

LASSEN COMMUNITY COLLEGE

COMPREHENSIVE INSTITUTIONAL MASTER PLAN

“Serving the Future”



2013-2018

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Section I – Introduction

BRIEF HISTORY OF THE COLLEGE:

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

The college campus is located immediately north of Susanville on Highway 139 and consists of 207 acres, fifteen main buildings, four relocatable buildings and nineteen 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 201 students, a library, cafeteria, computer rooms, a large gymnasium, stables, barn, rodeo arena and outdoor recreation facilities including a ski hill.

The District serves the Honey Lake Valley communities of Susanville, Janesville and Herlong, and outreach areas including Alturas, Big Valley and Westwood. Although Lassen Community College serves one of the larger geographic areas of the state, the population is relatively small. Credit Full-time Equivalent Students (FTES) over a ten- year period between 2002 and 2012 have been as high as 2,180 in 2002-2003 and as low as 1,304 in 2007-2008. FTES for 2011-2012 were 1,834.3.

ABSTRACT OF PLANNING PROCESS FOR 2013-2018 COMPREHENSIVE INSTITUTIONAL MASTER PLAN:

The institutional planning process for the 2013-2018 Comprehensive Institutional Master Plan began in 2007-2008.

The established planning cycle was repeated for the 2012-2013 planning update. Using the same four-step process used during previous cycles, 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 2012-2013 strategies in the Comprehensive Institutional Master Plan Implementation/Evaluation Matrix; (3) revised 2013-2017 objectives and strategies, and (4) proposed strategies for 2017-2018. Consultation Council accepted master plans for inclusion into the Comprehensive Institutional Master Plan on various dates, the Educational Master Plan on October 12, 2012, the Student Services Master Plan on December 12, 2012, the Institutional Technology Plan on February 4, 2012, , the Facilities Master Plan on March 8, 2012, and the Human Resource Master Plan and Professional Development Plan on April 22, 2013. After discussion, Consultation Council adopted the 2013-2018 Comprehensive Institutional Master Plan on April 29, 2013.

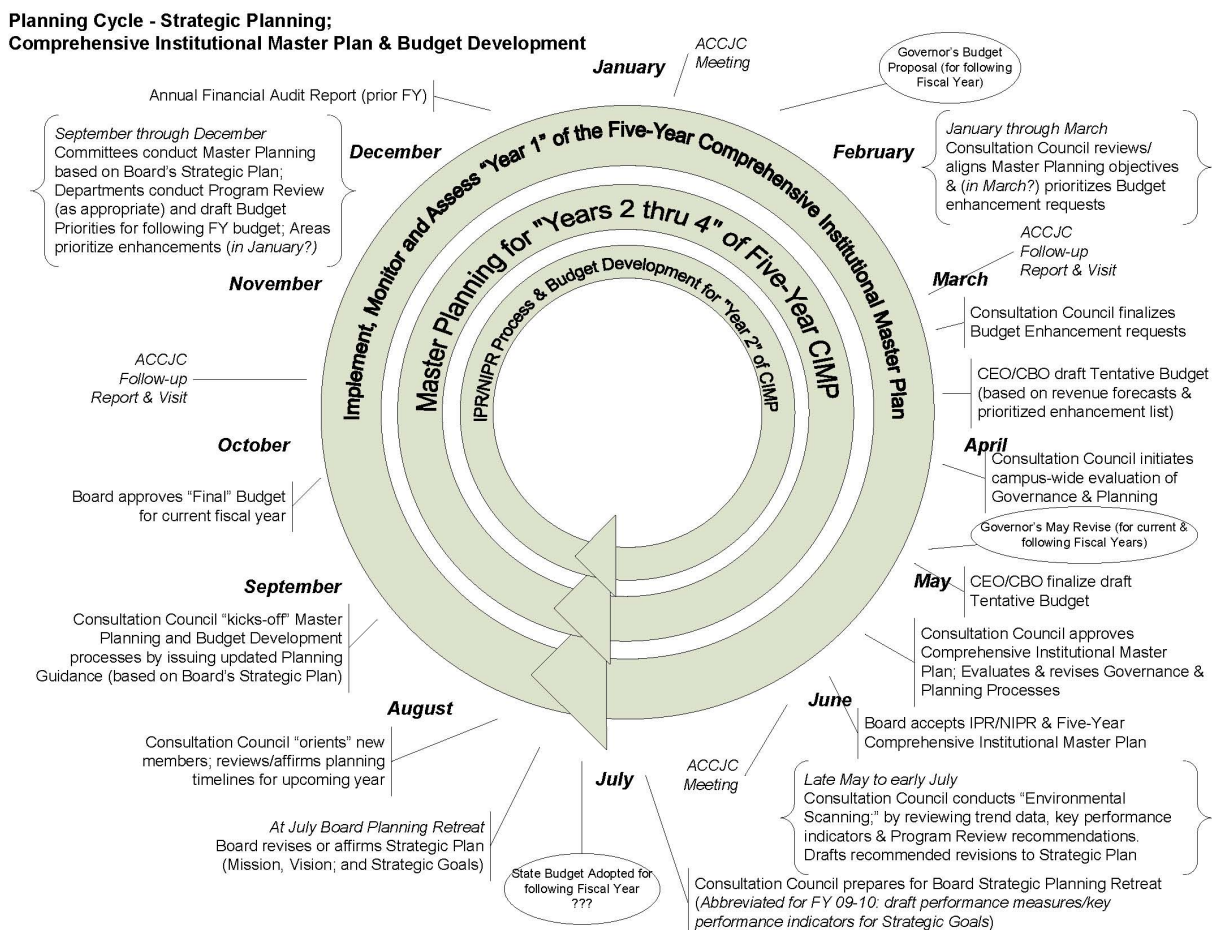
IMPLEMENTATION AND EVALUATION OF INSTITUTIONAL PLANNING:

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 and early Spring semesters of each year, the master plans (Educational Master Plan, Student Services Master Plan, Institutional

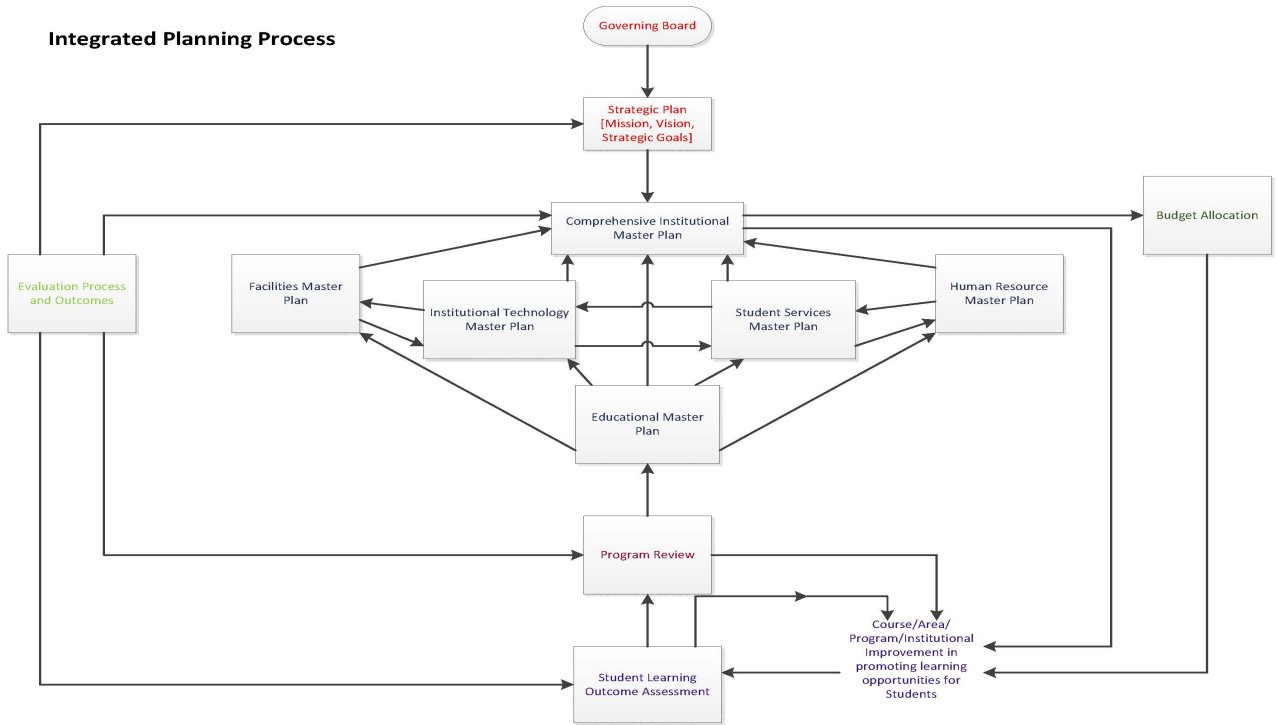
Technology Master Plan, Facilities Master Plan, and Human Resources Master Plan) forming sections within the Comprehensive Institutional Master Plan are updated utilizing program review recommendations provided during the program review cycle of the previous year. Consultation Council/Strategic Planning 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 are 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:



INSTITUTIONAL INTEGRATED PLANNING MODEL



Section II – Institutional Section (Strategic Plan)

LASSEN COMMUNITY COLLEGE MISSION STATEMENT: (reaffirmed August 14, 2012)

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

LASSEN COMMUNITY COLLEGE VISION STATEMENT (revised August 14, 2012)

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

- Be the Academic Leader by ensuring quality and student success
- Be the Educational Leader by expanding outreach and student access
- Be a Trusted Steward by providing capable Leadership and Accountability
- Be the Economic and Workforce Development Leader for the community
- Be the Cultural Leader in the community
- Be the Civic and Social Leader in the community
- Be the Model of a highly efficient self-sustaining rural community college

LASSEN COMMUNITY COLLEGE VALUES (revised August 14, 2012)

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
- Diversity
- Active listening and communication
- Agreements that are made and kept

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 2013-2018 as revised by the Governing Board on August 14, 2012 are listed below:

Strategic Goal # 1 (Institutional Effectiveness): Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

Strategic Goal #2 (Learning Opportunities): Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

Strategic Goal #3 (Resource Management): Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

Strategic Goal #4 (Student Success): Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

BACKGROUND RESEARCH AND DATA COLLECTION:

EXTERNAL RESOURCES:

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

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

INTERNAL RESOURCES:

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

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

STRATEGIC PLAN PREPARATION:

The Strategic Planning Committee met during June and July 2008 to compile and analyze external and internal data from a variety of sources, to present during the Governing Board Planning Retreat hosted by the Strategic Planning Committee on July 22, 2008. The board discussion resulted in six refined strategic goals, which were subsequently adopted by the Governing Board on August 12, 2008. In addition at the August 12, 2008 meeting the Governing Board adopted a revised vision statement and at the September 23, 2008 adopted a revised mission statement better reflecting the direction of the institution. The Governing Board discussed targets for the adopted strategic goals at the annual planning retreat July 24, 2009. The Governing Board reaffirmed the mission, vision, value statements and strategic goals at the October 13, 2010 meeting and again at the September 13, 2011. The Governing Board adopted revised strategic goals and August 14, 2012.

