall 2016	Completed	The objective was piloted in fall 2016 and fully completed for spring 2017. All of the activities were completed and most of the objective were done. The Antioch High Transition program was folded in with the other Antioch District schools LMC counseling classes. The partnership was extended to include the CTE Dean and her staff. Antioch had two counseling 32 classes in fall 2016 during school and after school. There are 4 counseling classes being taught at Antioch High in the spring 2017 semester. Five other classes are being taught at two other Antioch District schools in spring 2017.	
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	ART	Develop Industrial Design Curriculum	To create courses that provide students with skill sets with potential innovative product design. Applications for this curriculum include both commercial and fine arts.	Los Medanos College Strategic Directions: 1. Increase equitable student engagement, learning, and success. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. Students need up to date, innovative applications of design and fabrication. This provides opportunities to collaborate with other departments on project based learning.	develop course curriculum in Industrial Design. Planning and course sequencing purchase appropriate equipment and install (such as a laser cutter) Apply through	2016FA		Ongoing	We are seeking funding and space. We have checked with science faculty, and are now working on integrating with CTE programs to set up a Fab Lab that will facilitate use of contemporary processes such as 3D printing by different programs and classes. - Requests denied through STEM grants, art is not recognized through STEM post-secondary funding. - CTE requested collaboration with another department - seeked consultation with Engineering (Kurt Crowder), there are options for cross collaboration of current course offerings, but Engineering will not be the host department. - CTE requested GRAPHICS and PTEC to collaborate on facility overview for space, equipment and maintenance for a Fabrication Lab that would be shared across multiple CTE programs.	Access to this type of equipment and understanding of contemporary design processes and tools is essential for our students to have an understanding of their future employment and/or entrepreneurial possibilities in the modern marketplace.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
274	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		PHIL	Future of Philosophy Department	Explore the future of the department and course offerings given the retirement of the only full time faculty member.	Philosophy has been a one full timer department. Given the retirement of that faculty member, the college needs to consider options for the future organization of the department and course offerings.	Meetings with other department chairs such as Humanities, and other interested faculty.	2015FA				
275	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Maintaing Tutoring Services in the Math Lab	To maintain the accessibility of the Math Lab tutors in the Math Lab due to the raise in the CA Minimum Wage.	Effective January 1, 2016, the California State Minimum Wage was raised to $10.00/hr. This, along with subsequent changes made by the Business office, allowed student tutors (S3) to be paid at the rate of $10.54/hr; an increase of $.61/hr. This modification, however, was not implemented with the budget provided to the Math Lab. This decreases the amount of hours available for staffing purposes which results in a decreased accessibility to overall tutoring services in the Math Lab	Increase the budget for Math Lab Tutors to reflect the increase in the CA Minimum Wage. (A RAP will be submitted.)	2016FA		Behind	Our RAP Proposal for the increase in maintaining the number of student tutors in the Math Lab was denied. This has resulted in one less tutor for the whole academic year since the budget was not increased due to the increase in the CA Minimum Wage. Minimum wages has gone up again and will continue over the next several years because of the target of getting to a $15/hr wage. On top of that, the student employee III needs to be even higher (plus 5%) compared to the minimum wage salaries which are increasing.	Though more training has been provided to student tutors with the course curriculum provided at LMC, the number of comments from student complaining about the lack of tutors has increased.
276	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TRFCTR	Maintaining and Expanding Transfer Academy	Institutionalize a Transfer Academy faculty lead/coordinator previously funded by the Title V HSI Grant. Hire an Administrative Assistant for Learning Communities/Cohort programs	The primary goal of the Title V HSI Grant was to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. One of the programs, Transfer Academy, funded by the grant specifically focused on this increase in transfer rate through a cohort learning model and targeted assistance to prepare student who were previously not transfer-ready to be not only transfer-ready but to transfer within three years. Ultimately institutional change and improvement is the result of institutionalized efforts sparked by the grant, and carried forward after grant funding has ended. As the college more deeply commits to student success in the outcome of transfer, the successful initiatives of the grant and continuing expansion of a college culture focused on transfer should be institutionalized, including the faculty lead/coordinator for Transfer Academy. Additionally, through the Grants Assistant for Title V HSI Grant, the Transfer Academy received administrative support that is no longer available. In order to meet the program demands and continue to grow, a support staff to support program logistics and operation is needed.	The Transfer Academy Faculty Lead/Coordinator will oversee and coordinate implementation of the Transfer Academy with support from Transfer and Career Services. This role will connect with faculty, plan cohort blocked course, direct programming to educate and increase transfer rates within this learning community. Transfer and Career Services will provide support through overall program vision guidance and coordination assistance. An administrative/program support person would support program activities, including: • Recruitment: Screening student applications for requirements & eligibility, filtering to coordinators • Rosters & Data: Maintaining accurate rosters for programs each semester, coding/un-coding students in Datatel, tracking/coding rosters for students meeting program requirements (GPA, passing courses, etc.), developing an running automated queries on a calendared cycle, producing annual data for Program Reviews • Creating and maintaining a master calendar of all learning community activities • Logistics Support: facilities reservations, media requests, trip planning (reservations, registrations), reimbursements, supply ordering • Support program communications • Support of web management/updates • Support Learning Community Starfish implementation (to be designed)	2016FA		Completed	Due to funding restrictions, Transfer Academy was unable to institutionalize a faculty lead/coordinator for the 2015-16 academic year, previously funded by the Title V HSI Grant. As a result, current coordination is divided between the Transfer Services Coordinator and Transfer Counselor, with some support from the Director of Transfer and Career Services. It is important to recognize that Transfer Academy coordination is interwoven into daily Transfer & Career Services personnel structure and program operation, and the needs of Transfer Academy must be balanced with the overall transfer needs of the campus as a whole. We found that because this coordination was often in addition to a person's primary duties, Transfer Academy staff were sometimes unable to fully meet students' needs within the program. The lack of administrative program support directly impacted the program's ability to grow, specifically in the areas of continuing student and alumni communication and programming, Starfish utilization, and accurate data tracking systems, as time and resources are instead allocated to logistics support, maintaining current ineffective data systems, scheduling, and initial application screening and recruitment.	Transfer & Career services received approval to build a new Senior Administrative Secretary position in partnership with 3SP, and included in this is partial administrative support for Transfer Academy.
277	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	PHIL	Mentor New Philosophy Hire	The new philosophy professor needs to be acclimated to Los Medanos College. By the end of Spring 2017, we would like this person feeling comfortable in her/his new role and with the college's culture and bureaucracy so s/he can take the reigns and lead the department to a healthy future.	Every college has its own culture and policies which successful department chairs need to know to be effective. Before the new philosophy hire can start developing curriculum or leading course outline revisions and assessment projects, s/he will need to feel oriented to LMC.	1. Conduct a series of meetings with the new hire to apprise her/him of the "state of philosophy" at LMC. This includes familiarizing him/her with course offerings and enrollment trends and the general expectations of a department chair with regards to staffing, scheduling, reports and other tasks. 2. If the new hire wants to become the department chair at some point in her/his first year, the Interim Chair will coach her/him through the scheduling and program review cycles. However if the s/he prefers to focus on teaching and cultural acclimation, the current Interim Chair is willing to continue in this role through Spring 2017 with the new hire "shadowing" her for training purposes.	2017SP		Ongoing	Both Jennifer Saito and Nancy Ybarra have done a great job of providing Edward Haven with the help and support he needs to succeed. Edward feels like he is welcomed, cared for and can thrive here at LMC. Thank you!	Having a new full-time faculty that is engaged and trained to take on the work of run a department has helped the program establish a new AA-T and realign itself with the college mission.
278	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Maintaining Testing Center Services	To maintain the accessibility of the Math Lab Testing center due to the raise in the CA Minimum Wage.	Effective January 1, 2016, the California State Minimum Wage was raised to $10.00/hr. This, along with subsequent changes made by the Business office, allowed student assistants (S1) to be paid at the rate of $10.00/hr; an increase of $1.00/hr. This modification, however, was not implemented with the budget provided to the Testing Center. This decreases the amount of hours available for staffing purposes which results in a decreased accessibility to Testing Center and Math Lab Tutoring Services to students in our DE and Accelerated courses.	Increase the funding for the Testing Center to reflect the increase in the CA Minimum Wage. (A RAP will be submitted.)	2016FA		Behind	Our RAP Proposal for the increase in maintaining the number of student proctors in the Math Lab Testing Center was denied. This has resulted in one less proctor for a semester since the budget was not increased due to the increase in the CA Minimum Wage. Due to some changes in hiring, the Math Lab was able to hire some students under the Federal Work Study Program. By doing so, services in the Testing Center have not been reduced. However, since students tend to graduate after 2-3 years, the effect of Student Proctors hired under FWS on the Testing Center Budget is short-lived. The proctor salaries have the same issue as the tutor salaries in that their salaries need to make it to $15/hr by 2022.	As of yet, there has been no reduction of services in the Math Lab Testing Center due to hiring proctors under the Federal Work Study Program.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
279	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	APPLI	Improvement to Core Indicators in Appliance Program	Improve Core Indicators 3 Persistence, 5a Non-traditional Participation and 5b Non-traditional Completion	The appliance program has seen a drop in student persistence and needs to increase these numbers. It is always a battle to bring more non-traditional students into the program and have them graduate. The day appliance program needs to build the class size and bring in more students to fill the growing job market demand of industry.	Work with our dean and marketing to build a connection with the our feeder high schools and let them know about the program. Do community outreach visiting high schools, community organizations, LMC counselors and the college community. Provide current students information on how to go online and track their progress towards a certificate or degree in appliance technology. Work with marketing to promote the program to under-represented groups especially females.	2017SP		Ongoing		
280	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	SSADM	Improve Athletic Program Support & Services	In order to improve our ability to recruit new talent to our sports teams and revitalize the program as a whole, we need to review how we are supporting our players, both on and off the field. Plans for a new physical education building are now underway. In addition to improving the physical setting to support our athletes, we also need to create new strategies for academic support and to ensure there is adequate fiscal support, for not only maintaining, but for growing our sports programs.	With retirements and changes in the coaching and administrative staff over the years, the approach to addressing student athlete needs has been inconsistent. Equally inconsistent is the budget support for the entire athletic program. With the anticipation of building a new PE and fitness facility scheduled to open in 2018-19, we need to develop a plan for revitalizing our sports programs.	1) Develop strategies for tracking athletes academic progress and provide appropriate support. 2) Increase budget to a realistic level that will adequately support a quality athletics program and meet department/student needs. 3) Purchase new or used vans that can provide safe and comfortable transportation of student athletes to "away" games for competition and tournaments. 4) Review curriculum and consider possible development of new classes for academic/athletic support.	2017SU	Sp 2017	Ongoing	There have been considerable efforts to develop strategies for tracking the academic progress of student athletes. These activities continue to be in progress and are lead by our Athletic Counselor, in collaboration with our coaches and athletic program staff. The greatest challenge for supporting Athletic Program needs is the lack of sufficient funding. After a thorough review of the existing expenditures and program activities, it is clear that an increase to base is needed in order to accommodate basic program needs. The same applies to the replacement of three vans that are used by the teams for attending away games and tournaments. The existing vans continue to be perceived as unsafe and ongoing repairs and maintenance are costly. However, there are not sufficient college funds available to invest in new/newer vans at the present time.	With the coordinated efforts of our coaching staff and our Athletic Counselor, student athletes are benefitting from the following activities: 1. A student athlete orientation prior to the beginning of fall semester classes 2. Required enrollment in ACS (Academic & Career Success) classes designed for student athletes 3. Required meetings with Athletic Counselor to develop educational plan and review/approval to drop classes during the semester 4. Completion of periodic progress review updates from course instructors 5. Coordination meeting with all athletic program staff, the Athletic Counselor and Senior Dean of Student Services every semester to monitor program activities for academic support, share updates and planning
281	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PHIL	Philosophy Department Meetings	By having regular meetings, the full and part-time members of the Philosophy Department will begin to have a common sense of ownership and shared mission. They can also provide assistance with important curriculum development and assessment work.	While the Philosophy Department will only have one full-time dedicated philosopher, there are a number of full-time professors in other departments who teach philosophy. In addition, we have a small but dedicated group of adjunct faculty. As the new hire leads the Department into the future, a sense of collegiality along with shared mission is essential.	1. Schedule and hold meetings for the full and part-time faculty teaching in the department.	2017SP		Completed	The department has offered department meetings every flex along with additional focused meeting for specific projects, like curriculum review.	The faculty is working together and building a shared sense of community. From this shared identity the department can work to improve its practices.
282	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	PHIL	Course Outline Updating Schedule	A number of the philosophy course outlines need to be updated. A schedule will be developed with implementation underway which will prioritize the courses to update first.	At the writing of this program review (January 2016) there are three philosophy course outlines which need updating: Philosophy 2, Philosophy 33 and Philosophy 41. It makes sense to wait to begin these updates until the new hire is in place as s/he will be the one to set the primary academic course of the department. Given that s/he needs to have time to acclimate to LMC culture, it is possible that not all these outlines can be updated during the 2016-17 year. However, by developing a schedule, and beginning the work, the department will be on track to completing this important task in the near future.	1. Review the Philosophy Department curriculum, especially the courses which require immediate updating. 2. Collaborate with department members to learn what updates are necessary. 3. Develop a schedule to update the course outlines which is realistic, given the time needed for the new hire to become comfortable with LMC and its curriculum processes.	2017SP		Completed	A number of new courses were written and approved by curriculum.	Foundation for AA-T
283	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Maintaining Tutoring Services in the Math Lab	To maintain the accessibility of the Math Lab tutors in the Math Lab due to the raise in the CA Minimum Wage.	Effective January 1, 2016, the California State Minimum Wage was raised to $10.00/hr. This, along with subsequent changes made by the Business office, allowed student tutors (S3) to be paid at the rate of $10.54/hr; an increase of $.61/hr. This modification, however, was not implemented with the budget provided to the Math Lab. This decreases the amount of hours available for staffing purposes which results in a decreased accessibility to overall tutoring services in the Math Lab.	Submit a RAP to increase the budget for Math Lab Tutors to reflect the increase in the CA Minimum Wage.	2016FA		Behind		
284	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	CWORKS	Implement County Presence at the college	Create a smooth pipeline that will allow students on TANF/CalWORKs to obtain county resources on a timely manner; improve student access to county personnel for expedited processes which will assist with student success and completion	Usually students have to go back and forth between college CalWORKs office and County CalWORKs for approval of books, supplies, childcare, and transportation resources. However, if county is available at the college, students will have an easier time with a cumbersome process. This is one of the best practices being used across the State.	Students will be able to receive county approval for: books, and supplies, and transportation; students will be able to drop off and pick up county documents; case management will improve for the college and county.	2016FA				
285	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	AUTO	Electronic Repair Order	Replace our current system of paper records and repair dispatching to a computer based repair order system.	Our most recent advisory committee meeting looked at new courses recently added to the program. We received a significant amount of feed back in relation to our RO system. The current system does not represent the industry standard and will not provide students with the experience necessary to work with the current electronic systems. It was also noted that the service writing class should be using an electronic version to practice writing repair orders and estimates and not a paper based system.	In coordination with the tool room select an industry accepted electronic estimate and RO system for purchase and installation in the automotive department.	2016FA		Ongoing	Mitchel 1 and Prodemand has been purchased and installed through out the automotive area. The process of converting to an electronic dispatch system is in an experimental stage as we begin to incorporate it through out our courses.	

