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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
2			GOAL 1: Enhance student learning and success.	SOCS	Hire New Full-Time History Instructor	Complete hiring process for new full-time History Instructor	Supports College Strategic Priorities 1 and 3	Recruit members for paper screening and interview committees; complete questions and rubrics for both committees; screen applications for position; hold interviews with selected applicants; make recommendations to president.	2016SP					
3			GOAL 1: Enhance student learning and success.	BIOSC	Creation of an fully online version of Biosc 005	Allow students to obtain an AA degree fully online	The college and district in their wisdom see the future and that is that more and more students want to have the ability to take college courses online. In addition students want to be able to complete degrees online. Bio 5 is one of the many excellent options for student to satisfy the Natural Sciences requirement in obtaining an A.A. degree. The biology department trusts that by creating an online Bio 5 class option that this will greatly increase student access, thus allowing more students to earn their A.A. degree.	1. Write the online course supplement to the course outline of record. 2. Upon approval of the supplement, schedule and offer the online class.	2017FA					
4			GOAL 2: Strengthen current and create new partnerships.	ITS	junk	nco;enioncoinh	kndlkncoineoin	na;ondoid	2015SP					
5			GOAL 1: Enhance student learning and success.	CHDEV	Request further restoration of lost instructional assistant hours	Restoration of the 65 Instructional Assistant hours in the LMC Child Study Center that were eliminated in 2011/2012.	In an effort to increase child care capacity for the campus and training opportunities for CHDEV majors, we wish to restore staffing in all 4 lab classrooms.	Submit RAP Proposal Feb 2015	2015FA					
6			GOAL 1: Enhance student learning and success.	DRAMA	Full Time Hire of Theater Staging Specialist	The Theater Staging Specialist will oversee construction, deconstruction, and safety of sets Oversee use, maintenance, and inventory of Shop and shop equipment. -Oversee use and safety of technical elements held within the Little Theatre and Shop -Maintain inventory and electronics of the Little Theatre and Shop	The position we were trying to maintain and solidify as an ongoing position was dissolved due to budget cuts in May of 2010. The Dept. will continue to pursue this request until it is filled because the programs safety and success depends on it. In the results for the 2010 RAP the request was noted by the college president as a priority yet with all of the layoffs housed that year a hire was not attainable. This position will allow productions to be safely mounted and deconstructed by professionals trained in the field. This position will also allow equipment to be maintained efficiently prolonging the life of purchased equipment. The current department chair has taken on these responsibilities in the absence of this position without an increase in load and with no additional compensation. This is a huge time commitment and safety liability and cannot be maintained without detracting from other responsibilities. It is also a liability since he is not sufficiently trained in the field. In the years the position has been vacant it has put an incredible strain on the Department Chair and cannot be continued without drastic consequences or adequate compensation for time. However in the past year we were awarded the funds to maintain the position which led to the most successful year of the Department since its conception.	Oversee construction, deconstruction, and safety of sets - Oversee use, maintenance, and inventory of Shop and shop equipment. -Oversee use and safety of technical elements held within the Little Theatre and Shop -Maintain inventory and electronics of the Little Theatre and Shop	2016FA	2015-2016				

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7				VONUR	increase non-traditional student graduation rate	improve graduation rates of non-traditional students	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 8.33% which is 15.23% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant.	create a stronger connection with dsps by-earlier referral for struggling students -more frequent discussion with dsps counselors	2016FA					
8			GOAL 1: Enhance student learning and success.	FIRE	Continue to improve passing rates on national certification test (EMS test prep software)	1. The success of EMT students is directly related to preparation. Testing software are in use by most EMT training programs 2. Replication of NREMT national certification test can only be done using on line resources and computer adaptive tests. Currently we test our students using paper, The NREMT abandoned this practice at least 5 years ago. 3. We seek to make our students familiar and proficient with their new testing enviorement , this can only be done by having the proper online resources.	1. Before using any type of testing prep software our passing rate on the NREMT , national EMT test was 39%. We started to use test preparation software which requires an "institution key" , after using this software our current passing rate is between 50-60% with about a third of the students testing thus far. 3. Increase passing rates are the final piece of the employment puzzle. EMTs can NOT secured employment without passing this national certification test. Student success is not achieved until an EMT card issued by the NREMT is obtained.	1. Continue using test preparation software, our current funding expires in June . 2. Continue creating on line computer adaptive test and make sure all of our EMT students take them , this requires the use of an institutional key to use at LMC.	2016SU					
9			GOAL 2: Strengthen current and create new partnerships.	DRAMA	Increase in Funds for Conferences and travel	Increase in funds or request to match funds given by LMCAS in order for department to travel to Kennedy Center American College Theater Festival	The Drama Department has attended the Kennedy Center American College Theater Festival for the past 5 years. This has increased our departments national reputation, increased transfer, and the drama department has won several awards and was recognized for its achievements with students and productions. However the department struggles to find funds to allow our students to attend. The Department is proposing that the President's office match the funds allotted by LMCAS each year to help the students attend.	professional development, auditions for transfer students, workshops for students, national awards and competitions, and campus visits to potential transfer institutions.	2016FA					
10			GOAL 1: Enhance student learning and success.	VONUR	Increase Non-Traditional Student Success	Improve availability of clerical and technical support for the Nursing Programs.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 8.33% which is 15.23% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant.	*Rescind 4-week/year furlough of Nursing Department Senior Office Assistant *Change clerical support title from Senior Office Assistant to Administrative Assistant. *Increase clerical support position to full time	2016SP	2015 Fall				

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11			GOAL 1: Enhance student learning and success.	RNURS	Increase Non-Traditional Student Success	Improve availability of clerical and technical support for the Nursing Programs.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 12.86% which is 10.7% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant.	Core Indicator 5B data (Non-Traditional Student Completion) shows a completion rate of 8.33% which is 15.23% below the standard. The point of entry, communications and problem solving for all new and continuing Nursing students is through the Nursing Department Senior Office Assistant. Currently the nursing department senior office assistant is only available 4 hours per day and is furloughed during critical times in the semester. Proposal is to increase hours from 4 to 8 per day and discontinue furloughs.	2016SP	2015 Fall				
12			GOAL 1: Enhance student learning and success.	RNURS	Increase funding for academic support.	Increase financial support for academic setting via securing funding to maintain the Nursing Instructional Specialist position. Current funding for the position expires at the close of the Spring 2015 semester.	The Nursing Instructional Specialist is currently funded by The State Chancellor's Enrollment Growth Grant that expires July 31, 2015. Prior to being grant funded, this position was a classified position for more than 10 years. The loss of this position will negatively impact student outcomes. The job description for this position includes, but is not limited to: providing assistance to students when practicing in the skills lab; maintenance of all skills lab equipment including the high fidelity manikins; inventory and ordering; and preparing equipment for instructor presentations.	Apply for a RAP proposal to fund the Nursing Instructional Specialist. This was previously a classified staff position prior to the use of State Chancellor's Enrollment Growth Grant funds. The Nursing Program is no longer eligible for Enrollment Growth Grant funds.	2016SP	2015 fall				
13			GOAL 1: Enhance student learning and success.	COUNS	Additional counseling hours for articulation and general counseling	To obtain a .5 dedicated articulation counselor to increase articulation with other institutions. To obtain additional adjunct counseling hours to increase counseling available to all students.	Articulation: Currently STEM/MESA grant is funding additional articulation with other institutions. This grant will be ending and this function should be institutionalized as the need for articulation will continue. Articulation is essential in developing education plans as well as transfer opportunities. Articulation correlates with developing a campus transfer culture. Additional general counseling hours: as noted by our recent accreditation visits, additional counseling for all students was identified as an increasing need. Additional counseling hours will increase hours counselors are available to students, allow for development of additional programs, additional curriculum, and facilitate retention and completion. The department has identified increasing general counseling to begin to meet the Academic Senate recommended counselor to student ratio. Could increase developmental education partnership to additional course sections.	hire more adjunct counselors to meet general counseling needs at both campus locations and hire .5 articulation counselor Box A 2a requests to request full-time counselors to better meet student needs	2016FA					
14			GOAL 1: Enhance student learning and success.	FIRE	Improve delivery of fire academy	Objective is to technically improve the current fire academy in order to meet California State Fire Standards. This will include additional training hours, increase in instructor hours and increase in overall academy costs	The California State Fire Marshall Office recently made significant changes to the state standard delivery of accredited fire academies THROUGHOUT THE STATE.In order to maintain our certification we must adhere to their plan	1.Increase in Academy training hours 2. Increase in Instructor hours 3. Increase in academy costs	2016SP					

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15			GOAL 1: Enhance student learning and success.	AUTO	Expansion space	Seek out possible space or changes within the automotive technology program to offer additional sections and courses.	The Automotive department has been growing at a steady rate for several years and has even attempted overlapping several courses. While this has functioned with a few courses that can operate in separate sections of the lab it does not work with all of them. In the coming semester we will be adding 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.	Seek out alternatives for additional courses.	2016FA	N/A				
16				ENGL	Grow and promote the English Major	Continue to develop courses to add to our English major. Continue our work to encourage students to become English majors.	We have a newly created major and want to continue to inform students about the benefits of being an English major and the courses that are part of the new AA degree. In addition we would like to add more offering for students to choose from .	Complete the brochure that was started last fall. Participate in the 40th Anniversary celebration.	2016SP					
17			GOAL 1: Enhance student learning and success.	RA	Departmental Certificates	Increase number of Departmental Certificates awarded.	Increases overall rates of completion for certification	One-on-one counseling between instructors and student majors.	2016SP	2016FA				
18			GOAL 1: Enhance student learning and success.	APPLI	Strengthen vocational and technical skills of the students in the Appliance Program	To strengthen vocational and technical skills of the students in the Appliance program by providing up to date technology that is used in the appliance industry.	The appliance industry is continually introducing new appliances into the market. The appliance program must stay up to date so that our student graduates are prepared to service the new technology used on these new appliances.By attending these conferences we are able to keep our curriculum current and make these industry connections.	Attend industry training sessions on the new appliances, training materials and technology that the industry is using. . Work with industry partners to set up new internships and student testing. Contact industry for equipment donations and training materials for use in the program.	2016SP					
19			GOAL 1: Enhance student learning and success.	APPLI	Improve the Appliance Programs Core Indicator Data Rates	Improve the Appliance Programs Core Indicator Data Rates for students in Completions, Employment, and Participation.	The Appliance Program needs increase the Core Indicator Rates in Completions, Employment and Participation. To increase the number of students enrolling in and graduating with certificates from the program making sure that we increase the number of non-traditional students, especially female.	Work with current students so they know how to go online and track their progress towards a certificate or degree in appliance technology. Provide graduates students with information on how they can provide feedback to the program on where they are working and if there any current job openings where they work. Work with marketing to promote the program to under-represented groups especially females.	2016SP					
20			GOAL 1: Enhance student learning and success.	PUENTE	Incorporate one section of English 95	Incorporate one section of English 95 (formerly English 926) in the course offerings for the Puente Learning Community.	Each year, approximately ten-to-fifteen potential Puente students assess into English 70 instead of the program requirement of English 90. Adding an English 95 to the Puente model would allow for program growth and would better serve underserved students on campus.	Dialogue with the Dean of Student Success regarding implementing additional courses is underway. The English instructor is also part of the English Acceleration Team to explore possibilities for English 95.	2015FA					

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21			GOAL 1: Enhance student learning and success.	ART	Hire new full time 2D media specialist	We need a full time 2D media specialist in order to secure the position of these important disciplines within our program. Student completion of our program, either by transfer, certificate, or degree will be enhanced by the additional commitment and availability that a full time faculty can bring to this area.	We have had (and currently do) adjuncts teaching full or near full-time loads for many semesters, and still have available load for additional adjuncts. This is the one traditional component of a comprehensive art program that remains unstaffed by full-time faculty. We were ranked 7th in the latest Box 2A process and will continue to apply until funded.	Box 2A process, complete the forms and interview questions, etc.	2015F A					
22			GOAL 3: Create a culture of continuous improvement and tangible success.	LANG	Identify Rates of Completion and Persistence in all WL Courses	To make decisions on course sequencing, enhancement and deletion depends upon an in-depth study of how our students are persisting in the various sections within our department. The department would like to review all data pertaining to the retention and persistence of students in all of our sections. Once we have this information we can begin to look at trends and discuss the future of offerings within our department. Students have requested that the department create majors.	Our assessment outcomes give us a general snapshot of how our students are persisting; but, it measures only those who have completed our courses. We are interested to know what happens to those students who drop out of our classes 1/3 or 1/2 through the semester. To understand enrollment, persistence and success trends campus and state-wide will help in our discussions as to how to enhance and/or restructure our courses.	Data Collecting Data Interpretation Discussion of State-wide trends Student Inquiry Departmental Meetings Discussion of Course Offerings and Enhancements	2016F A					
23			GOAL 1: Enhance student learning and success.	TRFCTR	Transfer Center Budget	Restore previous funding allocation for the Transfer Center in order to institutionalize transfer activities previously funded by the Title V HSI Grant.	The primary goal of the Title V HSI Grant is to develop a robust transfer culture at LMC, which will ultimately lead to an increase in transfer rates for the college. While the grant has funded specific programs, services, professional development and staffing, ultimately institutional change and improvement is the result of institutionalized efforts sparked by the grant, and carried forward after grant funding has ended. As the college more deeply commits to student success in the outcome of transfer, the successful initiatives of the grant should be institutionalized.	We will work with college administration and SGC (through RAP) to restore previous funding for the Transfer Center.	2016S P					

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24			GOAL 1: Enhance student learning and success.	TRFCTR	Transfer Center Activities	Continue to expand current level of Transfer Activities as developed and funded through the Title V HSI Exito Grant	The continued development and implementation of Transfer Center activities will engage more students in learning about transfer and receiving transfer support. By expanding our reach to include learning communities and in-class support, we will be able to increase the number of students the center is currently serving.	In 2015-16 the Transfer Center will continue to offer at least 10 university tours, the Southern California Tour and Spring Transfer Day. In addition, we will continue to enhance our Fall and Spring workshop series to address students frequently asked questions/concerns as they pertain to the transfer process and transfer in general. Additional activities will include collaborating with Student Life to host Transfer Rallies and working with marketing to develop banners to be placed around campus.	2016S P					
25			GOAL 3: Create a culture of continuous improvement and tangible success.	ART	More classified hourly support to help our students to complete transfers, certificates, or degrees	More classified hourly support for out-of-classroom activities that help our students to complete transfer, certificate, or degree programs, activities such as advising, documentation of artwork/portfolios, program assessment, student conferences, internships, art gallery shows/competitions/events, complex ordering of needed materials and supplies (from digital design software to oxygen and acetylene tanks)	This position is key in helping increase and maintain enrollment by providing information about transfer curriculum, etc., to our students and scheduling advising to go with it, helping with internships, helping with graphic arts CTE administrative processes, and helping the gallery assistants and the gallery director install the shows and organize receptions and documentation of our events, and also helping with off-campus activities of our students at conferences and events that showcase our program and students' work to the public (and demonstrate our culture of continuous improvement and tangible success) such as: various district and LMC anniversary events, the CTE open house event, the empty bowls event for the Contra Costa County Food Bank, portfolio advising days at art schools, museum field trips. This position is vital in helping keep up with department-wide as well as course assessments, and curriculum updates for example getting the transfer model curriculum done. This position is also vital in staying integrated as a department in general, since we don't teach multiple sections and are working in so many disparate processes and areas --promoting safe and appropriate practices in various two and three dimensional media and studios makes the budget and ordering quite complex, every class needs different materials and equipment.	Consult with other departments that this classified position is shared with, draft RAP request, consult with dean, list responsibilities and priorities for the position	2015F A					

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26				TRFACD	Completion rate	The Fall 2015 cohort will achieve a completion rate of 85% at the end of their first semester.	By increasing students' completion rate at the end of their first semester, they are more likely to succeed in subsequent semesters.	We will continue to evaluate program interventions for students that are struggling in their courses in collaboration with TA faculty. Also, we will reevaluate and implement new strategies for communicating with students. We will need to conduct assessments with students (i.e. survey students and conduct focus groups) from past cohorts to get a better perspective of what worked and what didn't work in terms of our intervention strategies and methods of communication. For example, students that fell into Transfer Academy probation status were required to attend a group intervention session. Attendance was very low which resulted in the Transfer Coordinator needing to schedule one-on-one appointments. As we evaluated our process we found that students were connecting with the Transfer Counselor as their first lifeline. As a result we built the intervention into the counselor contact. 1st year students on TA probation were required to schedule one more meeting with their counselor (Meet 3 times in a semester). If the student was 2nd + year then they need to meet with their counselor 2x's in the semester. This change allows the student to meet with the counselor first and map out a plan for success. At this intervention the counselor would connect with the transfer coordinator in the event that additional support was needed to better support the student, this could include interventions with their instructors, etc.	2016SP					
27			GOAL 1: Enhance student learning and success.	TRFACD	Student engagement	Increase student engagement in their 2nd and 3rd year	In order to establish community and continued success as students move past their first semester, it is important that they continue to feel vested within the Transfer Academy.	Continuing into 2015-16, we will host events such as, an All Program Convocation in which we will honor each cohort and have an inspiration speaker to encourage them to keep moving forward. Events and workshops such as this will allow all cohorts the opportunity to connect and support one another throughout the course of their time at LMC and beyond. This will also provide our students with regular access to TA faculty and staff even if they are no longer taking TA courses. In an effort to continue building community within the Academy we began making a more concerted effort to strengthen the STARS Club and develop a more structured support network for each cohort. We added a co-advisor to the STARS Club and effectively began the process of outlining clear goals and objectives for its connection to the Transfer Academy. Please see below for objectives: > Create and develop leadership opportunities for Transfer Students > Serve as a connector between students and transfer activities both on and off campus > Organize and coordinate fundraising and social activities/events In terms of strengthening connections amongst the cohorts we are assigning a "cohort coach" that would connect with each specific cohort, including personalized communications/attention, such as individualized breakout sessions during the February all program convocation.	2016SP					

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28				TRFACD	Increasing number of students in the Transfer Academy	Grow the Transfer Academy to 120 students in Fall 2015, including more African American students	In order to institutionalize the program, the Transfer Academy should serve a greater number of incoming students.	Refine recruitment strategies and include an accelerated English track (English 626), in addition to the offering of accelerated Math (Math 27). This will allow us to include students that assess at any level in English and Math. At this time the English department was focusing on getting faculty buy-in and training as many instructors as were interested in teaching English 626. In moving forward we plan to continue advocating to block a section of English 626 for the Transfer Academy for 2015-16.	2016SP					
29			GOAL 1: Enhance student learning and success.	TRFACD	Institutionalizing the Transfer Academy	Secure funding for the institutionalization of the Transfer Academy.	Through the Transfer Academy we are able to increase transfer rates for LMC and, more specifically, for historically underrepresented students (such as low-income, first generation Latino, and African American students), helping to meet our college priorities.	Work with college administration and SGC (through RAP) to restore funding to the Transfer Center which houses the Transfer Academy, currently funded through our Hispanic-Serving Institutions (HSI) EXITO Grant (scheduled to end September 30, 2015).	2016SP					
30			GOAL 3: Create a culture of continuous improvement and tangible success.	TRAVL	Promote Student Completions (Degrees and Certificates)	Completion rates (degrees and certificates) for travel students will meet or exceed the standard.	This objective is ongoing. We will continue the activities that are proving successful in increasing the number of travel awards.	1. Identify and contact individual students who are eligible to apply for certificates and/or degrees. Encourage them to apply for all awards for which they are eligible. This is necessarily time consuming but seems to be the only way to ensure that students understand the importance of applying for all certificates. 2. Post information about certificates and how to apply for them in all of our course sites. 3. Include information about certificates in all online orientations and the travel web page.	2016SP					
31			GOAL 1: Enhance student learning and success.	TRAVL	Curriculum Update	Update and expand our curriculum to reflect skills and knowledge required for achieving success in an evolving travel industry. Offer core courses more frequently than once a year.	Our destination courses have big "gaps" which include Southern Europe, Asia, Africa, and South America. By developing and offering courses to fill these gaps, we will not only prepare our current students more completely, we will likely attract former students back into the program to fill in these gaps. By offering core courses more than once a year, students will be able to complete their certificates in a more timely manner and with more flexibility in scheduling.	1. Create destination specialist courses such as Southern Europe and other destinations to fill gaps in our curriculum. 2. Determine need to offer some core courses more often than once a year. In order to fulfill this objective, however, we will need to hire at least one additional part-time faculty.	2017SP					
32			GOAL 3: Create a culture of continuous improvement and tangible success.	ATH	Softball Uniforms	Need new softball uniforms	#NAME?	Participate in games and represent LMC well	2016FA					
33			GOAL 1: Enhance student learning and success.	DRAMA	Increase in Operating Funds for Department	The Drama Department is in need of an increase in funding for its yearly expenses. The Department produces many events throughout the semester and yet it has the smallest operating fund of all departments on campus.	The Drama Department is the youngest in the college and due to its youth its need for funds has never been appropriately addressed. The Department produces more annual events than any other entity on campus and yet it has by far the smallest operating fund. As the department grows so does its need for adequate funding. The department has never had a sufficient funding base for its year and this concern needs to be addressed soon. The Drama Department at LMC now has more students than that of its counterpart at DVC, yet the Departmental budget for DVC is over \$20,000 and the drama department is less than \$4,000.	This money would go to class room supplies, marketing and promotional materials, and other additional expenses.	2016FA	2015-2016				

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34			GOAL 3: Create a culture of continuous improvement and tangible success.	ATH	10 Year Helmet Rule	10 year-rule just came into effect this season. The rule states that any helmet 10 years or older must be replaced and cannot be used for the upcoming season	Helmets are considered out-of-date and unsafe for usage after they have reached their 10 year mark.	The number of needed helmets varies from year to year.	2015FA					
35			GOAL 1: Enhance student learning and success.	PE	Kinesiology Degree Attainment	Award 15 Kinesiology AA-T degrees per year.	Kinesiology is one of the top areas of study and declared major in the CSU system. LMC offers all courses required for students to attain their AA-T in Kinesiology and transfer in 2 years.	We are currently awaiting new PE facilities. The goal for the new fitness facility is 8/18. We are in need of new equipment (stationary bikes, fitness equipment, team sport equipment) to replace old/broken items and continue to attract students to our program while operating in our current facilities.	2016SP					
36			GOAL 1: Enhance student learning and success.	ATH	Provide appropriate and safe equipment for all team members	The Athletics department is currently using outdated equipment in several sports programs. If the specified equipment is not updated or replaced, we will continue to expose our students to potential safety hazards that could result in major/minor injury to LMC student athletes. We will need to replace the current items with updated ones that meet current safety regulations.	Currently, the equipment utilized by the Athletics staff and student athletes, in multiple sports, are outdated and need to be updated and/or replaced in order remain in compliance with safety standards. The need for updated equipment spans across multiple sports programs at LMC and are as followed: Football helmets: there is a ten-year regulation on helmets instituted by the NCAA that states that helmets older than ten years are unsafe and need to be replaced. Student Athlete Transportation: currently the school vans that are being utilized by the multiple sport programs to transport student athletes to and from various activities have over 100,000 miles. While the vans are serviced regularly they also need unscheduled maintenance due to their age and mileage. Concession Sales Equipment: concession sales during sporting events help raise profit for various clubs and sports programs. The concession equipment (hot dog machine and popcorn machine) are over 10 years old and falling apart. Since the equipment is utilized by multiple personnel, the risk of potential safety hazards are increased exponentially. Softball Uniforms: the current softball uniforms are tattered and should be replaced. The student athletes that participate on the team represent LMC as a whole and their presentation of our college should reflect our standards and commitment to our student athletes. Softball Pitching Machine: Currently, LMC's softball team	Replace 8-10 football helmets every year to remain within the ten-year helmet regulation issued by the NCAA Purchase of two vans for transportation of student athletes and athletics faculty/staff Replacement of current concession equipment (hot dog/popcorn machine) Purchase of new softball uniforms Purchase a new softball pitching machine (JUGS).	2015FA					
37			GOAL 1: Enhance student learning and success.	FIRE	Replicating realistic employment tasks found in Today's EMS industry and EMS employment market	1. The use of automated EKG monitors and other computer equipment in EMS is current industry standard. 2. EMS field is a evidence based , science driven industry. The replication of tasks and skills that an EMT must posses must be supported by the latest equipment and the most up to date instructional techniques that test student psychomotor domains. 3. LMC EMS team seeks to produce EMT and other clinicians who are familiar with the operation of both ekg monitors and pulse oxymeter readers.	Giving our EMT students the latest tools and diagnostic medical equipment and training will achieve the following: 1. Graduate a labor ready individual who is ready to function as part of an EMS team from day one of his/her employment. 2. Shorten the learning curve commonly found in the EMS industry by producing a Student/EMT graduate who is familiar with the use of the latest in EKG cardiac monitoring devices and other diagnostic tools such as pulse oxymeters, all part of the current repertoire of EMS assessments. 3. Mastery of the latest concept will increase our student success by providing them with superior training that meets and exceeds industry standard. This added training can make our students a highly sought comodity for employers in Contra Costa county and beyond.	1. procure equipment designed to replicate the environment that our EMT students will encounter. This is what the latest is, please see link "http://ecg-simulator.com/products/". LMC EMS currently does NOT posses this capability and lacks this equipment. We need Six fully stock ekg simulator bags/ these bags will take the place of an EKG monitor which is standard equipment carried by ALL fire and private ambulance providers in Contra Costa County and the rest of the state. 2. Break up our class in 6 Teams, having the additional and latest equipment will enhance community and team learning and allow us to present case based scenarios that are the latest in EMS education. 3. Skills drills , having EKG simulators we can recreate 29 different cardiac and respiratory cases, having students working in Teams foster collaborative learning. 4. This equipment will giver our students state of the art experience in the management of Cardiac patients. This equipment will also provide a strong foundations even for those that are not staying in the field of EMS. The same skills acquired with this equipment will be used in the FIRE academy , in the nursing program and also in many other allied health professions.	2016FA					

