

LASSEN COMMUNITY COLLEGE
COMPREHENSIVE INSTITUTIONAL MASTER PLAN

“Keeping an Eye on the Future”



2010-2015

TABLE OF CONTENTS

I.	Introduction	
	1. Brief History of the College	3
	2. Abstract of the Planning Process	4
	3. Implementation and Evaluation of Institutional Planning	6
	4. Overview of Comprehensive Institutional Master Plan Development	7
II.	Institutional Section - Strategic Plan	
	1. Mission Statement.....	8
	2. Vision Statement	8
	3. Values Statement	9
	4. Common Planning Terms and Definitions	10
	5. Institutional Strategic Goals	11
	6. Background Research/Data Collection	12
	1. External Resources.....	12
	2. Internal Resources	12
	7. Strategic Plan Preparation	14
	8. Strategic Planning Committee Membership	14
III.	Objectives, Strategies and 2010-2011 Action Plan.....	15
	1. Goal One- Student Success.....	15
	2. Goal Two- Responsive Curricula.....	17
	3. Goal Three- Student Access.....	20
	4. Goal Four- Resource Development.....	22
	5. Goal Five- Organizational Effectiveness.....	25
	6. Goal Six- Community Leadership.....	28
	7. 2010-2011 Action Plan.....	29
IV.	Master Plan Section.....	30
	1. Educational Master Plan and Academic Staffing Plan.....	30
	2. Student Services Master Plan.....	37
	3. Institutional Technology Plan.....	41
	4. Facilities Master Plan.....	43
	5. Human Resources Master Plan.....	45

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 seventeen 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, and 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 a five- year period between 2002 and 2009 have been as high as 2,180 in 2002-2003 and as low as 1,280 in 2007-2008.

ABSTRACT OF PLANNING PROCESS FOR 2010-2015 COMPREHENSIVE INSTITUTIONAL MASTER PLAN:

The institutional planning process for the 2010-2015 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, 2009. After extensive discussion, Consultation council adopted the document on April 29, 2010.

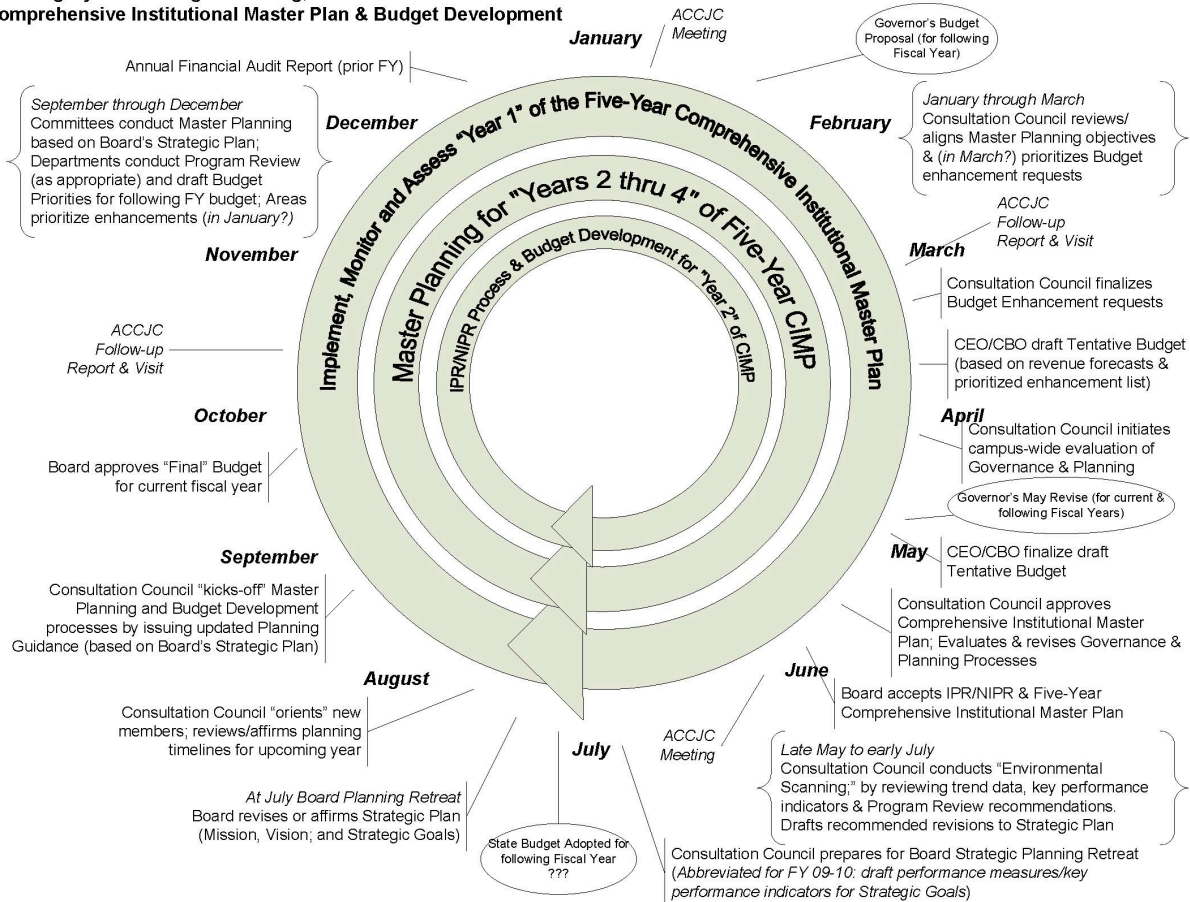
IMPLEMENTATION AND EVALUATION OF INSTITUTIONAL PLANNING:

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 October 13, 2009)

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 October 13, 2009)

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 October 13, 2009)

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.