College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources. / GOAL 4: Be good stewards of the District's resources.	AUTO	Smog machine repalcement	Replace 12 year old smog inspection equipment	Due to past breakdowns (totaling $6197.23) in the last three years and probable future issues resulting in even higher expenses the department needs to consider the replacement of this equipment. Breakdowns are not only expensive but interrupt the learning environment and have a negative effect in student success.	Collect quotes of state approved smog machines. Assess cost of replacement vs. ongoing cost of repairs and student impact.	2016FA		Not started	The State has not approved a replacement smog machine for our current BAR 97 unit. Until the bureau of Automotive repair designates an acceptable unit no purchase can be made.	
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness. / GOAL 3: Create a culture of continuous improvement and tangible success.	BOOKS	Add digital textbook option for students interested in purchasing electronic course materials.	Explore options for improving our capability to provide a digital (E-book) textbook platform for students interested in electronic course materials.	People have been talking about the advent of digital textbooks for over a decade, thinking they would quickly replace printed textbooks. While that has clearly not been the case, and although neither students nor instructors in large numbers have shown a considerable interest thus far, it is clear that there is a gradually growing interest in electronic course materials. This will allow the bookstore to quickly and significantly expand our capability for offering digital textbooks, which can be, in many cases, a less expensive and less cumbersome option for students.	Meet with Redshelf (E-book company) representative and explore feasibility of adding E-book capability to our course materials offerings. Work with our host website to add the digital textbook link to our website.	2016FA		Completed	Digital (or "E-book") textbooks have been added to our online offerings for students who are comfortable with the digital format and are looking to save money. We were able to work with our host website and Redshelf in order to make the necessary connections in time for the Fall 2016 semester.	It is important to make available to our students as many different options as possible when it comes to course materials. In addition to selling and renting both new and used books, we have been able to greatly expand our digital textbook offerings by partnering with Redshelf and can now offer even greater savings and convenience to our students.
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	TUTCTR	Enhance student learning across disciplines through maintenance of peer tutor hours.	Maintain quality and numbers of peer tutoring hours offered to LMC students at both Pittsburg and Brentwood campuses by increasing budget to accommodate the additional 5% pay raise.	In January 2016, all student workers received a pay raise to the new state minimum of $10.00 an hour. Peer tutors received an additional raise of 43 cents to make their hourly pay $10.43 an hour. However, the variable class non-instructional aide line item in our budget was not increased to reflect this raise. This means that peer tutor hours have been cut which directly impacts student access. An increase to this line item in the 2016/17 school year is necessary to maintain the same high quality and hours of service.	Submit a RAP proposal in Feb., 2016	2016FA		Ongoing		Despite not receiving increased funds, the college wide tutoring program managed to provide quality tutoring by using both a drop-in and by-appointment delivery of tutoring. However, some hours were cut.
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	TUTCTR	Increase student engagement and learning opportunities through faculty facilitated workshops	The Center for Academic Support will increase offerings of faculty-lead, small-group workshops that address reading, writing, and affective needs of students in both GE and DE programs.	The Center for Academic support provided two workshops this semester on sentence skills and MLA formatting that were well-attended and that received positive feedback from students. Individual writing instruction is one of the best ways to increase student success, but targeted small-group instruction is another effective model. Especially in developmental reading and writing classes, where students have drastically different needs and levels of preparation, instructors often cannot spend enough class time on certain areas of concern to meet the needs of all the students in the course. These workshops are designed to target the most challenging or typically troublesome areas in reading and writing courses and to address them in a collaborative small-group setting that will meet the	Faculty-lead workshops will include workshops such as: *Sentence skills workshop *Pre-writing workshop *MLA workshop *Transfer and scholarship essay workshop *Growth Mindset workshop *Active reading/reading apprenticeship workshop *Paragraph development workshop *Reading and Writing in DE Math courses workshop and other workshops that are responsive to student feedback and needs. *Apply for RAP, February 2016	2016FA		Ongoing		Each semester, we increase the number for faculty facilitated workshops. However, funding is an issue, and we seek money from different funding sources each semester.
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	TUTCTR	Provide equitable and fair tutoring services at the Brentwood Center	Provide equitable and proportional peer tutoring services across the disciplines at the Brentwood Center as recommended by the 2014 Accreditation.	We need to continue providing tutoring services in the Brentwood Center. With funding received from the 2015/16 RAP cycle, the Center provides 20 hours of tutoring services at Brentwood. The 2014 Accreditation recommendation for Brentwood is that there would equitable and fair support services on that campus. The funding allowed for us to meet both the needs of students who attend Brentwood and the Accreditation recommendation. This service is a continuous need.	*Outreach to college department who have classes at Brentwood to establish tutor need; *Conduct classroom outreach during the first few weeks of spring and fall semester to assess optimum days and times for tutoring based on student feedback. This will include an assessment of what course students feel the need is for tutoring. *Establish tutor hiring processes in Brentwood so that we have a pipeline of tutors to choose from; *Utilize established tutoring hiring process; *Utilize established tutor training and evaluation; *Schedule sufficient tutors in Brentwood;	2016FA		Ongoing		
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	MATHD	Campus liaison for DE Math schedule, prerequisite and placement reform	Inform the campus community about the DE Math schedule and placement reform in terms of the new Math 28 and rewritten Math 27 curriculum, along with the prerequisite and placement changes to get into developmental math.	Starting fall 2016, the math department is returning to having high school algebra 1 as the prerequisite for Math 25. We have initiated new placement rubrics that will allow for more students being placed higher in the math developmental ladder. The math department has created a new math 28 course and revised math 27 which will change the structure of the pipeline to get into Math 34. We will also increasing the number of Math 29 sections, promote STEM and other math related fields transfer level math courses completion.	We will have math DE faculty meet with deans, counselors, admissions personnel, outreach, student senate, assessment, and others as needed.	2018FA		Completed	Rap funding not approved. Still a serious need to coordinate all of these organizations on campus and not covered in the Transformation Grant funding. Received Transformation Grant and part of the funds are being used to communicate with a number of committees, managers, etc.	
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	LIB	Continue Access to Library Resources	Institutionalize funding for library materials and electronic resources.	Roughly half of the cost of the current library electronic collection is being funded through yearly grant applications. Content providers raise costs each year. In order to maintain our current robust collection, we need to increase funding. Given the importance of providing these materials to the students of LMC, this money should be integrated into the Library's operating budget to provide a stable and consistent funding source.	Continue partnership with existing funding sources. Explore alternate funding sources due to pending completion of HSI and STEM grants. Research how other California Community Colleges are spending their equity money.	2016FA		Completed	Funding for library materials and electronic subscriptions has been institutionalized at FY 09/10 levels.	Consistent base level funding has been institutionalized, however with the increase in prices for all library materials and subscription services the library has had to rely on college grants to subsidize the budget.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
293	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Maintain program efficiency and access to support services by hiring a Tutor Program Assistant	This position will assist the Tutor Program Coordinator with oversight of the college-wide tutoring program.	With the increased responsibilities of the Tutor Program Coordinator to provide tutoring for both Pittsburg and Brentwood campuses, the need for hourly assistance is dire. The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11, this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short-term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore opening hours from 8:00 a.m. to 7:00p.m., Monday through Thursday as well as to provide tutoring services until 7:00 p.m., Monday –Thursday. Despite the reduction in funding throughout the last few years, the tutoring program has seen an increase in the number of tutors and students served. This position is needed to train approximately 45 tutors college-wide supporting up to 26 college departments. In 2014, the	*Assisting with the development of college-wide recruitment and hiring policies and procedures. *Assisting with the recruitment and hiring of new tutors. *Assisting with the supervision of tutors in the Center and throughout the labs on campus specifically for evening hours *Preparing and distribute flyers and brochures relating to tutoring services to promote services available in the Center for Academic Support *Performing triage incoming students and refer to the appropriate support services. *Compiling statistics and prepare reports as necessary. *Assisting with the development of creating SLOs and TLOs and the assessment of both. *Assisting with scheduling of the tutors. *Performing general clerical duties such as filing, answering phones, making appointments. *Rap Request applied for Feb, 2016.	2016FA		Ongoing		The Center did not receive any funding through the RAP process in 16/17. However, the need for this position remains a top priority for the successful delivery of student services at both the Pittsburg and Brentwood campuses.
294	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Provide equitable and proportional Reading and Writing Consultation services at Brentwood.	Provide equitable and proportional Reading and Writing Consultation services across the disciplines at the Brentwood Center by increasing access to consultation hours.	Currently, the Center for Academic Support offers consultation services at both the Pittsburg and Brentwood campuses. However, the Center has never received an increase to the budget. Therefore, for the last five or six years, we have been providing limited consultation hours at Brentwood. With increased Brentwood enrollment, students are in need of more services, including consultations. Current Brentwood faculty have also asked for increased consultation hours, especially during morning and early afternoon hours. However, with a	*Outreach to college department who have classes at Brentwood *Conduct classroom outreach during the first few weeks of spring and fall semester to assess optimum days and times for consultations based on student feedback *Schedule sufficient consultants in Brentwood *Explore faculty leadership options in Brentwood *Submit a RAP, February 2016	2016FA		Ongoing		
295	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Provide alternative delivery methods of tutoring services to support a diverse student population	This objective will attempt to provide multiple delivery methods of tutoring services to provide students with greater access to tutoring services at the main campus and the Brentwood Center.	The College-wide tutoring program has seen an increase for requests for tutors from college departments and the Brentwood Center. However, the budget provided for campus-wide tutoring services has not been increased in many years. Consequently, alternative methods of providing services to augment current methods and services need to be sought and ultimately implemented.	*Continue to research online tutoring services *Research providing tutoring services via Zoom *Continue to research Supplemental Instruction (S.I) *Attend conferences and/or workshops on tutoring services *Meet with college departments and/or chairs to explore needs and different methods of delivery *Meet with Brentwood staff and students to explore needs and methods of delivery *Explore how to optimize current delivery methods at both campuses.	2016FA		Behind	We are behind on our goals for researching and providing synchronous online tutoring because of limited time and funding sources. However, the Tutor Program Lead (aka The Sandra Mills) continually meets with campus departments and staff to discuss needs and delivery methods. The general tutoring program has expanded lab setting tutoring services.	Providing tutoring in a lab setting allows the Center to increase efficiency of services and is one of the most cost effective way to provide tutoring to the most students.
296	#1: Increase equitable student engagement, learning, and success.		SLOF	Create Student Programming Team	Re-vamp current Student Ambassadors roles in Student Life into a vibrant and visible traditional campus activities team that supports department programming.	Student leaders are critical to increasing student leadership and engagement for the campus as a whole. The current Student Ambassador role has become primarily a student assistant position providing clerical support in the office and set-up assistance with events. By having a team of students in a more significant position that is engaged in the planning, marketing, and full implementation of campus activities, the "Ambassadors'" leadership development will be increased and engagement of the student body as a whole should increase through their efforts.	In Spring 2016 increased intentional recruitment for new "Ambassadors" will take place in an effort to recruit students with commitment and skills that will support their success in this new role. Additionally, the name "Ambassador" will be replaced and campus activities team of students will be given a new name for branding purposes. Throughout the following year, the Student Life Coordinator will work closely with the student team to provide leadership development training and build their capacity to plan, market, and implement student life activities so that by Fall 2017 the student team is a vibrant and highly visible campus activities team who	2017FA		Ongoing		During the fall 2016 term, Student Life Activity Leaders successfully led a number of on campus activities to include: Movie Night in the outdoor amphitheater, Fall Campus Clean Up, Pokemon Go, LMC Halloween After Dark festival. Some of the events held during the fall term were considered firsts for the Office of Student Life.
297		GOAL 2: Strengthen current and create new partnerships.	COOP	Professional Development	This objective aims to further and deeper educate LMC faculty on the CWEE program.	CWEE is an excellent way to expose students to activities that bridge the classroom and workplace experience. When faculty are further aware of the function and benefits of the program, their participation in and support and sharing of the program with student can: offer opportunities to increase post-program completion employment, improve local employment numbers and increase overall enrollment. This can also improve relationships with local employers as they understand the institution's commitment to holistically developing the	Sp 16 Flex Workshop One on one sessions with faculty Continuous improvement of CWEE forms Add CWEE faculty forms to a"faculty resources page"	2016FA		Completed		
298		GOAL 3: Create a culture of continuous improvement and tangible success.	COOP	Improve CWEE Reporting and Data	This objective aims to improve the current reporting of CWEE enrollment, completions and successes.	Current reporting of CWEE data only includes students who are in COOP 160. Improving accuracy of data would allow for better reporting in multiple areas, and allow for better program goal setting and planning. This is connected to strategic priority 3.3.B and 4.1.B	1. Work with LMC Scheduling and office of Instruction to see how to add all subject CWEE classes to overall reporting. 2. Compare previous year's numbers with updated numbers post-adding all CWEE subject areas to reporting.	2016SP		Behind		
299		GOAL 1: Enhance student learning and success.	COOP	CWEE D2L "Shell"	Create "shell" of all CWEE students in D2L to further communicate with students throughout the semester	While CWEE works to support the students throughout the semester, most of this support comes from faculty after the first few weeks of the semester. Having a "shell" on D2L would allow for continuous communication with enrolled students, including program reminders, updates and connection to available student services. This connects to strategic priority 1.1, 1.3.B, 1.4.B, 4.1.A and 4.1.B	1. Professional Development activity staff with Courtney Diputado from IT Professional Development. 2. Create Shell and pilot with 3 main areas of communication: Time card reminder, site visit reminder and communication of career center resources for resume update.	2016SP				

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
300			ESL	MESAs Administrative Plan	This objective intends to address an ongoing need to consider the fit of the students we serve and our program in terms of academic preparation, educational goals, career aspirations, and personal preferences, and to address the need to initially build and continually nurture our relationships with our students via meaningful marketing to and communications with them and the experiences we make available to/for them.	Since the end of the first HSI grant, the ESL program has been overwhelmingly reactive in its enrollment management. We react to the number of students who show up each semester by cutting classes. We react to enrollment numbers of a previous semester, and a bit to the current one, to build a new schedule. We react to a drop in enrollments by eliminating the prerequisites of our lowest level classes and not offering our advanced level - essentially saying those students and their teachers will have to make due in classes that are not suited to meet their proficiency, sociocultural or sociolinguistic needs. We react to assembly bills like AB86. We react to acceleration efforts that are not based on ESL student data and needs. This reactive response to an immediate task, issue, or effort may temporarily plug an enrollment or productivity hole, but it has done little to provide any means for stability and growth of our program, and it has had adverse effects on student retention and success. We need to create a proactive approach to enrollment management, specifically here in terms of recruitment, marketing, and communications. This year's Student Equity Plan development process has brought this need into focus, as have the issues that have surfaced via the AB86 regional meetings and the foci of the Student Success and Support Program. We need designated personnel and strategies designed to ensure not only that we are providing equitable access to our growing native-born and non-native English speaking population in East Contra Costa County but also ones that serve to help us understand the characteristics of this population or the sub-population that needs English language support to achieve their academic and career goals. We hear a lot about the efforts being undertaken to support high school students' access to and success at	The Role of the College Recruiter					
301	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ESL	1) Improve ESL student enrollment management - recruitment, marketing, and communications	This objective intends to achieve greater ESL student access and success by addressing an ongoing need to consider the fit between the students we serve and our program in terms of academic preparation, educational goals, career aspirations, and personal preferences, and to address the need to initially build and continually nurture our relationships with our students via meaningful marketing to and communications with them and the experiences we make available to/for them.	Since the end of the first HSI grant, the ESL program has been overwhelmingly reactive in its enrollment management. We react to the number of students who show up each semester by cutting classes. We react to enrollment numbers of a previous semester, and a bit to the current one, to build a new schedule. We react to a drop in enrollments by eliminating the prerequisites of our lowest level classes and not offering our advanced level - essentially saying those students and their teachers will have to make due in classes that are not suited to meet their proficiency, sociocultural or sociolinguistic needs. We react to assembly bills like AB86. We react to acceleration efforts that are not based on ESL student data and needs. This reactive response to an immediate task, issue, or effort may temporarily plug an enrollment or productivity hole, but it has done little to provide any means for stability and growth of our program, and it has had adverse effects on student retention and success. We need to create a proactive approach to enrollment management, specifically here in terms of recruitment, marketing, and communications. This year's Student Equity Plan development process has brought this need into focus, as have the issues that have surfaced via the AB86 regional meetings and the foci of the Student Success and Support Program. We need designated personnel and strategies designed to ensure not only that we are providing equitable access to our growing native-born and non-native English speaking population in East Contra Costa County but also ones that serve to help us understand the characteristics of this population or the sub-population that needs English language support to achieve their academic and career goals. We hear a lot about the efforts being undertaken to support high school students' access to and success at	Determine how ESL student recruitment, marketing, and communications currently takes place. Work with soon-to-be-hired ESL Outreach Counselor to devise strategies for targeted recruitment, marketing, and communications. Focus on relationship building. Determine ways and financial means to include available and interested ESL faculty and students in these efforts. Work with appropriate area (which area -?) to undertake market research Work with appropriate area (which area - ?) to undertake predictive modeling - prospect qualifying and market segmentation Work with appropriate area and personnel (which and who - ?) to create relevant and timely communication efforts - relationship building and nurturing.	2017SP	ongoing			
302	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ESL	2) Improve ESL student transition and retention	This objective, which is also linked to 'enrollment management,' intends to achieve greater ESL student success through increased support specifically designed for non-native English speaking students transitioning into the college and engaging in the ESL program (knowledge building; better preparation; preemptive retention)	Since the end of the grant, there has been no designated college area or personnel, beyond the ESL faculty when meeting the students the first day of class, that provides support or service to these international and immigrant students. Many ESL students do not understand nor have they ever experienced college level matriculation process. They are navigating a system that is foreign to them both in terms of the language used and the embedded college culture components. We need to help these students navigate the college in the same way we help them navigate the foreign English language. There is vocabulary, grammar, interactions, written forms, online documents, speech conventions, listening skills, and general communicative competencies that we would highlight and help them become aware of, learn, and make use of to both navigate the system AND become more linguistically and sociolinguistically proficient.	Work with appropriate student service areas and the ESL Counselors to create (and possibly help conduct) orientations to the college experience from a second language student's perspective (College as a Second Language) - for example, admissions, assessment, registration, counseling, financial aid, EOPS, CARE, etc. Orientations and registration events could take place prior to the semester as well as during the first week, embedded into classes and the curriculum, and offered throughout the semester as students need the information to proceed/advance along their educational pathway. Research and possibly prototype ESL orientation courses, cohorts, faculty mentoring and academic advising, and ESL student leadership opportunities (ESL student mentors, ambassadors, and tutors program(s))	2017SP	ongoing			

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	C	D	E	F	G	H	I	J	K	L	M	N
303	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ESL	3) Improve ESL student completion and success rates	This objective intends to achieve greater ESL student completion and success as indicated by the Student Success Scorecard and the ESL Completion Indicator in the Student Equity Plan ("RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF STUDENTS WHO COMPLETE SUCH A FINAL COURSE"), and ensure we meet the needs of the ESL student population in our service area.	Our students and our program are viewed as successful according to state definitions that we do not control and which we do not always see as reflecting the goals of the students in our classrooms. We need to concentrate our efforts on building a program, a curriculum, and a teacher professional development process that ensures we are meeting our students' needs and achieving higher rates of completion and success measures.	Review results and expand our methods for undertaking the CSLO assessment process, review and implement appropriate acceleration models, undertake PSLO/CSLO and Habits of Mind curriculum mapping, and consider ways to embed student services into the ESL curriculum. Integrate ongoing Library support into the program (reading, information literacy, and general library skills). Develop and implement an ongoing ESL instructional faculty and counselor professional development model that includes funding. Research the latest ESL textbooks and software offerings in order to make program-wide choices that address CSLO assessment results as well as serve to help us improve and innovate our instruction. Explore flipped and blended language classrooms, as well as language course-site development. Integrate the ESL Lab fully into the ESL student experience by technology acquisition and integration practices, staffing of it, and using it to conduct workshops and opportunities for students. Create an accelerated ESL schedule of classes that is consistent and meets the needs of all program participants (tied to the first item in this activities area). Explore other ESL student completion and success efforts and adopt as appropriate.	2019SP				
304	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	ESL	Develop and pilot an orientation for ESL students	This objective intends to achieve equitable access for ESL students.	ESL students are experiencing an opportunity gap in terms of inequitable access to the college (enrollment, productivity, and equity data). Developing and piloting an specialized orientation effort - which we will hopefully be able to promote via a variety of methods - to help educate our foreign born students about the college, our program, and language learning as well as guide them through the steps to successfully enter the college, will help address this	Determine what is already being done to support ESL students' accessing the college. Research other community college ESL programs' orientation efforts. Seek student input. Determine who we need to work with and what we need to know and do. Determine a timeline for implementation with the help of student services. Determine how best to assess what 'works' or whether what we do 'works,' and, therefore what 'works' means. Pilot an orientation effort. Revise and improve as possible. Seek student feedback.	2016FA	Unknown	Abandoned	Research was done. Extensive planning and preparation was done. A two-day orientation was scheduled. Not a single student came. Orientation falls within the working area of Student Services, is a mandatory 3SP component, includes the necessity for outreach, assessment and counseling (other 3SP components - all of which are the responsibility of the 3SP or Student Services departments). Additionally, equitably serving and supporting this disproportionately impacted student population in the area of ACCESS is not solely or majorly the responsibility of the ESL Department and its single full time faculty member. Personnel within the Student Success and Support Program are the LMC educators who could best develop, implement, and assess an orientation for this special population of students. As the one full time faculty member, I am happy to participate and contribute.	
305	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	PSYCH	Expand Program	Expand Program to meet students needs. With the creation of several new courses the last few years we need more adjunct hires to teach these new sections.	The offering of new courses allows the students to take several Behavioral Sciences classes at LMC. They don't have to travel and go to other community colleges to take several courses (Anthro 1, 4, 8, 11. Psych and Socio 17) These adjunct hires can assess student learning in these new courses.	Getting new adjunct hires.	2018FA		Ongoing	We have expanded course offerings by adding Biological anthropology, Linguistic anthropology, Introduction to Archaeology, and The theories and Methods in Psychology and Sociology.	
306	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	PSYCH	Web Page for Anthropology	To create a web page for Anthropology on the LMC website.	The creation of a webpage for anthropology will allow students to see what courses are being offered in anthropology. This webpage will be linked to the catalog so students can get a better understanding of the anthropology program. This can help students create their schedule, see what classes they can sign up for, and give them an explanation about the classes/courses in anthropology.	I will be working first hand with Ms. Chapman in the creation of the wedpage. I would like to have various pictures of the archaeology digs and other anthropology photographs incorporated in this link.	2017SP		Behind	Still working with Eloine Chapman on developing this webpage.	
307	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		ITS	Continue technology upgrades and improvements across the Pittsburg and Brentwood campuses.	Demand for Smart technology continues to grow, but there are still numerous classrooms at both locations that require the equipment. A redesign of the technology to provide a more user-friendly and reliable Smart infrastructure has be completed and implementation has started. This implementation must continue.	This objective's main goal is to ensure that both campuses of LMC are moving toward state-of-the-are technology as it relates to Smart equipment and software. Smart Classrooms/Carts and current software are important parts of efforts to maintain an state-of-the-art technology infrastructure. Smart Classrooms and Carts are becoming the primary modes of delivering instruction at the Pittsburg and Brentwood campuses. In keeping with LMC Strategic Objective 4.1, providing Smart technology and keeping it up-to-date and useable is a high priority for the college. Increasing the number Smart Classrooms and Carts is underway at both campuses. These efforts need to be continued and a new configuration for Smart equipment needs to be researched, tested and implemented.	Continue to install the new and improved Smart classroom design across the Pittsburg campus. Ensure that the new and improved Smart classroom design is incorporated in all new construction and remodels. Coordinate the development and delivery of more robust training for faculty wishing to use Smart classrooms. Provide a short and comprehensive use and troubleshooting guide that will be attached to equipment in each Smart classroom or cart.	2017FA		Ongoing	A new design for Smart technology for classrooms and conference rooms is near completion. The new design is being incorporated into remodels and new construction. Training for the new Smart technology has been developed and is being delivered via Flex and one-on-one training. A project to expand the new Smart classroom technology to the Math and Science Buildings is underway.	A new campus standard for Smart classrooms and conference rooms. More robust training program. Expansion of Smart technologies.