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38			GOAL 4: Be good stewards of the District's resources.	ATH	Outdated Safety Equipment	The Athletics department is currently using outdated equipment in several sports programs. If the specified equipment is not updated or replaced, we will continue to expose our students to potential safety hazards that could result in major/minor injury to LMC student athletes.	Currently, the equipment utilized by the Athletics staff and student athletes, in multiple sports, are outdated and need to be updated and/or replaced in order remain in compliance with safety standards. The need for updated equipment spans across multiple sports programs at LMC and are as followed: Football helmets: there is a ten-year regulation on helmets instituted by the NCAA that states that helmets older than ten years are unsafe and need to be replaced. Student Athlete Transportation: currently the school vans that are being utilized by the multiple sport programs to transport student athletes to and from various activities have over 100,000 miles. While the vans are serviced regularly they also need unscheduled maintenance due to their age and mileage. Concession Sales Equipment: concession sales during sporting events help raise profit for various clubs and sports program. The concession equipment (hot dog machine and popcorn machine) are over 10 years old and falling apart. Since the equipment is utilized by multiple personnel, the risk of potential safety hazards are increased exponentially. Softball Uniforms: the current softball uniforms are tattered and should be replaced. The student athletes that participate on the team represent LMC as a whole and their presentation of our college should reflect our standards and commitment to our student athletes. In addition there are at least 40 damaged lockers in the Men's locker room that are in need of replacement or repair. Said lockers, in their current	Replace 8-10 football helmets every year to remain within the ten-year helmet regulation issued by the NCAA Purchase of two vans for transportation of student athletes and athletics faculty/staff Replacement of current concession equipment (hot dog/popcorn machine) Purchase of new softball uniforms	2016F A						
39			GOAL 1: Enhance student learning and success.	COUNS	Obtain additional classified support for expanding counseling department and programs	Provide additional support during peak demand and supplemental support for expanding student services departments including counseling, disabled students, and eops	With the new mandates from 3sp, counseling support services have expanded and timelines for providing services have drastically altered. creating more demand and workflow for classified support staff in departments supporting counselors.. Provide additional training for student ambassadors and assistants in related areas. Assist in promoting counseling at large orientation events such as super Saturday.	Hire office assistant II at 50% load. Develop workplan for assignment.	2016F A						
40			GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Obtain additional student ambassadors	Hire additional student ambassadors to better serve students during peak times, assist with group counseling and orientation workshops, assist with reception duties	With increasing demand for group counseling opportunities, additional support from student ambassadors is also increasing. The counseling department has utilized student ambassadors, which has demonstrated more efficient delivery of counseling services and decreased student wait time. Expanding this support will be beneficial to all students accessing group counseling events. Additionally, with the new student services area, new needs have been identified. Students now have a soft space near the counseling and student success center that previously did not exist. Having student ambassadors available to meet students in this area on an ongoing basis would optimize contacts with students and refer students to appropriate resources.	Hire and train student ambassadors	2016F A						
41			GOAL 1: Enhance student learning and success.	MESA	Counseling	Increase counseling support for STEM students	Complete student educational plans is one of the key factors to student success at community colleges. Student educational plans and counseling increase the rate of transfer among transfer STEM students. STEM major requirements expertise for the counselor increases transfer success. Providing a MESA introductory course with counseling allows personal relationships to develop and more access and continuity with counseling and transfer awareness.	<ul style="list-style-type: none"> • Create better early identification of STEM students • Determine counseling needs • Replace STEM counselor • Provide STEM specific training for counselor • Institutionalize counseling hours • Establish MESA course under counseling 	2017S P						
42			GOAL 1: Enhance student learning and success.	AUTO	Tool room furlough restoration	Restore tool room position to full year employment.	The day time tool room position has a significant list of responsibilities many of which require time when the shop is not in active use. These requirements include but are not limited to Lathe, hoist, balancer, Media blaster etc. Years of furlough have resulted in reduced maintenance and results in adverse impact on student learning when equipment fails to operate properly. Furlough during the summer overlaps active lab based courses, Without tool room support instructors are often pulled from the classroom and lab to cover for the various duties of the tool room staff. This reduces student teacher contact and jeopardizes student safety when instructors are repeatedly called out of the lab and into the tool room.	Submit RAP for tool room furlough restoration.	2016F A						

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
43			GOAL 1: Enhance student learning and success.	MUSIC	To Provide Quality Support and Maintenance of Music Students and Program	To Provide Quality Support and Maintenance of Music Students and Program by restoring the current music coordinator's position to full time since the position was furlough 3 years ago.	The college strategic goal to provide excellent student services and support is reflected at the local level in the music area by the music coordinator. The music coordinator is much needed during enrollment and pre-enrollment periods where the students' questions are answered and students are being helped and guided to classes they desire to take. Also, the music coordinator gives tour of the music facility and thus, very likely to entice students to take more music related classes. Aside from student support, the music coordinator also provides support for the music department in general, such as faculty meeting preparations and data requests, equipment maintenance, general file house-keeping and reconciliation of budget. Much of these operations can only be done during the downtime when faculty is not teaching and when the equipment is not being used.	The list of activities is exhaustive but here are a few items: 1) Answer student questions during enrollment and pre-enrollment periods. 2) Give tour of the music facility to encourage more students to enroll in music classes. 3) Maintain music equipment, such as piano tuning, equipment repair. 4) Reconcile budget and general music folders and library upkeep. 5) Prepare folders for Concert Band, Jazz Band and Choirs. 6) Update music website 7) Prepare documents and data needed during faculty meeting.	2016F A					
44			GOAL 1: Enhance student learning and success.	ETEC	Hire another full time instructor	Another full time instructor will insure that the program will have enough instructors available to conduct all ETEC classes.	The ETEC program curriculum needs an instructor with many years experience in the industry we train for. This means part timers that are still working would not be available for day courses and retirees from this field have great retirement benefits and don't need or want to work any longer.	Hire a full time instructor.	2016F A					
45			GOAL 2: Strengthen current and create new partnerships.	ENGL	Mentorship and Training Program	Continue mentorship and training program which will further help train adjunct and full-time faculty taking on new roles.	Faculty teaching courses for the first time often need further training, but with an increasing adjunct pool, the need for training and one-on-one attention is also increasing. Most of our new faculty teach DE courses, so training in this area is especially important. In Fall 2015, the department will also have 4 full-time faculty hired within the past year who may benefit from additional training and support as they step into new roles. We need continued funding to be able to run trainings during the summer and at other "prime" times for incoming adjuncts. Our instructors have found that they spend time training other instructors on top of their other duties. Thus, training can become sporadic and rushed. We have found that formalizing the mentorships that happen already benefit both mentors and mentees. In the past year, our paid and official mentorship program has received excellent feedback from its participants. The mentorship has improved our department's professional development and quality of instruction. Our mentorship has also helped our department build supportive relationships among full-time and part-time faculty members toward a shared goal of promoting student success.	1 Secure continued funding for mentorship program. 2. Create more effective assessment loop to check effectiveness of program.	2016F A					
46			GOAL 3: Create a culture of continuous improvement and tangible	AR	Purchase additional equipment--color printer	A color printer will help the students review their evaluation results more clearly.	When A&R processes evaluations, we print the electronic degree audit and mail it to the student. We process over 1,000 evaluations each year and when we send the evaluation, the students don't understand some of the elements because it is in black & white. A color printer would delineate the different sections and make it easier to understand, which would eliminate many phone calls.	Purchase color printer for use by evaluations office.	2016S P	Fall 2015				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
47			GOAL 1: Enhance student learning and success.	AR	Open a Veterans Resource Center with appropriate staffing	Establish a Veterans Resource Center for students returning from combat and attending school. Provide counseling services. Provide a staff person for oversight. Hire veterans as student workers and for peer mentoring.	Returning veterans arrive on campus as an at-risk population for three primary reasons : <ul style="list-style-type: none"> • Most veterans have not attended formal, traditional academic programs for several years • Veterans can often be described as nontraditional learners • Many OEF and OIF veterans return with a traumatic brain injury (TBI), post-traumatic stress disorder (PTSD), or other disabilities that pose substantial barriers to academic success A veterans resource center would provide an entry point for student veterans as they navigate the civilian and academic world as well as provide a study space, computer access, referral services, private counseling area and lounge. Ideally, the center would be staffed by a full-time coordinator who would provide assistance on navigating the different application processes for returning veterans; college admissions, scheduling assessment and/or counseling appointments, applying for VA Education Benefits, registering for classes, certifying student's for education benefits, etc. Last year a task force met to develop a recommendation for this purpose.	Review other VRCs to discover the best possibilities and negate any beginning mistakes. Establish a location. Determine staffing model.	2016SP	Fall 2015				
48			GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Restore Staffing to 2011 Levels	In 2011 the department lost 1.25 FTE to layoff which has caused significant problems for smooth functioning of the office. We would like staffing restored to 2011 levels.	In the 2011 budget cuts, an A&R I position was cut from 100 to 75%. This position has been restored to 100% as of July 1, 2014. At the same time a senior A&R position was eliminated. By changing the structure of the office and downgrading a position when it was replaced, we have begun to recover to previous senior levels, but we are still one person down. We would like to restore the position but replace the senior with an A&R I to handle more of the counter, phones and processing work so our 3 seniors can process evaluations, nursing , graduation and veterans more efficiently. By hiring at this level, we will better serve the needs of the students and faculty at a better level and will require less hourly employee assistance.	Recruit for an additional employee at the A&R I level to facilitate office needs	2016SP					
49			GOAL 1: Enhance student learning and success.	LANG	Adjunct Space Allocation	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. We have offered our private offices, as full-time instructors, to our adjuncts temporarily as we wait for administration to respond to our request.	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	2015FA	2015 Spring				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
50				SLOF	Explore revision of Student Life Staffing Structure	Increase Student Life (Student Services Instructional Support Coordinator) position from 0.8 FTE to 1.0 FTE.	Over the past 5 years, the Office of Student Life has grown rapidly and significantly. What was previously a small office primarily providing transactional services to students and advising the Associated Students and Clubs with traditionally low involvement, has become a hub of student leadership development and engagement providing a range of transformational experiences for students throughout the year. Not only have the number of annual programs offered increased, but participation in them has as well. The Associated Students now maintains a high level of involvement and activity including regular participation in campus governance. In addition, the number of chartered student clubs has averaged 20-25 annually (which is more than triple the annual number prior to 2008). All of the Student Life programs and events are coordinated and facilitated by the 1.0 FTE Classified Staff position and one other 0.8 Classified Staff position in the department. The 0.8 Classified Staff position in Student Life is scheduled for shorter days during the week due to the limited hours of their assignment. This often means that students have limited opportunities to seek them out for advice or to access them for required support. In addition, the dates and times that activities are often scheduled, requires Classified Staff to regularly change their schedule in order to staff programs that they are involved in.	We will work with the college administration and SGC (through RAP) to increase Student Life (Student Services Instructional Support Coordinator) position from 0.8 FTE to 1.0 FTE.	2016SP					
51				SLOF	LMCAS	Continue to increase student participation in LMCAS	To continue growth over previous years. We will continue to work towards achieving 15 active students in LMCAS during the 2015-16 academic year.	Continue strong recruitment during Welcome Weeks and classroom presentations. Also, work with current LMCAS members to increase student responsibility for recruiting additional members and working with marketing to develop a campaign to support recruitment efforts.	2016SP					
52				SLOF	Collaboration and New Program Development	Collaborations with Departments on campus and development of new programs	While we have experienced a significant increase in student, faculty and staff engagement in campus life, it is critical that we continue to enhance collaborations with departments such as Athletics. This particular collaboration has been instrumental in our efforts to support our student athletes and increase student engagement at LMC. These collaborations are also important in the development of new programs such as Intramural Sports and enhancing Athletic Spirit events which will ultimately allow us to continue to increase student, faculty, and staff engagement.	We will continue to enhance already existing partnerships and develop new partnerships as we work towards developing new programs. For example, we plan to work with Athletics to upgrade the concession stand equipment in order to better support the increase of student participation at events such as our co-sponsored athletic spirit events. We will work with college administration and SGC (through RAP) to provide funding to support our efforts to upgrade concession stand equipment. In an effort to develop our Intramural Program we are also working with the Athletic Department to support or first Basket Ball Intramurals scheduled for Spring 2015.	2016SP					
53			GOAL 1: Enhance student learning and success.	WELD	Hire a new part-time welding instructor	Our Saturday lab instructor (Josh Wells) is leaving at the end of the 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.	2015FA					
54				APPLI	Tool room furlough restoration	Increase the tool room staffing from 10.5 months back to 12 months for the day time shift. Restore night staff from 5 to 6 hours per shift.	The tool room provides support to our programs by making sure the students have the proper tools and materials to be used in our classes. This will provide better support for our summer classes which is currently only staffed the first two weeks. Tool room Laboratory support was reduced when the college went through budget cuts.	Request budget allocation fro RAP.	2015FA					

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55				BGCUS	Grounds Department Equipment	To research and purchase better equipment that will allow the staff to complete tasks in less time allowing them to accomplish more in the same amount of time	We have equipment that is many years old such as mowers that are nearly 20 years old. Constant breakdowns of older equipment causes downtime for the equipment and costly repairs and lost time on task for the operator who's time has to be redirected to repairs. Without the addition of this equipment it is getting harder and harder to provide the safe and comfortable environment that LMC staff and students have come expect.	To pursue funding of equipment that will be more reliable and better suited to the task at hand.	2016FA					
56				BIOSC	why	OK	Fine	Sure	2016FA	Fall 2015				
57				BIOSC	In Pittsburg, Reinstate Furloughed Hours to Science Lab Coordinator and Increase Classified Hourly	Reinstate the 6 weeks taken from the Science Lab Coordinator's schedule and increase Classified Hourly help by 10 hours per week	To be added	To be added	2016FA	Fall 2015				
58				SLOF	Student Clubs	Continue to increase student participation in clubs	To continue growth over previous years, we will work to achieve 35 chartered clubs and involve at least 15 students in ICC during the 2015-16 academic year.	Continue strong advising practices for ICC including consistent and regular communication with current and former advisors. Also, will work on a one-on-one basis to provide specialized support for clubs that are struggling.	2016SP					
59			GOAL 1: Enhance student learning and success.	AUTO	Automotive Diesel technology	Introduce for the first time in the automotive department a diesel engine course.	Drastic changes in diesel technology and an increasing use in general passenger vehicles as resulted in the need for general automotive technicians to add diesel repair and diagnostic skills as part of their training. As of 2012 all smog technicians and those seeking a smog licence are now required to have a working knowledge of diesel technology.	A Instructor has already been found and several required materials have already been donated by several manufactures. An experimental course outline will be submitted in time for the 2015 fall semester. Instructional training materials provided by A-tech or similar builders will be needed to round out the course. This style equipment is not available from our industry supporters and will be submitted as a Perkins request this year.	2016SP					
60			GOAL 1: Enhance student learning and success.	FIRE	D2L FIRE EMS modernization/ skill videos for both FIRE and EMS academies	1. online course delivery has been identified as a strategic goal in FIRE and EMS Creating skill videos using students will help with the standarizing the delivery of instruction especially when using multiple skill proctors like FIRE and EMS academies usually do. 3. Skill videos and the creation of additional resources can enhance learning by making this feature available 24/7 at all times	1. Standard instruction will foster a more controlled learning enviorement free from nuances from different instructors. 2. Skill videos are another avenue to address those students who are visual learners	1. hire a student worker 2. This person has been identified and cal works has agreed to pay 75% of her salary , this person has a degree in video editing and content creation 3. have student go to FIRE and EMS programs and videotape all evolutions and then upload to D2I.	2016FA	Summer 2015				

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61			GOAL 1: Enhance student learning and success.	PUENTE	Double the amount of transfer ready students.	By Fall 2016, Puente plans to double the amount of transfer ready students.	Our target is to reach 25% of transfer ready Puente students in comparison to the general population. Puente is intended to be a transfer program; therefore it is important to increase our transfer rates and completion of degrees.	Continue to provide intrusive counseling services and encourage Puente students to take advantage of accelerated Math 29 or Math 27 to help complete the math sequence earlier.	2016F A					
62			GOAL 1: Enhance student learning and success.	PTEC	Work to add contextualized Physics 15 course to schedule	Increase number of Physics 15 sections.	Physics 15 is a requirement for entering PTEC students. At the moment, there aren't enough sections of this class to allow PTEC & ETEC students to fulfill this program requirement.	Request that more sections of Physics 15 be added to schedule	2015F A					
63			GOAL 1: Enhance student learning and success.	PTEC	Increase persistence and completion rates by increasing use of simulator laboratory	Accelerate student basic process skill acquisition by expanding the use of simulation software to most of the classes in the process technology program.	Simulation software is being used throughout the refinery and chemical industries to train technicians in the operation and troubleshooting of plants. The learning and practice of these skills need to start as early as possible in the program in order to give our students a competitive advantage in the troubleshooting and critical thinking realm of plant operations.	- Write Shell grant proposal to purchase update to software. - Reduce PTEC 10 class size to allow use of simulator lab. - Restrict use of simulator lab to Process Technology Classes (CC3-319) - Change PTEC 12 and 44 COORs to increase number of credits, an	2015F A					
64			GOAL 1: Enhance student learning and success.	PIE	Establish cycles	Establish with the Planning Committee and District Research regular cycles to review the mission statement, for planning and to conduct surveys.	As part of our continuous improvement, we need to establish a periodic review of our mission statement, conduct surveys, review progress on existing plans.	1. Review cycle for Mission Statement 2. Student Satisfaction Survey 3. Employee Satisfaction Survey 4. Other plans	2016S P					
65		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	ATH	Intensified Academic Support for Student Athletes	Increased academic support for student athletes that will benefit their unique schedules. Student athletes are required to carry a full load of classes, in addition to their athletic practices and competitions. Many of the services offered to the entire student population are underutilized by the student athlete because it conflicts with their schedule. We are proposing to increase the access of services to this population by offering said services at times more in lined with their schedules.	The Athletics department requested an inquiry from the District Office concerning the Assessment scores for LMC student athletes for English and Math. Many of our student athletes assessed into Math 25, following with Math 12 and 30 and English 90. Distinguishing specified hours that align with the student athlete's schedule for them to access tutoring will increase their academic success in the classroom and increase their completion of basic skill courses. We will coordinate these times with the Head Coaches for each sport and utilize past academic performance and mid semester progress reports to identify and mandate the usage of these specified hours for students who need the extra help.	Hire a math tutor to conduct intensified group math tutoring twice a week (8 hours) specifically for athletes Coordinate with the CORE to identify and block off time during the week where athletes can access the CORE tutors for assistance in other areas of study. Once a week for four hours	2016F A					

