

LASSEN COMMUNITY COLLEGE

HUMAN RESOURCES MASTER PLAN
AND
PROFESSIONAL DEVELOPMENT PLAN



2013-2018

Human Resources Master Plan

I. INTRODUCTION

The Human Resources Master Plan is compiled annually following the completion of the Educational Master Plan, the Student Services Master Plan, the Institutional Technology Master Plan and the Facilities Master Plan. The plan draws the human resource-related needs from each of these plans to include staffing, professional development, performance evaluation, and a accountability to external agencies.

The Human Resources Department of Lassen College identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully staffed and highly functioning team of employees. Further, it has the responsibility to review and consider job design, technological changes, budgets, diversity plans, and customer service.

The Director of Human Resources reports to the Vice President of Administrative Services, and is composed of two (2) funded full-time positions: one (1) Director of Human Resources, one (1) HR Technician. There may also be one (1) part-time student worker. The Human Resource Department works in partnership with the Human Resources Planning Committee, the Flex Faculty and Staff Development Coordinator, and the Information Technology Specialist II in the Training, Education and Collaboration Center to implement, track, and evaluate professional development needs. The Human Resources Planning Committee is also responsible for the completion of the Professional Development Plan which is available on the College website.

II. HUMAN RESOURCES PLANNING COMMITTEE

The following individuals served as members of the 2012-2013 Human Resources Planning Committee:

- Dan Anderson – Faculty
- Nancy Bengoa-Beterbide – Faculty
- - Confidential
- Mary Hasselwander – Classified (alternate)
- Brenda Hoffman – Classified
- Cindy Howe- Flex Coordinator
- Sue Mouck– Executive Vice President of Academic Services
- Carrie Nyman – Faculty
- Vickie Ramsey – Human Resource Manager
- Elaine Theobald– Classified

III. 2013-2018 HUMAN RESOURCES EXPECTATIONS AND STANDARDS

Expectation 1: Provide Timely and Effective Recruitment, Selection, Orientation, and Evaluation for Administrative, Faculty, and Classified Employment Classifications.

Standards:

- Diverse candidate pools
- Written selection procedures
- New Employee Orientation
- Established timelines and accountability for probationary and annual evaluations

Expectation 2: Provide Excellent Customer Service to internal / external stakeholders.

Standards:

- Established electronic protocol system for notifying candidates of the status of their applications
- Appropriate first-contact with all individuals contacting the Human Resources Office
- Timely responses to inquiries from staff and the public

Expectation 3: Provide Timely In-Service to Meet the Demands of State and Federal Mandates

Standards:

- Timely sexual harassment training to all new and existing staff
- Currency in the 2-year Sexual Harassment training cycle for Administrators and Managers
- Child abuse reporting training for all staff. Ensure all new staff is provided the training within thirty (30) days of starting work
- Training on Family Education Rights to Privacy Act (FERPA) for all staff
- Disaster Preparedness Training for all staff





Expectation 4: Provide Professional Development Training to Meet the Needs of Faculty and Staff

Standards:

- Training in current Technology to improve performance in the classroom and workplace
- Training in innovative instruction methodologies to improve student success

INSTITUTIONAL STAFFING PROPOSAL 2013-2014

(recommended staffing positions in priority order)

