

LASSEN COMMUNITY COLLEGE

COMPREHENSIVE INSTITUTIONAL MASTER PLAN

“Serving the Future”



2011-2016

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Section I – Introduction

BRIEF HISTORY OF THE COLLEGE:

Lassen Community College was established May 4, 1925 as the Junior College Department of the Lassen Union High School District. The current era of the college began in July of 1969 with the establishment of the Lassen Community College District, having one college, Lassen Community College.

The college campus is located immediately north of Susanville on Highway 139 and consists of 184 acres, 17 main buildings, four relocatable buildings and 17 outbuildings. The current campus was first occupied in February of 1972. In addition to classrooms, laboratories and offices, it has a dormitory with a capacity for 124 students, a library, cafeteria, computer rooms, a large gymnasium, stables, barn, rodeo arena and outdoor recreation facilities including a ski hill.

The District serves the Honey Lake Valley communities of Susanville, Janesville and Herlong, and outreach areas including Alturas, Big Valley and Westwood. Although Lassen Community College serves one of the larger geographic areas of the state, the population is relatively small. Credit Full-time Equivalent Students (FTES) over an eight- year period between 2002 and 2010 have been as high as 2,180 in 2002-2003 and as low as 1,304 in 2007-2008. FTES for 2009-2010 were 1,753.

ABSTRACT OF PLANNING PROCESS FOR 2011-2016 COMPREHENSIVE INSTITUTIONAL MASTER PLAN:

The institutional planning process for the 2011-2016 Comprehensive Institutional Master Plan began in 2007-2008.

During the Governing Board Planning Retreat on October 23, 2007, institutional goals and direction were discussed. As a result of those discussions seven Board Directives for 2008-2009 were developed to drive the institutional planning activities.

A joint subcommittee of the Academic Senate and Consultation Council met to update and revise the existing budget allocation process. The result was the Institutional Planning and Budget Allocation Handbook adopted by the parent bodies in mid-November 2007. The process requires program review and planning documentation for consideration of budget allocation requests.

Early in January 2008, the decision was made to accelerate the integration of the various institutional planning documents into one Comprehensive Institutional Master Plan with five sections: Institutional (Strategic Planning), Instructional (Educational Planning), Student Services (Student Services Planning), Administrative Services (Financial, Facilities, and Technology Planning) and Human Resources (Staff Planning and Development) linked to program review.

The program review recommendations from all program reviews accepted by the Governing Board in the last six years were separated into categories consistent with the five sections of the master document. All recommendations were arranged in chronological order by program acceptance date since no institutional prioritization had occurred.

The existing accepted and draft plans for the various sections were merged into one consolidated document. The formats for each section were standardized to more clearly reflect a single integrated whole. The document was subsequently redistributed to the various planning groups and the institution as a whole for review.

Following institutional review during February and March, the Governing Board adopted the Comprehensive Institutional Master Plan for 2008-2009 on May 13, 2008. Even as the Governing Board was adopting the culmination of the year's work, the institution was evaluating the process and initial product.

The planning process review conducted during May 2008 initiated the next cycle of planning activities. The Strategic Planning Committee was reconstituted as a consequence of the review to include department chairs, central individuals in academic planning.

The joint subcommittee of the Academic Senate and Consultation Council met to update and revise the existing budget allocation process utilizing the recommendations of the annual evaluation. The result was the 2009-2010 Institutional Planning and Budget Allocation Handbook adopted by the parent bodies in August 2008.

The Strategic Planning Committee met during June and July to compile and analyze external and internal data from a variety of sources to present during the Governing Board Planning Retreat hosted by the Strategic Planning Committee on July 22, 2008. The board discussion resulted in six refined strategic goals, which were subsequently adopted by the Governing Board on August 12, 2008. The revised mission statement was adopted September 23, 2008.

During Fall 2008 Convocation the campus met in focus groups constructed around each of the board adopted strategic goals to begin the process of identifying objectives, performance indicator targets, possible strategies to meet those objectives and responsible individuals.

The Strategic Planning Committee met during August to compile the work from the Convocation Exercise and draft instructions for the various institutional planning groups. The work initiated at Convocation and instructions concerning the development of measurable performance objectives, strategies and timelines were forwarded to the various planning groups September 15, 2008. The initial drafts from the planning groups were returned to the Strategic Planning Committee for incorporation into the Strategic Plan Fall 2008. The Strategic Planning Committee met to refine the preliminary draft objectives, which were redistributed to the planning groups. The initial drafts from the planning groups were returned to the Strategic Planning Committee for incorporation into the Strategic Plan prior to October 9, 2008. The Strategic Planning Committee met during October and early November to expand and refine performance objective, strategies and timelines. On November 13, 2008, the Strategic Planning Committee identified guidelines and expectations for the various planning groups. The proposed objectives, strategies and timelines were returned to the planning committees on November 17, 2008 with the expectation that draft master plans would be submitted to the Strategic Planning Committee by December 9, 2008.

Following the review and revisions of proposed objectives and strategies, the Strategic Planning Committee separated all objectives and strategies into two groups: one group of activities to be completed by the institution prior to Summer 2009 and one group of activities to be completed between Fall 2009 and 2014. Progress on the first group was tracked utilizing the Implementation/Evaluation Matrix – Academic Year 2008/2009. The second group was embodied in the Comprehensive Institutional Master Plan 2009-2014 document.

The Strategic Planning Committee reviewed the proposed timelines for activities in April 2009 and the 2009-2014 Comprehensive Institutional Master Plan “Keeping an Eye on the Future” was adopted by Consultation Council on May 7, 2009.

This planning cycle was repeated for the 2010-2011 planning update. Using a four-step process, the five master planning teams (1) updated the introduction, documented changes in the planning team committee membership, and articulated expectations and standards; (2) documented the achievement/status of the 2009-2010 strategies in the Comprehensive Institutional Master Plan Implementation/Evaluation Matrix; (3) revised 2010-2014 objectives and strategies, and (4) proposed strategies for 2014-2015. The master plans were forwarded to Consultation Council on April 15, 2010. After extensive discussion, Consultation council adopted the document on April 29, 2010.

In anticipation of the significant budget cuts in 2011-2012, Consultation Council commissioned the administration to develop and present a proposal to reduce expenditure correspondent with the expected reduction in revenues in January 2011. The proposal, titled the COM.P.ACT (Comprehensive Plan of Action) included twenty-nine possible strategies, intended for implementation over the next two year, organized into four categories: Strengthening Academic Support, Leveraging Technology, Consolidation and Reduction and Leveraging Existing Resources. The overall intent was to funnel institutional resources from the last three categories into support for the first category thereby enhancing student academic progress and success. *The* proposal first presented to Consultation Council on February 17, 2011 initiated a series of Open Forums sponsored by Consultation Council to receive input and address questions raised concerning the various possible strategies contained within the COM.P.ACT. As the strategies within the COM.P.ACT were modified through institutional discussion, the various campus planning committees integrated the modified strategies into the existing planning process to develop area master plans. The resulting master plans were forwarded to Consultation Council on May 17, 2011. After discussion, Consultation Council adopted the 2011-2016 Comprehensive Institutional Master Plan on May 24, 2011.

