

Incarcerated Education NIPR

LASSEN COMMUNITY COLLEGE

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Incarcerated Education NIPR

SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

The Incarcerated Education program offers coursework that contributes to the successful completion of the following degrees and certificates:

- CSU General Education Certificate of Achievement
- IGETC Certificate of Achievement.
- Entrepreneurship Certificate (2016-18)
- Business ADT (Fall 2017-May 2022)
- Psychology ADT (Fall 2019 - present)
- University Studies (Fall 2020 -- present)
- Fire Technology A.S.
- Certificate of Achievement Fire Technology
- General Studies A.S. (2007)

This population of students receive instruction through both correspondence and face-to-face (F2F) modalities. The incarcerated students reside in primarily California Department of Corrections and Rehabilitation facilities in California. We also serve a local federal institution in Herlong, CA, that on occasion, will result in a student transferring out of state to complete their degree. The incarcerated students have no access to the campus and no access to resource materials typically available to traditional on-campus and community students.

LCC Incarcerated Education program provides instruction to an average of 1500 students in 30 state prisons and 1 federal correctional institution each academic year. This is a decrease from approximately 52 state and community institutions reported in the last NIPR. We can attribute the decrease in institutions served by changing legislation that has allowed for the early release of inmates.

In Spring 2016, Lassen Community College was awarded the Inmate Education Pilot Program Grant. The Inmate Education Pilot Program began at High Desert State Prison (HDSP) A yard and California Correctional Center (CCC) with the Entrepreneurship Certificate and Business Associates Degree for Transfer delivered F2F in the institutions. We concluded the grant in 2018 and merged the F2F program with our current correspondence operation. As a result, the LCC Correspondence Education NIPR will be renamed the Incarcerated Education NIPR.

The program has grown to offer F2F instruction at HDSP on A, C, and D yards. We anticipate adding the delivery of F2F education to students on B yard at HDSP by Spring 2022. At the time of this writing, CCC has planned to cease operations by June 2022 and therefore all students currently being served will no longer be included in our headcount. Since the writing of the last NIPR, we have intermittently served the Lassen County Adult Detention Facility with CARS classes and an Automotive class.

With the assistance of the initial The Inmate Education Pilot Program Grant we were able to secure textbooks for seven lending libraries, thereby removing barriers for students. Since the end of the initial grant, we currently receive reimbursement through the Incarcerated Students Reentry Grants for additional textbook purchases. Since 2018, we have spent an average of \$40,000 annually on textbooks for our lending libraries at seven institutions, including our F2F instruction at HDSP and CCC. When possible, faculty have opted to utilize Open Educational Resource textbooks that are more cost effective for the college to produce for the lending libraries. Additionally, local F2F students have received supply support from EOPS.

Incarcerated correspondence enrollment is most often supported at up to 30 different locations each academic year. Initiating the proctoring of midterm and final exams along with twice a year new student enrollment is supported by the Correspondence Coordinator and a Correspondence Technician. The current demand of work to include the recent addition of F2F instruction prompts the need for an additional Administrative Assistant II position in addition to the current two staff positions assigned to the program. It is possible that this position will also be responsible for transporting mail to area institutions, including HDSP, CCC, FCI Herlong, and LCADF.

Improving equity of access for female incarcerated students to mitigate disproportionate impact in Incarcerated Education is an ongoing concern. Communications between additional women's facilities and the Correspondence office have been initiated and recent discussions have emerged to indicate possible new partnerships that will address equity issues related to the number of females served through correspondence instruction. It should be noted that there are fewer female institutions so fewer opportunities exist.

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.
-
- a. The Incarcerated Program currently offers education through both correspondence and face-to-face modalities. We are working with CDCR to introduce online instruction using Canvas inside the institutions. This meets our strategic goal of providing an array of rigorous academic programs delivered via a variety of modalities that promote student learning. Student success is also met by assigning an incarcerated counselor and offering support services that include EOP&S and some tutoring. Additionally, classes and degrees offered meet transferable requirements in an effort to build educational opportunities while serving a diverse student base in an effort to build intellectual growth, human perspective and

economic potential. We will continue to pursue equitable educational offerings by reaching out to female incarcerated institutions.