	College Strategic / District Strategic		Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
308	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 3: Create a culture of continuous improvement and tangible success.	INSTOF	Course Management, Program Review and Assessment Software	Investigate in collaboration with the Office of Planning and Institutional Effectiveness evaluation of software for course management, program review and assessment.	There has been issues with previous course management vendor, Governet. Delivery of software has been delayed, completion has not been met and software has not been usable by the college.	Research vendors that provide software for course management, program review and assessment. Request vendorssoftware for course management, program review and assessment. to make presentation to college about the	2016FA	SP18	Not started	The college was not able to hire a Sr. Dean of Planning this semester, SP17. This objective will be completed in collaboration with the Sr. Dean of Planning.	
309	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ITS	Continue to develop and implement procedures to provide continuity for IT&S & the campus.	Although an effort to improve documentation of various procedures and departmental knowledge is underway and progress has been made, the workload over the past several years has not allowed for the completion of the documentation. IT&S staff has been reduced over the last few years and, in some cases, the turnover in staff has led to the loss of knowledge in specific areas. Completing the documentation of departmental practices will allow for continuity of the department in the event of turnover	There is much "corporate memory" in the IT&S department that has not been documented. Continuing to create and update procedures and documentation of LMC IT&S practices and knowledge is essential for the long-term continuity of the department.	Continue to develop an inventory of critical campus infrastructure resources (servers, network equipment, UPS systems) in order to plan for licensing, maintenance and replacement costs. Continue to develop and implement procedures for regular maintenance and upgrading of IT&S equipment. 1) Track IT&S purchases - including purchase, maintenance, and warranty information. 2) Develop a tool for equipment replacement and upgrade schedules and the associated costs. 3) Obtain a better understanding of long-term campus equipment needs. Continue documentation and improvement of the following procedures: 1) Computer lab/classroom imaging 2) Campus computer naming convention 3) Virtual server naming conventions 4) Staff/faculty computer replacement 5) Backup 6) Software development 7) Others Continue to develop standards, procedures and processes for application development and database storage. Complete the migration of campus computing to the AC.Portal Domain. Streamline deployment of Microsoft and other security and bug-fix patches by deploying a SCCM or other server.	2017FA		Ongoing	All identified activities have been started.	Migration to AC.Portal domain continues and is expected to be completed Spring or Summer 2017. SCCM server is being configured to deploy patches and security updates and is expected to be online Spring 2017
310	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ITS	Improve IT&S participation in planning and communication from IT&S to the campus community	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. Take a more active role in planning campus and District initiatives.	At any time, the IT&S Department is working on several projects that affect various departments in Pittsburg and Brentwood. Due to changing needs of the campuses, the prioritization of these projects can change frequently. Regular communication to the campuses that provides information on current and upcoming project activities and other IT&S department information will benefit the community and inform them of projects related to their area and if these projects or the associated workloads may affect response to other requests. 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, Smart classroom refresh and other projects. Currently, planning for and implementation of technology needs is not always coordinated through the IT&S Department. As such, IT&S is often blindsided by technology projects and purchases initiated by grant, District and other campus entities. This impacts IT&S schedules	Two to three times per semester, send out an all-campus e-mail with updates on current and upcoming campus IT&S projects. Create and update a web page that lists current IT&S projects and activities. Work closely with those overseeing grants, construction and other funding sources to provide guidance in the identification, evaluation and implementation of technology funded by those groups. 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.) Schedule meetings with campus grant, District, construction, and other groups to discuss upcoming technology needs at least once per semester.	2017SP	Continuous	Ongoing	IT&S is working with academic and administrative departments and grant writing teams in the development of plans for new equipment and software and in the replacement of existing technology. A vetting process for the adoption of new technologies is being developed in the Technology Advisory Group (TAG). A web page that lists current and upcoming IT&S projects is near completion.	Departments and grant writing teams are making a conscious effort to communicate with IT&S to plan upcoming technology projects.
311	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	PUENTE	Obtain student support for ESL students in Puente English 95.	In conjunction with offering English 95, Puente coordinators will pursue supplemental instruction or a partnership with the ESL program to assist ESL students enrolling in Puente English 95.	Each year, approximately ten-to-fifteen potential Puente students assess into English 70 instead of the program requirement of English 90. Adding an English 95 to the Puente model allowed for program growth but did not take into consideration the specific ESL needs these students would have.	Dialogue with the Dean of Student Success regarding implementing additional courses is in process, as well as communication with the ESL department and supplemental instruction committee for English.	2016FA		Ongoing	Some students who place into English 95 struggle with English as their second language; a possible combination ESL and English offering of English 95 might benefit a very specific group of potential Puente students in the future.	The upcoming Counseling position that will combine ESL and Puente might serve as a springboard for this objective and possible program growth in the future.
312	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		PUENTE	Obtain administrative support for program planning and coordination.	Administrative support is needed to assist program coordinators, particularly in the area of recruitment and student/family contact during the summer months.	Puente coordination throughout the year can be cumbersome. Administrative support to assist program coordinators during recruitment season and through the summer, as well as during busy parts of the year, would allow for deeper program coordination and more discrete focus on student needs.	Coordinator will pursue possibility of sharing a current administrative assistant for workload during the year.	2016FA		Ongoing	Assistance with running the program is necessary; the status remains at ongoing as the need remains.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
313	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	TRAVL	Increase networking and communication among students, alumni and industry professionals	Increase networking and communications among travel students, grads, and industry professionals to promote engagement and success as well as increased visibility and credibility for the LMC travel program.	By increasing collaboration and communication among these various communities, our students and graduates will be more engaged and better prepared to enter the travel industry. Increased visibility will also add credibility to the LMC travel program and promote growth beyond the local area. Maintaining contact with graduates will help us connect students with alums, mentors, prospective employers, and will also help identify guest participants for our courses.	1. Maintain and update student/alumni database 2. Utilize Facebook page to publicize upcoming industry events, share industry information, and publicize any new courses (as applicable) 3. Continue memberships in professional travel organizations such as The Travel Institute and ASTA. 4. Attend annual Home-Based Travel Agent Forum in June 2015. Meet with student attendees and network with industry professionals and travel suppliers. 5. Communicate with potential employers from across the state and attempt to match up students/ grads with employment opportunities. 6. Publicize travel-related scholarships and assist students to obtain these scholarships for attending professional events and advance their professional development.	2016SP		Ongoing		This objective continues to be a focus of the program. Several actions have been taken that contribute to a stronger community consisting of students, grads, and professionals from the travel industry: 1. March, 2016: Debbie Wilson was asked to become a member of The Travel Institute Board of Trustees, and she accepted. She has attended quarterly conference calls and will be attending an in-person meeting that coincides with the annual Home Based Travel Agent Forum in Las Vegas, to be held late March, 2017. 2. Debbie Wilson and Chris McGill have attended annual meetings of the Home Based Travel Agent Forum in Las Vegas for the past several years on their own, and the group informally meets throughout the show, which develops relationships, networking, and collaboration. 3. 4/22/2016 -- Jamie Biesiada of Travel Weekly interviewed Debbie Wilson; the topic was growth in number of travel students. For that interview, Debbie put together numbers for the past three years -- number of inquiries received online about the Travel Program, and number of attendees at the online orientations for the last 3 years. The number of inquiries has, in fact, increased over the last three years, as have the number of attendees at the online orientations. 2015 -- 92 inquiries, 27 attendees for online orientations 2014 -- 57 inquiries, 22 attendees for online orientations 2013 -- 44 inquiries, 19 attendees for online orientations Debbie followed up with Jamie by sending links to the Travel Program web page as well a link to the most recent online orientation (archived version). 4. Debbie and Chris were asked by Guida Botelho of The Travel Institute to prepare and deliver a national webinar on planning travel itineraries, which would be part of their "Travel 101, Jump Starting Your Travel Career" program in spring, 2016. Chris and I considered it, but decided we needed to decline, since it would have taken several hours to prepare and present. Again, lack of resources drove the decision. We will leave it open for future presentations, as this would be a great promotional vehicle for the Travel Marketing Program. 5. The Travel Program continues to be contacted by travel agency owners for employees from our student/graduate pool.
314		GOAL 1: Enhance student learning and success.	TRAVL	Improve Student Success Rates (Skill Attainment)	The Travel Program will consistently meet or exceed the skill attainment standard.	This is an ongoing objective. For travel students, skill attainment is closely related to the ability to apply what is learned in class, which in turn, leads to greater employability and success.	1. Set expectations about the rigor of our online courses by emailing registered students prior to the start of classes. 2. Include self-assessments regarding readiness for online learning and especially for the more advanced travel courses. 3. Contact students who have poor performance or who have stopped attending 4. Drop students who fail to participate for at least 3 consecutive weeks 5. Utilize grading rubrics to set clear expectations 6. Participate in DE committee and FLEX workshops that	2016SP				
315		GOAL 1: Enhance student learning and success.	TRAVL	Curriculum Update	Update and expand our curriculum to reflect skills and knowledge required for achieving success in an evolving travel industry. Offer core courses more frequently than once a year.	Our destination courses have big "gaps" which include Southern Europe, Asia, Africa, and South America. By developing and offering courses to fill these gaps, we will not only prepare our current students more completely, we will likely attract former students back into the program to fill in these gaps. By offering core courses more than once a year, students will be able to complete their certificates in a more timely manner and with more flexibility in scheduling.	1. Create destination specialist courses such as Southern Europe and other destinations to fill gaps in our curriculum. 2. Determine need to offer some core courses more often than once a year. In order to fulfill this objective, however, we will need to hire at least one additional part-time faculty.	2017SP		Not started	Faculty resources continue to include 2 part-time instructors, so resources do not all expansion of the program at this time. However, we have been offering TRAVL 76 every semester as well as TRAVL 72 every semester for the past couple of years with great success.	
316	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	PE	Sustain PE enrollments until new facilities completed	Sustain PE enrollments by adding new equipment and courses	New equipment and courses will expose students to current Industry norms. We suspect that deteriorated equipment and facilities are contributing to declining enrollments in our courses. Students in the AAT degree need to be educated in safe facilities that utilize current industry standard equipment in order to be prepared and competitive for jobs and internships in the health/fitness/teaching/coaching field.	purchase of fitness, cardio, weight equipment purchase fitness testing modalities	2017SP		Ongoing	New leveled courses have been added, with more to come in 16-17 academic year. Gym and tennis courts are being updated SU16. These updated facilities may renew interest in Tennis/Volleyball/Basketball and help enrollments in these specific courses.	
317	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	AR	Hire a Veterans Resource Center Coordinator	The veteran's center is scheduled to open in March 2016. To date we have limited staffing and no budget. Although this may be how we normally do business, it is not efficient.	Returning veterans arrive on campus as an at-risk population for three primary reasons : • Most veterans have not attended formal, traditional academic programs for several years • Veterans can often be described as nontraditional learners • Many OEF and OIF veterans return with a traumatic brain injury (TBI), post-traumatic stress disorder (PTSD), or other disabilities that pose substantial barriers to academic success A veterans resource center will provide an entry point for student veterans as they navigate the civilian and academic world as well as provide a study space, computer access, referral services, private counseling area and lounge. Last year Senior Dean Gail Newman received approval for a 50% Counseling Assistant to staff the Veteran's Resource Center. However, this means we have staffing for 20 hours per week. We originally thought the Senior A&R Assistants could assist in the center, but it appears they will not have the time to handle these duties. A Veteran's Center Coordinator is needed to ensure the center has adequate staffing and supervise the student workers. This is a critical position. Part of the duties of the	A location has been defined for the new Veteran's Resource Center. Paint and carpet are coming soon. Grants have been obtained for furniture and computers and they have been ordered. Hire veterans center coordinator to manage the limited resources and oversee the student workers.	2016FA		Behind	There was no funding for this position in last year's budget. We are hoping to find funding for this year. This is a critical position.	The VRC actually opened the end of April 2016 with no staffing and no budget. We have limped along with the assistance of our Veterans student workers. Because we do not have a full-time coordinator, the center has not reached full potential. A coordinator would be able to provide local agency services and events. The A&R Director technically manages the center, along with her many other duties. This is not efficient and is poor service to our veterans who faithfully served our country.
318			WELD	Staff Professional Development	Attend the Fabtech Welding Show	The Fabtech Show is a place where welding equipment manufacturers display and exhibit their goods. It also has educational seminars on a variety of subjects such as welding education and training, safety, and the latest happenings in industry. Attending this show will also allow	After achievement of funding. Make reservations for attending the show.	2016FA		Completed	Joe attended the show in Las Vegas last November.	Attending the Fabtech show gave Joe many ideas and knowledge of new tooling and equipment for the future Fabrication Technologies course we are building. Joe was able to meet and see the latest technology and obtain information on tooling to purchase.

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	C	D	E	F	G	H	I	J	K	L	M	N
319	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	AR	Hire Permanent Transcript Audit Specialist	Because of the staffing reduction in 2011 and the need for an additional evaluator in 2012, we downgraded our Transcript Audit Specialist position to a Senior A&R Assistant. Degree audit duties moved to the Lead Position. With the new Hobson's Degree Planning system, we found the need for a Transcript Audit Specialist. Currently 3SP has funded an Interim position.	We require the position of Transcript Audit Specialist position for the following reasons. 1. The Transcript Audit Specialist helps with posting English and Math prerequisites, which helps with assessment clearance. This was previously done by an A&R II and the Senior A&R Assistants and was frequently backlogged causing delays in students registering. 2. The Transcript Audit Specialist is posting transfer work which helps with education planning. In the past this work is handled by Senior A&R Assistants, but we need them for degree evaluation, IGETC/CSU Certifications, nursing evaluations and veteran's services. 3. The Transcript Audit Specialist is maintaining Colleague degree audit for education planning and evaluations. 4. The Transcript Audit Specialist is the lead on the new Hobson's degree planner that began implementation in Summer 2015. This requires testing and uploading requirements into the new system and training counselors and staff. The TAS is also now training CCC and DVC staff on their implementation. 5. This position works with students to make sure their major is correct and current. This includes communication to students to ensure their major has been updated. 6. This position posts exceptions and overrides into the degree audit system and posts substitutions. Again, this allows the Senior A&R Assistants time to complete their evaluation work. 7. This position is the liaison between Counseling and A&R. This connection is currently missing in our current configuration and is desperately needed. 8. By having an Interim Transcript Audit Specialist, this allows the Lead A&R Assistant to handle lead duties which frees up the Director's time in performing Lead duties. 9. Another benefit of this position is that our	Hire permanent Transcript Audit Specialist.	2016FA		Behind	This position is currently funded by 3SP. We need to institutionalize this position. The 3SP Director has offered to pay for 50% of the position. This is an essential position. The rationale above will list the reasons for this status.	Institutionalize Transcript Audit Specialist position.
320	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	TRFACD	Maintain and Expand Transfer Academy Infrastructure	1. Institutionalize a Transfer Academy faculty lead/coordinator previously funded by the Title V HSI Grant. 2. Hire an Administrative Assistant for Learning Communities/Cohort programs	The primary goal of the Title V HSI Grant was to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. One of the programs, Transfer Academy, funded by the grant specifically focused on this increase in transfer rate through a cohort learning model and targeted assistance to prepare student who were previously not transfer-ready to be not only transfer-ready but to transfer within three years. Ultimately institutional change and improvement is the result of institutionalized efforts sparked by the grant, and carried forward after grant funding has ended. As the college more deeply commits to student success in the outcome of transfer, the successful initiatives of the grant and continuing expansion of a college culture focused on transfer should be institutionalized, including the faculty lead/coordinator for Transfer Academy. Additionally, through the Grants Assistant for Title V HSI Grant, the Transfer Academy received administrative support that is no longer available. In order to meet the program demands and continue to grow, a support staff to support program logistics and operation is needed.	The Transfer Academy Faculty Lead/Coordinator will oversee and coordinate implementation of the Transfer Academy with support from Transfer and Career Services. This role will connect with faculty, plan cohort blocked course, direct programming to educate and increase transfer rates within this learning community. Transfer and Career Services will provide support through overall program vision guidance and coordination assistance. An administrative/program support person would support program activities, including: • Recruitment: Screening student applications for requirements & eligibility, filtering to coordinators • Rosters & Data: Maintaining accurate rosters for programs each semester, coding/un-coding students in Datatel, tracking/coding rosters for students meeting program requirements (GPA, passing courses, etc.), developing an running automated queries on a calendared cycle, producing annual data for Program Reviews • Creating and maintaining a master calendar of all learning community activities • Logistics Support: facilities reservations, media requests, trip planning (reservations, registrations), reimbursements, supply ordering • Support program communications • Support of web management/updates • Support Learning Community Starfish implementation (to be designed)	2016FA		Completed	Due to funding restrictions, Transfer Academy was unable to institutionalize a faculty lead/coordinator for the 2015-16 academic year, previously funded by the Title V HSI Grant. As a result, current coordination is divided between the Transfer Services Coordinator and Transfer Counselor, with some support from the Director of Transfer and Career Services. It is important to recognize that Transfer Academy coordination is interwoven into daily Transfer & Career Services personnel structure and program operation, and the needs of Transfer Academy must be balanced with the overall transfer needs of the campus as a whole. We found that because this coordination was often in addition to a person's primary duties, Transfer Academy staff were sometimes unable to fully meet students' needs within the program. The lack of administrative program support directly impacted the program's ability to grow, specifically in the areas of continuing student and alumni communication and programming, Starfish utilization, and accurate data tracking systems, as time and resources are instead allocated to logistics support, maintaining current ineffective data systems, scheduling, and initial application screening and recruitment.	Transfer & Career services received approval to build a Senior Administrative Secretary position in partnership with 3SP, and included in this is partial administrative support for Transfer Academy.
321	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	TRFACD	Establish a Transfer Academy Advisory Board	Given that much of the focus of the initial years of the Transfer Academy has been on program development and implementation, the formation of an advisory board has been delayed for the second year. The faculty and staff Transfer Team has functioned like an advisory board up until this point, focusing primarily on the program design and student support systems. Each year, the team, including faculty, have participated in a two-day summer retreat and Flex activities to plan for the upcoming year.	A Transfer Academy Advisory Board will support the program in several ways – serving in an advisory role to guide program policies and direction, supporting in the recruitment and engagement of faculty to teach in the program, serving as liaisons and advocates for the program, engaging in program data analysis and evaluation, connecting and recruiting students, and providing input to program staff.	Recruit Advisory Board members Host the first meeting in spring 2016	2016FA		Behind	Though the previous year's program review stated the need to develop a formal advisory board, the loss of HSI funding and the position of Transfer Academy Director/Faculty Lead once again delayed this development. Transfer Academy was unable to compensate potential board members for their time, and as a direct result of the loss of the Transfer Academy Director position, remaining Transfer Academy staff needed to focus on direct program implementation, scheduling, and student support. Transfer Academy faculty and staff continue to function as an informal advisory board, though the format for these meetings have primarily shifted to individual check-in's during faculty office hours, again, due to lack of funding and schedule capacities. Previous years' two-day faculty training and retreat was reduced to one day. It is still Transfer Academy's objective to create a formal Advisory Board in 2017.	While Transfer Academy was not able to develop a formal Advisory Board in the previous semesters, the program did develop it's first-ever Student-led Leadership Board. Representative students from multiple cohorts met during the semester to provide program feedback, support event planning, and collaborate with program staff in activity development.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
322	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TRFACD	Improve the fall, first semester success rate	This objective will focus on improving the first semester success rate for Transfer Academy students. Specifically the objectives will target: 1. African American students in the first semester will achieve at least a 75% success rate. 2. The Fall 2016 cohort will achieve a first semester success rate of 83% at the end of their first semester (to achieve the highest success rate achieved by the Fall 2011 and 2013 cohorts in their first semester).	Transfer Academy students are achieving a high success rate in general (81% in the Fall 2015 semester). When disaggregated by race and ethnicity, African American student success in the Fall 2015 is 65%, highlighting an area for attention. By increasing students' success rate at the end of their first semester, students are more likely to succeed in subsequent semesters. The data demonstrate a pattern/phenomenon that we need to investigate further. Students maintain the success rate that they achieve in their first semester throughout the remainder of their educational journey at LMC. By increasing African American student success, the program will not only support one of our college equity goals but also improve success for all students in the program.	1. We will continue to evaluate program interventions and supports for students, that are struggling in their courses in collaboration with TA faculty. 2. We will reevaluate and implement new strategies for communicating with students. 3. We will continue to strengthen STAR Time (study groups) and explore methods for encouraging deeper learning and connections to academic support services such as the Center for Academic Support, tutoring, the Math Lab, and the Library. Caitlin Mitchell, TA English instructor, is piloting a Supplemental Instruction model in the English 100 section this Spring 2016 that we hope to learn from and possibly replicate or expand for the upcoming Fall semester courses as well.	2016FA		Behind	Again, due to lack of funding and loss of program personnel, Transfer Academy was not able to meet its target success rate in Fall 2016. Though the program was successful in some activity areas, namely, adapting and strengthening STAR (study group) time to both encourage students to explore academic support services across campus, while also accommodating for fewer program staff than in previous years, the program was also unable to find successful program interventions and supports for struggling students. ***Address African American Student Success**	While the program did find success in improving students' connection with campus academic support services like the Math Lab, Library, Center for Academic Support, and tutoring, Transfer Academy intends to utilize communication and intervention tools in Starfish to increase student retention.
323	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TRFACD	Continue to explore the partnership with the Puente Program	During the Spring 2016 semester the team, will review structure and options for strengthening both programs to support students in the most effective and meaningful ways, while continuing to serve the Fall 2015 program members under the current model.	Even though the partnership between the Transfer Academy and Puente is not yet a year old, and there is much more to be gained in the coming semester, few things have been learned thus far. • Identity: Part of Puente's success relies on its identity – both for the overall program and for the students within that program. Early on in the process we recognized the discrepancy by noting students as "Transfer Academy and Puente" rather than solely "Puente." Labeling students as being part of Puente connotes an exclusivity that encourages community within the program; sharing between two programs diluted that intimacy, which was something we had not anticipated. • Program Support: The partnership with Transfer Academy began in Spring of 2015 with recruiting events. For the first time, Puente was able to utilize much-needed administrative support for recruiting, including attendance to events, contact with prospective students, and coordination of applications. Having administrative support throughout the recruiting process made program coordination the focal point for coordinators. • Counseling: The Puente program needs a dedicated counselor/co-coordinator. Over the past two years, Puente students have rotated among three different counselors, and if next year the program undergoes another transition, that number will increase to four. • Full-time Status:	The current Puente cohort will continue in academic year 2016-2017 as both Transfer Academy and Puente students, and thus take advantage of the blocked classes available to second year Transfer Academy students. Students will remain as part of this cohort as long as they choose to do so. Continue to work as a TA/Puente team to develop recommendations, conduct program evaluation and focus groups with students to support development of both programs, and develop shared activities to support student transfer success.	2016FA		Completed	As stated in objective rationale, while the initial Puente/Transfer Academy combination cohort is still supported by both programs, Transfer Academy and Puente have ended the formal integration of both programs, in order to allow for distinct identity development between the two programs, and pursue dedicated program support. The two programs have continued partnership in many areas: students from Transfer Academy and Puente share blocked courses in Math and multiple General Education areas, and attend educational events like Transfer Academy's First Friday Seminars during Fall semesters.	
324	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Online Bio 5	Help students obtain an AA degree entirely online	The college and district in their wisdom see the future and that is that more and more students want to have the ability to take college courses online. In addition students want to be able to complete degrees online. Bio 5 is one of the many excellent options for student to satisfy the Natural Sciences requirement in obtaining an A.A. degree. The biology department trusts that by creating an online Bio 5 class option that this will greatly increase student access, thus allowing more students to earn their A.A. degree.	Design and implement a Bio 5 online course.	2017FA		Completed		After receiving approval in Spring 2016, we offered our first online Bio5 section in Fall 2016 and are offering one in Spring 2017. We plan to expand our online offerings by offering 2 Bio5 sections in Fall 2017.
325	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	HONORS	Maintain Healthy Enrollment and Participation Numbers	A student who takes two courses in the Honors Program is categorized as "active". Our goal is to have at least 150 active students for 2016-17, which is the number we are serving this year.	Our experience shows that with the current resources provided the program (65% director reassigned time, 50% clerical support), we can have approximately 150 student members while maintaining quality services. This number is also optimal for having healthy enrollments in Honors Courses while at same time offering enough of them (11 at present) to give students many options.	• Continue with comprehensive recruitment campaigns for the Honors Program. These will occur every semester. • Continue to involve Honors Faculty more in recruitment efforts. • Require that all Honors Students meet regularly with the Honors Counselor to plan their semesters. • Continue to create compelling marketing materials for Honors Courses to encourage higher enrollments. • Continue to offer Honors Courses in key IGETC categories to maximize course enrollments. • Continue to recruit new Honors Faculty for a wider range of Honors Course offerings.	2017SP		Ahead		Current estimates point to about 160 active students for the year. Maintaining this number of students gives the program vibrancy, while maintaining a "hands on" approach. While we do not want to shrink the program, given the budget and reassigned time allotted the Honors Director and Counselor, we determined last year that maintaining current numbers (as opposed to growth) is our best course. We want to keep the level of service for students high, and serving even 150 students is straining our resources.
326	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	JOURN	Additional Classified hourly support	More classified hourly support for out-of-classroom activities that help our students to complete transfer, certificate, or degree programs, activities such as advising, documentation of artwork/portfolios, program assessment, student conferences, internships, art gallery shows/competitions/events, complex ordering of needed materials and supplies (from digital design software to oxygen and acetylene tanks)	We currently share classified hourly support with the Art and Drama Departments, and would like to continue this position next year. The majority of current classified hourly Instructional Assistant Jaime Tamrakar's position has been utilized for the completion of the Phase II rebuild in Journalism, organizing the new archive room and creating the displays in the new exterior trophy cabinets. We still have a lots in the way of organization and filing to do and project it will not be completed this spring. In addition, she supports journalism students by supervising the lab, distributing supplies and equipment, and addressing questions.	Consult with other departments that this classified position is shared with, draft RAP request, consult with dean, list responsibilities and priorities for the position.	2017FA		Ongoing	There was insufficient funding to support this request for this fiscal year. We will continue to pursue hourly classified support to supplement the work of our permanent classified position for future funding.	

