Date Feedback Received	From	Substandard	Feedback	Notes/Modifications Made	Where to Locate Modifications
9/1/2026	Faculty	1.4	I wonder if this section should acknowledge how the integrated planning & RAP process addresses ongoing resource needs identified through program review, particularly when instructional programs grow? RAP seems to provide a strong path for discrete resource requests, but recurring needs?	In the resource allocation heavy section of 1.4 This statement was added: "While the RAP process has been effective in addressing one-time and short-term needs, the College recognizes an opportunity to strengthen its approach to funding long-term priorities and operational needs as part of implementing the new Educational Strategic Plan. This work is underway with the Planning Committee adopting stronger Planning-to-Resource integration as one of its 2026-27 primary charges."	Substandard 1.4 - Paragraph 3
9/1/2026	Faculty	2.8	Belonging is academic. Could we strengthen here to illustrate not only belonging but how co-curricular engagement connects students to academic and professional identity? STEM/MESA students participate in research presentations, conferences, STEM networking, transfer/professional development, and campus STEM activities. As I'm sure many other Learning communities do.	This section of 2.8 has been bostered using this language and examples using MESA as an example program with the STEM Symposium as a representative strong example opportunity then supplementated with the Ethnic Students summit, The Percival Everett event and the student are exhibition after.	Substandard 2.8 - Paragraph 5
9/1/2026	Faculty	3.2 (or 3.3)	Opportunities for participation in shared governance is clear. But do we also want to address how the College intentionally develops and sustains faculty & classified leadership capacity? Leadership development and support for folks assuming expanding institutional roles may be another point worth exploring.	Created leadership development paragraph including 4CDLI, suppor the CLI at the State level, faculty coordination roles including NEXUS Mentorship and CSLO/PLSO Coordination as well as roles of Senate leadership on CSCC and FSCC.	Substandard 3.2 Paragraph 10
9/15/2026	Faculty	Institutional Context	Do we have updated data on the percentage of our students who are exclusively in online courses, exclusively in in-person couses, or some combination? This would be helpful context for understanding how our students are experiencing the institution and our supports beyond just the percentages of courses taught in each modality.	This data has been generated, a graph made, and narrative added to the Institutional Context section	Institutional Context - A New Instructional Environment - Paragraphs 3 and 4
9/15/2026	Faculty	3.2	Are the modality changes that are talked about in the institutional context section directly connected in the professional development sections of the ISER? Do we address the modality changes directly with the types of professional development activities we are now offering?	2 paragraphs in 3.2 were modified with an additional piece of evidence added. The addition made a direct connection to our changing landscape with regards to distance education and emerging technology including artificial intelligence. The Spring 2025 FLEX schedule was used as an example of the increase in distance education and AI workshops and professional development in the new educational landscape and tied to the data in the institutional context section as requested.	Substandard 3.2 - Paragraphs 7 and 8
9/15/2026	Faculty	1.5	Consider adding Civic Leadership Luncheon and Hijas del Campo collaboration to commuication of values section	This request was broadened and a section about internally communicating events and projects that intentially reflect our college values was added using the college assembly as an example of a venue.	Substandard 1.5 - Paragraph 4
9/15/2026	Faculty	2.4	Add reference to LMC Experience	Added a paragraph about how the LMC Experience can complement and enhance college communications about services and resources. Used the articles on the LMC Marketplace and the food lockers as illustrative examples.	Standard 2.4 - Paragraph 10
9/15/2026	Faculty	Institutional Contex and Standard 2	Add information about how we are supporting dual enrollment with the increased numbers of sections and students	Updated dual enrollment numbers to include 2025-26. Added language about dedicated instructional load and seperate scheduling process. This is mentioned already in standard 2.5 as well.	Institutional Context - Expanding Access and Changing Student Pathways Section - 2nd Paragraph of Section
9/15/2026	Faculty	4.2	Highlight structure of FSCC, CSCC, and DGC to roll up governance input to the District level.	Paragraph describing DGC and connections to CSCC and FSCC created.	Standard 4.2 - Paragraph 3