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66		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success		MATHD	Manipulatives for DE courses	Incorporate the use of manipulatives in DE courses to give abstract concepts concrete models for conceptual understanding.	Best pedagogical practices include the use of concrete models, or manipulatives, in developing students conceptual understanding of abstract mathematical concepts.	Identify course content that is appropriate for integration of manipulatives, acquire manipulatives, train instructors in the use of the manipulatives, evaluate the effectiveness of student learning using manipulatives.	2017S P					
67		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success		COMSC	Class set of "clickers" real time classroom interaction and feedback	Acquire a classroom set of "Clickers" and associated software in order to infuse immediate interaction and feedback in class, in particular with the entry courses COMSC 040 and 049.	To increase student engagement, learning, and retention in the classroom at the basic level, specifically with computer terminology, concepts, and ideas in a more direct manner.	While the clickers are being acquired and prepared to be used, write mini-lessons for their use in COMSC 040 and 049. This can include the prompting questions in the publisher's text.	2016F A					
68		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATH	Lobby Redesign	To ensure student success, students must be well and properly informed.	Students are regularly misinformed about our acceleration options. Sections have been cancelled partially due to lack of advertising. Other programs wish to advertise through the math department. There is no clear sign to direct students to our administrative assistant nor to our testing center.	Create a large, professionally designed sign in the lobby detailing critical information. Create a kiosk with handouts about various math courses, but also for all other LMC programs.	2016F A					
69		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIO SC	Reinstate Furloughed Time to Pittsburg Science Lab Coordinator	Reinstate the furloughed time (6 weeks) to the Pittsburg Science Lab Coordinator position. The restored 6 weeks would bring this central position to our departmental mission back to a 12 month position as it was originally written and instituted before the forced furlough.	Historically, the Biology Science Lab Coordinator position was a 12 month contract and this was appropriate for the demands of the position. Since the inception of the forced furlough in 2012, our department has fought to have this position re-designated back to its original status. This request applies to: College Strategic Priority #1: Increase Equitable Student Engagement, Learning and Success District Goal #1: Enhance Student Learning and Success. Since the furlough of this position in July, 2012, the biology department has increased the workload of our Pittsburg Science Lab Coordinator in three substantial ways. First, we have converted all of our lab classes from Hours by Arrangement to scheduled ("wet") labs. Second, we have more than doubled the number of sections of our majors courses, each with 6 hours per week of lab. Third, we have increased our course offerings by adding a new course to our curriculum, Human Biology (Bio 8) and have decided to start offering Ecology and the Environment (Bio 7) every semester. These changes all improve accessibility and pedagogy for students working to meet their biology requirement(s) but at the same time, have drastically increased the workload on our Science Lab Coordinator. To put this in perspective, during the regular academic year, the Pittsburg Science Lab Coordinator oversees 8 courses, is directly responsible for the lab preparation of 6 courses with a total of 19 lab sections per week. In summer, they handle 3 courses with 6 lab sections per week. Because the Science Lab Coordinator is integral to the successful operation of our department (including supervision of LMC's Nature Preserve), truncating their hours to a 10.5 month contract hinders our ability to offer a high quality lab experience to our students. The need to restore hours is made even more imperative when one considers that the furloughed times bracket the Fall, Spring and Summer semesters. Work that would usually be done before and after the semester must now be	1. Consult current Science Lab Coordinator for input on needs of increase to 12 month contract. 2. Write RAP outlining the necessity of increasing their contract (hence reinstate furloughed hours) 3. Enjoy working with a less stressed and more productive Science Lab Coordinator and appreciate improved departmental operations.	2016F A	Fall 2015				
70		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MESA	Industry Involvement	Increase MESA industry awareness and relevance	Collaborate with industry professionals in order to get feedback and insight to build a successful program in creating industry ready professionals. Tours and Internships are an important part of exploring a career and building competitiveness for school and job applications.	1.Increase industry representation on the MESA advisory board 2.Increase local internship opportunities for MESA students 3. Increase local industry tours for MESA students	2016S P					
71		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success		ENGL	Reexamine DE philosophy and program model	Look at the current DE model and see if we want to make any changes going forward.	It has been about 18 years since we implemented the current English DE model. With the addition of accelerated courses, this is a good time to discuss the current model and see if we want to make any changes going forward.	As a department read some of the latest research on developmental education and acceleration. Have a retreat in which we discuss the current model and whether we want to make changes in light of the current research.	2016S P					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
72		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Renovation of SC1-103	Improve student learning and increase the potential number of non-majors lab sections by renovating SC1-103 to become a standard biological science wet lab. Improve students' abilities to take make-up tests and have informal study/review sessions by making the conference rooms within SC1-103 accessible independently.	The Biology Department proposes to renovate room SC1-103 from its current form as an independent study center to a formal wet lab facility. This renovation solves current problems as well as increases the department's capacity for future growth. Until very recently, class sections of Bio 5, 10, and 30 were offered in a format in which students completed lab activities in a self-paced manner in the Biology Learning Center (BLC) (room SC1-103) utilizing the "hours by arrangement" (HBA) modality of instruction. The lecture portions of these classes were offered in regular classrooms. The BLC was an integral part of the original design of the LMC Science Building. Because of new state scrutiny of HBA lab hours, and also a strong consensus among department members that HBA labs represented inferior pedagogy, we redesigned Bio 5, Bio 10, and Bio 30 to have their lab components offered in formal wet lab facilities, with all hours scheduled at the same time for all students in each section. In addition, we created a new non-majors general education course in Human Biology (Bio 8). Beginning with the Fall 2014 semester, after years of planning and concerted effort, all sections of these courses are now offered with scheduled labs in formal wet lab facilities. We endeavored to schedule sections as efficiently as possible, first in our non-majors lab (SC1-126), but not all sections could be accommodated in this room. Several stopgap measures were implemented, but some of these measures have created additional problems. In addition, we need room for future expansion. We are counting on using the renovated BLC space to accommodate these needs. Class sessions are not the only facilities needs. Activities such as make-up exams and informal review/help sessions are increasingly difficult to schedule as the occupancy of the Science building increases. Also, since all Biology adjunct professors share a single office, it is difficult for them to have private conversations with students when several professors are present at the same time, which is often the case. The conference room spaces in the SC1-103 are quite suitable for these purposes. Part of our proposal is to make these spaces accessible for use	1. Develop section usage plan for new lab 2. Work with VP's office to fund, design and renovate SC1-103 from an independent study facility to a formal biology wet lab. 3. Schedule classes in new lab	2017SP					
73		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Brentwood Biology Lab Finding	Maintain the ability of the Brentwood Center science lab to support current biology instruction	Lab instruction is the centerpiece of biology instruction, and labs are a required part of every biology class that is offered at the Brentwood Center. Most of these labs are required for courses to count for transfer. Courses cannot be run without labs, and we need a stable source of funding for consumable lab supplies, maintenance, and student and other support workers. We secured one-time funding for 2014-15, but what we really need is ongoing funding so that we can reliably schedule and offer biology courses at the Brentwood Center. Since most biology instruction cannot occur without funding for the labs, this goal is strongly tied to all campus and district goals that have to do with student success, access, teaching, and learning.	1. Write RAP request for Ongoing Brentwood Center Biology Lab Support funding. 2. Deploy funding to support biology labs at Brentwood	2016FA					
74		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BRTWD	Increase student support and tutor availability in the Math Lab	Increase the number of hours that the Brentwood Center Math Lab will be available to students and the number of available tutors for student support.	Past accreditation recommendations have indicated the need for the services at the Brentwood center be in alignment with those at the main campus. We have ADDED more classes but due to restrictions that our adjunct faculty have with their hours of availability, we CANNOT open the Math Lab for more hours and therefore many students (especially those who take evening classes) are not being served. Because the lab is barely staffed, our coordinator must tutor for close to 35 hours per week. This leaves very little time for her to complete other lab responsibilities. An assistant would help to complete math lab responsibilities, and free the coordinator to tutor as needed. The services at the Brentwood center should mirror those at the main campus. We cannot adequately serve evening students, as the lab closes before the evening classes end. During the hours that we are open, we rarely have enough instructors and tutors to meet the student demand during peak times.	1. Request a permanent part-time position (20 hours per week for 12 months of the year) for a part time lab coordinator to help our math lab coordinator and our students.	2016SP					
75		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Update Biosc 005 labs at Brentwood	New lab materials are needed to update the lab activities for Bio 5 at Brentwood. Thus allowing consistency for all the Bio 5 classes offered at LMC.	The biology department has been going through enormous changes, with the conversions to full labs for our Bio 5, 10 & 30 as well as the addition of a new lab course bio 8. Our focus was to smoothly transition these courses from HBA to full lab and we have been extremely successful. However, with the focus on this transition the bio 5 courses at Brentwood have not kept up with the changes. This is solely for one reason – money. We need materials to update the bio 5 courses at Brentwood and create equity and access to the highest quality learning possible for our Brentwood students. The lab book is written and we have most of the materials we need at the Pittsburg location [not all] and the labs are now running for the second semester pretty smoothly. We believe is important for student learning that we update the materials for the new lab activities in Brentwood and create consistency between the campuses. We will be writing a RAP for these materials. Our department wants to do all it can to ensure that all students of LMC have equal access.	1. Write RAP request for these one-time material costs. 2. Purchase needed materials and offer the courses with these new lab activities.	2017FA	Or as soon as money is available				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
76		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Develop guidelines for students to receive Honors credit in BIOSC 20-21	We will develop projects or extension of class activities for students in BIOSC 20 & BIOSC 21, so they will have the opportunity to earn honors credit while completing these courses.	Students previously obtained automatic honors credit for successfully completing BIOSC 20 and BIOSC 21. New regulations from transfer institutions prohibit students from receiving automatic honors credit in these courses, so we are developing guidelines to allow LMC students to complete an additional project or extension of a current course project to earn honors credit. Since many students in each of these courses every semester are honors students, we will collaboratively develop guidelines so that any student entering BIOSC 20 and/or BIOSC 21 will understand what is expected in order for them to earn honors credit for these courses. This will streamline the process for everyone and the guidelines will be developed by the faculty teaching these courses and with the support of the Honors Program Director.	The faculty teaching BIOSC 20-21 will meet with the Honors Program Director at LMC to brainstorm ideas, decide on a plan for each course, and discuss a timeline for establishing the new guidelines. Faculty members will develop one document per course that explains the requirements for receiving honors credit in each course and will then meet with any additional faculty and staff members who may be involved in teaching the courses or in helping students complete their honors projects (for example, the MESA Director who coordinates the seminar series where students may potentially present their honors work). The faculty will also obtain feedback from the Honors Program Director before finalizing the documents and making them available to students during the Fall 2015 semester.	2016S P					
77		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Provide all Biology majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation.	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty, with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences	2019S P					
78		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Enhance equity in LMC biology education by providing access to classroom technology	Provide students with access to laptops in biology labs and classrooms	Biology in the 21st century is ever-changing and increasingly reliant on and integrated with technology. Training students adequately in biology means providing access to up-to-date science information, as well as hands-on experiences with technology used in biology labs at transfer institutions and modern workplaces. Laptop availability in LMC Biology labs will lead to expanding and strengthening our educational approaches, engaging our students more deeply, and preparing individuals for academic and professional success. Currently, there is limited class access to computer labs on campus; scheduling time in these labs is difficult, and equipment is not generally reliable. In-classroom laptops will be used by students for collecting and sharing data in science experiments, collaborating on in-class projects, composing lab reports, and accessing science journal articles. This objective aligns with the below college and district objectives: Strategic Priority #1: Increase equitable student engagement, learning, and success District Goal 1: Enhance student learning and success	Purchase 30 Chromebooks along with a secure, locking, chargeable mobile laptop cart	2017F A					
79		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	LIB	Library Resources Funding	Institutionalize funding for library materials and electronic resources.	Historically, funding for a large percentage of the library's electronic resources and print materials has been allocated through the state Library Materials and Instructional Equipment money. Given the importance of providing these materials to the students of LMC, this money should be integrated into the Library's operating budget to provide a stable and consistent funding source.	#NAME?	2016F A					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Align ment Notes
80		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BRTWD	1	3			2016FA					
81		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BRTWD	Increase the amount of tutor support in the math lab and the classroom	Increase student success by providing increased access to peer tutors both in the math lab and the classroom	Past accreditation recommendations have indicated the need for the services at the Brentwood center be in alignment with those at the main campus. We cannot adequately serve evening students, as the lab closes before the evening classes end. During the hours that we are open, we rarely have enough instructors and tutors to meet the student demand during peak times. We have no budget for tutor support during summer session.	RAP proposal for increase in tutor budget to ensure that students have access to tutor support that is proportional to that on the main campus	2016FA	Fall 2015				
82		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BRTWD	Increase number of full time faculty to support students	Hire more faculty. Try to reach a point where at least half of our sections are taught by full time instructors.	Currently only eight of the thirty five math sections (23%) offered in Brentwood is taught by a full time instructor. Students deserve to have equitable access to full time instructor who are available for mentoring and familiar with the program and the entire college.	Box 2A request for new hires	2016FA					
83		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	LIB	Sustain Reference Desk Coverage	Continue to provide uninterrupted reference service at the Library Reference Desk during all operating hours.	Beginning Spring the Library is required to extend its hours of operation to accommodate the use of the Library computer classrooms by non-library courses. There was not a corresponding increase to the adjunct librarian budget leaving the reference desk un-staffed for 13 hours a week. Currently the Library is open 58 hours per week, but is only able to offer 45 hours of reference desk service due to a limited budget for adjunct librarians and the non-desk responsibilities of the three full time library faculty. Additionally, research consultations and library instruction sessions are more time intensive activities and further reduce the library's ability to offer drop in reference services. We are currently the only library in the district without a reference librarian present during all open hours. With increased funding for the 2013-2014 school year, in additional to .5 release time back fill, the library is able to staff the reference desk for almost all operating hours. Reference service was restored to begin at 9am (instead of 10am) and there is uninterrupted coverage until 8pm. While the library is open until 9:45pm, use and gate count statistics are used evaluate the need for additional coverage. This increase in funding was temporary and the library will again be submitting a resource allocation proposal in support of the continuing objective.	*Spring 2013, submit RAP proposal for additional funding to increase the reference desk coverage in the evenings. *Spring 2014, submit RAP proposal for additional funding to increase the reference desk coverage and the create a pool of adjunct libraria	2016FA					
84		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MESA	Create stronger awareness of STEM transfer universities and careers	Create stronger awareness of STEM transfer universities and careers	Transfer and Career development is an important component of the MESA program. Students will be more aware, engaged and competitive in the transfer and job application process. MESA would like to provide one STEM specific University tour per academic year. Currently there are no STEM specific tours offered at LMC. We would like to provide a university tour where we target the STEM departments of a university rather than a general tour. We feel this will increase the knowledge and interest of our students to transfer in STEM specific majors. In a general college tour you do not get to see the departments in depth. This will give STEM students a better grasp on the specific majors and department requirements they are looking for. MESA would like to create stronger awareness of STEM transfer universities and careers. Therefore, MESA would like to provide one STEM specific Industry tour per academic year. Currently there are no STEM specific career tours offered at LMC. We would like to provide an industry leader in the greater Bay Area and tour the facility. We feel this will increase the knowledge and interest of our students in STEM specific careers	1. Tour one STEM transfer University 2. Tour one STEM industry Campus 3. Offer outside Career Speakers	2016SP					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Align ment Notes
85		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MUSIC	To Hire a Full-Time Music Position	To hire a full-time music position to replace the two full-time music positions that have been vacated for several years. Also, to bring in a fresh perspective on new music avenues that will help increase the breadth of music offerings and bring in higher student enrollment. To add to and improve the music department overall.	Two full-time professors have retired and the music department is operating with three full-time professors. As we look to expand our music course offerings and widen the depth and variety of our music program, a new full-time hire will complement the existing faculty and bring forth another aspect of the music departments wide offerings.	New hire will be able to: 1) Provide new courses that will offer students variety and depth 2) Recruit more students in the local areas to feed into the music program and the overall programs at Los Medanos College 3) Cover existing classes that are hard to find staffing for. 4) Add to activities in and around campus during campus events.	2016FA					
86		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	ETEC	Insure a reliable source of instructors for the day program.	Increase the faculty stability so the ETEC program can continue to be offered if adjunct faculty members are not available for day classes.	The ETEC program curriculum needs an instructor with many years experience in the industry we train for. This means part timers that are still working would not be available for day courses and retirees from this field have great retirement benefits and don't need or want to work any longer. Having another full time instructor will allow more time to work with individual students for more equitable student involvement.	Hire another full time instructor for the ETEC program.	2016FA	Fa 2015				
87		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATHD	Increase equity and accessibility of the Math Lab Testing Center	Increase equity and accessibility of the Math Lab Testing Center by adding hours from the budgeted 16 hours per week to 35 hours per week.	Students in basic skills courses are required to take Mastery Quizzes to assess their knowledge in material the Math Faculty has deemed essential in order to succeed in future math courses. Many instructors use the Testing Center to assess student progress throughout the semester, and in many cases, devote a portion of their final grade to the completion of these mastery quizzes. During the review of their Mastery Quizzes, instructors & tutors are able to catch incorrect mathematical operations and rectify the students' thinking process to keep the student on a successful path within their class. Student Mastery quizzes are only administered during class time and in the Testing Center. At the current budget, students have very few hours to receive any feedback for their work resulting in weak understanding of the material for their current course and will compound in subsequent courses. A Mastery Quiz Box is a portable filing box that contains a file for every student in any given class. Instructors & tutors use these boxes to keep a concise record of progress for each student throughout the semester. From Spring 2014 to Spring 2015, the Testing Center has seen an increase from 17 to 27 sections that heavily utilize Mastery Quiz Materials representing a 58% increase in the number of students using the Testing Center. Since the Testing Center Staff & instructors are the only contact points for these mastery quizzes, having limited Testing Center hours greatly reduces the availability of the mastery quiz materials to the students. Due to few Testing Center Operating hours, we have had to ration the hours throughout the week. For instance, we have had to close the Testing Center on Mondays in order to maintain services through the academic year. Many of our students have obligations outside of school that take up a majority of their time. Due to our allocation of hours, we have underserved large groups of our student population from getting the mathematical guidance they require in order for them to succeed in their academic endeavors. In particular, students who work during the day and attend class at night are unable to get the help they require in order to continue with their scholastic	Submit a RAP Proposal to increase funds to the Testing Center. Keep a running record of Testing Center Usage. Create a Testing Center Schedule that provides access to the Testing Center and its resources to both full-time & part-time students. Increase the weekly operating times of the Testing Center from 16 hrs/week to 35 hrs/week.	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
88		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATH	Increase equity and accessibility of the Math Lab Testing Center	Increase equity and accessibility of the Math Lab Testing Center by adding hours from the budgeted 16 hours per week to 35 hours per week.	Certain transfer-level courses have adopted to administer Mastery Quizzes to assess their knowledge in material the Math Faculty has deemed essential in order to succeed in future math courses. Many instructors use the Testing Center to assess student progress throughout the semester, and in many cases, devote a portion of their final grade to the completion of these mastery quizzes. During the review of their Mastery Quizzes, instructors & tutors are able to catch incorrect mathematical operations and rectify the students' thinking process to keep the student on a successful path within their class. Student Mastery quizzes are only administered during class time and in the Testing Center. At the current budget, students have very few hours to receive any feedback for their work resulting in weak understanding of the material for their current course and will compound in subsequent courses. A Mastery Quiz Box is a portable filing box that contains a file for every student in any given class. Instructors & tutors use these boxes to keep a concise record of progress for each student throughout the semester. From Spring 2014 to Spring 2015, the Testing Center has seen an increase from 17 to 27 sections that heavily utilize Mastery Quiz Materials representing a 58% increase in the number of students using the Testing Center. Since the Testing Center Staff & instructors are the only contact points for these mastery quizzes, having limited Testing Center hours greatly reduces the availability of the mastery quiz materials to the students. Due to few Testing Center Operating hours, we have had to ration the hours throughout the week. For instance, we have had to close the Testing Center on Mondays in order to maintain services through the academic year. Many of our students have obligations outside of school that take up a majority of their time. Due to our allocation of hours, we have underserved large groups of our student population from getting the mathematical guidance they require in order for them to succeed in their academic endeavors. In particular, students who work during the day and attend class at night are unable to get the help they require in order to continue with their scholastic	Submit a RAP Proposal to increase funds to the Testing Center. Keep a running record of Testing Center Usage. Create a Testing Center Schedule that provides access to the Testing Center and its resources to both full-time & part-time students. Increase the weekly operating times of the Testing Center from 16 hrs/week to 35 hrs/week.	2016FA					
89		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATHD	Increase equity and accessibility to calculators to students	Increase equity and accessibility to calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 27, 29, 30, 34, 37, 40, 50, 60, and 70. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at \$134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has implemented a system where a student can check out a calculator for a day to use in class and on homework. In addition, instructors routinely check out calculators for their class tests and assignments for those students who are financially incapable of purchasing one of their own. The implementation of this program has led to increased preparation of students in their math class which permeated throughout the duration of the course.	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Alignment Notes
90		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATHD	Increase equity and accessibility to calculators to students enrolled in math classes	Increase equity and accessibility of calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means to acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 27, 29, 30, 34, 37, 40, 50, 60, and 70. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at \$134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has implemented a system where a student can check out a calculator for the day to use in class and on homework. In addition, instructors routinely check out calculators for their class tests and assignments to those students who are financially incapable of purchasing one of their own. The implementation of this program has led to increased preparation of students in their math class which permeated throughout the duration of the course.	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.	2016FA					
91		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATH	Increase equity and accessibility to calculators to students enrolled in math classes	Increase equity and accessibility of calculators to students in Basic Skills and Transfer Level courses by increasing the number of calculators available for daily checkout.	The Math Lab checks out calculators to those students who do not have the financial means to acquire a calculator themselves. Currently, the Math Lab has 11 TI-84's and 6 TI-83's for the student population to check out for the day to use in their respective math classes. These calculators deplete very quickly during the week and leave many students without the equipment to adequately prepare for their class. This, in turn, drastically decreases student learning and success throughout their LMC career. At the moment, the courses that require a calculator are Math 12, 25, 29, 30, 34, 37, 40, 50, 60, 70, 75, and 80. Of these, a large majority of them require specifically a graphing calculator for large portions of their curriculum. In fact, many of these classes state in their syllabus that a graphing calculator is a requirement for the course. However, a TI-84, the most widely used throughout LMC's Math Department, is currently priced at \$134.99 plus tax which has swayed students away from purchasing a graphing calculator. This has led to decreased preparation for students taking both Basic-Skills and Transfer Level courses since students do not have the materials required to succeed in their course. To help students acquire a calculator, the Math Lab has implemented a system where a student can check out a calculator for the day to use in class and on homework. In addition, instructors routinely check out calculators for their class tests and assignments to those students who are financially incapable of purchasing one of their own. The implementation of this program has led to increased preparation of students in their math class which permeated throughout the duration of the course.	Submit a RAP Proposal to acquire fifteen (15) more calculators to complete a class set for general campus checkout. Review and record calculator usage records.	2016FA					
92		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success		CHDEV	Addressing the Achievemnt Gap for CHDEV students	We have noted achievement gaps in our department data-particularly with our minority students. We wish to address closing the gap.	We wish to have more equitable outcomes with our students.	Participate in professional development activities. Provide training with part-time faculty to be more intentional around the 6 success factors developed by the RP group. Actively recruit and train students of color for student intern positions. Establish student mentoring partnerships among students (particularly among African American males)to promote success. Advance relationships with feeder high schools to help with 10th grader recruitment of students of color into their ROP academy programs.	2018SP					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
93		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BWCTR	Veterans' Services	With a growing veteran student population taking classes at the Brentwood Center, increase access to veterans' services available at the center.	In recent years, the number of student veterans continues to increase at LMC, including those students enrolling at the Brentwood Center. Currently, veteran students are required to visit the main campus to address counseling and certification needs. The Brentwood Center is just beginning to provide access to community veteran's agencies that are setting up tables periodically at the Brentwood Center. With the increase in this student population, services can and should be expanded for our student veterans.	1) Identify the number of student veterans attending the Brentwood Center. 2) Survey veteran students to identify the type and level of services that are needed in Brentwood, in conjunction with the main campus. 3) Develop a plan for enhancing services for veterans attending classes at the Brentwood Center.	2016FA	SP 2017				
94		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	AR	Increase International Student Program & Provide More Support	We would like to have more international students attending LMC. And we would like to provide more support services to the students who are already attending.	International student bring a wealth of cultural diversity to the campus. By providing more support to the ones who are here, we are helping them to succeed. By increasing the number of international students, we have more of an opportunity for cultural diversity.	Build an online orientation using D2L, so that students can be oriented before they enter the country. Build a more comprehensive face-to-face orientation once the student arrives. Reactivate international student club. Arrange for peer mentors. Arrange for tours of campus.	2016SP	Fall 2015				
95		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	INSTOF	Distance Education Strategic Planning	Led by the Distance Education Committee and the Office of the Vice President of Instruction & Student Services, the College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting student completion of certificates and degrees and; analyze data on the success and completion rates of online and hybrid courses to inform efforts to improve student learning and success (AIP IIA)	A direct result of the institution self-evaluation submitted for the 2014 ACCJC accreditation visit.	Examine pattern of online classes currently offered, including student success and completion rates, and distribute information to Academic Senate, Curriculum Committee, Enrollment Management Committee, and Department Chairs. Recommend Distance Education planning and scheduling policies to Vice President, Academic Senate, and Department Chairs	2016SP					
96		SP-#1: Incrse Equitable Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	SSADM	Creation of LMC Veterans' Center	Establish a Veterans' Center for students returning from combat and enrolling at LMC as they return to civilian life. This dedicated space would offer an array of resources from both the internal (college) and external communities, as well as "soft" space for student veterans to network, do homework, and have a safe environment as they become acclimated to college life.	Many student veterans arrive at the college as an "at-risk" student population, due to needing a period of adjustment to civilian life, to the potential of having post-traumatic stress disorder (PTSD) or other disabilities that pose substantial barriers to academic success. Student veterans need a space where they feel safe and where they can connect with other students like themselves as they navigate the civilian and academic world. The space could include computer access, a place to study, access to a variety of resources, counseling services, and other college staff to assist in developing the skills to be successful in their LMC college experience.	1) Identify appropriate location for Veterans' Center. 2) Identify appropriate staffing for Veterans' Center: While a number of existing college staff can be stationed in the Veterans Center to provide a variety of services, such as counseling, career preparation, employment services, DSPS, a part-time hourly staff person is also needed to assist with supervision of the center and coordination of the different services and community resources. 3) Purchase 6 computers and other furnishings for creation of study space, soft space, staff work station and private office space for counseling or other private consultation	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
97		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	BIOSC	Critical Maintenance of Biology Facilities	Secure resources for required maintenance and repair of certain building issues that are impacting student and staff performance, safety and morale.	The Science Building is now 7 years old. Due to the intense utilization of this building, particularly the lab rooms, many maintenance and repair issues have surfaced which need to be addressed. These projects support the goal of student success by protecting irreplaceable required learning materials from theft and vandalism, increasing ability of students and staff to concentrate on learning, undistracted from outside noise and allowing staff to redirect the time now devoted to repairing malfunctioning elements of the building to helping students learn. In addition, repair and painting of the walls will boost staff and student morale, reestablish the comfortable, secure learning environment that is necessary for student achievement and provide an interface with the community at large that is in keeping with our goal of student success and retention.	1. The hardware that allows the storage drawers to open and close has failed in many of the lab storage drawers, particularly those in 133. This hardware was of poor quality to begin with, and actually began to fail towards the end of the first semester. For the past 6 years, time and energy of our staff has been diverted on nearly a weekly basis to removing the drawers and re-securing this hardware. They have been repaired so many times that the particleboard cabinets can no longer hold the screws. At this point, the hardware is so loose that drawers can no longer be fully closed and the locking mechanisms, because of the constant pushing on the drawers are either broken or cannot be engaged. This leaves required and sometimes irreplaceable items like skeletons, models and slide boxes and other equipment subject to theft and vandalism. These items need replacement at this point, as repair is no longer an option. 2. We have found that there are acoustic issues in room 126. The walls between this lab and the adjacent classroom are so thin that normal noise levels in either room result in classes disturbing one another on a daily basis. This is particularly troublesome when one classroom needs quiet for an exam and there is a lecture or lab activity going on in the other room. Students cannot concentrate, and exams scores and hence, student success, are effected. This must be	2017F A	Will depend on funding				
98		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	FINAID	Increase awareness of the Financial Aid Application Process	Increase awareness of the Financial Aid Process in efforts to promote completion of the application.	Navigating through the financial aid application process is a common challenge for students and their families. Most students start by completing the Free Application for Federal Student Aid (FAFSA), but fail to follow-up with the rest of the application process after. Based on the current 2014-15 academic year, LMC received a total of 7321 FAFSAs (as of 1/6/15). However, only 2646 LMC students were awarded a Pell Grant. This means only 37% of LMC students that filed a FAFSA received a Pell Grant, but this is not inclusive of those that did complete the application process with a high EFC.	Educate students about the process that follows after they complete the FAFSA online by offering more Financial Aid Workshops, and using marketing tools (i.e FA website, email blasts. InSite Portal).	2016F A	Fall 2017				
99		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	TUTCTR	To Fund a Tutor Program Assistant	This position will assist the Tutor Program Coordinator with oversight of the college-wide tutoring program.	With the increased responsibilities of the Tutor Program Coordinator to provide tutoring for both Pittsburg and Brentwood campuses, the need for hourly assistance is dire. The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11 this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short-term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore opening hours from 8:00am to 7:00pm Monday through Thursday as well as providing tutoring services until 7:00pm Monday –Thursday. Despite the reduction in funding throughout the last few years, the tutoring program has seen an increase in the number of tutors and students served. This position is needed to train approximately 45 tutors college-wide supporting up to 26 college departments. In 2014, the position was funded for 30 hours a week which has allowed us to continue provide quality tutor services.	<ul style="list-style-type: none"> Assisting with the development of college-wide recruitment and hiring policies and procedures. Assisting with the recruitment and hiring of new tutors. Assisting with the supervision of tutors in the Center and throughout the labs on campus specifically for evening hours Preparing and distribute flyers and brochures relating to tutoring services to promote services available in the Center for Academic Support Performing triage incoming students and refer to the appropriate support services. Compiling statistics and prepare reports as necessary. Assisting with the development of creating SLOs and TLOs and the assessment of both. Assisting with scheduling of the tutors. Performing general clerical duties such as filing, answering phones, making appointments. 	2015F A					
100		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	TUTCTR	To Fund Tutors for Tutor Training	To provide adequate tutor training for the increased need for tutoring additional funds are needed to pay the tutors to attend.	Due to increased requests for general tutoring at Pittsburg and Brentwood, we need to augment our training to allow for more tutoring access and equity. There has not been an increase to the tutoring budget in years. The tutoring budget currently funds both general tutoring for 27 departments and tutor training for all new tutors. Since ever year The Center trains approximately 60 NEW tutors, the tutor training funds are needed because there is not enough funding for tutoring services and training of new tutors. If we do not receive additional funding either tutoring services or tutor training will have to be cut severely.	<ul style="list-style-type: none"> Provide 12 hours of pre-semester tutor training; Provide six 3-hour tutor training sessions throughout each semester; Continuously evaluate training sessions; Provide assessment of TLOs and SLOs. 	2015F A					

