<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal</th>
<th>Objectives</th>
<th>Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create and implement marketing and outreach plan that addresses the needs of our diverse population.</td>
<td>1A. Centralize the campus marketing and outreach endeavors for greater efficiency and efficacy</td>
<td>1A1. Fill the vacant Public Information Officer Position</td>
<td>Completed by end of October 2006</td>
<td>President</td>
</tr>
<tr>
<td>2</td>
<td>Provide appropriate support services for students.</td>
<td>2A. Assign designated classrooms and non-instructional areas to various campus units for enhancing the learning environment, e.g. bulletin boards, display cases, classroom walls, etc. 2B. Increase support to the LRC, Earn to Learn Program, EOP&amp;S, GAIN/CalWks, TRIO program, and Bridges to success and monitor (using data) student progress through transition to higher level courses 2C. Develop a plan for immediate changes to increase student success. 2D. Develop Basic Skills Precursors for Math Basic Skills. 2E. Integrate English and Math Basic Skills learning communities</td>
<td>2A1. Form a task force represented by all divisions to create a structure and schedule for assigning and maintaining designated areas for enhancing the learning environment 2B1. Ask art students to come up with ideas and work projects to increase the visibility of student support services on campus 2B2. Have the IPRO collect the data and generates the reports to be disseminated to the appropriate campus entities for review and program improvement 2C1. Implement common exit exams. 2C2. Change course outlines. 2C3. Mandatory examination to be given to newly enrolled students in all pre-algebra classes (Math 112) to determine student’s knowledge</td>
<td>Completed by end of October 2006 2B &amp; C &amp;E. Completed by end of Nov. 2006 2D. Completed by end of January 2007</td>
<td>VP of Student Services 2B &amp; C. Basic Skills Committee 2D. Math Dept Chair. 2E. Basic Skills Committee</td>
</tr>
</tbody>
</table>
|   |   | in Math 105 taken prior.  
|   |   | 2C4. Math faculty recommends students to attend math lab and offer extra credit to students who attend the Math lab for 2 to 3 hours a week.  
|   |   | 2C5. Identify students who should be in Learning Skills.  
|   |   | 2D1. Investigate software that is modularized (English)  
|   |   | 2D2. Review college placement exam.  
|   |   | 2D3. Recommend to Curriculum Committee Math 105 be assigned as a prerequisite for Math 112.  
|   |   | 2E1. Form learning communities from cohorts  
|   |   | 2E2. Form study groups from cohorts.  
|   |   | 2E3. Invite employers to visit classes.  
<p>| | | |
|   |   |   |</p>
<table>
<thead>
<tr>
<th>3</th>
<th>Improve communication among all faculty, staff, administrators, students and community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A.</td>
<td>Improve level of customer services by developing a staff appreciation day</td>
</tr>
<tr>
<td>3B.</td>
<td>Improve customer service by holding at least one training seminar</td>
</tr>
<tr>
<td>3C.</td>
<td>Conduct semester at least 1 workshop per semester for faculty, staff, and administrators on ways to communicate with one another</td>
</tr>
<tr>
<td>3D.</td>
<td>Centralize a process that maintains and monitors the campus communications regularly by appointing a person responsible for monitoring and updating the webpage.</td>
</tr>
<tr>
<td>3E.</td>
<td>Link campus communication to the local community by survey students and parents and identify at least 10 community organizations with which LASC can collaborate.</td>
</tr>
</tbody>
</table>

| 3A1. | Schedule and plan an annual campus-wide staff appreciation day to begin in spring 2007 |
| 3B1. | Schedule and plan a customer service training seminar to be held in late fall 2006 |
| 3C1. | Schedule and plan communication workshops for fall 2006 and spring 2007 |
| 3D1. | Appoint campus personnel to maintain, monitor, and communicate webpage services to the campus-wide community |
| 3E1. | Assign to the newly hired PIO. |

| 3D1. | Completed by end of January 07. |

| 3A1. PIO. |
| 3B1 & C1. & D1. VP of AS. |
| 3E1. PIO |

<table>
<thead>
<tr>
<th>4</th>
<th>Completion of a Staff Development plan that supports increased knowledge for faculty and staff to support student success</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A.</td>
<td>Establish a position to coordinate staff development plans and activities</td>
</tr>
</tbody>
</table>

| 4A1. | Hire a staff development coordinator position at .6 FTE. |

| 4A. | Completed by the November 15, 2006 |

| 4A. VP of Academic Affairs |

<table>
<thead>
<tr>
<th>5</th>
<th>Strengthen partnerships with institutions of higher learning, business, and industry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A.</td>
<td>Formalize ongoing relationships with local transfer institutions to foster better communications and ease transition for transfer students, e.g. 2006 CSUDH Blast Day</td>
</tr>
</tbody>
</table>

| • | Research and develop activities for formalizing processes for strengthen external partnerships, e.g. pipelines, triads, etc. |

| February 2007 | New PIO |