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 2010-2015 as reaffirmed by the Governing Board on October 13, 2009 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
 - Percent Change in Student Enrollment Lassen Community College versus All Community College Students Fall 2004 - Fall 2007 within Lassen Community College Study Area
 - Headcount by Zip Codes
 - Participation Rate by Zip Code
 - Student Capture by Zip Code – Fall 2006
 - Student Capture from Study Area by California Community Colleges- Fall 2006
 - Student Capture by Lassen Community College from Study Area - Fall Semesters over the Last Three Years
 - Projected Public High School Graduates
 - Study Area Population Change Data
 - Population Profile For Study Area Thirty-Mile Radius
 - Demographic Comparisons within Study Group - 2007
- 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 were utilized to inform the development of the strategic goals:

- Program Review Documents- 2002-2008
 - Total Degrees and Certificates Awarded by Program – 2006/2007
 - FTE Generation by Program - 2004-2005, 2005-2006, 2006-2007
 - Revenue/Expenditure by Program - 2006-2007
- Human Resource Staffing Data
 - Number of Administrators by Position - 1998- 2008
 - Number of Full-time Faculty - 1998- 2014
- Lassen Community College Annual Fact Book – 2007-2008
 - Historical Financial Data for Fiscal Years - 2001/2002- 2006/2007
 - FTES Trends - 2001/2002- 2007/2008

- FTES Projections 2008/2009-2013/2014
- Unduplicated Headcount Trends - 2001/2002- 2007/2008
- Unduplicated Headcount Projections 2008/2009-2013/2014
- Demographic Data
- Student Admission Status - Fall Terms
- Student Gender Status Unduplicated Headcount - 2001/2001-2007/2008
- Lassen Community College Student Age - 2001/2002-2006/2007
- Ethnic Distribution at Lassen Community College - 2001/2002-2006/2007
- Enrollment by Student Unit Load – Fall 2003 – Fall 2007
- Degrees and Certificates Awarded – 2001/02-2007/08
- FTEF Comparison with Full-time Faculty by Program - 2007-2008
- Student Success by Program - 2004-2005, 2005-2006, 2006-2007
- Student Retention by Program - 2004-2005, 2005-2006, 2006-2007
- 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
 - Student Interest in Program Areas
 - Student Anticipated Success in Various Modalities of Instructional Delivery
- Campus Focus Groups Discussions – August 15, 2008

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, 2009 meeting.

STRATEGIC PLANNING COMMITTEE:

The following individuals served as members of the 2009-2010 Strategic Planning Committee:

Cheryl Aschenbach – Academic Senate President (Faculty)

Terry Bartley - Management

Irving Berkowitz – Vice-President/Dean of Instructional Services (Administration)

David Burris – Interim Dean of Administrative Services/ Director of Human Resources (Administration)

Kayleigh Carabajal – Director of Institutional Research (Management)

Marshel Couso– Management

Karen Dolan - Management

Phil Horner - Classified

Douglas Houston – Superintendent/President (Administration)

Jeff Lang - Classified

Alex McElrath– Associated Student Body

Carol Montgomery – Classified

Sue Mouck – Accreditation Chair (Faculty)

Eric Rulofson - Facilities Planning Committee Chair (Management)

Cary Templeton – Dean of Student Services (Administration)

Section III – Objectives, Strategies and 2010-2011 Action Plan

STRATEGIC GOALS, OBJECTIVES AND STRATEGIES, FOR PLANNING 2010-2015

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 2015, 75% of students entering Lassen Community College will have attained their educational goal within three years. [Dean of Student Services]

Strategy 1.1.a. By Fall 2010, the college will assure all students entering Lassen Community College will have declared their educational goal. [Director of Enrollment Services]

Strategy 1.1.b. By Fall 2010, the college will expand Career Counseling services. [Dean of Student Services, Director of the LCC Career Center]

Objective 1.2. By Fall 2012, the college will increase student success in collegiate course work through improved basic skill services. [Vice-President/Dean of Instructional Services, Division Chairs]

Strategy 1.2.a. By Fall 2010, the college will have assessed the persistence and subsequent success of students enrolled in basic skills writing, reading, and mathematics courses. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services]

Strategy 1.2.b. By Spring 2011, the college will have completed the offering of two semesters of the "Student Success Tips Workshops". [Academic Senate, Basic Skills Coordinator]

Objective 1.3. By Fall 2012, the college will have improved student class attendance by 30% over Fall 2010. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services, Faculty]

Strategy 1.3.a. By Spring 2011, the college will have implemented a study during Fall 2010 resulting in a report that analyzes the problem of student absenteeism and makes recommendations for improving student class attendance. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services]

Strategy 1.3.b. By Fall 2011, the college will have completed a comprehensive analysis of student class attendance issues, formulate a plan and piloted the recommendations for reducing absenteeism by 30% over Fall 2010. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services]

Objective 1.4. By Summer 2012 through the use of an Early Alert System, the college will improve student success in Course/Certificate/Degree completion rates by 10% over 2007-2008 levels. [Dean of Student Services]

Strategy 1.4.a. By Summer 2011, the college will launch an Early Alert System. [Counseling Coordinator]

Strategy 1.4.b. By Summer 2011, the college will provide in-service training for faculty on the Early Alert System [Dean of Student Services, Exec. Director of Human and Support Services]

Strategy 1.4.c. By Summer 2012, the college will evaluate the effectiveness of the Early Alert interventions to verify that they helped LCC improve student success in Course/Certificate/Degree completion rates by 10%. [Dean of Student Services, Vice-President/Dean of Instructional Services, Academic planning Committee]

Objective 1.5. 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 1.5.a. By Fall 2010, the college will have provided training opportunities for faculty in student learning outcome assessment and reporting of results. [Vice-President/Dean of Instructional Services, Exec. Director of Human and Support Services]

Strategy 1.5.b. By Summer 2011, faculty, who have implemented course changes as a consequence of assessment results for student learning outcomes, will have evaluated the impact of those changes. [Vice-President/Dean of Instructional Services]

Strategy 1.5.c. 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, Exec. Director of Research, Planning, and Information 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 stabilize enrollments in existing transfer programs. [Vice-President/Dean of Instructional Services, Academic Planning Committee]

Strategy 2.1.a. By Summer 2012, the college will assess the availability of courses during 2008-2009 and initiate any necessary scheduling changes to provide students the opportunity to complete their CSU Certification in Alturas, Beiber, and Westwood in four years. [Vice-President/Dean of Instructional Services, Division Chairs]

