

SP 2014-2019 (LMC EMP)

Goal 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness
Program Review Report 2016-2017

Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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		
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.	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.
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 a long-term objective.	Visit other schools who have an automated application process for nursing. Prepare a proposal including timing, resources, testing and staffing to accomplish this goal.		
ART	Keeping current and creative via conference attendance as student advisors and academic colleagues	Through conference attendance (both as student advisors and as academic professionals), 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.		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.

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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	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 for their future employment and/or entrepreneurial possibilities in the modern marketplace.
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.		
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		

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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.	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.	
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.	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.
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.		

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BOOKS	Assist with the planning, design and layout of the Bookstore in the new Student Union	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.		
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.	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 offering 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.
BRTWD	Currency in Math Teaching	Better serve students by remaining current with the latest 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.	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.

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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.	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.
BUSOF	Provide shredding service to College	The Business Office will provide a process to ensure that confidential documents are appropriately disposed of (shredded) by the College.	Previously shredding was done by the College's Central Services Department, when it was centrally located. During the remodel of the administration area, this function was moved to the first floor of the core building, where space is limited and access is not too convenient for the entire College. In FY 2012-13 a decision was made to outsource the shredding function, in order to ensure appropriate and timely disposal of confidential information. The Business Services department has engaged a third party vendor (ShredIT) and makes monthly payments for the shredding service, out of its other leases/rental/contacts GL account. There is a need to increase the budget allocated to this account in order to account for the increased expense.	Continue to support shredding services- of confidential documents- provided to College.		
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.	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.
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?		

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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 2016 for activation Fall 2016	WE ARE SO FRUSTRATED!!!! IT and Buildings and Grounds cannot coordinate installation of computer and hardware 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.	
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		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.
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		
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		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.

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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		
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.)		
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.		

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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-	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		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.
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		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.
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.		COORs are being updated and are on track be reviewed by the Curriculum Committee during the spring 17 semester.

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CHEM	Mentor new hire in chemistry and Develop new lab experiments	A new full-time chemistry instructor is anticipated to be hired by the start of 2014-2015. The current full-time instructor will serve as a mentor to the new hire. Once the new hire has acclimated to LMC, the two full-time instructors will collaborate to design and implement new lab projects using the newest lab equipment, such as the NMR.	To increase productivity and success in the classroom and lab, the new hire in chemistry will be mentored. Once acclimated, the new hire and the current full-time instructor can work together to best decide how to provide new learning opportunities for students in the lab. New lab experiments are needed because existing experiments don't provide opportunities to use new lab equipment. The development of laboratory skills involving modern chemistry instrumentation is a mandate of both American Chemical Society standards and Chemistry Course Outlines of Record.	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)		
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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>ACTIVITIES NOT YET COMPLETED: *</p> <ul style="list-style-type: none"> 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. <p>ACTIVITIES WHICH WERE COMPLETED: *</p> <ul style="list-style-type: none"> 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.

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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	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).		
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.	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.	
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.	Regional Digital Media group met December, 2016. Awaiting C-IDs for core courses to vet and then obtain statewide approval.	

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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.		
COUNS	Professional development regular reports	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		The weekly sharing of professional development activities among the Counselors has increased knowledge of transfer, articulation and internal and external department collaborations.
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	On hold at the request of Dean of Counseling	
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.	the counseling department is currently developing additional videos regarding FAQ questions and transfer related inquiries for distance education students for educational planning purposes.	

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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	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.
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.		
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.		
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.		
CSVC	Increase communication between Central Services and Campus	In order to ensure that campus community is aware of Central Services locations, functions and deadlines. We will send out periodic emails and voice-mails to the entire campus.	Central services is promoting efficiency and timeliness of interaction with campus community, so that they have the necessary tools needed to deliver services to students; at the beginning of the semester.	#NAME?		
CWORKS	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.		

SP 2014-2019 (LMC EMP)

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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	RAP classified staffing request submitted; however not approved for hiring at this time. May need to be deferred until new Brentwood facilities open	
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 at 50% 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		Hired Eden Olsen. Fill rates for note taking and scribe requests now at the highest point in DSPS history.
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		
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.	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.	

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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	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.
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 supplies. We believe these tasks are best handled by a designated individual who is not a Department Chair, full-time faculty nor a Fire Academy Coordinator.	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).	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.

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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.	<ul style="list-style-type: none"> 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 		
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.	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.	

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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.		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.
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 Dama Departments, and would like to continue this position next year. The majority of current classified hourly Instructional Assistant Jaime Tamrkar'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.	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.	

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

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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 Referral 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,	Increase the number of hours per week for our administrative assistant from 20 hours/week to 40 hours/week	Still needed but where's the RAP?	

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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-	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		
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		
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.		

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Unit Code	Title	Description	Rationale	Activity	Status Reason	Improvement
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.		
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.	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.	
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 <u>personalized communications will also</u>	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.		

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

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

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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.		
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	Progress continues toward this ongoing Objective; see "Program Improvement" for details.)	<ul style="list-style-type: none"> 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
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.	<ul style="list-style-type: none"> 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. Provide members of the College community with opportunities for dialogue with the President. Hold regular meetings for President and constituency representatives. Arrange meetings with elected officials, representatives, and key leadership from school districts, community organizations, and service agencies. Utilize the "President's Page" on website to disseminate info to the campus community (internal and external). 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. Develop and promote activities that reinforce a culture of respect, equity, dialogue, and understanding. Continue and advance efforts related to emergency preparedness and safety procedures. 	Progress continues toward this ongoing Objective; see below and "Program Improvements" for details. <ul style="list-style-type: none"> 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; K-12 engagement, pathways, and partnerships; Strong Workforce Program; LMC Foundation; SEP external evaluation; 4CD Resolution 1-S "in defense of diversity." Apprised District of activities, successes, and 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> K-12 partners, other community colleges, and 4-yr institutions Presentations at City Councils, "State of the District," etc Continue to articulate/broadly

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PRESO	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.	<ul style="list-style-type: none"> 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. 	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.	<ul style="list-style-type: none"> • 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.
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.	<ol style="list-style-type: none"> 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. 	Still surveying catalogs to identify materials that best serve the needs of the department, e.g. skulls, fossil kit, human skeleton, etc.	

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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.	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.
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.	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.
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.	Assistance with running the program is necessary; the status remains at ongoing as the need remains.	
SOCS	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.	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.

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SOCS	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		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 gleaned 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.
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 offering this degree. Speech offers a high completion path to students interested in majoring in the discipline, the question is how do we get students motivated and enrolled?	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 are 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.	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.
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		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.

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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.		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.
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	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.

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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: <ul style="list-style-type: none"> • 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) 	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	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.
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.	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.
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.		

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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		
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.	College Strategic Plan crosswalked with Vision 20/20.	