Criterion 5 - Institutional Effectiveness, Resources & Planning

Criterion 5.A.

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Argument 5.A.1.

Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

North Central is committed to collaborative governance which begins with the Board of Trustees whose duties are outlined in their Bylaws (NC-118). These bylaws set forth rules and directions for the functioning and government of the Board and for the control and governance of the College.

The Board meets monthly in public sessions. Agendas and subsequent minutes are posted on the College website (NC-011). At the Board meetings, representatives from faculty, staff, and students provide reports, as reflected in the minutes (NC-011). These meetings offer opportunities for public comment and updates on College initiatives and student success. Student success items include hearing from student organizations such as Phi Theta Kappa (NC-011 p. 50), Residence Hall Advisors (NC-011 p. 47), and Student Senate leadership (NC-011 p. 174). Employees and departments who have executed a significant project or program are recognized and report on their successes (NC-011 p. 23).

Shared governance is practiced across campus through various committees, task forces, and working groups (NC-100) and student groups. The President's Cabinet, which includes Vice Presidents and the HR Director, meets regularly to bring insights from different areas of the College (NC-114). The Strategic Planning and Assessment Team (SPAT) leads strategic planning efforts, updating the College's mission, vision, and goals with input from key campus leaders who represent a broad spectrum of constituencies (NC-010). The curriculum committee (CRD/AP) reviews, approves, and recommends curriculum and academic policy while the HLC Assessment Academy team collaborates with stakeholders to design and implement assessment and program review structures (NC-167). The Institutional Research Committee (IRC) recommends research protocols and supports data-informed decision making (NC-168, NC-153), and the Student Success Committee provides direction on strategic enrollment and student success (NC-169, NC-170). The Distance Learning Committee provides oversight on quality standards for online learning at the College (NC-173). Regarding student governance, the Student Senate meets regularly with the President and advocates for student concerns (NC-188). Other student groups, like Phi Theta Kappa (NC-178), the Student Nurses Association (NC-174), and others, also contribute to governance through their advisors.

Argument 5.A.2.

The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The administration uses data-driven decision-making to benefit the College and its stakeholders. The College, through various committees and teams, reviews student success data (NC-170), financial reports (NC-038), and student (NC-081) and employee surveys (NC-117) to inform planning. Weekly reports from the Associate Dean of Institutional Research and Assessment help the College stay updated on key metrics like enrollment and application trends (NC-175).

North Central also uses the PERC Data Dashboards (NC-176), which provide four years of data to monitor student persistence, enrollment, retention, and completion. The Institutional Research Committee supports data literacy and research needs across campus. The PACE Climate Survey (NC-117), Community College Survey of Student Engagement (CCSSE) (NC-076), State and Federal Reports including CEPI (NC-177), IPEDS (NC-128) and the College Scorecard (NC-179) help in understanding student and employee experiences, guiding improvements (NC-114).

These data tools inform decisions that support the institution and its constituents. For example, the College uses regional and national labor market data to plan to expand curricular offerings (evidence-FY26 Capital Outlay Request). When developing programs, academic deans submit a proposal to the CRD/AP Committee that details potential areas/sectors of employment for graduates (NC-142 p. 7). As part of the program review process, academic deans and faculty complete a Review of Academic Programs (RAP) form (NC-213) which includes student enrollment, outcome, and program efficiency data. Previous iterations of this process were called Academic Planning and Program Review (NC-216).

Student Success Committee members track strategic enrollment and outcome targets (NC-002) using the PERC data dashboard and a Strategic Enrollment Management (SEM) (NC-169). Data is also used to inform student success equity initiatives such as the Indigenous Learner Excellence Initiative (NC-215) developed by a 10-person group from North Central attending the 2024 MCCA Student Success Summit.

When applying for institutional grants, data is used to demonstrate purpose, demand, and targets for improving student success. For example, in a recent Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) grant proposal to remove barriers for student-parents, the College demonstrated the need to support student-parent success using enrollment, success outcomes, and survey data (NC-200 pp. 6, 7, 10). In another proposal through the State of Michigan's Diversified Workforce Grant (NC-214), the college used regional poverty, employment, income, demographic, cost of attendance, financial aid, and licensure completion data to demonstrate the need to support EMS student tuition costs.

