EOPS/CARE 2021 NIPR

LASSEN COMMUNITY COLLEGE
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SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

Lassen Community College offers Extended Opportunity Program and Services (EOPS) to assist approximately 200 students with meeting the social, financial, and academic requirements of completing a college education. A California-funded student support program, EOPS was established in 1969 by the passage of Senate Bill 164 (Alquist), to provide services to students affected by language, social and economic hardships to achieve their educational objectives and goals; including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year institutions. The Cooperative Agencies Resources for Education (CARE) program was also established by the Legislature in 1982 with the passage of Assembly Bill 3103 (Hughes). The CARE program was created to expand services for EOPS students who are welfare-dependent single heads of household enrolled full-time in community college. According to the mandate of the State, students participating in EOPS must receive support services that are "above and beyond" regular student support services available at Lassen Community College.

The EOPS and CARE programs provide a comprehensive and coordinated foundation of support services to high-risk students with multiple barriers to educational success. These students are low-income, academically under-prepared or at-risk, and often from historically underrepresented racial or ethnic groups.

An EOPS student has access to the following services:
- Academic and career counseling
- Assistance in completing federal, state, and college financial aid applications
- Complimentary graduation cap and gown
- Fee waivers for UC and CSU admission applications
- Invitations to engage in campus activities and special activities
- Monitoring of academic progress
- Text messages regarding EOPS updates and deadlines
- Priority Registration
- Referrals to on- and off-campus resources for academic and career support
- Meal tickets to use on campus
- Textbook vouchers
- Lending book library
- Lending Laptops
- School supplies
- Transfer planning to four-year universities
- Referrals to Tutorial services
- University transfer letters of recommendation

The CARE Program, in conjunction with the Lassen County Department of Social Services and other community agencies, seeks to break down some of the barriers that single parents face when pursuing higher education. The program provides single parent students with additional support services including grant funds, school supplies, transportation assistance, and childcare. These services are in addition to the services provided to all EOPS students.

The heart of the EOPS-CARE programs is the design of academic support services that are specifically designed for each student's needs. Based on the personalized program services and regular follow-up, faculty and staff work directly with individuals to monitor and develop intervention strategies and referrals to assistance. The helping hand and personal encouragement are the cornerstone that lead to student achievement and success. Participants work with our counselors/advisors on average of three times per semester.

Below is a graph showing program participation for Fall 2020. Fall 2020 data reflects the significant impact that COVID-19 had on the program. Due to a lack of in-person contact, the program was unable to reach enrollment numbers reflected in prior years. Additionally, many services were suspended due to a lack of contact. Fall data normally reflects an average of about 150-160 participants. The second graph below shows a trend in enrollment since Fall 2018.

