

Correspondence Education 2016

LASSEN COMMUNITY COLLEGE

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Correspondence Education 2016

SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

The Correspondence Education program offers coursework that contributes to the successful completion of either the CSU General Education Certificate of Achievement or the IGETC Certificate of Achievement. ACCJC approved offering the Associate of Arts degree more than fifty percent (50%) via correspondence delivery in June 2007.

Two primary populations of students receiving instruction via correspondence have been identified: community students and incarcerated students. The community students are enrolled in Administration of Justice and may be at a geographic distance having limited or no access to the campus, but having full access to resources such as libraries and internet or they reside locally, having complete access to campus services, but unable to avail themselves of traditional on-campus instruction due to constraints imposed by physical limitations, jobs, or other factors limiting the ability to regularly participate in on-campus classes. The incarcerated students reside in correctional facilities primarily in California, although some have been transferred out of State. The incarcerated students have no access to the campus and no access to resource materials typically available to traditional on-campus and community correspondence students.

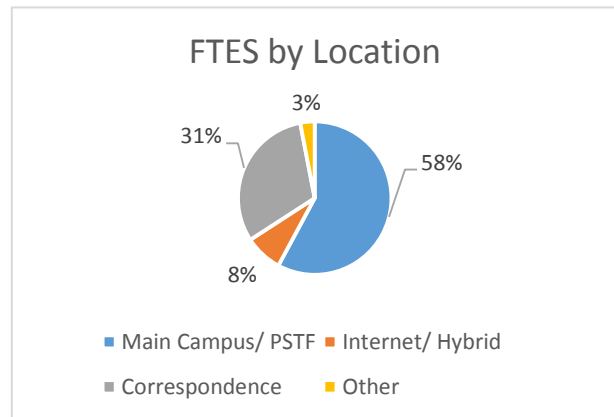
LCC Correspondence Education serves both incarcerated and community student populations; the program has a three-fold objective:

- a. To provide access to geographically constrained students and those unable to attend regularly scheduled on-campus courses.
- b. To provide core curriculum necessary to meet the needs of students planning to attain a degree at Lassen or extend their studies at a four year institution.
- c. To assure continuity between basic skills, pre-collegiate, and collegiate curriculum, basic skills courses in English and Mathematics are included as components of Correspondence Education.

The Correspondence Education programs are an important component of FTES generation at the college. As can be seen in the following table, distance and correspondence education accounted for nearly 31 percent of the district’s FTES in the 2014-15 academic year.

2014-15 Academic Year FTES by Location

Location	FTES
Hybrid	5.2
Internet	131.0
Alturas	0.9
Herlong	7.0
Public Safety Training Facility	27.6
Other	43.9
Correspondence	529.8
Main Campus	958.3



Student access to the Correspondence program has changed recently to reflect the enrollment goals of the district and to improve the quality of correspondence education. In an effort to improve the quality of DE/CE education instruction, correspondence enrollment was limited to two groups, the incarcerated and students in the Administration of Justice program. All other students wishing to take correspondence courses were directed to online education. This change went into effect for fall 2015. Inviting additional correctional institutions to assess twice a year is providing a sustainable incarcerated correspondence student pool. The spring 2014 semester incorporated a late start session which included two institutions. The outcome was 65 new students according to Institutional Research spring 2014 data.

Incarcerated correspondence enrollment is most often supported at up to 46 different locations each academic year. Initiating the proctoring of midterm and final exams along with twice a year assessment testing is supported by two staff members. Additionally, the correspondence staff supports the incarcerated face to face students with general education courses during the regular semesters and additional late starts. Reinstating the 20 hour per week Administrative I position that was abandoned in 2010 will strengthen and ensure the continued quality of correspondence education.

Improving equity of access for female incarcerated students to mitigate disproportionate impact in Correspondence Education is an ongoing concern. Communications between additional women’s facilities and the Correspondence office have been initiated. It should be noted that there are fewer female institutions.

Despite recent growth, the program is facing several external challenges to increasing enrollment. Due to findings in *Degrees of Freedom*, recently published by Stanford and UC Berkeley, combined with additional state budgets, and legislative pressure there is a statewide

effort to reduce reliance on correspondence education for incarcerated students. Instead, a model of face-to-face education combined with online education is being touted as superior. There is a call to return to face-to-face education in the prisons as was the case prior to the 1990's. In addition to this changing educational environment, more districts are struggling to reach enrollment goals. The districts with prisons within their boundaries see a ready solution to increasing enrollment, and it revolves around replacing programs offered by LCC, Coastline, FRC, etc. Eventually, Correspondence Education may be displaced from prisons beyond the LCC district.

