

# The Strategic Plan

## Vision

Transforming lives through learning

## Mission

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

## Core Values

### Learning

- Work together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

### Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

### Innovation

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

### Collaboration and Partnership

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

### Integrity

- Foster an environment of respect, fairness, honesty and openness
- Promote responsible stewardship of resources and public trust

### Accessibility

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

### Sustainability

- Integrate practices that support and improve the health of systems that sustain life and learning
- Provide a learning environment that fosters ecological awareness, diversity, interdisciplinary breadth, and the competence to act on such knowledge
- Equip and encourage all students and staff to participate fully as citizens of an environmentally, socially, and economically sustainable society while cultivating connections to local, regional, and state communities

# **Strategic Directions**

## **Transforming Students' Lives**

- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

## **Transforming the Learning Environment**

- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

## **Transforming the College Organization**

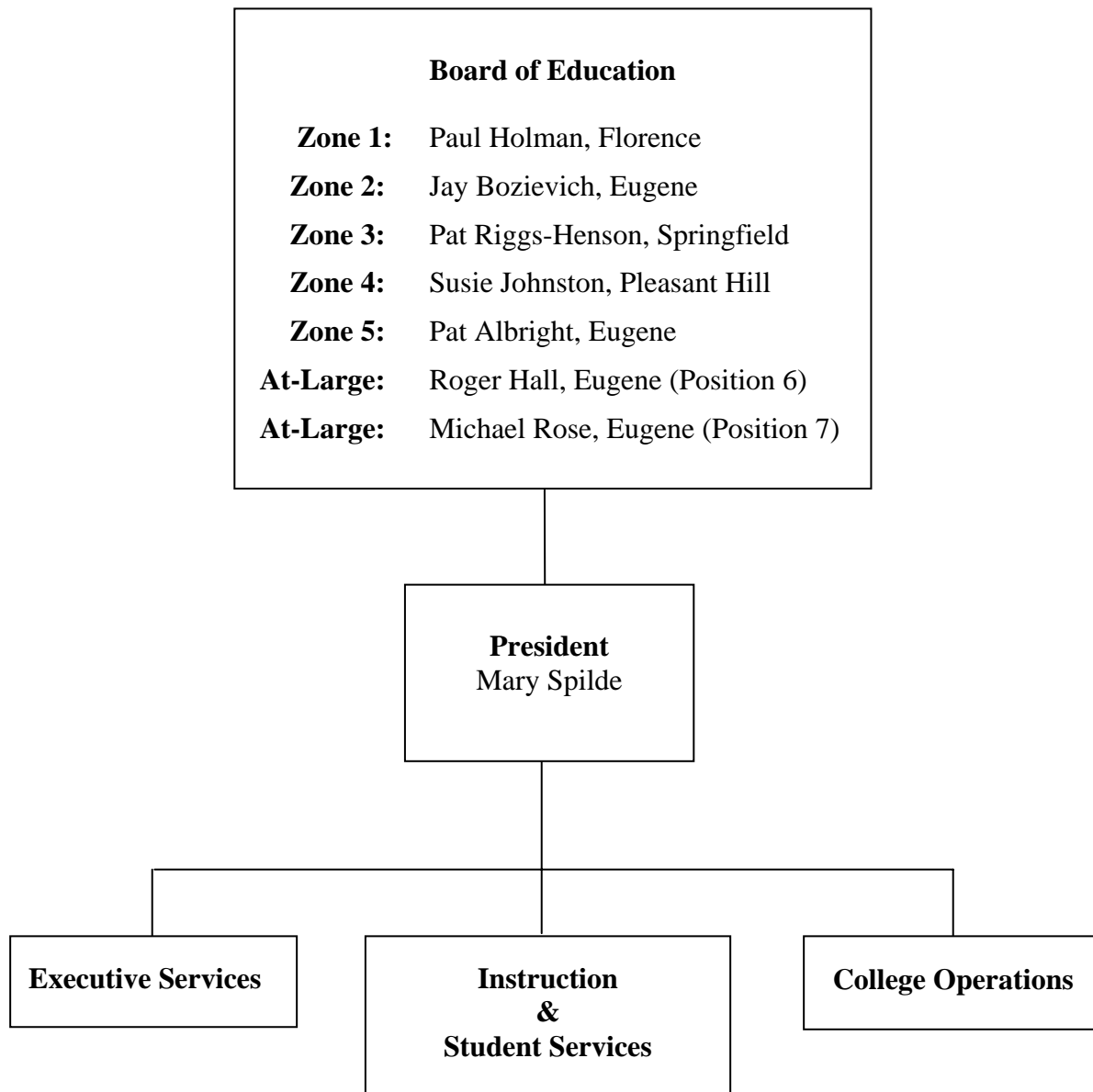
- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Adopted by the Board of Education in December 2003.