STRATEGIC PLANNING COMMITTEE:

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

Cheryl Aschenbach – Academic Senate President/Division Chair (Faculty)
Colleen Baker – Division Chair (Faculty)
Terry Bartley - Management
Carie Camacho – Division Chair (Faculty)
Dave Clausen –Vice-President of Administrative Services (Administration)
Marlon Hall – President (Administration)
Jeff Lang - Classified
Robert Lopez- President (Associate Student Body) – spring semester
Carol Montgomery – Classified
Sue Mouck – Vice-President of Academic Services (Administration)
Marcus Murakami – President (Associated Student Body) – fall semester
Vickie Ramsey – Human Resource Director (Management)
Eric Rulofson - Facilities Planning Committee Chair (Management)
Ross Stevenson – Division Chair (Faculty)
Patrick Walton – Associate Dean of Student Services (Administration)
Tami Wattenburg – Classified

Section III – Objectives, Strategies and 2013-2018 Action Plan

STRATEGIC GOALS, OBJECTIVES AND STRATEGIES, FOR PLANNING 2013-2018

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

STRATEGIC GOAL ONE – INSTITUTIONAL EFFECTIVENESS: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.

Objective 1.1. By Fall 2013, the college will improve institutional effective through the completion and submittal of the 2014 Self- Evaluation to the Accrediting Commission. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

Strategy 1.1.a. By Fall 2013, the college will complete the draft self-evaluation for refinement, constituent group review and adoption by the Governing Board Fall 2013. [Accreditation Liaison Officer, President’s Cabinet, Consultation Council]

Objective 1.2. By Fall 2014, the college will have achieved sustainable continuous quality improvement through the ongoing incorporation of the results derived from the assessment of student learning into institutional planning. [Vice President of Academic Services, Division Chairs]

Strategy 1.2.a. By Spring 2014, the college will have improved campus-wide dialog concerning student learning assessment and the use of the results of those assessments by the establishment of on-going systematic discussion during campus meetings. [Vice President of Academic Services]

Strategy 1.2.b. By Spring 2014, the college will institutionalize the use of WEAVEOnline. [WeaveOnline Implementation Team]

Objective 1.3. By Fall 2014, the college will improve communication and coordination across the campus. [Vice President of Academic Services, Dean of Student Services, Vice President of Administrative Services]

Strategy 1.3.a. By Fall 2013, the college will implement student email. [Dean of Student Services, Vice President of Administrative Services]

Strategy 1.3.b. By Spring 2014, implement an electronic system to notify candidates of the status of their application. [Human Resource Manager, Vice President of Administrative Services]

Strategy 1.3.c By Fall 2014, the college will maximize capacity in Datatel (Degree Audit and Communication Management). [Vice President of Academic Services, Vice President of Administrative Services]

Objective 1.4. By Summer 2014, the college will have on-demand analytic access to institutional data that guides decision-making while insulating the production transaction environment from contention risk. [Director of Institutional Effectiveness]

Strategy 1.4.a. By Summer 2014, 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. [Director of Institutional Effectiveness, Director of Information Technology]

Strategy 1.4.b. By Summer 2014, 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. [Director of Institutional Effectiveness]

Objective 1.5. By Fall 2014, the college will achieve full Disaster Preparedness compliance [Director of Facilities]

Strategy 1.5.a. By Fall 2013, the college will have implemented and ongoing training program consistent with the Disaster Preparedness Plan [Vice President of Administrative Services, Director of Facilities]

Strategy 1.5.b. By Fall 2013, the college will secure and implement the Keenan and Associates disaster preparedness online training program & create a District-wide staff-training schedule [Human Resource Manager, Director of Facilities]

Strategy 1.5.c. By Fall 2014, the college will review the Disaster Preparedness Plan (DPP) and update as needed. [Vice President of Administrative Services, Director of Facilities]

Objective 1.6. By Fall 2015, the college will make the institutional research agenda of excellent decision support services and integrated Scholarship of Learning and Teaching services into one of the statewide models for effective research. [Director of Institutional Effectiveness, Vice President of Academic Services]

Strategy 1.6.a. By Fall 2014, the college will secure both the human and technical resources to specialize in student learning/administrative unit outcome assessment and the Scholarship of Learning and Teaching. [Director of Institutional Effectiveness, Vice President of Academic Services]

Strategy 1.6.b. By Fall 2014, the college define an annual data-gathering regimen for student services. [Director of Institutional Effectiveness, Director of Information Technology, Vice President of Academic Services]

Strategy 1.6.c. By Fall 2014, 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. [Director of Institutional Effectiveness, Director of Information Technology Vice President of Academic Services]

Strategy 1.6.d. By Fall 2015, the college will create a model of institutional research that is portable and viable to other community colleges. [Director of Institutional Effectiveness, Director of Information Technology , Vice President of Academic Services]

Objective 1.7. By Summer 2014, the college will complete a comprehensive review of student services processes, administrative procedures and Board policies looking for opportunities to automate those processes. [Dean of Student Services]

Strategy 1.7.a. By Summer 2014, the college will create the automation projects list for student services to improve student access and success. [Dean of Student Services]

Strategy 1.7.b. By Summer 2014, the college will complete technology upgrades to support scanning technology for student records, improved communication for FASFA information, document imaging, degree audit, Ecommunications in all Student Services departments. [Dean of Student Services, Vice President of Administrative Services]

Strategy 1.7.c. By Summer 2015, the college will expand and update the comprehensive automation projects list for student services to improve student access and success. [Dean of Student Services]

Objective 1.8. By Fall 2014, the college will increase capability to perform online services (e.g., application, counseling, registration, payment, financial aid, instruction, research, grades, transcripts, alumni relations, giving). [Vice President of Academic Services, Dean of Student Services, Institutional Technology Team]

Strategy 1.8.a. By Summer 2013, the college will improve technology services in Admissions and Records, Financial Aid and Counseling. [Vice President of Academic Services, Dean of Student Services, Institutional Technology Team]

Objective 1.9. By Summer 2015, complete baseline measurement and complete two assessment cycles of non-instructional program administrative unit outcomes leading to effective program reviews. [Vice President of Academic Services, Vice President of Administrative Services]

Strategy 1.9.a. By Spring 2014, the college will have completed the establishment of associations between various levels of student learning/administrative unit outcomes within WeaveOnline. [Director of Institutional Effectiveness, WeaveOnline Implementation Team]

STRATEGIC GOAL TWO – LEARNING OPPORTUNITIES: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

Objective 2.1. By Fall 2014, the college will provide student access through a variety of offerings in the available distance education modalities. [Dean of Instructional Services, Division Chairs]

Strategy 2.1.a. By Summer 2014, the college will evaluate and make a decision on the Moodle online platform. Vice President of Academic Services, Online Mentor]

Strategy 2.1.b. By Summer 2014, the college will evaluate student success progress in online courses towards the goal of 15% increase in retention and success as compared to baseline data in 2011-2012. [Vice President of Academic Services, Division Chairs]

Strategy 2.1.c. By Summer 2014, the college will achieve 75% web-enhanced curriculum. [Dean of Instructional Services, Division Chairs, Academic Senate]

Strategy 2.1.d. By Summer 2015, the college will achieve 100% web-enhanced curriculum. [Dean of Instructional Services, Division Chairs]

Objective 2.2. By Fall 2015, the college will assure basic skills, general education and career and technical education course offerings reflect the needs of students desiring to transfer to a four-year college or enter a career. [Dean of Instructional Services, Division Chairs]

Strategy 2.2.a. By Summer 2014, the college will be evaluated and modify as appropriate the curriculum to allow for the development of a minimum of fourteen associate degrees for transfer. [Dean of Instructional Services, Division Chairs]

Strategy 2.2. b. By Summer 2014, the college will have developed a two-year academic calendar and implemented a two-year course schedule consistent with two-year advising plans, which promotes seamless and timely completion of educational goals. [Dean of Instructional Services]

Strategy 2.2.c. By Summer 2014, the college will be evaluated and modify as appropriate the curriculum to allow for the development of a minimum of sixteen associate degrees for transfer. [Dean of Instructional Services, Division Chairs]

Objective 2.3. By Fall 2017, the college will concentrate on the strengthening and/or expansion of those career and technical programs with demonstrable growth potential [Dean of Instructional Services, Academic Planning Committee]

Strategy 2.3.a. By Fall 2013, the college will submit an AWS application. [Dean of Instructional Services, Welding Instructor]

Strategy 2.3.b. By Summer 2014, the college will modify the facility and complete the purchase equipment for the automotive technology to provide an ASE pathway. [Dean of Instructional Services, Director of Facilities, Automotive Instructor]

Strategy 2.3.c. By Fall 2014, the college will modify the facility and apply for approval as an AWS testing site. [Dean of Instructional Services, Director of Facilities, Welding Instructor]

Strategy 2.3.d. By Fall 2014, the college will redesign and expand the vocational nursing program to serve thirty students. [Dean of Instructional Services, Director of Nursing]

Strategy 2.3.e. By Fall 2015, the college will determine the future of Allied Health programs at the college, including the development of an RN Bridge program in partnership with other colleges [Dean of Instructional Services, Director of Nursing]

Strategy 2.3.f. By Fall 2016, the college will develop a Comprehensive Allied Health Program and continuing education unit (CEU) framework. [Dean of Instructional Services, Director of Nursing]

Strategy 2.3.g. By Fall 2017, the college will complete the re-evaluation and re-alignment of the Allied Health Program. [Dean of Instructional Services, Director of Nursing]

Objective 2.4. By Fall 2016, the college will have assessed the need and developed new vocational programs in response to market demand. [Academic Planning Committee, Dean of Academic Services]

Objective 2.5. By Fall 2016, the college will be the principal provider of expanded Contract Education, Continuing Education and Community Service in our region. [Vice President of Academic Services, Division Chairs]

Strategy 2.5.a. By Summer 2015, the college will complete an evaluation of the community needs and feasibility for offering contract education, continuing education and community services classes. [Vice President of Academic Services, Division Chairs]

Strategy 2.5.b. By Fall 2015, the college will Implement the plan/develop continuing education and community service schedule. [Dean of Academic Service, Division Chairs]

Strategy 2.5.c. By Summer 2016, the college will create an outreach infrastructure within the college that will oversee contract education, continuing education and community services classes. [Vice President of Academic Services, Division Chairs]

Strategy 2.5.d. By Summer 2016, the college will evaluated and modify as appropriate the outreach infrastructure. [Vice President of Academic Services, Division Chairs]

Strategy 2.5.e. By Summer 2017, the college will evaluated and modify as appropriate the contract education performance, continuing education and community services offerings. [Vice President of Academic Services, Division Chairs]

Strategy 2.3.f. By Summer 2018, the college will evaluated and modify as appropriate the contract education performance, continuing education and community services offerings. [Vice President of Academic Services, Division Chairs]

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

Objective 3.1. By Fall 2016, the college will design, implement, evaluate and modify an on-going professional development program. [Human Resource Manager]

Strategy 3.1.a. By Fall 2013, the college will publish a *Classified Handbook*. [Human Resource Manager]

Strategy 3.1.b. By Fall 2013, the college will implement new employee orientation. [Human Resource Manager]

Strategy 3.1.c. By Spring 2014, the college will implement an ongoing training program for WEAVEOnline. [Human Resource Manager, WeaveOnline Implementation Team]

Strategy 3.1.d. By Summer 2014, the college will provide a minimum of four cultural diversity celebrations. [Human Resource Manager]