Offering child development courses to students participating in community and transitional programs would be beneficial for students separated from their families. Accomplishing a Certificate of Achievement, highlighting courses in early literacy, violence prevention, effective principles and practices of child development and developing a disposition for and strategies to communicate effectively prepares students' coping skills with family members and plays a vital role in local and state economies upon the students' release. Successful completion of ENGL-105 is the prerequisite for Child Development courses, which is currently a required course for the general education component of the Social Science Degree offered through Correspondence Education. This would be an easy transition for students who already successfully completed ENGL-105.

Textbook purchasing can be a hardship for any student, but it is particularly acute for incarcerated students. The vast majority of incarcerated students is destitute and cannot afford to purchase textbooks. Due to their status as felons they do not qualify for PELL assistance. Further, these students typically don't qualify for EOP&S services. In the past LCC has subsidized these students' books by providing a lending library at six prisons, with two existing libraries supporting Folsom Women's Facility. However, funds were never set aside to make ongoing purchases as textbooks changed, were lost, or the program expanded. As the college is so dependent on the correspondence program for funding (the program generated \$2.5 million in revenue on less than \$400,000 in faculty instruction cost in 2014-15), it makes fiscal sense to fund books for students. One way to keep the price of books low is to use open source books; although, it is up to faculty to approve such a move and it could take several years until the entire curriculum is moved to open source books.

Correspondence students do not have access to the same programming available to on campus students. Due to the narrower focus of this program, and issues related to access for incarcerated students, the Correspondence department in conjunction with academic services and face-to-face inmate education created an incarcerated student "catalog" which will serve two purposes, 1) to be a marketing piece for the incarcerated programs at LCC and 2) to provide information that is specific to incarcerated programming.

Description/Evaluation:

- a. 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].
- b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Correspondence Education provides academic and student services to students in outreach areas.

To effectively support and ensure accountability, proctoring midterm and final exams was initiated for the first time during the spring 2016 semester.

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.

- a. Invite assessment testing for new students at additional institutions.
- b. Improve equity enrollment between female and male institutions.
- c. Offer additional certificates of achievement in child development and develop a disposition for and strategies to communicate effectively.
- d. Stabilize book lending libraries by maintaining a budget for book purchases (\$100,000 ongoing).

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; these records are maintained in WEAVE and are available for review at any time.

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 utilizing information from WEAVE.
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.

AUO 1

The findings of the survey conducted during the fall 2013 term showed that 87% of the 300 students surveyed agreed or strongly agreed with receiving correspondence packets in a timely matter. Though this is an improvement, the outcome was not met.

AUO 2

The findings of the fall 2013 activity volume tracking showed that 100% of the preregistration and continuing registration processes and paperwork were completed on time.

AUO 3

The findings of the fall 2013 activity volume tracking showed that 100% of inquiries were answered 3 to 5 business days.

The findings of the survey conducted during the fall 2013 term showed that 87% of the 300 students surveyed agreed or strongly agreed with receiving correspondence packets in a timely manner. Though this is an improvement, the outcome was not met. Placing a received date stamp on incoming assignments to instructors and adhering to deadlines minimizes communication barriers. The institutions' education departments are effectively supporting a learning environment by accepting instruction packets for delivery, circumventing mailroom and warehouse delays. Managing correspondence student expectations of timelines for delivery, processing, grading, and shipping learning materials will help the program meet AUO 1. Creating an incarcerated student catalog, as an informational resource, will help to manage student expectations by informing them of typical delivery timelines.

Planning Agenda:

- a. Re-evaluate the current AUO's as to updating the new additions in procedures with Correspondence Education such as proctoring exams and the incarcerated student catalog.

III. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.
2. Identify any existing equipment maintenance/service agreements.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
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.

The college maintains a lease contract for the servicing and maintenance of the two high volume copiers from a firm who charges according to the number of copies produced monthly. Current lease agreement on both copiers is \$11,000 per year for a full lease term of 60 months commencing in June 2012 for the 4595CP and August 2014 for D95. Consideration to shorten the lease terms is required. Historically, the copiers' peak productivity is prior to 48 months, afterwards downtime for repairs is a constant. Due to the pace of changes in technology, replacement parts become unavailable exacerbating downtime.

A scantron score scanner loaner was acquired in March 2013. An annual purchase commitment of \$2,250.00 for scantron forms is required to keep the score scanner as a loaner. LCC is responsible for any damages that may occur while on loan. An electronic time clock was purchased for receiving incoming assignments during November 2012. A digital scale obtained March 2015 to ensure appropriate postal weight for shipping. The scale and time clock were a onetime purchase with limited warranties.

Three stations are equipped with a computer and telecommunications that were updated during 2011. The correspondence office has one direct line and also receives toll free calls.