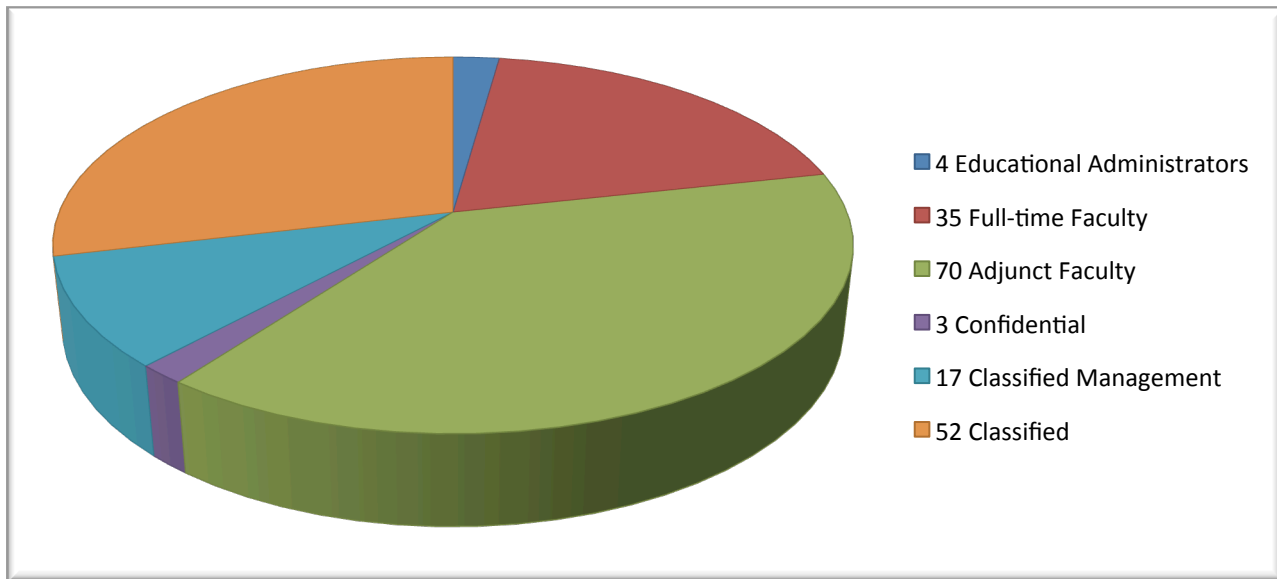
- Replace one full-time Reading/Basic Skills English Instructor – anticipated hiring spring 2013 for fall 2013 start [completed March 2013] – individual resigned prior to start –position not re-advertised due to budget constraints
-  • Replace one full-time English Instructor [current temporary position] – anticipated hiring spring 2013 for fall 2013 start [completed March 2013]
-  • Continue the Student Learning/Administrative Unit Outcome Coordinator (funded out of Title III Grant) for 2013-2014 [completed May 2013]
-  • Replace one full-time classified Administrative Assistant in Counseling – anticipated hiring spring 2013 [completed March 2013]
- Replace one full-time confidential employee in Human Resources – anticipated hiring spring 2013 [in progress May 2013]
-  • Replace one full-time Academic Counselor [current temporary position] – anticipated hiring spring 2013 for fall 2013 start [completed March 2013]
-  • Replace full-time Dean of Instructional Services– anticipated hiring spring 2013 for July 1, 2013 start [completed May 2013]
-  • Replace full-time Executive Vice-President of Academic Services– anticipated hiring spring 2013 for July 1, 2013 start [completed May 2013]

- ✔ • Replace full-time Director of Institutional Effectiveness (Research/Planning) – anticipated hiring spring 2013 for July 1, 2013 start [completed May 2013]
- Hire one full-time Director of Information Technology/Programmer/Systems Analyst (initially Title III funded position) – anticipated hiring spring 2013 for July 1, 2013 start
- Add one full-time temporary (one-year pilot) Academic Counselor [focusing of out of area students] – anticipated hiring spring 2013 for fall 2013 start [Decision made to not hire due to budget constraints]
- ✔ • Add full-time Outreach Coordinator (one-year pilot) – anticipated hiring spring 2013 [completed May 2013]

PROPOSED STAFFING STATUS 2013-2014 (1550 FTE GENERATING INSTITUTION)

Proposed Breakdown of Staff by Category – Fall 2013

In fall 2013, Lassen Community College will employ four educational administrators, seventeen classified administrators (managers), three confidential employees, thirty-seven faculty, and fifty-two classified employees. Of the thirty-five full-time faculty, thirty-two will serve in the instructional area.