Strategy 3.1.e. By Summer 2014, the college will provide for online training for an additional twenty participants including instructional and counseling faculty. [VP of Academic Services, Dean of Student Services, Human Resource Manager]

Strategy 3.1.f. By Summer 2014, the college will hold one assessment method training based on needs identified in 12/13. [Human Resource Manager, WeaveOnline Implementation Team]

Strategy 3.1.g. By Fall 2014, the college will establish an electronic system to track faculty and staff evaluations as well as on-boarding new employees. [Human Resource Manager]

Strategy 3.1.h. By Summer 2014, the college will have improved campus-wide resources d concerning student learning/administrative unit outcome assessment through the establishment of on-going schedule of attendance by faculty/staff at the state Student Learning Institute. [Vice President of Academic Services]

Strategy 3.1.i. By Summer 2014, the college will provide discipline specific training for the Welding instructor plus three additional faculty. [Human Resource Manager, Human Resources Planning Committee, Title III Director, Flex Coordinator]

Strategy 3.1.j. By Summer 2014, the college will provide classroom technology, anagogical and On Course training for 17% of adjunct and full-time faculty. [Human Resource Manager, Human Resources Planning Committee, Title III Director, Flex Coordinator]

Strategy 3.1.k. By Summer 2014, the college will provide training for alternative instructional technologies to at least twelve participants. [Dean of Academic Services, Human Resource Manager, Flex Coordinator]

Strategy 3.1.l. By Summer 2014, the college will implement an annual Student Services Professional Development Plan. [Human Resource Manager, Human Resources Planning Committee, Dean of student Services, Flex Coordinator]

Strategy 3.1.m. By Fall 2014, the college will publish an annual professional development calendar including flex activities. [Human Resource Manager, TECC Instructional Support Specialist, Flex Coordinator]

Strategy 3.1.n. By Fall 2014, the college will implement with compliance tracking for state and federal mandated training (child abuse reporting, equal employment opportunity, disaster preparedness, FERPA, etc.). [Human Resource Manager, TECC Instructional Support Specialist,

Flex Coordinator]

Strategy 3.1.o. By Summer 2015, the college will provide for online training for an additional thirty participants including instructional and counseling faculty. [Dean of Instructional Services, Dean of Student Services, Human Resource Manager]

Strategy 3.1.p. By Summer 2015, the college will implement a Student Services Professional Development Plan [VP of Academic Services, Dean of Student Services, Human Resource Manager]

Strategy 3.1.q. By Summer 2015, the college will provide classroom technology and anagogical training for an additional 25% of adjunct and full-time faculty. [Human Resource Manager, Human Resources Planning Committee, Title III Director, Flex Coordinator]

Strategy 3.1.r. By Summer 2015, the college will provide discipline specific training for an additional four faculty. [Human Resource Manager, Human Resources Planning Committee, Title III Director, Flex Coordinator]

Strategy 3.1.s. By Summer 2016, the college will provide classroom technology and anagogical training for an additional 25% of adjunct and full-time faculty. [Human Resource Manager, Human Resources Planning Committee, Title III Director, Flex Coordinator]

Objective 3.2. By Fall 2015, the college will provide improved technology capabilities in classrooms and in the workplace. [VP of Administrative Services]

Strategy 3.2.a. By Summer 2014, the college will develop a prioritized list of classroom renovations included in and implemented through the facility maintenance plan. [Vice President of Academic Services, Director of Facilities]

Strategy 3.2.b. By Summer 2014, the college will establish an intranet for web-based communication. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.c. By Summer 2014, the college will assure a vital Web presence. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.d. By Summer 2014, the college will create a scheduled routine three-year technology refresh cycle for instructional spaces and offices to assure ongoing state of the art technology. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.e. By Summer 2014, the college will review wireless network coverage inside buildings and in outdoor common areas. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.f. By Summer 2015, the college will demonstrate capacity building in institutional technology by implementation of the first year of the Refresh plan, providing refresh to 33% of campus technology. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.g. By Summer 2016, the college will demonstrate capacity building in institutional technology by implementation of the second year of the Refresh plan, providing refresh to 33% of campus technology. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.h. By Summer 2017, the college will demonstrate capacity building in institutional technology by implementation of the third year of the Refresh plan, providing refresh to 33% of campus technology. [Vice President of Administrative Services, Institutional Technology Team]

Strategy 3.2.i. By Summer 2018, the college will demonstrate capacity building in institutional technology by implementation of the second cycle of the first year of the Refresh plan, providing refresh to 33% of campus technology. [Vice President of Administrative Services, Institutional Technology Team]

Objective 3.3. By Fall 2014, the college will leverage technology to achieve paperless offices and workflows through document imaging and electronic document filing system. [Vice President of Administrative Services, Institutional Technology Planning Committee]

Strategy 3.3.a. By Summer 2014, the college will purchase imaging software and scanners. [Vice President of Administrative Services, Institutional Technology Planning Committee]

Objective 3.4. By Summer 2016, the college will have leveraged existing infrastructures and facilities to support existing and expanding academic and student support services. [Vice President of Administrative Services, Director of Facilities, Facilities Planning Committee]

Strategy 3.4.a. By Fall 2014, the college will locate and prioritize funding to modernize the District's equipment & facilities. [Vice President of Administrative Services, Director of Facilities, Facilities Planning Committee]

Strategy 3.4.b. By Fall 2015, the college will create and equip a virtual library. [Vice President of Academic Services, Vice President of Administrative Services, Director of Facilities, Facilities Planning Committee]

Strategy 3.4.c. By Fall 2015, the college will determine the feasibility of pursuing some of the visionary institutional development ideas (Allied Health Institute, Gunsithing Facility Expansion, Athletic Facility Upgrade, Infrastructure Upgrade, Performing Arts Center) . Vice President of Academic Services, [Vice President of Administrative Services, Director of Facilities, Facilities Planning Committee]

Objective 3.5. By Summer 2015, the college will have annually achieved *District Scheduled Maintenance Five-Year Plan* as scheduled. [Director of Facilities]

Strategy 3.5.a. By Summer 2014, the college will Implement the District's Scheduled Maintenance Five-Year Plan when funded (see Appendix A) [Director of Facilities]

Objective 3.6. By Fall 2016, the college will have hired or realigned existing full-time instructors and staff to provide sufficient depth and breadth to meet the institutional scheduling needs of realigned

academic programs and delivery modes. [Vice President of Academic Services, Human Resource Manager, Academic Planning Committee]

Strategy 3.6.a. By Fall 2014, the college will, as informed by the Educational Master Plan, staff personnel in English as a Second Language and Foreign Language. [Dean of Instructional Services, Academic Planning Committee Human Resource Manager]

Strategy 3.6.b. By Spring 2015, the college will as informed by the Educational Master Plan, staff personnel in the Allied Health program. [Dean of Instructional Services, Academic Planning Committee, Human Resource Manager]

STRATEGIC GOAL FOUR - *STUDENT SUCCESS*: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Objective 4.1. . By Fall 2015, the college will increase student success by giving students the tools and knowledge needed to do well in college and the world of work. [Dean of Student Services, Faculty]

Strategy 4.1.a. By Fall 2013, the college will re-initiate face-to-face student orientations. [Dean of Instructional Services, Dean of Student Services, Faculty]

Strategy 4.1.b. By Summer 2014, the college will complete the development of an early alert system to identify students who are struggling in their classes and to help them succeed. [Dean of Instructional Services, Dean of Student Services]

Objective 4.2. By Spring 2015, the college will maximize the student experience. [Vice President of Academic Services, Division Chairs]

Strategy 4.2.a. By Summer 2014, the college will improve student affair supervision to coordinate clubs, develop an advisors manual for student organizations, assist in management and supervision of activities and events sponsored by ASB, assist in student leadership development, prepare and work with advisors. [Dean of Student Services]

Strategy 4.2.a. By Summer 2014, the college will prepare for and serve the needs of increased international students. [Dean of Student Services, International Student Coordinator]

Strategy 4.2.b. By Summer 2014, the college will implement a two-year course schedule consistent with the two-year academic calendar, which promotes seamless and timely completion of educational goals. [Dean of Instructional Services, Division Chairs]

Objective 4.3. By Spring 2015, the college will initiate steps to improve access for under-represented students. [Dean of Student Services]

Strategy 4.3.a. By Spring 2014, the college will update the Student Equity Plan. [Dean of Student Services]

Strategy 4.3.b. By Summer 2014, the college will assess and implement steps to increase student access and the actual awarding of financial aid. [Vice President of Administrative Services]

Objective 4.4. By Fall 2015, the college will make progress toward the elimination of physical barriers and provision of assistive technologies in order to provide for ADA compliance. [Vice President of Administrative Services, Dean of Student Services, Facilities Planning Committee]

Strategy 4.4.a. By Fall 2014, the college will replace 2.5% of sidewalks that do not meet ADA compliance each year. [Director of Facilities]

Strategy 4.4.b. By Fall 2015, the college will replace 2.5% of sidewalks that do not meet ADA compliance each year. [Director of Facilities]

Objective 4.5. By Spring 2016, the college will develop a robust International Student Program [Dean of Student Services]

Strategy 4.5.a. By Fall 2013, the college will develop an international student program and recruit 15-20 students from the Pacific Rim. [Outreach Coordinator]

Strategy 4.5.b. By Fall 2013, the college will develop an international student program and recruit 35-40 students from the Europe and South America. [Outreach Coordinator]

CIMP	Improving Institutional Effectiveness - Accreditation Self- Evaluation: <ul style="list-style-type: none"> Complete the 2013 Accreditation Self-Evaluation
EMP	Improving Institutional Effectiveness: <ul style="list-style-type: none"> Improve campus-wide dialog concerning student learning and administrative unit assessment and use of the results of those assessments by the establishment of on-going systematic discussion during campus meetings. Completed the establishment of associations between various levels of student learning/administrative unit outcomes within WeaveOnline Institutionalize the use of WeaveOnline for Student Learning/Administrative Unit Outcome Assessment Analysis Create a data user friendly warehouse interface
EMP/SSMP	Transfer by Design: <ul style="list-style-type: none"> Develop a minimum of two additional transfer degrees based on the Transfer Model Curriculum (TMC) – SB 1440. Develop a two-year course schedule, which promotes seamless and timely completion of educational goals.
EMP	Program Development - Strengthening/Enhancing Existing Programs: <ul style="list-style-type: none"> Determine the future of Allied Health programs at the college Complete the purchase of equipment to provide an ASE pathway in the Automotive Technology program. Submit an application for AWS certification for the Welding program Evaluate and make a decision on the Moodle online platform
SSMP	Student Success Strategies: <ul style="list-style-type: none"> Implement student email Re-initiate face-to-face orientation Complete development of an Early Alert System
SSMP/ITMP	Maximize the Student Experience: <ul style="list-style-type: none"> Improve student affair supervision to coordinate clubs, develop an advisors manual for student organizations, assist in management and supervision of activities and events sponsored by ASB, assist in student leadership development, prepare and work with advisors Develop an International Student program
SSMP	Student Access Strategies: <ul style="list-style-type: none"> Assess and implement steps to increase student access and the actual awarding of financial aid Update the Student Equity Plan
ITMP/FMP	Instructional Technology Infrastructure <ul style="list-style-type: none"> Increase capability to perform online services (i.e. Expand Web Advisor functionality, services in Admissions and Records, Financial Aid and Counseling) Review wireless network coverage inside buildings and in outdoor common areas. Create a scheduled routine three-year technology refresh cycle for instructional spaces and offices to assure ongoing state of the art technology
FMP	Facilities Maintenance/Modification: <ul style="list-style-type: none"> Locate and prioritize funding to modernize the District's equipment & facilities Develop a prioritized list of classroom renovations included in and implemented through the facilities maintenance plan Complete the expansion of the Graphic Design facility Complete the modification of the Automotive Technology facility Implement the District's Scheduled Maintenance Five-Year Plan
HRMP	Professional Development - Training: <ul style="list-style-type: none"> Discipline specific, instructional technology and instructional pedagogy training for faculty Implement new employee orientation Support employee participation at Student Learning Outcome Institute Create a training schedule and track completion for mandated trainings, including disaster preparedness training. Provide a minimum four cultural awareness celebrations focusing on Cultural Heritage Months
HRMP	Human Resources – Staffing: <ul style="list-style-type: none"> Replace Dean of Instructional Services, Vice President of Academic Services, Director of Institutional Effectiveness, Basic Writing/Reading Instructor, Add Outreach Coordinator Add Director of Information Technology/Programmer
EMP/ HRMP/ FMP/ SSMP	Administrative Procedures: <ul style="list-style-type: none"> Publish Classified Handbook Implement an electronic system to notify candidates of the status of their application. Complete annual comprehensive review of student services processes, administrative procedures and Board policies. Complete annual comprehensive automation projects list for Student Services Define an annual data-gathering regimen for student services.