Objective 2.2. By Fall 2015, the college will evaluate through the program review process existing vocational programs in order to implement right-sizing. [Vice-President/Dean of Instructional Services, Academic Planning Committee]

Strategy 2.2.a. By Spring 2011, the college will have successfully concluded meetings with State of California and local law enforcement agency officials aimed at securing approval of the POST Program curriculum and instruction and convene the first meeting of the newly established POST Program Advisory Committee leading to the official “certification” of the POST program. [POST Coordinator]

Strategy 2.2.b. By Spring 2011, the college will stabilize enrollments at 25 students per year in the Licensed Vocational Nursing (LVN) Program. [Vice-President/Dean of Instructional Services, Director of Nursing]

Strategy 2.2.c. By Summer 2011, the college will stabilize the Automotive Technology program through re-evaluation of the program mission and refocus resources as identified by the Automotive Technology Advisory Committee. (consideration given to auto, truck and farm machinery maintenance; Certificates of Achievement in brakes, smog, alignment, etc). [Vice-President/Dean of Instructional Services, Vocational/Technical Division Chair]

Strategy 2.2.d. By Fall 2011, the college will stabilize the Agriculture program through re-evaluation of the program mission (transfer versus vocational) and refocus of resources as identified through the program review process. [Vice-President/Dean of Instructional Services, Division Chair, Agriculture Faculty]

Strategy 2.2.e. By Fall 2011, the college will have made the curricular changes needed to render the degree transferable to RN programs in the region. [Director of Nursing]

Objective 2.3. By Fall 2015, the college will have assessed the need and develop new vocational programs in response to market demand. [Vice-President/Dean of Instructional

Services, Academic Planning Committee, Exec. Director of Research, Planning, and Information Services]

Strategy 2.3.a. By Summer 2011, the college will have developed a Logistics/Materials Handling program for implementation during the academic year 2011-12. [Vice-President/Dean of Instructional Services]

Strategy 2.3.b. By Spring 2012, the college will develop workforce development programs in renewable energy technologies “green jobs.” [Vice-President/Dean of Instructional Services, Director of Resource Development]

Strategy 2.3.c. By Fall 2012, the college will in partnership with BLM/USFS/CalFire to conduct a needs assessment for a Resource Management program. [Vice-President/Dean of Instructional Services, Director of Fire Technology]

Strategy 2.3.d. By Fall 2013, the college will conduct registered nursing curriculum feasibility study [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services, Director of Nursing]

Strategy 2.3.e. By Fall 2013, the college will convene the first meeting of the newly re-established Power Generation Technology Advisory Committee to explore the feasibility of re-establishing a Power Generation Technology program. [Vice-President/Dean of Instructional Services, Vocational/Technical Division Chair]

Strategy 2.3.f. By Fall 2014, the college will convene the first meeting of the newly re-establish the Construction Technology Advisory Committee to explore the feasibility of re-establishing a Construction Technology program. [Vice-President/Dean of Instructional Services, Vocational/Technical Division Chair]

Strategy 2.3.g. By Fall 2014, the college will convene the first meeting of the newly established Recreation Management Advisory Committee to explore the feasibility of developing a Recreation Management Certificate Program.) [Vice-President/Dean of Instructional Services]

Objective 2.4. By Fall 2011, the college will be the principal provider of expanded Contract Education and Community Service in our region. [Vice-President/Dean of Instructional Services, Division Chairs]

Strategy 2.4.a. By Summer 2011, the college will have conducted a needs assessment among government, local business and non-profit agencies as a basis for developing an initial Contract Education Plan. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services]

Objective 2.5. By Fall 2011, the college will have determined the number and variety of athletic programs to best serve the community. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services]

Strategy 2.5.a. By Fall 2010, the college will develop the criteria and prepare cost-benefit analysis for the selection of appropriate variety of intercollegiate sports. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services, Athletic Director]

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 Fall 2012, the college will provide student access through a variety of offerings in the available distance education modalities. [Vice-President/Dean of Instructional Services, Division Chairs]

Strategy 3.1.a. By Spring 2011, the college will have a distance education plan to include the development and implementation of consistent standards and practices for faculty engaging in alternate modes of instruction and the provision of training on interactive TV delivery methods to be delivered during faculty training (flex) days for the purpose of increasing offerings in future semesters. [Vice-President/Dean of Instructional Services, Exec. Director of Human and Support Services, Division Chairs, Academic Senate]

Objective 3.2. By Fall 2010, the college will make progress toward the elimination of physical barriers and provision of assistive technologies in order to provide for ADA compliance. [Exec. Director of Human and Support Services, Dean of Student Services, Facilities Planning Committee, Student Services Planning Committees]

Strategy 3.2.a. By Fall 2010, the college will establish an annual sidewalk replacement cycle that supports the replacement of 2.5% of sidewalks that do not meet ADA compliance each year. [Director of Facilities]

Objective 3.3. By Fall 2010, the college will improve connectivity and communications for current and prospective students. [Exec. Director of Human and Support Services, Exec. Director of Research, Planning, and Information Services, Institutional Technology Committee]

Strategy 3.3.a. By Spring 2011, the college will implement and evaluate a wireless technology project. [Exec. Director of Research, Planning, and Information Services, Institutional Technology Planning Committee, Director of Facilities]

Objective 3.4. By Fall 2012, the college will assess needs and implement appropriate educational programs for the outreach areas (Alturas, Bieber, Herlong, Westwood, etc.). [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services, Academic Planning Committee]

Strategy 3.4.a. By Summer 2012, 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, Exec. Director of Research, Planning, and Information Services]

Objective 3.5. By Fall 2012, 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). [Exec. Director of Research, Planning, and Information Services, Dean of Student Services, Institutional Technology Planning Committee]

Strategy 3.5.a. By Summer 2011, the college will implement CCCApply and add one additional online student services capability (application, counseling, registration, payment, financial aid, instruction, research, grades, transcripts, alumni relations, giving). [Exec. Director of Research, Planning, and Information Services, Dean of Student 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 2011, the college will increase foundation and grant support for educational programs and services. [Director of Resource Development]

Strategy 4.1.a By Fall 2011, the college will double the number of successfully funded grants. [Director of Resource Development]