The College also uses data to monitor and strengthen campus climate. In 2024, the College administered the PACE climate survey. Findings show that employee teamwork, focus on students, and commitment to the College mission positively impact campus climate. Climate factors to improve include institutional structure, change readiness, and a greater focus on student success outcomes. Within the strategic plan, the College has used the PACE climate survey data to set targets, plan action, and monitor success (NC-002 p. 27).

Argument 5.A.3.

The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Faculty, staff, and students play an active role in setting academic requirements and policies. The Curriculum Review and Development and Academic Policies (CRD/AP) Committee (NC-100 p. 4) oversees course and program revisions, working closely with faculty and administration. This Committee reviews and recommends new programs and policies, ensuring they align with our academic goals. CRD/AP functions under several Board policies related to academics, including #213 - Academic Degrees, Programs & Courses, #214 – General Education, #215 – Program Review, and #216 – Outcomes Assessment policies (NC-066 p. 26).

Criterion 5.B.

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

Argument 5.B.1

The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

North Central's resource base is comprised of three major components: (1) the faculty, staff, and administration of the College – the human capital; (2) cash and investments – the financial capital; and (3) infrastructure – the physical and technological capital. Each component supports the delivery of academic and co-curricular programs and helps build for the future.

The development of a qualified workforce at North Central begins with Human Resources, which uses a standardized position description to ensure all positions, regardless of type, have clear job descriptions outlining duties, responsibilities, and minimum qualifications (NC-189). Hiring is conducted by committees that recommend candidates to supervisors, with some hires requiring Board approval. Background and reference checks, including academic transcripts, are standard.

Human Resources provides annual campus-wide training (NC-190), while other professional development includes programs like Real Talk (NC-060), the HLC Assessment Academy (NC-001), and leadership development with Libby Wagner (NC-191). The Safety Committee also conducts periodic safety training (NC-192).

The College supports professional development for its faculty and staff. Faculty professional development at North Central is outlined in the collective bargaining agreement, with $950 allocated annually per full-time faculty member, allowing them to accumulate up to $3,800 over four years (NC-113 p. 41). Faculty can also apply for sabbatical leave, following the collective bargaining guidelines (NC-113 p. 31). Vice presidents also allocate professional development funds for their staff in their budgets. The College offers additional support through Educational Excellence and Tuition Reimbursement funds, which are open to all employees (NC-194). The College actively uses professional conferences for the continuous development of our employees, such as the HLC Annual Conference, the Michigan Community College Association Student Success Summit, and the Lilly Conference on College and University Teaching (NC-193).

Since 2019, the College has made significant capital and infrastructure investments:

- **Borra Learning Center (BLC):** A $7.4 million renovation and expansion completed in 2021, funded by State Capital Outlay and Foundation matching funds to improve the College's primary classroom and administration building (NC-068).
- **BLC HVAC:** A $1.7 million project, using federal HEERF funds and College reserves, completed in 2023-24 (NC-171 p. 77).
- **CATEE Project:** A $22 million renovation of the Health Education and Science Center building and construction of a new Technology Center building, funded by grants, reserves, and bond proceeds, set for completion in 2026 (NC-133).
- **ITEMS Funding:** $470,000 in state funding for deferred maintenance and electric vehicle charging stations in 2023-24 (NC-198).
- **Classroom Technology:** $1 million in HEERF funds were invested in 2022 for classroom tech upgrades (NC-171).
- **Technological Infrastructure:** Over $1 million will be spent in 2023-24 on software and hardware, funded by student fees and reserves (NC-199).

The College submits annual infrastructure reports to the State, including the 5-year Capital Outlay Plan (evidence) and Facilities Condition Assessment (evidence), which are posted on the website.

Argument 5.B.2

The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

The goals presented in North Central's strategic plan (NC-002 p. 7) are growth-oriented and focused on moving the College forward: (1) increase student success; (2) update and expand academic programming; (3) foster employee engagement; and (4) grow to be the region's community leader in areas of sustainability and community collaboration. SPAT designed these strategic goals using an environmental scan, SWOT analysis, and a detailed action plan that they regularly monitor and update to ensure goals are realistic.