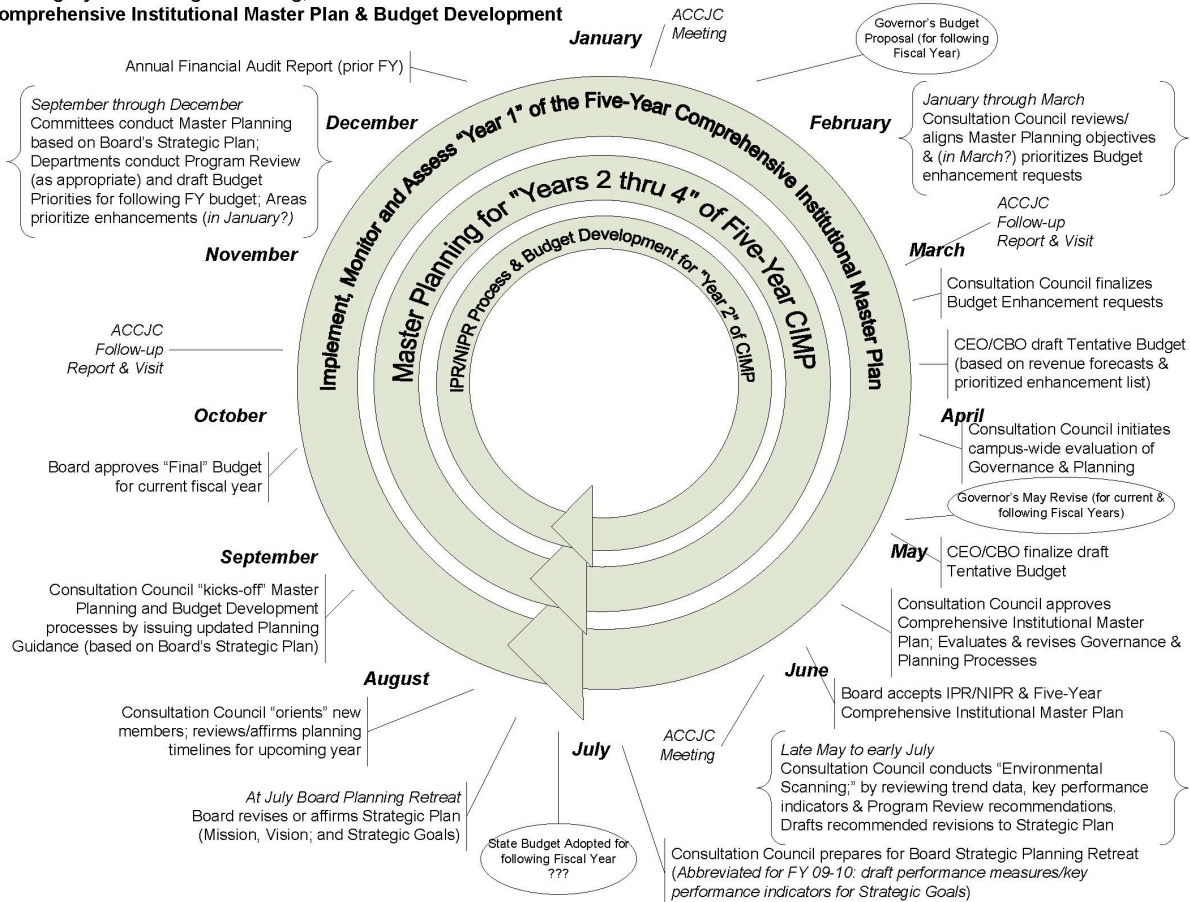
IMPLEMENTATION AND EVALUATION OF INSTITUTIONAL PLANNING:

The institutional planning and budget allocation process is articulated in the “Lassen Community College Institutional Planning and Budget Development Process Handbook” evaluated and updated annually in May of each academic year. The annual institutional planning cycle begins with the Governing Board review and adoption of Strategic Goals during a Retreat conducted in July. During the Fall semester of each year, the master plans (Educational Master Plan, Human Resources Master Plan, Student Services Master Plan, Institutional Technology Master Plan, and Facilities Master Plan) forming sections within the Comprehensive Institutional Master Plan are updated utilizing program review recommendations provided during the program review cycle of the previous year. Consultation Council/Strategic Planning reviews the objectives and strategies proposed by individual planning groups. Recommendations concerning objectives and strategies are returned to the individual planning committees. The revised Comprehensive Institutional Master Plan integrating the master plans from the various planning committees is adopted each Spring. The adopted Comprehensive Institutional Master Plan guides the budget prioritization process occurring each Spring as the culmination of the budget development process initiated in the Fall.

The progress on implementation and evaluation of results on agreed upon institutional objectives and strategies is tracked each year utilizing the Implementation/Evaluation Matrix. The final Evaluation Matrix adopted at the end of each academic year provides a historical record of institutional progress toward obtainment of strategic goals.

OVERVIEW OF COMPREHENSIVE INSTITUTIONAL MASTER PLAN DEVELOPMENT:

Planning Cycle - Strategic Planning; Comprehensive Institutional Master Plan & Budget Development



Section II – Institutional Section (Strategic Plan)

LASSEN COMMUNITY COLLEGE MISSION STATEMENT: (Board Policy 1226 - reaffirmed September 14, 2010)

Lassen Community College provides outstanding programs for all those pursuing higher education goals. These programs offer a wide range of educational opportunities including transfer degrees and certificate programs, economic and workforce development, basic skills instruction, and support services that ensure students succeed at the post-secondary level. They also include non-credit, and community service courses and programs that enhance the community culturally, civically and socially. The college serves the community, both on campus and in the outreach centers in its effort to build intellectual growth, human perspective and economic potential.

LASSEN COMMUNITY COLLEGE VISION STATEMENT (reaffirmed September 14, 2010)

The Governing Board’s vision for Lassen Community College is to:

- Be an Academic Leader by ensuring Quality and Student Success
- Be an Educational Leader by expanding Outreach and Student Access
- Be a Trusted Steward by providing capable Leadership and Accountability
- Be an Economic and Workforce Development Leader for the Community
- Be a Cultural Leader in the Community
- Be a Civic & Social Leader in the Community

LASSEN COMMUNITY COLLEGE VALUES (reaffirmed September 14, 2010)

Values at the core of Lassen Community College:

- Who we are
- Where we're going
- What we want to be

Five areas emerged as valued by the College:

Educational Excellence – We value:

- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms
- Student learning as the focal point of every experience

Student Focus – We value:

- Doing what is best for students, not what is easiest or most efficient
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process

Honesty/ Integrity – We value:

- Establishing trust in relationships
- Dependability
- Transparency

Student Success – We value:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Vocational students being prepared for the job market

Dignity/Respect – We value:

- Civility
- Collegiality
- Active listening and communication
- Agreements that are made and kept

Values Summary Statement: Where excellence, a student focus, and honesty/integrity flourish and are modeled, two outcomes become self evident;

1. Students learn and become successful.
2. Trust emerges that evidences itself in relationships marked by dignity and respect.

COMMON PLANNING TERMS AND DEFINITIONS:

The language of planning is replete with specialized terms. As you read through this document it may help to refer to this set of definitions:

Goals

Purposefully quite broad, goals provide a general sense of some high aspiration that applies to all or a large part of the college community.

Objectives

Good objectives are S.M.A.R.T. – Specific, Measurable, Achievable, Realistic and Time-related (Drucker, 1954). In this document, all objectives have some key performance indicators and/or some type of deliverable by which the attainment of the objective can be determined. An objective can be advanced by one or more strategies.

Strategies

This is where plans become actions. Strategies represent projects or initiatives that are aimed at moving forward a larger objective, direction and/or goal. Strategies usually describe specific college functions, which may involve multiple departments and players. A description of a strategy should include the desired outcome. Strategies also identify any key performance indicators or deliverables that might be reported upon to the Strategic Planning Committee, the Governing Board, and other interested parties.

Planning is about coordinating actions and strategies to achieve forward looking objectives. However, many activities on campus are simply ongoing college business. For instance, keeping the A&R Office open is ongoing college business, while extending the hours at A&R is not. Ongoing activities are not documented in the college master plan, because it is assumed that they were the results of previous planning efforts, which have become part of day-to-day operations. Each master plan rightfully highlights only actions and strategies that are new. They are the most active and exciting part of the master plan.

Annual Action Plan

Strategies are reviewed and revised yearly. Strategies for the upcoming academic year are grouped into the college's annual Action Plan. The annual Action Plan is distributed to all members of the campus community. Reports on the college's achievement/progress on each strategy in the action plan are reviewed quarterly at Consultation Council. In anticipation of significant budget cuts, the Annual Action Plan timeline was extended to include a two-year planning horizon, the 2011-2013 COM.P.ACT.

LASSEN COMMUNITY COLLEGE INSTITUTIONAL STRATEGIC GOALS:

Strategic Planning is becoming a continuous process at Lassen Community College. The Governing Board drives strategic change with input from the Strategic Planning Committee. The Strategic Planning Committee meets weekly. This committee evaluates progress on board adopted strategic goals and campus developed objectives and strategies to achieve these goals. The Strategic Goals for 2011-2016 as reaffirmed by the Governing Board on September 14, 2010 are listed below:

Strategic Goal # 1 (*Student Success*): Enable students' attainment of educational goals, including degrees and certificates, transfer, job placement and advancement, basic skills, and lifelong learning.

Strategic Goal #2 (*Responsive Curricula*): Develop and implement curricula that is responsive to changing student learning needs, to changing economic and workforce development needs, and to community cultural, social and civic interests.

Strategic Goal #3 (*Student Access*): Provide a college environment that reaches-out-to and supports students, minimizes barriers, increases opportunity, and increases success through access and retention.

Strategic Goal #4 (*Resource Development*): Develop and manage human, physical, technological and financial resources to promote growth and to effectively support the learning environment.

Strategic Goal #5 (*Organizational Effectiveness*) – Enhance organizational function in leadership, interaction, planning, and accountability to ensure responsive stewardship of public trust and resources.

Strategic Goal #6 (*Community Leadership*): Provide an environment that supports, partners and leads in the development and implementation of community initiatives.