EOPS Students by Program - Fall 2020

Program	Count
CalWorks	9
DSPS	12
CARE	7
EOPS ONLY	35
TOTAL FALL 2020	63

EOPS Students - 2018-2021

Term	Students
2018FA	146
2019SP	120
2019SU	42
2019FA	174
2020SP	123
2020FA	63
2021SP	118
2021SU	16
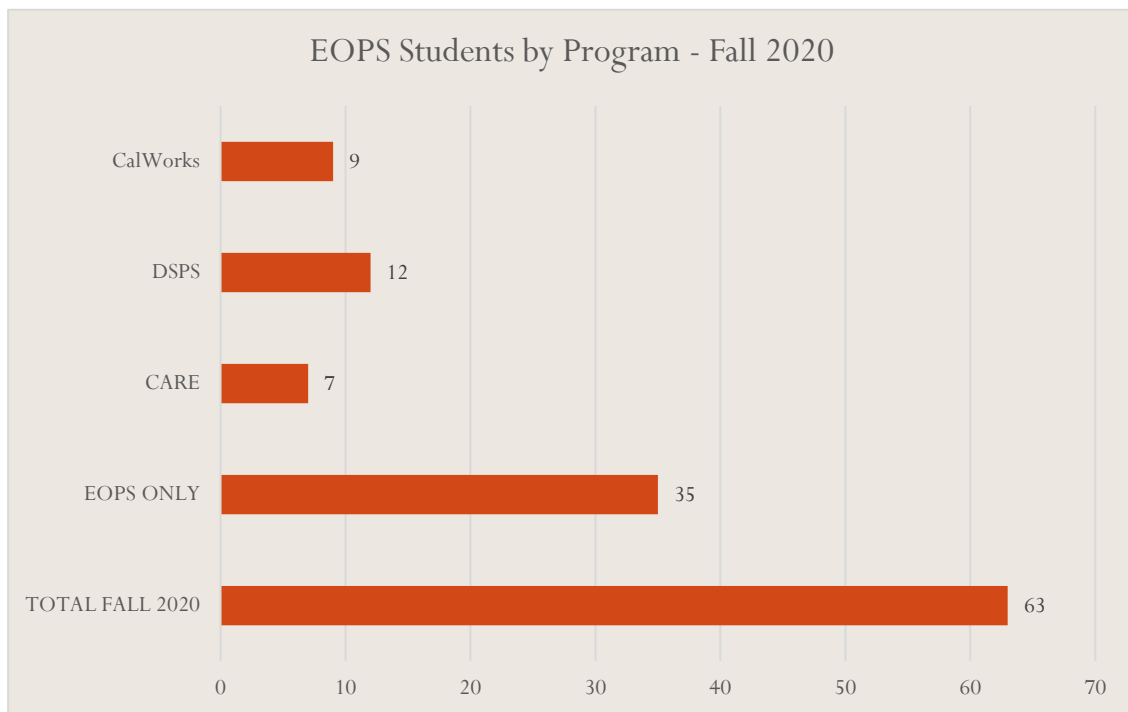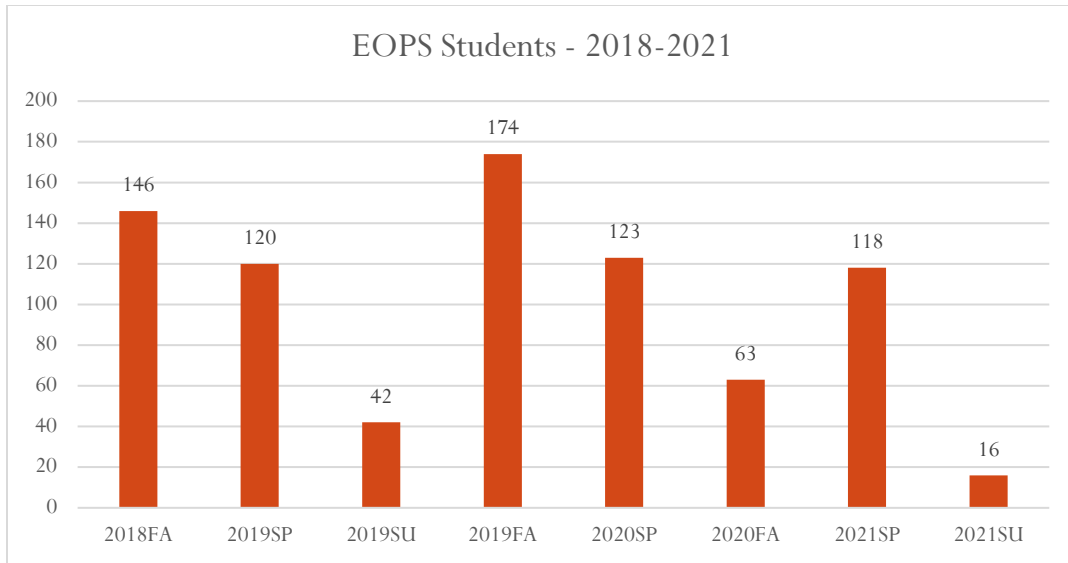
Enrollment Trend Since Fall 2018.

