

Overall Feedback

The College was presented with a variety of opportunities and methods for providing input on any one or all of the six goals however, we also provided an opportunity for members of the College to give their overall feedback. The overall feedback includes feedback on the process by which we are evaluating the plan, what we have learned during this process, what we need to improve upon and activities we are excelling at and should continue.

One of the challenges in this evaluation process was the difficulty in capturing what the College has accomplished over the past ten years (2006-2016) as there was no progress report during the life of the EMP. In the future when we start the development of our new EMP, the College needs to ensure that we have a mechanism in place to capture our progress annually. During the compilation of this report, we were able to identify a number of activities, efforts, projects, initiatives, support services and plans that provide an overview of all of the great work LMC has done and is continuing to do. However, there is still a large number of activities and projects that have occurred over the past ten years that we were unable to capture. For example, the work completed by TLC in development of our assessment cycles and completion of assessments, the shared governance system, the resource allocation process, the textbook reserve program, an inclusive culture that has fostered innovation and institutional excellence, student leadership and excellence in teaching. While much of the work at LMC does happen in silos, as a College we need to develop and implement a centralized method in which programs/unit can quickly enter and/or upload their current activities, projects, initiatives, successes and endeavors. **(Evidence – [TLC webpage](#), [Assessment Documents & Resources webpage](#), [SGC webpage](#), [Textbook Reserve webpage](#), [Equity in Action webpage](#), [Student Life webpage](#), [News at LMC webpage](#))**

Another challenge noted during this process was the large amount of evidence and information made it difficult to process. When developing our next EMP, the College needs to define metrics for each goal and establish benchmarks. Implementing metrics and benchmarks for goals will ensure that we provide the evidence that specifically demonstrates achievement or underachievement of our outlined goals. In the future, we may want to utilize specific committees in which their charges align with a specific goal. Additionally, we need to request and incorporate student feedback during the progress report and evaluation process. While we do have SENSE and CCSSE survey results and feedback provided by students during our strategic planning process, we need to ensure we provide multiple avenues in the future for students to continuously provide us with their input. **(Evidence – [SENSE results](#), [CCSSE results](#), [Strategic Plan 2014-2019 Process 2014 webpage](#))**

Through this process we have identified the gaps overall. As a result, the following areas for overall improvement are:

- Establish a process to monitor, evaluate, and celebrate the progress of our EMP annually.
- Define metrics for each goal and establish benchmarks when developing our new EMP.
- Establish a method in which students can provide their feedback on college-wide plans and during the evaluation process of said plans.
- Incorporating the student voice in to our planning processes.

Summary and Conclusion

Throughout this process the Planning Committee identified several key findings and recommendations for future planning development specifically the development of our new Educational Master Plan 2020-2025. Initially, the Planning Committee identified the need for the College to establish a process to monitor, evaluate and celebrate the progress of our Educational Master Plan (EMP) annually or bi-annually. However, in order to accurately assess the attainment of our future goals and objectives in the new *Educational Master Plan 2020-2025*; the College should define metrics for each goal, establish benchmarks accordingly and have a method to record progress on each objective throughout the year. While it was noted in the overall feedback that we are dynamic in our thinking as an institution, it was also noted that the current use of objectives, strategies and activities in college planning does not allow for expansion in to other areas of thinking. In future planning efforts we need to ensure that we offer opportunities to think differently and are deliberate, thoughtful and open to new ideas in designing our goals, objectives and strategies.

The Interim Senior Dean of Research & Planning at the District Office has been working within their office and in collaboration with the planning departments at each of campus to develop a research/data calendar in order to ensure the timeliness of research and data requests by the College. Additionally, the District Office has developed a task force including representatives from all three (3) Colleges and the District to develop the specifications for an enterprise technology tool which includes software to assist with assessment, curriculum, and program review and planning.

In the previous Educational Master Plan, the term “minorities” was utilized to reference people of color. The Academic Senate and the campus at-large strongly disagreed with this outdated and harmful terminology. Moving forward, the College will collaborate closely with the Office of Equity and Inclusion in development of any future plans to ensure the incorporation of updated and accurate terminology.

The College has begun work to increase professional development offerings specifically around improving classroom methods and using student learning outcomes (SLOs) and assessment insights to uniformly and formally “close the loop”. Additionally, it was identified the need for more professional development on research, data and program review. It was noted the College should also increase professional development opportunities for managers and classified professionals however, recently the Office of Equity & Inclusion in conjunction with the Professional Development Advisory Committee (PDAC) instituted a series of professional development workshops, activities and mentoring (similar to Nexus for faculty) for classified professionals.

The College will continue to increase its efforts in recruiting a more diverse faculty in addition to, increasing the number of full-time faculty hires overall.

Organizationally, we might benefit by creating more structure to increase engagement in innovative practices and collaborative activities such as receiving student input into curriculum development, additional marketing of multicultural events to increase campus visibility and improving our connections with alumni.

To summarize, the LMC Planning Committee and the Office of Planning & Institutional Effectiveness in collaboration with the College as a whole, will utilize the findings and recommendations outlined in this report in the development of our new Educational Master Plan in 2019.