BACKGROUND RESEARCH AND DATA COLLECTION:

EXTERNAL RESOURCES:

The following external resources were utilized to inform the development of the strategic goals:

- Environmental Data Scan (EDS) Study Project –Spring 2008
 - Labor Market Forecast of Largest Industries for Lassen, Plumas, and Modoc Counties, California and Washoe County, Nevada 2008, 2012, 2014
 - Study Area Economic Base Compare to the State - 2008
 - Study Area Forecast by Industry - 2008, 2012 and 2014
- Alliance for Workforce Development Data
 - Labor Market Forecast of Growth Industries for Lassen, Plumas, and Modoc Counties, California
- Strategic Master Plan for California’s Community College System
 - Statewide Strategic Goals

INTERNAL RESOURCES:

The following internal resources are utilized to inform the development of strategic goals:

- Program Review Documents- 2002-2010
 - Total Degrees and Certificates Awarded by Program – 2006-2010
 - FTE Generation by Program - 2004-2010
 - Revenue/Expenditure by Program - 2006-2010
- Human Resource Staffing Data
 - Number of Administrators by Position - 1998- 2010
 - Number of Full-time Faculty - 1998- 2010
- Lassen Community College Annual Fact Book – 2007-2010
- Lassen Community College District Multi-Year Fiscal and Academic Recovery Plan
 - Historical Financial Data for Fiscal Years 2001/2002- 2006/2007
 - Fiscal Recovery Financial Projections for Fiscal Years 2008-2009 - 2009-2010
- Board Directives – 2007-2008
- Associated Student Body Survey – Spring 2008 & 2009
 - Student Interest in Program Areas
 - Student Anticipated Success in Various Modalities of Instructional Delivery

STRATEGIC PLAN PREPARATION:

The Strategic Planning Committee met during June and July 2008 to compile and analyze external and internal data from a variety of sources, to present during the Governing Board Planning Retreat hosted by the Strategic Planning Committee on July 22, 2008. The board discussion resulted in six refined strategic goals, which were subsequently adopted by the Governing Board on August 12, 2008. In addition at the August 12, 2008 meeting the Governing Board adopted a revised vision statement and at the September 23, 2008 adopted a revised mission statement better reflecting the direction of the institution. The Governing Board discussed targets for the adopted strategic goals at the annual planning retreat July 24, 2009. The Governing Board reaffirmed the mission, vision, value statements and strategic goals at the October 13, 2010 meeting and again at the September 14, 2010.

STRATEGIC PLANNING COMMITTEE:

The following individuals served as members of the 2010-2011 Strategic Planning Committee:

Cheryl Aschenbach – Academic Senate President (Faculty)
Terry Bartley - Management
Shelly Baxter - Management
Sandy Beckwith – Lead Counselor (Faculty)
Irving Berkowitz – Vice-President/Dean of Instructional Services (Administration)
David Burris – Executive Director of Human and Support Services (Administration)
Carie Camacho – Division Chair (Faculty)
Kayleigh Carabajal – Exec. Dir. Research, Planning and Information Services (Administration)
Monica Cochran – Director of Resource Development
Dave Clausen – Executive Director of Fiscal and Auxiliary Services (Administration)
Marshel Couso– Management
Noelle Eckley – Division Chair (Faculty)
Toni Gomez– Associated Student Body
Phil Horner - Classified
Douglas Houston – Superintendent/President (Administration)
Jeff Lang - Classified
Logan Merchant – Institutional Technology Planning Committee Chair
Carol Montgomery – Classified
Sue Mouck – Accreditation Chair (Faculty)
Eric Rulofson - Facilities Planning Committee Chair
Cary Templeton – Dean of Student Services (Administration)
Brian Wolf – Division Chair (Faculty)

Section III – Objectives, Strategies and 2011-2016 Action Plan

STRATEGIC GOALS, OBJECTIVES AND STRATEGIES, FOR PLANNING 2011-2016

Color Key: Academic Planning, Student Services Planning, Human Resources Planning, Facilities Planning, Technology Planning, Financial Resource Development, Institutional Research

STRATEGIC GOAL ONE - *STUDENT SUCCESS*: Enable students' attainment of educational goals, including degrees and certificates, transfer, job placement and advancement, basic skills, and lifelong learning.

Objective 1.1. By Fall 2012, the college will assure basic skills, general education and career and technical education course offerings reflect the needs of students desiring to transfer to a four-year college or enter a career. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Division Chairs]

Strategy 1.1. a. By Fall 2011, the college will strengthen the Basic Skills program by expanding the number of qualified Basic Skills instructors as well as enhancing faculty skills in teaching developmental students. [Dean of Academic Services, Human Resource Manager]

Strategy 1.1. b. By Summer 2012, the college will assure effective and data-informed course scheduling that builds upon articulation agreements and promotes seamless and timely completion of educational goals. [Dean of Academic Services]

Strategy 1.1. c. By Summer 2012, the college will Market "Transfer by Design" internally and in outreach efforts to the community. [Dean of Academic Services]

Objective 1.2. . By Fall 2012, the college will increase student success by giving students the tools and knowledge needed to do well in college and the world of work. [Dean of Academic Services, Dean of Student Services, Faculty]

Strategy 1.2.a. By Summer 2012, the college will implement a set of success-oriented strategies that tailor counseling, orientation, and first year experiences to each student's needs. [Dean of Academic Services, Dean of Student Services, Faculty]

Strategy 1.2.b By Summer 2012, the college will use research to evaluate the effectiveness of the Early Alert Interventions to verify that they helped LCC to improve student success in Course/Certificate/Degree completion rates by 10% over 2007-2008 levels. [Dean of Student Services]

Objective 1.3. By Fall 2012, the college will have achieved sustainable continuous quality improvement through the incorporation of the results derived from the assessment of student learning into institutional planning. [Vice-President/Dean of Instructional Services, Division Chairs]

Strategy 1.3.a. By Spring 2012, faculty will have evaluated the impact of the course changes implemented as a consequence of initial assessment results for student learning outcomes. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 1.3.b. By Fall 2012, the college will consistently use the data from student learning outcome assessment to improve student success. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

STRATEGIC GOAL TWO – RESPONSIVE CURRICULA: Develop and implement curricula that is responsive to changing student learning needs, to changing economic and workforce development needs, and to community cultural, social and civic interests.

Objective 2.1. By Fall 2015, the college will concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential [Vice-President/Dean of Instructional Services, Dean of Academic Services, Academic Planning Committee]

Strategy 2.1.a. By Fall 2011, the college will determine the future of Allied Health programs at the college, including the development of an RN Bridge program in partnership with other colleges [Vice-President/Dean of Instructional Services, Dean of Academic Services, Director of Nursing]

Strategy 2.1.b. By Spring 2012, the college will focus on the expansion of the Graphic Design Program and facility [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 2.1.c. By Summer 2012, the college will based upon instructional program reviews, feasibility analyses and/or regional interest and support, prioritize the viability of strengthening the following programs: AgriBusiness, Automotive Technology, Human Services, Logistics and Materials Handling and Small Business Management [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Objective 2.2. By Fall 2015, the college will have assessed the need and developed new vocational programs in response to market demand. [Vice-President/Dean of Instructional Services, Academic Planning Committee, Dean of Academic Services]

Strategy 2.2.a. By Spring 2013, the college will in partnership with BLM/USFS/CalFire to conduct a feasibility study for a Resource Management program. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Director of Fire Technology]

Strategy 2.2.b. By Spring 2013, the college will conduct a feasibility study for a Logistics/Materials Handling program. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 2.2.c. By Spring 2014, the college will conduct a feasibility study to re-instate the Construction Technology program. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Vocational/Technical Division Chair]

Strategy 2.2.d. By Spring 2014, the college will conduct a feasibility study for an expanded Agriculture program to include Vet-Tech and Plant Science. Vice-President/Dean of Instructional Services, Dean of Academic Services, Vocational/Technical Division Chair]

Strategy 2.2.e. By Spring 2015, the college will conduct a feasibility study for an expanded Allied Health program to include Dental Hygiene. Vice-President/Dean of Instructional Services, Dean of Academic Services, Vocational/Technical Division Chair]

Strategy 2.2.f. By Spring 2015, the college will conduct a feasibility study for Alternate Energy and renewable energy programs. Vice-President/Dean of Instructional Services, Dean of Academic Services, Vocational/Technical Division Chair]

Strategy 2.2.g. By Spring 2016 the college will conduct a feasibility study for an expanded Allied Health program to include Pharmacy Technician. Vice-President/Dean of Instructional Services, Dean of Academic Services, Vocational/Technical Division Chair]

Objective 2.3. By Fall 2012, the college will be the principal provider of expanded Contract Education and Community Service in our region. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Division Chairs]

Strategy 2.3.a. By Summer 2011, the college will analyze enrollment patterns that justify the transition of existing credit bearing, apportionment supported courses to community service offerings and begin to implement the transition in 2011-2012 course schedule. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Division Chairs]

Strategy 2.3.b. By Summer 2012, the college will create a structure within the college that will oversee the development of a robust community service plan. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Division Chairs]

Strategy 2.3.c. By Summer 2012, the college will Implement the plan/develop community service schedule. [Vice-President/Dean of Instructional Services, Dean of Academic Service, Division Chairs]

Strategy 2.3.d. By Fall 2013, the college will have conducted an assessment of training needs among government workers at the city and county level for inclusion in the Contract Education Plan. [[Vice-President/Dean of Instructional Services, Dean of Academic Service]

Strategy 2.3.e. By Fall 2013, the college will have completed the Contract Education Plan. [Vice-President/Dean of Instructional Services, Dean of Academic Service]

STRATEGIC GOAL THREE – STUDENT ACCESS: Provide a college environment that reaches-out-to and supports students, minimizes barriers, increases opportunity, and increases success through access and retention.