# of EOPS Students by Financial Aid Fall 2020

Category	Count	Percent
2020 FALL EOPS STUDENTS	63	100%
FULL FINANCIAL AID AWARD	52	83%
BOG A	3	5%
BOG B	2	3%
BOG C E/OEFC	6	10%
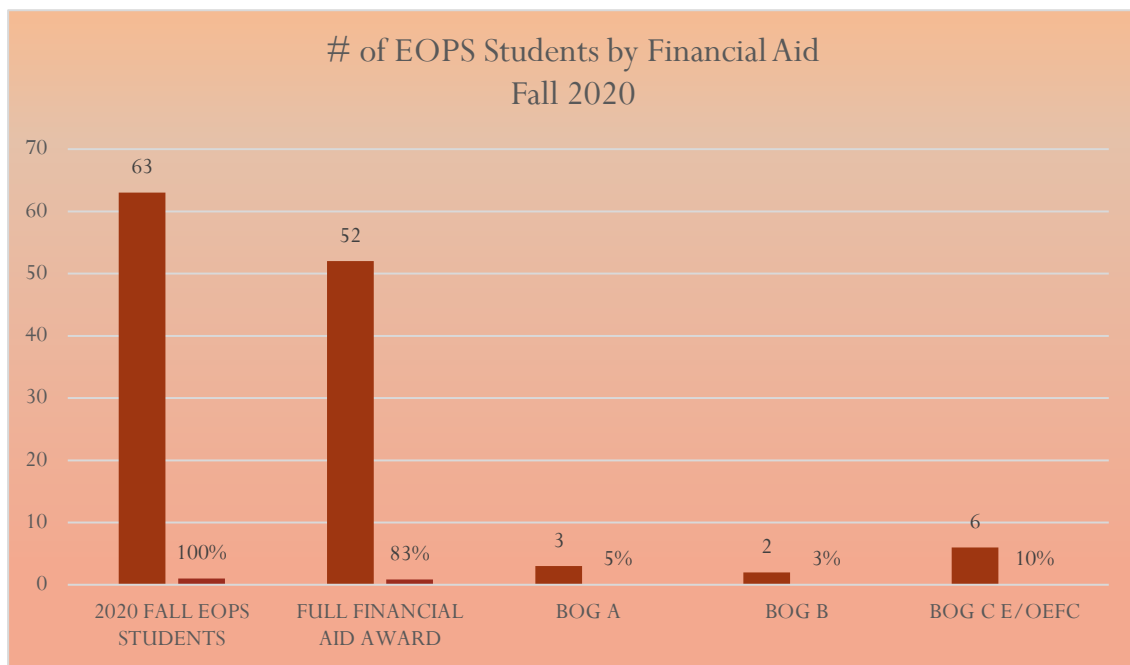
Breakdown of how many EOPS students received Full Financial Aid (federal Pell grants, etc.) or just BOG (College Promise).

Description/Evaluation:

Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog. and any changes in the program since last review. Include summary of Annual Updates completed since last review.

The EOPS and CARE programs align directly with Lassen Community Colleges Strategic Goal #4 Student Success as stated, "Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning."

It is the goal of both EOPS and CARE to uphold this Strategic Goal by providing support to our students utilizing effective student success and equity practices while walking along side our students in their educational journey at LCC.

Since the last full review done by EOPS and CARE there have been significant impacts to the program. The greatest impact has been COVID-19 in which many of the EOPS/CARE regulations were altered by the Chancellor's Office to better serve students during the pandemic. We also had over 40% attrition in students served due to COVID. A non-exhaustive list of changes is below:

- Increased collaboration and communication with CalWORKs, DSPS, and new TRIO TRACS program to better serve our mutual students and ensure information is available across program for greater student success. This has been essential especially during the pandemic.

- Improved access to tutoring by relocating services to Basecamp and continue to increase outreach efforts to potential EOPS students and to ensure EOPS students have the resources necessary to be successful during midterms and finals.

- Personal outreach by Advisor to potential EOPS students. This includes sending postcards and making phone calls to past and prospective students.

- Developed new procedure for working with our incarcerated student population and will re-enter the prisons in Spring 2022 to serve eligible students.

- Implemented a new "New Student Orientation" that students could complete entirely online.

- Utilized Equity funds to provide additional books for the summer terms and the lending library to maximize student book vouchers especially with the change in the allocation formula which will decrease state funding for the program over several years.

- Had been increasing our Ed Plan delivery and completion since last NIPR until Spring 2020 when COVID impacted our ability to reach our goals, and completion of Ed Plans significantly decreased.

- Continued to develop a more effective means of orientating students both new and returning so as to better utilize our counselor and advisor's time for face to face and online academic advising and guidance.

- Maintained current records and contact information for all students, and are now utilizing this information for outreach and recruitment purposes.

- Developed a greater defined process for students on academic probation with earlier alert system and additional supports. (COVID and The Cyber breach impacted our ability to use Perceptive and Starfish, and we are still waiting to have these programs fully restored.)

- Revised our AUO's in order to better attain the Chancellor's Office Vision for Success Goals.

- Provided greater financial literacy skills and increased the number of students who complete their FAFSA in a timely manner for financial aid disbursement.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

In order to address the areas of improvement discussed above we recommend the following actions be taken by the appropriate body:

- **Data Tracking System:** Work in collaboration with IT and the SSMP/Integrated Planning committee to determine the best method of tracking and monitoring key performance indicators for student success. Infomagus was purchased with equity funds, but never fully implemented for use in special programs. We are hoping that another software program designed to disaggregate data by ethnicity and other factors, would greatly inform special programs on what is working or not working for our students.

