

1. Who are the students we serve now and who will our future students be?
 - Being a commuter county makes it difficult to gauge how the students we serve now and in the future will change. Although traditional aged students are tending down in the population, it's still possible that the highest percent of students in the future will = 18-24.
 - Projection of what 25-39 age group is coming to college for. Why they are coming will determine how we need to serve them.
 - High school + re-entry retooling are our future students.
 - Current: younger High School students, Future: transition; career, working
 - Now: younger – H.S. Concurrent
 - Direction/undivided
 - Transfer
 - Online/Hybrid
 - H.S. Students Concurrent
 - 25-39
 - Multiracial, Black, Asian
 - Online/Hybrid
 - Right now, the majority of our students are younger female and Hispanic. (More transfer?) In the future, there will be more 25-39 year olds. (More local CTE degrees and certificates?)
 - Marketing responsibility and High School Responsibility
 - Nontraditional Majors! Future students need emerging degrees!
 - Future students will need to decide upon a degree that will pay a Living Wage
 - Our future students will be part-time workers with possible families. Present students are mostly High School Grads.
 - Projection of growth is away from high school to career transition/improvement areas. Do not lose the focus on majority students, try to capture them. (Possibly still an access issue.)
 - Future: more students wanting online and hybrid, more Hispanic students, shift to career focus; Now: Young students out of H.S., female students, Asian and Hispanic, unsure of direction, SS wanting to transfer, interest in online and hybrid.
 - Collaboration with H.S.
 - Commuting Students
 - College Promise Program – potentially students could have 4 years of college paid for.
 - Rethink existing programs and adjust in a way that we can be humble, and move with emerging trends.
 - Current students are H.S. transition, will be changing in the future (career-transition or career-development)
 - Non-traditional majors, younger, H.S. and re-entry
 - CC is increasing in 30-35 year old populations; could be as when they were in H.S. → to CC they got a degree they can't use for a living wage.
 - As institution we have responsibility to communicate and market own vales, work harder in collaboration with K-12 on career pathways.
 - Questions on where the trend is growing; the 25-39 age group may be living here but commuting out of this area for work.

- The students that we serve now are multicultural students consisting of many ethnicities and unique life experiences. They come to LMC pursuing a career in a supportive and nurturing environment that fosters growth and learning. Our future students will be similar to the current students we have now. The only major difference will be the increasingly new technology mediums that will be available in the future to aid in assisting and developing students toward graduating and pursuing their chosen career of interest.

2. What are the needs of our current students and what will students' needs be in the future?

- Based on population projection (25-39 years) - Schedule issues/adjustments, Awareness of trends (jobs)
- Internships and paid apprenticeships, entrepreneurships
- Drop in childcare for parents
- More flexible class schedules (short-term, different start times in the morning, online classes)
- Students will have access to technology more and more
- Food
- Housing
- Transportations
- Safe environment
- More DSPTS Services
- Support
- Affordable or free texts
- Contract Ed.
- Sometimes quality of online is not as effective - Traditional v. Online Delivery
- Courses should align to OEI template
- Expand Nursing Program to include Health Tech, Surgical Tech, Lab Tech, In-Home Care (CAN/HHA).
- Offer programs that target breaking the poverty cycle
- Our current students need programs that can help them to navigate community college and the process of transferring to a 4 year university. Certain departments at LMC such as DSPTS, EOPS, and Transfer and Career Services are extremely helpful with this navigation. These services will still be needed in the future, but there will probably be additional services also offered as more funding and new student needs are determined.

3. Do our current students delivery systems serve students' needs?

- Need more research and experimentation to determine success of 16 vs. 18 week; vs. shorter term classes; vs. online
- Look at what is working and expand!
- Admissions and Records administrative processes are NOT intuitive – students think they have enrolled but really haven't, unclear in the system – many steps to complete, WHY?
- Increase of delivery mediums, more classroom space, more online classes