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101		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	PUENTE	University of Riverside Puente Leadership Conference.	Increase the number of Puente students to participate in the University of Riverside Puente Leadership Conference.	The importance of 'leadership' is an essential topic within the Puente Learning Community. Annually, UCR sponsors a week long free leadership program for Puente students within the State of California. Typically only 60 Puente students statewide are chosen; we aim to send one LMC Puente student to represent LMC and return with great ideas to expand Puente from a student's perspective.	Starting in Spring 2014, we have already emailed the required application to ensure that the 2013-2014 cohort applies for this grand opportunity. As the Puente Counselor I will continue to encourage students to apply and submit the required application by the deadline.	2015SP					
102		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	FINAID	Increase awareness on responsible borrowing for the Direct Loan Program	Increase awareness on responsible borrowing by continuing to provide Direct Loan counseling workshops in person. This will not only educate students on the loan application process and options, but serve as a preventative measure in addressing future cohort default rate.	Providing in-person workshops will address the counseling aspect of the Direct Loan Program. It is imperative that FA administrators provide students with information on borrowing options, as well as educate students on the consequences of not repaying their student loans in the future. Students need to be aware that the loan program offers various repayment plans and deferment and forbearance options designed to meet the needs of borrowers in different financial circumstances. Additionally, students need to learn the consequences of not repaying on a student loan. Overall, in-person loan workshops serves as an educational tool as well as a preventative measure in addressing the college's future cohort default rate. Based on a CDR projection calculation completed by John Pierson, a consultant hired by the California State Chancellors Office, LMC's 2014 CDR is projected to be 39%. This projection is based on the presumption that LMC discontinues all outreach to students who enter repayment. This data implicates a significant need to not only provide counseling to students when they exit the loan program, but at the forefront when they first enter the program.	*Offer in-person loan workshops to students inquiring about the loan application process who meets the standard eligibility criteria set by the Department of Education. *Provide assistance to students on completing the online entrance counseling exam on the Department of Education website	2016FA	Fall 2017				
103		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	PUENTE	Expand Puente Program	Expand Puente to a two or three year program to encourage engagement for 2nd (P2's) and 3rd (P3's) year students.	As an effort to retain Puente students during their 2nd and 3rd year it would be great to expand the Puente Learning Community to offer additional support services to help keep the cohorts united. This objective would also assist in supporting the goals of Objective #2.	Possibly changing the course offerings of Counseling 32 and 34 and offer these courses during the second/third year of the Puente Program to help keep students engaged and connected.	2015FA					
104		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	PUENTE	Implement a 3 unit personal development course.	By Spring 2016, Puente plans to implement a 3 unit personal development course.	This course will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC). Our target is to offer this course for first year Puente students during their second semester. This objective aligns with our District's strategic goal #1 "student learning and success." This course will provide an in depth first year experience all while fulfilling general education requirements for all systems (CCC, CSU, and UC). Our target is to offer this course for first year Puente students during their second semester. This objective aligns with our District's strategic goal #1 "student learning and success."	Conversation regarding this 3 unit course began in Spring 2014. In Spring 2016, we will finalize the implementation of this 3 unit course.	2015FA					
105		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success		ENGL	Expand and assess the accelerated pathway through the English Developmental sequence	Investigate and research the effectiveness of accelerated English courses on student success and completion, offer more sections of accelerated developmental courses, and train faculty in accelerated learning principles	This year we will build on the work of the past two years, continuing to assess the effectiveness of acceleration, expanding the program and training new faculty.	Formative assessment Teacher training Continue research	2016SP					
106		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	SPCH	Enhance and Support the LMC Worlds Debate Team	The LMC Debate team is growing! Again! The transition to worlds debate was even more successful than anticipated leading to a need for resources.	In 2011, LMC made a decision to start a debate team which has grown exponentially since it's start in Sp 2015. The new team, which is reaching a equilibrium size of 20 students, needs to be supported by release time from the existing and full time faculty to support off campus travel and the making of arrangements. The team's composition has also become incredibly diverse with an over representation of women. In 2014, the team took 2nd place at the NPDA National Tournament for community colleges. This follows a great record of great success in regional and national competition.	Making Travel Arrangements Traveling to Tournaments / Coaching Debate Conducting Practice in Addition to Classtime	2015FA					

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107		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	CHEM	Provide all STEM majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty (including 2 from Chemistry: Mindy Capes and Dennis Gravert), with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences in their classrooms. Culture of Real-world STEM experiences To cultivate a college community that supports research and inquiry-based experiences in the classroom as well as real-	20185 P					
108		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	FINAID	Increase utilization of the Federal Work-Study Program	Increase utilization of the Federal Work-Study Program by promoting the program to students, faculty, and staff on campus.	Maximizing full utilization of the Federal Work-Study (FWS) Program has been an on-going challenge. Due to low student and departmental participation in the program, there is typically an under-usage of FWS funds each academic year. Now that the college eliminated the departmental allocation model that went in to effect this current academic year, departments should be encouraged to expend FWS first over college-operating funds. Due to under-usage of FWS funds, it has become a common practice for the Financial Aid Office and Employment Center to review monthly student worker payroll reports to identify students who have been charged to the college-operating budget that could be switched over to FWS. Journal entries are completed by the Financial Aid Office and submitted to the Business Office for processing. The current allocation for the 2014-15 academic year is \$135,760; however only \$56,578 has been expended as of the 2/10/14 payroll cycle. This leaves the college with \$79,182 remaining allocation, which has to be spent by June 30, 2015. Completing journal entries to use FWS funds is a reactive approach. To achieve program efficiency, students need to be admitted to the program at full capacity (based on the fiscal year's funding level) and department supervisors need to hire student employees from the FWS program early in the academic year.	Promote the FWS program to students on campus by educating them about the application and job placement process via various marketing tools (i.e. FA website, and email blasts). Improve faculty and staff education of the FWS departmental request and student hiring process.	2016F A	Fall 2017				
109		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success		WFDEV	The Workforce Development System Defined	Define and establish the appropriate college infrastructure to support the development, implementation and sustainability of the workforce development system.	The existence of the College's Workforce and Economic Development (WED) program most closely addresses 2014-2019 Strategic Plan Objective 1.1., "Improve equity in student success outcomes." Objective 1.2., "Increase the number of students who... enter or advance within the workforce." Objective 2.1. "Develop a strong and positive image of LMC in the community." Refining and communicating the WED system supports the implementation of the 2014-2019 Strategic Plan.	Develop a robust and interactive LMC WED website in cooperation with college units related to and supportive of the mission of Vision 20/20; outreach, marketing, veterans, financial aid, counseling, career & transfer, employment, etc.	2015F A					
110		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success		WFDEV	Career Pathways	Assist all students in selecting a career pathway and successfully completing an educational program either leading directly, or after an advanced degree, to employment.	Supporting strong linkages with the K-12 system is a vital role of the college's WED system. Two strategic Objectives 1.1., "Improve equity in student success outcomes." and 4.1., "Provide sustainable, state-of-the-art technology." will be addressed by the LMC WED team in 2015-2016.	Link Economic Modeling Specialists Intl. (EMSI) Career Coach web resource to all CTE Departments' home pages and to the college's Career Services website. In collaboration with HSI STEM grant resources, provide detailed information on all college CTE career pathways to counselors and career center staff at all East Contra Costa K-12 comprehensive, alternative education and Adult Education sites.	2016S P					

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111		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MATH	Adjunct support for tutoring	We wish to support master adjunct professors to help train math tutors.	We have too few FT math instructors. Important tasks such as equitable tutor training are not adequately supported by math professors. We have master adjunct professors who specialize in tutoring.	Create a stipend to pay one adjunct professor to train math tutors.	2016F A					
112		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	MESA	LMC and MESA integration	Integrating MESA into the fabric of the institution	Advisory board of all STEM departments and student support services helps lead MESA and integrate into LMC. Collaboration with other initiatives and centers provides additional support and input and outreach.Traditional outreach efforts don't work among our most underserved students. The brentwood center is lacking student service help particularly in STEM.	1. Reignite LMC MESA advisory board 2. Collaborate with other initiatives and centers (EOPS, Honors, Transfer Center, Math Lab) 3. Institutionalize tutor budget 4. Establish contact at Brentwood center and labs	2017S P					
113		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	COMSC	Align ICT curriculum	Revise course outlines of record for courses that are a part of the ICT model curriculum to align with C-ID descriptors that have finally been approved. This is separate from, but compatible with, the objective "Coordinate ICT curriculum with DVC and CCC".	This will update existing courses to more closely align to standards in State adopted C-ID descriptors.	Revise the course outline of record for COMSC 010, 012 (what are the other courses that go here?)	2016F A					
114		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 1: Enhance student learning and success.	APPLI	Enhance technology used in the Appliance Program	Upgrade technology to be used in the Appliance and ACREF classes.	Software for our air conditioning load calculations class is out of date and no longer usable for the students. The HVAC industry uses computer based programs to determine heating and cooling load calculations. The class is currently being taught using the white board and paper to determine load calculations which out dated.	Purchase new software to be used on existing appliance lab top computers. Install a presentation version of the software for the instructor to use in classroom.	2015F A					
115		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success		ENGL	Launching AA program in LGBT studies	Using English as a springboard, develop an interdisciplinary degree program in LGBT studies.	English faculty member Jeff Mitchell has developed two new courses English 135 Introduction to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, and English 150 LGBT Literature which are part of the new English major, but also the "seed" courses for an future AA degree. He wishes to continue in this effort.	Work with Drama and Music which have given verbal support to develop courses and continue interdisciplinary outreach to build the program.	2016S P					
116		SP-#1: Incrse Equitble Stdnt Engagmnt, Lrng & Success	GOAL 2: Strengthen current and create new partnerships.	COMSC	Complete Articulation Agreements	Complete articulation agreements in COMSC 040 (Introduction to Computers) and COMSC 122 (Programming Concepts & Methodologies) with feeder high schools.	This will be an outcome of the Career pathways Trust - Diablo Gateway Initiative grant.	Consult with high school faculty peers to develop courses that can be articulated, then construct final exams for articulation agreements.	2016F A					
117		SP-#2: Strngthn Cmmnty Engagmnt & Prntsrhps	GOAL 2: Strengthen current and create new partnerships.	MUSIC	Concert Series	Funding for Concert Series for the entire music program.	The entire Choral department celebrated their "20th Year Anniversary" during the spring semeseter of 2014. The Choral department was also honored by East County's NAACP with the Music Excellence Award. We would like to continue to conduct the annual university /college tours to recruit students from the entire Bar Area.	1. Concert Tours and Travel arrangements 2. Performances. 3. Recruitment.	2016F A					

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118		SP-#2: Strngthn Cmmnty Engagmnt & Prntrshps	GOAL 2: Strengthen current and create new partnerships.	MESA	High School Outreach	Create a STEM outreach activity targeted at two feeder high schools	This outreach effort will result in collaboration and increased enrollment from our local high schools especially among our most underserved students.	Create an Interactive Walk on Water event at LMC	2017FA					
119		SP-#2: Strngthn Cmmnty Engagmnt & Prntrshps	GOAL 2: Strengthen current and create new partnerships.	FIRE	K12 Career pathway articulation and community outreach and partnerships	1. Form and create new community partnerships with K12 institutions 2. Community outreach with faith based and other community organization 3. Develop and deliver instruction of FIRE and EMS training and materials to K12 and community organizations	1. One of the strategic goals of the college district is community outreach , this objective addresses that directive. 2. Increase student success by reaching High School students and the community and present to them the many educational opportunities found at LMC , emphasis for us will be on FIRE and EMS training programs. 3. Bringing more students in and keeping students at LMC will help our institution not only with recruitment but also with student retention by introducing them to other career paths such as nursing and Fire in addition to EMS.	1. visits to K12 schools , particularly High Schools to see if those institution will be willing to partner with LMC to establish career pathways in FIRE and EMS programs. 2. visit to community organization to increase our visibility in the community. Make sure our communities know that LMC is here to address any educational need that they might have 3. Increase the awarness of the many CTE programs that we have here at LMC. Try to bring more members of the community into LMC particularly in FIRE and EMS	2016SP					
120		SP-#2: Strngthn Cmmnty Engagmnt & Prntrshps		ENGL	Investigate new linked courses/contextualized learning	We would like to investigate offering courses for certificated programs such as PTEC and ETEC and other CTE programs that may have an English 90 requirement. Also look at the interest in cross-disciplinary collaborations with Eng. 100 and other English courses.	We have had successful collaborations in the past and want to show our openness to work with other departments. The "American Experience" Learning community which links English 100 and Political Science 10 is also an example of cross disciplinary collaborations. Also we offered a vocabulary class-English 82 targeted for Welding students.	Reach out to interested faculty in the English department , faculty in CTE programs and other departments across the campus to gauge the interest.	2016SP					
121		SP-#2: Strngthn Cmmnty Engagmnt & Prntrshps	GOAL 3: Create a culture of continuous improvement and tangible success.	EOPS	CARE Support Group	To provide a safe and comfortable environment for students to share fears, challenges, goals and dreams	• One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem, confidence and resourcefulness. During the last year we experienced an overall increase in CARE Support Group attendance including participation of our student fathers. The group meetings provided a safe place in which to share personal life challenges. Many students returned for future meetings and became more willing share with other students, another indication that they feel safe and have positive feelings about the group. Additionally, we observed that our CARE students can further benefit from access to more resources dealing with domestic violence, mental health and homelessness. The majority of the CARE student participants in the groups were dealing with one or more of these issues.	<ul style="list-style-type: none"> • Increase Support Group meetings to offer more opportunity for safe space • Continue two workshop requirement • Facilitate workshops to offer community services dealing with basic needs including food, clothing, shelter, safety 	2016FA					
122		SP-#2: Strngthn Cmmnty Engagmnt & Prntrshps	GOAL 1: Enhance student learning and success.	COUNS	expand counseling department curriculum offerings	To develop and offer new counseling curriculum	To educate students and the LMC campus community about counseling professions and career opportunities. Develop internships for future mental health and other helping professions. Develop new counseling training model. Increase course offerings to increase FTEs.	Develop partnerships with psychology, sociology, child development, administration of justice, speech, English, and other related departments. Develop curriculum and submit to the curriculum committee.	2016FA					
123		SP-#2: Strngthn Cmmnty Engagmnt & Prntrshps	GOAL 2: Strengthen current and create new partnerships.	EOPS	Increase recruiting efforts	During spring 2014, increase the variety and quality of recruiting efforts, especially to minority males.	• There are several feeder High Schools from which our students come and several of their principals sit on our Advisory Board. These principals intimated to us the lack of presence on their campuses about the college and especially about EOPS. EOPS agrees that in order to make progress with these partners who send many of their students to LMC, and who are in need of strategies to help their minority students, there needs to be a consistent presence on these campuses.	<ul style="list-style-type: none"> • Outline the benefits increased recruiting efforts to partners • Identify network partners/feeder schools • Develop recruiting model/strategy • Present model for recruiting to Board • Identify liaison at feeder sites • Identify student interests to connect with campus partner 	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Alignment Notes
124		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps	GOAL 2: Strengthen current and create new partnerships.	OUTRCH	Veteran Student Outreach	Create a targeted Veteran Outreach Team to provide admission and enrollment information to service area veterans. Establish formal relationships with key Veteran Affairs staff (Maurice Delmar, Nathan Johnson) and Veterans Centers in Concord and Martinez.	The Student Outreach unit has not been engaged in veteran student recruitment efforts. Much of the veterans outreach efforts has been done by the VA Rep in the Admission Office. By connecting with local Veteran Affairs staff, the outreach team will identify key events that promote education options to vets. As the college and Student Services establish a Vet Center on campus, the outreach team has to be ready to promote the added service to prospective student veterans. The outreach team will be able to provide support to the work the college VA Rep has done for veterans. The VA Rep can provide the initial training to outreach staff of the requirements and benefits for veteran applicants.	Participate in local and county wide veteran career benefits and education fairs. Establish regular office hours for Outreach staff at Concord Vet Center. Utilize Veteran student ambassadors for student outreach efforts. Participate in veteran benefits training.	2016SP					
125		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps	GOAL 1: Enhance student learning and success.	TUTCTR	Hire More Grad Students	Work with local colleges and universities to recruit, train and hire English grad students.	With a steady but limited budget to staff quality, trained writing consultants, both at the main campus and Brentwood, we have begun to hire English MA candidates, who benefit from our training, while students benefit to more available consultant hour. Furthermore, at \$17.84/hr. these graduate students cost the college much less that faculty consultants.	*reach out the local colleges and universities to recruit English graduate students *interview and hire grad. students. *mentor and train grad. students *observe and evaluate grad. students.	2015FA					
126		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps	GOAL 2: Strengthen current and create new partnerships.	TRAVL	Increase networking and communication among students, alumni, and industry professionals	Increase networking and communications among travel students, grads, and industry professionals to promote engagement and success as well as increased visibility and credibility for the LMC travel program.	By increasing collaboration and communication among these various communities, our students and graduates will be more engaged and better prepared to enter the travel industry. Increased visibility will also add credibility to the LMC travel program and promote growth beyond the local area. Maintaining contact with graduates will help us connect students with alums, mentors, prospective employers, and will also help identify guest participants for our courses.	1. Maintain and update student/alumni database 2. Utilize Facebook page to publicize upcoming industry events, share industry information, and publicize any new courses (as applicable) 3. Continue memberships in professional travel organizations such as The Travel Institute and ASTA. 4. Attend annual Home-Based Travel Agent Forum in June 2015. Meet with student attendees and network with industry professionals and travel suppliers. 5. Communicate with potential employers from across the state and attempt to match up students/ grads with employment opportunities.	2016SP					
127		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps		WFDEV	Internal and External Collaboration	Establish internal partnerships within the college (such as between instructional programs and student services; within instructional programs; and among faculty, staff and managers) and external workforce partnerships (such as with K-12, universities, workforce development boards, One-Stops, community-based organizations, business and industry).	LMC Strategic Direction 2., "Strengthen community engagement and partnerships." encompasses all aspects of the workforce system; K-12, college/university, the Workforce Development Board, community-based organizations and most importantly, the community.	Develop and implement a formal collaborative structure with college units related to and supportive of the mission of LMC Workforce and Economic Development goals including outreach, marketing, veterans, financial aid, counseling, career & transfer, employment, etc. Host annual "Workforce & Economic Development Partners" event each fall semester to showcase activities of all college programs and units designed to serve the workforce and economic development needs of the East Contra Costa region.	2016SP					
128		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps	GOAL 2: Strengthen current and create new partnerships.	ART	Stipend increase for Gallery Director	Raise yearly director budget from \$2700. to \$4000. This raises the non instructional hourly wage from approx. \$18/hour to \$33/hour.	The director's responsibilities have increased with the expansion of gallery events, exhibitions and promotions. The stipend raise helps covers 10 months of planning and execution. The gallery begins exhibitions in August and completes its last show of the school year in May—10 months on average. Additional compensation is paramount for the director to appropriately research entrepreneurial funding for the LMC gallery in the form of national/international juried exhibitions. A budget increase will raise the director's non-instructional hourly from \$18./hr to \$33./hr.	Director works with staff to train students in the intricacies of running a business as well as outreach to local high schools, community groups, bay area colleges, emerging and mid career artists of renown. Among many benefits to the college include enhanced profile and reputation, cross discipline partnerships, and educational opportunities in the form of artist talks, symposiums and workshops free to all students at Los	2015FA	Spring 2016				
129		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps	GOAL 1: Enhance student learning and success.	COOP	Improve CWEE Access and Enrollment	Increase CWEE enrollment numbers and access to CWEE classes.	CWEE's extended enrollment timeline provides access for current students still wanting to enroll in additional classes, or those new to LMC who miss the registration date. This connects to Strategic priority 1.1.B and 1.1.C, 2.1.B and 2.2	1. Offer CWEE late Start classes Fall 15 2. Advertise program in Student Success Newsletter	2016SP					
130		SP-#2: Strngthn Cmmnty Engagmnt & Pntrshps	GOAL 4: Be good stewards of the District's resources.	ATH	Concession Sales	We utilize the current Popcorn and Hot Dog machine at all home games	Need new ones	Raise monies for LMC athletics.	2016FA					