College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness. / GOAL 3: Create a culture of continuous improvement and tangible success.	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, productivity, and safety	Full-time faculty and Science Lab Coordinator will meet through the academic year to learn procedures involving inventory and preparation of lab experiments. Furthermore, safety policies will be updated. OSHA training for the new Science Lab Coordinator.	2017FA		Completed		
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	PIE	Program Review Validation Process	Facilitate the discussions in the Planning Committee and with the Office of Instruction to adopt a sustainable and codified process for units and programs at the college to receive feedback during and after the program reviews are developed. The College also needs to establish a system for information from program/unit plans to be communicated outside the unit and to align with other planning efforts such as the Strategic Plan.	This is part of improving institutional planning and effectiveness. It is also one of the Actionable Improvement Plans documented in the Accreditation Self Evaluation Report (October 2014).	Evaluate rubric and process then continue dialog in Planning Committee spring 2016.	2016SP	2017 sp	Behind	The Planning Committee reviewed and approved a rubric with guidance and assistance of the Instructional Deans for instructional programs and a similar, yet separate, rubric was reviewed and approved for Student Services. However, the Committee is waiting to review the next draft of the rubric for Administrative Units.	This is part of improving our institutional planning and effectiveness. The PR validation process will assist in dialogue and discussions between programs/units and their Deans/Managers.
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	HONORS	Honors Student Research Development	Mentor top Honors Students through the competitive Honors Research Symposium Cycle	The signature development initiative of the Honors Program is to give top students the opportunity to experience academic life through participation in the Bay Honors Consortium's Honors Research Symposium. This selective and highly prestigious event will be held at UC Berkeley in May, 2016 and again at Stanford in May 2017. Students need to be rigorously prepared.	• Hold orientation workshops for interested students during January 2017. • Assist students in developing their presentation proposals. • Coach selected students through the presentation development process.	2017SP		Ongoing		Eight students were selected through a highly competitive process to present at the May 2016 Honors Research Symposium at UC Berkeley. Two of these presentations were even selected as one of the six finalists statewide for the top award. All eight students were closely mentored by many honors faculty in the development of their research and presentation. Even with only a handful of students presenting at the Symposium, major ripples of improvement spread through the program because of this event. Many Honors Faculty now integrate original research projects into their Honors Courses so students have projects to submit to the Symposium. This means that all students taking Honors Courses are learning to conduct academic research which can benefit them in their future studies. In addition, the pride and inspiration LMC Honors Students get from attending the Symposium and seeing their fellow students shine motivates all to push themselves. We anticipate another great group of students who will present this year on May 6, 2017, at Stanford University. As of the submission of this report five students are waiting to hear about the status of their proposals.
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	JOURN	Instructional support for students	To provide in-personal tutoring and mentoring, and technological tools to support students in instructional areas they find difficult.	Some Journalism skills are more difficult than other for students to develop. Interviewing is one of those areas. There are others as well. We want to improve the support systems available for students by adding departmental tutopring/mentoring and create tools to help/	1. Explore the creation of a peer-tutoring program 2. Explore the creation of a professional mentorship program 3. Explore the creation of audio and video tutorials	2017FA		Ongoing	We have begun to explore these in projects minor ways, but other projects have taken priority this academic year.	
#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	HONORS	Restoration of Permanent Honors Administrative Assistant	Restore a permanent employee whose duties include the 50%, 10-month Honors Administrative Assistant position vacated three and a half years ago when Connie Tolleson retired.	Connie Tolleson retired in December 2012 and at that time the college decided not to fill the vacant position. For seven semesters- three and a half years! - we have had Maureen Willhoite temporarily filling the job as a part-time hourly employee but await word on a permanent solution. The Honors Program's model is one of high engagement, as research shows this is the most effective ways to keep students in school and progressing toward their goals. As such, we track every Honors Course students take along with their GPAs. We send personalized advising letters to students based on this information and have intervention policies for struggling students to quickly identify them and help them in their academic pursuits. Finally, the Honors Program has a wide variety of leadership development activities running through the Honors Club that involves organizing myriad events and trips around the state. All of this takes a huge amount of clerical attention. Tracking every grade and every Honors Course, involves a complicated database that needs to be maintained by an employee who keeps student information confidential. The logistics of taking large groups of students and faculty to statewide conferences and retreats are managed by the Honors Administrative Assistant. Also, this position works to help the 15+ Honors Faculty with a variety of tasks they require as they are teaching their specially enhanced Honors Courses Finally, the Honors Program is the only learning community which maintains its own building. The Honors	• Continue to lobby management to restore a permanent hire for the Honors Administrative Assistant position. This position might be combined into a full-time position with additional duties which support other Learning Communities. • Collaborate with other Learning Communities to submit a combined request to the Resource Allocation Process to fill not only the Honors clerical needs, but theirs as well. • Conduct the necessary recruitment and hiring procedures to hire a permanent employee to meet Learning Community clerical needs, 50% of whose hours serve Honors for 10-months per year.	2016FA		Completed		Having a permanent person, who is fully-trained and familiar with the Honors Program is a huge improvement to our stability. For example, knowing that Maureen had been permanently hired was a major factor in Professor Marie Arcidiacono's willingness to serve as the Interim Honors Director for Fall 2017.

College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	ITS	Evaluate IT&S staffing and adjust for better service to the campus.	Appropriate staffing levels that will support campus technologies are essential for meeting LMC's Strategic Direction 4.1. Campus technology is continually changing and expanding and staffing must be adjusted to support the increasing demands put on the department.	Campus technologies continue to evolve and expand. In the past few years, hundreds of new devices have been added to the campuses and new technologies (improved Smart classrooms and tablets) have been implemented. The Technology Renovation Project will require that between 200 and 500 new computers are deployed each year in perpetuity. Non-permanent staffing (hourly classified staff, contractors and consultants) may fill an immediate short-term need, but when these people leave, they take their expertise with them. The only way to truly meet the goals for a sustainable infrastructure described in Strategic Direction 4.1 is to hire the necessary, qualified permanent staff to perform the required duties on a continuous basis.	Hire sufficient permanent full-time Computer & Network Technicians to meet the increased demands on IT&S staff due to the continually increasing number of technology devices (computers, printers, servers, tablets, etc.) present at the Pittsburg and Brentwood campuses. Flex the current Electronics Technician to an Electronics Specialist – Computers/Audio Systems to support the new Smart classroom installations. The new installations integrate the computer in the room with the projector and communication (Crestron) equipment. An individual who can troubleshoot and repair all aspects of the Smart classroom is required as the installation of the new Smart classroom design is expanded to the rest of the campus and new Brentwood Center. Assess the current student worker staffing levels of the Helpdesk and for special projects and determine an appropriate staffing level which may include Saturdays. Develop and fund a pool of hourly Media Service Technicians and Computer & Network Technicians to assist in peak times or during absences.	2017FA		Behind	Although a RAP request for permanent staff was submitted, no funding for permanent staff was obtained. $15,000 for an hourly Computer and Network Technician was approved through RAP. This funding was exhausted in the Fall 2016 semester. Demands on the IT&S department continue to increase as between 300 & 500 new devices are added to the campuses each academic year. A new RAP request for permanent staff will be submitted for the 2017/18 year. All requests to Flex to a higher position have been put on hold pending the results of the Hay Study for classified staff. This prevents flexing the Electronics Technician. Student worker staffing has been evaluated and a RAP request will be submitted for the 2017/18 year. This request will cover: increases to hourly rate and additional needs to support campus projects.	$15,000 in funding for an hourly Computer and Network Technician was approved through a RAP proposal. This funding, in conjunction with grant funding, was used to supplement campus IT support and complete numerous campus and grant-related projects in the Fall 2016 semester. The funding allowed the IT&S Department to keep up with computer-related support demands for the Fall 2016 semester. Since the funds were exhausted in early January, 2017 it is not certain that support demands can be kept up with for the Spring 2017 semester.
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	ASTRO	Classroom assessment clickers	The planetarium has its own set of classroom assessment clickers along with the software and the antenna to make them work.	Earl Ortiz urges us to get the clickers because they will increase student attendance, engagement, learning, and success. Scott has seen the clickers demonstrated at a flex workshop, and Earl's claim seems correct.	Submit a program improvement request for clickers, their antenna, and their software.	2017SP	Sp18	Behind		
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	ITS	Establish a training program to keep staff current on technologies used at LMC	Both the IT and Media areas are constantly changing and new technologies are being introduced and adopted. It is crucial that IT&S staff keep current with hardware and software technologies in order to meet the requirements of Strategic Direction 4.1 and efficiently serve the needs of LMC.	Technology, in all forms, continues to move forward and increases in importance for both instructional and administrative endeavors. Staff supporting LMC's technologies must remain current with many aspects of existing and emerging technologies: identification, installation, maintenance, etc. Keeping IT&S staff trained and current on technologies supports the goal of having a sustainable, state-of-the-art technology at our campuses.	Identify and provide training opportunities for IT&S staff at the appropriate levels and in the most efficient venues. Allow attendance at education-related conferences where new technologies can be identified and investigated. Foster communication at all levels between the CCCCD campus IT&S staff members for cross-poilination of ideas, sharing of knowledge and to reduce "reinventing the wheel" multiple times within the District.	2017SP		Ongoing	For IT&S, training is a continuous process. Some training opportunities have been offered and utilized. These opportunities need to be expanded to include all IT&S members.	Ongoing RAP funding in the amount of $2,500 was approved in 2015/16. These funds have been utilized for on-line training for Computer & Network Technicians and Specialists.
GOAL 1: Enhance student learning and success.	ASTRO	Full-time astronomy instructor	Los Medanos has a new full-time, tenure-track astronomy instructor.	From 2002 until 2008, Los Medanos had two full-time astronomy instructors. We can clearly support a second full-time astronomy teacher because as of Sp15 we have ten sections of astronomy where Scott has gone several semesters with giving out 20 add codes in each of his five sections, Darryl Lim has given out around 15 add codes in each of his two sections, and Jeff Adkins has given out around 10 add codes in his section of ASTRO 10. There is no way to know how many students would like to take ASTRO 10, but they see the sign on the planetarium door that says, "Add Codes All Gone" and they turn away	Effectively carry out the Box 2A process in Fa16.	2017FA		Behind		
GOAL 1: Enhance student learning and success.	ASTRO	Astronomy Lab Tech II	Los Medanos has a new full-time, full year lab tech II to support astronomy.	The astronomy unit has four main components ASTRO 10 and ASTRO 11 classes the planetarium for LMC classes planetarium shows for outside visitors rooftop observing deck for LMC classes and outside visitors At the current time, only the first two components are successfully carried out, and the second component is not carried out as well it it could be. There is a long list of bullets of duties that a lab tech could perform that are currently being allowed to slide because	Effectively carry out the classified staffing RAP process in Sp17.	2017FA		Behind		
#1: Increase equitable student engagement, learning, and success. / GOAL 3: Create a culture of continuous improvement and tangible success.	UMOJA	Sustaining Program Operating Budget	A major objective of the Umoja Scholars Program is to secure adequate, institutionalized funding for the program's operational needs. Currently the program's operational needs are being met from a variety budgets.	The Umoja Scholars Program is currently serving over 200 students annually, and has progressively grown throughout the years. This program intentionally and deliberately addresses the needs of African American students; a population that has been identified in the Strategic and Student Equity Plans as needing additional support. As such, a sustainable and secure budget is needed to properly plan strategies to support student success.	Program budgeting includes financially planning: tutoring, college tours, graduation, awards/recognition, culturally relevant activities, marketing, outreach and recruitment, conferences and symposia, supplies, and inter-campus charges.	2017SP	Spring 2018	Ongoing		The Umoja Scholars Budget has been cut in half during the last funding cycle. A RAP proposal was submitting and denied. We will continue to pursue achieving full institutional funding to cover necessary costs that help support our students' success.
GOAL 1: Enhance student learning and success.	INSTOF	D2L to Canvas Transition Training	Provide extensive training and support for faculty migrating from D2L to Canvas, and strongly encourage non-D2L users to adopt Canvas. Develop a Canvas migration timeline for online, hybrid, and face-to-face classes currently utilizing D2L. Expand the current use of the district's LMS to all face-to-face classes, improving the overall level of expertise in LMS use that will prepare faculty for transitioning to hybrid or fully online classes.	The district is migrating from D2L to Canvas. Both systems will run in parallel until June 2017. It is crucial that all faculty currently utilizing D2L for their courses migrate to Canvas well before the deadline. A timeline and training plan for migrating D2L courses to Canvas will be developed with input from the LMC DE Committee and the Districtwide DE Committee. In addition to moving current D2L users to Canvas, Canvas trainings will target non-D2L users in order to improve the number of face-to-face classes utilizing an LMS, as the most current raw data on instructor usage of D2L indicates many face-to-face courses are not using the current LMS.	One-on-one and small group Canvas training Training using @ONE's online, self-paced Canvas course Additional live Canvas demos from Instructure reps	2017SP		Ongoing	D2L to Canvas transition training will continue through June 2017. Several faculty are waiting to learning Canvas over the summer once D2L is no longer available. One-on-one D2L to Canvas trainings continue to be the most popular and helpful route for faculty, but it is inefficient. @ONE's facilitated and self-paced online Canvas training courses continue to be promoted to faculty. Canvas also offers an online Canvas Fundamentals workshop series that is available, for free, to faculty for a limited time. May look into purchasing additional trainings from Canvas if there is enough faculty interest.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
339	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	UMOJA	Comprehensive Program Support Services	The objective of the comprehensive program support services is to improve upon the current support system that the Umoja Scholars Program provides. Currently support services are: intrusive counseling, tutoring, culturally relevant curriculum and activities, supportive staff, and leadership opportunities. The community of support exists and is effective, but can be improved with the recently secured full time coordinator and incoming counselor.	Improving upon the comprehensive program support services is imperative to improving the success and retention rates of African American students. This population is more vulnerable to following through gaps in support services and strengthening the support mechanisms already in place. The idea is to create more seamless processes and pathways to success through the evaluation of the current process.	The activities related to this objective are: evaluation of program processes, restructuring tutoring and incorporating mandatory tutoring program, mapping out a more intentional and deliberate counseling strategy with the Umoja team, creating an academic goal template, implementing and operating a calculator and book loan program for students who are challenged by income restraints, developing a resource guide for students in at-risk situations, create workshops, weave concepts of ownership through various activities, and provide opportunities for more student input through focus groups.	2017SP	Spring 2018	Ongoing		We have been able to secure BSI funds to help support basic skills tutors; however, our challenge is how to sustain this with a decreased budget and acceleration courses in English and Math that don't qualify as basic skills. We are incorporating Counseling Hours in the Village and have been working with faculty to find best practices, but still need to pilot what works best. We have incorporated calculator and book loans, which are effective. We have checked out all the calculators for two semesters, and consistently check out books. The resource guide still needs to be developed, and the academic goal template.
340	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	UMOJA	Recruitment of Math faculty	The Umoja Scholars Program has two disciplines that the academic component is built around: Math and English. These two areas of study were intentionally designated as key sequence of courses that were imperative to increasing African American students' success rates. Currently the program has full time faculty staffing its English courses, but needs to secure staffing for its Math sections. It is the objective of the program to engage in heavy recruitment of a committed math instructor.	Completing transfer level math courses has been identified as a major indicator of African American students' success. The Umoja Scholars Program had a full time Math instructor in the past, but is currently using various adjunct faculty to fill this void. Consistency with one instructor or two instructors is essential to creating a trusting environment and helping to relieve any uncertainty or anxiety that already exists among many students in this population. Successfully securing math faculty who are willing to stay with the program for the long haul is necessary to strengthening the program and increasing student success and pathways to STEM fields.	Activities related to this objective are: recruitment of qualified and interested adjunct Math faculty (with particular interest in finding African American faculty). Working with Math department faculty and leadership to seek interest in qualified and committed faculty.	2017SP	Spring 2018	Ongoing		Our recruitment efforts are ongoing. We are trying to identify recruitment pools, and creating a database of these pools to solicit interest in a P/T Math instructor that would teach the Umoja Scholars sections of Math.
341	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		ITS	Improve monitoring and maintenance of LMC's back end technology infrastructure.	Monitoring and maintenance of servers, backup systems and other back-end technology infrastructure are critical to creating a sustainable and reliable technology infrastructure required by Strategic Direction 4.1.	Servers, backup systems, and other back-end technology infrastructure need continuous monitoring and maintenance. Current staffing levels only allow for the reactive response to issues that arise on this equipment. So far, IT&S has been fortunate that none of the issues that have arisen could not be dealt with fairly quickly. This will not always be the case. With appropriate staffing, more proactive procedures can be developed and implemented to help reduce the likelihood of catastrophic failures thus ensuring a more stable and	If sufficient staff are available, research, develop and implement procedures to monitor systems, perform preventative maintenance, and track work performed on critical back-end technology infrastructure.	2018FA		Ongoing	Some steps to meet this goal are in process: Implementation of an SCCM server for software updates and monitoring of desktops. Preventative maintenance processes for A/V equipment will continue. A new system to monitor and control the new Smart classroom equipment is being deployed.	The Electronics Technician continues the preventative maintenance program for A/V equipment. The SCCM server is in the process of being configured and is expected to be online in Spring 2017.
342	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 4: Be good stewards of the District's resources.	ITS	Evaluate current campus technology and IT&S budgets and adjust for changing requirements.	Technology requirements change as new technologies (hardware, software and services) are adopted by campus instructional and administrative departments. Often, these new technologies are institutionalized and supported by the campus rather than departments. The budget required for supporting these institutional technologies must be evaluated and adjusted annually.	Campus technology needs are constantly changing. New software packages and services are implemented by instructional and administrative departments and new technologies and hardware are purchased. Most of these technologies become integral to the mission of the college and are institutionalized. The budget associated with these institutional technology requirements must be assessed and adjusted regularly to support a sustainable and state-of-the art technology infrastructure (Strategic Direction 4.1).	Evaluate the current software and hardware support costs associated with institutionalized technologies and adjust campus technology budget to support the institutionalized costs. Historically, the IT&S Department and campus technology budgets were under the same set of accounting codes. In 2014, the IT&S Department budget was separated from the campus technology budget. The split of these two budgets was never fully reconciled. The two budgets should be evaluated and appropriate funds applied to each budget.	2017SP		Ongoing	This evaluation is scheduled to take place in Spring 2017 before the conclusion of the RAP process. IT&S will work with the new VP of Business Services to complete the reconciliation of the two budgets.	Updated costs for campus-supported hardware and software services are used to create RAP requests and budget projections.
343	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	FIRE	Increase the number of non traditional students entering our FIRE EMS programs	We seek to increase the number of non traditional students enrolling in our Fire and EMS programs, of particular interest are the non traditional students.	The number of non traditional students particularly women and men of color has been stagnant in our FIRE and EMS programs. We have renewed interest in bolstering enrollment for these students.	1. Reach out to faith based organizations in our area 2. Visit local HS and seek to get more students enroll in our College 3. Contact trade organizations and put the word out to the public	2016FA	Fall 2017	Ongoing	We are still hoping to get some reassignment time to complete this activity.	We need to do this to move the needle in the direction of our stated goal which is to increase the number of non traditional students in to our FIRE and EMS programs.