The California Corrections and Rehabilitation Office of Education began an eReader pilot program with seven institutions commencing the summer 2015 session. LCC maintains lending libraries at four of those locations. EReaders were not provided to many LCC students. Feedback from students having both options, textbook vs. eReader; students prefer physical books. The eReaders have several shortcomings. Keeping in mind the textbook replacement for Humanities/Social Science Division begins the spring 2016 semester, this entails replacing most of the textbooks for the division. Some of the challenges of using eReaders include:

1. The license of each eReader may expire before the semester ends.
2. Long downtimes required to recharge the battery and inmates' limited access to recharging.
3. Not enough eReaders for every LCC student.
4. eReaders are not available to students at fire camps.
5. Students transferring from one institution to another must wait for the student's name to be removed from that portal and entered to the current portal. The transfer process is completed by OCE in Sacramento.

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.

- a. Maintain an ongoing lending library budget (\$100,000)

- b. Continue to enroll students according to textbook inventory per lending library location
- c. Additional funding is necessary for the fall 2016 textbook replacement
- d. Reconsider the lease/maintenance agreement for the two high volume copy machines. The life span of the copiers is around 48 months at the pace they are used in the correspondence area. The lease agreement is typically set for 60 months. Historically, 60 months is too long; the machines need constant repairs, impeding semester preparation and causing delays.

IV. Outside Compliance Issues (if appropriate for program)

Description:

N/A

Evaluation:

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

Planning Agenda:

1. Create an ongoing textbook budget (\$100,000.) for the incarcerated lending libraries ensuring persistence and greater student success.
2. Create certificate programs for students so that greater interest and completion can occur. Offering child development courses to students participating in community and transitional programs would be beneficial for students separated from their families. Accomplishing a Certificate of Achievement, highlighting courses in early literacy, violence prevention, effective principles and practices of child development and developing a disposition for and strategies to communicate effectively prepares students' coping skills with family members and plays a vital role in local and state economies upon the students' release.
3. Reconsider shorter lease term agreements for high volume copiers.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

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

1. Incarcerated enrollment is most often supported at 46 different locations each academic year. Initiating the proctoring of midterm and final exams along with twice a year assessment testing is a strain on the two staff members. Additionally, the correspondence staff supports the incarcerated face to face students with general education courses during the regular semesters and additional late starts. Reinstating the 20 hour per week

Administrative Assistant I position that was abandoned in 2010 would alleviate much of that pressure and ensure the continued quality of correspondence education.

2. Hire an Instructional Designer

B. Prioritized Recommendations for Inclusion in the Planning Process

See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Correspondence 2014-2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3	Track number of offerings and enrollment numbers for all correspondence courses	2011–2017		Better ability to offer courses
1,3	Collect data regarding number of prisons served, location of prisons, and number of incarcerated students enrolled in what program, at each institution.	2011-2017		This data can help identify faculty needs in both number and subject matter.
1,3	Track graduates of correspondence courses.	2011-2017		Track completers of IPEDS and other required compliance programs.

Prioritized Recommendation for Inclusion in Student Services Master Plan

Correspondence 2014-2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Evaluate the best method to offer tutoring at the prisons such as instructor resource materials being uploaded to eReaders by OCE Sacramento.	2017		Student Success

Prioritized Recommendations for Inclusion in Educational Master Plan

Correspondence 2014-2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2	Create more Correspondence certificate programs for students so that greater interest and completion can occur.	2017	Unknown	Expanded program serving incarcerated students with additional educational goals.
2,4	Hire an Instructional Designer		Unknown	Increase student learning and effectively support the learning environment.
2,4	Hire part time (20 hr. per wk. Administrative Assistant I	2017	Unknown	Student Success

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.

Currently two full-time staff members are assigned to the Correspondence Office: Correspondence Education Coordinator and a Correspondence Technician. There are also two part-time contracted employees who coordinate with two outlying prisons.

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.

Correspondence Department is in need of additional personnel to meet the growing needs and technical aspects of the modality such as proctoring midterms and final exams which commenced spring 2016 increased tracking and mailings for exams. Reinstating the 20 hour permanent, part-time position in Correspondence is necessary to assist the two full-time staff members. This will aid the department in keeping assignment turnaround time, inquiry responses and an accurate filing system. As document imaging is introduced to the department this position would assume that duty.

Presently, the two contract coordinators at FSP, FWF and CSP-Sac have limited weekly hours (10-15). Although the hours are flexible relating to the semester's responsibilities, proctoring exams will involve more hours through the semester. In order to abide by the contract between CDCR and LCC, it is beneficial to reprioritize the \$10,000 increase for the correspondence contract budget to increase the coordinator/proctor hours.

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.

- a. Reinstate the permanent part-time, 20 hour position removed from the Correspondence staff.

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.)