Objective 3.1. By Spring 2012, the college will maximize the student experience. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Division Chairs]

Strategy 3.1 .a. By Spring 2012, the college will encourage and support increased faculty/student, student/student interactions outside of the classroom. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 3.1 b. By Spring 2012, the college will employ communication strategies in order to inform and to engage students in the life of the college. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Dean of Student Services]

Strategy 3.1.c. By Summer 2012, the college will convert its “traditional/print library” to a virtual, paperless, digital library that better meets students’ needs for information, bibliographic instruction and access to thousands of online journals, magazines, newspapers, books, images, music, videos, etc. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Objective 3.2. By Spring 2013, the college will initiate steps to improve access for under-represented students. [Dean of Student Services]

Strategy 3.2.a. By Spring 2012, the college will update the Student Equity Plan. [Dean of Student Services]

Strategy 3.2.b. By Spring 2013, the college will assess and implement steps to increase student access and the actual awarding of financial aid. [Dean of Student Services, Director of Financial Aid]

Objective 3.3. By Fall 2014, the college will provide student access through a variety of offerings in the available distance education modalities. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Division Chairs]

Strategy 3.3.a. By Fall 2012, the college will provide for training on delivery methods in the *Center for Excellence in Learning and Teaching*. [Dean of Academic Services, Human Resource Manager]

Strategy 3.3.b. By Spring 2013, the college will develop a distance education plan to include the development and implementation of consistent standards and practices for faculty engaging in alternate modes of instruction. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Human Resource Manager, Division Chairs, Academic Senate]

Objective 3.4. By Fall 2012, the college will make progress toward the elimination of physical barriers and provision of assistive technologies in order to provide for ADA compliance. [Dean of Administrative Services, Dean of Student Services, Facilities Planning Committee, Student Services Planning Committees]

Strategy 3.4.a. By Fall 2011, the college will fill the deep cracks in the Gym parking area in order to meet ADA compliance. [Director of Facilities]

Objective 3.5. By Fall 2013, the college will, if feasible, offer educational offerings in outreach areas (Alturas, Bieber, Herlong, Westwood, etc.). [Vice-President/Dean of Instructional Services, Dean of Academic Services, Academic Planning Committee]

Strategy 3.5.a. By Summer 2013, the college will commit to a comprehensive market study to determine educational program needs for the outreach areas (Alturas, Bieber, Herlong, Westwood, etc. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Objective 3.6. By Fall 2013, the college will increase capability to perform student services activities online (e.g., application, counseling, registration, payment, financial aid, instruction, research, grades, transcripts, alumni relations, giving). [Dean of Academic Services, Dean of Student Services, Institutional Technology Planning Committee]

Strategy 3.6.a. By Summer 2011, the college will implement CCCApply, online attendance accounting and grade input. [Dean of Academic Services, Dean of Student Services, Institutional Technology Planning Committee]

Strategy 3.6.b. By Summer 2012, the college will improve technology services in Admissions and Records, Financial Aid and Counseling. [Dean of Academic Services, Dean of Student Services, Institutional Technology Planning Committee]

Objective 3.7. By Fall 2013, the college will leverage technology to achieve paperless offices and workflows through document imaging and electronic document filing system. [Dean of Academic Services, Institutional Technology Planning Committee]

Strategy 3.7.a. By Summer 2012, the college will purchase imaging software and scanners. [Dean of Academic Services, Institutional Technology Planning Committee]

STRATEGIC GOAL FOUR – RESOURCE DEVELOPMENT: Develop and manage human, physical, technological and financial resources to promote growth and to effectively support the learning environment.

Objective 4.1. By Fall 2015, the college will design, implement, evaluate and modify an ongoing professional development program. [Human Resource Manager]

Strategy 4.1.a. By Fall 2011, the college will publish a training calendar outlining professional development opportunities. [Human Resource Manager, Human Resources Planning Committee]

Strategy 4.1.b. By Fall 2011, the college will publish a *Classified Handbook*. [Human Resource Manager]

Strategy 4.1.c. By Fall 2011, the college will develop technology training to support a *Center for Excellence in Learning and Teaching*. [Academic Senate, Human Resource Manager]

Strategy 4.1.d. By Fall 2011, the college will develop a training program for WEAVEOnline. [Dean of Academic Services, Human Resource Manager, Institutional Technology Committee]

Strategy 4.1.e. By Fall 2012, the college will conduct a needs assessment for: (1) an LCCD Orientation Program for new faculty and staff, and a (2) mentoring program for incumbent faculty and staff as a basis for designing a phased professional development program (including professional development needs included in master planning documents, e.g., college safety, security and operations, policies and procedures, teamwork and respect, technology, ITV, and assessment of student learning across the college experience). [Human Resources Manager, Human Resources Planning Committee, Dean of Academic Services]

Strategy 4.1.f. By Spring 2013, the college will pilot Phase I of the phased professional development program for faculty and staff developed from the needs assessment. [Human Resource Manager, Human Resources Planning Committee]

Strategy 4.1.g. By Fall 2013, the college will evaluate Phase I and design Phase II of the phased professional development program for faculty and staff. [Human Resource Manager, Human Resources Planning Committee]

Strategy 4.1.h. By Spring 2014, the college will pilot Phase II and design Phase III of the phased professional development program for faculty and staff. [Human Resource Manager, Human Resources Planning Committee]

Strategy 4.1.i. By Spring 2014, the college will provide professional development to support Construction Technology, Agriculture and Vet-Tech. [Human Resource Manager, Human Resources Planning Committee]

Strategy 4.1.j. By Fall 2014, the college will pilot and evaluate Phase III of the phased professional development program for faculty and staff. [Human Resource Manager, Human Resources Planning Committee]

Strategy 4.1.k. By Spring 2015, the college will provide professional development to support Allied Health programs. [Human Resource Manager, Human Resources Planning Committee]

Objective 4.2. By Spring 2014, complete baseline measurement and complete two assessment cycles of non-instructional program student learning outcomes leading to effective program reviews. [Dean of Academic Services]

Strategy 4.2.a. By Fall 2012, the college will establish student learning outcomes for all non-instructional program areas with specific strategies for assessing the student's outcomes. [Dean of Student Services, Dean of Administrative Services, Dean of Academic Services]

Strategy 4.2.b. By Summer 2013, the college will have completed the second assessment cycle for non-Instructional student learning outcomes for all student services program areas [Dean of Student Services, Dean of Administrative Services, Dean of Academic Services]

Objective 4.3. By Fall 2015, the college will provide improved classroom technology capabilities appropriate to curricula [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 4.3.a. By Fall 2011, the college will implement a Data Center Refresh to assure adequate and sustainable network infrastructure. [Dean of Academic Services, Institutional Technology Committee]

Strategy 4.3b By Fall 2011, the college will define and implement ongoing refresh plan for desktops, servers (priority, frequency, funding) [Dean of Academic Services, Director of Facilities]

Strategy 4.3.c. By Fall 2011, the college will equip a *Center for Excellence in Learning and Teaching* that will support ongoing faculty training in the use of instructional technology aimed at optimizing the student learning. [Dean of Academic Services, Director of Facilities]

Strategy 4.3.d. By Spring 2012, the college will equip one of two computer labs. [Dean of Academic Services, Director of Facilities]

Strategy 4.3e. By Summer 2012, the college will equip at least eight instructional spaces with state of the art technology, to include second of two additional computer labs and converting classrooms as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability. [Dean of Academic Services, Director of Facilities]

Strategy 4.3f. By Spring 2013, the college will equip at least ten additional instructional spaces with state of the art technology, converting classrooms as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability. [Dean of Academic Services, Director of Facilities]

Strategy 4.3.g. By Summer 2013, the college will provide ongoing faculty training in the use of instructional technology aimed at optimizing the student learning experience. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Human Resource Manager]

Strategy 4.3g. By Spring 2014, the college will equip at least ten additional instructional spaces with state of the art technology, converting classrooms as appropriate into “smart” technology rich classrooms and building upon campus-wide wireless capability. [Dean of Academic Services, Director of Facilities]

Strategy 4.3.h. By Fall 2014, the college will implement scheduled routine technology refreshes for instructional spaces to assure ongoing state of the art technology. [Dean of Academic Services, Institutional Technology Planning Committee]

Objective 4.4. By Fall 2015, the college will assure that all infrastructures and facilities meet or exceed district baseline standards for capability, currency, optimal capacity usage and efficient operations with scheduled replacement dates. [Vice President/Dean of Instructional Services, Human Resource Manager, Director of Facilities, Facilities Planning Committee]