Objective 4.2. By Fall 2013, the college will design and implement a professional development program. [Exec. Director of Human and Support Services]

Strategy 4.2.a. By Fall 2010, the college will publish a training calendar outlining professional development opportunities. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 4.2.b. By Fall 2010, the college will publish a *Faculty Handbook*. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 4.2.c. By Fall 2011, the college will publish a *Classified Handbook*. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 4.2.d. By Summer 2011, 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). [Exec. Director of Human and Support Services, Human Resources Planning Committee, Exec. Director of Research, Planning and Information Services]

Strategy 4.2.e. By Fall 2011, the college will pilot Phase I of the phased professional development program for faculty and staff developed from the needs assessment. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 4.2.f. By Fall 2012, the college will evaluate Phase I and design Phase II of the phased professional development program for faculty and staff. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 4.2.g. By Fall 2013, the college will pilot Phase II and design Phase III of the phased professional development program for faculty and staff. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 4.2.h. By Fall 2014, the college will pilot and evaluate Phase III of the phased professional development program for faculty and staff. [Exec. Director of Human and Support Services, Human Resources Planning Committee]

Objective 4.3. By Spring 2014, complete baseline measurement and complete two assessment cycles of non-instructional program student learning outcomes leading to effective program reviews. [Exec. Director of Research, Planning, and Information Services]

Strategy 4.3.a. By Fall 2010, 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, Exec. Director of Human and Support Services, Exec. Director of Fiscal and Auxiliary Services, Exec. Director of Research, Planning, and Information Services]

Strategy 4.3.b. By Summer 2010, the college will have completed the second assessment cycle for Non-Instructional student learning outcomes for all program areas [Dean of Student Services, Exec. Director of Human and Support Services, Exec. Director of Fiscal and Auxiliary Services]

Objective 4.4. By Fall 2012, the college will provide improved classroom technology capabilities appropriate to curricula [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services]

Strategy 4.4.a. By Fall 2010, the college will assess the current usage of smart classrooms, the need for expanded technology in those and other classrooms, and develop standards for smart classrooms. [Vice-President/Dean of Instructional Services, Exec. Director of Research, Planning, and Information Services, Academic Planning Committee, Institutional Technology Planning Committee]

Strategy 4.4.b. By Fall 2010, the college will seek funding source to provide for support of technology in the classrooms. [Vice-President/Dean of Instructional Services, Director of Resource Development]

Strategy 4.4.c. By Fall 2010, the college will seek funding to develop an Incubator/Innovation Center for experimenting with, piloting, and teaching new instructional technologies. [Vice-President/Dean of Instructional Services, Director of Resource Development]

Objective 4.5. 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, Exec. Director of Human and Support Services, Director of Facilities, Facilities Planning Committee]

Strategy 4.5.a. By Fall 2010, the college will locate and prioritize funding to modernize district equipment and facilities. [Vice President/Dean of Instructional Services, Exec. Director of Fiscal and Auxiliary Services, Director of Facilities, Director of Resource Development]

Strategy 4.5.b. By Spring 2011, the college will review and accept the first annual *Space Inventory and Utilization Report*. [Facility Planning Committee]

Strategy 4.5.c. By Summer 2012, the college will define and implement ongoing refresh plan for desktops, servers (priority, frequency, funding). [Exec. Director of Research, Planning, and Information Services, Institutional Technology 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 2011, the college will have maintained the 2010-2011 prioritized list of facility IPR/NIPR 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 Summer 2011, the college will have achieved *District Scheduled Maintenance Five-Year Plan* as scheduled for 2010-2011. [Director of Facilities]

Objective 4.8. By Fall 2015, the college will have hired or realigned existing full time instructors 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, Exec. Director of Human and Support Services, Academic Planning Committee]

Strategy 4.8.a. By Fall 2014, the college will have utilized the opportunities provided by the retirements to realign distribution of full-time instructors. [Vice-President/Dean of Instructional Services, Exec. Director of Human and Support Services, Academic 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 2012, the college will improve communication and coordination among all staff within and across areas. [Vice-President/Dean of Instructional Services, Dean of Student Services, Exec. Director of Human and Support Services, Exec. Director of Fiscal and Auxiliary Services, Exec. Director of Research, Planning, and Information Services]

Strategy 5.1.a. By Summer 2011, the college will maximize the use of our document management system (SharePoint) via campus wide training. [Exec. Director of Research, Planning, and Information Services, Office of Instruction, Exec. Director of Human and Support Services, Human Resources Planning Committee]

Strategy 5.1.b. By Summer 2012, the college will establish an intranet for web-based communication. [Exec. Director of Research, Planning, and Information Services]

Strategy 5.1.c. By Summer 2010, the college will perform a phone system audit. [Exec. Director of Research, Planning, and Information Services]

Strategy 5.1.d. By Summer 2012, the college will upgrade voice communications to increase reliability, functionality, ease of use, and ease of maintenance. [Exec. Director of Fiscal and Auxiliary Services, Exec. Director of Research, Planning, and Information Services]

Strategy 5.1.e. By Summer 2012, the college will fulfill additional remote access requests for staff. [Exec. Director of Research, Planning, and Information 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. [Exec. Director of Research, Planning, and Information Services]

Strategy 5.2.a. By Spring 2011, 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. [Exec. Director of Research, Planning, and Information Services]

Strategy 5.2.b. By Summer 2011, 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. [Exec. Director of Research, Planning, and Information Services]

Objective 5.3. By Fall 2012, the college will achieve full Disaster Preparedness compliance [Director of Facilities]

Strategy 5.3.a. By Fall 2010, the college will have approved the Disaster Preparedness Plan. [Exec. Director Human and Support Services, Director of Facilities]

Strategy 5.3.b. By Fall 2012, the college will have completed all required employee training. [Exec. Director Human and Support 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. [Exec. Director of Fiscal and Auxiliary 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. [Exec. Director of Fiscal and Auxiliary Services, President's Cabinet]

Objective 5.5. By Fall 2014, 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, Exec. Director of Research, Planning, and Information Services]

Strategy 5.5.a. By Fall 2010, the college will apply for grant funding to support additional research capacity. [Director of Resource Development]

