

Survey Feedback on Proposed Strategic Priorities

Strategic Priority #1 –

General Feedback:

- Were faculty and departments consulted in the writing of this priority? These priorities seem to have been written in a silo.
- looks good
- Great priority!
- This is appropriately priority #1!
- "Acceleration" is a tricky term. If it simply means to leave out topics from the curriculum that are unnecessary and teach other topics in a more contextual and deeper way, then I am all for it. If it means that students would be able to retain all the same stuff in a quicker way, then we can't expect students to process information and remember it any faster.
- Love it. When using loaded words like increase and program I suggest havingg hyperlinks or footnotes defining them.
- Faster isn't always better, beware of the pressure from the state to accelerate everything.
- Good to me

Objectives and Activities Feedback:

- Support existing work in departments and programs.
- Because everyone is so busy, please don't over-burden folks with more activities. Try to substitute or modify existing activities.
- Students need checklists and roadmaps for degree and certificate completion. These need to be posted on the websites, and need to indicate when the required classes will be offered so that studetns can plan accordingly.
- Objectives should be less "numbers" orientated (in search of quantitative data), and should instead list the faculty and institutional objectives for meeting acceleration. What kinds of acceleration programs should be put into place, etc.?
- I'm concerned that our inability to increase access to courses because of the funding deficit will make the attainment of this strategic priority a challenge. Seeking funding sources to increase course offerings may be necessary.

Strategic Priority #2 –

General Feedback:

- How on earth are you going to measure engagement? This is a ridiculous priority.
- Great goals!
- No comment
- Success here could go a long way toward attainment of the other three strategic priorities.
- Somewhat fuzzy!
- This is hard to do when everyone is getting laid off or is in fear of being laid off. Teachers are scared and the students feel it too. It is hard to engage anyone in this current climate.

Objectives and Activities Feedback:

- Please read some of the cannon of education research about the difficulty of assessing student engagement.
- good ideas expressed here, but not sure how they will be implemented
- A very important part of acheiving more engagement is to committ to hire more full-time faculty.
- This is a good spot for mentioning equity, inclusion and social justice. IDEA can help with this.
- No comment
- Local businesses could be involved as a venue for conversation and ways to get to know each other. Student Services visits to classrooms should be strategic. Developing an online venue for "conversation" might prove to be useful.

Strategic Priority #3 –

General Feedback:

- My department was very confused that you wrote this priority and objectives without consulting basic skills or ESL faculty.
- This includes ESL. I don't know if it was meant to.
- Great priority!
- Transfer Velocity data (see appendix I) provided by the California Community College Chancellor's Office has continually supported the notion that students who complete their basic skills math and English courses are much more likely to succeed in achieving their academic goals, leading to our second (don't you mean third?) proposed strategic priority.
- Another high priority!
- I hope we communicate this to students. We seem to be more concerned with this than they are. Students in my basic skills course want to learn once and for all the stuff they failed previously.
- Please do this. Omg.

Objectives and Activities Feedback:

- These objectives seem unrealistic given budget cuts
- Building community and providing support are key
- Consider changing assessment tools and/or not requiring mandatory placement based on assessment. Many students find that they are placed too low and get bored with their classes.
- Again, objectives need to be less data driven, and more realistic. Objectives should be practical and state how we plan on increasing and accelerating student completion. Throwing out arbitrary numbers doesn't help. For example, one objective could state that the DE English program needs to create a pathway for acceleration by offering accelerated courses.
- Professional development regarding collaborative learning strategies and team building exercises would be appreciated.
- No
- not at this time.

Strategic Priority #4 –

General Feedback:

- No comment
- Extremely important!
- We need to improve everyone's academic success, not just one ethnic background. To not do this is racism.
- We are continually cutting sections of De Math courses that have high enrollments of AA students. We need to identify and implement programs that are more successful than ours that help to build a supportive community in addition to our already established Umoja.
- We should improve the success of all of our Students-- not just the 'african american' ones.

Objectives and Activities Feedback:

- Professional Development to educate faculty and staff on the asset model
- Consider mentors from within LMC, four-year universities, community.
- Same comment as before (data driven).
- Seek connections to successful African-American members in our local community as part of the development of a culture of open communication regarding race and equity at LMC. Personally, I know that I have much to learn in this arena and am eager to learn and assist our African-American students, if they're willing to take the hand extended to them.
- no