Strategy 4.4.a. By Fall 2011, the college will locate and prioritize funding to modernize the District's equipment & facilities. [Dean of Academic Services, Human Resource Manager, Director of Facilities, Facilities Planning Committee]

Strategy 4.4.b. By Fall 2011, the college will complete the purchase & installation of a Emergency Mass Communication System (EMCS) [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.4.c. By Spring 2012, the college will establish and annually review the District's Space Inventory and Utilization Report) [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Objective 4.5. By Summer 2013, the college will have leveraged existing infrastructures and facilities to support existing and expanding academic and student support services. [Vice President/Dean of Instructional Services, Human Resource Manager, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.a. By Fall 2011, the college will locate and equip a Basic Skills Collaboratory. [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.b. By Fall 2011, the college will locate and equip a Center for Excellence in Learning and Teaching. [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.c. By Spring 2012, the college will convert the "N" building to cold storage by relocating the Board Room and EOP&S. [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.d. By Spring 2012, the college will consolidate food services and the bookstore into the cafeteria and repurpose the cafeteria to become a "Student Center." [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.e. By Summer 2012, the college will complete the establishment of a Welcome and Support Center for Student Services. [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.f. By Spring 2012, the college will relocate and equip the restructured Nursing/Allied Health program. [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.g. By Summer 2012, the college will consolidate/centralize learning resource functions to maximize academic support for students' learning experiences (i.e., the Basic Skills Collaboratory, Learning Center, Library Learning Spaces and Tutoring). [Dean of Academic Services, Division Chairs]

Strategy 4.5.h. By Summer 2013, the college will complete the expansion of the Graphic Design facility. [Dean of Academic Services, Director of Facilities, Facilities Planning Committee]

Objective 4.6. By Spring 2015, the college will have maintained an annual prioritized list of facility IPR/NIPR requests. [Office of Instruction, Facility Planning Committee]

Strategy 4.6.a. By Spring 2012, the college will categorize and maintain a list of IPR/NIPR facility requests [Office of Instruction, Facility Planning Committee]

Objective 4.7. By Spring 2015, the college will have annually achieved *District Scheduled Maintenance Five-Year Plan* as scheduled. [Director of Facilities]

Strategy 4.7.a. By Spring 2012, the college will Implement the District's Scheduled Maintenance Five-Year Plan when funded (see Appendix A) [Director of Facilities]

Objective 4.8. By Fall 2016, the college will have hired or realigned existing full-time instructors and staff to provide sufficient depth and breadth to meet the institutional scheduling needs of realigned academic programs and delivery modes. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Human Resource Manager, Academic Planning Committee]

Strategy 4.8.a. By Spring 2012, the college will increase staffing for instructional support. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Human Resource Manager]

Strategy 4.8.b. By Spring 2014, the college will as informed by the Educational Master Plan, staff personnel in Construction Technology, Agriculture and Vet-Tech programs. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Human Resource Manager, Human Resources Planning Committee]

Strategy 4.8.c. By Spring 2015, the college will as informed by the Educational Master Plan, staff personnel Allied Health programs. [Vice-President/Dean of Instructional

Services, Dean of Academic Services, Human Resource Manager, Human Resources Planning Committee]

OBJECTIVES FOR GOAL FIVE –ORGANIZATIONAL EFFECTIVENESS:

Enhance organizational function in leadership, interaction, planning, and accountability to ensure responsive stewardship of public trust and resources.

Objective 5.1. By Fall 2014, the college will improve communication and coordination among all staff within and across areas. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Dean of Student Services, Dean of Administrative Services]

Strategy 5.1.a. By Fall 2011, the college will upgrade voice communications. [Dean of Academic Services, Dean of Administrative Services, Director of Facilities]

Strategy 5.1.b. By Fall 2011, the college will evaluate the wireless technology project. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Dean of Student Services, Dean of Administrative Services]

Strategy 5.1.c. By Fall 2012, the college will expand WebAdvisor functionality. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Dean of Student Services, Dean of Administrative Services]

Strategy 5.1.d. By Spring 2012, the college will maximize capacity in Datatel (eCommerce web-time entry). [Dean of Academic Services, Dean of Administrative Services]

Strategy 5.1.e. By Fall 2012, the college will maximize capacity in Datatel (Communication Management). [Dean of Academic Services, Dean of Administrative Services]

Strategy 5.1.f. By Fall 2013, the college will maximize capacity in Datatel (Degree Audit). [Dean of Academic Services, Dean of Student Services, Dean of Administrative Services]

Strategy 5.1.g. By Fall 2012, the college will implement WEAVEOnline. [Dean of Academic Services, Dean of Administrative Services]

Strategy 5.1.h. By Spring 2013, the college will establish an intranet for web-based communication. [Vice-President/Dean of Instructional Services, Dean of Academic Services, Dean of Student Services, Dean of Administrative Services]

Strategy 5.1.i. By Spring 2014, the college will institutionalize the use of WEAVEOnline. [Dean of Academic Services, Dean of Administrative Services]

Objective 5.2. By Summer 2013, the college will have on-demand analytic access to institutional data that guides decision-making while insulating the production transaction environment from contention risk. [Dean of Academic Services]

Strategy 5.2.a. By Spring 2012, the college will have implemented a protocol for requesting data, server reports, Datatel and report server access that enhances information access while assuring system security and attention to privacy protection. [Dean of Academic Services]

Strategy 5.2.b. By Summer 2012, the college will have refined and elaborated reports to optimize Key Performance Indicator and Performance Measurement inquiry in support of Program Review and Institutional Effectiveness. [Dean of Academic Services]

Objective 5.3. By Fall 2014, the college will achieve full Disaster Preparedness compliance [Director of Facilities]

Strategy 5.3.a. By Fall 2012, the college will create the Disaster Preparedness Plan (DPP) [Dean of Administrative Services, Director of Facilities]

Strategy 5.3.b. By Fall 2012, the college will secure and implement the Keenan and Associates disaster preparedness online training program & create a District-wide staff-training schedule [Human Resource Manager, Director of Facilities]

Strategy 5.3.c. By Fall 2014, the college will review the Disaster Preparedness Plan (DPP) and update as needed. [Dean of Administrative Services, Director of Facilities]

Objective 5.4. By Fall 2012, the college will ensure adequate administrative control of institutional assets, responsibilities and activities through formal plans, policies, and procedures. [Dean of Administrative Services, President's Cabinet, Consultation Council]

Strategy 5.4.a. By Fall 2011, the college will have formal business office and procurement policies and procedures that demonstrate compliance with relevant industry and legal standards. [Dean of Administrative Services, President's Cabinet]

Objective 5.5. By Summer 2012, the college will have reduced expenditure through automation, cost saving, restructure and outsourcing sufficiently to offset the reduction in revenues for 2011-2012. [Dean of Administrative Services, President's Cabinet]

Strategy 5.5.a. By Fall 2011, the college will realign administrative functions and consolidate functions in the Business Office and Office of Human Resources to achieve budget reduction. [Dean of Administrative Services, Human Resource Manager]

Strategy 5.5.b. By Fall 2011, the college will examine district policies around the book loan and rental program. [Dean of Administrative Services, Bookstore Manager]

Strategy 5.5.c. By Fall 2011, the college will reduce the residence hall services correspondent with the number of student residents. [Dean of Administrative Services]

Strategy 5.5.d. By Fall 2011, the college will convert Coppervale Skill Hill to a full community service facility. [Vice-President/Dean of Instructional Services, Dean of Administrative Services, Dean of Academic Services]

Strategy 5.5.e. By Fall 2011, the college will inventory, catalog and sell surplus items. [Vice-President/Dean of Instructional Services, Dean of Administrative Services, Dean of Academic Services]

Objective 5.6. By Fall 2015, the college will make the institutional research agenda of excellent decision support services and integrated Scholarship of Learning and Teaching services into one of the statewide models for effective research. [Vice-President/Dean of Instructional Services, Consultation Council, Dean of Academic Services]

Strategy 5.5.a. By Fall 2012, the college will secure both the human and technical resources to specialize in SLO assessment and the Scholarship of Learning and Teaching. [Dean of Academic Services]

Strategy 5.6.b. By Fall 2013, the college will create a data warehouse interface that is user friendly, intuitive and capable of fostering interest in the scholarship of learning and teaching. [Dean of Academic Services]

Strategy 5.6.c. By Fall 2012, the college define an annual data-gathering regimen for student services. [Dean of Academic Services, Dean of Student Services]

Strategy 5.6.d. By Fall 2014, the college will create a model of institutional research that is portable and viable to other community colleges. [Dean of Academic Services]

Objective 5.7. By Summer 2012, the college will utilize the annual Student Services programs and staffing review cycle to make recommendations for departmental changes to improve LCC's service to students. [Dean of Student Services]

Strategy 5.7.a. By Summer 2012, the college will complete the first annual Student Services programs and staffing review process and evaluate the results implemented as a result of that cycle. [Dean of Student Services]

Objective 5.8. By Fall 2012, the college will complete a comprehensive review of student services processes, administrative procedures and Board policies looking for opportunities to automate those processes. [Dean of Student Services]

Strategy 5.8.a. By Summer 2012, the college will complete the first annual comprehensive review of student services processes, administrative procedures and Board policies and evaluate those processes automated as a result of the review. [Dean of Student Services]

Objective 5.9. By Spring 2014, the college will have completed and submit the 2014 Self- Study to the Accrediting Commission. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

Strategy 5.9.a. By Summer 2012, the college will conduct and compile results from the second student as well as faculty and staff surveys to be utilized in the development of the accreditation self-study. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

Strategy 5.9.b. By Summer 2012, the college will identify the structure and key responsible individuals in order to develop the draft self-study. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

Strategy 5.9.c. By Summer 2013, the college will conduct and compile results from the third student as well as faculty and staff surveys to be utilized in the development of the accreditation self-study. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

Strategy 5.9.c. By Summer 2013, the college will complete the draft self-study for refinement and constituent group review Fall 2013. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

STRATEGIC GOAL SIX – *COMMUNITY LEADERSHIP*: Provide an environment that supports, partners and leads in the development and implementation of community initiatives.