Strategy 5.5.b. By Fall 2011, the college will use the grant funds to secure both the human and technical resources to specialize in SLO assessment and the Scholarship of Learning and Teaching. [Exec. Director of Research, Planning, and Information Services, Director of Resource Development, Vice-President/Dean of Instructional Services]

Strategy 5.5.c. By Fall 2011, the college will provide stipend support to faculty who regularly integrate solid scholarship in learning assessment and teaching. [Vice-President/Dean of Instructional Services, Exec. Director of Human and Support Services, LCFA]

Strategy 5.5.d. By Spring 2012, 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. [Exec. Director of Research, Planning, and Information Services, Vice-President/Dean of Instructional Services]

Strategy 5.5.e. By Spring 2012, the college will create a data warehouse interface that is user friendly, intuitive and fosters effective decision support with its end users. [Exec. Director of Research, Planning, and Information Services, Vice-President/Dean of Instructional Services]

Strategy 5.5.f. By Fall 2012, the college define an annual data-gathering regimen for student services. [Exec. Director of Research, Planning, and Information Services, Dean of Student Services, Student Services Management Group]

Strategy 5.5.g. By Fall 2014, the college will create a model of institutional research that is portable and viable to other community colleges. [Exec. Director of Research, Planning, and Information Services, Vice-President/Dean of Instructional Services]

Objective 5.6. By Summer 2012, the college will create and implement an annual Student Services programs and staffing review cycle aimed at making recommendations for departmental changes to improve LCC's service to students. [Dean of Student Services]

Strategy 5.6. a. By Summer 2011, the college will create and implement the annual review for Student Services programs and staffing. [Dean of Student Services]

Strategy 5.6.b. 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 5.7. By Summer 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, Student Services Management Group]

Strategy 5.7. a. By Summer 2011, the college will create and implement the comprehensive review of student services processes, administrative procedures and Board policies looking for opportunities to automate those processes. [Dean of Student Services, Student Services Management Group]

Strategy 5.7.b. 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, Student Services Management Group]

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 2011, the college will have initiated a Community Lecture Series. [Vice-President/Dean of Instructional Services, Dean of Student Services]

Strategy 6.1.b. By Spring 2012, the college will determine the feasibility of developing new credit and community service curriculum consistent with the recommendations of the Fine/Performing Arts Advisory Committee. [Vice-President/Dean of Instructional Services, Associate Dean]

Strategy 6.1.c. By Summer 2012, the college will provide expanded Life-Long and Leisure Learning Opportunities to include an expanded its 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, Associate Dean]

Strategy 6.1.d. The college will create (by Fall 2010) and grow (by Fall 2011) an alumni association. [Dean of Student Services, Director of Resource Development]

Strategy 6.1.e. The college will assure (by Summer 2013) and maintain (by Summer 2014) a vital Web presence for the public. [Vice-President/Dean of Instructional Services, Dean of Student Services, Exec. Director of Human and Support Services, Exec. Director of Fiscal and Auxiliary Services, Director of Resource Development, Exec. Director of Research, Planning, and Information Services]

Objective 6.2. By Fall 2014, the college will be 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 Summer 2011, the college will pursue a K-14 partnership that provides pathways for high school students to earn an AA degree prior to high school graduation. [Superintendent/President, Vice-President/Dean of Instruction, Dean of Student Services]

Strategy 6.2.b. By Summer 2013, the college will develop technology partnerships with area agencies and private industry. [Superintendent/President, Exec. Director of Research, Planning, and Information Services]

2010-2011 Action Plan - 33 Strategies	
EMP (10)	Completed the offering of two semesters of "Student Success Tips Workshops"
EMP	Implement a study during Fall 2010 resulting in a report that analyzes the problem of student absenteeism and make recommendations for improving student class attendance.
EMP	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	Conclude meetings with State of California and local law enforcement agency officials aimed at securing approval of the POST Program curriculum and instruction and convene the first meeting of the newly established POST Program Advisory Committee leading to official "certification" of the POST program.
EMP	Stabilize enrollments at 25 students per year in the Licensed Vocational Nursing (LVN) Program.
EMP	Stabilize the Automotive Technology program through the re-evaluation of the program mission and refocus resources as identified through meetings of the Advisory Committee (consideration of auto, truck and farm machinery maintenance; Certificates of Achievement in brakes, smog, alignment, etc.)
EMP	Develop a Logistics/Materials Handling program for implementation during the academic year 2011-12.
EMP	Conduct a needs assessment among government, local business and non-profit agencies as a basis for developing an initial Contract Education Plan (CEP)
EMP	Develop the criteria and prepare cost-benefit analysis for the selection of appropriate variety of intercollegiate sports.
EMP	Develop a distance education plan to include the development and implementation of consistent standards and practices for faculty engaging in alternate modes of delivery instruction and the provision for training on interactive TV delivery methods to be delivered during faculty training (flex) days for the purpose of increasing offerings in future semesters.
SSMP (7)	Launch an Early Alert System
SSMP	Expand Career Counseling services
SSMP	Assure all students entering LCC will have declared their educational goal
SSMP	Pursue a K-14 partnership that provides pathways for high school students to earn an AA degree prior to high school graduation
SSMP	Create an alumni association
SSMP	Review the staffing and student services programs to make changes to improve LCC's service to students
SSMP	Conduct a comprehensive review of student services processes, administrative procedures and board policies looking for opportunities to automate those processes
ITMP (5)	Implement & evaluate a wireless technology project
ITMP	Create a communication protocol that insures the linkage between the EMP & the ITMP
ITMP	Assess the current usage of smart classrooms & the need for expanded technology in those & other classrooms
ITMP	Implement CCCApply & one additional component of WebAdvisor
ITMP	Maximize the use of our document management system (SharePoint) via campus wide training
FMP (6)	Make progress toward the elimination of physical barriers and provision of assistive technologies in order to provide for ADA compliance - Replace 2.5% of sidewalks that don't meet ADA compliance.
FMP	Locate and prioritize funding to modernize district equipment and facilities 4.6.a VETA Funds, 4.6.b CCCC State Chancellor's Grants, 4.6.c. Other Grants
FMP	Achieve full Disaster Preparedness compliance - Using the Adhoc committee draft a Disaster plan
FMP	Review and accept the annual Space Inventory and Utilization Report
FMP	Maintain an annual list of facility IPR/NIPR request. Categorize and prioritize requests
FMP	Achieve District Scheduled Maintenance Five-Year Plan as Scheduled (see Appendix A) Annually submit projects for funding. Complete funded projects
HRMP (5)	Publish 2010-2011 training calendar outlining professional development opportunities
HRMP	Publish Faculty Handbook
HRMP	Implement a Retention Summit to bring all parties on campus together for collaboration and training to improve student retention (including student absenteeism issues)
HRMP	Implement a Retention Round Table to bring all parties on campus together for collaboration and additional training on improving student retention and assess the results of the fall Retention Summit
HRMP	Conduct needs assessment for: (1) 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)