HUMAN RESOURCES ACTION PLAN 2013-2018

Human Resources Action Plan 2013-2014 – 10 strategies

Goal	Obj.	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.c.	Continue training program for WEAVE Online for Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs)	Expand Utilization of Weave Online Capabilities Complete linkage of associations between course and programs, courses and general education SLOs and programs and institutional SLOS	2013-2014	Weave Online Implementation Task Force (Title III Activity Director/Flex Faculty and Staff Development Coordinator/ IT staff and Vice President of Academic Services)	100% of faculty and staff, as appropriate, participate in WEAVE Online training
3	3.1.	Provide training on instructional delivery methods in the <i>Training, Education and Collaboration Center</i>	Faculty skilled in alternative instructional delivery leading to higher levels of student success for students enrolled in online, correspondence and hybrid delivery mode courses	2013-2014	Vice President of Academic Services/Director of Human Resources in partnership with Human Resources Committee/ Title III Activity Director/Flex Faculty and Staff Coordinator/ Information Technology Specialist II in TECC	12 additional faculty trained Obtain higher level of student learning, retention, and success as compared to 2011-2012 baseline measures
3	3.1.e.	Provide discipline specific training for four (4) faculty	Highly qualified faculty	2013-2014	Vice President of Academic Services	Four faculty (Automotive Technology plus three other disciplines)
3	3.3.e.	Provide online training including instructional and counseling faculty	Instructional and counseling faculty trained in alternative delivery modes	Summer 2014	Vice President of Academic Services/Title III Activity Director/ Flex Faculty and Staff Coordinator	20 participants trained
3	3.1.m	Publish a training calendar outlining professional development opportunities	Improved campus-wide resources and communication with regard to professional development	2013-2014	Information Technology Specialist II in TECC	Professional Development calendar published on college website
		Timely, accurate and effective state and federal mandated trainings and compliance	All staff and faculty as appropriate trained		Director of Human Resources in partnership	100% of faculty and staff

		<ul style="list-style-type: none"> Disaster Preparedness Family Education Rights to Privacy Acts (FERPA) Tuberculosis testing 				
3	3.1.h.	Improved campus-wide resources concerning student learning assessment through the establishment of ongoing schedule of attendance by faculty at the state Student Learning Institute	Improved campus-wide resources concerning student learning assessment	Spring 2014 (on-going)	Vice President of Academic Services	Two faculty per year
3	3.1.g.	Establish electronic system to track faculty and staff evaluations as well as on-boarding new employees	Timely evaluations. Move towards to a paperless system to increase cost savings	Spring 2014	Director of Human Resources	Identification, purchase and implementation of software solution if needed
3	3.6.a.	As guided by the Educational Master Plan, staff personnel in appropriate instructional disciplines	Program capacity supported by appropriate staffing level	Spring 2014	Vice President of Academic Services/Director of Human Resources	Adequate staffing as supported by program data and state board requirements
3	3.1.d	Provide a minimum of 4 cultural diversity activities throughout the academic year	Improve cultural awareness of student ,staff, community	Fall 2013 – Spring 2014	Varies TBD	Cultural Awareness Improvement Survey

Human Resources Action Plan 2014-2015 – 5 strategies

Goal	Obj.	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.m	Publish an annual flex activity calendar outlining professional development	Improved faculty awareness and participation in flex activities	Fall 2014	Flex Faculty and Staff Coordinator	Flex Activity Calendar published on college website
3	3.1.i.	Provide discipline specific training to support Welding Technology, Agriculture and Vet-Tech	Highly qualified faculty	Fall 2014	Vice President of Academic Services	Four faculty (Welding plus three other disciplines)
3	3.1.j.	Provide classroom technology, andragogical, and "On Course" training for faculty	Enhanced faculty skill level in supporting student learning through teaching techniques, familiarity with and application of adult learning theory and best	Fall 2014	Vice President of Academic Services /Director of Human Resources	17% of adjunct and full-time faculty received training. Higher level of student learning, retention and success as compared to 2011-