Objective 6.1. By Fall 2015, the college will be recognized as a cultural, civic and social leader in the High Sierras. [Superintendent/President, Dean of Student Services, Vice-President/Dean of Instructional Services]

Strategy 6.1.a. By Fall 2013, the college will have initiated a Community Lecture Series. [Vice-President/Dean of Instructional Services, Dean of Student Services]

Strategy 6.1.b. By Summer 2013, the college will determine the feasibility of developing community service curriculum consistent with the recommendations from the non-instructional program review with particular attention to Fine Arts. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 6.1.c. By Summer 2013, the college will consider offering an expanded menu of community service courses in the areas of taxation, business, creative and technical

writing, grant-writing and resource development, first-aid, art, and fitness. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 6.1.d. By Spring 2012, the college will assure a vital Web presence (Portal implementation). [Vice-President/Dean of Instructional Services, Dean of Student Services, Dean of Academic Services]

Objective 6.2. By Fall 2014, the college will double the number of partnerships with educational, business, government and community entities, which lead to educational, economic and workforce development. [Superintendent/President, Vice-President/Dean of Instructional Services]

Strategy 6.2.a. By Fall 2011, the college will complete the development of Lassen Pathways that enables high school students to concurrently complete their high school diploma and transferable general education coursework. [Vice-President/Dean of Instructional Services, Academic Planning Committee]

Strategy 6.2.b. By Spring 2012, the college will implement an annual College and Career Day. [Vice-President/Dean of Instructional Services, Dean of Academic Services]

Strategy 6.2.c. By Summer 2013, the college will develop technology partnerships with area agencies and private industry. [Superintendent/President, Dean of Academic Services]

2011-2012 Action Plan - 19 Strategies

EMP/SSMP	<p>Transfer by Design:</p> <ul style="list-style-type: none"> Assure basic skills, general education and career and technical education course offerings reflect the needs of students desiring to transfer to a four-year college or enter a career. Strengthen the Basic Skills program by establishing the Basic Skills Collaboratory and expanding the number of qualified Basic Skills instructors as well as enhancing faculty skills in teaching developmental students. Assure effective and data-informed course scheduling that builds upon articulation agreements and promotes seamless and timely completion of educational goals. Market "Transfer by Design" internally and in outreach efforts to the community.
EMP	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> Faculty, who have implemented course changes as a consequence of assessment results for student learning outcomes, will have evaluated the impact of those changes
EMP	<p>Maximizing the Student Experience:</p> <ul style="list-style-type: none"> Encourage and support increased faculty/student, student/student interactions outside of the classroom Employ communications strategies in order to inform and engage students in the life of the college Convert traditional/print Library to virtual, paperless, digital library that better meets students' needs
EMP/SSMP	<p>Lassen Educational Collaborative:</p> <ul style="list-style-type: none"> Complete the development of Lassen Pathways, that enables high school students to concurrently complete their high school diploma and transferable general education coursework Implement an annual College and Career Day
EMP	<p>Strengthening/Enhancing Existing Programs:</p> <ul style="list-style-type: none"> Determine the future of Allied Health programs at the college, including the development of an RN Bridge Based upon instructional program reviews, feasibility analyses and/or regional interest and support, prioritize the viability of strengthening the following programs: Agri Business, Automotive Technology, Human Services, Logistics and Materials Handling and Small Business Management
EMP	<p>Community Service Programs:</p> <ul style="list-style-type: none"> Analyze enrollment patterns that justify the transition of existing credit, apportionment supported courses to community service classes and begin to implement the transition in 2011-2012 course schedule Create a structure within the college that will oversee the development of a robust community service program Implement the plan/develop community service class schedule
SSMP	<p>Program Review:</p> <ul style="list-style-type: none"> Complete the third assessment cycle for Non-Instructional student learning outcomes for all program areas
SSMP	<p>Early Alert:</p> <ul style="list-style-type: none"> Using research to evaluate the effectiveness of the Early Alert Interventions verify that they helped LCC to improve student success in Course/Certificate/Degree completion rates by 10%
SSMP	<p>Student Services Success Strategies:</p> <ul style="list-style-type: none"> Implement a set of success oriented strategies that tailor counseling, orientation, and first year experiences to each student's needs
SSMP/ITMP	<p>Student Services Technology:</p> <ul style="list-style-type: none"> Improve technology services in Admissions and Records, Financial Aid and Counseling
SSMP	<p>Student Services Research:</p> <ul style="list-style-type: none"> Define an annual data-gathering regimen for student services.
ITMP/FMP	<p>Instructional Technology:</p> <ul style="list-style-type: none"> Equip eight of instructional spaces with state of the art technology, to include two additional computer labs and converting classrooms as appropriate into "smart" technology rich classrooms and building upon campus-wide wireless capability
ITMP	<p>Institutional Infrastructure;</p> <ul style="list-style-type: none"> Define and implement ongoing refresh plan for desktops, servers (priority, frequency, funding) Upgrade voice communications (VOIP phone system) Maximize capacity in Datatel (eCommerce, web-time entry) Evaluate the wireless technology project Assure a vital Web presence (Portal implementation)
FMP	<p>ADA Compliance:</p> <ul style="list-style-type: none"> Fill the deep cracks in the Gym parking area in order to meet ADA compliance.
FMP	<p>Emergency Mass Communication System:</p> <ul style="list-style-type: none"> Complete the purchase and installation of an Emergency Mass Communication System (EMCS)
IPMP/FMP	<p>Leveraging Existing Facilities:</p> <ul style="list-style-type: none"> Identify location and equip: Basic Skills Collaboratory, Center for Excellence in Learning and Teaching, Student Center, Student Services Welcome Center, Board Room
HRMP	<p>Training:</p> <ul style="list-style-type: none"> Provide for training on delivery methods in the Center for Excellence in Learning and Teaching
HRMP	<p>Administrative Procedures:</p> <ul style="list-style-type: none"> Publish Classified Handbook
EMP/HRMP	<ul style="list-style-type: none"> Increase staffing for Basic Skills instruction and instructional support

Section IV – Five Master Plans

1. Educational Master Plan and Academic Staffing Plan

I. INTRODUCTION

From its establishment in 1925, Lassen Community College has provided a balance of educational program offerings. Beginning in 1935 with the Forest Technology program, the college has developed and revised a mix of academic and vocational programs appropriate to the mission of California Community Colleges. Originally built as one of the state's "small but necessary" campuses, the college successfully provides comprehensive educational programs in spite of its small size.

The college is committed to providing quality education offerings that meet the diverse needs of its student population. The college currently offers thirty (30) associate degrees, eighteen (18) certificates of achievement, and eleven (11) certificates of accomplishment within sixteen (16) credit programs. Additionally, the college provides basic skills instruction in writing, reading and mathematics. The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, is responsible for insuring the integrity and quality of Lassen Community College curriculum and programs.

The college offers academic associate degrees in: Natural Science, Physical Education, Social Science and University Studies (Administration of Justice, Agriculture, Allied Health, Art, Biological Science, Business, Child Development, Humanities, Mathematics/Physical Science, Natural Science and Social Science). The associate degrees offered in vocational specializations are Accounting, Administration of Justice, Agriculture Science and Technology, Automotive Technology, Childhood Development, Correctional Science, Drug and Alcohol Paraprofessional, Fire Technology, Firearms Repair, General Gunsmithing, Journalism, Human Services, Office Administrative Assistant, Vocational Nursing, and Welding Technology. In 2009-2010, 153 associate degrees, 104 certificates of achievement and 31 certificates of accomplishment were awarded.

II. ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, comprised of division chairs, the lead counselor, the instructional dean and associate instructional dean, dean of student services, curriculum committee representative, and office of instruction executive assistant is charged with the responsibility of addressing instructional planning needs for the college. The committee develops the Educational Master Plan and meets to discuss and make recommendations regarding present and future needs to sustain academic excellence.