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344	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Support faculty to teach in statistics pathways	The Math Department has developed two statistics pathways that are predicted to dramatically increase the percentage of students who complete transfer and degree requirements in math and to significantly narrow equity gaps in these completion rates. We plan to double the number of Statistics sections in the fall and need to support faculty in acquiring both content and pedagogical knowledge for teaching Statistics to a less filtered population of students.	LMC (like all community colleges in CA) has a low completion rate for transferable math and significant equity gaps in the completion of this critical early momentum point to transfer. Taking advantage of recent changes in UC and CSU articulation requirements, the LMC Math Department has developed a co-requisite model that will allow students who have successfully completed Algebra I (or the equivalent) to take Statistics. A randomized controlled study at CUNY provides evidence that students at this level will be able to successfully complete Statistics, but we need to learn to teach Statistics while simultaneously providing just-in-time-remediation and other support for these students.	Provide professional development to help math faculty acquire both content and pedagogical knowledge to teach in the new co-requisite model (Math 28 + Math 34)	2019SP		Completed	PD for 28/34 is now integrated into DE Math duties and responsibilities. We are also offering continual FLEXes. We are reaching a cap on the number of 28s/34s and have trained a sufficient number of instructors.	
345		GOAL 2: Strengthen current and create new partnerships.	COMSC	Complete Articulation Agreements	Complete articulation agreements in COMSC 040 (Introduction to Computers) and COMSC 122 (Programming Concepts & Methodologies) with feeder high schools.	This will be an outcome of the Career pathways Trust - Diablo Gateway Initiative grant.	Consult with high school faculty peers to develop courses that can be articulated, then construct final exams for articulation agreements. Complete articulation of COMSC 110 (Gaming: An Introduction) with AHS.	2016FA				
346		GOAL 1: Enhance student learning and success.	COUNS	expand counseling department curriculum offerings	To develop and offer new counseling curriculum	To educate students and the LMC campus community about counseling professions and career opportunities. Develop internships for future mental health and other helping professions. Develop new counseling training model. Increase course offerings to increase FTEs.	Develop partnerships with psychology, sociology, child development, administration of justice, speech, English, and other related departments. Develop curriculum and submit to the curriculum committee.	2016FA		Ongoing	Currently under review process by Vice President of Instruction and Dean of Counseling Services.	
347		GOAL 1: Enhance student learning and success.	MATH	Adjunct support for tutoring	We wish to support master adjunct professors to help train math tutors.	We have too few FT math instructors. Important tasks such as equitable tutor training are not adequately supported by math professors. We have master adjunct professors who specialize in tutoring.	Create a stipend to pay one adjunct professor to train math tutors.	2016FA		Behind	Submitted RAP and didn't get it. No RAP funding. We will reapply if money.	
348	#1: Increase equitable student engagement, learning, and success.	GOAL 4: Be good stewards of the District's resources.	AR	Move Graduation Budget to Student Success Division	In previous years the Director of A&R was in charge of graduation, along with the budget for graduation. A couple of years ago, graduation was moved to the Dean of Student Success. Unfortunately, there was no "college" budget allotted for this purpose, so the A&R budget has continued to be charged for graduation services.	Graduation is a college event. Graduation is a student success event. The decision to move graduation to the Dean of Student Success was a very good move. However, that move did not come with an increase to the Dean's budget. I am proposing that the Dean of Student Success be given an increase to his budget to fund graduation each year. The total amount last year was just under $10,000.	Increase budget for Dean of Student Success to fund graduation each year.	2016FA		Behind	We have checked with the President's Office to see if we are going to move budget. We have not yet received a response	Move graduation budget to Dean's budget.
349	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	OUTRCH	Call Center to engage new students in the 3SP requirements	Create a "call center" within student outreach to provide personal 3SP enrollment followup services to new student applicants. Trained peer advisers will contact, via telephone and email, new student applicants to encourage and facilitate the completion of the 3SP matriculation requirements which will increase the number of new students completing the 3SP requirements.	There is large percentage of new student applicants that do not take advantage of the 3SP enrollment process. The data shows that students enroll in classes without completing the required 3SP process. The call center will encourage students to take advantage of priority registration by completing the 3SP requirements. The student applicants will also be contacted to guide students through the 3SP steps. The number of new students completing the 3SP requirements will increase compared to last year's base.	The creation of the call center will include: Hiring and training 4-6 peer advisers Identifying 4 workstations for students to make phone calls Identifying the staff member coordinating the call center Establishing a protocol and script for peer mentors to follow Working with District to create rosters and tracking rosters for call center.	2016FA	Spring/summer 2017	Ongoing	This objected will be ongoing but it has been modify to make it more functional. The "call center" will not be calling students. We found the phone calling was to intrusive and outdated for our student population. We will modify the objective by eliminating the phone calling and concentrating the outreach efforts via emails and text messaging. We will create a strategic emailing campaign and create a strategic text messaging communication system. We will use the text messaging feature available in the SARS-GRID software.	
350	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	FIRE	Internship Programs	We will add additional fire agencies to provide internship programs to further train fire cadets, hopefully leading towards employment.	We will add additional fire agencies to provide internship programs to further train fire cadets, hopefully leading towards employment. The California State Fire Marshall has given all ARTPs (College Fire Academies) and all other agencies until December 2017 to complete any student's work experience requirement. Placing our students with Fire Departments that can facilitate this important mandate is paramount for the students success.	Work with Tara to set up sessions with new agencies. Meet with agencies and define internship requirements Promote internship opportunities to cadets.	2016SP	Spring 2018	Behind	We are in need of reassignment time to visit potential employers and internship locations.	A vital component of a FIRE Cadet attaining a FIREFIGHTER 1 certification is his or her ability to secure an internship with a local Fire Agency. At this time we have several agencies that would like to take our students but both German Sierra and Mike Grillo lack the additional time to pursue this much worthy endeavor without release time.

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351	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	APPLI	Strengthen vocational and technical skills of the students in the Appliance Program	To strengthen vocational and technical skills of the students in the Appliance program by providing up to date technology that is used in the appliance industry.	The appliance industry is continually introducing new appliances into the market. The appliance program must stay up to date so that our student graduates are prepared to service the new technology used on these new appliances.By attending these conferences we are able to keep our curriculum current and make these industry connections.	Attend industry training conferences on the new appliances, training materials and technology that the industry is using. . Work with industry partners to set up new internships and student testing. Contact industry for equipment donations and training materials for use in the program.	2017SP		Ongoing		
352	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BRTWD	Increase number of full time faculty to support students	Hire more faculty. Try to reach a point where at least half of our sections are taught by full time instructors.	Currently only eight of the thirty five math sections (23%) offered in Brentwood is taught by a full time instructor. Students deserve to have equitable access to full time instructor who are available for mentoring and familiar with the program and the entire college.	Box 2A request for new hires	2016FA				
353	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	CHEM	Improve Student Learning in the Lab	New instruments (NMR, GC-MS, and IR) have been purchased and installed, and additional equipment will be ordered in the near future. Lab experiments and activities need to be developed implementing the new instruments and equipment.	Science students must obtain hands-on experience using modern scientific instrumentation in order to develop lab skills required of their careers and in order to be competitive with students at transfer colleges and universities.	Train instructors. Develop experiments to integrate the instruments. Work with STEM grant team to purchase approved additional equipment. Work with Lab Coordinator to establish and implement a maintenance routine.	2018FA		Ongoing		Instructors have been trained on the new instruments. Experiments to integrate the new instruments into the Organic Chemistry curriculum have and are continuing to be developed. Additional work is needed to integrate the instruments into the General Chemistry curriculum and establish and implement a maintenance routine.
354		GOAL 3: Create a culture of continuous improvement and tangible success.	SSADM	Develop Schedule for Availability of Research/Data	As the Student Services Unit has become more reliant on the use of data to track student needs, planning efforts and the application of budget support, we need to develop an annual schedule for research requests and the running of reports that can be used across our services.	The use of data for addressing student needs and planning direction has been sporadic within Student Services in the past. With new patterns of growth (Brentwood Center), the development of new services for targeted student populations, and the awareness of changing student needs, we need to have a regular schedule for accessing reports with data to support planning efforts.	1). Identify gaps in available data. 2). Meet with Student Services Managers to coordinate on research needs. 3). Establish schedule for periodic research requests. 4). Track changes in student patterns that impact how we offer/deliver services.	2016FA		Not started	Although there have been some discussions among Student Services managers and the district Research & Planning staff about research needs, there has not been a coordinated approach to identifying and scheduling ongoing research projects.	
355	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	SSADM	Increase/Improve Services Offered in Brentwood Center	There are currently a variety of services offered to students taking classes at the Brentwood Center. Over the years, enrollments have grown significantly, to the point of representing roughly one third of the enrollment for the entire college. The level and quality of services offered in Brentwood needs to be responsive to the enrollment growth and student demand.	In addition to other strategic priorities this objective supports, it would primarily expand our organizational capacity and improve the effectiveness of Brentwood services.	1) Increase hours for access to financial aid information by hiring dedicated Financial Aid I Assistant for the Brentwood Center. This individual would expand the availability of appointments, in addition to providing FAFSA workshops and assistance for students in group settings. 2) Continue expanding counseling hours 3) Create regular schedule for career exploration and assessment 4) Increase hours in the Brentwood Center for Academic Support, offering more peer tutoring access Expand scheduling of workshops for "at risk" student populations, such as students on probation, foster you, veterans	2016FA	Spring 2016	Completed		1. A full-time Financial Aid I Assistant was hired in fall, 2015. This has resulted in a significant increase to the support and direct service provided to Brentwood students for financial assistance. 2. Counseling hours have dramatically increased at the Brentwood Center as the result of hiring a second full-time (DSPS) counselor, increasing general counselor hours, as well as increasing counseling for student veterans, foster youth, probationary students, transfer and EOPS. 3. There has been an increase in tutoring hours and support, in addition to workshops being offered to students that are on academic probation and students interested in exploring career and/or transfer options.
356		GOAL 1: Enhance student learning and success.	FINAID	Streamline the scholarship application and review process	Streamline the scholarship application and review process for students and staff by implementing a scholarship management software product, called AcademicWorks	The LMC scholarship application cycle opens each year from early November through February. Scholarship applications are made available to students on our scholarship website. Students must print, complete, and submit the application to the financial aid office. Once the application cycle closes, the Scholarship Program Coordinator reviews all paper applications to ensure that all sections of are complete, and to verify that the student meets the scholarship eligibility criteria. The applications are forwarded to a scholarship committee, where they are reviewed and scored based on a scoring rubric. Last spring of 2015, the scholarship program coordinator received and reviewed a total of 176 scholarship applications. To help streamline the application evaluation and review process, AcademicWorks software was recently purchased in January 2016. This software will reduce the workload on review committee members and administrators by automating review assignments. The software offers a secure online access to review application materials online. System users can easily sort or filter the applicant pool to evaluate applicants against the requirements of the scholarship opportunity. Each review group/committee may be configured uniquely with their own application review form, rubrics, and list of applicants. The	Work with AcademicWorks IT staff to begin the software implementation phase	2016FA	2017 Spring	Ongoing	We completed the implementation phase successfully and launched the AcademicWorks software October of 2016. Students are now able to use AcademicWorks to search and apply for various scholarship opportunities for the 2017-2018 academic year. Since the current 2017-2018 scholarship cycle doesn't end until February of 2017, this objective will be ongoing. Once we complete our first scholarship cycle using this software, we will administer a student survey so we can assess whether we have met this objective.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
357	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	TUTCTR	Increase Workshop Offerings	The Center for Academic Support will increase offerings of faculty-lead, small-group workshops that address reading, writing, and affective needs of students in both GE and DE programs.	The Center for Academic support provided two workshops this semester on sentence skills and MLA formatting that were well-attended and that received positive feedback from students. Individual writing instruction is one of the best ways to increase student success, but targeted small-group instruction is another effective model. Especially in developmental reading and writing classes, where students have drastically different needs and levels of preparation, instructors often cannot spend enough class time on certain areas of concern to meet the needs of all the students in the course. These workshops are designed to target the most challenging or typically troublesome areas in reading and writing courses and to address them in a collaborative small-group setting that will meet the	Faculty-lead workshops will include: -Sentence skills workshop -Pre-writing workshop -MLA workshop -Transfer and scholarship essay workshop -Growth Mindset workshop -Active reading/reading apprenticeship workshop -Paragraph development workshop -Reading and Writing in DE Math courses workshop and other workshops that are responsive to student feedback and needs.	2016FA				
358	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	CHEM	Update Chemistry COORs	Update COORs to reflect changes in curriculum.	Course Outlines of Record (COOR) must be updated every 5 years. Upon inspection of the Chemistry COORs, the COORs for three (3) chemistry courses must be updated by next year (2014).	Rewrite the COORs for CHEM 6, CHEM 25, and CHEM 26 to reflect changes in curriculum. Submit COORs to the Curriculum Committee for approval.	2017FA		Ongoing		COORs are being updated and are on track be reviewed by the Curriculum Committee during the spring 17 semester.
359	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	New technology and technology improvements for Math 29 and Math 30	Improved student access to and use of technology to support conceptual learning and problem solving in Math 29 and Math 30. Appropriate instruction in alignment with course student learning outcomes for Math 29 and Math 30.	Currently we are limited in terms of classroom configurations and available technology. We need to improve access to technology for students to attain the learning outcomes for these courses.	We will purchase updated or new software and hardware to support learning outcomes for Math 29 and Math 30. We will also purchase classroom furniture that better supports classroom use of technology.	2017FA		Ongoing	New Classroom furniture in MA 203, 207, and 208, some of which was purchased through a STEM grant. We still need Tablets and are still using TI-84 graphing calculators at the moment.	
360	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	PUENTE	Obtain a dedicated Puente Counselor.	Coordinators will continue discussions and press forward in recruiting and obtaining a dedicated Puente Counselor for current and future cohorts.	In order to build and grow a sustainable learning community, Puente must retain its own counselor. The viability of the program depends on the consistency of its staff.	Conversation regarding next steps in the process will begin in Spring 2016.	2016FA		Ongoing	In progress.	In progress with the current search for an ESL and Puente Counselor.
361	#1: Increase equitable student engagement, learning, and success.		WFDEV	The Workforce Development System Defined	Define and establish the appropriate college infrastructure to support the development, implementation and sustainability of the workforce development system.	The existence of the College's Workforce and Economic Development (WED) program most closely addresses 2014-2019 Strategic Plan Objective 1.1., "Improve equity in student success outcomes.", Objective 1.2., "Increase the number of students who... enter or advance within the workforce.", and Objective 2.1. "Develop a strong and positive image of LMC in the community." Refining and communicating the WED system supports the implementation of the 2014-2019 Strategic Plan.	Develop a robust and interactive LMC WED website in cooperation with college units related to and supportive of the mission of Vison 20/20; outreach, marketing, veterans, financial aid, counseling, career & transfer, employment, etc.	2015FA		Completed	Completed. Continually refreshed and updated	
362	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	ESL	Update COORs	Course outlines of record need to be updated every five years. The ESL COORs were all written in 2009 and 2010.	Course outlines of record need to be updated every five years. The ESL COORs were all written in 2009 and 2010.	Continue to explore, discuss, and co-create a holistic ESL curriculum that meets the needs of our varied non-native English speaking student populations and attends to assessments, research, and innovations. Write COORs to reflect this curriculum. Attend to the Curriculum Committee's COOR development, review, and submission dates and processes.	2016FA	Spring 2017 / Fall 2017 at the latest	Ongoing	Six of the 8 new Noncredit ESL course outlines of record have been written, submitted, and approved by the LMC Curriculum Committee in Fall 2016. The Office of Instruction was inputting the TOP Code information and undertaking its responsibility to learn and follow the Noncredit course submission process just last week - February 2017. The additional/attendant New Program Proposal that includes the four new Noncredit Certificates of Competency has been written, reviewed, and locally 'approved.' I believe the next step for this proposal was to go to the BoG and then on to the state. I have not heard any other updates on the status of the COORs, the NC program and certificates, or the CDCP funding. Three new credit ESL grammar classes have been written, submitted, and approved by the LMC Curriculum Committee this past Wednesday, 2/15/17. The following is the status of the remaining COORs: ESL-085SL -written, reviewed, needs A & C Level descr. ESL-085WR - written, reviewed, needs final look ESL-095SL - drafted, has CSLOs, most content, needs assessments ESL-095WR - researched, not yet drafted; commitment from Monica Tapiarene to co-author ESLN-065W - not yet started; commitment from two adjuncts to help with co-authoring ESLN-075W - not yet started; commitment from two adjuncts to help with co-authoring The plan is to have all COORs approved by LMC CC by the end of the SP17 semester. That said, with everything else happening in ESL, it is extremely difficult to write quality COORs during the semester, so as needed, we/I will use the summer months.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
363	#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	ESL	Create and implement a co-mentoring model for ESL faculty	ESL faculty - new and returning - would like the opportunity to build their professional relationships and their instructional capacity by participating in a co-mentoring program.	Our assessments and other data show differences in student success and completion rates from section to section. We would like to learn from each other about retention strategies, active learning, Habits of Mind integration, and other teaching and learning components our colleagues use to support student success.	Provide training in co-mentoring. Establish expectations for participating, including mentoring activities that will/can occur and recording of one's experience. Form co-mentoring partners. Document our experiences. Convene at end of each semester as a full group to share, debrief, and plan for next (switching partners).	2017SP	ongoing	Completed	We have successfully acquired funding and developed a structure that support a unique co-mentoring model that we are continuing to engage in as of this Spring 2017 semester. Below are our guiding ideas: The ESL Faculty Enrichment Professional Learning Community (PLC) will be engaging in a Co-Mentoring Model beginning in the Spring 2016 semester. Based on our shared and interactive reading of "Feminist Co-Mentoring: A Model for Academic Professional Development" and "Co-Mentoring: A Block Approach," we have co-constructed a three-part design that recognizes and values reflective practice, collegial dialogue and inquiry, possibilities vs. problems, gifts vs. deficiencies, ownership vs. blame, commitment vs. barter, invitation vs. mandate, and overall a holistic approach to learning and supporting the co-mentors' personal and professional lives. As co-mentoring pairs, we commit to engaging for two hours once a month to 1) take the time to individually reflect on our successes and goals, 2) meet with each other to inquire about, discuss, and build on these successes and goals, and 3) reflect on the process and products of that month's co-mentoring. We will also meet as a PLC on the first Friday of each month and devote 30 minutes of that three-hour PLC time to exploring and building our co-mentoring abilities, sensitivities and inclinations. Additionally, we will meet at the end of the semester to collaboratively review, analyze, and evaluate our experience and the model itself. Our ongoing formative documentation of our monthly experiences will support this summative review.	1. Great first matching of co-mentors 2. Exchanged teaching experiences, strategies and techniques. Students benefited from the ideas and experiences we shared. 3. Received excellent feedback on specific issues like classroom management, how to deal with difficult students, and specific topics such as modals and the writing process. 4. Found professional, academic, moral and emotional support in each other. 5. Getting to know my new colleague made me feel more connected to our program and department. 6. Talked about how to make each situation-- that was not scripted or planned-- a teaching moment. We talked about specific experiences/situations/conflicts and how we "solved" them. 7. Try to learn how not to be a slave to our lesson plans or planned activity for the day 8. Try not to do "too much" at a time 9. I feel that I belong to something greater than just a department—a more cohesive ESL department. 10. We were able to candidly talk about our experiences "elsewhere." Both of us agreed that LMC is a great place to work.
364	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATHD	Placement Policy Reform	Implement robust use of multiple measures to improve placement accuracy	The Math Department's placement policies have a disproportionate impact on students of color. For example, more than half of African Americans are placed into the lowest levels of remediation and students placed into these levels have significantly lower rates of completion of degree and transfer requirements in math.	Produce recommendations to address the disproportionate impact of our current placement policies for Math Department consideration by the end of February 2016.	2016FA		Completed		Math Department has completed their portion. We voted in the new placement criteria including multiple measures. Now we are working with the rest of the campus and district to implement the changes in the system
365		GOAL 1: Enhance student learning and success.	COOP	Improve CWEE Access and Enrollment	Increase CWEE enrollment numbers and access to CWEE classes.	CWEE's extended enrollment timeline provides access for current students still wanting to enroll in additional classes, or those new to LMC who miss the registration date. This connects to Strategic priority 1.1.B and 1.1.C, 2.1.B and 2.2	1. Advertise program in Student Success Newsletter 2. Create Internship marketing and include CWEE 3. Do targeted, discipline-specific CWEE email outreach (Bus EMS) 4. Present on CWEE for "Don't Cancel Class."	2016SP		Ongoing	Methods including the Student Services Newsletter and flyers were used and will continue to be used to advertise the program. All developed internships had separate flyers, information sessions, and classroom presentations, all which included the requirement of enrolling into CWEE, which was detailed in each of these methods. These will continue into the spring semester.	
366	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	DRAMA	Replace damaged and moldy carpet resulting from leaks in roof	Replace damaged and moldy carpet resulting from leaks in roof	The theater has had leaks in the roof for years and in the past several years the leaks have become very large. In addition the carpet has not been replaced in decades and in some areas it has the original carpet. The carpet has held moisture from the leaks for years and even with multiple shampooings it reeks of mildew.	replace carpet	2016FA		Behind	The college is investigating options of how to do this and the funds available.	na
367	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BRTWD	Increase the amount of tutor support in the math lab and the classroom	Increase student success by providing increased access to peer tutors both in the math lab and the classroom	Past accreditation recommendations have indicated the need for the services at the Brentwood center be in alignment with those at the main campus. We cannot adequately serve evening students, as the lab closes before the evening classes end. During the hours that we are open, we rarely have enough instructors and tutors to meet the student demand during peak times. We have no budget for tutor support during summer session.	RAP proposal for increase in tutor budget to ensure that students have access to tutor support that is proportional to that on the main campus	2016FA	Fall 2015			
368	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Brentwood Biology Lab Finding	Maintain the ability of the Brentwood Center science lab to support current biology instruction	Lab instruction is the centerpiece of biology instruction, and labs are a required part of every biology class that is offered at the Brentwood Center. Most of these labs are required for courses to count for transfer. Courses cannot be run without labs, and we need a stable source of funding for consumable lab supplies, maintenance, and student and other support workers. We secured one-time funding for 2014-15, but what we really need is ongoing funding so that we can	1. Write RAP request for Ongoing Brentwood Center Biology Lab Support funding. 2. Deploy funding to support biology labs at Brentwood	2016FA				
369	#1: Increase equitable student engagement, learning, and success.		ENGLD	Evaluate English 90 Hybrid courses	Establish criteria for evaluation and conduct a formative evaluation of hybrid courses with the intention of standardizing the way these courses are offered in the future.	Hybrid courses have been offered off and on for at least 3 years. It is a good time to develop a protocol for evaluating the effectiveness of hybrid English 90.	Survey instructors past and present. Look at data for hybrid vs F2F English 90 courses. Develop an evaluation method and complete a formative evaluation. Make a recommendation to the department.	2016SP				
370			ENGLD	Reexamine DE philosophy and program model	Look at the current DE model and see if we want to make any changes going forward.	It has been about 18 years since we implemented the current English DE program. With the addition of accelerated courses, this is a good time to discuss the current model and see if we want to make any changes going forward.	As a department, read some of the current research on developmental education and acceleration. Discuss the program during a department retreat in FA 15 and determine if we will make changes in light of the current research.	2016SP				