			practice in community college teaching.			2012 baseline measures
3	3.6	As guided by the Educational Master Plan, staff personnel in appropriate instructional disciplines	Program capacity supported by appropriate staffing level	Spring 2015	Vice President of Academic Services/Director of Human Resources	Adequate staffing as supported by program data and state board requirements
3	3.3.e.	Provide online training to include instructional and counseling faculty	Instructional and counseling faculty trained in alternative delivery modes	Summer 2015	Vice President of Academic Services/Title III Activity Director/ Flex Faculty and Staff Coordinator	30 participants trained
Human Resources Action Plan 2015-2018 - 1 strategies						
Goal	Obj.	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.6	As guided by the Educational Master Plan, staff personnel in appropriate instructional disciplines	Program capacity supported by appropriate staffing level	Each Spring	Vice President of Academic Services/Director of Human Resources	Adequate staffing as supported by program data and state board requirements

Professional Development Plan

INTRODUCTION

MISSION AND VALUES

The Human Resources Planning Committee members believe that the educational environment for students is enriched when the college invests in the professional skills, academic knowledge, and cultural proficiency of its employees. Thus, provision for continued professional development opportunities for Lassen College employees is essential for college success.

OPERATIONAL PRINCIPLES

The following principles provide a framework for professional development and serve as criteria for all decisions on professional development activities. Professional Development is defined as an activity that achieves its goals the development of skills, competencies, and personal qualities that will provide the potential for improved performance and satisfaction on the job. To that end, the Human Resource Planning Committee plans, coordinates, and provides financial support for a variety of activities that engage faculty, staff, and administrators in an active and creative intellectual life.

The committee groups the guiding principles under these headings:

1. Contribution to Employee Collaboration

Professional development activities serve as a vehicle for enhancing employee interactions, building a cooperative environment, and fostering a healthy working relationship among employees.

2. Contribution to Student Success

Professional development activities must have either a direct or an indirect student benefit. These activities should increase their success as measured by agreed-upon learning outcomes at the institution, program, and course levels.

Benefits to students may accrue through:

- improvement of customer service from all staff members
- enhancement of a specific course, program of instruction, or student service
- enhancement of cultural proficiency
- improvement of leadership skills
- enhancement of knowledge of shared governance, collaboration, and relationship building
- improvement of technological skills

3. Meeting Needs

Professional development activities include those that meet the needs of LCC employees as expressed in assessment surveys, workshop evaluation forms, internal documents [such as program reviews, accreditation self-evaluation reports, district and college plans], shared governance committee activities, and faculty classified, or management initiatives. Moreover, the Human Resource Planning Committee should focus on identifying college needs and encouraging employees to explore ideas and competencies that facilitate continuous improvement at the organizational and individual levels.

4. Allocation of Resources

Since resources are limited, the committee believes that professional development activities should be designed to provide the greatest effect on the college, its programs, and students. Consequently, college resources should be allocated to activities that have broad institutional impact. At the same time, the committee recognizes (a) the value of the individual's rejuvenation through individual professional development activities, such as attendance at lunch and learn activities or professional conferences; (b) that professional development may involve activities which are beyond staff's ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college and (c) the importance of professional development for all college employees, which requires that resources be allocated equitably among disciplines, employee categories, and types of activities.

5. Accountability

The committee supports the evaluation of and resulting modifications to major training activities. The committee recognizes the importance of ensuring appropriate accountability for those who engage in professional development activities. The college abides by state, district, and college policies and regulations as well as by the requirements of funding sources.