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131		SP-#2: Strngthn Cmmnty Engagmnt & Prntsrhps	GOAL 2: Strengthen current and create new partnerships.	MUSIC	To Seek Partnership with Local Colleges in the Studio Music Production Area	To seek a win-win partnership with local colleges which may have similar or complementing programs that support the music technology area for the students.	Seeking a win-win partnership with local colleges will strengthen community engagement and partnerships. Students will have new avenues to pursue their goals in the music technology area.	Reach out to local colleges to see if they could come to the college to propose a presentation to our current existing students in the music technology area.	2016FA					
132		SP-#3: Prmte Innovtn, Expdn Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	COMSC	Convert labs to in-person from online	Make the labs in COMSC 10, 11, & 12 in-person instead of online in order to increase student proficiency and success.	Hands on skills will improve student proficiency and success in the networking field. Students consistently ask for the labs in these courses to be in-person instead of online.	Redesign and rewrite labs to be in-person, modify the existing small lab (CO-210) to support this additional use	2017SP					
133		SP-#3: Prmte Innovtn, Expdn Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	ASTRO	Classroom assessment clickers	The planetarium has its own set of classroom assessment clickers along with the software and the antenna to make them work.	Earl Ortiz urges us to get the clickers because they will increase student attendance, engagement, learning, and success. Scott has seen the clickers demonstrated at a flex workshop, and Earl's claim seems correct.	Submit a program improvement request for clickers, their antenna, and their software.	2016SP	Sp17				
134		SP-#3: Prmte Innovtn, Expdn Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Strategic Plan - Progress evaluation	Facilitate discussion in the Planning Committee implement the strategic plan and to regularly evaluate progress towards achieving the goals of the Strategic Plan. Communicate progress through an annual Institutional Effectiveness newsletter.	To demonstrate institutional effectiveness and progress towards meeting the mission of the College and the goals of the Strategic Plan.	1. Gather 'best' practices from other colleges 2. Facilitate discussion in the Planning Committee 3. Determine the annual goals 4. Request data for the goals 5. Communicate progress to the College through an Institutional Effectiveness newsletter	2016SP					
135		SP-#3: Prmte Innovtn, Expdn Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	COMSC	Coordinate ICT curriculum with DVC and CCC	Revise ICT course outlines to harmonize with same courses at DVC and CCC and then schedule courses across all three colleges to maximize program completion.	The individual colleges can not offer all courses both day and night every semester. First revising courses so that they are compatible across the District and then scheduling them so students won't have to wait in order to complete their degree or certificate will improve program completion for all three colleges.	Revise course outlines of record to be compatible across the District. Where available, conform to State C-Id descriptors. Then schedule courses to support program completion.	2016FA					
136		SP-#3: Prmte Innovtn, Expdn Orgnztnal Cpcty & Enhnce Institnl Effctvnss		CSVC	Reclass Student Worker	Promote one Copy Clerk (student) per semester to Class III student worker status to prove incentive to improve skills and duration of assignment.	Gives student incentive to increase job skills. Reduces employee turnaround and time spent training. Increases scheduling flexibility, productivity, and team moral.	Train student to fill-in PBX/Operator duties for short periods when staffing is limited. Develop student to take a greater leadership role in Copy Center and Print Shop daily activities and responsibilities.	2015FA					

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137		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Provide Professional Development for staff	In order for staff to perform their jobs better, provide more opportunities for more staff to attend conferences. Information gained and networking capabilities is invaluable.	Normally the director and leads attend most of the conferences. This year we are planning to send more of the staff to conferences as they apply to their jobs.	Identify and send employees to conferences	2015FA					
138		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		BWCTR	Long-term Staffing Plan	The new Brentwood Center facility is anticipated to open in 2018, requiring the development of a longer term staffing plan to address continued growth.	With the anticipated opening of the new Brentwood Center facility in 2018, a plan for addressing expanded services needs to be undertaken. The center has already grown significantly in recent years and further development in the Brentwood community will contribute to the ongoing demand for classes and services.	1) Work with architects and user groups on programming plan for design of Brentwood Center. 2) Identify potential growth patterns and services not currently being addressed. 3) Identify ideal level of staffing for anticipated enrollment	2016SU					
139		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Program Review Validation Process	Facilitate the discussions in the Planning Committee and with the Office of Instruction to adopt a sustainable and codified process for units and programs at the college to receive feedback during and after the program reviews are developed. The College also needs to establish a system for information from program/unit plans to be communicated outside the unit and to align with other planning efforts such as the Strategic Plan.	This is part of improving institutional planning and effectiveness. It is also one of the Actionable Improvement Plans documented in the Accreditation Self Evaluation Report (October 2014).	Study other College processes. Begin dialog in the Planning Committee in Spring 2015. Adopt a process by Fall 2015, so that it can be implemented during the program review and planning cycle during the 2015-16 academic year.	2016SP	Adopted in fall 2015, Implemented in sp 2016				
140		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	FIRE	Improve passing rate on National Certification NREMT	Current passing rates for our EMT program for the last five year have never reached the 70% benchmark set forth by the NREMT, the agency tasked with issuing this certification. We are working towards this goal by trying to improve the passing rate from our current of 39% to the nationally accepted level of 70% by 2016-2017	Without national certification our students are NOT able to obtain state of California certification and gain employment as Emergency Medical Technicians. Currently we also have a gap between completion certificates issued and actual students taking this national certification. No national certification equals no employment.	1. Increase clinical capacity by getting more ride along and clinical internship opportunities. This will lead to student retention and more psycho-motor skill development. 2. Test our students using adaptive testing, this is only possible using computers in the classroom. 3. Provide our students with more technology tools to provide a more interactive and engaged audience. 4. Develop our present staff and bring them training opportunities that will sharpen their already superb skill set 5. Clinical lab coordinator needs to be available more hours to coordinate contracts and to do more student and community partner outreach which translates into more clinical hours for our students and more experience.	2016SU	Spring 2016				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Alignment Notes
141		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 1: Enhance student learning and success.	ART	Keeping current and creative via conference attendance as student advisors and academic colleagues	Through conference attendance (both as 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.	2016FA					
142		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 4: Be good stewards of the District's resources.	BGCUS	Grounds Vehicles	Purchase new or used in good condition vehicles for the grounds department	The vehicles assigned to the Grounds department here at LMC are mostly past their normal useful life span and also in very poor condition. The age and poor condition of the vehicles has caused the department to spend funds for repairs that would be avoided with vehicles in better condition. This would also greatly reduce lost time due to vehicles being repaired and the time spent in house doing repairs rather than working in assigned areas. The B&G department also uses an above ground fuel tank for it's B&G vehicles and that tank will require a retrofit which is expected to cost over \$20,000.00 or more unless we can certify that at least 90% of it's vehicles are new enough to have the ORVR vapor recovery systems. This is typically light trucks newer than 2002. Also the cost of on going maintenance and repairs to the fuel delivery system are expected to be around \$1,500 per year.	Purchase one or two new or used in good shape vehicles. Work with District Office to get best pricing.	2016SP					
143		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 4: Be good stewards of the District's resources.	BGCUS	Restore Building Maintenance Worker Position	Restore the position of Building Maintenance Worker that was eliminated due to budget cuts.	The LMC campus is growing in size and complexity. The Maintenance Department had two Building Maintenance workers until cuts took place in 2011. In order to keep up with the current and future demands the position needs to be restored to former status. Having this position filled would be a better use of fiscal resources than having to hire outside vendors and it would allow for fast repairs all over campus which would help staff and students	Secure ongoing funding for the position and work with HR to hire qualified personnel	2016FA					
144		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 4: Be good stewards of the District's resources.	BGCUS	Restore Budget	Request on-going funding to restore Buildings and Grounds budget to past levels	The Buildings and Grounds budget was reduced by 15% in 2011-12. With the expansion of the campus facilities and the increased complexity of Buildings and systems the restoration of the budget to former levels is necessary. Without this restoration it will not be possible to provide the quality environment in a safe and comfortable condition which is what staff and students are accustomed to.	RAP Proposal for on-going increase to budget of \$64,414.65 Which is 15% of the original budget in 2011-12	2016SP					
145		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 1: Enhance student learning and success.	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.	2018FA					
146		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss		LIB	Library Assistant Substitute Pool	Hire and train pool of substitute library assistants in order to maintain library operating hours when permanent classified staff is absent.	We do not have adequate substitutes available to cover complete operating hours in the absence of permanent classified staff. There is an increased demand for use of the library building outside of funded operating hours. Having a substitute pool would allow the library to support these functions without requiring overtime for permanent staff.	Hire qualified library assistants for substitute pool. Train substitutes so that they can run basic library function independently.	2016FA	Preferred end of Spring 2015.				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
147		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	SOOSC	Plan a Series of Departmental Professional Development Activities	Enriching professional development opportunities for full-time and part-time departmental faculty	Aligns with Interim Strategic Priority 2 and Strategic Priority 3	Explore sources of financial support for enhanced departmental professional development; plan sequence of professional development activities	2017FA					
148		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		MATH	Provide all STEM Math majors a research experience during their studies at LMC	The overall goal is to provide students pursuing a STEM degree at LMC at least one research opportunity in their major academic pathway by the end of the Spring 2019 semester and develop a campus culture that nurtures student-driven innovation.	In addition to gaining an academic foundation in the scientific disciplines they study, our STEM students must also learn to act as scientists in order to succeed in their future studies and careers. Learning to design experiments to test hypotheses, critically analyzing data, communicating results, and asking new questions based on their work are all necessary steps in becoming successful scientists. In many of our STEM courses, we are adapting current activities or developing new exercises to provide our students more inquiry-based research experiences in the classroom. Numerous studies have shown that exposure to real-world science and research opportunities during the first two years of college increases retention and success rates especially in groups underrepresented in STEM. There is a lot of support and momentum nationally to changing the way we teach our introductory STEM courses and even the President's Council of Advisors on Science and Technology (PCAST) proposed the following recommendation in their report to the President (of the United States): " Advocate and provide support for replacing standard laboratory courses with discovery-based research courses." This was one of five key recommendations in their 2012 Engage to Excel report.	Incorporating Research into STEM Curriculum: During the Fall 2014 semester, LMC became a partner in the CCURI (Community College Undergraduate Research Initiative) network to gain national support for incorporating research experiences in the classroom, to provide opportunities for professional development for our faculty and staff, as well as provide opportunities to our students to attend conferences and present their work to a broader audience. Our STEM departments have received updated equipment purchased through the HSI STEM grant over the past four years, and are currently updating curriculum so students will learn more modern laboratory techniques and develop cutting-edge technical skills. Seven faculty, with the support of their manager, formed an interdisciplinary team to pilot inquiry-based, research experiences in their course sections for the Spring 2015 semester. They are developing guidelines for incorporating these experiences into additional sections of these courses, and will be recruiting and providing professional development for additional faculty to also incorporate this curriculum into their respective sections in the Fall 2015 semester and beyond. In addition, this initial group of faculty will seek opportunities to share their work with the College and recruit faculty from other programs to pilot similar experiences	2019FA					
149		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	FIRE	EMS 10 SUMMER PROGRAM FUNDING	1. Our FIRE EMS department has been running an EMT summer program through mostly donations of equipment and supplies. our supplies and equipment have reached critical low levels 2. EMS needs a constant source of funding in order to continue with this very popular class always in demmand 3. Many students from the Spring and Fall that are turned away are told to come back during the Summer , Our EMS program turns 20 students away , we simply lack physical and clinical space. Summer is the answer	1. Holding a summer EMT (EMS CLASS) would facilitate the completion of this certification and provide the first step in the ladder to obtain highly coveted jobs in healthcare and in FIRE EMS. 2. Making the EMT class a permanent summer fixture in our catalog will increase our student population and help us retain and train more students. 3. Student success and completion rates are only possible if students are able to attend a class, lack of funding for the summer will hamper our ability to recruit , retain and provide the best educational enviorement to our students.	1. Inventory our current medical supplies and determine what we need 2. at the very least we will need 12 CAT tourniquets, recertify our O2 tanks, they need to be serviced before they are used. 3. Secure a vendor in the area that can provide us with the supplies needed to run our summer program, currently there is no regular funding for this class that has or will become a regular class. 4. Continue to improve and secure the latest , most relevant equipment to make our training more realistic	2016SP	We will like to do this before Summer 2015				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Align ment Notes
150		SP-#3: Prmte Innovtn, Expnd Orgnztnl Cpcty & Enhnce Insttitnl Effctvnss	GOAL 2: Strengthen current and create new partnerships.	FIRE	Fire Academy Modernization/ institute a logisitic coordinator position	1. 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	1. Running a fire academy requires a tremendous amount of work especially when coordinating resources and equipment, currently this falls to the academy director who is also the Dept Chair. This part-time position would assist with the following 2. Inventory of equipment , maintenance of equipment and tracking of needed resources requires a person to work nights and weekends, 3. The tracking of this equipment requires that a person travels from LMC to the Fire Academy and set up equipment or procure supplies , we believe this task are best handled by a designated individual who is NOT a dept chair nor the 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 our current industry partner , Contra Costa County Fire and develop a conduit to share resources and institute creative solutions to help our students as well as our industry partners fire recruits.	2016SP	Would like to have this in place by August 2015				
151		SP-#3: Prmte Innovtn, Expnd Orgnztnl Cpcty & Enhnce Insttitnl Effctvnss	GOAL 1: Enhance student learning and success.	JOURN	Searchable electronic archive	Convert old print and electronic newspaper archives into a modern, searchable electronic archive so students, and others, may access it for research.	This project supports the education of students in the Journalism Program as they learn and practice how to use archives to research news, sports and feature stories for the Journalism 110, 115ABC, 129, 130, 131 and 132 courses. Additionally, newspapers serve as a historic archive for the communities they serve. At most college campuses, the library keeps an archive of its student newspaper. We have found no such archive in our library here, so the only historic record exists in the Journalism Lab. Many of the oldest papers are fragile and should be digitized for preservation. The entire collection should be digitized for research purposes for journalism students, and for those who want historic information regarding the college.	Activities include researching equipment and services to digitize print newspaper issues, applying for funding for whatever equipment and/or services is deemed the most efficient and effective, and implementing the project when funding is secured.	2016FA					
152		SP-#3: Prmte Innovtn, Expnd Orgnztnl Cpcty & Enhnce Insttitnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	JOURN	Professional development	Maintain currency in journalism curriculum and pedagogy, industry standards, and media law	It is important to student learning for faculty to maintain currency in the profession, and to understand the yearly changes in media law as decisions in cases regarding free press, libel and privacy issues are decided by the state and federal courts. The Journalism Association of Community Colleges hosts an annual faculty conference updating faculty on new technology and changes in media law. It also includes other professional development around important curricular issues in the field of journalism. The Journalism Program budget has remained relatively stable since 1988 when there was a single journalism faculty member. Now there are two. We have had to hunt yearly for additional conference funding to enable both faculty to attend this important event. We will request funding to attend this and other important journalism conferences throughout the year.	Attend annual Midwinter Faculty Conference and Pre-conference Seminar hosted by the Journalism Association of Community Colleges, as well as other applicable journalism conferences including, but not limited to, the JACC Northern Regional Conference and the JACC Annual State Convention.	2016SP					
153		SP-#3: Prmte Innovtn, Expnd Orgnztnl Cpcty & Enhnce Insttitnl Effctvnss		EOPS	Life skills workshops	To offer workshops that equip students with effective communication skills to successfully raise their children	Due to CARE serving single head-of-household students, a need exists for providing effective life skills for raising children in a positive environment.	Viewing and discussion of the Lifeclass series facilitated by Oprah Winfrey and Iyanla Vanzant.	2016FA					
154		SP-#3: Prmte Innovtn, Expnd Orgnztnl Cpcty & Enhnce Insttitnl Effctvnss		COUNS	Develop group counseling protocols	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 A classified staff, financial aid, and admissions programs	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
155		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Develop videos for FAQs in counseling	Collaborate with marketing and student government to develop sequence of videos to answer frequently asked questions in counseling	Increase student access to information about counseling. Increase efficiency of counseling services; providing current information and quick access to updates for students. Create innovative methods to better reach students in multiple venues and expand counseling presence on the web.	Collaborate with marketing and web administrator for video development. Collaborate with student government for students featured in videos and content development. Collaborate with digital media course classes and faculty for content development. Collaborate with journalism for ongoing features in newspaper to promote videos. Screen videos for counseling department and student feedback. Add videos to youtube. Collaborate with scholarship office for any add revenue from youtube to fund a student scholarship.	2016FA					
156		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		ENGL	Assessment of English 140 and 145	We aim to be in compliance with the college and department assessment cycles.	These courses were placed into cohorts 1 and 2, but were not offered until after the assessment cycle.	We will assess English 140 in Fall 2015 and English 145 in Spring 2016. They will then be part of their regular assessment cycle.	2016FA					
157		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 2: Strengthen current and create new partnerships.	ATH	Increase faculty/staff professional development	Create and find outside professional development opportunities for Athletics faculty and staff to participate in.	Our institution is very interested in the professional development of our faculty and staff. The increase of off-campus professional development opportunities for our faculty (full-time and part-time) and staff is necessary in increasing knowledge of current trends within our field.	Find off-campus professional development opportunities for faculty and staff to participate in. Continue to create onsite professional development opportunities given by faculty/staff to share what they have learned with others within our department.	2016FA					
158		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	AR	Automate Nursing Program Application Process	Automate the RN and LVN nursing application process so that students apply online to the various programs.	Every year we receive 500-600 applications for RN or LVN, transition or advanced placement. Each application has to be submitted by the student, then the staff evaluates each application and communicates with the students by letter. The list has to be organized, checked and rechecked and the random selection processed. Unfortunately the staff are too busy processing evaluations to think outside the box to come up with new idea and manage a project such as this. The A&R Director has worked district-wide with various groups in automating several processes and felt this would be a perfect opportunity to reach 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.	2016SP					
159		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	FIRE	Student completion rates	Although many of our students complete our EMS training program several of them never actually take the national test, there by never truly completing the course and obtaining certification, which is needed to obtain a job in public safety in both private and public industry.	Student success for EMS is defined as a student not only completing our EMS program at LMC but also passing the national test and moving on to start a career as a public safety professional. Getting a student to take the test is the first step. Currently 20 percent of our students never take the national certification test.	1. Better tracking of our students who are issued a completion certificate from EMS to make sure they do take the certification test, this is only possible if we have hours allocated for this. currently this responsibility falls under both the primary instructor and our lab coordinator. 2.involve our financial aid office and our work force development staff to assist us in making sure our students have the funds to pay for this test , lack of funds have been cited before as a hurdle by the students. 3. Having a person designated as the primary point of contact for our students after completing EMS 10. Currently our Program has close to 100 students per semester the primary instructor does NOT have the bandwidth to do this. The most logical position to do this is the clinical lab coordinator position.The person in this position can ensure students after completing the course keep on track to take the national certification test, communicate with admission and records and the work development in order to not only ensure national certification and student success but also to place student with	2016SP					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
160		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Research Coach	Hire a research coach to work one-on-one with programs/units/committees to define the research issue (frame the question) and interpret the results.	Improve institutional effectiveness. There are varying levels of comfort, knowledge and experience in the college with data. In order to truly make decisions based on data; and gather and interpret assessment data, we need to provide LMC personnel with more support understanding and using data through workshops and individual coaching. We also need to produce an annual institutional effectiveness newsletter with data demonstrating progress.	Submit a RAP proposal in Spring 2015. Hire a Research Coach during Summer 2015.	2016SP	Fall 2015				
161		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	PIE	Permanent Administrative Assistant	In order provide sustained support and continuously improve the services provided to the College, a permanent staff member, is required in the Office of P&IE.	It takes time to understand accreditation, planning and program review. Having a permanent staff member enables the person to build capacity daily and offer the unit and the college continuously improved services. The college needs to convert the temporary position established in July 2013 to a permanent position in this office.	Put in a RAP request in spring 2015. Hire a permanent staff in summer 2015.	2016SP	Fall 2015				
162		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		DSPS	reenvision specialized orientations for students with disabilities	Redesign specialized orientation for incoming high school students with disabilities to better meet needs and address gaps in understanding about new electronic education plan, registration process and 3sp mandates.	Previous department PSLO projects and feedback from students have highlighted a need to redesign specialized orientation for incoming students. Gaps in the registration process, understanding the 3sp mandates and timelines, transitioning from high school to college DSPS accommodations, and understanding the new electronic education plan have been identified as issues which need additional lecture and/or follow up with students for completion of the registration and orientation process.	Collaborate with DSPS department, admissions & records, and local high schools for new workshops in spring 2015 and summer 2015 for students Design new curriculum for orientation course and procedures for students	2016FA					
163		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		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	2016FA					
164		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	BGCUS	Restore Custodial Staff budget to past Levels of 2010	Requesting on-going funding to restore Custodial Staff budget to past Levels which was cut in 2010 by 18%	The LMC Campus is growing in size, function and complexity.The Custodial department had 14 full time Custodian 2's until 18% cuts took place in 2010. However with the reduction in staff we are unable to consistently meet state and federal guidelines for sanitation and future demands. In order to properly maintain current and future needs of LMC our two full time Custodian 2's need to be restored. The services that's provided has a large impact on how we meet our goals, by providing clean and well maintain facilities daily.	R.A.P. Proposal for on-going increase to the budget of 85,341.86	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
165		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	MUSIC	Consideration for a Bachelor's Degree in Arts and Entertainment	Faculty will be discussing the possibility of considering a Bachelor's Degree in Arts and Entertainment with the following concentrations: 1) African American Gospel Music and Administration, 2) Music Technology, 3) Urban Music.	As the role of Community College may be changing, we are proactive in finding ways to expand the college's offering and enticements to our students. This addition might be a welcoming change and addition to the offerings already present at the Music Department.	1. Meeting about feasibility of offering a Bachelor's Degree 2. Discover issues and challenges and ways to solve them. 3. Implement the Bachelor's Degree if beneficial.	2017F A					
166		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	SSADM	Increase/Improve Services Offered in Brentwood Center	There are currently a variety of services offered to students taking classes at the Brentwood Center. Over the years, enrollments have grown significantly, to the point of representing roughly one third of the enrollment for the entire college. The level and quality of services offered in Brentwood needs to be responsive to the enrollment growth and student demand.	In addition to other strategic priorities this objective supports, it would primarily expand our organizational capacity and improve the effectiveness of Brentwood services.	1) Increase hours for access to financial aid information by hiring dedicated Financial Aid I Assistant for the Brentwood Center. This individual would expand the availability of appointments, in addition to providing FAFSA workshops and assistance for students in group settings. 2) Continue expanding counseling hours 3) Create regular schedule for career exploration and assessment 4) Increase hours in the Brentwood Center for Academic Support, offering more peer tutoring access Expand scheduling of workshops for "at risk" student populations, such as students on probation, foster you, veterans	2016F A					
167		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		BWCTR	Increase/Improve Services in Brentwood	There are currently a variety of services offered to students taking classes at the Brentwood Center. Over the years, enrollments in Brentwood 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 needs to be responsive to the enrollment growth and student demand.	While this goal actually supports a few of the strategic priorities, we would be expanding our organizational capacity and improve the effectiveness of Brentwood services by increasing access to new services and improving the quality of existing services offered through the center.	1) Increase hours for access to financial aid information by hiring a dedicated Financial Aid Assistant I for the Brentwood Center. This individual would expand the availability of one-on-one appointments and can also facilitate FAFSA workshops to assist students with applications and the use of online financial aid resources. 2) Continue to expand counseling hours to accommodate appointments 3) Create regular schedule for career exploration/assessment services 4) Increase hours in the Brentwood Center for Academic Support, offering more peer tutoring access 5) Expand scheduling of workshops addressing needs of targeted student populations, such as students on probation, foster youth, veterans	2016F A					
168		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		ENGL	Evaluate English 90 Hybrid courses	Establish criteria for evaluation and conduct a formative evaluation of hybrid courses with the intention of standardizing the way these courses are offered in the future.	Hybrid courses have been offered off and on for at least 3 years. It is a good time to develop a protocol for evaluating the effectiveness of hybrid English 90 which will include surveying instructors and looking at data for hybrid vs. F2F English 90 courses.	Develop a evaluation method and complete a formative evaluation. Make a recommendation to the department.	2016S P					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
169		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	OUTRCH	Communication and monitoring system for 3SP requirements	The project will create an electronic communications system that will send a series of emails to each college applicant as they progress through the enrollment and 3SP steps. The communications will inform students of their admission status and 3SP steps completion status.	The 3SP mandate requires all new students to participate in orientation, assessment and ed planning. Students will be given the incentive of early registration if 3SP requirements are met before a given deadline. The communication and monitoring system will provide the guide and perhaps motivation for students to complete the 3SP requirements and thus increasing the completion of requirements. It is expected that communicating the incentive will increase early registration as added benefit. The system will also notify students of their status at the end of enrollment so that students complete the requirements before the next registration cycle. Increasing the 3SP requirements will provide the extra funds to the college. We expect that the personalized communications will also increase the number of students that enroll in the college.	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.	20165 P					
170		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	1. Expanded Professional Learning Program	Implement an expanded, integrated, and innovative, campus-designed Professional Learning Program, which supports inclusive and equitable employee and student success.	In 2010, the president assigned the Office of College Advancement with the responsibilities of staffing a newly created Professional Development Advisory Committee (PDAC) and of operationalizing the task force recommendations into a Professional Development Program at LMC. No additional staffing was allocated to College Advancement for these additional responsibilities at that time, and Professional Development was managed by the Senior Foundation Director with the assistance of the College Advancement Senior Administrative Secretary (who had worked out-of-class as a Senior Administrative Assistant/PD Coordinator until December, 2014. In Fall, 2014, when she returned to the position of Senior Administrative Secretary due to district/Local 1 policies). A .50 faculty Professional Development Facilitator was added to the team with one-time grant-funding to pay for the position for one academic year. In 2014-15, LMC's Professional Learning Program has expanded both its presence and its offerings on campus. The college has identified the need for increased and focused professional development on campus through various surveys and it has paid attention to these needs by including the following statement in its 2014-2019 Strategic Direction #3: Los Medanos College believes that our most valuable asset is our employees – therefore we foster a culture of professional development that builds our institutional capacity and expands our learning as educators. In order to honor this direction and to achieve its related Objectives (including, .. support and innovation) and Strategies (including developing mechanisms for college personnel to share innovative practices and resulting successes with the campus community and cultivating a culture of ongoing professional development), the LMC Professional Learning Program must expand its integrated and innovative, campus-designed program.	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).	20165 P					
171		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	3. Improve College Advancement Communications	Optimize the services provided by the Office of College Advancement through increasing the knowledge of the campus constituents about the department's services and how to best access these services.	As stated in our mission, The Office of College Advancement provides leadership in identifying, securing and managing resources (financial gifts, grants and program contracts) to promote student, employee and community learning, enabling the college to fulfill its mission, vision and Strategic Plan goals. However, many of our campus employees do not know about the various services we have available (and our related successes) through Professional Learning and resource development, nor do they know how to best access these services. This is also true in relationship to our external/local community; particularly in relationship to information about grant partnerships, access to professional development opportunities (from the college or with the college) and donations to the college campus.	1. Work with the LMC Marketing Department to create a branded look to be used for all official College Advancement communications. 2. Redesign the Office of College Advancement web-pages. 3. Work with College Advancement staff to develop a sustainable campus communications plan and an external community communications plan.	20165 P					
172		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	PUENTE	Sustainable staffing structure	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.	20155 P					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Alignment Notes
173		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	CSVC	Increase Department Visibility	Increase visibility of Copy Center and Print Shop Information.	Decrease confusion about service and turnaround time expectancy. Create more places to access consistent information.	Add more signage in Copy Center room. Update webpage, handouts, order forms, memos & reminders, and orientation packets.	2015FA					
174		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss		CSVC	Online copy order system	Develop Online system for faculty and staff to submit copy and print orders	Reduce mass email copy order submissions saving data space. Increase turnaround speed by reducing redundant processing steps.	Work with Web Administrator to add order submission component to Print Shop site-page. Test and debug before opening up to entire campus.	2015FA					
175		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	BUSOF	Business Services Webpage	Develop a Business Services webpage to provide general information about our department, commonly requested forms, and links to pertinent resources.	There is an increasing demand and need for relevant information to be centrally located and available via the college's main website. Currently, information defining business processes are scattered throughout various shared drives or are only available in printed materials. A Business Services webpage would provide an additional method for policies and procedures to be communicated to a broad audience and would heighten the collective awareness of the function of Business Services. This will help increase the effectiveness of the institution by providing easy access to Business Services related procedures and guidelines.	In collaboration with the college Marketing Department, a webpage will be developed that will include a department directory, details of the functions of the department, commonly requested electronic forms, and links to pertinent resources. By December 2013, an outline of the webpage structure will be developed. By December 2014, the webpage will be constructed. A staff member will be assigned the responsibility for maintaining the webpage.	2015FA					
176		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	BUSOF	Develop procedure manuals for all Business Services positions	Each staff member in the Business Services unit shall develop and maintain a desk/procedures manual that details their specific responsibilities. The manual shall include instructions for completing assigned tasks, timelines, contacts/resources, and examples.	In the normal course of business, it can be expected that an employee may not be present to complete assigned tasks (planned/unplanned absences, retirement, etc.). It may be necessary for a co-worker, newly hired employee or temporary employee to assume and/or complete tasks with little or no training or experience. Developing and updating desk/procedure manuals can facilitate a smooth transition and ensure uninterrupted work flow. Procedure manuals also provide a resource for the current employee to ensure consistency for tasks that may be completely infrequently. Periodic review and update of these manuals helps in the identification of areas that can be streamlined due to improved processes, technology or enhanced knowledge.	By Fall 2015, each staff member will develop an outline of their routine and non-routine assignments. In 2015, staff will develop procedures for all identified assignments for inclusion in their manual. Staff will periodically review and update the manual as necessary.	2016SP	Ongoing				
177		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Insttitnl Effctvnss	GOAL 4: Be good stewards of the District's resources.	BUSOF	Provide shredding service to College	The Business Office will provide a process to ensure that confidential documents are appropriately disposed of (shredded) by the College.	Previously shredding was done by the College's Central Services Department, when it was centrally located. During the remodel of the administration area, this function was moved to the first floor of the core building, where space is limited and access is not too convenient for the entire College. In FY 2012-13 a decision was made to outsource the shredding function, in order to ensure appropriate and timely disposal of confidential information. The Business Services department has engaged a third party vendor (ShredIT) and makes monthly payments for the shredding service, out of its other 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.	2015FA	On going				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timeline 2	Status	Status Reason	Improvement	Alignment Notes
178		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	CSVC	Obtain additional resources to support hourly Offset Technician 1 position	Obtain additional funding to be able to: - Increase Offset Technician 1 hours during "Peak Period" or "Rush" for the first two weeks of Fall and Spring semesters, and - Hire and train an additional offset Technician 1 hourly employee that will support central services during the school year.	This position is needed to help relieve the workload of printing demands continuously requested by the campus community. Although the position is needed more during peak or rush periods- to accommodate the demands for printed manuals- it is also needed during the school year to maintain the level of print jobs demands received by the copy shop. In addition, having additional support helps to complete high volumes of printing, copying, and material orders to ensure timely delivery. it also helps fill in gaps in student schedule. Supports entire Central Services staff during busiest times of year.	Determine peak workload periods where increased hourly technicians hours would be most effective. Add up to 10 more designated Offset Technician-1 hours per week; in addition to the previously approved 80 hours (designated to peak period).	2015FA					
179		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		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?	2015FA					
180		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 2: Strengthen current and create new partnerships.	COMSC	Revise ICT and IT curriculum and programs	Revise ICT (Information & Communication Technology) and IT (Information Technology) courses and programs to better align with State C-IDs and model curriculums and efforts at the other two 4CD colleges and regional consortiums in order to improve program effectiveness.	The number of courses and supporting infrastructure required for ICT and IT degrees and certificates mean that one college can not go it alone. Designing and scheduling courses across the District and using regional infrastructure makes more efficient use of resources and allows for greater student success.	Work with the other 4CD colleges to develop better interchange/interoperability between courses and programs in IT/ICT. Work with regional consortium to develop and maintain infrastructure necessary for effective and high quality instruction.	2016SP					
181		SP-#3: Prmte Innovtn, Exprd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	FIRE	improve operational efficiency by lifting furlough on the EMS Lab Coordinator position	In order to bring our program in alignment with current practices in EMS, the FIRE EMS coordinator need additional hours to do the following: Assist with the delivery and co manage our CPR program (new this semester), Assist and support our Summer EMT program (also new) and finally over see Background Checks, toxicology screening (this has no one assigned to it , new industry standard created this year), Increase our clinical capacity by working on new contracts with hospitals and Fire Depts	The strategic direction of our college has three main components, increasing student success, increasing student retention and increasing the number of students in our programs. The temporary increase of hours in the FIRE EMS lab coordinator position from 20 last semester to 30 hours per week achieve all those three goals, plus it increase the success rate of our students from 39% first time passing rate to over 50% on the NREMT (national emt certification test). Our clinical lab coordinator increase in hours also resulted in developing more contracts with different ambulance providers and FD. As a result we can now accommodate all the students in our program and make sure they are all provided with a ride along or a clinical internship of their choice, this translates into better passing scores. Our CPR program has been revamped we have 3 CPR classes , new classes , the ratios for the American heart association the agency tasked with issuing these certifications requires we have at least 2 instructors on site. The FIRE EMS coordinator who is also a CPR instructor can now fill this void.	1. Lift the furlough for the FIRE EMS LAB COORDINATOR position and restore it to 30 hours per week for 12 months out of the year. The job of a FIRE EMS coordinator is year around, logistically there is a need to order supplies , inventory equipment , arrange ride along and do many other things that are needed to run an EMS program 2. Optimally this position should work 40 hours per week , s the area of responsibility listed for this position are not reflective of the amount of work that is needed to put over 140+ students through our program every semester plus the summer (a new class that is now a permanent fixture).	2015SU	Fall 2015				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Align ment Notes
182		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	FIRE	Secure funding for our expanding offerings/classes and to support our EMS program	1. Identify and facilitate a source of funding to replace medical supplies used throughout the semester 2. Increase our efficiency by proper funding of our equipment either by replacing it or upgrading it to current industry standards. 3. Current AHA ratios for CPR dictate that every 8 students additional instructor must be present. Currently we have 16 students assigned to one instructor. 4. A new EMT class every summer has been created , there is no funding for this FTE rich and popular clas	1. By bringing much needed resources we can recruit and retain more students. this is in line with the strategic goal of student success and retention. 2. By having the proper ration of students to teacher we can graduate more students from our program, this goes to the core of student success.	1. Secure funding to replace medical perishable or disposable medical supplies, currently we rely on donations and we have old outdated equipment. There is no system in place or budget for the replacement of our perishable supplies example CPR masks, cardboard splints , o2 masks etc. 3. Fund instructional assistant (one) every CPR card to meet ratios. 4. secure more funding to be compliant with the student to teacher ratio in EMS / 6/1. Currently we have ove	2015F A					
183		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		WELD	Dedicated Welding Program Theory Classroom	Obtain a permanent, dedicated classroom for Day and Night Welding Technology Theory Courses 10, 35, and 40.	Since losing our dedicated classroom some time ago, the Welding dept. has had to juggle finding new classrooms throughout the college every year. We have had numerous audio/visual issues from broken screens to missing/broken projectors, damaged speakers, missing remotes, rooms that cannot connect up to laptops or internet, computer malfunctions, and many other issues that causes major disruptions to staff trying to instruct the students. There have been conflicts with other instructors sharing classrooms such as unauthorized use during our scheduled time. Many of the existing classrooms are poorly designed whereas one cannot use a white board when the projector screen down. This makes it difficult to explain/illustrate concepts to students and overall teach. Each classroom has equipment that operates in different ways thus making it difficult to teach new staff how everything operates. Having a dedicated classroom would allow us to procure top quality AV equipment such as overhead projectors, transparency projectors, Elmo projectors, video players, computers, have posters, displays, weld samples, and equipment to increase student learning and activities. We would not have to rely on someone else to replace a bulb or fix something as we would be prepared with spare parts and equipment. It would provide a meeting place for guest speakers, high school student tours, Advisory Board meetings, and a study place for welding students. It would also provide the opportunity for additional theory courses or short courses.	Work with our Dean to procure a classroom.	2018F A					
184		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		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	2015F A					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timeline 2	Status	Status Reason	Improvement	Alignment Notes
185		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		WELD	Restoration of Night-time Shop Equipment Assistant Hours	Increase the Voc-Tech tool room staffing from five hours a day to six hours. This will provide better coverage, security, and coordination in the tool room. The tool room has no classified supervision from 4 to 5pm daily, it is now covered by student workers.	Staffing was reduced from 6 hours per day to 5 hours when the college went through budget cuts recently. The tool room has no classified supervision from 4 to 5pm daily and is covered by only student workers. The welding courses operate during that time period which creates a problem for maintaining tool security and checking in supplies.	A RAP proposal has been submitted to increase the existing permanent classified position hours.	2015FA					
186		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		WFDEV	Institutional Outcomes	Establish workforce development as one of the institutional outcomes for instruction, student services, and administrative services.	The College's roles and responsibilities around workforce and economic development are threaded throughout the 2014-2019 Strategic Plan. Activities and outcomes are needed in order to measure our success and effectiveness in implementing our plan.	Develop detailed activities and measurable outcomes for FY15-16 for each of the objectives and/or strategies in the 2014-2018 Strategic Plan related to workforce development.	2015FA					
187		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		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.	2016FA	ongoing				
188		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 1: Enhance student learning and success.	EOPS	Develop Life Skills Workshop	Since CARE focuses on single heads of household the workshop will equip students with effective communication skills to help raise their children.	Several parents in our program indicated a need for tools to help with raising their children in a positive environment. To meet this need we researched several tools that would help enhance specific skills, especially communication with their children in a more positive way.	Secure license and copy of Oprah's Life Class Series. Conduct viewing and discussion series for Life Class videos.	2016FA					
189		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss	GOAL 3: Create a culture of continuous improvement and tangible success.	CSVC	Retain High Production Copy/Printing Machine	Retain additional high production copier to address increased volume of copy/print jobs.	To eliminate major delays in production as well as save wasted material costs due to malfunctions and service down-time. To better keep up with "rush period" orders, and module production.	Maintain current copier and ensure that it operates effectively during peak season Determine ways to maximize the usage of the copier during rush and non-rush period.	2015FA					
190		SP-#3: Prmte Innovtn, Expnd Orgnztnal Cpcty & Enhnce Institnl Effctvnss		CSVC	Streamline Module Ordering Process	Collaborate with Bookstore to further streamline instructional module ordering process.	Make the module ordering and reordering process simpler for faculty and staff. Reduces production mistakes and delays with deciphering order specifications. Increase interest in module development to supplement class learning and advance Bookstore sales.	Align scheduling and correspondence between the Printshop and Bookstore. Eliminate separate due dates for new readers or revisions. Update Print Requests and Bookstore Requisitions to include consistent info.	2015FA					