Guided by the mission statement and strategic goals approved by the Governing Board, the Academic Planning Committee relies on recommendations from instructional program reviews to inform the development of the Educational Master Plan. The 2011 -2016 plan is derived from recommendations found in the following instructional program reviews: 2004 – Human Services; 2004- Fine Arts- Music; 2007 – Liberal Arts; 2007-Work Experience; 2008- Fine Arts- Art; 2008- Automotive

Technology; 2009 – Basic Skills; 2009 – Developmental Studies; 2009 – Fire Technology, 2009 – Gunsmithing; 2009 – Journalism; 2009 – Welding Technology; 2010 -Natural Science/Mathematics; 2010 -Physical Education; 2010- Administration of Justice/Correctional Science; 2010- Business; 2010 Child Development and 2010 Licensed Vocational Nursing . Additionally information from the 2002 Library/Learning Resources Non-instructional Program Review is included.

The Educational Master Plan consists of five Annual Action Plans covering each Academic Year from 2011-2012 to 2015-2016. The Annual Action Plans are reviewed and updated annually in the fall term. The five-year plan is presented to Consultation Council by the Academic Planning Committee for approval, prior to informing the development of the Facilities, Institutional Technology, Human Resources and Student Services Master Plans in the subsequent spring term.

ACADEMIC PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the 2010-2011 Academic Planning Committee:

Sandy Beckwith - Lead Counselor (effective Spring 2011)
Irving Berkowitz - Vice-President/Dean of Instructional Services
Tina Bishop - Lead Counselor (Fall 2010)
Carie Camacho - Division Chair, Liberal Arts
Kayleigh Carabajal - Associate Dean of Instructional Services
Marshel Couso - Office of Instruction Executive Assistant I (management)
Noelle Eckley - Division Chair, Mathematics/Science/Business I (effective Spring 2011)
Brian Gosney – Representative from the Curriculum/Academic Standards Committee (Counselor)
Cary Templeton - Dean of Student Services
Brian Wolf - Division Chair, Career/Technical/Health/Physical Education

III. 2011-2016 ACADEMIC EXPECTATIONS AND STANDARDS

Expectation 1: Student Success

Standards:

- Student Learning Outcome Assessment at the level of courses, certificates, degrees, general education areas and institution
- Student Attainment of Educational Goal

Expectation 2: Academic Excellence

Standards:

- Up-to-Date Curricular Content
- Highly Qualified Faculty
- Full-time/Part-time Faculty Ratio 75/25
- Innovative Technology-Enhanced Instruction

Expectation 3: Enrollment Stability

Standards:

- Enrollment Target – CAP plus funded growth plus 2% (1807 FTEs) – to be determined for subsequent years
- Future FTES targets to be tied to clear, consensually valid criteria (e.g. student success, transfer by design, etc.) institutional vision, and a diverse, efficient, sustainable and mission-centric portfolio of classes

Expectation 4: Mixture of Delivery Modalities

Standards:

- Expanded Variety of Distance Education (hybrid, online, Podcasts, etc.)
- Reduction of Correspondence Delivery
- Expand on campus learning opportunities for students
- Transitioning of selected apportionment supported enrichment classes to self-sustaining community service offerings

ACADEMIC STAFFING PROPOSAL 2011-2012 (recommended staffing positions in priority order)

1. Hire on full-time English Instructor (emphasis in Basic Skill English) (Fall 2011)
2. Maintain the equivalent of four FTE instructors in Mathematics (Fall 2011)
3. Increase Gunsmithing Instructional Aide from full-time ten month to full-time twelve month employee (Fall 2011)
4. Add full-time instructional support specialist/administrative assistant support for Correspondence Office (Fall 2011)
5. Add full-time instructional support specialist/administrative assistant support for Basic Skills/Developmental Studies (Fall 2011)
6. Add full-time instructional support specialist for Science/Mathematics-Science Computer Lab (Spring 2012)
7. Replace full-time Physical/Biological Science Instructor – individual retired Spring 2010– (part-time pool weak in these disciplines) -[2010 Natural Science/Mathematics IPR recommendation] (Spring 2012)
8. Replace Social Science Instructor (emphasis in History/Political Science/Humanities) – individual retired December 2010 combine with previous retired Humanities instructor (part-time pool weak in these disciplines)

9. Hire a full-time Director of Nursing /Instructor Position (time needed to manage program, find clinical sites and instruct in program) [2010 Nursing IPR recommendation]
10. One full-time Automotive Technology Instructor – individual retired 2007 (2008 Automotive Technology IPR recommendation # 1)
11. Add one full-time Fire Technology Instructor (2009 Fire Technology IPR)—new position - The new Fire Technology program was approved by the Chancellor’s Office Fall 2007
12. Replace full-time Psychology Instructor—individual retired Spring 2010
13. Add one full-time Nursing Instructor (2010 LVN IPR recommendation)

2. Student Services Master Plan

I. INTRODUCTION

The Student Services Master Plan was reviewed by the Student Services Management group and then also reviewed by the Student Services Planning Committee. The plan was then forwarded to the Consultation Council for inclusion in the Comprehensive Institutional Master Plan.

Student Services Vision: Lassen Community College will provide comprehensive services leading students to success as whole persons.

Student Services Emphasis: Lassen Community College seeks to help students develop as whole persons with a balanced approach to human growth in four areas:

- Mental- Quality and challenging academics leading to academic growth and solid vocational preparation
- Physical- Choosing healthy ways of living, physical health and fitness programming, active campus student life offering a variety of activities catering to students interests and abilities
- Intrapersonal- Introspective self-assessment and counseling using a variety of themes and non-credit workshops aimed at assisting the student to choose both academic areas of study and career pathways commensurate with their personal strengths, talents, personality traits, values, intelligence types (both emotional and mental), interests, etc.
- Interpersonal- Skills based on healthy ways of interacting with others delivered through non-credit workshops and special speaker seminars, intrusive student life interventions, student discipline based on solid conflict management and peace making strategies.

Key Components for Student Support Services

- Matriculation
 - Registration Support Services
 - Assessment and Advising
 - Orientation and Bridge Programming
 - Academic Support Services/Supplemental Instruction/Tutoring
 - Early Warning and Retention Alert Systems
- Counseling and Guidance
- Career Center-Workstudy, CalWORKS and Work Experience Referral
- Articulation
- Transfer Readiness
- Programs for Targeted Populations
 - Disabled Students Programs and Services
 - CalWORKS
 - Extended Opportunities Programs and Services/CARE
 - Child Development Center

- Kinship Care
- Independent Living Program
- Student Enrollment Services
 - Admissions, Orientation, FAFSA processing and the Welcome/Support Center
 - Athletic Eligibility
 - Records and Attendance Accounting
 - System Analysis
- Financial Aid
 - Aid Processing and FAFSA processing
 - Loan Processing
 - VA Benefits
 - Federal Work Study Processing
 - Scholarship Processing
- Student Leadership and Governance
 - Associated Student Body
 - Club Leadership
- Residential/Student Life and Activities
- Student Recognition Programming
 - Phi Theta Kappa National Honor Society
 - Annual Student Achievement Awards
 - Honors Lists (Deans, VP, Presidents)
- Outreach Services
 - College and Career Fairs
 - Pre K-12 School Relations
 - Advertising semester registration schedules
 - Reg To Go program Coordination
 - County Fair Coordination
 - Acoustic Café and Summer Nights on the Green
- Health Services

II. STUDENT SERVICES PLANNING COMMITTEE

The following individuals served as members of the 2010-11 Student Services Planning Committee:

- Dr. Irving Berkowitz – Vice-President/Dean of Instructional Services
- Jennifer Bird – Classified
- Noelle Eckley – Faculty
- Toni Gomez – Student
- Tena Rulofson – Management
- Janna Sandahl – Classified
- Cary Templeton, Dean of Student Services
- Jerry Thao – Faculty
- Glen Yonan - Faculty

III. 2011-2016 STUDENT SERVICES EXPECTATIONS AND STANDARDS

Expectation 1: Provide services to students treating the student as a whole person
(The mental/cognitive, the social/interpersonal, the intrapersonal and the physical aspects of personhood)

Standards:

- Welcome signage and enhanced Campus Commons/Cougar's Corner
- Welcome/Support Center for Orientation, registration, FAFSA support and other service supports
- Assessment and use of multiple measures for placement
- Orientation programming delivered online (limited group orientations)
- Financial Aid seminars
- Loan entrance and exit interviews
- One-on-one and group help with FAFSA processing
- Special programs for high need students and first time to college students
- Counseling services and educational planning,
- Referral services for serious emotional support needs
- Referral for almost all health issues
- Academic planning and advising
- Transfer assistance, help with applications, transfer tours of other campuses
- Health Insurance safety net limited coverage
- Work Study programs/jobs on campus and referral to off campus options
- Student leadership development

Expectation 2: Provide evidence that guarantees policies that support open access

Standards:

- Review of open access data to ensure fair methods of student evaluation, entrance criteria, assessment testing, etc.
- Review of the Lassen Community College Student Equity Plan on regularly scheduled intervals.