Through the College's strategic plan (NC-002), we advance student success by strengthening student support systems and services. For example, the College has committed financial resources to people to accomplish this work. The 2024-25 budget (NC-039) reflected a 5.7% increase from the previous year in salaries and benefits, including new positions to support student success (NC-115).

The CATEE Project (NC-133) is a commitment to build infrastructure to advance health sciences and career/technical education. CATEE significantly expands North Central's healthcare, manufacturing, and skilled trades programs, focuses on updates to the College's Health Education and Science Center (HESC), and the development of a state-of-the-art Technology Center.

The College has fostered employee engagement by successfully implementing actions from the strategic plan, such as a flexible work options policy (NC-066 p. 85) and the Persistence, Enrollment, Retention, and Completion (PERC) data dashboard (NC-176). Actions such as these provide a greater sense of belonging for employees at the College.

The College is the leader in a variety of community initiatives, such as the Comprehensive Childcare Initiative (CCI) (NC-023) through fundraising and providing expertise. CCI is leading the development of a community-centered plan for a sustainable, viable local child care system in Emmet County, Michigan.

Argument 5.B.3

The institution has a well-developed process in place for budgeting and for monitoring its finances.

The Director of Business Services and the Vice President of Finance and Facilities are charged with the development of the General Fund Budget. They work independently with budget managers from across the College (NC-180) to create our $19 million budget.

Each year in March, budget managers receive a planning document with multi-year data for their accounts (NC-195), which they use to create the next fiscal year's budget and adjust the current one. During March and April, the Director of Business Services and the Vice President of Finance and Facilities meet with each budget manager to ensure their financial plans support operations.

The Director of Business Services and the Vice President of Finance and Facilities update the budget for salary increases based on percentage and step increases from the collective bargaining agreements; proposed percentage increases for non-union employees; realistic and conservative revenue projections for tuition and fees (based on 5-year trend data and the approved tuition rates), property taxes (based on the prior year adjusted valuations), and State appropriations (the most difficult given the fact that the State budget is never finalized until much later). This results in a first draft of the budget. Many rounds of adjustments follow until a balanced budget is finalized.

The Board's Finance and Facilities Committee reviews and recommends the proposed budget to the full Board (NC-172). At the May 2024 Board meeting, for example, the Committee chair made a motion to approve the budget, and the full Board approved the fiscal year 2024/25 budget (NC-011 p. 28). Tuition and room and board rates are set for the following academic year at January Board meetings as demonstrated in the January 2024 Board minutes (NC-011 p. 68).

Overall, the General Fund Budget process is supportive, informative, and productive. Budget Managers can monitor their accounts in real time using a portal that grants access to only their budget items. The business office staff produce monthly financial statements that are reviewed and analyzed by the Director of Business Services and the Vice President of Finance & Facilities. Then, the financial statements for all funds (NC-182) are reviewed at the Finance Committee meetings each month. Finally, a financial report on the General Fund is made at the Board meeting each month by the Vice President of Finance & Facilities, ensuring accountability and transparency (NC-183).

Argument 5.B.4

The institution's fiscal allocations ensure that its educational purposes are achieved.

As demonstrated in the 2022-2023 Michigan Community College Data Inventory (MCCDI)(NC-201), the College allocates most of its expenses (54.41%) to instruction and student services ensuring achievement of the College's educational purpose. Examples of instructional and student services financial allocations include:

- The College has allocated resources to improve student persistence and retention through student success coaches and other support staff (NC-115). Persistence and retention are key metrics in the College's strategic enrollment management plan (NC-169).
- Since May 2022, the College has offered Fast Track non-credit workforce training programs (NC-037). The combination of State grants and Foundation financial support helped make many of these certification and credentialing programs free or low-cost to students (NC-129).
- The College allocates financial resources to ensure Accreditation Commission for Education in Nursing (ACEN) (NC-184) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation for Nursing and EMS/Paramedic programs (NC-185).
- Through the Library, College purchases and loans laptops, hotspots, and calculators to students, increasing access and success (NC-070).