6. Responsibilities

Ultimately, the responsibility for professional development at LCC lies with each employee. The College must nurture a climate where continued personal and professional growth is valued and pursued. The Human Resource Planning Committee is responsible for ensuring that adequate opportunities for Professional Development exist. At present, the responsibilities of the Human Resource Planning Committee as they relate to professional development include the following:

- ❖ plans and conducts activities for all employees that lead to enhanced employee collaboration and respect
- ❖ provides a forum for explorative and open discussion of new and innovative procedures and strategies
- ❖ advises and assists in planning, evaluating and improving constituent group interactions
- ❖ supports training and re-training opportunities
- ❖ distributes information on workshops, seminars, and available resources related to faculty and staff improvement
- ❖ provides programs for community awareness
- ❖ develops a comprehensive Professional Development Plan

PROFESSIONAL DEVELOPMENT GOALS AND STRATEGIES

The goals of Professional Development are aligned with the Strategic Goals of the District, namely, Institutional Effectiveness, Learning Opportunities, Resource Management, and Student Success. Most directly, professional development supports these strategic goals through the development of skills, knowledge, and attitudes in the following areas:

- **Organizational Competency, Communication, and Morale** – by creating an environment that promotes collaboration and effective constituent interactions
- **Employee Competency** – by building a training program in the development, implementation, and assessment of student learning/administrative unit outcomes that benefit the college community
- **Cultural Proficiency** – by developing a training program and providing opportunities for LCC employees to have cultural experiences that contribute to and broaden the cultural proficiency of the LCC community
- **Technological Competency** – by developing a technologically competent organization

OBJECTIVES, ACTIVITIES AND PERFORMANCE OUTCOMES

Professional development objectives, activities, and performance outcomes identified in this plan reflect college planning directions as known at the time of adoption of the plan by the Human Resource Planning Committee in Spring 2013. As the college updates its plans, new professional development needs may be identified and existing needs may change. The Human Resource Planning Committee will review the plan on a regular basis and update it as needed. The document is living and flexible.

Employee Collaboration: Organizational Competency, Communication, & Morale

Objective 1 – Organizational Competency, Communication, & Morale		
Create an environment that encourages collaboration and collegial interaction. (2014-Accreditation Self-Evaluation – Standard VI)		
<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
1.1. Recognize faculty and staff success, both personal and professional.	Employee Recognition at Board Meetings and Convocations	Implemented Spring 2012; Ongoing
1.2. Provide training opportunities each semester to encourage an understanding of collaboration and shared governance.	Director of Human Resources/Information Technology Specialist II	Implement Fall 2013; Ongoing
1.3. Provide activities and training on effective practices and conflict resolution.	Director of Human Resources	Implement Fall 2013; Ongoing

Employee Competency: Competence in the Workplace

Objective 1 – Competence in the Workplace		
Train faculty and staff to create and evaluate student-learning/administrative unit outcomes at the course, program, area and institutional levels. (2014-Accreditation Self-Evaluation – Standard II)		
<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
1.1. Continue training program for WEAVE Online for Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs)	Weave Online Implementation Task Force	Implemented Fall 2012; Ongoing
Objective 2 – Competence in the Workplace		
Provide timely, accurate and effective state and federal mandated trainings and compliance tracking:(2014-Accreditation Self-Evaluation – Standard III)		
<i>Activities and Performance Outcomes</i>	<i>Critical Connections</i>	<i>Timeline</i>
2.1 Provide <ul style="list-style-type: none"> • Child Abuse Reporting Training • Equal Employment Opportunity • Disaster Preparedness • Family Education Rights to Privacy Acts (FERPA) • Tuberculosis testing 	Director of Human Resources	Implemented Fall 2012; Ongoing