There is no professional development budget for the Correspondence Department staff. Faculty professional development cohorts have utilized a collaborative approach to training. A partnership with CSU Chico, made possible by the Title III Grant, resulted in two webinars about best practices in online instruction. CSU Chico also made available much of its materials for online faculty and faculty utilizing instructional technologies to LCC faculty via internet. Professional development opportunities are also being provided to classified staff and management.

Although no training directly related to correspondence delivery is available locally, both staff members utilize the TECC Center for data entry trainings and report updating.

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.

- a. The Correspondence staff will continue to seek out online information regarding Correspondence delivery. Implement professional development aimed at increasing the number of and support for online and correspondence instructors.

Description/Evaluation:

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

There have been no assessments to date effecting HR planning.

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.

N/A

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action in order of program priority.

N/A

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.

1. Hire Instructional Designer.
2. Re-hire Administrative Assistant I position that was abandon

Prioritized Recommendations for Inclusion in Human Recourse Master Plan Correspondence 2014-2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2, 4	Hire Instructional Designer	2016-2017	Unknown	Increase student learning and effectively support the learning environment.
2,4	Re-hire Administrative Assistant I	2017	Unknown	Student Success

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The Correspondence Office is housed in a portable building originally outfitted for the childcare development function at the college. A parking lot in the front of the building allows students and faculty to conveniently pick up and drop off mail related to the correspondence program. Office hours for the facility are 8:00 am to 4:30 pm. The building contains a drop mail slot for community students and faculty to submit mail on the weekends and evenings when the office is not open. The college recently replaced the nonskid surface on the ramp leading into the building.

The building consists of a centralized room with long tables to facilitate packet production and mail distribution. Two staff desks and file cabinets for storing course packets and student documents are currently arranged around this central pen area along with large shelves used for supply storage. There is a complete workstation for instructors equipped with a scantron score reader. The front end of the building contains two small rooms one is an office used by the face-to-face inmate education pilot program coordinator. The other houses a high volume black and white copier. An additional smaller room, partially converted from a restroom, contains a second high volume black and white copier and shelving for additional storage. A small mail processing space is located between both copy rooms.

The college maintains a lease contract for the servicing and maintenance of the two copiers from a firm who charges according to the number of copies produced monthly.

Adjacent to the open area is a small enclosed corridor that serves as a mailbox repository for faculty members and the forty-six prison facilities served by the correspondence program.

The office is ample to support an area that students and faculty can access locally to receive help. However, the current space is currently being considered for the relocation of Fire Science. This space would accommodate Fire Science's need to be close to their cache, and classrooms being proposed in Modular M, plus it would provide ample parking for visiting fire fighters. The move is scheduled to take place during the summer of 2017. In order to relocate correspondence to the south end of the Vocational Technical building, additional electrical requirements will have to be

met. This will also put correspondence closer to Admissions and Records whom they work with on a regular basis.

1. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
 - a. Folsom State Prison allows one contracted coordinator to use the “hanging cell” as office space to support the LCC Correspondence students.
 - b. CSP-Sacramento allows one contracted coordinator to share desk space in Facility C Library.
2. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

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

- a. At least once a year remove all dead vegetation from around the building. Students delivering assignments to the correspondence office and visitors should see that the entire campus is maintained. Outside appearance reflects on the integrity of each program.

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.

- a. Maintain the integrity of the building and surrounding area.
- b. Relocate correspondence to the south end of the Vocational Technical Building.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action in order of program priority.

NA

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
 Correspondence 2016

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 4	<p>At least once a year remove all dead vegetation from around the building. Students delivering assignments to the correspondence office and visitors should see that the entire campus is maintained. Outside appearance reflect on the integrity of each program.</p> <p>Relocate Correspondence to the south end of the Vocational Technical Building</p>	<p>2016</p> <p>Summer 2017</p>	<p>Unknown</p> <p>Unknown</p>	<p>Students and visitors perception of correspondence area reflects on the integrity of the program.</p> <p>Fire Science will trade places with Correspondence.</p> <p>Correspondence will be better placed to work with student services.</p>

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

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

Technology in the Correspondence area is limited to three desktop computers, two copiers, a printer and telecommunications. Technology in Correspondence is sufficient for current needs, although the copiers are ageing and a replacement cycle should be created by the district.

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.
 - a. Shorten the lease term agreement for the high volume copiers from 60 months to 48 months.

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.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action in order of program priority.

- a. Shorten the lease term agreement for the high volume copiers from 60 months to 48 months.

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

Correspondence 2014-2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3,4	Shorten high volume copier lease term agreement to 48 months from 60 months	2016	Unknown	Instruction packets, exams and registration packets will be processed on time each semester. Downtime of copiers increases tremendously after 498 months.

Appendix A:

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.