- **Orientation:** Meet as a department to determine if an online orientation would be valuable or other method of delivery to increase student understanding of EOPS. We implemented an online Power Point tutorial that served us well during COVID, but this needs to be improved and updated in order to provide a viable online orientation for students.

- **Accurate contact information:** In order to better communicate with students in the program, accurate contact information is vital. In order to accomplish this, we will make updating contact information a part of the orientation process using the contact information in the Portal. In addition, we will talk with Admissions and Records if there is

a way to streamline the process when updating with the college without having to make student go to A&R to turn in a change of address form.

- **Academic Probation:** Develop a policy and procedures manual which will include a process for students on academic probation. Determine if we can access information sooner to provide supports to help students get off probation utilizing the Early Alert system as well as Progress Reports.

- **Tutoring Services:** Work in collaboration with the Tutoring Center (now located in Basecamp) to share student information as to increase student use of tutoring, math and English labs, etc... Ensure information is compatible and easy to access from all tutoring sources including the online service.

- **Increase Access to Department:** Include in this year's survey of students a question regarding hours of operation to determine if the program needs to reevaluate the times the office is open for students and adjust accordingly. This will help in increasing our completion of Ed Plans as well.

- **Increase Transfer rates:** Collaborate with the other Equity programs including TRiO, Counseling and the Transfer Center to develop one field trip a semester to regional universities, employers, cultural activities/sights, etc. with the goal of increasing students comfort with going outside of the region for educational and employment opportunities.

- **Welcoming environment/Accessible space:** Work to make all offices ADA compliant so students of various mobility can meet with staff from all programs in their offices. Provide an accessible bathroom for students in the Creative Arts building which allows all students of various mobility to both enter and exit unassisted. Make a family friendly environment for CARE students by providing baby changing stations in male and female bathrooms and a lactation room for breastfeeding mothers. Provide air conditioned space for workshops and orientations.

- **Ed Plan Completion:** Work with EOPS/CARE Counselor, the General Counseling Department, and the Incarcerated Program to increase completion of comprehensive educational plans. The completion rate dropped significantly during COVID, and thus a concentrated effort is needed to meet our goal this year.

- **Financial Literacy:** Increase collaboration with the Financial Aid office to provide financial literacy workshops and skill building to EOPS/CARE students. Continue to the positive exchange of information to increase the number of students access the EOPS program through communication with Financial Aid staff and materials. Provide additional professional development opportunities to ensure

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment
AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually.

Description/Evaluation:
1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs.

2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.

3. Provide an analysis of findings of the assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

ISLO	Strat Goal	EOPS AUOs	ASSESSMENT MEASURE /TARGET
4	4	EOPS students will complete three contacts with staff each semester via zoom, in-person, phone, or email and will have a completed or updated educational plan on file.	**Measure: Target:** 85% of EOP&S students will meet with staff at least three times each semester and have it documented in CASM. 90% of EOP&S students will have a completed educational plan including EOP&S incarcerated participants.
4	4	EOPS students will persist and graduate with a certificate or degree at higher rates than the previous year.	**Measure: Target**: From baseline data, EOP&S students will persist from one year to the next, and graduate at an increased rate of 5% each year until reaching at least 60% persistence/completion.

The EOPS Program established new AUO's last year. Two of the three goals were nearly met even with the impact of COVID-19. Failure to meet the Ed plan completion goal was largely a result of COVID's impact on in-person counseling, and the difficulty of doing this online.

1. 84% of all EOPS students had three or more contacts with the EOPS Counselor and/or Advisor including Orientation, Counseling, and advising meetings. This was excellent considering the challenges of COVID and was only 1% off of our 85% goal. Online and phone appointments were counted as contacts as allowed by the Chancellor's Office.

2. 39% of all EOPS students completed a comprehensive Education Plan while in the program in 2020-2021. This will be a focus for this coming year to greatly increase this percentage and to get closer to our 90% goal.

3. 51% of EOPS participants persisted or graduated from Fall 2020 to Fall 2021. This was actually higher than what was expected considering that the college had lower enrollment and a lower persistence rate overall during COVID. Our goal of 60% or higher is not far off, and we will be shooting to hit a 5% increase each year until attained.