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 career technical 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-five (35) associate degrees, eighteen (18) certificates of achievement, and fourteen (14) certificates of accomplishment within twenty-three (23) credit programs. During 2011-2012 eight (8) new associate degrees for transfer and one career technical associate degree and certificate of achievement were added to the curriculum. An additional two (2) new associate degrees for transfer were added during 2012-2013. 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, University Studies Associate Degrees in Agriculture, Allied Health, Biological Science, Humanities, Mathematics/Physical Science, Natural Science, Social Science, and Associate Degrees for Transfer in Administration of Justice, Art History, Business Administration, Early Childhood Education, English, Geology, History, Sociology, Studio Art and Psychology. The associate degrees offered in career technical specializations are Accounting, Administration of Justice, Agriculture Science and Technology, Childhood Development, Correctional Science, Digital Graphic Design, Drug and Alcohol Paraprofessional, Fire Technology, Firearms Repair, General Gunsmithing, Human Services, Office Administrative Assistant, Vocational Nursing, and Welding Technology. In 2011-2012, 152 associate degrees, 105 certificates of achievement and 73 certificates of accomplishment were awarded.

II. ACADEMIC PLANNING COMMITTEE

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

Guided by the mission statement and strategic goals approved by the Governing Board, the Academic Planning Committee relies on recommendations from instructional program reviews to inform the development of the Educational Master Plan. The 2013 -2018 plan is derived from recommendations found in the following instructional program reviews: 2009 – Basic Skills; 2009 – Developmental Studies; 2010 -Natural Science/Mathematics; 2010 -Physical Education; 2010- Administration of Justice/Correctional Science; 2010- Business; 2011- Automotive Technology, 2011 – Fire Technology, 2011 – Gunsmithing; 2011 – Welding

Technology, 2011-Work Experience, 2011-Licensed Vocational Nursing, and 2012- Child Development. Additionally information from the 2010-Distance Learning, 2010-Community Services, and 2011-Contract Education Non-instructional Program Reviews are included.

The Educational Master Plan consists of five Annual Action Plans covering each Academic Year from 2013-2014 to 2017-2018. The Annual Action Plans are reviewed and updated annually in the fall term. The five-year plan is presented to Consultation Council by the Academic Planning Committee for approval, prior to informing the development of the Facilities, Institutional Technology, Human Resources and Student Services Master Plans in the subsequent spring term.

ACADEMIC PLANNING COMMITTEE MEMBERSHIP:

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

Cheryl Aschenbach - Division Chair, Science/Business
Colleen Baker - Division Chair, Basic Skills/English/ Mathematics
Carie Camacho - Division Chair, Social Science
Sue Mouck – Vice-President of Academic Services
Alison Somerville – Representative from the Curriculum/Academic Standards Committee
Fran Oberg – Executive Assistant of Academic Services
Ross Stevenson – Division Chair, Career/Technical/Health/Physical Education
Patrick Walton – Associate Dean of Student Services
Vacant - Associate Dean of Instructional Services
Vacant – Lead Counselor

III. 2013-2018 ACADEMIC ENCOMPASSING ELEMENTS

The Educational Master Plan articulates a pathway to maximize the student experience through five all-encompassing elements: Professional Development, Capacity Building, Program Development, Outreach Implementation, and Vision: Institutional Development. This pathway is the driving force behind all college planning and implements the college mission statement, identifies recommendations made through instructional program reviews, and utilizes strategic goals approved by the Governing Board.

Element I – Professional Development

People are our most important asset. In this regard, it is imperative that faculty have support to maintain currency through discipline-specific development opportunities in addition to training on emerging technologies, curriculum design, assessment of student learning outcomes, and adult learning theory.

Element II - Capacity Building

Today's educational environment requires colleges to deliver curriculum in alternative and innovative ways. As a result, the college recognizes the need for relevant technology. Throughout the next five years, the college will build this capacity in classroom technology, increase the number of classroom computer labs, and provide professional development. Since the adoption of AB 1725, faculty have been expected to participate in out-of-class duties to a much greater extent than ever before. Consequently, job descriptions for faculty need to be amended to include interest in participation in responsibilities outside of the classroom.

Element III - Program Development

Strengthening and enhancing existing programs as well as developing new programs will sustain Lassen Community College's educational leadership in northern California. Initial career technical programs identified for enhancement are nursing, automotive and welding. Enhancement of additional programs will be identified through the instructional program review process. The strengthening of transfer programs will occur through the development of additional associate degrees for transfer (SB 1440).

Element IV – Outreach Implementation

Lassen College serves a large geographic region and has a commitment to provide necessary training opportunities to all of its constituents. Currently under consideration, there are three different approaches to meet community needs: contract education, continuing education and community service. In addition to expanding educational opportunities to our immediate community members, Lassen College is also committed to student diversity and would like to increase our international student base.

Element V – Capital Development

The pathway elements provide the foundation for continued institutional development. The first four elements give the College the capacity to examine the feasibility of a proposed vision and bring it to fruition. Prospective visions identified thus far are: infrastructure upgrade (air conditioning, repair, remodel of instructional spaces), allied health institute, expanded agriculture area (indoor arena, safety fencing, pipe corrals, tack rooms, wash rack area, bleachers and landscaping), Herlong farm expansion, public safety academy, expanded gunsmithing facility (including indoor shooting range), upgraded community fitness and athletic facilities (swimming pool, track, soccer and baseball fields) and performing arts center.

ACADEMIC STAFFING PROPOSAL 2013-2014 (recommended staffing positions in priority order)

1. Replace full-time Director of Institutional Effectiveness (Research/Planning) – hired May 2013 for July 1, 2013 start
2. Replace one full-time Reading/Basic Skills English Instructor – hired March 2013 for fall 2013 start
3. Replace one full-time English Instructor [current temporary position] – hired March 2013 for fall 2013 start
4. One full-time Foreign Language- Spanish/English as a Second Language Instructor [2009 Basic Skills IPR]
5. Replace full-time Physical/Biological Science Instructor – individual retired Spring 2010– with Biological Science Instructor with preferred ability to teach in at least one physical science area- [2010 Natural Science/Mathematics IPR recommendation]
6. Replace one full-time Librarian [2011 Library NIPR]

7. Hire a part-time Learning Assistance Coordinator [2009 Basic Skills IPR] – 15 hours/week
8. One full-time Administrative Assistant [combination of Community Services/Contract Education/POST/Work Experience] [2011 Work Experience IPR]
9. Part-time equipment manager in Fire Technology [2011 Fire Technology IPR]
10. On-going Online Moodle Support [2011 Distance Education NIPR] – Special Assignment for Moodle Mentor extended to 2013-2014
11. Revisit POST Coordinator (PT or FT combination with NRA Coordinator position – dependent on evaluation - Summer 2013)
12. Revisit Fire Technology Director position [2011 Fire Technology IPR] – using Nursing Director model [40% Director/60% Instructor]- phase in
13. Add one Administrative Assistant II - Fire Technology (2013 FS IPR Annual Update recommendation)
14. One full-time Fire Technology Instructor [2011 Fire Technology IPR] Transfer funding existing Instructional Support Specialist - Disabled Students from DSPS to general fund (2009 NIPR & 2013 DSPS IPR Annual Update recommendation)
15. Add one Instructional Support Specialist - Developmentally Delayed/Adaptive PE funded from general fund (2013 DSPS IPR Annual Update recommendation)
16. Add one full-time Nursing Instructor (2010 LVN IPR recommendation)
17. Add one full-time Art/Design Instructor (2013 Art IPR Annual Update recommendation)
18. One full-time Performing Arts Instructor (Music or Theater)

Section IV – Five Master Plans

2. Student Services Master Plan and Student Services Staffing Plan

I. INTRODUCTION

The Student Services Master Plan highlights the services needed to maximize the student experience through a variety of key student support services. The Educational Master Plan initiatives in professional development, capacity building, program development, outreach implementation and capitol development have specific handshaking necessities and implications for the Student Services Master Plan. The responsibility for the development of the Student Services Master Plan is reviewed by the Student Services Planning Committee. The plan is then forwarded to the Consultation Council for inclusion in the Comprehensive Institutional Master Plan.

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

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

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

Key Components for Student Support Services

- Matriculation
 - Registration Support Services
 - Assessment and Advising
 - Orientation
 - Academic Support Services/Supplemental Instruction/Tutoring
 - Early Warning and Retention Alert Systems
- Counseling and Guidance
- Work-study, 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
- Independent Living Program (Foster Youth) and Kinship Care
- Veterans
- Admissions and Records
 - Admissions
 - Athletic Eligibility
 - Records and Attendance Accounting
 - System Analysis
 - Transcript Evaluations
- Financial Aid
 - Aid Processing and FAFSA processing
 - Loan Processing
 - VA Benefits
 - Federal Work Study Processing
 - Scholarship Processing
- Student Affairs, Leadership and Governance
 - Associated Student Body
 - Club Leadership
 - Student Leadership Development
 - Student life and Activities
- Residential Services
- Student Recognition Programming
 - Phi Theta Kappa National Honor Society
 - Annual Student Achievement Awards
 - Honors Lists (Deans, VP, Presidents)
- Outreach Services
 - College and Career Fairs
 - Pre K-12 School Relations
 - Advertising for registration
 - Reg-to-Go program Coordination
 - County Fair Coordination
- Probation and Academic Disqualification Advising Services

II. STUDENT SERVICES PLANNING COMMITTEE

The Student Services Planning Committee is comprised of employees from a variety of different areas and disciplines on campus. The committee consists of the associate dean of student services, the child development director/kinship care director, the extended opportunities and programs counselor/general counselor, an English instructor, the disabled students program and services counselor/director, the CalWORKs director, a mathematics instructor, a human services and business instructor, an admissions and records assistant II, and the institutional research data systems analyst. The chief role of the committee is the discussion of the Student Services Master Plan and making recommendations to address the needs of LCC Student Services operations.