- More specialization certificates – emerging professions
 - More online training for students and faculty
 - Developing more fully online CTE hands-on courses!
 - Yes and no – we are offering more online and hybrid options, Food Brank, the wellness program, tutoring, the best faculty and staff – BUT could continue to improve online teachings, more awareness around mental health needs of our students, more robust DSPS services, Housing and Dorms!
 - To attract future students, flexibility of class scheduling and delivery method will be key!
Marketing a significant gap in terms of strategic planning for the institution
 - What programs are affected at LMC and BRT
 - Clear pathways
 - Integrated student support
 - Need more comprehensive e-tools to monitor, follow-up, and provide support to help students successfully progress through the educational pipeline.
 - More counseling 32 (career exploration). There was only one counseling 32 class in spring 2020.
 - Address internal process and practices
 - Noncredit classes, Hybrid, Short-term (open entry, open exit – 4 weeks)
 - Have lab monitors and math labs, English labs, etc. to direct students to other labs when needed
 - Weekends and services (like child care)
 - Currently looking at past best practices and how we can look internally to improve efficiency in processes and practices
 - Offer more courses in off-peak hours such as weekends including student services and student support services offered on Saturdays.
 - Hybrid and short-term classes.
4. How can we best serve the educational needs of the population in our service area?
- Partnerships with local employers to help “grads” – track grads and further knowledge skills
 - Interested to hear from employers as to what they see missing in our students/their employees
 - Identify high impact practices that lead to positive student outcomes and scale them for all students
 - Unique programs: noncredit, contract education
 - Short term programs, CTE programs that prep for high wage careers, online/hybrid options, winter and summer intersession courses, night and evening courses.
 - Internal flexibility
 - Scaffold experiences
 - Do we have the list of educational needs in our area? Assume a need would be living wage attainment.
 - We hope this isn’t a student’s first and only time here.

- Find ways to make advancements to address our students' needs – changing curriculum to use more zero/low-cost textbooks
5. What technologies, facilities and practices will best ensure equitable outcomes for our students?
- Shorter terms year round
 - Flexibility
 - Maker Space CTE, STEM, Art
 - Important to evaluate hybrid/online course offerings for equity outcomes and success of historically marginalized populations especially African Americans, mixed racial backgrounds, Native Americans, Native Hawaiian students and low income students, students with disabilities
 - eLumen – streamline curriculum and assessment, and PR processes so faculty have more time to serve students
 - Canvas - Cranium Café, Net Tutor
 - Applying to College – Fast track CCC Apply and LMC app process, Create noncredit online application
 - Redesign of website – implementation of online catalog, online scheduler integration, program mapper
 - Address “technologies gap” of some STEM students – can we have more resources for the most challenged students?
 - Ex) computers/laptops to support up-to-date science/engineer labs
 - Updated lab assignment to prepare students for 4-year universities
 - Scheduling that pairs 2 courses/major and GE within same days/complementary times, similar to leaning communities support students in accessing courses fitting within busy work/life schedules
 - Equitable outcomes for students - how is the online ed plan working?
 - More career mentoring – how to navigate into careers that a student has NO social capital in. → access to paid internship
 - Accessible wifi in all rooms
 - More financial aid/work study so students can be more engaged on campus
 - More robust online classes/hybrid to enable F2F community
 - Intentional practices that keep students on the path that increase academic and social belonging – training and support for faculty to create welcoming and supportive environments in class, mentoring, professor/student career mixers, integrated student services within key entry major courses/engl/math – counseling liaisons
 - Book loan/library copies for check-out, More zero-cost textbook use across disciplines
 - Facilities: housing, Practices: put students first, which means lower class sizes, more full time faculty
 - A lot of working adults need and want more night classes, weekend classes and online classes
 - For equitable outcomes, we need equitable access

- Students want school to run year-round so they can finish and transfers/grads
- Zero-cost textbooks can be a useful technology because it can allow students to have free access to books in an online format that all students can use without income inequality factoring into the education. The opening of our new student union is an example of a facility where students of all backgrounds can unwind or conserve with others in a relaxed and safe setting which can help to ease the stress of being in community college. The library is also another facility where all students can study in a safe environment that is designed to provide positive learning outcomes for all students through access to library materials and also through trained library personnel to help them with their research.

• There is much consideration of student services, but what about instructional services and support, e.g. tutoring, math lab, Center for Academic Support, Library, and even instructional technology support for faculty and students? These services are just as critical in enabling students to reach their goals and improve the college's outcomes. I would like to know where the goals for these services will be articulated in the EMP. Thank you!

- More faculty need to show up to these public forums in order for this to really work.
- I am glad to take part in this survey!