

SP 2014-2019 (LMC EMP)

Goal 2. Strengthen community engagement and partnerships

Program Review 2016-2017

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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.	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.
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.	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.	

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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.		
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.	Activity #1 completed. No response from Deer Valley on #2. After initial enthusiasm from LUHSD, no response, need to re-engage.	
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.	The college did not receive the HSI grant. The effort will now be refocused on utilizing the Strong Workforce program.	

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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	Funds declined by RAP during 2015-2016 year.	
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	The counseling partnership program is currently being revised with the addition of SSSP funding, faculty, and outreach coordination efforts. The counseling department is collaborating with faculty and SSSP to develop new and innovative presentation, handouts, and resources materials to meet the needs of both faculty and students.	
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		

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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.		
EOPS	CARE Support Group	To provide a safe and comfortable environment for students to share fears, challenges, goals and dreams	<ul style="list-style-type: none"> • 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 further benefit from access to more resources dealing with domestic violence, mental health and homelessness. The majority of the CARE student participants in the groups were dealing with one or more of these issues. 	<ul style="list-style-type: none"> • 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 	The issue of staff-student boundaries required the discontinuation of this activity.	

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ETEC	Improve ETECs ability to teach automated controls	The ETEC program needs to be able 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.	This was supposed to be a new objective but the system would not let me add a new objective.	
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. Review usage data and student and faculty feedback from existing surveys.	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.	
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		

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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.	Ongoing	
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.	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.	
MUSIC	Concert Series	Funding for Concert Series for the entire music program.	The entire Choral department celebrated their "20th Year Anniversary" during the spring semester 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.		

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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 the 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	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 evolve as new placement alternatives are adopted by the math and English departments.	
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 Antioch'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 at Antioch. Work with counseling and identify two counselors that will teach counseling 30 and 32 at Antioch.	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.	

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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.		
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.		

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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.		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. Typically, 12-20 students and graduates from the LMC Travel Program also attend 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

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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 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.		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.
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?	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.	

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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.	Outreach 360 meets 2nd and 4th Tuesdays, 9:00 - 10:30am. Collaboration of all units involved in outreach. Co-lead by WED and Outreach.	