The Student Services Planning Committee uses the mission statement, strategic goals of LCC, and the non-instructional program reviews to guide and direct the creation of the Student Services Master Plan each year. The recommendations are derived from the following non-instructional program reviews: 2009-Student Services Administration; 2009-Kinship Care; 2009-Enrollment Services; 2009-EOP&S; 2009-DSP&S; 2009-Counseling; 2011-Child Services; 2012-ILP; 2012-Student and Residential Life.

The Student Services Master Plan is composed of the five annual action plans that start in academic year 2013-2014 and end in year 2017-2018. Each year in the fall term the Student Services Master Plan is reevaluated and updated. The plan is then presented to the LCC Consultation Council for approval.

STUDENT SERVICES PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the 2012-2013 Student Services Planning Committee:

- Patrick Walton- Associate Dean of Student Services/EOP&S Director/Basic Skills Director
- Shelly Baxter – Child Development Site Supervisor
- Jake Williams- English Faculty
- Thomas Rogers– EOP&S and General Counselor Faculty
- Sandy Beckwith– DSP&S Counselor/Director and CalWORKs Director Faculty
- Kam Vento– Human Services/Business Faculty
- Noelle Eckley– Mathematics Faculty
- Karen Clancy – Admissions and Records Assistant II
- Janna Sandahl – Institutional Research Data Systems Analyst

III. 2013-2018 STUDENT SERVICES ENCOMPASSING ELEMENTS

The Educational Master Plan articulates a pathway to maximize the student experience through five all-encompassing elements: Professional Development, Capacity Building, Program Development, Outreach Implementation, and Vision: Institutional Development. This pathway is the driving force behind all college planning and implements the college mission statement, identifies recommendations made through instructional program reviews, and utilizes strategic goals approved by the Governing Board.

Element I – Professional Development

Providing adequate training for employees is essential to maintaining a high quality institution. Therefore, it is essential that staff in Student Services be provided with the opportunity to receive professional development both on campus and off campus. This professional development must cover a wide array of topics that are pertinent to Student Services staff.

Element II - Capacity Building

While the instructional programs engineer the delivery of curriculum using innovative delivery systems, student services must also be engineered to deliver services using innovative and relevant technology. The college will build in both instruction and student services its capacity to maximize the student experience utilizing the power of technology.

Element III - Program Development

Student services will partner with new academic endeavors and programs of study to maximize the services needed for students to get advising, educational planning, counseling, assessment, registration services and financial aid. Students taking courses in blended delivery programs will need different patterns of access to student services. Impacted academic programs will need different patterns of enrollment advising and wait listing.

Element IV – Outreach Implementation

The addition of classes offered via contract education, continuing education and community education will require student services to rethink its normal delivery of student services. Expanded opportunities for alternate delivery methods will augment the reach to outlying areas. The increase in on-line courses will extend the geographic reach of the campus while requiring student services to improve our communication with students via an effective electronic interface. The expansion of diversity via more targeted international student recruitment will require student services to become more accommodating to students with strong cultural and language differences as well as providing showcases for the cultural traditions brought by students with more diversity.

Element V – Capital Development

Capital development is the upkeep, expansion, and creation of facilities and also the utilization of capital already located on campus. Some of the visions for student services regarding capital development include: Infrastructure upgrade (air conditioning and infrastructure repair), relocation of gunsmithing from the SS building, greater security and privacy for admissions & records, counseling and EOP&S, and relocation of ILP and CalWORKs back to the Student Services building through the creation of more office space.

STUDENT SERVICES STAFFING PROPOSAL 2013-2014 (recommended staffing positions in priority order)

1. Replace two general counselors – anticipated hiring spring 2013 for fall 2013 (one hired April 2013 for August 2013 start)
2. A full time counselor to work with incarcerated students [2009 Counseling NIPR]
3. An afternoon teacher for Child Care Center [2012 Child Development NIPR Addendum]
4. Full time Administrative Assistant in Counseling- hired March 2013
5. Full time Student Services Administrative Assistant III [2009 Student Services Administration NIPR]
6. International Student Recruitment Coordinator – Hired May 2013
7. Hire additional part time counselors especially for peak registration times [2009 Counseling NIPR]
8. Director of Enrollment Services [2009 Enrollment Services NIPR]
9. A part time Administrative Assistant for ILP [2012 ILP NIPR Addendum]

10. A full time Book Assistant/Office Assistant for EOP&S [2009 EOP&S NIPR]
11. Rehire a High Tech Center Technician in DSPS (50% DSPS funded responsibility) [2009 DSPS NIPR]
12. Assistant Director of Residential Life [2009 Student Services Administration NIPR]

Section IV – Five Master Plans

3. Institutional Technology Master Plan

I. INTRODUCTION

Lassen Community College uses 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, Voice Over IP 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 all classrooms and most labs. As of Fall 2012, 23 classrooms have been upgraded with Interactive Whiteboards, Wifi Networking, and/or Infrared Polling Devices (“Clickers”), designating them as “Smart” Classrooms.

In 2012 the Research, Planning and Information Services Department was renamed the Information Technology (IT) Department. The department consists of three staff: three Information Technology Specialists supporting servers, network, end user devices (phones, fax, desktops, laptops, printers) one Programmer/Analyst supporting Datatel (currently vacant) and a Data Systems Analyst (currently vacant).

Some technology support functions are contracted externally e.g., Datatel updates and customizations.

The college-wide Institutional Technology Committee, comprised of members from each constituent group, is charged with the responsibility of addressing institutional technology needs. The Committee develops the Institutional Technology Master Plan and meets to discuss and make recommendations regarding present and future technology needs. Operational technology decisions are also based on 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 2011.

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

II. INSTITUTIONAL TECHNOLOGY PLANNING COMMITTEE

The following individuals served as members of the 2012-2013 Institutional Technology Planning Committee:

- Julie Johnston (Management) – Public Relations Officer
- David Clausen (Administration) – Vice President of Administrative Services
- Logan Merchant (Classified) – Information Technology Specialist II (Server/Network), IT Dept.
- Robin Padgett (Management) – Job Placement Specialist, CalWORKS
- Michael Giampaoli (Faculty) – Art
- Elaine Theobald (Classified) – Information Technology Specialist II, TECC
- Jackson Ng (Faculty) – Mathematics (alternate member)
- Lori Collier (Faculty) – Digital Graphic Design
- Kam Vento (Faculty) – Business
- <vacant> – Associated Student Body (ASB)

III. 2013-2018 INSTITUTIONAL TECHNOLOGY ENCOMPASSING ELEMENTS

The Institutional Technology Master Plan articulates a pathway of support for the technological needs of the college through five all-encompassing elements: Professional Development, Capacity Building, Program Development, Outreach Implementation, and Vision: Institutional Development. This pathway coincides with college planning in regards to technological needs and implements the college mission statement, identifies recommendations made through instructional program reviews, and utilizes strategic goals approved by the Governing Board.

Element I – Professional Development

As technology evolves, it is crucial for staff and faculty to develop their knowledge in order to provide the best support and education possible for students. Therefore, training in the available and emerging technology is vital to all personnel.

Element II – Capacity Building

Today's educational environment requires colleges to deliver curriculum in alternative and innovative ways. As a result, the college recognizes the need for relevant technology. Throughout the next five years, the college will build this capacity in classroom technology and administrative support.

Element III – Program Development

Institutional technology will grow and evolve, as instructional and non-instructional programs require it, providing the infrastructure, support and training required by the other programs.

Element IV – Outreach Implementation

Institutional technology will increase the outreach opportunities of the college over the next five years through its implementation and support of the college online presence, including web services, online classes, online registration, and a portal platform. This new technology will allow the college to support students both inside and beyond its geographic region.

Element V – Capital Development

The college will review and expand the available wireless network system on campus, enabling access for students and staff to the college resources and Internet resources. The existing fiber optic plant requires testing and review, and may require section replacement and/or rerouting.

Institutional Technology Staffing Proposal 2013-2014 (recommended staffing positions in priority order)

1. Create and fill the position of Information Technology Director/Programmer – Fall 2013

IV. Section IV – Five Master Plans

4. Facilities Master Plan

I. INTRODUCTION

The main campus consists of 248,195 square feet of space divided among fifteen buildings, four re-locatable buildings and nineteen outbuildings located on approximately 207 acres. All programs and services are housed in buildings designed for, or appropriate to their use. In addition to classrooms, laboratories, and offices, the college owns a 201 bed dormitory, library, cafeteria, several computer laboratories, and a large gymnasium. The main campus includes an all-weather running track, softball facility, stables for thirty horses, a rodeo arena, and an agricultural production facility. The College leases four rooms at the old Credence High School for the Nursing Program. Additionally, it maintains a lease to operate the Coppervale Ski Hill located fifteen miles to the West of the main campus. Coppervale is used for public recreation. Lassen College 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 2012-2013 Facilities Master Planning Committee:

- Dave Clausen - (Administration)
- Ross Brosius - (Faculty)
- Dave Trussell - (Management alternate)
- Andy Faircloth - (Faculty)
- Brian Wolf - (Faculty)
- Eric Rulofson –(Management, committee chair)
- Francis Beaujon –(Management)
- Codi Mortell – (Classified)
- Nancy Lounsbury – (Classified)

III. 2013-2018 FACILITIES PLANNING COMMITTEE 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

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
- Provide educational environments that are appropriate to the discipline
- Remove redundant sidewalks

Lassen Community College Long Range Site Development Plan

- Expand the Agriculture Complex with additional Fencing, Pipe Corrals, Tack and Wash Rooms, Permanent Bleachers and Landscaping.
- Allied Health Institute
- Baseball Complex
- Second Campus Entrance
- Confidence Athletic Course
- Removal/reuse of the Co-Generation Facility
- Second Dormitory
- Fire Science Facility
- Frisbee Golf Course
- Expand the Gunsmithing Machine shop and Workshop.
- Indoor Horse Riding Arena
- Indoor Shooting Range
- Indoor Swimming Pool Complex
- Long and triple jump, pole vault, shot put, hammer throw, and high jump facilities
- Performing Arts Center
- Public Safety Academy
- Recreational Vehicle Park
- Soccer Field Complex
- Student Services Building

Section IV – Five Master Plans

5. 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 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
- Vacant- Confidential
- Mary Hasselwander – Classified (alternate)
- Brenda Hoffman – Classified
- Cindy Howe- Flex Activities Chair
- 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)