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#1: Increase equitable student engagement, learning, and success.	GOAL 3: Create a culture of continuous improvement and tangible success.	MKT	Responsive website plan and implementation	We need a new content management system (CMS) for our website. Adobe Contribute (AC) is no longer supported by Adobe, and we need a responsive, accessible website that will resize to various viewing platforms (computer, mobile, tablet, etc.) At the same time, we want to move the website to outside hosting (RackSpace) with guaranteed 24/7 uptime, 365 days/year. This is something we had before, is about half the price, and allows us to keep this vital form of communication up even in emergencies.	• Our current CMS, AC has reached end of life. Confirmed by Adobe on January 28, 2016. • Should something in the AC product fail or IT does a software upgrade that conflicts, no one but the Web Administrator will be able to edit content on the LMC website. • If AC fails, content on the site will become out-of-date, rendering inaccurate information with unknown consequences. • No improvements such as mobile and search engine optimization while AC is our CMS. • No one can update the site from off-site at all. Responsive Web Design at its core means building a website to provide an optimal user experience regardless of the device being used to access it. The beauty is in the fact that only one set of source code is required no matter how many ways the content will be displayed. A site built responsively will pay attention to screen size and resolution, and will resize and reposition elements on the page accordingly. The size of text and media will change gracefully to provide the best reading and viewing experience, and the way navigation and menus behave will change to give priority to the most important content. Our current site gives everyone everything in the "large computer" format even when on a mobile phone. Our current and future students are using various devices to access our	1. Make final determination on CMS and develop budget including RackSpace (Spring 16) 2. Secure already committed funding from 3SP (1/3) and HSI ($5,000) for portion of expense. (Spring 16) 3. Contract with CMS company/RackSpace, and set schedule for commencement of work. (Summer 16) 4. Set up server at RackSpace. (Summer 16) 5. Begin building templates with CMS co. Test, adjust. (Fall 16) 6. Place files and continue to build on Rackspace as the hosting service (Fall 16) 7. Move over files into templates on primary pages (Fall 16-Spring 17) 8. Train content "owners" on how to work with templates and CMS as their pages get moved over (Spring – Fall 17) 9. Move over secondary, tertiary, etc pages (Spring 17-Fall 18)	2018FA		Ongoing		Nothing as of yet.
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Lobby Redesign	To ensure student success, students must be well and properly informed.	Students are regularly misinformed about our acceleration options. Sections have been cancelled partially due to lack of advertising. Other programs wish to advertise through the math department. There is no clear sign to direct students to our administrative assistant nor to our testing center.	Create a large, professionally designed sign in the lobby detailing critical information. Create a kiosk with handouts about various math courses, but also for all other LMC programs.	2016FA		Abandoned		
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MATH	Reinstate full-time hours for the day time math lab coordinator	Reinstate full-time hours, 12 months per year, for the day time math lab coordinator to allow for equitable serving of students	This was a previous full-time position that management cut. We were granted two full-time coordinators 5 years ago. Our math lab usage as increased since then.	All the duties listed in the current "day-time" full-time math lab coordinator position.	2016FA		Completed		
#2: Strengthen community engagement and partnerships.	GOAL 1: Enhance student learning and success.	TUTCTR	Strengthen community partnerships and student access by hiring graduate writing consultants	Work with local colleges and universities to recruit, train and hire English grad students.	With a steady but limited budget to staff quality, trained writing consultants, both at the main campus and Brentwood, we have begun to hire English MA candidates, who benefit from our training, while students benefit from more available consultant hours. Furthermore, at $17.84/hr., these graduate students cost the college much less than faculty consultants. Finally, mentoring and training these graduate students provides a knowledgeable pool of writing consultants and future instructors when these students graduate and are eligible to	*Reach out the local colleges and universities to recruit English graduate students *Interview and hire grad. students. *Mentor and train grad. students *Observe and evaluate grad. students. *Submit a RAP proposal in February 2016.	2016FA		Ongoing		We were able to hire fewer writing consultants this past academic year due to budget constraints, but we were able to maintain 5 hours per week for 15 weeks in the fall because of another funding source. However, this was not ideal, as our graduate students are a cost-effective way to provide quality services, and we hope to increase funding, as well as opportunities for graduate students, in the future.
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BIOSC	Reinstate Furloughed Time to Pittsburg Science Lab Coordinator	Reinstate the furloughed time (6 weeks) to the Pittsburg Science Lab Coordinator position. The restored 6 weeks would bring this central position to our departmental mission back to a 12 month position as it was originally written and instituted before the forced furlough.	Historically, the Biology Science Lab Coordinator position was a 12 month contract and this was appropriate for the demands of the position. Since the inception of the forced furlough in 2012, our department has fought to have this position re-designated back to its original status. This request applies to: College Strategic Priority #1: Increase Equitable Student Engagement, Learning and Success District Goal #1: Enhance Student Learning and Success. Since the furlough of this position in July, 2012, the biology department has increased the workload of our Pittsburg Science Lab Coordinator in three substantial ways. First, we have converted all of our lab classes from Hours by Arrangement to scheduled ('wet") labs. Second, we have more than doubled the number of sections of our majors courses, each with 6 hours per week of lab. Third, we have increased our course offerings by adding a new course to our curriculum, Human Biology (Bio 8) and have decided to start offering Ecology and the Environment (Bio 7) every semester. These changes all improve accessibility and pedagogy for students working to meet their biology requirement(s) but at the same time, have drastically increased the workload on our Science Lab Coordinator. To put this in perspective, during the regular academic year, the Pittsburg Science Lab Coordinator oversees 8 courses, is directly responsible for the lab preparation of 6 courses with a total of 19 lab sections per week. In summer, they handle 3 courses with 6 lab sections per week. Because the Science Lab Coordinator is integral to the successful operation of our department (including supervision of LMC's Nature Preserve),	1. Consult current Science Lab Coordinator for input on needs of increase to 12 month contract. 2. Write RAP outlining the necessity of increasing their contract (hence reinstate furloughed hours) 3. Enjoy working with a less stressed and more productive Science Lab Coordinator and appreciate improved departmental operations.	2016FA	Fall 2015			
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	DRAMA	Replace broken shop equipment	Replace broken shop equipment	The Table saw and Sliding Compound Miter Saw in our shop are the items that receive the most use and are not functioning properly and the safety mechanisms are broken and the items need to be replaced.	These tools are used to build every set housed in our theater.	2016FA		Completed	The shop received a new table saw and chop saw with refurbishment funds.	The new equipment is much safer than our previous equipment and will also last longer.

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
377	GOAL 1: Enhance student learning and success.	BIOSC	Achieve Stable Funding And Adequate Lab Assistant Staffing For All Non-Majors Biology Courses	We will use the LMC RAP process to try to achieve stable ongoing funding for lab supplies for all of our non-majors Biology courses. We will also use stepped up departmental recruitment efforts to hire additional student lab assistants for the non-majors Biology courses. This need is particularly acute for night sections, most of which currently have no available lab assistant to help instructors or students during the lab period or to help clean up the lab when the class is finished.	Our department has recently converted all non-majors biology courses from an hours by arrangement (HBA) lab format to a scheduled lab format with weekly or biweekly lab periods. Our current department budget was developed for the HBA lab format, but we converted all 15 sections of Biology 5, 10, and 30 into a scheduled lab format this semester. This change is permanent and ongoing, as we have already closed the biology learning center (our former HBA lab) and converted that space into a lab just for the Biology 5 sections. We have also added new sections of a brand new lab course, Biology 8 (human biology), which is now fully articulated with our transfer partner universities, and we have reinstated a regular ongoing Bio 7 section, which is necessary for some teaching credential programs. Needless to say, the far more sophisticated lab activities we now have our students perform in the scheduled lab periods require far more (and more expensive) supplies on an ongoing basis. We applied this past year for a permanent increase to our supplies budget to cover this increased fixed cost, but our department was granted only one-time funding for supplies. This extra one-time money is certainly welcome, and it will allow us to run our classes normally this academic year. However the money will be used up by the end of our summer 2015 session. Once our supplies budget drops back to its former level we will not have enough supply money to run our non-major's lab sections beyond the end of the Fall 2015 semester. Thus we have an	Prepare a new RAP proposal for a permanent increase to our department's base budget. Make as strong and persuasive a case as we can for this increase so that our ongoing budget rises to meet our new level of expenditures. Provide all instructors with handouts they can use to solicit the names and contact info of successful biology students who might want to become paid student lab technicians at LMC. We will focus especially on recruiting students who are willing and able to work evening shifts in the lab prep room.	2016FA				
378	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	BIOSC	Develop guidelines for students to receive Honors credit in BIOSC 20-21	We will develop projects or extension of class activities for students in BIOSC 20 & BIOSC 21, so they will have the opportunity to earn honors credit while completing these courses.	Students previously obtained automatic honors credit for successfully completing BIOSC 20 and BIOSC 21. New regulations from transfer institutions prohibit students from receiving automatic honors credit in these courses, so we are developing guidelines to allow LMC students to complete an additional project or extension of a current course project to earn honors credit. Since many students in each of these courses every semester are honors students, we will collaboratively develop guidelines so that any student entering BIOSC 20 and/or BIOSC 21 will understand what is expected in order for them to earn honors credit for these courses. This will streamline the	The faculty teaching BIOSC 20-21 will meet with the Honors Program Director at LMC to brainstorm ideas, decide on a plan for each course, and discuss a timeline for establishing the new guidelines. Faculty members will develop one document per course that explains the requirements for receiving honors credit in each course and will then meet with any additional faculty and staff members who may be involved in teaching the courses or in helping students complete their honors projects (for example, the MESA Director who coordinates the seminar series where students may potentially present their honors work). The faculty will also obtain feedback from the Honors Program Director before finalizing the	2016SP				
379	#1: Increase equitable student engagement, learning, and success.	ENGL	Expand and assess the accelerated pathway through the English Developmental sequence	Investigate and research the effectiveness of accelerated English courses on student success and completion, offer more sections of accelerated developmental courses, and train faculty in accelerated learning principles	This year we will build on the work of the past two years, continuing to access the effectiveness of acceleration, expanding the program and training new faculty. We hope to address the achievement gaps indicated in the SQL data, especially for African-American students.	Formative assessment Teacher training Continue research	2016FA		Ongoing	The Acceleration Coordinator, along with the English Department's Developmental Education lead, and with the approval of the English Department, created a course outline for the co requisite course (titled Engl 100S). The course outline was approved by the English department on 9/26. It was approved by the LMC Curriculum Committee in November, 2016. A few sections of the course will be held during the summer semester, before full implementation in the Fall 2017 semester. The Acceleration Coordinator and English Department's Developmental Education lead will offer a professional development workshop in the January Flex workshops in which they introduce Engl 100S and start training faculty members to teach the course. Additional training sessions will be held during the Spring 2017 semester to prepare faculty to teach the course in Fall 2017. Since the course has not been held yet, we have no data on disaggregated student outcomes	
380	#1: Increase equitable student engagement, learning, and success.	RNURS	Increase Program Completion of Non-Traditional Students	Increase support, services, guidance and resources to all students in an effort to improve the program completion of non-traditional students.	Core Indicator Data revealed that the non-traditional program completion rate is 13.06% below the standard. It is important to include non-traditional students in our program to support a diverse community. This objective is tied to College Strategic Direction #1 as we want to increase equitable student engagement, learning and success.	#NAME?	2017FA	2018 Spring	Completed	We implemented the LVN to RN short-term class for our Transition students. It was held the week before classes started in the 2016FA semester. We also offered test-taking skills workshops in the 2016FA semester and will be offering at least one (1) test-taking skills workshop during the 2017SP semester and after this semester has concluded Kaplan will be holding a 3-day NCLEX Prep workshop for our recent graduates.	This year we have seen improvement in our attrition rate for the LVN to RN Transition students (we lost one in 2016FA versus 2-3). In addition, this course has helped prepare our students for entering the third semester of the RN program and make it easier for them assimilate with the other students who are in the first year RN cohort. The test-taking skills workshops during the semester and for our recent grads has improved the NCLEX exam scores of our students. We have seen a rise in our percentage of graduate passing the exam on their first try. We will continue to hold the Transition class and the test-taking skills workshops.
381	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	BRTWD	Technology for Students	Improve Student Access to Technology	We want to improve equity and access to technology for Brentwood students. Every math class offered at the Brentwood Center has technology infused into the curriculum. Students are being short changed because currently students and instructors do not have equitable access to this technology.	1) Acquire a class set of TI-84 calculators for Statistics courses. 2) Every classroom at the Brentwood Center should have a smart podium with the correct image.	2016FA		Behind	Activity 1: A class set of TI-84 calculators was purchased for Statistics students through RAP. Also, we started a semester long calculator checkout program for statistics students that was funded by an equity grant. This activity has been completed. Activity 2: All smart podiums now have correct images. There have been no additional smart podiums added at the Brentwood Center. This activity has not been completeted	Students at the Brentwood Center now have equitable access to TI graphing calculators thanks to semester long checkouts and class sets of calculators that instructors can take into the classroom.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
382	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	BRTWD	Quality Math Education	Improve student access to quality education.	We want to align with the accreditation recommendation number 1 that Brentwood provide students with equitable access to student services and education relative to the Pittsburg campus. In order to help STEM students be more prepared for taking classes in the calculus pipeline, we need to restructure Math 40 and/or the sequence of classes leading up to Math 50. LOOK UP DATA. This will also prepare students for content requirements after they transfer.	1) Hire more full-time faculty in math. 2) Evaluate use of student tutors in class. 3) Replace Math 40 with co-requisite courses Trigonometry and College Algebra.	2016FA		Behind	Activity 1: The department received a replacement retirement position, but no new growth positions were added. Activity 2: Not done yet. Plan to give students survey during the Spring 2017 semester. Activity 3: Not done yet. Math department slightly changed Math 40 COOR to put more emphasis on Trig. The Pittsburg math department Scheduled a recent, productive FLEX meeting (Spring 2017), discussing this very issue with math faculty from Brentwood and Pittsburg. We look forward to seeing how this progressing and participating with the process.	
383	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		ADJUS	Promote innovation, expand organizational capacity, and enhance institutional effectiveness	Analyze scheduling patterns and program capacity	By expanding our capacity we will be able to serve more students.	Work with administration adding more introductory courses	2017SP				
384	#1: Increase equitable student engagement, learning, and success.		ADJUS	Increase equitable student engagement, learning, and success	Need to address achievement gap for African American students	Our results indicate that there is a -2.4% achievement gap for and a -13.1% success rate gap for African American students	Ensure lessons include relevant topics that address African-American contributions to the criminal justice field while affirmatively engaging African American students and demonstrating positive expectations for their success.	2016FA				
385		GOAL 1: Enhance student learning and success.	ETEC	Insure a reliable source of instructors for the day program.	Increase the faculty stability so the ETEC program can continue to be offered if adjunct faculty members are not available for day classes.	The ETEC program curriculum needs an instructor with many years experience in the industry we train for. This means part timers that are still working would not be available for day courses and retirees from this field have great retirement benefits and don't need or want to work any longer. Having another full time instructor will allow more time to work with individual students for more equitable student	Hire another full time instructor for the ETEC program.	2016FA	Fa 2015	Ongoing	Box 2a application has been submitted and approved. Interviews will be held in March.	
386	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	HONORS	Honors Faculty Professional Development	Organize professional development and mentoring opportunities for Honors Faculty	The backbone of the Honors Program is its curriculum. Therefore, maintaining a cohesive mission and agreement about academic standards among Honors Faculty is vitally important.	• Hold an Honors Faculty Retreat during Spring 2017 flex • Organize Honors Faculty Roundtable for Fall 2016 • Mentor Honors Faculty and provide them student feedback on their Honors Courses	2017SP		Ahead		Honors Faculty development has been very successful this year. Ten faculty and Dean Nancy Ybarra attended the Mills Faculty Roundtable in October of 2016 including three new attendees: Edward Haven, Bequia Sherick and Luis Zuniga. The Honors Faculty Retreat was held at the Big Break Regional Park Visitor Center during January flex and had a strong turnout. Marie Arcidiacono, Jennifer Saito and Alex Sterling shared their curricular innovations and we had an amazing tour of the Delta with Naturalist Mike Moran. In addition, several new faculty were able to attend for the first time including Edward Haven and Luis Zuniga. The Honors Faculty Retreats and Mills Roundtable create a sense of shared mission among honors teachers and exposes them to best practices among larger community of Bay Area honors educators. In addition, Honors Director Jennifer Saito is on schedule to meet with each of the twelve 2016-17 honors teachers to help them craft their enhanced curriculum and generally support their work. For new honors faculty, she has been able to meet even more frequently with them as they integrate into the 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 aforementioned activities. There is almost 100% re-participation in the program, meaning that almost every person who teaches an Honors Course, continues to teach
387	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Educational Master Plan	Facilitate discussion in the Planning Committee to develop the scope of engagement and process related to revising the campus Educational Master Plan for the coming decade.	The current Educational Master Plan expires in 2016.	a. Discuss and agree on best approach to create dialogue about the plan. b. Determine how the plan will be written (internal or external leads). c. Develop scope and schedule. d. Write the plan, communicate its content widely, gain constituency endorsement.	2016FA	2017 fa	Ongoing	Due to a delay in the hiring of a Senior Dean of Planning & Institutional Effectiveness, the facilitation of the discussion regarding the Educational Master Plan did not begin until our February meeting. The Planning Committee will be working with the District Research Office, Academic Senate, SGC, and other shared governance committees to form a Core EMP Planning Team to begin the process of developing our new Educational Master Plan.	The goal of the Educational Master Plan is to communicate the process, data, trends and implications, goals, objectives, and strategies that put the college on the right track for growth and success over the next 10-year period. The mission of Los Medanos College is to focus on student learning and success. By closely following this tailored program, carefully monitoring its implementation, and assessing and evaluating its progress, Los Medanos College will ensure a successful trajectory of healthy growth and long-term success for both the institution and its students.
388	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		LIB	Library Assistant Substitute Pool	Hire and train pool of substitute library assistants in order to maintain library operating hours when permanent classified staff is absent.	We do not have adequate substitutes available to cover complete operating hours in the absence of permanent classified staff. There is an increased demand for use of the library building outside of funded operating hours. Having a substitute pool would allow the library to support these functions without requiring overtime for permanent staff.	Hire qualified library assistants for substitute pool. Train substitutes so that they can run basic library function independently.	2016FA	Preferred end of Spring 2015.			