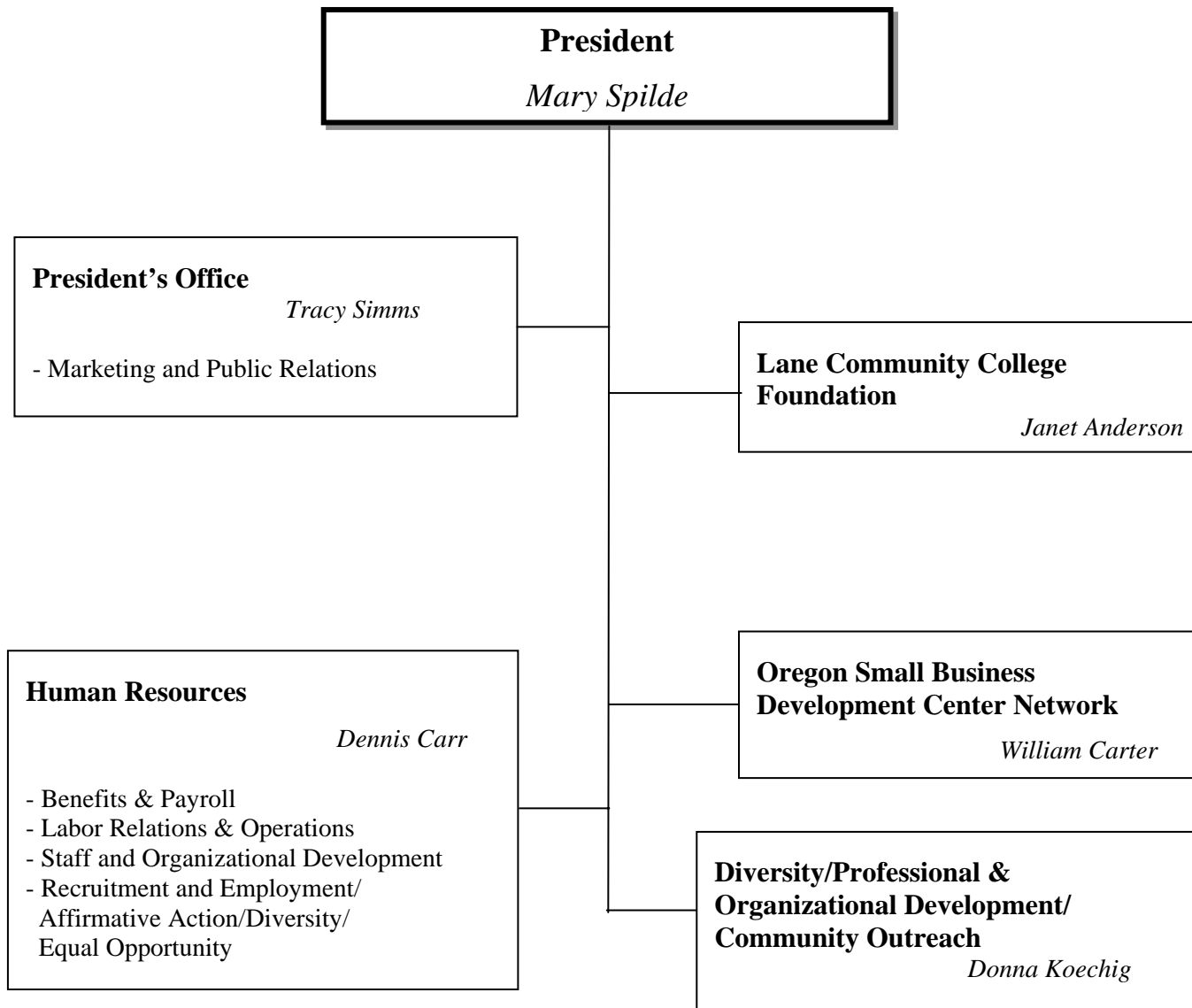
For more information about Lane's Strategic Plan, please visit the website at:  
<http://www.lanecc.edu/research/planning/strategicplan.html>