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191		SP-#3: Prmte Innovtn, Expdn Orgnztnal Cpcty & Enhnce Insttitnl Effctvns	GOAL 1: Enhance student learning and success.	MATH	Math Administrative Support	LMC granted the math department an administrative assistant but was unsure of the appropriate number of hours per week. After a one year pilot, we have decided that we need 40 hours per week of administrative support.	This position is now required to have 100% monitoring of calculator use, which is estimated to add 5 additional hours of work per week. The math department needs to have representation on the Safety Committee. Challenge exams and SPTUT 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, 12, 25 and 30 per semester, 1,100 – 1,200 testing center files folders must be generated each semester. In SPRING 2014, a total of 7 TI-84 Plus (2 Regular and 5 Silver Plus Editions – Total Cost: \$945.00) were lost or taken from the Math Lab with no known borrower. The process is now centralized under the Math Admin but there are no additional hours granted to perform this time-consuming task.	Increase the number of hours per week for our administrative assistant from 20 hours/week to 40 hours/week	2016FA					
192		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	WELD	Permanent Budget Increase for the Welding Technology Program	Obtain a supply budget increase for the Welding Program	The cost of welding fillermetals, electrodes, and gases has risen dramatically in the past few years and the budget is not meeting the needs of the program. It is expected to run a large deficit this summer.	Present a Rap proposal detailing the needs of the program and requesting additional funds be placed in the welding supply budget.	2015FA					
193		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		RNURS	Obtain 48 computer tablets for the RN, LVN, EMT, and Fire programs.	Obtain 48 computer tablets that may be shared between the nursing and EMT/fire departments.	All 3 programs are developed to assist students to pass a certification test . Currently these tests are administered on computer. This is a unique test taking skill that requires practice while in the training programs. There are currently not enough computers to accommodate the large number of students in these programs and their varied testing schedules.By using computers to test the students in these programs data will be collected indicating the effectiveness of teaching methods provided, allowing for program improvement and thereby increasing the success of non traditional students.	Purchase 48 computer tablets to be shared by 4 programs: RN, LVN, EMT and Fire.	2016SP	Fall 2015				
194		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	ART	Graphics and Journalism Server maintenance	To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the graphics and 3-D modeling workspaces	4. Invest in technology, fortify infrastructure, and enhance fiscal resources. I. To meet the needs of our students and provide job skillsets for graphics and 3-D modeling. Technology demands for the job market require core knowledge of current software and equipment. In planning for the next software upgrades, Adobe Creative Suite / Autodesk Maya / OSX 10.10, our equipment needs upgrades to handle the increase in memory demand. We offer students experience in the same software that they would use in the following industries; graphic design, publication, advertising, marketing, animation, 3-D modeling, and photography. II. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. With this in mind we have initiated a maintenance plan to last through this cycle. Our sustainable solution asks that we upgrade the necessary components to keep the existing equipment in good working condition. This includes the increase in memory to accommodate the new software and operating system demands. Maintenance of aging equipment often calls for replacement of broken equipment such as hard drives, mice, and keyboards.	upgrade RAM – purchase and install RAM to maximize our computer capacity in the graphics classroom purchase and replace hard drives – Our computers were manufactured in 2009. Hard drives are reliable for 4-6 years under regular use. Our 3-D modeling and animation courses are heavy users of the hard drives for rendering and processing video. We plan to purchase and replace broken hard drives on computers in graphics classroom replace broken mice and keyboards – IT may have a stockpile of used mice that will be adequate. However students are often confused in the classroom when mac specific shortcuts are given on PC keyboards. We prefer to replace broken keyboards with original Apple or 3rd party apple keyboards. Wacom Tablet – we have 15 graphire drawing tablets. For our Photoshop, photography, and 3-D modeling courses we would like to pilot the new intuos pro tablet to evaluate the new hardware. Many experts are	2017SP					

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195		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	ART	Graphics classroom maintenance project	to provide quality labs and equipment to students enrolled in the graphics program	4. Invest in technology, fortify infrastructure, and enhance fiscal resources. I. To meet the needs of our students and provide job skillsets for graphics and 3-D modeling. Technology demands for the job market require core knowledge of current software and equipment. In planning for the next software upgrades, Adobe Creative Suite / Autodesk Maya / OSX 10.10, our equipment needs upgrades to handle the increase in memory demand. We offer students experience in the same software that they would use in the following industries; graphic design, publication, advertising, marketing, animation, 3-D modeling, and photography. II. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. With this in mind we have initiated a maintenance plan to last through this cycle. Our sustainable solution asks that we upgrade the necessary components to keep the existing equipment in good working condition. This includes the increase in memory to accommodate the new software and operating system demands. Maintenance of aging equipment often calls for replacement of broken equipment such as hard drives, mice, and keyboards.	Activities upgrade RAM – purchase and install RAM to maximize our computer capacity in the graphics classroom replace hard drives – replace broken hard drives on computers in graphics classroom mice and keyboards – IT may have a stockpile of used mice that will be adequate. However students are often confused in the classroom when mac specific shortcuts are given on PC keyboards. We prefer to replace broken keyboards with original Apple or 3rd party apple keyboards. Wacom Tablet – we have 15 graphire drawing tablets. For our Photoshop, photography, and 3-D modeling courses we would like to pilot the new intuos pro tablet to evaluate the new hardware. Many experts are recommending the Wacom intuos pro tablets. They are becoming a viable option because of their resolution and increased pressure sensitivity. (the are more responsive and dependable than our existing tablets)	2016FA					
196		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	ART	Graphics and Journalism software site license for the Adobe Creative Suite	To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the graphics and 3-D modeling industry workspaces and reflects the industry standards software.	4. Invest in technology, fortify infrastructure, and enhance fiscal resources. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, there are site license options that could cost the district less than the per computer license that we currently own. Adobe is offering some new licensing options that would provide 2 program needs; to offer current software to train students , faculty and staff in the graphics program with the current version of the Creative Suite The Graphics program strongly supports IT in this site license purchase. It would reduce the redundancy of software licensing across the campus. If the plan does not go forward, the graphics program will need to purchase the new licenses soon. Adobe has changed their platform for licensing we will need to upgrade.	Install and upgrade the Adobe Creative Suite in the graphics classroom, faculty, and staff computers.	2017SU					
197		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	JOURN	Journalism and Graphics Server maintenance	To provide quality labs and equipment to students enrolled in the journalism and graphics program. To provide a classroom environment that emulates the journalism industry workspaces	4. Invest in technology, fortify infrastructure, and enhance fiscal resources. I. The Journalism program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. However, IT has recommended that we upgrade the server to meet the current needs of the journalism and graphics classrooms. Our current server was built in 2009 and is in need of replacement after the last server software upgrade. The server controls the shared drives for Journalism and Graphics, which includes the storage of classroom projects (2 year cycle), instructional materials, the digital archive of all of the LMC Experience newspapers, and a backup of these drives. As camera megapixels have increased and projects have become more advanced, the current storage has become inadequate.	Replace macmini – purchase and install macmini with current server software and drives. Replace and upgrade server storage drives– replace server classroom hard drives and backup • Journalism – RAID 5 storage and drives • Graphics - RAID 5 storage and drives • Backup - RAID 0 storage and drives	2016SU					
198		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	JOURN	Journalism Lab remodel project	Continue the Journalism Lab remodel project to make the most efficient use of existing space for teaching and learning, and to add archive storage.	The number of journalism students, and the size of the newspaper itself, has grown over the years, but the physical space has not. We need to better use the current space, update the lab facilities as a teaching and learning space, and add storage for the growing physical archive. Phase 1 of the overall plan has been completed, but Phase 2 calls for additional remodeling and the addition of space.	Remove the interior glass wall around the current office, CC3-304, expanding the interior space of the larger Journalism Lab itself. Push the exterior wall of CC3-304 outward, utilizing the unused hallway space in front of the nearby stairwell to Level 2 for a physical newspaper archive. Add exterior displays in front of offices CC3-302 and CC3-303 for plaques, trophies and other Journalism Program displays. Remodel the current outdated wet darkroom into an open alcove workspace with cabinetry. These were all contained in a plan drawn up by architect Charles Ham (Project 3014.1, see data repository) and approved by management during the 2011-12 academic year for completion with future funding. New plans were drawn up by a new architect, and will also include wall and floor	2016SP					