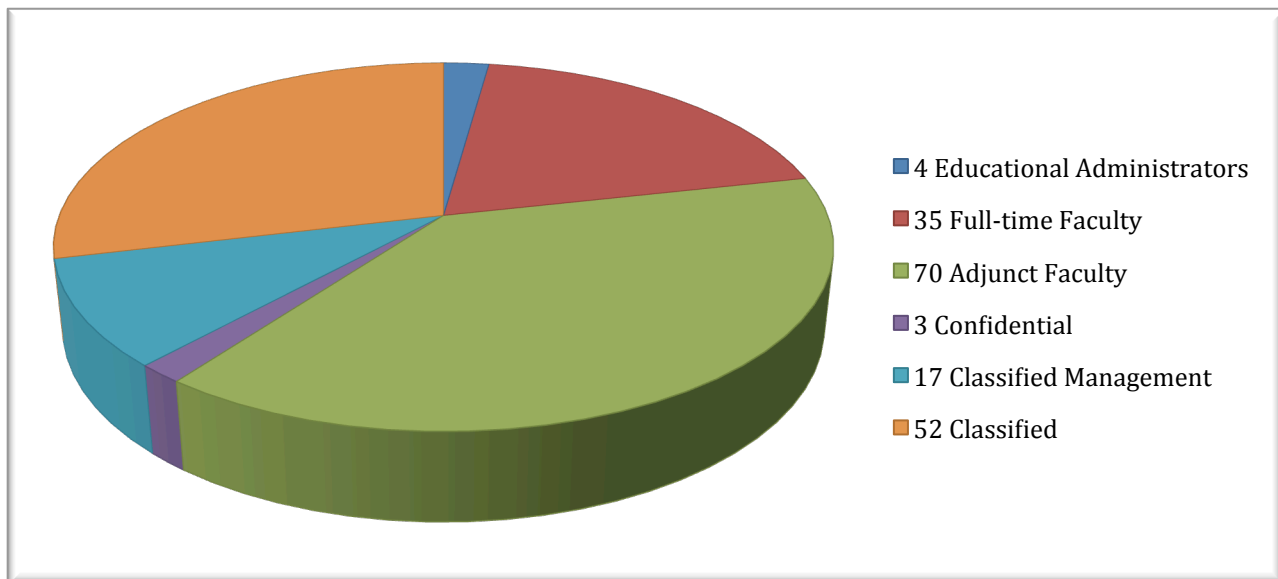
- Replace one full-time Reading/Basic Skills English Instructor – anticipated hiring spring 2013 for fall 2013 start [completed March 2013] – individual resigned prior to start –position not re-advertised due to budget constraints
- ✓ Replace one full-time English Instructor [current temporary position] – 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.



Professional Development Plan

INTRODUCTION

MISSION AND VALUES

The Human Resources Planning Committee members believe that the educational environment for all 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 Community College employees is essential for college success.

OPERATIONAL PRINCIPLES

The following principles provide a framework for professional development and serve as criteria for making decisions on professional development activities. Professional Development is defined as an activity that has as its goals the development of skills, competencies, and personal qualities that will provide the potential for better 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 benefits to students should increase their success as measured by agreed-upon learning outcomes at the institutional, 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 needs 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 be

proactive in 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)		
Activities and Performance Outcomes	Critical Connections	Timeline
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)		
Activities and Performance Outcomes	Critical Connections	Timeline
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)		
Activities and Performance Outcomes	Critical Connections	Timeline
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; <i>Ongoing</i>

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	Flex Coordinator	<i>Implement</i> Fall 2013, <i>Ongoing</i>

responsibilities and roles for student success.		
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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 services are, how to register, what are important dates, cultural differences, etc.	Outreach Coordinator/ Academic Counselors	<i>Implement</i> Fall 2013; <i>Ongoing</i>

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</i> Spring 2014 <i>Ongoing</i>
1.2 Provide online delivery training including instructional and counseling faculty (Moodle)	Title III Activity Coordinator	Implemented Spring 2012 <i>Ongoing</i>
1.3 Provide Microsoft Office training to all staff	IT staff/Information Technology Specialist II in TECC	Implemented Fall 2012 <i>Ongoing</i>
1.4 Provide WEAVE ONLINE training	WEAVE Implementation Team	Implemented Fall 2012 <i>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	September 3, 2013
November 27, 2013	February 18, 2014
January 9, 2014	
January 10, 2014	
February 18, 2014	
February 19, 2014	

Academic Services Action Plan 2013-2014 - 11 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.l. 3.1.j.	Professional Development – Training: <ul style="list-style-type: none"> Discipline Specific Training (e.g., Sabbaticals, conferences, webinars, seminars, etc.) – Welding plus 3 faculty Classroom Technology Training - 17% of adjunct and FT faculty Anagogical Training-17% of adjunct and FT faculty On-Course Training-17% of adjunct and FT faculty 	Increased use of technology in classroom instruction in order to reach the technologically sophisticated modern student.	2013-2014	Human Resource Manager Flex Coordinator Title III Director IT Director	Improved student retention and success
3	3.1.f. 3.1.h.	Professional Development – Dialog about the Assessment of Student Learning Outcomes <ul style="list-style-type: none"> Hold one assessment methods training based on needs identified in 12/13 Two meetings per Division per semester Hold two campus Student Learning Round Table (1 per semester) Attend Student Learning Institute-1 faculty per division 	Increased understanding of the value of documenting the assessment of student learning outcome through dialog.	2013-2014	Flex Coordinator Division Chairs	Evidence of assessment of student learning outcomes impacting changes in courses and programs as well as enhanced integration into program review and institutional planning
2	2.1.b. 2.1.c.	Capacity Building - Alternative Delivery Training: <ul style="list-style-type: none"> Faculty training for online instruction Training for alternative instructional technologies Evaluate Moodle online platform Evaluate student success 		2013-2014	Online Site Administrator Online Mentor Flex Coordinator	Training of twenty participants 75% of courses web-enhanced 15% increase in student retention and success in online courses as compared to baseline data in 2011-2012

3	3.4.b. 3.2.d.	Capacity Building – Institutional Technology <ul style="list-style-type: none"> Virtual Library/Open access computing Create a 3-yr Refresh Plan (hardware/software, Smart classrooms, faculty computers & computer labs) 		2013-2014	Librarian Facilities Director VP of Academic Services IT Director	Operational Virtual Library
2	2.3.d.	Program Development – Nursing <ul style="list-style-type: none"> Curriculum Program Expansion Facilities 	Provide for the success of VN students	2013-2014	VN Director Division Chair VP of Academic Services VP of Admin Services	RN Bridge curriculum approved Develop Comprehensive Allied Health Program & continuing educational unit (CEU) framework Remove M & N buildings
2	2.3.b.	Program Development – Automotive <ul style="list-style-type: none"> Equipment 	Provide students opportunity for ASE Certification	2013-2014	Division Chair FT Auto Instr. Facilities Director	Facility and Equipment meet ASE specifications
2	2.3.c.	Program Development – Welding <ul style="list-style-type: none"> Apply for AWS testing site 	Provide students opportunity for AWS Certification	2013-2014	FT Welding Faculty	Approval of AWS testing site
2	2.2.a.	Program Development – Expansion of number of majors with associate degrees for transfer <ul style="list-style-type: none"> Anthropology Biological Science Kinesiology 	Provide students with the opportunity to transfer to a CSU in an increased number of majors	2013-2014	VP of Academic Services Division Chairs Articulation Officer	Increased transfer rate following Chancellor's Office approval
2	2.5.a.	Outreach Implementation – Contract Education/Continuing Education/Community Services <ul style="list-style-type: none"> Evaluate outreach infrastructure Evaluate Contract education performance Evaluate community service offerings Evaluate continuing education offerings 	Modify as appropriate	2013-2014	VP of Academic Services Division Chairs	

4	4.5	Outreach Implementation – International Students <ul style="list-style-type: none"> • Enroll students • Continue Pacific Rim Recruitment • Continue Europe, Australia, and South America recruitment 		2013-2014	International Student Advisor	Twelve students matriculated and integrated into campus community Recruitment of 15-20 students
3	3.4.c.	Vision: Institutional Development <ul style="list-style-type: none"> • Agriculture Area Expansion • Allied Health Institute • Fitness/Athletic Facility Enhancement (swimming pool, track, soccer, and baseball fields) • Gunsmithing Facility Expansion (indoor shooting range) • Herlong Farm Expansion • Infrastructure upgrade (air conditioning, repair, remodel of instructional spaces) • Performing Arts Center 	Write a proposal using Feasibility Study Methodology Determine feasibility of impact on Academic Portfolio	Annually	Proposal Champion VP of Academic Services Division Chairs	
Academic Services Action Plan 2014-2015 – 9 Strategies						
Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.r. 3.1.q.	Professional Development – Training: <ul style="list-style-type: none"> • Discipline Specific Training (e.g., Sabbaticals, conferences, webinars, seminars, etc.) – 4 faculty • Classroom Technology Training - 25% of adjunct and FT faculty • Anagogical Training-25% of adjunct and FT faculty 	Increased use of technology in classroom instruction	2014-2015	Human Resource Manager Flex Coordinator Title III Director IT Director	
3	3.1.h.	Professional Development – Dialog about the Assessment of Student Learning Outcomes <ul style="list-style-type: none"> • Hold one assessment methods training during fall semester • Two meetings per Division per semester • Hold two campus Student Learning Round Table (1 per semester) • Attend Student Learning Institute-2 faculty 	Increased dialog about student learning outcome assessment	2014-2015	Flex Coordinator Division Chairs	Evidence of assessment of student learning outcomes impacting changes in courses and programs as well as enhanced integration into program review and institutional planning

3	3.1.q.	Capacity Building - Alternative Delivery Training: <ul style="list-style-type: none"> • Faculty training for online instruction • Training for alternative instructional technologies 	Increased offerings via online instruction	2014-2015	Online Site Administrator Online Mentor Flex Coordinator	Training of thirty participants 100% of courses web-enhanced 15% increase in student retention and success as compared to baseline data in 2011-2012
3	3.2.f.	Capacity Building - Institutional Technology Implement Refresh Plan Year one		2014-2015	IT Director	33% of campus technology Refreshed
2	2.3.e.	Program Development - Nursing <ul style="list-style-type: none"> • Evaluation and Realignment of Allied Health Program 	Optimize program effectiveness	2014-2015	VN Director Division Chair Dean of Academic Services	
2	2.2.c.	Program Development - Expansion of number of majors with associate degrees for transfer <ul style="list-style-type: none"> • Digital Graphic Design 	Provide associate degrees for transfer in all majors possible	2014-2015	VP of Academic Services Division Chairs Articulation Officer	Increased transfer rate following Chancellor's Office approval
2	2.5.a. 2.5.b.	Outreach Implementation - Contract Education/Continuing Education/Community Services <ul style="list-style-type: none"> • Evaluate outreach infrastructure • Evaluate Contract education performance • Evaluate community service offerings • Evaluate continuing education offerings 	Modify as appropriate	2014-2015	VP of Academic Services Division Chairs	
4	4.5	Outreach Implementation - International Students <ul style="list-style-type: none"> • Enroll students • Continue Pacific Rim Recruitment • Continue Europe, Australia, and South America recruitment 	Recruit 15-20 students annually Integration of student athletes into campus community	2014-2015	International Student Advisor	Twelve students matriculated and integrated into campus community