## Lane Community College Organization Chart

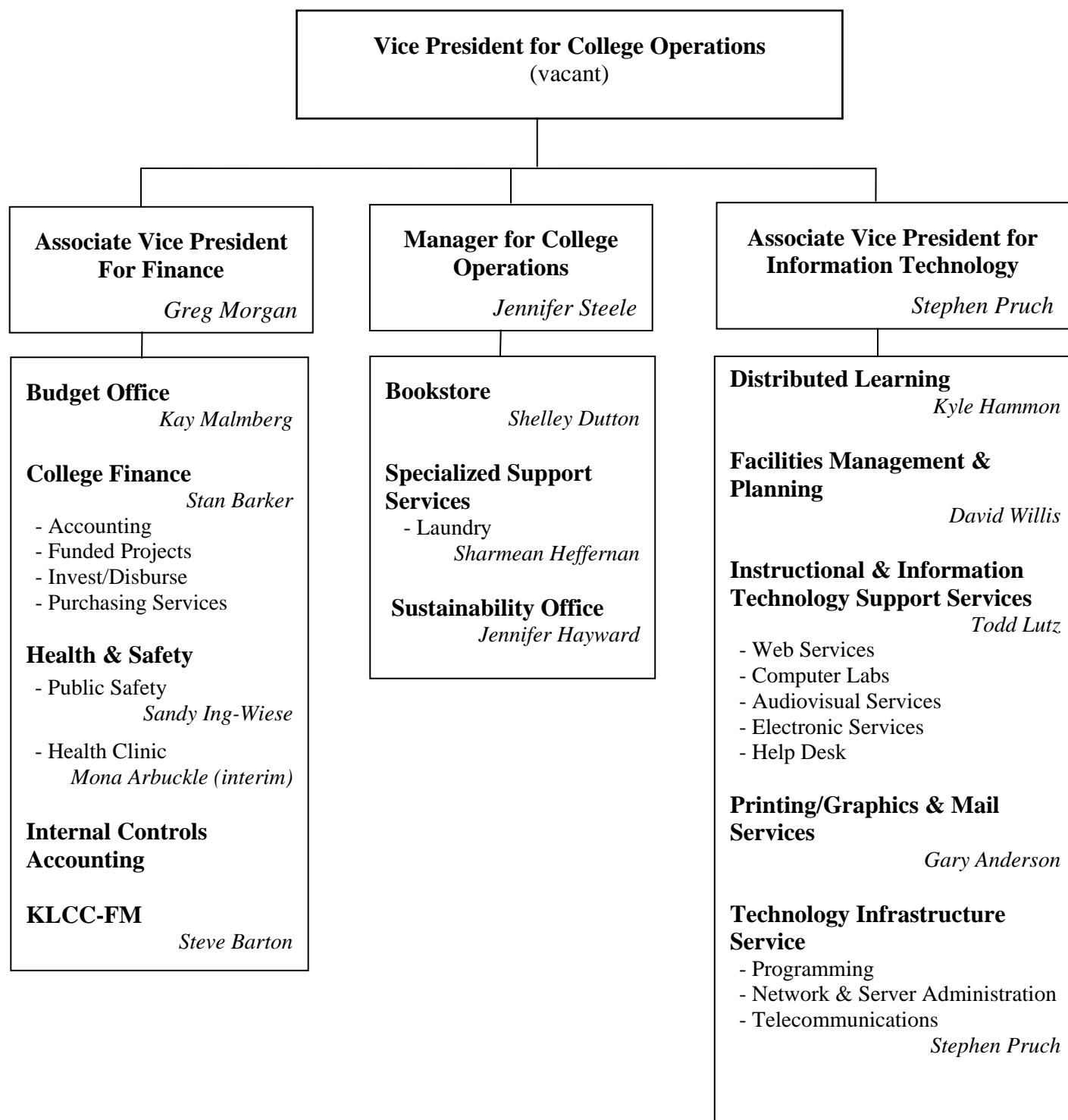
(as of October 2007)