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199		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 3: Create a culture of continuous improvement and tangible success.	JOURN	Evolving media landscape	Upgrade the Journalism Program curriculum and related lab equipment to keep pace with evolving skills, standards and technologies.	Keeping pace with changes in the industry directly supports both student learning and creating a culture of continuous improvement.	Integrate industry changes into the curriculum as needed and purchase new lab equipment (computer hardware and software, cameras and recorders, related instructional media and technology) to support instruction around changes in the evolving media landscape. While the need for other improvements not listed below may occur throughout the year, here is a list of those currently on the front burner for immediate attention: 1. Increase capacity: Purchase and install new iMac workstations to meet increased student enrollment in the production suite of journalism classes. 2. RAM: Purchase and install RAM to upgrade existing computers in the Journalism Lab for maximum usage until they are eligible for replacement. Our current computers were manufactured in 2009. Hard drives are reliable for 4-6 years under regular use. We have not experienced the same hard drive failure as the Graphics Lab, however, we are advised from IT to have back-up hard drives on hand as a safety measure. 3. Server: Purchase and install a new Mac Mini with current server software and drives to upgrade our current labs server system. This project is in conjunction with Graphic Arts since we share a server system and need RAID 5 storage and drives for Journalism, RAID 5 storage and drives for Graphic Arts, and RAID 0 storage and	2016FA					
200		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 3: Create a culture of continuous improvement and tangible success.	ITS	Adjust IT&S staffing to better meet college support needs.	Adjust the staffing in IT&S, both permanent and hourly to provide adequate staff to enable current and anticipated workload required by active and planned projects and campus support needs. This objective supports Strategic Direction 4.1 with the goal of creating a sustainable technology infrastructure.	In 2014/15, the process of increasing IT&S staffing levels to meet campus needs began with the hiring of a permanent 1.0 FTE Computer and Network Technician and the funding for 0.5 FTE hourly Media Services Technician I and Computer and Network Technician positions. However, staffing levels in IT&S are still below 2010 levels. In addition, during the past year, several large initiatives have started that will place continuing and increased demands on the IT&S department. These initiatives, such as the Technology Renovation Project (TRP), will require additional staffing in both the computer and media areas of the IT&S department. TRP has components that involve both computer and media staffing and will be ongoing for the foreseeable future. To support TRP and other initiatives, funding for additional permanent and hourly staffing will be requested. A continuous assessment of staffing levels and identification of the need for additional staff is necessary to create a technology infrastructure that is sustainable (LMC Strategic Priority 4.1).	Hire a permanent 1.0 FTE Computer and Network Technician – additional staffing on the computer side of the department has increased productivity, but this increase has been counterbalanced by the initiation of the Technology Renovation Project (TRP) and the continued addition of computers in both Pittsburg (50+) and Brentwood (20+). The growth in the number of devices (computers, tablets, printers, etc.) is expected to continue. TRP will be ongoing and continuous. Hire a permanent 1.0 FTE Media Services Technician I – even with 2014/15 funding for an hourly 0.5 FTE Media Services Technician I, there is still limited evening coverage and no depth in the media area to cover for vacations, illnesses or other absences of permanent staff. A full-time permanent Media Services Technician I will provide extended hours for media deliveries, more resources for	2016FA					
201		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 3: Create a culture of continuous improvement and tangible success.	COUNS	Obtain distance counseling tools and software	To identify and purchase necessary tools to hold secure distance counseling opportunities for students	To provide expanded counseling services to all students, including but not limited to those enrolled at offsite locations and online courses, webcams, software and related equipment are needed to provide live video chat in a secure confidential environment. Accreditation supports equal access for students enrolled anywhere at LMC.	Identify and purchase software, webcams, other equipment such as headset needed Identify training needs and hold trainings for all department faculty Identify best practices for distance counseling and develop procedures and add to counseling manual coollaborate with IT, web administrator	2016FA					

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202		SP-#4: Invest in Technology, Fortify Infrastructure & Enhance Fiscal Resources	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students	- Improve Graphics classroom To provide quality labs and equipment to students enrolled in the graphics program. To collaborate with IT and ensure sustainable hardware and software solutions.	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. To meet the needs of our students and provide job skillsets for graphics and 3-D modeling. Technology demands for the job market require core knowledge of current software and equipment. In planning for the next software upgrades, Adobe Creative Suite / Autodesk Maya / OSX 10.10, our equipment needs upgrades to handle the increase in memory demand. We offer students experience in the same software that they would use in the following industries; graphic design, publication, advertising, marketing, animation, 3-D modeling, and photography. II. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. With this in mind we have initiated a maintenance plan to last through this cycle. Our sustainable solution asks that we upgrade the necessary components to keep the existing equipment in good working condition. This includes the increase in memory to accommodate the new software and operating system demands. Maintenance of aging equipment often calls for replacement of broken equipment such as hard drives, mice, and keyboards.	upgrade RAM – purchase and install RAM to maximize our computer capacity in the graphics classroom purchase and replace hard drives – Our computers were manufactured in 2009. Hard drives are reliable for 4-6 years under regular use. Our 3-D modeling and animation courses are heavy users of the hard drives for rendering and processing video. We plan to purchase and replace broken hard drives on computers in graphics classroom replace broken mice and keyboards – IT may have a stockpile of used mice that will be adequate. However students are often confused in the classroom when mac specific shortcuts are given on PC keyboards. We prefer to replace broken keyboards with original Apple or 3rd party apple keyboards. Wacom Tablet – we have 15 graphics drawing tablets. For our Photoshop, photography, and 3-D modeling courses we would like to pilot the new Wacom tablets to evaluate the new hardware. Many experts are recommending the Wacom intuos pro tablets. They are becoming a viable option because of their resolution and increased pressure sensitivity. (the are more responsive and dependable than our existing tablets)	2016SU	dependent upon funding				
203		SP-#4: Invest in Technology, Fortify Infrastructure & Enhance Fiscal Resources	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students	- Graphics and Journalism Server To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the graphics and 3-D modeling industry workspaces	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. However, IT has recommended that we upgrade the server to meet the current needs of the graphics and journalism classrooms. Our current server was built in 2009 and is in need of replacement after the last server software upgrade. The server controls the shared drives for Graphics and Journalism, which includes the storage of classroom projects (2 year cycle), instructional materials, the digital archive of all of the LMC Experience newspapers, and a backup of these drives. As camera megapixels have increased and projects have become more advanced, the current storage has become inadequate.	Replace macmini – purchase and install macmini with current server software and drives. Replace and upgrade server storage drives– replace server classroom hard drives and backup Graphics - RAID 5 storage and drives Journalism – RAID 5 storage and drives Backup - RAID 0 storage and drives	2016SU					
204		SP-#4: Invest in Technology, Fortify Infrastructure & Enhance Fiscal Resources	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students	- Graphics and Journalism software To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the graphics and 3-D modeling industry workspaces and reflects the industry standards software.	4.1.A. Provide college-wide technology and related services that meet the needs of students and College personnel. B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, there are site license options that could cost the district less than the per computer license that we currently own. Adobe is offering some new licensing options that would provide 2 program needs; to offer current software to train students, faculty and staff in the graphics program with the current version of the Creative Suite Request licensing for the Adobe Creative Suite for the department chair's station and the 2 laptops. The Graphics program strongly supports IT in this site license purchase. It would reduce the redundancy of software licensing across the campus. If the plan does not go forward, the graphics program will need to purchase the new licenses soon. Adobe has changed their platform for licensing we will need to upgrade.	Install and upgrade the Adobe Creative Suite in the graphics classroom, faculty, and staff computers.	2016FA					

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205		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	ART	Improve and sustain quality labs for art and graphics students	To provide quality labs and equipment to students enrolled in the graphics and journalism program. To provide a classroom environment that emulates the 3-D modeling industry workspaces and reflects the industry standards software.	4.1.A. Provide college-wide technology and related services that meet the needs of students and College personnel. B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, there are site license options that could cost the district less than the per computer license that we currently own. Autodesk Maya is offering some new licensing options that would provide 2 program needs; to offer current software to train students , faculty and staff in the graphics program with the current version of the Autodesk Maya The Graphics program strongly supports IT in this site license purchase. It would reduce the redundancy of software licensing across the campus. If the plan does not go forward, the graphics program will need to purchase the new licenses soon. Autodesk has changed their platform for licensing we will need to upgrade.	Install and upgrade Autodesk Maya in the graphics classroom, faculty, and staff computers.	2016FA					
206		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	ART	To provide art faculty with the equipment and tools needed to perform their job	To provide quality labs and equipment to for art department faculty. To provide the necessary equipment and tools for faculty and staff to perform their job.	4.1.A. Provide college-wide technology and related services that meet the needs of students and College personnel. B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Art program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, The computers in Lucy Snow's office and classroom are up for replacement and/or upgrades. Desktop - Lucy Snow's computer has recently been replaced with an equally old machine (circa 2005) during the second week of December 2015. Although she is on schedule to have a replacement at the end of this academic year, we are asking for an Apple station in place of the PC PC Laptop - The CC3-316 SMART station laptop is in working condition and is used daily for the SMART station in the classroom for multimedia lectures, research and supplemental demonstrations. Two Apple macbooks - Upgrade is needed for presentations to remain high quality and current. Our current laptops, which are used to archive, maintain and display images for classroom lectures are now seven years old and growing unstable due to age. We are extremely concerned that these laptops will fail suddenly and believe that obtaining funding now will prevent a crisis then. The art/humanities department utilizes multimedia presentations in lectures and demonstrations. Request licensing for the ADobe Creative Suite for the department chair's station and the 2 laptops. Maintenance of aging equipment often calls for replacement of equal value, however, the art department has agreed to convert all stations to Apple to; maximize technology use in classroom and reduce Mac/PC trainings on new software	Order and install computers. Train faculty on operating system.	2016FA					
207		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	ART	Provide safe and comfortable facilities and environment for teaching, learning, and working	To provide a classroom environment that supports more comfort for active teaching and learning, rubber or other cushioning mats can be put down in areas where instructors and/or students must stand for long periods, for example near the media carts and in front of the white boards. Quality mats are worth the investment as they last for years, we have some that were new in 2010 and are wearing very well.	students and instructors in art classrooms are often standing to draw, paint, demonstrate, etc. Providing a classroom environment that supports more comfort for active teaching and learning adds to student success in general and in addition this will improve and enhance the physical plant and help make the best use of the art labs.	Order mats with help from facilities maintenance and work with janitorial to set up a system for periodic cleaning/maintenance.	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Align ment Notes
208		SP-#4: Invst Tchnlgy, Frtify Infastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	JOURN	Increase lab capacity – additional stations for production and instruction	To provide quality labs and equipment to students enrolled in the journalism program.	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. To meet the needs of our students and provide job skillsets for graphics and 3-D modeling. The journalism program will complete its last phase of upgrades during the summer of 2015. The remodel will expand storage and provide room for 4 additional student stations. (we currently have one station ready)We are asking for 3 more iMacs to meet this goal. II. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. With this in mind we have initiated a maintenance plan in alignment with graphics to last through this cycle. We were advised by IT to apply for Program Improvement to increase our lab capacity.	Purchase and install iMac workstations.	2016F A					
209		SP-#4: Invst Tchnlgy, Frtify Infastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	JOURN	Improve and sustain quality labs for journalism students - Journalism and Graphics Server	To provide quality labs and equipment to students enrolled in the journalism and graphics program. To provide a classroom environment that emulates the journalism industry workspaces	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. The Graphics program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. However, IT has recommended that we upgrade the server to meet the current needs of the journalism and graphics classrooms. Our current server was built in 2009 and is in need of replacement after the last server software upgrade. The server controls the shared drives for journalism and graphics, which includes the storage of classroom projects, instructional materials, the digital archive of all of the LMC Experience newspapers, and a backup of these drives. As camera megapixels have increased and projects have become more advanced, the current storage has become inadequate.	Replace macmini – purchase and install macmini with current server software and drives. Replace and upgrade server storage drives– replace server classroom hard drives and backup • Journalism – RAID 5 storage and drives • Graphics – RAID 5 storage and drives • Backup – RAID 0 storage and drives	2016F A					
210		SP-#4: Invst Tchnlgy, Frtify Infastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	JOURN	Improve and sustain quality labs - Improve Journalism classroom	To provide quality labs and equipment to students enrolled in the journalism program.	4.1.B. Invest in technology, fortify infrastructure, and enhance fiscal resources. - Implement the Technology Plan to continuously update the College's hardware, software, and network to improve the effectiveness of instruction, student services, and administrative services. C. Provide faculty and students with accessible and effective technological infrastructure and support for online instruction and student services. I. To meet the needs of our students and provide job skillsets for journalism. Technology demands for the job market require core knowledge of current software and equipment. In planning for the next software upgrades, Adobe Creative / OSX 10.10, our equipment needs upgrades to handle the increase in memory demand. We offer students experience in the same software that they would use in the following industries; journalism, publication, graphic design, advertising, photography, mass communication. II. The Journalism program strives to utilize existing resources, extend their lifetime, and to be in conversation with college IT planning to provide sustainable, state of the art technology. In conversing with IT, Mike Becker, our lab is in the last phase of the computer replacement cycle. With this in mind we have initiated a maintenance plan with graphics to last through this cycle. Our sustainable solution asks that we upgrade the RAM to keep the existing equipment in good working condition. This increase in RAM will accommodate the new software and operating system demands. Maintenance of aging equipment often calls for replacement of broken equipment such as hard drives, mice, and keyboards.	upgrade RAM – purchase and install RAM to maximize our computer capacity in the graphics classroom purchase and replace hard drives – Our computers were manufactured in 2009, the same year as the graphics lab. Hard drives are reliable for 4-6 years under regular use. We have not experienced the same hard drive failure as the graphics lab, however, we are advised from IT to have 2-4 hard drives in hand as a safety measure.	2016F A					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
211		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	MUSIC	Maintain Safety of Existing Ancillary Equipment	To maintain the safety and operations of current existing ancillary equipment such as music white boards etc. To maintain safety, we need to replace the current existing white boards with new ones. The current existing white boards are in the state of disrepair and are a health hazard with potential to cause minor injuries to faculty and students.	Safety is very important for the music department and for the college as a whole. These equipment has served the music department well for many years. It is time for a replacement as the current equipment is a health hazard and is in the state of disrepair.	Replace old portable music white board by purchasing new portable music white boards in rooms 702, 710, 720 and 730.	2016FA					
212		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	BIOSC	Critical Technology Needs	Restore the ability for teachers to prepare and teach effectively using computer technology in the LMC Science Building	The computers in the smart podiums on the first floor of the LMC Science Building are the original equipment from the opening of the building in 2008, and have experienced heavy daily use and abuse continuously since that time. Also, the available processor speed on these machines is inadequate to run modern operating systems. The result is that instructors and students must endure unreliable and less effective classroom presentations. Instructors are also reluctant to incorporate additional technology-assisted instruction for fear that the classroom computer will not run. In addition, the printer that is shared by all instructors, and that is heavily used to create learning materials for students, has been unreliable for several semesters, and the photocopying ability has been completely broken for a long time. These are mission-critical pieces of technology that must be replaced. This objective lines up with LMC Strategic Priority #4 - Invest in Technology. It is also lines up with District goal #1 - Enhance student learning and success, in that it is hard to promote learning and success when the basic classroom technological infrastructure doesn't work.	1. Purchase replacement computers for all classroom smart stations on the first floor of the LMC Science Building. 2. Purchase a printer/photocopier to replace the one currently in room SC1-122. 3. Install all equipment and attach it to the campus network.	2016SP					
213		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 3: Create a culture of continuous improvement and tangible success.	ATH	New Computers for Athletics Department	Replace stolen equipment from Coaching staff's office space (one computer). Also, provide the Athletic Trainer with a combination scanner/printer that is an essential to the fulfillment of his duties and responsibilities.	Recently, there was computer stolen from the PE-1005 shared office space. This computer was utilized by two LMC coaches and is an invaluable piece of equipment needed for said coaches to fulfill their academic responsibility towards their students and remain in contact with the LMC community at large. The replacement of one computer will also increase the usage of technology by faculty members and innovation for academic progress for our students. The Athletics Trainer is responsible for a number of things, one of which is the proper handling of insurance and other personal documents processed by him regarding all student athletes. The purchase of a combination scanner/printer would allow the Athletic Trainer to process these documents in a more timely fashion. It will also allow them to create a more controlled environment in which to process said documents.	Secure one replacement computer to be placed in PE 1005 office. Purchase a combination scanner/printer for the Athletic Trainer	2016FA					
214		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		BWCTR	Technology Enhancements	Further improve available technology in Brentwood Center classrooms and available services for students taking classes in Brentwood.	The Brentwood Center currently has six "Smart" classrooms but only two of them have document cameras installed. Faculty are increasingly relying on document cameras to enhance instruction by magnifying and projecting the images of actual, three-dimensional objects, as well as transparencies. Given the remaining seven classrooms that do not offer "smart room" technology the use of portable smart carts helps to meet a growing demand. One extra cart was approved for purchase through last year's RAP process, however the purchase has been delayed while IT support is pending. An additional smart cart would service to provide additional smart room access and also provide a back-up, in the event that a smart classroom is not functional. This would help address faculty members' increasing reliance on smart room technology for classroom instruction using D2I, online textbooks and tests, power point presentations, etc. Use of this technology is also more appealing to students. Additional computer access in the Brentwood Center for Academic Support would better meet the needs of the faculty consultants, tutors and students. Additional computers can contribute to program growth and help to establish a more recognized presence at the Brentwood Center.	1.) Purchase four document cameras that can be installed in all smart room podiums that don't already have document cameras (two out of six smart classrooms already have). 2).Purchase additional "smart cart" to enable other Brentwood Center classrooms without smart room technology to meet growing demand among faculty. 3). Purchase two computers for use in the Brentwood Center for Academic Support. There are currently two computers in the lab but additional computers are needed to meet student and faculty needs.	2016SP					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Time line 2	Status	Status Reason	Improvement	Alignment Notes
215		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	AUTO	Replace failing or antiquated shop equipment	Identify equipment that no longer meets industry standards or has deteriorated resulting in a safety hazard for students withing the program	Several shop assets were purchased twelve years ago with the last major shop update. Normal wear and use and long maintenance cycles resulting from tool room staff hour reductions and furloughs have taken several key resources beyond repair or safe use. These Items include Parts washer, ozzy tank, our hydraulic press. Several critical pieces of equipment are no longer within industry standards. These include The tire machine (incapable of working with larger size tires now found on most vehicles) the tire balancer (also unable to operate with modern size wheel and tire packages and does not meet current safety satandars) and an on car brake lathe that has become the manufacture standard for all dealerships.	Find funding sources to update or replace failing equipment.	2016FA					
216		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 3: Create a culture of continuous improvement and tangible success.	ITS	Adjust IT&S staffing and training to better meet college support needs.	Adjust the staffing in IT&S, both permanent and hourly to provide adequate and trained staff to enable current and anticipated workload required by active and planned projects and campus support needs. Ensure that training is provided to keep staff competent in current technologies. This objective supports Strategic Direction 4.1 with the goal of creating a sustainable technology infrastructure.	The objective of LMC's Strategic Direction 4.1 is "Provide sustainable, state-of-the-art technology." To meet this objective, technology equipment, software, infrastructure and other related equipment must be kept current. The Technology Renovation Project (TRP) and associated Smart classroom re-design are underway to address meeting part of this objective. To completely address this objective, the technology must be planned, implemented, maintained, assessed, and refreshed. This cycle requires staffing to provide all of these services. The current classified staffing of IT&S, although supplemented in 2014/15, still remains well below levels required to meet this objective. As a result, IT&S management has had to pick up a significant part of the work load that is normally performed by classified staff and both the quality and quantity of the services provided by LMC IT&S have been insufficient to meet both current and future needs. This deficiency has been documented in a recent customer satisfaction survey. By increasing the level of IT&S staff (both in the computer and media areas), the IT&S department will be able to better meet the needs of planning, implementing, maintaining, assessing, and refreshing LMC's technology and create a sustainable, state-of-the-art technology at LMC. Continuous assessment and adjustment of the department and staffing levels will help to ensure that the level of technology and technology support remains sufficient to meet the college's needs. Although staffing at the correct level is important, it is equally important that the staff be trained regularly so that they can remain current with evolving and new technologies and be able to identify, implement and assess the effectiveness of upcoming technologies for use in instruction and administration. The current IT&S department budget for training is very small and, although resources are available at no cost to IT&S from sources such as Linda.com, additional training and exposure to newer technologies is needed. Funding for such training, both for the courses and, in some cases, expenses, is required for a state-of-the-art technology infrastructure.	Hire a permanent 1.0 FTE Computer and Network Technician – Appropriate staffing in the computer side of IT&S is essential to the development and maintenance of a robust technology infrastructure that can support instruction and administration, Although additional staffing on the computer side of the department has increased productivity, this increase has been counterbalanced by the initiation of the Technology Renovation Project (TRP) and the continued addition of computers in both Pittsburg (50+) and Brentwood (20+). The growth in the number of devices (computers, tablets, printers, etc.) is expected to continue. TRP will be ongoing and continuous. Current computer staffing levels should be increased to support both short and long-term efforts. Hire a permanent 1.0 FTE Media Services Technician I – In order to have a functional media staff that can support the increasing number of Smart classrooms (5 to be added in Pittsburg in 2014/15) and the renovation of all existing in and campus events, appropriate staffing levels for the media side of IT&S must be continually examined and adjusted. Currently, there is only on full-time media member in IT&S. Even with 2014/15 funding for an hourly 0.5 FTE Media Services Technician I, there is still limited evening coverage and no depth in the media area to cover for vacations, illnesses or other absences of permanent staff. A full-time permanent Media Services Technician I will provide extended hours for media deliveries, more resources for important evening and weekend events, and allow the overtaxed Electronics Technician to focus on	2016SP	Continuous				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvement	Align ment Notes
217		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 3: Create a culture of continuous improvement and tangible success.	COLADV	2. Grant Planning and Proposal Writing	Support student success through the implementation of campus-planned programs and initiatives through grant funds with pre-approved institutionalization strategies.	Many of LMC's most successful programs and initiatives began with grant funding, and were sustained as on-going institutionalized programs, funded by college funds. A sampling of such programs and initiatives include the PTEC and ETEC programs, Umoja, the Honors Program, the Transfer Academy, the Center for Academic Excellence, the enhanced Transfer Center, and the Welcome Center, to name a few. Each of these programs and initiatives were designed through LMC's planning processes, including program review and strategic planning. Strategic Direction #3 in LMC's 2014-19 Strategic Plan, "Promote innovation, expand organizational capacity, and enhance institutional effectiveness", and its related Strategy B, "Develop a mechanism for college personnel to share innovative practices and resulting successes with the campus community" and Strategic Direction #4, "Invest in technology, fortify infrastructure, and enhance fiscal resources" and its related Strategy A, "Expand fiscal resources through grants and external funding sources to achieve Strategic Directions", each point to the need for supporting campus-planned programs and initiatives through grant funds. Over the past several years, as we continue to successfully utilize grant funds to support student success, we have learned the importance, and the need for, a clear and pre-approved institutionalization process. All too often, successful programs struggle to find institutionalization dollars at the end of grant-funding. Creating a pre-approved grant-institutionalization process, which holds the programs accountable to pre-specified goals and success factors, will provide a greater continuity in providing quality services for our students. Additionally, we have begun to write more grants in collaboration with outside partners, including local school districts, local industry and regional public agencies. These grant partnerships speak directly to Strategic Plan Direction #2, "Strengthen community engagement and partnerships" and its related Objective 2.2, "Develop and strengthen industry partnerships and local/regional alliances" and related strategies. Activities	1. Work with LMC's President's Cabinet and SGC to develop a documented Grant Institutionalization Process. 2. Identify grant opportunities and write grant proposals for LMC's STEM Programs, Veterans Services, and PTEC Programs and technology, as identified in departmental Program Reviews. Include institutionalization plans/strategies as appropriate. 3. Meet with an Ad-Hoc Grant Committee at least once each semester to gather input regarding new program and initiatives which emerge from campus planning processes and are potential ideas for future grant-funding. 4. Outreach to potential community grant partners, including schools, industry and local/regional public agencies, with appropriate grant opportunities. 5. Research grant funds which could potentially fund programs and initiatives in 3 above, and write (or facilitate the writing of) these grant proposals. Include institutionalization plans/strategies as appropriate.	2016SP					
218		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		ITS	Improve communication from IT&S to the campus community	Establish regular and timely communication from IT&S to relevant campus and District entities to inform and instruct constituencies about IT&S projects, procedures, and other technology-related information that affects the campus.	At any time, the IT&S Department is working on several projects that affect various departments in Pittsburg and Brentwood. Due to changing needs of the campuses, the prioritization of these projects can change frequently. Regular communication to the campuses that provides information on current and upcoming project activities and other IT&S department information will benefit the community and inform them of projects related to their area and if these projects or the associated workloads may affect response to other requests. Communications should also include information regarding changes to existing IT&S procedures and new procedures, upcoming projects such as lab software refresh projects, and scheduling for the campus technology renovation, Smart classroom refresh and other projects.	On the first week of each month, send out an all-campus e-mail with updates on campus IT&S projects. Schedule time at the Department Chair's meeting near the start of each student computer lab software update schedule to discuss the timeline, requirements and expectations. Give regular updates at the President's Council regarding upcoming IT&S activities. Give regular updates to campus and District technology-related committees (TAG, PDAC Technology sub-committee, DEC, District Tech Managers, etc.)	2015FA	Continuo us				
219		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		ITS	Continue technology upgrades and improvements across the Pittsburg and Brentwood campuses.	Demand for Smart technology continues to grow, but there are still numerous classrooms at both locations that require the equipment. A redesign of the technology to provide a more user-friendly and reliable Smart infrastructure needs to be investigated and implemented. Adobe products such as Acrobat Pro and Contribute are becoming more popular, as well. Campus-based licensing of these and other Adobe products has several advantages, including cost savings.	This objective's main goal is to ensure that both campuses of LMC are moving toward state-of-the-art technology as it relates to Smart equipment and software. Smart Classrooms/Carts and current software are important parts of efforts to maintain a state-of-the-art technology infrastructure. Smart Classrooms and Carts are becoming the primary modes of delivering instruction at the Pittsburg and Brentwood campuses. In keeping with LMC Strategic Objective 4.1, providing Smart technology and keeping it up-to-date and useable is a high priority for the college. However, results from the 2014 Employee Satisfaction Survey indicate that satisfaction with Smart classrooms is not favorable and the issues related to hardware need to be addressed. This indicates that there is room for improvement in our Smart Classrooms. Increasing the number Smart Classrooms and Carts is underway at both campuses. In addition, the current technology used in these areas is under review and a new, more reliable and easier to use design of for Smart equipment is in process. These efforts need to be continued and a new configuration for Smart equipment needs to be researched, tested and implemented. The adobe Creative Suite is used in several student labs in Pittsburg and Brentwood. Until 2013, Adobe licensed its Creative Suite products with an option to purchase updates for 2 year periods at a significantly reduced price. Our last 2-year period expired in November 2014. This was a cost savings to the college. There are currently two options for purchasing the Adobe Creative Suite - annual site license or purchasing upgrades as they are published. The annual site license option will improve the availability of software such as Acrobat Pro and Contribute and offer a cost savings. Training must accompany the implementation of newer technologies so that instructors are able to fully utilize the improved design.	Continue the improving the design of Smart classrooms to take advantage of newer technologies and simplify the use of the rooms. Coordinate the development and delivery of more robust training for faculty wishing to use Smart classrooms. Provide a short and comprehensive use and troubleshooting guide that will be attached to equipment in each Smart classroom or cart. Purchase an annual site license for the Adobe Creative Suite software to support both instruction and administrative computing - Until 2013, Adobe's Creative Suite software was available through FCCC with the option to obtain upgrades to the software at a significantly reduced price. This option ended and the last updates to the Creative Suite software that LMC had access to ended in November 2014. Currently, there are two options for keeping the Creative Suite software up-to-date: 1) pay for each update as it is published (approximately \$30,000 every 12-18 months for only the 3 student computer labs) or, 2) pay for an annual site license (currently \$18,535/year). The annual site license will save up to approximately \$11,000/year and has the additional benefit that products such as Acrobat Pro and Contribute can be installed on all campus-owned computers. These two software	2016FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
220		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 4: Be good stewards of the District's resources.	BUSOF	Provide continuous and value-added Customer Service	In order to effectively support the college's Strategic Direction of enhancing fiscal resources the staffing level of the LMC Business Office should be re-evaluated. Prior evaluation of workload identified that staff sometimes spent time on clerical tasks (like filing and data entry) that could be completed by a student worker. The current clerical support of a student worker has allowed for time to provide more value-added services and is deemed necessary on an ongoing basis.	While acknowledging the efficiency and exceptional work of the current staff, the department continuously strives for timely accomplishments of tasks and services as the campus' demands for guidance and customer service continue to increase. This has sometimes led to the untimely processing, review and approval of documents; while staff incur overtime in order to complete routine accounting, payroll and campus facilities related tasks. Prior evaluation of workload identified that staff also spent time on clerical tasks – of organizing (and filing) paperwork and recording numerous information (data entry) received in the department – that could be completed by a student worker, and therefore had insufficient time to focus on reviewing/processing complex information and providing continuous value-added support to the campus community. The current clerical support of a student worker (engaged at 10-20 hours per week) has provided some flexibility to the staff and is deemed necessary on an ongoing basis.	This position would assist employees with clerical tasks such as: the sorting, filing and labeling of documents; basic word processing assignments; handing out of pay-stubs under necessary supervision; delivering, picking up and distributing information to and from central services; and providing other miscellaneous clerical support to the Business Office staff and customers.	2015FA	Ongoing				
221		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		WELD	Forklift Shelter	To provide a shelter for the Welding/Auto/Appl. forklift.	Presently, our forklift is outside in the sun all year long. We have no shelter for it. The forklift is becoming damaged by the weather - the sun has dried out the plastic making it brittle and causing the plastic parts to break. The seat is damaged by the sun's UV and has torn open and absorbs water when it rains. All the rubber hydraulic hoses are becoming brittle due to the sun and will start to deteriorate and leak soon. Having a shelter to park it in to protect it from the sun would help to protect it, reduce our maintenance costs and prolong its life.	A new place to park and build a shelter inside the Voctech gated area has to be made. Once a place is determined, a shelter can be made to park it in.	2018FA					
222		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		ITS	Improve IT&S participation in planning and communication from IT&S to the campus community	Establish regular and timely communication from IT&S to relevant campus and District entities to inform and instruct constituencies about IT&S projects, procedures, and other technology-related information that affects the campus. Take a more active role in planning campus and District initiatives.	At any time, the IT&S Department is working on several projects that affect various departments in Pittsburg and Brentwood. Due to changing needs of the campuses, the prioritization of these projects can change frequently. Regular communication to the campuses that provides information on current and upcoming project activities and other IT&S department information will benefit the community and inform them of projects related to their area and if these projects or the associated workloads may affect response to other requests. Communications should also include information regarding changes to existing IT&S procedures and new procedures, upcoming projects such as lab software refresh projects, and scheduling for the campus technology renovation, Smart classroom refresh and other projects. Currently, planning for and implementation of technology needs is not always coordinated through the IT&S Department. As such, IT&S is often blindsided by technology projects and purchases initiated by grant, District and other campus entities. This impacts IT&S schedules and can disrupt other scheduled projects and service to the campuses. More active participation, along with increased communication, will improve all campus technology projects and the effectiveness of the IT&S Department.	On the first week of each month, send out an all-campus e-mail with updates on campus IT&S projects. Create and update a web page that lists current IT&S projects and activities. Schedule time at the Department Chair's meeting near the start of each student computer lab software update schedule to discuss the timeline, requirements and expectations. Give regular updates at the President's Council regarding upcoming IT&S activities. Give regular updates to campus and District technology-related committees (TAG, PDAC Technology sub-committee, DEC, District Tech Managers, etc.) Schedule meetings with campus grant, District, construction, and other groups to discuss upcoming technology needs at least once per semester.	2016SP	Continuus				