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 2008-2009, 177 associate degrees, 117 certificates of achievement and 43 certificates of accomplishment were awarded.

II. ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, comprised of division chairs, the instructional dean and the director of correspondence, 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 2010 -2015 plan is derived from recommendations found in the following instructional program reviews: 2004 – Human Services, Licensed Vocational Nursing (2006- Addendum), Fine Arts- Music; 2005 – Biological Science; 2006 – Mathematics. Physical Education; 2007 – Liberal Arts, Work Experience; 2008- Administration of Justice/Correctional Science, Agriculture, Fine Arts- Art, Automotive Technology, Business, Child

Development, Cosmetology, Physical Science; 2009 – Basic Skills, Developmental Studies, Fire Technology, Gunsmithing, Journalism, and Welding Technology. Additionally information from the 2002 Library/Learning Resources Non-instructional Program Review is included.

ACADEMIC PLANNING COMMITTEE MEMBERSHIP:

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

Adhoc Special Assignment developed initial draft March 15, 2010

Cheryl Aschenbach- special assignment – academic planning

Irving Berkowitz, Vice-President/Dean of Instructional Services

Carie Camacho, - special assignment – academic planning

Susan G. Mouck – special assignment – academic planning

Ross J. Stevenson – special assignment - academic planning

Marshel Couso - Office of Instruction Executive Assistant I (management)

Academic Planning Committee

Sandy Beckwith - Division Chair, Mathematics/Science/Business

Irving Berkowitz, Vice-President/Dean of Instructional Services

Tina Bishop - Lead Counselor

Carie Camacho - Division Chair, Liberal Arts

Brian Wolf - Division Chair, Career/Technical/Health/Physical Education

Cary Templeton, Dean of Student Service

Marshel Couso - Office of Instruction Executive Assistant I (management)

III. 2010-2015 ACADEMIC EXPECTATIONS AND STANDARDS

Expectation 1: Enrollment Stability

Standards:

- Enrollment Target – CAP plus funded growth plus 2% (1785 FTEs)

Expectation 2: Mixture of Delivery Modalities

Standards:

- Expanded Variety of Distance Education
- Gradual Replacement of Correspondence Delivery with other Modalities
- Mixture of Delivery Formats (evening, day, short-term format)

Expectation 3: Academic Excellence

Standards:

- Up-to-Date Curricular Content
- Highly Qualified Faculty

- Full-time/Part-time Faculty Ratio 75/25
- Innovative Technology-Enhanced Instruction

Expectation 4: Student Success

Standards:

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

ACADEMIC STAFFING PROPOSAL 2010-2011 (recommended staffing positions in priority order)

1. Hire Administrative Assistant III position in the Office of Instruction (Summer 2010)– no funding increase
Position necessary to input course scheduling information, maintain part-time faculty database, process certification of faculty meeting minimum qualifications, input purchase requisitions for the instructional services area, etc.
2. Decrease Gunsmithing Instructional Aide from full-time twelve month to full-time ten month employee and add 2 month short-term position during the summer (Summer 2010)– cost savings to the District

The Gunsmithing program includes two full-time Gunsmithing instructors and one full-time twelve month classified Gunsmithing Instructional Aide. The college awarded twenty-four degrees and certificate in the Gunsmithing program during 2007-08.

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Gunsmithing	98	97.11	110.09	110.94	122.64

3. Replace full-time Librarian (Spring 2011) – current individual retiring December 2010 – legal requirement– no additional cost to the District
4. Staff a 50% Athletic Director position through reassignment of existing Physical Education faculty (Summer 2010)- potential savings to the District over filling the position from outside (potential loss of some FTEs generated by the existing faculty)
5. Replace full-time Welding Instructor (Summer 2010) - current individual retiring June 2010 — no additional cost to the District

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Welding Technology	64	49	44.35	43.24	67.24

The Welding Program is a successful program serving the needs of our community.

6. Replace Social Science Instructor (emphasis in History/Political Science/Humanities) (Spring 2011) – current individual retiring December 2010 combined with previous retired Humanities instructor (part-time pool weak in these disciplines)- no additional cost to the District
7. Replace one Associate Dean of Instructional Services (Fall 2010)- no additional cost to District
 The Associate Dean of Instructional Services position is necessary to provide sufficient administrative personnel to complete all part-time faculty evaluations, participate in course level student learning outcome assessment, faculty development activities, and new program/curriculum development.
8. Replace one full-time Nursing Instructor (Fall 2010) – current individual retiring December 2010 – necessary along with completion of CNA program in order to stabilize the enrollments in the nursing program at 25 per year- no additional cost to the District
9. Replace the full-time Director of Nursing /Instructor Position (Fall 2010) [2004 Nursing IPR recommendation # 11]– funding currently in the budget due to resignation of previous director

The Nursing program enrollments are declining. If the program is to remain viable the program needs qualified staff in the form of at least two full-time faculty positions in addition to part-time clinical faculty for a total of 3 FTE. Additional staffing requirement was one of the requirements for moving from an eighteen to twelve month program. A Director of Nursing/Instructor and full-time Instructor position (See # 8 above) [2008-2009 Educational Initiative # 3; 2006 ACCJC Recommendation #10; 2007-2008 Strategic Goal # 3; 2004- Nursing IPR Priority #11] and master’s qualified instructor(s) [2006 Addendum to the 2004 LVN IPR recommendation #1].