- b. Annual Updates have not been completed however there have been a few changes to the program since the last NIPR. Since the last NIPR, the Correspondence program has absorbed the Face-to-Face program at HDSP and CCC. Additionally, the Incarcerated Education Coordinator funded by the pilot program resigned in November 2019. The Correspondence Coordinator has assumed the duties of the pilot program.

In 2018, all correspondence coursework was restricted to incarcerated students only after serving community students in Administration of Justice for the most recent past. These students represented 23.7 FTES in 2017-2018 and declined to 3.4 in 2018-2019, representing 85.7% decrease. These students were encouraged to seek online classes if they were unable to make the campus classes.

Effective Fall 2021, the Business ADT will require the inclusion of Calculus into the degree. For that reason, we have discontinued offering this degree and will now offer Psychology ADT, University Studies Social Science, and continue offering General Studies Social Science. Due to COVID-19, LCC was unable to deliver in-person lab classes, preventing ADT degree completions. We anticipate a surge in completions once faculty are allowed to return to in-person instruction at the institutions. We will need to ensure there are sufficient number of lab sections for students to complete degrees once we are allowed to return.

And finally, due to the absorption of Face-to-Face instruction and soon online instruction, the Correspondence Office will be renamed the Incarcerated Education office and program.

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.

- [Work with Academic Services to support and create processes for Canvas delivery inside the institutions.](#)
- [Implement permanent textbook budget](#)
- [Work with Academic Planning to ensure there are a sufficient number of sections available to students to complete their degree.](#)

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.

ISLO	Strat Goal	AUO	ASSESSMENT MEASURE /TARGET
3	2, 4	Distribute printed course packets, mid-terms, and finals for all correspondence courses to all coordinators at least 2 weeks prior to semester start.	Measure: Student Roster Data Target: 90% of all printed course packets distributed on time.
3	2, 4	Distribute printed course packets for all correspondence courses to all students 15 days prior to semester start .	Measure: Student Roster Data Target: 90% of all printed course packets distributed on time.
3	2, 4	Distribute printed mid-terms and finals for all correspondence courses to coordinators at least 3 weeks prior to the scheduled test date.	Measure: Student Roster Data Target: 90% of all printed mid-terms and finals distributed on time.
3	2, 4	Respond to student inquiries within 5 business days of receipt.	Measure: Tracking Data Target: 90% of all student inquiries responded to within 5 business days of receipt.

2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.
 - Criteria for all AUOs was met by exceeding the target of 90%
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.
 - Issues encountered during this reporting period support the need for additional personnel. Increased workloads will continue to challenge office personnel in meeting their target goals, with negative impact on our service to students.

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.

- Issues encountered with during the last period of evaluation support the need for additional personnel. Increased workloads will continue to challenge office personnel in meeting their target goals.

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. Charges are assessed by the number of copies produced monthly. Current lease agreement with De Lage Landen Leasing Company for the D95 copier at \$504.48 month commencing December 2016 and we now own the D95A \$504.48 month commencing August 2014. The year 2021 copier contracts will go to bid. Consideration to shorten the lease terms is highly recommended. Historically, the copiers' peak productivity is prior to 48 months. By reducing the agreement time by 12 months, the Correspondence program is less likely to be impacted by "down time" while the copier is awaiting repair. Due to the pace of changes in technology, replacement parts become unavailable contributing to the length of time the copier is inoperable. Additionally, a high volume color copier would be instrumental in packet preparation.

- A Scantron Score TM (serial# 9051924) was acquired in March 2013 as a loaner. An annual purchase commitment of \$2,250.00 for Scantron forms is required to keep the score scanner as a loaned piece of equipment rather than a purchase. 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. This is a one-time purchase with no warranties.
- A digital scale obtained March 2015 to ensure appropriate postal weight for shipping. This was a one-time purchase without warranties.

- Three work stations are equipped with a two Dell Optiplex 7040 with an Intel Core i5 and one Dell Optiplex 390 with Intel Core i3.
- The correspondence office has one direct line and also receives toll free calls.
- 62 HP ProBook 650 located at HDSP and CCC

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.

- Continue to budget Scantron purchases to meet the loan requirement for the Scantron machine.
- Replace office computers/workstations.
- Renew copier lease at 48 month term, but with a replacement high-volume color copier.

IV. Outside Compliance Issues (if appropriate for program)

Description:

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

N/A

Evaluation:

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

N/A

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.