ISLO	Strat Goal	CARE AUO	ASSESSMENT MEASURE /TARGET
2	4	CARE students will identify specific barriers to completing their educational goals and will indicate what aspects of the CARE program were most helpful in overcoming those barriers.	**Measure:** Benchmark data **Target:** 100% of participants will complete an exit interview each year in order to help identify the most essential services of the program.

Analysis –
Due to COVID, CARE workshops were implemented online only. CARE students stated that they missed meeting with their fellow participants in person and that in-person workshops were preferable to online due to the networking and interaction that they get with other students. Students indicated that the increase in CARE grant amounts was critical for them in overcoming financial challenges during COVID, and provided the assistance needed to persist in their education.

Planning Agenda:
List recommendations and actions by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning and/or Academic

Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

III. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.

   o EOPS Golf Cart- purchased about 15 years ago. Requires ongoing help from maintenance to operate effectively.
   o Laptops- last purchased about six years ago, and are showing functional deficits. Twenty-five new laptops were purchased for use this year.
   o Printer – last purchased about 5 years ago, and needs to be fixed or replaced.
   o Calculators- last purchased in 2019.

2. Identify any existing equipment maintenance/service agreements.
   NONE

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
   Printer – needs to be fixed/updated or to buy a new one. This is used to print our meal cards, post card and other laminated items.

4. Evaluate the effectiveness of and need for additional maintenance /service agreements.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

   Older lending laptops are not functioning properly, and thus 25 new laptops were purchased after requesting this in our last year's NIPR Update for participant use in both the EOPS and CARE programs.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning table at the end of the section for any recommendations requiring institutional action.

IV. Outside Compliance Issues (if appropriate for program)

Description:
If appropriate, describe the role of outside compliance issues on the program.

> EOPS and CARE follow regulations in Title V of the California Education Code. Regulations such as student eligibility and minimum qualifications for staff are followed among other requirements.

Evaluation:
Assess changes in compliance or identification of compliance-related needs and the impact on the program.

> NONE

Planning Agenda:
> List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

> NONE

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff
List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

1.**Academic Probation:** Develop a policy and procedures manual which will include a process for students on academic probation. Determine if we can access information sooner to provide supports to help students off of probation utilizing the Early Alert system as well as Progress Reports.

2. **Orientation:** Meet as a department to determine if an updated online orientation would be valuable or other method of delivery to increase student understanding of EOPS. Look into the cost and discuss with other colleges who use an online format to determine fit for LCC EOPS.

3. **Financial Literacy;** Increase collaboration with the Financial Aid office to provide financial literacy workshops and skill building to EOPS/CARE students. Continue to the positive exchange of information to increase the number of students access the EOPS program through communication with Financial Aid staff and materials. Provide additional professional development opportunities to ensure EOPS/CARE staff are aware of financial aid procedures, processes and requirements to accurately inform students.

4. Increased Access to Department: Include in this year's survey of students a question regarding hours of operation to determine if the program needs to reevaluate the times the office is open for students and adjust accordingly.

5. Accurate contact information: In order to better communicate with students in the program, accurate contact information is vital. In order to accomplish this, we will make updating contact information a part of the orientation process using the contact information in the Portal. In addition, we will talk with Admissions and Records if there is a way to streamline the process when updating with the college without having to make student go to A&R to turn in a change of address form.

6. Ed Plan Completion: Work with EOPS/CARE Counselor, the General Counseling Department, and the Incarcerated Program to increase completion of comprehensive educational plans. The completion rate dropped significantly during COVID, and thus a concentrated effort to meet our goal is needed this year.

B. Prioritized Recommendations for Inclusion in the Planning Process
List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan
EOPS/CARE 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3,4,	Live Data Tracking System for student services or special programs	Fall 2023	$20,000	Understanding of KPI and increased response to meet student needs for successful completion of program

Prioritized Recommendation for Inclusion in Student Services Master Plan
EOPS/CARE 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3,4	Live Data Tracking System for Student Services or Special Programs	Fall 2023	$20,000 annually	Understanding of KPI and increased response to meet student needs for successful retention/completion of program
1,3,4	Implementation of Starfish Planning Tool and Training	Fall 2023	Already purchased	Increase student retention and completion
2,4	Transfer Activities – university trip for EOPS students	Fall 2023	$10,000	Increase in Transfer rates
3, 4	Training in Dynamic Forms	Spring 2022	N/A	Ability for students to better access and sign forms online.
3,4	Updated Online Orientation for EOPS	Fall 2023	$1,500-$3,000 one-time funds	Better access for EOPS students taking mostly online courses

Prioritized Recommendations for Inclusion in Educational Master Plan
EOPS/CARE 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3,4	Starfish Ed Planning Tool and Training	Fall 2023	Already purchased	Increase student retention and completion
1,3,4	Live Data Tracking System for Student Services or Special Programs	Spring 2018	$20,000 annually	Understanding of KPI and increased response to meet student needs for successful retention/completion of program
3, 4	Training in Dynamic Forms	Spring 2022	N/A	Ability for students to better access and sign forms online.