	College Strategic / District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	E	F	G	H	I	J	K	L	M	N
	D										
389	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	LIB	Library Resources Funding	Institutionalize funding for library materials and electronic resources.	Historically, funding for a large percentage of the library's electronic resources and print materials has been allocated through the state Library Materials and Instructional Equipment money. Given the importance of providing these materials to the students of LMC, this money should be integrated into the Library's operating budget to provide a stable and consistent funding source.	#NAME?	2016FA				
390	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness. / GOAL 1: Enhance student learning and success.	WELD	Hire a new part-time welding instructor	Our Saturday lab instructor (John Draper) is not desiring to teach beyond the spring 16 semester.	The Saturday lab is highly valued by many students as they can weld for six hours straight. It typically has many of our advanced students who want to finish the program faster or earn their certification in welding. It is also valued by those students who travel or commute far to learn to weld. The evening labs are not always a choice for those that live outside the area.	Work with the Dean and HR to advertise and find someone ASAP for the Fall semester.	2016FA		Abandoned	Still have not found a person who is qualified, available, and wants to teach. Interviewed many candidates but many did not have the correct credentials (degree) or experience, or dedication to work every Saturday. Joe has volunteered to teach Saturday lab until an instructor has been found.	Having another instructor to teach Saturdays gives students the ability to take the course but also another personality to deal with. Another instructor brings additional experiences and skills to the students and program. It also creates another person to rely upon in case one of the present instructors cannot work.
391	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources. / GOAL 4: Be good stewards of the District's resources.	WELD	Permanent Budget Increase for the Welding Technology Program	Obtain a supply budget increase for the Welding Program	The cost of welding fillermetals, electrodes, and gases has risen dramatically in the past few years and the budget is not meeting the needs of the program. It is expected to run a large deficit this summer.	Present a Rap proposal detailing the needs of the program and requesting additional funds be placed in the welding supply budget.	2015FA				
392	/ GOAL 1: Enhance student learning and success.	LIB	Sustain Faculty Coverage of Reference Desk	Continue to provide uninterrupted reference service at the Library Reference Desk during all operating hours.	Beginning Spring the Library is required to extend its hours of operation to accommodate the use of the Library computer classrooms by non-library courses. There was not a corresponding increase to the adjunct librarian budget leaving the reference desk un-staffed for 13 hours a week. Currently the Library is open 61.75 hours per week, but is only able to offer 45 hours of reference desk service due to a limited budget for adjunct librarians and the non-desk responsibilities of the three full time library faculty. Additionally, research consultations and library instruction sessions are more time intensive activities and further reduce the library's ability to offer drop in reference services. We are currently the only library in the district without a reference librarian present during all open hours. With increased funding for the 2013-2014 school year, in additional to .5 release time back fill, the library is able to staff the reference desk for almost all operating hours. Reference service was restored to begin at	- Spring 2013, submit RAP proposal for additional funding to increase the reference desk coverage in the evenings. - Spring 2014, submit RAP proposal for additional funding to increase the reference desk coverage and the create a pool of adjunct librar	2020SU	ongoing	Behind	Funding for adjunct librarians was again given as a one time allocation.	Students continue to have access to library faculty at the reference desk.
393	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources. / GOAL 1: Enhance student learning and success.	INSTOF	Implement META CurricUNET module.	META Upgrade Conversion Implementation	This is an on-going project to move our tracking and assessment of COORs and SLOs to an electronic medium that creates greater efficiency and effectiveness.	Faculty/Staff training Summer/Fall 2015	2015FA	Spring 2016			
394	#1: Increase equitable student engagement, learning, and success. / GOAL 3: Create a culture of continuous improvement and tangible success.	ATH	Increase hours for Athletic Trainer to be compliant with CCCAA rules and regulations	Currently, the Athletic Trainer position is a 10.5 month position which we would like to increase to a 12 month position.	According to the California Community College Athletic Association (CCCAA) Bylaws as stated in bylaw 9 of its Constitution defining Medical Policies and Procedures, all sanctioned CCCAA contests including traditional and non-traditional seasons of games and scrimmages an Athletic Trainer must be present. In addition bylaw 3 establishes these seasons of sport, and in turn represents a legal duty to have an Athletic Trainer present at defined events. These seasons run roughly from August 15 until July 20, months currently not covered by our 10.5 contract.	Write a RAP proposal supporting the increased coverage of our Athletic Trainer from 10.5 months to 12 months. Provide coverage during summer months for student athletic competition during non-traditional seasons.	2016SP		Completed		
395	#1: Increase equitable student engagement, learning, and success. / GOAL 2: Strengthen current and create new partnerships.	MUSIC	Getting C-ID course approval for all courses needed for the AA-T degree	The current CID courses do not align completely well with our Music classes offered at LMC. We need to get C-ID course approval for all courses needed for the AA-T degree.	AA-T is important to the college. The music department will do their best to coordinate and align their courses to the CID requirement	Discuss with faculty to resolve the LMC music courses with the CID state courses.	2016FA		Completed	All the courses at LMC that did not align with the State CI-D courses were revised and approved by the Curriculum Committee. They were submitted to the State for approval.	Students will be able to transfer using the AAT transfer model for State Universities and Colleges as a result of this alignment with the State AAT transfer model.
396	#1: Increase equitable student engagement, learning, and success. / GOAL 1: Enhance student learning and success.	PUENTE	Implement a 3 unit personal development course.	By Spring 2016, Puente plans to implement a 3 unit personal development course.	This course will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC). Our target is to offer this course for first year Puente students during their second semester. This objective aligns with our District's strategic goal #1 "student learning and success."	Conversation regarding this 3 unit course began in Spring 2014. In Spring 2016, we will finalize the implementation of this 3 unit course.	2015FA				
397	/ GOAL 1: Enhance student learning and success.	PUENTE	Double the amount of transfer ready students.	By Fall 2016 Puente plans to double the amount of transfer ready students.	Our target is to reach 25% of transfer ready Puente students in comparison to the general population. Puente is intended to be a transfer program; therefore it is important to increase our transfer rates and completion of degrees.	Continue to provide intrusive counseling services and encourage Puente students to take advantage of accelerated Math 29 or Math 27 to help complete the math sequence earlier.	2015FA		Completed	Within two years, 39% of the students in the 2012 cohort were transfer ready and 30% of the 2013 cohort transfer ready.	Puente partnered with Transfer Academy during the 2015-2016 school year (and has continued that partnership), so we expect the trend in having transfer ready students within two years to continue.

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
398	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	FIRE	Secure funding for our expanding offerings/classes and to support our EMS program	1. Identify and facilitate a source of funding to replace medical supplies used throughout the semester 2. Increase our efficiency by proper funding of our equipment either by replacing it or upgrading it to current industry standards. 3. Current AHA ratios for CPR dictate that every 8 students additional instructor must be present. Currently we have 16 students assigned to one instructor. 4. A new EMT class every summer has been created, there is no funding for this FTE rich and popular clas	1. By bringing much needed resources we can recruit and retain more students. this is in line with the strategic goal of student success and retention. 2. By having the proper ration of students to teacher we can graduate more students from our program, this goes to the core of student success.	1. Secure funding to replace medical perishable or disposable medical supplies, currently we rely on donations and we have old outdated equipment. There is no system in place or budget for the replacement of our perishable supplies example CPR masks, cardboard splints, o2 masks etc. 3. Fund instructional assistant (one) every CPR card to meet ratios. 4. secure more funding to be compliant with the student to teacher ratio in EMS / 6/1. Currently we have ove	2015FA	Fall 2016	Behind	We need to allocate some extra monies to comply with ratios established by our regulatory agencies such as the AHA and California EMSA. At this time we are streching our EMS (EMT) budget to cover the cost of these additional classes. We are requesting that every CPR class, EMS 14 has an allocated separate budget to pay for 2-3 extra assistants.	A valid CPR card is a prerequisite for entrance into an EMT program, without these cards the enrollment in our high producing EMT programs will fall way below current levels.
399	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 1: Enhance student learning and success.	FIRE	Fire Academy Modernization/ institute a logisitic coordinator position	Create a part time position to facilitate equipment and resources needed at the Fire Academy. This move would modify current Fire Academy practices in order to help meet current industry standards and new state mandates starting January 2016.	The Fire Academy requires a large amount of coordination specifically with resources and equipment. The responsibilities for the daily operations of the Fire Academy currently fall on a full-time Faculty member, who is also the Department Chair and the Fire/EMS Program Coordinator. The Logistic Coordinator for the Fire Academy would assist with the following: 1. Inventory equipment, maintenance of equipment and tracking of needed resources. This requires an individual to work nights and weekends, 2. The tracking of this equipment requires this individual to travel from LMC to the Fire Academy (located in Concord) to set up equipment and/or procure	1. Allocate resources to improve fire academy curriculum 2. Further develop a strategic part time position to assist with equipment and resource planning intended to meet the new Firefighter 1 Curriculum that ALL Fire academies must meet by January 2016. 3. Appoint a liaison with Contra Costa County Fire (current industry partner) and develop a conduit to share resources and institute creative solutions. This will assist in bringing us into compliance with the new Firefighter I Curriculum (as stated above).	2016SP	2017FA	Ongoing	Public Safety Coordinator position was created and will be staffed shortly	Once our Public Safety Coordinator comes on board he/she will manage all logistic and strategic functions for our FIRE Academy. This position will have direct physical oversight at our drill tower and will augment our academic personnel onsite. Thus allowing the department chair and primary full-time faculty more time to develop curriculum and work with students.
400		GOAL 1: Enhance student learning and success.	FIRE	Improve delivery of fire academy	Objective is to technically improve the current fire academy in order to meet California State Fire Standards. This will include additional training hours,. increase in instructor hours and increase in overall academy costs	The California State Fire Marshall Office recently made significant changes to the state standard delivery of accredited fire academies THROUGHOUT THE STATE.In order to maintain our certification we must adhere to their plan	1.Increase in Academy training hours 2. Increase in Instructor hours 3. Increase in academy costs	2016SP	Fall 2017	Ongoing	Current changes to State FIREFIGHTER 1 Curriculum calls for a variety of evolutions such as live burns and others. These evolutions or classes are not only time consuming and require additional staff for safety purposes but also require expensive equipment such as gas props, auto props and facilities that are complaint with NFPA mandates and CAL OSHA regulations. We still need more funds to do this, estimated $40K -75K dollars.	CSFM (California State Fire Marshall) and SFT (State Fire Training) has a list of equipment and facilities needed to pull off our next Fire Academy. We are still in need of several props and other materials which call for an increase in funding.
401	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	BRTWD	Math Course Offerings	Increase math course offerings to give students more options.	To support the diverse group of students that we serve, we want our course offerings to be diverse as well. To achieve this we need to expand options in terms of days, times, format, access, and pace. LOOK at DATA at other colleges.	1) Hire more faculty (part-time and full-time). 2) Increase evening offerings. 3) Add online offerings. 4) Give students acceleration options. 5) Start a self-accelerated algebra option.	2016FA		Behind	Activity 1: Department hired several adjunct faculty over the last year and received one full-time retirement replacement. We still need additional full-time faculty and a larger more diverse adjunct pool. We are constantly interviewing candidates. Activity 2: Scheduled first evening Math 29 section for Spring 2017. It is hard to increase evening offering because of limitations in room availability, partially due to one day a week classes offered by other disciplines. Activity 3: Offering hybrid math 40 section for Spring 2017 and Summer 2017. Offering completely online math 30 section for Summer 2017. Activity 4: Continue to offer calc path sequence every semester and Math 28/34, Math 29 options Activity 5: no movement on this yet	For this first time ever Brentwood will be offereing hybrid sections of Math 40 (Spring/Summer 2017) and a completely online section of Math 30 (Summer 2017). Also, adding an evening section of Math 29 (Spring 2017). We added a section of Math 37 for Spring 2017, which was closed with a full waitlist on the first day of class. Although this does not fit with any of the activities listed for this objective, it does fit with the rational for this objective. In Spring 2017, there are two new adjunct faculty teaching in Brentwood.
402	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	ENGLD	Supplemental Instruction	We intend to provide extra support for students in English 95 to help them succeed in the course.	We are drastically changing our DE sequence, offering more English 95 sections and fewer English 70 sections, and so more students placed at the English 70 level will be taking English 95, a much more challenging course. Because of this, we want to provide extra support for some of these students who want or need it. Supplemental Instruction is one idea we have for providing this support.	Develop a pilot program: 1. Start by piloting SI in one English 95 Umoja section 2. Evaluate the success of the pilot and determine if more English 95 sections should use SI	2016FA		Abandoned	In the fall of 2016 we did an informal supplemental instruction pilot in the Umoja English 95 section. After the pilot, we came to the conclusion that since English 95 is already a 5 unit course (6 hours/week), requiring students to do additional hours outside of the already long class was not an effective use of time or money as students were feeling overwhelmed.	N/A
403	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 2: Strengthen current and create new partnerships.	ATH	Bolster Athletic Department for recruitment purposes	Enhance our current Athletics Department in hopes of increasing the number of student athlete recruits from our current area and surrounding areas through improved athletic and academic programming for student athletes, maintenance and creation of existing and new community partnerships making LMC a desired destination for students interested in intercollegiate sports.	Currently, while LMC Athletics Department has had a long history of providing excellent athletic and academic programming for student athletes, it is necessary to increase our visibility to our community and surrounding areas as a premiere destination for student athletes seeking to transfer into the NCAA/NAIA intercollegiate sports arena. Improving our current program by bolstering athletic, academic, recruitment and community partnership will increase overall FTEs, redefine our current image and make us a viable choice for student athletes looking to continue intercollegiate competition at the four year college level.	Enhanced recruitment of local and out-of-area student athletes Hiring of full-time coaches Maintain and create new community partnerships Enhance current academic support for student athletes	2018FA		Ongoing		

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I	J	K	L	M	N
404	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	RA	Updated COORS	The department will update all COORs in 2016 -2017 and submit them to Curriculum Committee.	Required by law.	All members of the department, full and part time, will be involved in writing these COORs.	2017SP				
405	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	LIB	Library Classified Staffing Levels	Examine classified staffing levels to measure their effectiveness in meeting the demands of a growing student body and LMC community, both in Pittsburg and Brentwood and strive to match staffing levels with demand.	Currently 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. Full-time librarian(s) may be on leave.	#NAME?	2016FA		Completed	A full time Sr. Library Assistant was hired in August 2016.	We have at least one full time senior level classified staff member present during all open hours.
406	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 3: Create a culture of continuous improvement and tangible success.	CSVC	Retain High Production Copy/Printing Machine	Retain additional high production copier to address increased volume of copy/print jobs.	To eliminate major delays in production as well as save wasted material costs due to malfunctions and service down-time. To better keep up with "rush period" orders, and module production.	Maintain current copier and ensure that it operates effectively during peak season Determine ways to maximize the usage of the copier during rush and non-rush period.	2016FA				
407	#1: Increase equitable student engagement, learning, and success.	GOAL 2: Strengthen current and create new partnerships.	EOPS	Increase recruiting efforts	During spring 2016, increase the variety and quality of recruiting efforts, especially to minority males.	• There are several feeder High Schools from which our students come and several of their principals sit on our Advisory Board. These principals intimated to us the lack of presence on their campuses about the college and especially about EOPS. EOPS agrees that in order to make progress with these partners who send many of their students to LMC, and who are in need of strategies to help their minority students, there needs to be a consistent presence on these campuses.	• Outline the benefits increased recruiting efforts to partners • Identify network partners/feeder schools • Develop recruiting model/strategy • Present model for recruiting to Board • Identify liaison at feeder sites • Identify student interests to connect with campus partner • Follow up with student and feeder school	2016SP		Completed	Conducted 3 week high-school to college transition program, enrolling 36 males in to cohorts. Participants enrolled 2 credits after completing the COUNS 30 and 32 as a part of the program, College Prep Academy.	1) Created pipeline for high school students to gain employment 2) Increased student knowledge of steps needed to navigate the enrollment process, including 3SP recruitment 3) Increased student knowledge of student support services and staff 4) Created a sustainable peer-to-peer networking system, formal engagement between students and administrator, as well as classified staff 5) Exposed students to potential transfer destinations through college tour 6) Transitions from workshop-based transition program to college credit-bearing academy 7) Established partnerships with community agencies emphasizing the higher education for males of color
408	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MESA	Industry Involvement	Increase MESA industry awareness and relevance	Collaborate with industry professionals in order to get feedback and insight to build a successful program in creating industry ready professionals. Tours and Internships are an important part of exploring a career and building competitiveness for school and job applications.	1.Increase industry representation on the MESA advisory board 2.Increase local internship opportunities for MESA students 3. Increase local industry tours for MESA students	2016SP				
409	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	MESA	High School Outreach	Create a STEM outreach activity targeted at two feeder high schools	This outreach effort will result in collaboration and increased enrollment from our local high schools especially among our most underserved students.	Create an Interactive Walk on Water event at LMC	2017FA				
410	#2: Strengthen community engagement and partnerships.	GOAL 3: Create a culture of continuous improvement and tangible success.	EOPS	CARE Support Group	To provide a safe and comfortable environment for students to share fears, challenges, goals and dreams	• One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem, confidence and resourcefulness. 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 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	• Increase Support Group meetings to offer more opportunity for safe space • Continue two-workshop requirement • Facilitate workshops to offer community services dealing with basic needs including food, clothing, shelter, safety	2016FA		Abandoned	The issue of staff-student boundaries required the discontinuation of this activity.	
411	#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Provide Professional Development for staff	In order for staff to perform their jobs better, provide more opportunities for more staff to attend conferences. Information gained and networking capabilities is invaluable.	Normally the director and leads attend most of the conferences. This past year we focused on sending additional employees to conferences based on their jobs. The staff have felt this is very beneficial and it has added to their level of expertise in their job assignments.	Continue sending employees to conferences.	2016FA		Ongoing	We are continuing to send employees to workshops and conferences as time and budget allow. This will continue to remain on our goals.	Employees who are able to enhance their jobs by attending workshops and conferences are better able to perform their jobs. They are better employees.