3	3.4.c.	Vision: Institutional Development <ul style="list-style-type: none"> • Agriculture Area Expansion • Allied Health Institute • Fitness/Athletic Facility Enhancement (swimming pool, track, soccer, and baseball fields) • Gunsmithing Facility Expansion (indoor shooting range) • Herlong Farm Expansion • Infrastructure upgrade (air conditioning, repair, remodel of instructional spaces) • Performing Arts Center • Public Safety Academy 	<p>Write a proposal using Feasibility Study Methodology</p> <p>Determine feasibility of impact on Academic Portfolio</p>	Annually	<p>Proposal Champion</p> <p>VP of Academic Services Division Chairs</p>	New programs and facilities
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Academic Services Action Plan 2015-2016 – 5 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.s.	Professional Development – Training: <ul style="list-style-type: none"> • Discipline Specific Training (e.g., Sabbaticals, conferences, webinars, seminars, etc.) – 4 faculty • Classroom Technology Training - 25% of adjunct and FT faculty • Anagogical Training-25% of adjunct and FT faculty 	Increased use of technology in classroom instruction	2015-2016	Human Resource Manager Flex Coordinator Title III Director IT Director	
3	3.1.h	Professional Development – Dialog about the Assessment of Student Learning Outcomes <ul style="list-style-type: none"> • Hold one assessment methods training during fall semester • Two meetings per Division per semester • Hold two campus Student Learning Round Table (1 per semester) • Attend Student Learning Institute-1 faculty per division 	Increased dialog about student learning outcome assessment	2015-2016	Flex Coordinator Division Chairs	Evidence of assessment of student learning outcomes impacting changes in courses and programs as well as enhanced integration into program review and institutional planning
3	3.1.s.	Capacity Building - Alternative Delivery Training: <ul style="list-style-type: none"> • Faculty training for online instruction • Training for alternative instructional technologies 		2015-2016	Online Site Administrator Online Mentor Flex Coordinator	Training of fifteen participants Training of twenty participants
3	3.2.g.	Capacity Building – Institutional Technology Implement Refresh Plan Year Two		2015-2016	IT Director	33% of campus technology Refreshed
3	3.4.c.	Vision: Institutional Development <ul style="list-style-type: none"> • Agriculture Area Expansion • Allied Health Institute • Fitness/Athletic Facility Enhancement (swimming pool, and baseball fields) • Gunsmithing Facility Expansion (indoor shooting range) • Infrastructure upgrade (air conditioning, repair, remodel of instructional spaces) • Performing Arts Center • Public Safety Academy 	Write a proposal using Feasibility Study Methodology Determine feasibility of impact on Academic Portfolio	Annually	Proposal Champion VP of Academic Services Division Chairs	New programs and facilities

Academic Services Action Plan 2016-2017 – 5 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.s.	Professional Development – Training: <ul style="list-style-type: none"> • Discipline Specific Training (e.g., Sabbaticals, conferences, webinars, seminars, etc.) – 4 faculty • Classroom Technology Training - 25% of adjunct and FT faculty • Anagogical Training-25% of adjunct and FT faculty 	Increased use of technology in classroom instruction	2016-2017	Human Resource Manager Flex Coordinator	
3	3.1.h.	Professional Development – Dialog about the Assessment of Student Learning Outcomes <ul style="list-style-type: none"> • Hold one assessment methods training during fall semester • On-going dialog during division meetings • Hold two campus Student Learning Round Table (1 per semester) • Attend Student Learning Institute-2 faculty 	Increased dialog about student learning outcome assessment	2016-2017	Flex Coordinator Division Chairs	Evidence of assessment of student learning outcomes impacting changes in courses and programs as well as enhanced integration into program review and institutional planning
3	3.1.s	Capacity Building - Alternative Delivery Training: <ul style="list-style-type: none"> • Faculty training for online instruction • Training for alternative instructional technologies 		2016-2017	Online Site Administrator Flex Coordinator	Training of fifteen participants Training of twenty participants
3	3.2.h.	Capacity Building – Institutional Technology Implement Refresh Plan Year Three		2016-2017	IT Director	33% of campus technology Refreshed

3	3.4.c.	Vision: Institutional Development <ul style="list-style-type: none"> • Agriculture Area Expansion • Allied Health Institute • Fitness/Athletic Facility Enhancement (swimming pool, and baseball fields) • Gunsmithing Facility Expansion (indoor shooting range) • Infrastructure upgrade (air conditioning, repair, remodel of instructional spaces) • Performing Arts Center • Public Safety Academy 	Write a proposal using Feasibility Study Methodology Determine feasibility of impact on Academic Portfolio	Annually	Proposal Champion VP of Academic Services Division Chairs	New programs and facilities
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Academic Services Action Plan 2017-2018 –3 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.	Professional Development – Training: <ul style="list-style-type: none"> • New faculty Orientation • Assessment method training • Training for alternate instructional technologies • Discipline specific training • Mandated training 	Improved student learning outcomes across the curriculum	2017-2018	Human Resource Manager Flex Coordinator Online Site Administrator	Improved student retention and success in courses taught by faculty following training
3	3.2.i.	Capacity Building – Institutional Technology Re-initiate implementation of Refresh Plan Year One	Provide up-to-date reliable hardware for technology	2017-2018	IT Director	33% of campus technology Refreshed
3	3.4.c.	Vision: Institutional Development <ul style="list-style-type: none"> • Agriculture Area Expansion • Allied Health Institute • Fitness/Athletic Facility Enhancement (swimming pool and baseball fields) • Gunsmithing Facility Expansion (indoor shooting range) • Infrastructure upgrade (air conditioning, repair, remodel of instructional spaces) • Performing Arts Center • Public Safety Academy 	Write a proposal using Feasibility Study Methodology Determine feasibility of impact on Academic Portfolio	Annually	Proposal Champion VP of Academic Services Division Chairs	New programs and facilities

STUDENT SERVICES MASTER PLAN ACTION PLAN 2013-2018

APPENDIX B

Student Services Action Plan 2013-2014 – 6 Strategies						
Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
4	4.3.b.	Outreach Implementation- Financial Aid <ul style="list-style-type: none"> Assess and implement steps to increase student access and the actual awarding of financial aid 	Increase the number of students who apply for financial aid. Goal: 90% of eligible LCC students are actually applying	2013-2014	-Director of Financial Aid -V.P. of Administrative Services	Payment of partial Pell before school starts. More outreach activities for financial aid
4	4.3.a.	Program Development- <ul style="list-style-type: none"> Update the Student Equity Plan 	Complete a comprehensive data review of student access to Lassen College updating the last plan with current data and making appropriate changes if any group is found to have their access to a LCC college education being limited/restricted	2013-2014	- Dean of Student Services - Executive V.P. of Academic Services	The Chancellor’s office will review the requirements for submission and updating of the Student Equity Plan Those updates will be included in the Student Equity Plan
1	1.7.a.	Capacity Building- Technology Improvement <ul style="list-style-type: none"> Create the automation projects lists for student services to improve student access and success. 	Based on this annual review, confirm the automation projects student services will seek to implement over the next 24 months	2013-2014	-A Dean of Student Services -Student Services Management Group -Executive V.P. of Academic Services	Carry forward a list of projects from last year for review. Automated drop for non-payment. Enrollment verification.

1	1.7.b.	<p>Capacity Building- Technology Improvement Improve technology services in Admissions and Records, Financial Aid and Counseling:</p> <ul style="list-style-type: none"> • Scanning technology for student records • Improved communication for FASFA information • Document imaging • Degree Audit • Ecommunications in all Student Services departments 	To improve efficiency and effectiveness	2013-2014	-Dean of Student Services -Admissions and Records -Financial Aid -Counseling Department	Use Title III money to purchase and implement the suggested technology.
4	4.5	<p>Program Development- Intl. Students Prepare for an increase in international recruitment and address the Student Life NIPR recommendation to more adequately staff and program for student affairs.</p> <p>Utilize existing management in Student Services to improve our student affairs supervision to</p> <ul style="list-style-type: none"> • coordinate clubs (i.e. new international club), • develop an advisors manual for student organizations and clubs • help manage and supervise the activities and events sponsored by ASB including statewide and regional conferences/assemblies • assist in student leadership development, • • prepare and work with club advisors, 	To improve the sense of community on campus for students, staff and faculty and to improve the diversity of student experiences on campus	2013-2014	-Dean of Student Services Executive V.P. of Academic Services	<p>Resource and equip club advisors.</p> <p>Coordinate an annual calendar of activities, club events, ASB meetings and forums, etc.</p> <p>Plan and run an annual student leadership program.</p>
4	4.1.b.	<p>Program Development- Student Success</p> <ul style="list-style-type: none"> • The development of an early alert system to identify students who are struggling in 	A system to identify earlier students who are struggling in their classes.	2013-2014	-Dean of Student Services - Executive V.P. of Academic Services	Dean of Student Services, faculty, counseling staff and admissions & records staff will meet to discuss possibilities.

		their classes and help them to succeed instead.				
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Student Services Plan 2014-2018 – 3 Strategies						
Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1.7.c.	Capacity Building- Technology Improvement <ul style="list-style-type: none"> Expand and update the comprehensive automation projects list 	Based on the review, confirm the automation projects student services will seek to implement over the next 24 months	2014- 2018	-Dean of Student Services, -Student Services Management Group -Executive V.P. of Academic Services	
3	3.1.e.	Professional Development- Online Services <ul style="list-style-type: none"> Faculty training for online instruction by counseling faculty member 	Integration of online counseling and student services for a growing online student population	2014- 2018	-Dean of Student Services, -Executive V.P. of Academic Services	
3	3.1.l.	Professional Development- All Staff Training <ul style="list-style-type: none"> Implementation of a Student Services Professional Development plan 	Managers of the Student Services service areas will prepare a plan for a coordinated professional development curriculum and schedule the training events prior to the end of the previous year	2014- 2018	-Dean of Student Services -Executive V.P. of Academic Services	

INSTITUTIONAL TECHNOLOGY ACTION PLAN 2013-2018

APPENDIX C

Institutional Technology Action Plan 2013-2014 - 7 strategies						
	Objecti	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1.7.c.	Equip "Virtual Library" with learning stations (18 computers)	To maximize the use of technology in teaching and learning at the college	Fall 2013	IT, Exec VP of Academic Services, VP of Administrative Services, Director of Facilities	Reduced square footage dedicated to stacks, student study carols and group learning spaces created, 50% increase in student computer usage
3	3.1.e.	Institutionalize the use of WEAVEOnline	To maximize the integration of planning and assessment	Spring 2014	IT, Consultation Council, Academic Senate, Cabinet	Ongoing LCC campus personnel training and routine usage of results and reports in data-informed decision making
3	3.1.l.	Maximize capacity in Datatel (Degree Audit and Communication Management)	Increased capacity to communicate with students, faculty and staff	Fall 2013	IT, VP of Administrative Services, Dean of Student Services	Implemented and evaluated
1	1.7.c.	Establish an intranet for web-based communication	Evaluation of current use of SharePoint document management system Employees will electronically create and submit standard LCC forms Implement Image Now	Fall 2013 Fall 2013 Fall 2013	IT All LCC Campus Personnel IT, ITPC, VP of Administrative Services	Scan and store all documents electronically. Implement electronic communication across campus personnel
3	3.1.e.	Assure a vital Web presence	Regular review of content and functionality of LCC Portal/website including mobile Survey users for feedback	Summer 2013 Summer 2013	IT, ITPC IT, ITPC	Added online service capability and training for students, faculty and staff

3	3.2.d.	Create a 3-year Refresh Plan (hardware/software, Smart classrooms, computer labs and	Assure state-of-the art technology maintained at LCC	Fall 2013	IT, ITPC, Cabinet	Approved Refresh Plan for 2014-2015 implementation
3	3.2.e.	Review wireless network coverage inside buildings and in outdoor common areas	Reliable signal strength in areas that students, faculty, and staff frequent	Spring 2014	IT	Internal report on wireless network statistics, including number of clients, amount of data transferred, average session length, etc. showing an increase