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff.

   Director and Associate Dean of Student Services – Brady Reed

   CARE Coordinator –Currently VACANT due to a recent retirement

   EOPS Advisor – Motare Ngiratmab

   EOPS/CARE Counselor – Tom Rogers

   EOPS/CARE Administrative Assistant – Pionette Eldebechel

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

   Increase Work Study allocation to help staff Basecamp area, as well as filling the EOPS-CARE Coordinator position again.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

NONE

II. Professional Development

Description/Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvements that has occurred during the period under review. (workshops, conferences, staff development, work experiences, etc.)

Staff have participated in the following conferences:

- Strengthening Student Success
- CCCEOPSA Conference
- New Director Training EOPS/CARE
- Annual Program Update

- Para Professional Conference
- Convocation
- Mental Health First Aid training

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

NONE

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/Evaluation:

1. Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

NONE

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

NONE

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

NONE

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan
EOPS/CARE 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Rehire EOPS-CARE Coordinator position	Fall 2021	$80,000 annually	Meet the needs of CARE Students
4	Reclassify EOPS Advisor to include MIS Reporting, EOPS eligibility determination and EOPS Incarcerated coordination	Fall 2021	$10,000 annually	Better reflect current work practices and allocations in special programs.

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.
   - Having all special programs as well as the tutorial center located in CA 209 has allowed for increased collaboration among Departments.

   - Student space for workshops, orientation, computer use, and study area has been a huge benefit to the programs and have provided additional student space to campus.

   - New offices are not ADA compliant and students in wheelchairs would not be able to adequately access staff offices for services.

   - Lack of updated ADA access to restrooms for all students.

   - Lack of air conditioning which makes it difficult to hold orientation and workshop during the summer and first months of school.

   - Lack of diaper changing stations in the restrooms.

   - Need for a lactation room for breastfeeding mothers.

   - The front of CA 209 (Basecamp) is essentially a hallway rather than a welcoming reception area. Clearing the wall and opening up the space to be a more welcoming reception area would be more ideal for what this space was intended.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

   N/A

3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

   N/A

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

In order to provide accessible service to all LCC students and not just a few, the modifications to the building to enable ADA accessible access is imperative. In addition, as part of the new Basecamp concept a welcoming and inviting reception space would truly enhance the wonderful work already done by facilities to create a clean, modern and esthetically pleasing space for students and staff.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff
List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

None – all require institutional action.

Prioritized Recommendations for Inclusion in the Planning Process
List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan
EOPS/CARE 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3,4	Accessible doorways for all staff offices	Fall 2023	Cannot be paid for with categorical funds.	All students will have access to staff offices
3,4As	Accessible bathroom for students and staff (automatic door opener)	Fall 2023	$2000- with college funds	Accessible bathrooms for staff and students
4	Installation of Welcome/Reception Center with TV monitor	Fall 2023	$500	Increased student success

3,4	Lactation room with privacy, electrical outlet, comfortable chair and small table.	Spring 2022	$1000 initially-with college funds	Welcoming college environment for breastfeeding mothers

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

   As noted, either a new Educational Planning Tool is needed or increased training and modifications to current tool for effective use by students and staff. In addition, we need to have access to disaggregated equity-related data in a user friendly and timely manner.

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

   Assistance in using current Ed Planning tool or training to use new Starfish Ed planning tool.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Implementation of Starfish Student Planning Tool by all counseling, EOPS/CARE staff. EOPS/CARE Counselor will begin using current tool for effective sharing of Ed Plans with the rest of the counseling staff.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

NONE

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

EOPS/CARE 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3,4	Live Data Tracking System for Student Services or Special Programs	Fall 2023	$20,000 annually	Understanding of KPI and increased response to meet student needs for successful retention/completion of program
4	Training on Use of Dynamic Forms	Spring 2022	N/A	To create and use an online application and other forms that are more accessible to students online.

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.