The College has a strategic goal to improve facilities and technology to increase student success (Action Plan 1.3.a.) (NC-002 p. 28). The MCCDI inventory report also illustrates the College's fiscal commitment to this goal (NC-201).

Criterion 5.C.

The institution engages in systematic and integrated planning and improvement.

Argument 5.C.1.

The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

As described in 5.B.4, the College allocates resources in alignment with the mission statement and institutional goals, while remaining focused on commitment to its people (#1), programs (#2), and places (#3). The alignment and integration of the College's Strategic Plan, Operations and Budget are depicted in the Strategic Plan Alignment graphic (NC-186). This graphic is used by members of the President's Cabinet and SPAT and has been presented and discussed during All Campus Meetings.

The College's Strategic Plan (NC-002), outlined in Criterion 1.A, ensures resource alignment through quarterly monitoring and updates. The Year-to-Year Strategic Performance instrument (NC-006), managed by Vice Presidents, tracks progress toward the College's four strategic priorities: student success, academics, investment in people, and leadership. The instrument demonstrates progress toward meeting the college's mission and priorities.

Argument 5.C.2.

The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

The College connects its assessment of student learning, evaluation of operations, and planning and budgeting through the Strategic Plan. Assessment of student learning informs strategic goals and annual objectives. Committees, program reviews, and student surveys are used to evaluate student learning, guiding decisions on operations, planning, and budgeting.

The Student Success Committee created the Strategic Enrollment Management (SEM) plan (NC-169) which sets targets and outlines operations needed to achieve persistence, enrollment, retention and completion (PERC) targets; these targets are embedded in the College's Strategic Plan in Strategic Goal 1: Increase Student Success (NC-002 p. 27). Specific departments and divisions plan and implement these actions and are supported by a budget. As one example, the College is evaluating the efficacy of a student 1:1 technology initiative currently being piloted in the Nursing program. The office of Institutional Research & Assessment monitors the impact on student learning and success (NC-202).

Stakeholders across the College use student outcome data (e.g., enrollment, persistence, retention, completion) to inform operational decisions on how to improve student learning. During the Covid-19 pandemic, the College used Higher Education Emergency Relief Funds (HEERF) to purchase technology equipment (e.g., laptops, hotspots, webcams) for students to checkout from the library (NC-070). As enrollment declined (NC-217), these resources were critical for offering education and for fostering a sense of belonging (NC-219). The College continues to collect data (NC-220, library retention data) to monitor the impact on student learning and inform operational, planning and budget decisions (evidence of budget allocation).

Faculty and divisional leaders review programs every six years including program learning outcomes, course and program success metrics, scheduling, and resources. As discussed in 3A and 4A, reviewers use program metrics to consider opportunities to improve student learning, including operations and allocation of resources; they find this data very useful in the program review process (NC-204, Questions 15 and 19). In some cases, faculty and deans request operational funding (NC-205) and in other cases they recommend sunsetting a program (NC-206). The Vice President for Academic Affairs reviews these requests and provides feedback (NC-205, NC-206). The Nursing Faculty through the scholarship of discovery, continually develops and proposes curricular changes to keep the program up to date on best practices. As a result of program review (NC-218 p. 31), the College invested in Hurst Review Services. The Nursing Program often achieves 100% pass rate for its graduates (NC-021). These assessments of student learning are linked to the strategic goal to update and expand academic programming (NC-002 p. 29).

The College uses surveys to gauge students' perspectives on their learning and engagement. These survey results guide operational, planning, and budgeting decisions. For example, in the Winter 2022 Student Support survey (NC-221), students expressed a need for mental health support. In response, the College's Phi Theta Kappa chapter now hosts mental health workshops with the College's counselor (NC-222), the library hosts therapy dogs at the end of each semester (NC-208), and the College offers a Zen Den for students (NC-223). The College also administers the Community College Survey of Student Engagement (CCSSE), which revealed a need to strengthen tutoring services. Based on CCSSE results (NC-076), and additional focus groups (NC-225), the Institutional Research Committee and the Tutoring and Testing Center Manager proposed operational and budget improvements, now under review. These surveys also highlight the need to support students' sense of belonging, leading to continued investment in Real Talk pedagogy (NC-093). These assessments align with the strategic goal of improving student success (NC-002 p. 27).