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
223		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrscs		ITS	Continue to develop and implement procedures and technologies to improve departmental and campus eff	In the past few years, some improvements have been made in IT&S Department procedures. Additional improvements in existing processes related to purchasing, service, communications, and IT&S operations will enable the IT&S Department to better serve the college. In addition, technologies are available that can be implemented to realize monetary savings for the campus and simplify users experiences.	Although technology and media related purchasing has become more centralized, there are still areas that can be improved that will allow IT&S to provide better support to the campus in the long term. Some academic software and hardware is still purchased at the department level, is not coordinated with IT&S and, often, long-term support of the software is not considered at the time of the original purchase. Other processes that will make IT&S more efficient and able to provide better service to the campus need to be developed. These will include a better method of campus technology purchasing and licensing, documentation of server performance, maintenance and issues, and desktop power saving methods.	Continue to develop and implement procedures for tracking and planning of technology and media related purchases. This includes cataloging known software and hardware maintenance renewal dates, developing a campus-wide procedure for maintaining software used for academic and administrative areas beyond the original purchase. Assume that assistive software is supported for the long-term. This includes working with District to ensure continued funding to keep the software current. Continue to improve the web-based system that will provide the following: 1. Reserve media equipment (laptops, portable projectors, cameras, etc.). 2. Inventory media equipment that can be checked out. 3. Provide a single, easy to access and read calendar for scheduling reservations and delivery of media equipment. 4. Provide accountability and tracking for deliveries and pick-ups of media equipment. Implement the AC.Portal domain for sign on for: InSite/WebAdvisor, campus workstation access for staff, learning management system access, student workstation access for selected computers, and the wireless network. Continue to develop a web-based application for tracking	2016FA	Continuo us				
224		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrscs		ITS	5) Continue to develop and implement procedures to provide continuity for IT&S & the campus.	Although an effort to improve documentation of various procedures and departmental knowledge is underway and progress has been made, the workload over the past four years has not allowed for the completion of the documentation. IT&S staff has been reduced over the last few years and, in some cases, the turnover in staff has led to the loss of knowledge in specific areas. Completing the documentation of departmental practices will allow for continuity of the department in the event of turnover.	There is much "corporate memory" in the IT&S department that has not been documented. Continuing to create and update procedures and documentation of LMC IT&S practices and knowledge is essential for the long-term continuity of the department. Business continuity for LMC can also be improved through full implementation of the existing backup system and development of an off-site backup.	Continue to develop an inventory of critical campus infrastructure resources (servers, network equipment, UPS systems) in order to plan for licensing, maintenance and replacement costs. Continue to develop and implement procedures for regular maintenance and upgrading of IT&S equipment. 1) Track IT&S purchases - including purchase, maintenance, and warranty information. 2) Develop a tool for equipment replacement and upgrade schedules and the associated costs. 3) Obtain a better understanding of long-term campus equipment needs. Continue documentation and improvement of the following procedures: 1) Computer lab/classroom imaging 2) Campus computer naming convention 3) Virtual server naming conventions 4) Staff/faculty computer replacement 5) Backup 6) Software development 7) Others Continue to develop standards, procedures and processes for application development and database storage. Complete the configuration of the HP Data protector to backup the new infrastructure. Complete the migration of campus computing to the AC.Porta Domain. Streamline deployment of Microsoft and other security and bug-fix patches by deploying a WSUS or other server.	2016FA					
225		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrscs		WFDEV	Financial Resources & Sustainability	Position the college to apply for grants, donations and other funds to enhance the workforce development system.	Save for the establishment of a robust external job placement system, the establishment of aggressive K-12 career pathway and counseling services will complete the establishment of a comprehensive college-wide WED system and address Strategic Objective 4.3., "Improve and enhance resource sustainability and fiscal responsibility.	Support the hiring of a Community and Educational Partnership Liaison focused on secondary education to help create seamless pathways for East Contra Costa high school students to LMC CTE career paths.	2015FA					

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1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
226		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		MATH	mathematica in faculty offices	Install Mathematica in all faculty offices.	We use mathematica in classroom, it would help us create innovative lesson plans	Install Mathematica in faculty offices	2016FA					
227		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs	GOAL 1: Enhance student learning and success.	COMSC	Restore Computer Lab Support	Restore Computer Lab support to the level before cuts were made in the 2012-13 academic year.	The historic staffing level for the two Computer Center Technician II positions was cut by 2-2.5 hours per week and 6 weeks per year as a part of overall college budget cuts in 2012-13. This has negatively affected not only the Drop-in Lab, but the Business and PTEC computer labs as well. Returning these positions to their historic level will restore support of students, faculty, and staff to the level present before the budget cuts.	Open the Drop-in Lab an hour earlier. Before the beginning of each semester: Work on jobs that have been placed on hold due to decreased hours. Upgrade, install, troubleshoot, and configure servers and PCs located in 4 labs.	2016FA	2015 FA				
228		SP-#4: Invst Tchnlgy, Frtify Infrastrctre & Enhnce Fiscal Rsrcs		COMSC	Upgrade Computer Lab	Upgrade the computers in the CO-200 Computer Lab	The computers in the lab are now at the end of their useful lives.	Research and compile specifications for new computers. Purchase and install new computers.	2016SP	Summer 2015				
229			GOAL 4: Be good stewards of the District's resources.	CHDEV	Complete classroom modernization	Modernize technology resources for student instruction and lab school operations to support student success, meet licensing standards, and expand capacity	Classroom chairs need modernization. They are breaking and we need to increase seating capacity. The SmartBoard installation isn't working and needs to be revised to reconfigured on a tripod. Faculty need training and software licenses to best utilize the SmartBoard technology. Washing machine, 3 dishwashers, and 1 refrigerator require upgrading to accommodate increased demands of licensing requirements for sanitation and safe food storage. We lack training equipment to stream video content from state training webinars and to view training videos in our team room, CS1-104. Professional development is being increasing delivered through webinars and streaming broadcasts, so preparing our staff team room with equipment to support these activities is needed.	Submit Rap proposal Feb 2015 Order chairs Order needed equipment to convert Smartboard to tripod. Arrange for purchase and installation of upgraded appliances and computers. Purchase Flatscreen SmartTV and mounting hardware with Bluray player for Rm CS1-104	2016SP					
230			GOAL 1: Enhance student learning and success.	CHDEV	Improve participation of underrepresented males in our department.	We want to intentional improve the number of male students in our program to more closely meet state negotiated standards of non-traditional participation and completion.	We are below the state negotiated levels of non-traditional student participation and completion..	Use CHDEV 83 as an avenue to develop male majors. Use our student internship employment opportunities as a recruitment vehicle to enhance male completion and graduation/transfer. (Our data shows our interns have increased completion and success as a result of their involvement in a learning cohort.) Promote mentor partnerships between male students to advance success.	2018SP					
231				CHDEV	Rename and rebrand our Department	We will research appropriate names for our Department to better reflect other industry standard of "Early Childhood Education and Child Development". Use our new department name to expand awareness of our department offerings and how they meeting state licensing requirements.	Many students look for "ECE" when hunting for college classes to meet licensing requirements. They sometimes overlook our department because we don't have that acronym in our dept. name. However, our AS-T degree predominantly transfers into CSU programs that are called "Child Development" degrees.	Research other department names at other California Community Colleges. Develop a hybrid name that somehow includes both ECE and CHDEV and EDUC. Submit paperwork for change to curriculum committee Re-brand the Dept with new letterhead, new catalog info, website, etc. Develop pathways and packaging of coursework to increase student enrollments in EDUC 40 and Math 32. Advance relationships and training of counselors to promote CHDEV/EDUC pathways and coursework.	2017SP					

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	College Interim Strategic Priority	College Strategic	District Strategic	Unit Code	Title	Description	Rationale	Activity	Time line 1	Timelin e 2	Status	Status Reason	Improvemen t	Align ment Notes
232			GOAL 1: Enhance student learning and success.	BIOSC	Achieve Stable Funding And Adequate Lab Assistant Staffing For All Non-Majors Biology Courses	We will use the LMC RAP process to try to achieve stable ongoing funding for lab supplies for all of our non-majors Biology courses. We will also use stepped up departmental recruitment efforts to hire additional student lab assistants for the non-majors Biology courses. This need is particularly acute for night sections, most of which currently have no available lab assistant to help instructors or students during the lab period or to help clean up the lab when the class is finished.	Our department has recently converted all non-majors biology courses from an hours by arrangement (HBA) lab format to a scheduled lab format with weekly or biweekly lab periods. Our current department budget was developed for the HBA lab format, but we converted all 15 sections of Biology 5, 10, and 30 into a scheduled lab format this semester. This change is permanent and ongoing, as we have already closed the biology learning center (our former HBA lab) and converted that space into a lab just for the Biology 5 sections. We have also added new sections of a brand new lab course, Biology 8 (human biology), which is now fully articulated with our transfer partner universities, and we have reinstated a regular ongoing Bio 7 section, which is necessary for some teaching credential programs. Needless to say, the far more sophisticated lab activities we now have our students perform in the scheduled lab periods require far more (and more expensive) supplies on an ongoing basis. We applied this past year for a permanent increase to our supplies budget to cover this increased fixed cost, but our department was granted only one-time funding for supplies. This extra one-time money is certainly welcome, and it will allow us to run our classes normally this academic year. However the money will be used up by the end of our summer 2015 session. Once our supplies budget drops back to its former level we will not have enough supply money to run our non-major's lab sections beyond the end of the Fall 2015 semester. Thus we have an acute need for an ongoing increase to our base budget to fund our completely modernized and renovated non-majors biology curriculum. Our goal is directly related to district goal #1: To enhance student learning by continuing to engage our biology students with interesting, relevant, and technologically up to date lab activities. We implemented this new lab format to give our students the highest quality hands-on biology instruction possible, and we would very much like to continue providing that academic service for our students. They deserve no less.	Prepare a new RAP proposal for a permanent increase to our department's base budget. Make as strong and persuasive a case as we can for this increase so that our ongoing budget rises to meet our new level of expenditures. Provide all instructors with handouts they can use to solicit the names and contact info of successful biology students who might want to become paid student lab technicians at LMC. We will focus especially on recruiting students who are willing and able to work evening shifts in the lab prep room.	2016FA					
233			GOAL 1: Enhance student learning and success.	PE	Add Level 2 courses to 3 of our existing courses	We will add Level 2 COOR to Weight Training, Circuit Training, Basketball. Students will be offered a curriculum to develop a higher level of knowledge and skill proficiency in the subject area.	With the Kinesiology AA-T, students who are choosing the major have a desire to learn the subject area at a level beyond Beginner. A more advanced level will benefit students as they work to attain employment in the field of Kinesiology.	Write up Level 2 COORS for Weight Training, Circuit Training and Basketball.	2016FA					
234			GOAL 3: Create a culture of continuous improvement	PIE	College Plans	Facilitate the process in the Planning Committee and the College to update and adopt new Educational Master Plan .	The current Educational Master Plan (2006-16) will conclude in spring 2016. We need to review it and update it.	Facilitate the process to review, update/develop, and approve a new Educational Master Plan through the Planning Committee.	2016SP					
235			GOAL 4: Be good stewards of the District's resources.	CHDEV	Modernize CS2-201	The faculty office space has a leaking window. Tit also gets very hot in warm weather and needs a shade to block the sunlight on hot days.	This faculty office is used by a full time faculty member of our Department and needs to be safe and comfortable for work.	Submit maintenance request to come and examine/repair leaking window and to address mold/water damage. Submit RAP for purchasing shade or whiteboard and air purifier Arrange for install	2016FA					
236			GOAL 1: Enhance student learning and success.	FINAID	Increase awareness of the Direct Loan Program and responsible borrowing	Increase awareness on responsible borrowing by continuing to provide Direct Loan counseling workshops in person. This will not only educate students on the loan application process and options, but serve as a preventative measure in addressing future cohort default rate.	Providing in-person workshops addresses the counseling aspect of the Direct Loan Program. It is important for Financial Aid administrators to provide them information about the Direct Loan Program per Department of Education. However; workshops help administrators maintain a balance between providing information on loan options and encouraging smart borrowing. This helps support District Strategic Plan Goal #1: Student Learning and Success	Offer in-person loan workshops to students inquiring about the loan application process and meets the standard Department of Education eligibility criteria.	2016FA					
237				VONUR	does this work?	yes	no	maybe	2015F					

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238			GOAL 1: Enhance student learning and success.	COMSC	Evaluate mobile app courses and program	Determine the initial and ongoing costs, plus the level of demand, then evaluate if courses and possibly a program of mobile app development could be successfully sustained.	The greater San Francisco Bay Area continues to be the leader in Internet and related technologies. The demand for the development and refinement of mobile applications appears to be continuous for the foreseeable future. Therefore, developing a program in this area should be evaluated.	Work with the regional consortium for mobile app development to evaluate if this area is appropriate to pursue.	2016F A					
239			GOAL 1: Enhance student learning and success.	TRAVL	Improve Student Success Rates (Skill Attainment)	The Travel Program will consistently meet or exceed the skill attainment standard.	This is an ongoing objective. For travel students, skill attainment is closely related to the ability to apply what is learned in class, which in turn, leads to greater employability and success.	1. Set expectations about the rigor of our online courses by emailing registered students prior to the start of classes. 2. Include self-assessments regarding readiness for online learning and especially for the more advanced travel courses. 3. Contact students who have poor performance or who have stopped attending 4. Drop students who fail to participate for at least 3 consecutive weeks 5. Utilize grading rubrics to set clear expectations	2016S P					
240			GOAL 3: Create a culture of continuous improvement and tangible success.	ATH	LMC Vans	We need vans	*Vans 15 years old *All have over 120,000 miles on them *Poses potential safety issues for LMC staff and students traveling in the vans	Team travel to and from away games to represent LMC.	2016F A					
241			GOAL 4: Be good stewards of the District's resources.	BGCUS	New Lawn Mower	We need to find funding to purchase a new riding mower	The existing mowers in the Grounds department here at LMC are reaching their useful lifespan. A new larger mower will allow staff to spend time working at assigned tasks and less time repairing old mowers. A larger mower will also allow the staff to cover the same ground in less time allowing them time to perform other tasks. Our large riding lawn mowers are key to maintaining a quality looking campus like we have all come to take for granted here at Los Medanos College	Obtain funding to purchase the new mower	2016S P					
242				MATH	Increase Testing Center Hours	To increase Testing Center Hours from the budgeted 16 hours per week to 35 hours per week.	blah blah blah	Blah Blah Blah	2016F A					