N/A

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.

N/A

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

[Incarcerated Education Program - 2021](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

Prioritized Recommendation for Inclusion in Student Services Master Plan

[Incarcerated Education Program - 2021](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

Prioritized Recommendations for Inclusion in Educational Master Plan
Incarcerated Education Program - 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	Work with Academic Services to support and create processes for Canvas delivery inside the institutions.	Fall 2022		Increased student opportunity for education
	Implement permanent textbook budget	2021-2022	\$40,000 annual	Stabilize costs for the program
	Work with Academic Planning to ensure there are a sufficient number of sections available to students to complete their degree.	Fall 2022		Degree completions

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.

One Correspondence Coordinator and one Correspondence Technician.
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.

As a result of the F2F program combining with the correspondence program, unique headcount has grown and staffing demands have increased with the added work. Additional mail delivery demands require twice weekly drives to HDSP, CCC, and FCI Herlong. Current mail operations are inconsistent which impacts packet and mail receipt and delivery for students and faculty. When able to, the Correspondence Coordinator will close the office and deliver/pick-up mail from the local institutions and post office so program needs continue to be met.

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.

- Reassign the Correspondence Coordinator to a Director of Incarcerated Education as the duties have been absorbed by this position.
- Hire an Administrative Assistant II for additional support of the Correspondence Technician and newly proposed Director position. This office supports education delivery for over 900 students throughout 30 institutions statewide and is in immediate need of additional personnel.

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.)

The Rising Scholars Network has been instrumental in supporting faculty, counselors, staff, and administrators with webinars, workshops, and information related to justice impacted students (incarcerated and formerly incarcerated). Due to COVID-19, professional development was delivered online and continues at the time of this report.

Additionally, Academic Senate continues to offer trainings for faculty instructing justice impacted students. Monthly meetings with Correspondence faculty became valuable during COVID-19 as a way to mitigate issues around grading, packet timeliness, access to students, etc.

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.

Continue professional development opportunities and make Community of Practice meetings among correspondence faculty a regular occurrence.

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

- Hire Administrative Assistant II position to support operations

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.

- Hire Administrative Assistant II position to support operations

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) 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.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan Incarcerated Education Program - 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2, 3, 4	Hire Administrative Assistant II position to support operations	Spring 2022	\$75,368.91	Timely preparation and delivery of student education materials

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

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

The Incarcerated Office is housed in a portable building originally designed for the Childcare Development Center at LCC. A parking lot in the front of the building allows faculty to conveniently pick-up and drop-off mail from students. The office is open Monday-Friday 8:00-4:30 p.m. The building includes a drop mail slot for after hours and weekend drop-offs when the office is closed.

The building includes a centralized room with long tables to facilitate packet production and mail distribution. There are also two small rooms currently being utilized to store textbooks and supplies. The other room is reserved for the incarcerated counselor and there is one bathroom. Adjacent to the open area is a small room that serves as a mailbox repository for faculty members.

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

The F2F program utilizes classrooms at HDSP and until recently, CCC. Classrooms are outfitted with a projector and white board for presentations.

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.

N/A

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.

Replacement of copier with high-volume color copier may require modification of electrical outlet(s)

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

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

N/A

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

Incarcerated Education Program - 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Upgrade electrical to accommodate high-volume color copier	2021-2022	\$1,000	Electrical power for upgraded, larger copier

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.
 - Continue to budget Scantron purchases to meet the loan requirement for the Scantron machine.
 - Replace office computers/workstations.
 - Renew copier lease at 48 month term, but with a replacement high-volume color copier.
2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.
 - Continue to budget Scantron purchases to meet the loan requirement for the Scantron machine.
 - Replace office computers/workstations.
 - Renew copier lease at 48 month term, but with a replacement high-volume color copier.

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.

- Continue to budget Scantron purchases to meet the loan requirement for the Scantron machine.
- Replace office computers/workstations.
- Renew copier lease at 48 month term, but with a replacement high-volume color copier.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

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

N/A

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

Incarcerated Education Program - 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2, 3, 4	Replace all (4) office Computers/workstations	2021-2022	\$8,000	New Computers/workstations
1, 2, 3, 4	Replace leased Copier with high-volume color model	2021-2022	\$25,000	Increased printing capacity to better serve student/program needs

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.