To evaluate quarterly progress toward these Strategic Plan goals, the College utilizes a Progress Review Performance Tracker (NC-005). The Strategic Plan provides an example of how action plans are linked to key performance indicators including assessment of student learning, evaluations of operations, planning, and budgeting (NC-002 p. 27).

Argument 5.C.3.

The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The planning process at the College includes input from all internal constituents as referenced in Core Components 1.A.1., 1.A.2, and 5.A.1.

The publicly elected Board of Trustees represents both internal and key external constituents, overseeing college operations from the public's perspective. Additionally, over 30 faculty and staff engage with more than 125 community organizations, representing the College and addressing important local issues, often giving presentations to community groups (NC-139).

External constituent groups, such as program advisory committees (NC-103, NC-107, NC-108, NC-109, NC-110, NC-111, NC-112); business and industry partnerships; state, local, and community partnerships; and the President's Commission (NC-104), also have input.

The President's Commission is made up of community and business leaders who convene twice annually at the College. Participation takes the form of working sessions to provide a context for strengthening our regional thinking, visioning, and influencing the College's future (NC-104).

Argument 5.C.4.

The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

As noted throughout 5.B, the College endeavors to ensure that proposed budgets are reasonably accurate and developed using conservative revenue estimates for tuition, local taxes, and state appropriations. The College also uses a variety of other resources to fully understand current capacity, including any fluctuations in the institution's revenue sources and enrollment.

Campus Master Plan - Making use of the Campus Master Plan is one way to understand North Central's capacity. The current Campus Master Plan was revised in 2019 to guide future campus planning, address academic change and aging facilities (NC-009).

5-Year Budgeting Process – North Central uses a 5-year budgeting process requiring the use of projections for increases and/or decreases in enrollment, tax revenue, and state appropriations (*evidence*).

Strategic Enrollment Management (SEM) Plan - To increase our persistence, enrollment, retention and completion (PERC), which is outlined in Strategic Plan Goal 1.1, a Strategic Enrollment Management (SEM) Plan was created (NC-169). The SEM Plan utilizes disaggregated PERC data (NC-209) selected by the Student Success Committee to identify the greatest opportunities for improvement.

Application and Enrollment Reports - North Central's Office of Institutional Research and Assessment prepares weekly Application and Enrollment Reports that are utilized to continually adjust marketing and recruitment efforts. These reports compare numbers of weekly applications and enrollments to prior years by headcount, contact hours and credit hours as well as by various types of student profiles (NC-175). North Central's Registrar also prepares weekly enrollment reports that compare numbers of weekly enrollments to prior years by headcount, contact hours, and credit hours. These reports include data on the number of students who have been advised, enrollment comparisons by county, and number students enrolled in each of North Central's three locations in Petoskey, Gaylord and Cheboygan (*evidence*). To positively impact possible enrollment shortfalls in advance of semester enrollment windows closing, these reports are studied then discussed during the standing enrollment/retention portion of every weekly Cabinet meeting along with action plans to proactively address potential issues.

Millage Expansion - In 2016, Emmet County taxpayers passed two operating millages for North Central. The next Emmet County operating millage will appear on the ballot in 2026. Consideration has also been given to adding Charlevoix County to the college's service area through an annexation vote possibly appearing on a 2027 ballot. If passed, this would enhance the College's service to Charlevoix area residents and provide additional resources for the College.

Career and Technical Education Enhancement (CATEE) project - NCMC is expanding to increase its capacity for tomorrow's workforce through its $22 million Career and Technical Education Enhancement (CATEE) project (NC-133) to revolutionize education in healthcare, manufacturing and skilled trades – three pivotal sectors shaping our regional, state and national economies. Michigan's call for healthcare professionals is urgent with a projected 33% increase in healthcare jobs over the next decade. North Central's expansion is more than desirable; it is essential. The College's existing programs excel, but to meet rising demand, additional space is needed. The CATEE project will provide for:

- **High Fidelity Lab Expansion:** Doubling the College's simulation drill capacity for hands-on, practical learning.