Institutional Technology Action Plan 2014-2015 - 3 Strategies						
Goal	Objective	Strategy	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.2.f.	Implement Refresh Plan Year 1	Assure state-of-the art technology maintained at LCC	Spring 2015	VP of Administrative Services, RPIS	Phase 1 of Refresh Plan completed
3	3.1.e.	Assure a vital Web presence	Regular review of content and functionality of LCC Portal/website including mobile Survey users for feedback Update website as needed	Fall 2014 Fall 2014 Fall 2014	IT, ITPC IT, ITPC IT, Dean of Instructional Services, Dean of Student	Added online service capability and training for students, faculty and staff
3	3.2.e.	Review wireless network coverage inside buildings and in outdoor common areas	Reliable signal strength in areas that students, faculty, and staff frequent	Spring 2014	IT	Internal report on wireless network statistics, including number of clients, amount of data transferred, average session length, etc. showing an increase
Institutional Technology Action Plan 2015-2016 - 3 Strategies						
Goal	Objective	Strategy	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.2.g.	Implement Refresh Plan Year 2	Assure state-of-the art technology maintained at LCC	Spring 2016	VP of Administrative Services, IT	Phase 2 of Refresh Plan completed

3	3.1.e.	Assure a vital Web presence	Regular review of content and functionality of LCC Portal/website including mobile Survey users for feedback Update website as needed	Fall 2015 Fall 2015 Fall 2015	IT, ITPC IT, ITPC, Exec VP of Academic Services, Dean of Student Services IT, Dean of Instructional Services, Dean of Student Services	Added online service capability and training for students, faculty and staff
3	3.2.e.	Review wireless network coverage inside buildings and in outdoor common areas	Reliable signal strength in areas that students, faculty, and staff frequent	Spring 2016	IT	Internal report on wireless network statistics, including number of clients, amount of data transferred, average session length, etc. showing an increase

Institutional Technology Action Plan 2016-2017 - 3 Strategies						
Goal	Objective	Strategy	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.1.e.	Assure a vital Web presence	Regular review of content and functionality of LCC Portal/website including mobile Survey users for feedback Update website as needed	Fall 2016 Fall 2016 Fall 2016	IT, ITPC IT, ITPC, Exec VP of Academic Services, Dean of Student Services IT, Dean of Instructional Services, Dean of Student Services	Added online service capability and training for students, faculty and staff
3	3.2.h.	Implement Refresh Plan Year 3	Assure state-of-the art technology maintained at LCC	Spring 2017	VP of Administrative Services, IT	Phase 3 of Refresh Plan completed
3	3.2.e.	Review wireless network coverage inside buildings and in outdoor common areas	Reliable signal strength in areas that students, faculty, and staff frequent	Spring 2017	IT	Internal report on wireless network statistics, including number of clients, amount of data transferred, average session length, etc. showing an increase
Institutional Technology Action Plan 2017-2018 - 3 Strategies						
Goal	Objective	Strategy	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures

3	3.1.e.	Assure a vital Web presence	Regular review of content and functionality of LCC Portal/website including mobile	Fall 2017	IT, ITPC	Added online service capability and training for students, faculty and staff
			Survey users for feedback	Fall 2017	IT, ITPC, Exec VP of Academic Services, Dean of Student Services	
			Update website as needed	Fall 2017	IT, Dean of Instructional Services, Dean of Student Services	
3	3.2.i.	Implement Refresh Plan Year 1	Assure state-of-the art technology maintained at LCC	Spring 2018	VP of Administrative Services, IT	Phase 1 of Refresh Plan completed
3	3.2.e.	Review wireless network coverage inside buildings and in outdoor common areas	Reliable signal strength in areas that students, faculty, and staff frequent	Spring 2018	IT	Internal report on wireless network statistics, including number of clients, amount of data transferred, average session length, etc. showing an increase

Facilities Action Plan 2013-2014 - 3 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.4.a.	Locate and prioritize funding to modernize The District's equipment & facilities <ul style="list-style-type: none"> VTEA Funds CCCC State Chancellor's Grants Other Grants 	Secured funding outside District general funds	Fall 2013	Dean of Instructional Services, Director of Facility	
1	1.5.b. 1.5.c.	Full Disaster Preparedness compliance <ul style="list-style-type: none"> Implement the Keenan and Associates disaster preparedness online training program & create a District wide staff training schedule Implement the Disaster Preparedness Plan (DPP) Address ongoing safety and security concerns 	Complete the required Disaster preparedness training for permanent employees. Campus wide awareness of the Disaster Preparedness Plan	Fall 2013	Director of Human Resources, Director of Facilities, Campus Safety Committee	
3	3.5.a.	Implement the District's Scheduled Maintenance Five-Year Plan when funded (see Appendix A) <ul style="list-style-type: none"> Annually submit projects for funding and complete funded projects 	Completion of funded projects as scheduled	Spring 2014	Director of Facilities	

Facilities Action Plan 2014-2015 - 4 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
3	3.4.a.	Locate and prioritize funding to modernize The District's equipment & facilities <ul style="list-style-type: none"> VTEA Funds CCCC State Chancellor's Grants Other Grants 	Secured funding outside District general funds	Fall 2014	Dean of Instructional Services, Director of Facility	

1	1.5.a. 1.5.b.	Complete the implementation of all required employee disaster preparedness training using the Keenan and Associates disaster preparedness online training program	Complete the required Disaster preparedness training of all part time employees	Fall 2014	Director of Human Resources, Director of Facilities	
3	3.5.a.	Implement the District's Scheduled Maintenance Five-Year Plan when funded (see Appendix A) <ul style="list-style-type: none"> Annually submit projects for funding and complete funded projects 	Completion of funded projects as scheduled	Spring 2015	Director of Facilities	
3	3.4.b.	Create and equip a virtual library facility including climate control		Spring 2015	Director of Facilities Institutional Technology Department	An equipped virtual library

Facilities Action Plan 2015-2018 - 3 Strategies

Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
4	4.4.a.	Continue the elimination of physical barriers and address ADA compliance issues <ul style="list-style-type: none"> Replace 2.5% of sidewalks that don't meet ADA compliance. 	2.5% sidewalks replaced	Each Fall	Director of Facilities	
3	3.4.a.	Locate and prioritize funding to modernize The District's equipment & facilities <ul style="list-style-type: none"> VTEA Funds CCCC State Chancellor's Grants Other Grants 	Secured funding outside District general funds	Each Fall	Dean of Instructional Services, Director of Facility	
3	3.5.a.	Implement the District's Scheduled Maintenance Five-Year Plan when funded (see Appendix A) <ul style="list-style-type: none"> Annually submit projects for funding and complete funded projects 	Completion of funded projects as scheduled	Each Spring	Director of Facilities	

District Scheduled Maintenance Five-Year Plan

APPENDIX E

I. Roof Repairs or Replacement

Fiscal Year of Funding	Needs	State Funds	Local Funds	Est. Repair/ Replacement Cost
2013	Creative Arts flat roof	\$15,100.00	0	\$15,100.00
2014	Replace the Maintenance and Receiving metal roof	\$200,000.00	0	\$200,000.00
2015	Replace the Cafeteria metal roof	0	\$119,500.00	\$119,500.00
2015	Replace the Dormitory metal roof	0	\$300,000.00	\$300,000.00
2016	Replace Sports Complex flat roof	\$46,800.00	0	\$46,800.00
2017	Replace Boardroom metal roof	\$36,400.00	0	\$36,400.00

II. Utility Repairs or Replacement

Fiscal Year of Funding	Needs	State Funds	Local Funds	Est. Repair/ Replacement Cost
2013	Replace Electrical Distribution #3 GFIC Breaker	\$75,000.00	0	\$75,000.00
2013	Replace Electrical Distribution #1 GFIC Breaker	\$51,000.00	0	\$51,000.00
2014	Replace 14 KV electrical transformers with 12KV units	\$192,400.00	0	\$192,400.00
2015	Replace Sports Complex Motor Control Center	\$64,800.00	0	\$64,800.00
2015	Replace Sports Complex Electrical panels	\$32,000.00	0	\$32,000.00
2016	Replace Creative Arts Motor Control Center	\$45,000.00	0	\$45,000.00
2016	Test and Inspect 14KV equipment and remove UPS	\$41,000.00	0	\$41,000.00
2017	Replace underground high voltage cables (14KV)	\$145,000.00	0	\$145,000.00

III. Mechanical Repairs or Replacement

Fiscal Year of Funding	Needs	State Funds	Local Funds	Est. Repair/ Replacement Cost
2013	Repair Creative Arts chiller	\$95,680.00	0	\$95,680.00
2013	Replace HVAC air compressors w/standalone units phase I	\$130,000.00	0	\$130,000.00
2014	Replace Environmental Control System phase I	\$676,000.00	0	\$676,000.00
2015	Install stand-alone boilers phase II	\$20,800.00	0	\$20,800.00
2015	Replace Elevator Control System	\$12,480.00	0	\$12,480.00
2015	Replace water heaters	\$234,000.00	0	\$234,000.00

2016	Replace campus main heating plant	\$520,000.00	0	\$520,000.00
2017	Install stand-alone boilers phase III	\$312,000.00	0	\$312,000.00

IV. Exterior Repairs or Replacement

Fiscal Year of Funding	Needs	State Funds	Local Funds	Est. Repair/ Replacement Cost
2013	Repair concrete loading dock	0	\$29,000.00	\$29,000.00
2014	Replace cracked and failing walkways Dormitory & Administration	\$34,000.00	0	\$34,000.00
2015	Replace Cracked and Heaving Sidewalks phase II	\$31,200.00	0	\$31,200.00
2016	Repaint Ag, Trades, and Softball out building exteriors	\$12,688.00	0	\$12,688.00
2017	Replace Cracked and Heaving Sidewalks phase III	\$31,000.00		\$31,000.00

V. Other Repairs or Replacement

Fiscal Year of Funding	Needs	State Funds	Local Funds	Est. Repair/ Replacement Cost
2014	Repaint the Humanities building interior walls	\$36,400.00	0	\$36,400.00
2014	Remove hazardous waste from the L, M, and N buildings	\$130,000.00	0	\$130,000.00
2015	Replace Math/Science floor coverings	\$58,400.00	0	\$58,400.00
2015	Repaint the Auto Shop interior walls	\$22,880.00	0	\$22,880.00
2015	Replace flooring in the Dormitory	0	36,400.00	\$36,400.00
2016	Remove asbestos from Dormitory piping and ceilings	\$24,000.00	0	\$24,000.00
2016	Repaint Math/Science interior walls	\$24,960.00	0	\$24,960.00
2017	Repaint Sports Complex shower rooms	\$29,150.00	0	\$29,150.00
2017	Replace flooring in Administration and Business buildings	\$13,000.00	0	\$13,000.00

HUMAN RESOURCES ACTION PLAN 2013-2018

APPENDIX F

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

3	3.1.n.	Timely, accurate and effective state and federal mandated trainings and compliance tracking: <ul style="list-style-type: none"> • Child Abuse Reporting Training • Equal Employment Opportunity • Disaster Preparedness • Family Education Rights to Privacy Acts (FERPA) • Tuberculosis testing 	All staff and faculty as appropriate trained and/or in compliance with federal and state mandates	2013-2014	Director of Human Resources in partnership with Human Resources Committee/ Flex Faculty and Staff Coordinator	100% of faculty and staff trained and/or in compliance
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, anagogical, 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 practice in community college teaching.	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 2011-2012 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