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		COMSC	Increase ability to offer a range and depth of course offerings each semester.	Increase ability to offer a range and depth of course offerings each semester by recruiting more part-time faculty into the pool for Computer Science.	The current department pool of adjunct faculty is near maximum load and has limited flexibility (e.g. ability to teach days, subject matter expertise in sub-disciplines).	Advertise through a range of means and mediums for adjunct professors. Interview applicants and place into a pool. Work with DVC to utilize their part time faculty pool as feasible.	2017SP		Completed	This has been essentially incorporated into the ICT objective from 2016-17 and the BIW (Business & Information Worker)& ITTP (IT Technical Pathway) objective in 2017-18.	
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.		LIB	Technology Upgrades	In order to provide our students with means to discover library resources, the libraries must invest in technology.	The new generation systems will create significant efficiencies in staff workflows, include cloud based computing which will reduce maintenance costs and improve reliability, and will greatly improve the student user experience.	Migrate to a new library management system Implement a discovery layer Continue to select electronic resources that meet the needs of students and faculty at LMC	2016FA		Completed	The library migrated to Innovative Interfaces' Sierra integrated library system on June 1, 2016. The discovery layer is live and being rolled out.	The system launch was very successful. All library faculty and staff have participated in training on the different products, with additional training scheduled for 2017.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Automate Nursing Program Application Process	Automate the RN and LVN nursing application process so that students apply online to the various programs.	Every year we receive 500-600 applications for RN or LVN, transition or advanced placement. Each application has to be submitted by the student, then the staff evaluates each application and communicates with the students by letter. The list has to be organized, checked and rechecked and the random selection processed. Unfortunately the staff are too busy processing evaluations to think outside the box to come up with new idea and manage a project such as this. The A&R Director has worked district-wide with various groups in automating several processes and felt this would be a perfect opportunity to reach	Visit other schools who have an automated application process for nursing. Prepare a proposal including timing, resources, testing and staffing to accomplish this goal.	2016SP				
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		WELD	Restore Daytime Tool Room Laboratory Equipment Technician II Hours	Increase the tool room staffing from 10.5 months to 12 months. This will provide better support for our summer classes which is currently staffed the first two weeks.	The tool room provides support to our programs by making sure the students have the proper tools and materials to be used in our labs. The Welding program students check out supplies and tools from the tool room to use inside the welding lab everyday. Not having an organized tool room operation keeps the student from obtaining their career goals and succeeding in our classes. Since the tool room hours were reduced by budget cuts, they have not been able to perform shop maintenance which is a safety issue for all Voctech programs.	A RAP proposal has been submitted requesting an increase to existing permanent classified position hours	2015FA				
	GOAL 3: Create a culture of continuous improvement and tangible success.	ENGIN	Obtain a 3D Printer	This will enable students to create rapid prototypes. It will enhance the Manufacturing Processes course, ENGIN 38.	This will enhance student learning. It will also enhance student engagement.	Buy 3D Printer Install 3D printer	2015SP				
	GOAL 1: Enhance student learning and success.	PTEC	Work to add contextualized Physics 15 course to schedule	Increase number of Physics 15 sections.	Physics 15 is a requirement for entering PTEC students. At the moment, there aren't enough sections of this class to allow PTEC & ETEC students to fulfill this program requirement.	Request that more sections of Physics 15 be added to schedule	2015FA		Completed	We worked with Physics faculty to include industry examples in their courses and to familiarize them with the process technology career and work. Additional courses were added to the schedule.	Number of complaints about Physics being a bottleneck have been reduced and students are now taking the course early on in their studies. This helps understanding of advanced program material.
#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Purchase additional equipment--color printer	A color printer will help the students review their evaluation results more clearly. With the new Hobson's suite of products, Degree Planner and Early Alert, it would be helpful to have a color printer to provide detailed materials for training sessions of the counselors, faculty and staff.	When A&R processes evaluations, we print the electronic degree audit and mail it to the student. We process over 1,000 evaluations each year and when we send the evaluation, the students don't understand some of the elements because it is in black & white. A color printer would delineate the different sections and make it easier to understand, which would eliminate many phone calls. With the new Hobson's suite of products, Degree Planner and Early Alert, it would be helpful to have a color printer to provide detailed materials for training sessions of the counselors, faculty and staff.	Purchase color printer for use by evaluations office. Color printer to also be used for Hobson's Implementation team.	2016FA	Fall 2016	Abandoned	This request has been made by the staff, but processing of evaluations have changed. We now email the evaluation to the student which eliminates the need for printing.	N/A
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	AR	Open a Veterans Resource Center with appropriate staffing	Establish a Veterans Resource Center for students returning from combat and attending school. Provide counseling services. Provide a coordinator for oversight. Hire veterans as student workers and for peer mentoring.	Returning veterans arrive on campus as an at-risk population for three primary reasons : • Most veterans have not attended formal, traditional academic programs for several years • Veterans can often be described as nontraditional learners • Many OEF and OIF veterans return with a traumatic brain injury (TBI), post-traumatic stress disorder (PTSD), or other disabilities that pose substantial barriers to academic success A veterans resource center would provide an entry point for student veterans as they navigate the civilian and academic world as well as provide a study space, computer access, referral services, private counseling area and lounge. Ideally, the center would be staffed by a full-time coordinator who would provide assistance on navigating the different application processes for returning veterans; college admissions, scheduling assessment and/or	A location has been defined for the new Veteran's Resource Center. Paint and carpet are being completed in January, 2016. Grants have been obtained for furniture and computers and they have been ordered. A coordinator must be approved to manage and coordinate the center and oversee the student workers. A line item budget must be established to fund expenses associated with the Veteran's Resource Center.	2016SP	Fall 2015	Behind	We have opened the VRC in April 2016. However, we have no funding. We received outside resources to provide some furniture, but we need more. In Fall 2016, we mainly used Veterans student workers to oversee the center. We had some equity funding to have an employee in the center for 30 hours a week. This allowed us to "limp" along, but was not idea. For Spring 2017, we have a counselor, a wellness counselor and certifying officials, along with our Veterans student workers. We really need a coordinator. With partial people in the center, we are not able to realize full potential to assist our veteran students.	Hire a Veterans Resource Center Coordinator. Finish furnishing the center. Establish a budget to help with activities.

College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
	GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Restore Staffing to 2011 Levels	In 2011 the department lost 1.25 FTE to layoff which has caused significant problems for smooth functioning of the office. We would like staffing restored to 2011 levels.	In the 2011 budget cuts, an A&R I position was cut from 100 to 75%. This position has been restored to 100% as of July 1, 2014. 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 position but replace the senior with an 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	Recruit for an additional employee at the A&R I level to facilitate office needs	2016FA		Not started	The requested position has not been funded.	The workload continues to increase in Admissions & Records. We have hourly workers who help with the needs of the office, phones and counter. This is not an efficient method to staff the office. The hourly employees change constantly. Most departments on campus have a higher pay level than A&R, with considerably less stress and workload. Trained hourly employees move out of A&R to take these higher paid positions. We need a position to assist in the workload of the office.
#3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Establish cycles	Establish with the Planning Committee and District Research regular cycles to review the mission statement, for planning and to conduct surveys.	As part of our continuous improvement, we need to establish a periodic review of our mission statement, conduct surveys, review progress on existing plans.	1. Review cycle for Mission Statement 2. Student Satisfaction Survey 3. Employee Satisfaction Survey 4. Other plans	2016FA	2017 fa	Ongoing	A grid was developed two (2) years ago for the Program Review cycles and some College Plans, however once the new Senior Dean of Planning & Institutional Effectiveness begins he/she will be reviewing this grid and with the Planning Committee will work to incorporate other College Plans and Surveys in to the cycles.	Once the expanded grid is developed placing all College Plans, Surveys, etc. in their respective cycles this will help better align College goals, objectives, activities and initiatives.
	GOAL 3: Create a culture of continuous improvement and tangible success.	TRAVL	Promote Student Completions (Degrees and Certificates)	Completion rates (degrees and certificates) for travel students will meet or exceed the standard.	This objective is ongoing. We will continue the activities that are proving successful in increasing the number of travel awards.	1. Identify and contact individual students who are eligible to apply for certificates and/or degrees. Encourage them to apply for all awards for which they are eligible. This is necessarily time consuming but seems to be the only way to ensure that students understand the importance of applying for all certificates. 2. Post information about certificates and how to apply for them in all of our course sites. 3. Include information about certificates in all online orientations and the travel web page.	2016SP				
#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	AR	Increase International Student Program & Provide More Support	We would like to have more international students attending LMC. And we would like to provide more support services to the students who are already attending.	International student bring a wealth of cultural diversity to the campus. By providing more support to the ones who are here, we are helping them to succeed. By increasing the number of international students, we have more of an opportunity for cultural diversity. The district has hired an International Dean to serve all 3 colleges' international student needs. He understands we are interested in growing our program and providing more support to our international students.	Build an online orientation so that students can be oriented before they enter the country. Build a more comprehensive face-to-face orientation once the student arrives. Reactivate international student club. Arrange for peer mentors. Arrange for tours of campus.	2016SP	Fall 2016	Abandoned	The college has hired a Director of International Education to take over on improvements on the program. The admission and registration will be handled by A&R, the support and management of the program will be handled by this person. Therefore we are abandoning this item.	N/A
#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	COMSC	Research and develop a Cybersecurity program	Working with CyberWatch West and the ICT Sector Navigator, develop the curriculum for a cybersecurity certificate and/or degree an initial step to becoming a potential Cybersecurity Center.	Through the NSF funded CyberWatch West and the State funded Doing What Matters, cybersecurity has been identified as an area of high job demand and accordingly a need for certifications and degrees in cybersecurity. Students that complete a degree in cybersecurity that is nationally recognized by the Dept. of Homeland Security and the NSA will be in demand.	Become a CyberWatch West member. Using the mentor services of CyberWatch West, revise course outlines of record to align with cybersecurity knowledge units. Work with the Office of College Advancement on possible HSI grant.	2017FA		Behind	The college did not receive the HSI grant. The effort will now be refocused on utilizing the Strong Workforce program.	
#2: Strengthen community engagement and partnerships.	GOAL 1: Enhance student learning and success.	VONUR	Development of Los Medanos Student Health Center	In East Contra Costa County there are extreme health disparities. In addition, finding appropriate and available clinical sites for our nursing students is often problematic. The development of this center would address the health needs in our community while educating our nursing students and serving the at-risk populations.	The LVN students and RN students participated in Contra Costa County Stand Down on the Delta which provided many services for homeless veterans. During this event it was noted the large number of veterans and members of our community who are without healthcare and are in great need of it. As of 2013 21.9% of the people in Contra Costa County did not have health insurance coverage.This center would help to serve those in our community who are uninsured, under-insured and undocumented. While providing an excellent clinical learning environment for our students.CSU East Bay is interested in partnering with us in this venture as they have dearth of community health sites.	#NAME?	2017FA	2018FA	Abandoned	Due to lack of financial resources and funding available from the State, County and private industry we are not able to pursue the design for development of a Student Health Center. We may revisit this center after the new Student Union Center is built in 2020.	
#1: Increase equitable student engagement, learning, and success.		VONUR	Chancellor Point System Pilot Project	The LMC Nursing Programs has utilized a random lottery selection for admittance of qualified applicants to the program. We would like to run a pilot system to determine if the Chancellor Point System would affect the non-traditional participation and completion rates of our program.	According to Core Indicator Data 5A (non-traditional student participation) we are 12.84% below the standard and 18.42% below the standard in Core Indicator 5B (non-traditional student completion). For example, during the last random selection there were 10 male qualified applicants through the random selection only 1 male applicant was selected. With the Chancellor Point System (which many other community colleges currently use) we can work to greater diversity in our program.	-Request funding for additional time required of staff -Collaborate with Admissions & Records, the District Office and the State Chancellor's Office on implementation of project, collecting data and analyzing data for publication	2018FA	2019SP	Abandoned	The Chancellor Point System Pilot Project at this point is only being designed and implemented for the RN Program. We are consequently abandoning this objective.	

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity		Timeline 1	Timeline 2	Status	Status Reason	Improvement
	C	D	E	F	G	H	I		J	K	L	M	N
427	#4: Invest in technology, fortify infrastructure, and enhance fiscal resources.	GOAL 1: Enhance student learning and success.	RNURS	Clinical Technology and Clinical Excellence	In an effort to prepare our students for an ever-changing clinical milieu the LMC Nursing Department must offer cutting edge technology. Recent developments in equipment, computers and learning tools necessitate us to expand our instructional resources in order to offer the best instructional and clinical experience to prepare students for a career in Nursing.	100,000 people are killed every year due to medication errors. Many hospitals now employ a Pixis machine to dispense medications while reducing errors. We need to be able to train our students on this technology to prepare them for the workforce. In addition, many hospitals are using an infrared vein locating device to draw blood and start IVs. We need to acquire these devices for our students to be trained of their usage. Finding clinical placements for Labor and Delivery is becoming increasingly difficult. The Board of Registered Nursing has allotted 25% of clinical experience to be done virtually (i.e. using technology). We need to increase our current technology in our Skills Lab and we would like to add the component of virtual simulation. All of these advances in medical instruction technology would increase our student success rate and the rate of our students employment in the medical field.	#NAME?		2016FA	2018SP	Behind	Due to a limited budget for RAP proposals we were unable to receive the funding for the purchase of a Pixis machine, an infrared vein location device, a Sim-baby, a sim-Mom and a V-Sim. We have developed recent partnerships with the John Muir Community Health Foundation as well as are looking for applying for funding for equipment through Workforce CTE Enhancement Funds and Perkins.	As this objective is behind schedule we have not yet seen any program improvement as none of the equipment items have been purchased due to lack of funding. We hope to see program improvements from this objective as soon as funding is acquired to complete it.
428	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	LIB	Library Outreach	Continue ongoing efforts to publicize and encourage a wider use of library resources and services by students, faculty, administration and staff.	The Library participates in a variety of activities to increase awareness of library resources and services by students, faculty, administration and staff. Students surveys have indicated that not all students are aware of the full range of library offerings available to them.	Provide library info sheets in new students and faculty orientation packets. Presentation and passports for all new tenure track faculty hires. Announcements of new and ongoing services publicized in the Student Services e-Newsletter Publicize new resources with targeted/all campus emails, posts on library websites. Offer flex sessions for all employees, specific departments and based on specific resources. Library programming such as Books Alive increase campus wide Library awareness. Library marketing efforts such as bookmarks, buttons, posters, fliers.		2020SU	ongoing	Ongoing	Library outreach efforts continue to evolve and now include a greater reach in Brentwood. All noted activities are ongoing. A new library newsletter (Shhhh!) was launched in December 2016.	
429	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	LIB	Saturday Library Services	Open the library on Saturdays and provide circulation and reference services.	Students need access to library materials and reference assistance on the weekends.	Determine number of open hours and schedule that works best for the most students. Schedule librarian, library assistant and student worker to maintain minimum staffing levels.		2016FA		Completed	The library has been open on Saturdays beginning Aug. 20, 2016.	The library is being used on Saturdays by students and faculty.
430	#2: Strengthen community engagement and partnerships.	GOAL 2: Strengthen current and create new partnerships.	ART	Stipend increase for Gallery Director	Raise yearly director budget from $2700. to $4000.	The director's responsibilities have increased with the expansion of gallery events, exhibitions and promotions. The stipend raise helps covers 10 months of planning and execution. The gallery begins exhibitions in August and completes its last show of the school year in May—10 months on average. Additional compensation is paramount for the director to appropriately research entrepreneurial funding for the LMC gallery in the form of national/international juried exhibitions.	Director works with staff to train students in the intricacies of running a business as well as outreach to local high schools, community groups, bay area colleges,emerging and mid career artists of renown. Among many benefits to the college include enhanced profile and reputation, cross discipline partnerships , and educational opportunities in the form of artist talks, symposiums and workshops free to all students at Los Medanos college and surrounding community. Research entrepreneurial funding and implementation within college system.		2015FA	Spring 2016	Completed	Stipend Increased. Goals listed in activities section are being met and reoccur yearly.	Students across the Los Medanos College campus have continued exposure to community art and established artists. Monthly art receptions engage the campus life and public with conversations about art and process in a social setting. Artist talks are promoted and designed to encourage visitors to interact with professionals in the field. This exposure has proved especially successful with the art history and studio classes. Student workers typically hold the job for 3 semesters, becoming trusted employees as they learn important skill sets like gallery maintenance, physical organization of office and work area, hanging artwork and signage, arranging lighting, and good communication skills with the public, co-workers and director.
431		GOAL 1: Enhance student learning and success.	ART	Hire new full time 2D media specialist	We need a full time 2D media specialist in order to secure the position of these important disciplines within our program. Student completion of our program, either by transfer, certificate, or degree will be enhanced by the additional commitment and availability that a full time faculty can bring to this area.	We have had (and currently do) adjuncts teaching full or near full time loads for many semesters, and still have available load for additional adjuncts. This is the one traditional component of a comprehensive art program that remains unstaffed by full-time faculty. We were ranked 7th in the latest Box 2A process and will continue to apply until funded.	Box 2A process, complete the forms and interview questions, etc.		2015FA		Ongoing	We are continuing to need adjuncts teaching at full time load as they are eligible to cover essential classes in our program, and have to juggle and struggle with the schedule each semester to make it happen. As a department we continue to emphasize the need for a full time position in drawing and painting, which are both fundamental processes for art students who plan to transfer. In addition, these are well-enrolled classes	
432	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	LANG	Addition of AA-T/TMC in Spanish	Addition of the Spanish major and TMC/AA-T	The state of California, LMC and students have expressed an interest in the Spanish major addition to our existing degree options.	CID applications- completed Course Additions (Conversational) Completed Final TMC Template to Office of Instruction- Spring 2016 Response from Chancellor's Office		2016FA		Completed	Completed	The addition of the new AA-T in Spanish has already brought more interest by students into completing higher level courses in Spanish. This was a wonderful addition to our department offerings of certificates in language acquisition.
433	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	LANG	Hiring of Full-Time Faculty Member in Spanish	Addition of full time instructor to World Languages Dept.	Faculty retirement and need for full-time instructor (as we apply for the AA-T)	Box 2A- Completed Job Posting and Preparation for Interviews, Completed Job Hire Fallr 2016		2016FA				

	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Timeline 1	Timeline 2	Status	Status Reason	Improvement
434		GOAL 3: Create a culture of continuous improvement and tangible success.	ART	More classified hourly support to help our students to complete transfers, certificates, or degrees	More classified hourly support for out-of-classroom activities that help our students to complete transfer, certificate, or degree programs, activities such as advising, documentation of artwork/portfolios, program assessment, student conferences, internships, art gallery shows/competitions/events, complex ordering of needed materials and supplies (from digital design software to oxygen and acetylene tanks)	This position is key in helping increase and maintain enrollment by providing information about transfer curriculum, etc., to our students and scheduling advising to go with it, helping with internships, helping with graphic arts CTE administrative processes, and helping the gallery assistants and the gallery director install the shows and organize receptions and documentation of our events, and also helping with off-campus activities of our students at conferences and events that showcase our program and students' work to the public (and demonstrate our culture of continuous improvement and tangible success) such as: various district and LMC anniversary events, the CTE open house event, the empty bowls event for the Contra Costa County Food Bank, portfolio advising days at art schools, museum field trips. This position is vital in helping keep up with department-wide as well as course assessments, and curriculum updates for example getting the transfer model curriculum done. This position is also vital in staying integrated as a department in general, since we don't teach multiple sections and are working in so many disparate processes and	Consult with other departments that this classified position is shared with, draft RAP request, consult with dean, list responsibilities and priorities for the position	2015FA		Ongoing	Due to a "temporary" reassignment (and growing ever longer) of our full-time Instructional Assistant, we ARE currently sharing the Classified hourly replacement with the Journalism and Drama Departments. The "share" has left the Department with only 18 hours of support, significantly less than needed because OTHER hourly employees have been hired by the other departments. We need additional hours to meet the workload until the status of our full-time position is resolved.	
435	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MUSIC	Annual Gospel Community Concert	Hold Annual Gospel Community Concert as show case and attraction for the LMC music program.	Advertise the professionalism of LMC Gospel Choral Department and serve as attractor for potential students.	Hold Annual Gospel Community Concert in Recital Hall and invite full house attendance by using well-known Bay Area and National Acts.	2016FA		Ongoing		
436	#1: Increase equitable student engagement, learning, and success.	GOAL 1: Enhance student learning and success.	MUSIC	Artist Lecture Series	Create an Artist Lecture Series to re-imagine the music department	Artist Series leads to more learning for music students and serves as draws for potential music students in the vicinity.	Hold Artist Lecture series in music rooms to increase student learning and program visibility.	2016FA				