Objective 3 – Competence in the Workplace		
Train faculty on instructional delivery methodologies (2014-Accreditation Self-Evaluation – Standard II)		
Activities and Performance Outcomes	Critical Connections	Timeline
3.1 Provide faculty with regular opportunities to explore different instructional delivery methods.	Dean of Instructional Services	Implemented Fall 2012; <i>Ongoing</i>
3.2 On Course Training	Title III Activities Coordinator	Spring 2013 <i>Ongoing</i>
Objective 4 – Competence in the Workplace		
Provide faculty and staff with discipline-specific/job specific professional growth opportunities (2014-Accreditation Self-Evaluation – Standard III)		
Activities and Performance Outcomes	Critical Connections	Timeline
4.1. Provide faculty and staff with discipline-specific/ job specific training opportunities.	Vice President of Academic Services	<i>Implement</i> Fall 2013, <i>Ongoing</i>
4.2. Provide customer service training	Director of Human Resources	<i>Implement</i> Fall 2013, <i>Ongoing</i>
Objective 5 – Competence in the Workplace		
Increase awareness of institutional and individual responsibilities for student success. (Strategic Goal #4; 2014-Accreditation Self-Evaluation – Standard II)		
Activities and Performance Outcomes	Critical Connections	Timeline
5.1. Include at least one training during flex each year focused on enhancing awareness about institutional and individual responsibilities and roles for student success.	Flex Coordinator	<i>Implement</i> Fall 2013, <i>Ongoing</i>

Employee Competency: Cultural Proficiency

Objective 1 – Cultural Proficiency		
Train employees to identify their own biases and use respectful cultural communication practices. (2014-Accreditation Self-Evaluation – Standard III)		
Activities and Performance Outcomes	Critical Connections	Timeline
1.1. Provide training and activities each academic year on cultural diversity and communication practices.	Director of Human Resources	<i>Implement</i> Spring 2013; <i>Ongoing</i>
1.2. Provide information concerning the needs of special student populations including but not limited to first generation, re-entry, DSPS, parent, and other special populations.	Director of Human Resources	<i>Implement</i> Spring 2013; <i>Ongoing</i>
1.3 Provide international student orientations on what students need to know, where campus	Outreach Coordinator/	<i>Implement</i> Fall 2013;

services are, how to register, what are important dates, cultural differences, etc.	Academic Counselors	<i>Ongoing</i>
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Employee Competency: Technological Competency

Objective 1 – Technological Competency		
Promote and provide regular and consistent training on the effective use of technology (2014-Accreditation Self-Study – Standard III)		
Activities and Performance Outcomes	Critical Connections	Timeline
1.1 Provide workshops each year to promote proficiency in using the Datatel management information system	IT staff, Student Services Employees	<i>Implement Spring 2014 Ongoing</i>
1.2 Provide online delivery training including instructional and counseling faculty (Moodle)	Title III Activity Coordinator	<i>Implemented Spring 2012 Ongoing</i>
1.3 Provide Microsoft Office training to all staff	IT staff/Information Technology Specialist II in TECC	<i>Implemented Fall 2012 Ongoing</i>
1.4 Provide WEAVE ONLINE training	WEAVE Implementation Team	<i>Implemented Fall 2012 Ongoing</i>

Flex Activities

The Governing Board may designate an amount of time during each fiscal year to be used for staff development activities not to exceed fifteen (15) days. The time designated for these activities shall be known as “*flexible time*.” The activities of all faculty members during the designated flexible days are to be directed toward instructional improvement activities such as:

1. Course instruction and evaluation;
2. Staff development, in-service training, and instructional improvement;
3. Program and course curriculum or learning resource development and evaluation;
4. Related activities, such as student advising, guidance, orientation and matriculation services;
5. Conferences, workshops, and institutional research;
6. Other duties as approved by the District.

Flexible Calendar 2013-2014

The academic calendar for 2013-2014 has seven days (35 hours) designated for “flex” activities for full-time faculty. Flex calendar dates are:

August 15, 2013	In-service Training (Convocation) Days:
August 16, 2013	
November 27, 2013	
January 9, 2014	
January 10, 2014	
February 18, 2014	
February 19, 2014	