- **Classroom Growth:** Four new classrooms for larger student cohorts, dedicated EMS space and specialized nursing programs.

- **Skills Lab Innovation:** A cutting-edge skills lab to ensure the College's students are industry ready.

The College, therefore, initiates plans and continually monitors progress based on a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Argument 5.C.5.

Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

A reference list of resources used to aid in the strategic planning process are included in the Strategic Plan in the References section (NC-002 p. 33). Technology advancements, demographic shifts, globalization, the economy and state support inform environmental scans and SWOT analyses and are used to continually update the College's Strategic Plan (NC-002) as evidenced in Core Component 1.A.2.

Demographic shifts, in part, can impact class sizes, campus locations and programming. North Central's planning includes anticipation of demographic factors to stay current with the environment. Extension centers in Cheboygan and Gaylord were opened in 1973 (NC-196). In September 2017, North Central moved its Gaylord center to a new location in part due to an increasingly strong Early College relationship with Gaylord public schools. This new facility occupies a renovated elementary school on the same campus as the middle school in Gaylord.

Effective August of 2021, North Central's Cheboygan Center relocated to Cheboygan Area High School due, in part, to a move that will provide Cheboygan High School students with direct access to North Central courses and college advising, which is an essential part of student satisfaction and retention. The partnership between the College and Cheboygan Area Schools will make CAHS the hub for secondary and collegiate education in Cheboygan County. The College's move back to CAHS will enhance our ability to provide onsite advising and support services to both our incoming and current students, and the partnership opportunities presented by this move will benefit the entire Cheboygan community.

Argument 5.C.6.

The institution implements its plans to systematically improve its operations and student outcomes.

The institution tracks the implementation of its plans in a number of ways. The College monitors the implementation of the Strategic Plan through the Progress Review Performance Tracker (NC-005). The Performance Tracker identifies to whom the action is assigned, when the action is due, tracks quarterly progress updates, and year-end performance outcomes. As illustrated in the Year-to-Year Strategic Performance instrument (NC-006), the College fully implemented (Met) 49% of the 2023-2024 strategic objectives and partially implemented (Partially Met) another 23%. The College shares these resources and progress-updates to stakeholders at All-Campus meetings (NC-210) and Board of Trustees meetings (evidence).

The HLC Assessment Academy Team follows its Goals, Objectives, and Timeline plan (NC-001) to guide its work and update stakeholders on progress. As one example, in Winter 2024, the Team implemented its plan to have faculty design their 2024-2025 assessments using HLC Assessment Academy resources. Through a series of assessment days (NC-212), the Team, in collaboration with Faculty, achieved this objective (NC-213). Feedback from the HLC Assessment Academy mentor and scholar (NC-225), along with the Goals, Objectives, and Timeline, indicates the Team is successfully enhancing the College's assessment structures. The Team shares this plan on the College SharePoint (NC-211) and during All Campus Meetings (NC-210 p. 70).

As outlined in 5.C.2, the Student Success Committee identified ways to improve enrollment, persistence, retention, and completion (PERC) in the SEM Plan (NC-169). To monitor the progress of these PERC metrics, the College created the PERC data dashboard. Beginning with the first year of the plan (2024/2025), the Committee will monitor progress through the PERC dashboard and newly developed SEM report card. These updates will be shared with Cabinet liaisons, who oversee the divisions responsible for implementing the SEM actions.

Systematic technology planning and implementation occurs in several ways. The College is required to comply with the federal Graham Leach Bliley Act, a data security plan, which specifies required provisions. Auditors test it annually to ensure that it works as designed (evidence). The Information Technology Department also developed a Classroom Technology Plan (evidence) in conjunction with the vendor, AVI. The College used this plan as part of a $1 million project to upgrade classroom technology using HEERF funding. There is a multi-year network plan to upgrade the campus network (evidence). As noted in the plan, upgrades have been implemented in the dormitories as well as other spaces (evidence).