The Nursing program is the vocational program awarding the greatest number of degrees and certificates forty-six during 2007-08.

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Nursing	36	56.2	43.64	48.52	42.49

10. Add full-time administrative assistant support for Correspondence Office (Summer 2010) – reassignment
 In light of the resignation of the Director of Correspondence (management position) and the changing environment surrounding financial support for education of incarcerated students the staffing of the Correspondence Office needs to be re-evaluated.
11. Upgrade Office of Instruction Executive Assistant I to Executive Assistant II (Fall 2010) – not currently funded in budget
 In light of the hiring of an Associate Dean and increased responsibilities for development of Contract Education and Community Services this position needs to be upgraded.

12. Add one full-time ten-month classified Welding Instructional Aide and on-going short -term two-month summer position [2004 Welding IPR recommendation #1] – not currently funded in budget

The primary recommendations for the Welding Technology program derived from the program review are: 1) expand the physical plant [2004 - Welding Technology IPR; Priority #2] and 2) hire a full-time instructional specialist. [2009 - Welding Technology IPR; Priority #1]

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Welding Technology	41	51.08	44.35	43.24	67.24

This position is contingent on the plan for the Automotive Technology program, since currently the same person serves as an instructional aide for both programs.

13. One full-time Basic Skills Coordinator/Basic Skills Instructor (Fall 2010) [2009 Basic Skill IPR]– funded out of the Office of Instruction by the Basic Skills Initiative

Basic Skills data is currently not separated from Developmental Studies when compiled by TOP Code and from English or Mathematics when revenue/expenditure is compiled making the tracking of Basic Skills data difficult. Recommendation is that Basic Skills data be tracked separate from other programs. The institutional currently employs on full-time Basic Skills – Writing instructor and partial loads for three full-time Mathematics instructors include Basic Skills – Mathematics. Basic Skills – Reading is taught by a part-time instructor. Efforts to provide increased retention opportunities for basic skills students include the hiring of Basic Skills Coordinator /Basic Skills Instructor.

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Basic Skills -Writing	19.7	23.6	11.36	14.01	13.34
Basic Mathematic/Arithmetic	46	43.9	31.66	33.72	29.35
Basic Skills - Reading	15.5	9.7	4.5	4.82	2.75

14. One full-time Human Services Instructor (2004 Human Services IPR recommendation #1)– with shifting of individuals previously funded through categorically monies it is suggested that full-time faculty previously serving in Counseling could serve instruction in Human Services and/or Psychology

The Human Services program was approved by the Chancellor’s Office in 1997. Throughout it’s entire history the program has been staffed exclusively through part-time instructors. Despite the lack of a full-time instructor in this program the program has consistently provided outstanding service to students. In its thirteen-year history one hundred and nine associate degrees have been awarded in Human Services and Drug and Alcohol

Paraprofessional. Last year alone (2008-2009), the college awarded twenty-six degrees and certificates within the Human Services program. With the support of a full-time instructor [2004 Human Services IPR; Priority #1] and more adequate budget the program could be even more successful.

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Human Services	49	58	25.33	35.77	21.46

15. One full-time Automotive Technology Instructor (2008 Automotive Technology IPR recommendation # 1)– not currently funded in budget

With the retirement of the single remaining full-time faculty member in program Spring 2007, the program enrollments plummeted Fall 2007. The Automotive Technology IPR completed Spring 2008 recommends the immediate reconvening of a reconstituted Automotive Technology Advisory Committee to review and make recommendations for the program to include the potential replacement of the full-time instructor [2008 Automotive Technology IPR Priority #1]

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Automotive Technology	22	13	34.28	36.19	45.31

16. Add one full-time Mathematics Instructor (2008 Mathematics IPR recommendation # 6) – not currently funded in budget

The Mathematics program had a FTEF of six in 2007-08 with four full-time Mathematics instructors split between basic skills and transfer mathematics. There are no more potential part-time Mathematics instructors available in the area despite numerous advertising efforts.

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Mathematics, General	162.57	126	116.39	122.91	101.7

17. Add one full-time Fire Technology Instructor (2009 Fire Technology IPR)– not currently funded in budget

The new Fire Technology program was approved by the Chancellor’s Office Fall 2007 and conducted its first instructional program review in 2008-2009. The single greatest challenge to the new program is the ability to find potential instructors, who possess the minimum qualifications identify by the Board of Governors.

Title	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05

Fire Technology	38	24.3	3.34	5.27	3.82
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18. Replace full-time Humanities Instructor – not currently funded in budget
19. Replace full-time Psychology Instructor–individual retired Spring 2010– not currently funded in budget
20. Replace full- time Physical/Biological Science Instructor – individual retired Spring 2010– the low priority for replacement is contingent on the ability to offer at least one physical/biological science laboratory course (Astronomy, Geology, Natural History) each semester taught by the retired faculty member or part-time faculty and the increased offerings in Chemistry (two classes each semester) as result of increasing the Chemistry instructor load to 85%.
21. Add one full-time Nursing Instructor (2006 Addendum to the 2004 LVN IPR recommendation #1)– not currently funded in budget
22. Add one full-time Welding Instructor (2009 Welding IPR)– not currently funded in budget
23. Add one part-time Librarian (2002 Library NIPR recommendation # ;2008-2009 Institutional Priority #53) – pending Library Non-instructional program review 2012
24. Add one part-time Librarian Assistant (2002 Library NIPR recommendation # ;2008-2009 Institutional Priority #54) - pending Library Non-instructional program review 2012
25. Add one full-time Administrative Assistant I – OOI/Work Experience (2007 Work Experience IPR recommendation #4; 2008-2009 Institutional Budget Allocation Priority 74 & 75; 2009-2014 Planning Strategy 1.9

The Cooperative Work Experience program consistently maintains strong enrollment. Student Learning Outcome assessment data for Spring 2007 through Fall 2008 indicates students increase their work skills through this program. Students would be best served by the Cooperative Work Experience program by filling the part time Administrative Assistant II Position left vacant from the 2003 layoff to provide better program office coverage when the Coordinator is completing worksite visits and to assist with clerical aspects of the program.