Expectation 3: Proactively provide student services anticipating the needs students

Standards:

- Rules for advising, counseling that exceed Title V minimum conditions
- Instructional and Non-Instructional program reviews on a regular basis to ensure services are meeting needs.
- Annual Student Body survey
- Staff, faculty and manager performance evaluations

Expectation 4: Partner with students to help them identify their strengths and live up to their potential

Standards:

- Seminars and topical information programs lead by various staff and faculty.
- Career assessment, advisement and counseling during CG 1
- Student leadership development programs
- Academic achievement and awards
- Phi Theta Kappa honors society
- Student success seminars
- Tutoring, basic skills collaboratory, learning center support, EOPS/CARE, DSPS accommodations
- Satisfactory academic progress monitored and students placed on probation contracts
- Student discipline

The Institutional Approach

- Academics, advising, counseling, and student life will be focused on whole person student development and success both in and out of classroom. LCC will have a commitment to strengths based counseling and advising.
- An institutional commitment to student learning. Additional integration with the learning resource center, faculty, tutoring, retention support services, early alert notification of student duress, student achievement and satisfaction survey information gathered for assessment purposes.
- An institutional understanding of the force field student success model with a commitment to reduce barriers to student success throughout the institution.
- An institutional commitment to use technology effectively in all forms of student services including registration, orientation, academic advising, financial aid processing and notification, grading and attendance accounting, payment of fees and providing a student friendly web portal to access student records.

Institutional Technology Master Plan

I. INTRODUCTION

Lassen Community College strives to use technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college staff. The college maintains a full spectrum of technology infrastructure and services, including domain servers, switched fiber network, e-mail hosted by LCOE, stand alone telephone system including voice mail, fully-equipped desktops for all staff as well as student labs, configurable anti-virus and anti-spam services, and public Web pages. An integrated administrative software suite, Datatel Colleague, provides functionality in HR, Finance, and Student applications, and includes a Web self-service interface. A Learning Management System platform (Moodle) is remotely hosted. Instructional media (projectors, DVD, overhead) are available in some classrooms.

The Research, Planning and Information Services (RPIS) Department, formerly Information Technology (IT) was reconfigured during the last academic year and future changes are anticipated. Currently RPIS consists of three staff: two Information Technology Specialists supporting servers, network, phones, and desktops and one Programmer/Analyst supporting Datatel (currently vacant) and a Systems Analyst. Other technology support functions are contracted externally e.g., Web page maintenance and Datatel updates.

The college-wide Institutional Technology Committee, comprised of members from each constituent group, is charged with the responsibility of addressing institutional technology needs. The Committee develops the Institutional Technology Master Plan and meets to discuss and make recommendations regarding present and future technology needs. Operational technology decisions are also based on RPIS Department advice and deliberations. The RPIS Department is subject to the Non-Instructional Program Review (NIPR) cycle, with the last full review conducted in 2010-2011.

The plan focuses on the alignment of institutional technology with curricular needs as outlined in the Educational Master Plan, the ongoing assessment of current technological requirements, oversight and direction of the WebAdvisor interface, periodic review of the Lassen Community College website in an effort to ensure that student needs are being met, and prioritization of technology initiatives with emphasis given to meeting students' needs in the classroom and to attracting new students.

II. INSTITUTIONAL TECHNOLOGY PLANNING COMMITTEE

The following individuals served as members of the 2010-2011 Institutional Technology Planning Committee:

- Terry Bartley (Management) – Staff Accountant/Manager, Business Office
- Kayleigh Carabajal (Administration) –Executive Director, RPIS and Associate Dean of Instructional Services
- Michael Giampaoli (Faculty) – Art

- Logan Merchant (Classified) – Information Technology Specialist (Server/Network), Information Technology
- Robin Padgett (Management) – Job Placement Specialist, CalWORKS
- Richard Swanson (Faculty) – English
- Elaine Theobald (Classified) – Information Technology Specialist (Desktop), Information Technology
- Jackson Ng (Faculty) – Mathematics (alternate member)
- Shawn Hubbard – Associated Student Body

III. 2011-2016 INSTITUTIONAL TECHNOLOGY EXPECTATIONS AND STANDARDS

Expectation 1: Systems Assurance

Standards:

- Life-cycle management
- Emergency preparedness
- Policies and procedures to protect assets

Expectation 2: Organizational Effectiveness and Efficiency

Standards:

- Quality data
- Unified communications and access
- Document management
- Online services and tools
- Training
- Policies and procedures to simplify use
- Reporting compliance

Expectation 3: Student Excitement

Standards:

- Computing capabilities that enrich student learning and experience
- Online services capacity
- Online learning and media capacity

3. Facilities Master Plan

I. INTRODUCTION

The main campus consists of 248,195 square feet of space divided among fifteen buildings, four re-locatable buildings and nineteen outbuildings located on approximately 184 acres. All programs and services are housed in buildings designed for, or appropriate to their use with the exception of the Nursing Program. The Nursing Program is housed in a re-locatable building scheduled for removal through the Capital Outlay Program. In addition to classrooms, laboratories and offices, the college has a 130-bed dormitory, a library, cafeteria, several computer rooms, and a large gymnasium. The main campus maintains an all-weather running track, a softball facility, thirty-horse stables, an agricultural production facility and a complete rodeo arena. Lassen maintains a lease to operate the Coppervale Ski Hill fifteen miles west of the main campus. That facility is used for both ski instruction and public recreation. Lassen also maintains a lease with the City of Susanville Parks and Recreation District for the use of a baseball field.

The Director of Facilities is responsible for the physical plant. The Maintenance and Operations staff consists of four maintenance specialists; one five-month grounds maintenance person, one full-time classified custodial lead person, and three full-time custodians.

II. FACILITIES PLANNING COMMITTEE

The following individuals served as members of the 2010-2011 Facilities Master Planning Committee:

- Shelly Baxter – Management (alternate)
- Frances Beaujon – Management
- Dr. Irving Berkowitz, Vice President/Dean of Instructional Services
- Ross Brosius- Faculty
- Patrick Clancy – Classified
- Kory Konkol – Faculty (alternate)
- Sue Murchison - Classified
- Eric Rulofson - Management
- Ross Stevenson – Faculty
- Cary Templeton, Dean of Student Services

III. 2011-2016 FACILITIES EXPECTATIONS AND STANDARDS

Expectation 1: Provide beautiful, clean well maintained grounds

Standards:

- Use water conservation practices
- Create low maintenance xeroscaping
- Provide adequate resources to maintain campus cleanliness
- Reduce the overall carbon footprint of the college
- Promote a healthful college environment

Expectation 2: Provide a safe and secure campus

Standards:

- Maintain adequate exterior lighting
- Maintain the security of District assets
- Maintain safe walkways and parking access in inclement weather
- Maintain and provide campus security systems

Expectation 3: Provide barrier free access to campus facilities

Standards:

- Ensure all new construction and major remodels include barrier free access
- Assure campus access and navigation

Expectation 4: Optimize the utilization of campus space

Standards:

- Integrate planning, utilization and communication
- Maintain facilities for optimal energy and personnel efficiency

4. Human Resources Master Plan

I. INTRODUCTION

The Office of Human Resources is a service area of the college designed to meet the administrative functions of hiring, evaluation, and compliance with local, state, and federal regulations. Toward this end, the Office of Human Resources is a service enterprise, establishing and facilitating the processes that assist staff in completing their responsibilities.

Within the scope of Human Resources, the college is committed to supporting the academic mission by:

1. hiring an effective faculty and staff which is representative of the diversity found throughout California and, especially, among the students of Lassen Community College
2. assuring faculty and staff are well prepared for success including changing needs for professional development, and
3. promoting a culture of teamwork and respect

The central focus of all activities supporting human resource development is student success.

II. HUMAN RESOURCES PLANNING COMMITTEE

The following individuals served as members of the 2010-2011 Human Resources Planning Committee:

- David Burris, Executive Director of Human and Support Services
- Susie Hart -Confidential
- Sandy Jonas - Classified
- Mark Nareau - Faculty
- Vickie Ramsey - Confidential
- Kam Vento - Faculty
- Tami Wattenberg - Classified

III. 2011-2016 HUMAN RESOURCES EXPECTATIONS AND STANDARDS

Expectation 1: Support Lassen Community College's academic mission

Standards:

- Inclusive of all LCC employees
- Aligned with Educational Master Plan

Expectation 2: Promote a culture of respect

Standards:

- Aimed at developing relationships
- Fosters respect and feeling of value
- Includes a variety of meaningful and interactive professional development events
- Teamwork oriented

Expectation 3: Planned and outcome-oriented

Standards:

- Promotes individual, group, and institutional effectiveness
- Advance planning
- Accountable