	Credit FTES 2008/09	Credit FTES 2007/08	Credit FTES 2006/07	Credit FTES 2005/06	Credit FTES 2004/05
Work Experience (4932)	pre-census 11.60*	14.79*	80.68	46.92	55.08

* does not include individual vocational program work experience courses

2. Student Services Master Plan

I. INTRODUCTION

The responsibility for the development of the Student Services Master Plan was shifted from a governance committee in 2007-08 to a Student Services Management and Planning Group during the 2008-09 academic year.

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, strong intramural sports programming, club sports programming, active campus student life emphasis built around adventure sports and team competition in 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 peacemaking 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
- Enrollment Services
 - Admissions and Records
 - Athletic Eligibility
 - Attendance Accounting
 - System Analysis
 - Financial Aid
 - Aid Outreach/Inreach financial aid services
- Student Leadership and Governance
 - Associated Student Body
 - Ambassadors
- Residential/Student Life and Activities/Intramurals
- Student Recognition Programming
 - Phi Theta Kappa National Honor Society
 - Annual Student Achievement Awards
 - Honors Lists (Deans, VP, Presidents)
- Outreach Services
 - College and Career Fairs
 - K-12 School Relations
 - Advertising semester registration schedules
 - Reg To Go program Coordination
 - County Fair Coordination
 - Acoustic Café and Summer Nights on the Green
- Community Service and Work Experience
- Health Services

During the 2008-09 academic year most of the primary areas listed above completed Non-Instructional Program reviews. An executive summary and a summary list of recommendations are available from the Dean of Student Services office. These recommendations were used to update this 2010-11 Student Services Plan.

II. STUDENT SERVICES MANAGEMENT AND PLANNING GROUP

The following individuals served as members of the 2009-2010 Student Services Management and Planning Group:

- Cary Templeton, Dean of Student Services
- Tena Rulofson – Management (Kinship)
- Shelley Baxter – Management (Child Care-Auxiliary Services)
- Matt Levine – Management (Director of Enrollment Services)
- Robin Padgett – Management (CalWORKs and soon to be WorkStudy)

- Denise Stevenson – Management (Independent Living Program)
- Francis Beaujon – Management (Residential Life/Intramurals)
- Tina Bishop – Faculty (Counseling/Assessment)
- Sandy Beckwith – Faculty (DSPS, TANF, CalWORKs)
- Tami Wattenburg - Classified (EOPS/CARE)

III. 2010-2015 STUDENT SERVICES EXPECTATIONS AND STANDARDS

Expectation 1: LCC will 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 student ambassador lifeline support from the Cougar's Corner
- Assessment and use of multiple measures for placement
- Orientation programming
- 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 to assist with anxiety, educational planning,
- Referral services for more serious emotional support needs
- Referral for almost all health issues
- Academic planning and advising
- Transfer assistance, help with applications, transfer tours other campuses
- Health Insurance safety net limited coverage
- Tutoring services
- Career Planning and Job Search training
- Work Study programs/jobs on campus and referral to off campus options
- Student leadership development

Expectation 2: LCC will 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: LCC will proactively provide student services anticipating the needs of our 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: LCC will 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
- Introduction in 2010-11 of the Strengths Finder self-discovery
- Student leadership development programs- ASB, Ambassadors, etc.
- Academic achievement and awards
- Phi Theta Kappa honors society
- Student success seminars
- Tutoring, learning center support, EOPS/CARE, DSPS accommodations
- 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.

3. Institutional Technology Master Plan

I. INTRODUCTION – approved March 26, 2010

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 Information Technology (IT) Department consists of three staff: one Programmer/Analyst supporting Datatel (currently vacated to create an Enterprise Systems Developer/Research Analyst shared with Institutional Research); and two Information Technology Specialists supporting servers, network, phones, and desktops. Other technology support functions performed by positions outside the IT Department include: Web page maintenance, by a non-technical position in the Office of Instruction; Help Desk first-level support, by a non-technical position in Counseling; and LMS (Moodle) administration, by part-time faculty members.

The college-wide Institutional Technology Committee, comprised of members from each constituent group, is charged with the responsibility of addressing institutional technology needs. It develops the Institutional Technology Plan and meets to discuss and make recommendations regarding present and future technology needs. Operational technology decisions are also based on IT Department advice and deliberations. The IT Department is subject to the Non-Instructional Program Review (NIPR) cycle, with the last full review conducted in 2007-2008.

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
- Rosanna Brown (Faculty) – Library Science
- David Burris (Administration) – Dean of Administrative Services

- Ron Evans (Management) – Programmer/Analyst, Information Technology & Institutional Research
- 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
- Kam Vento (Faculty) – Business (alternate member)
- Shawn Hubbard – Associated Student Body

III. 2010-2015 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

4. Facilities Master Plan

I. INTRODUCTION – approved March 13, 2010

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:

- Dr. Irving Berkowitz, Vice President/Dean of Instructional Services
- Cary Templeton, Dean of Student Services
- John Mulcahy- Instructor
- Ross Stevenson – Instructor
- Eric Rulofson - Management
- Frances Beaujon – Management
- Shelly Baxter – Management Alternate
- Patrick Clancy – Classified
- Sue Murchison - Classified
- Lorna Elve – Student

III. 2010-2015 FACILITIES EXPECTATIONS AND STANDARDS

Expectation 1: Provide beautiful, clean well maintained grounds

Standards:

- Use water conservation practices
- Create low maintenance zero-scaping
- 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

5. 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 2010-2015 Human Resources Planning Committee:

- Liona Baker (Faculty) – Nursing Program
- David Burris
- Peggy Fulder
- Susie Hart
- Toni Poulsen (Faculty) -
- Vickie Ramsey

III. 2010-2015 HUMAN RESOURCES EXPECTATIONS AND STANDARDS

Human Resource Development.....:

Expectation 1: supports LCCD's academic mission

Standards: Inclusive of all LCCD employees
Aligned with Educational Master Plan

Expectation 2: promotes 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: is planned and outcome-oriented

Standards: Promotes individual, group, and institutional effectiveness
Advance planning
Accountable