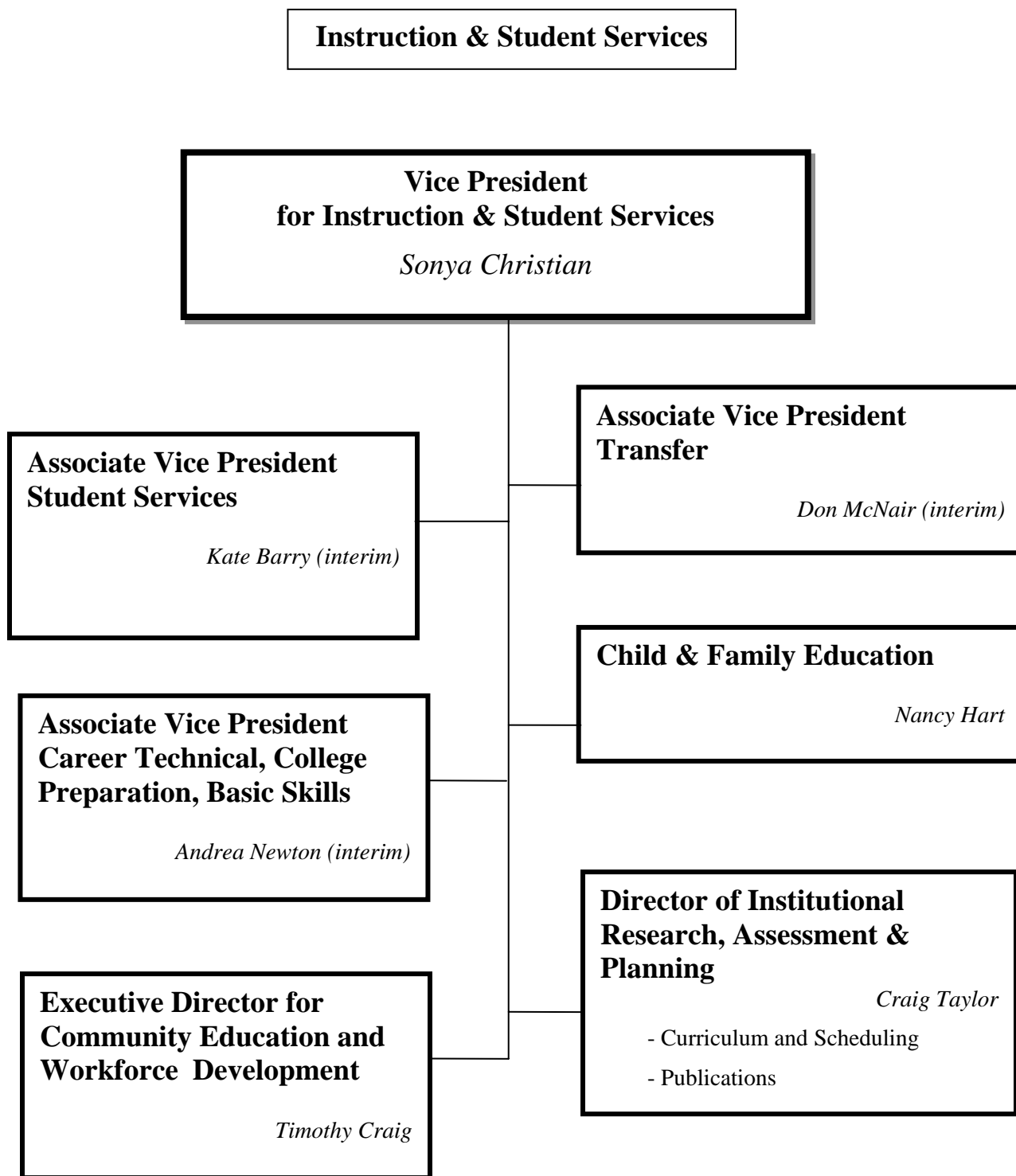


## Executive Services

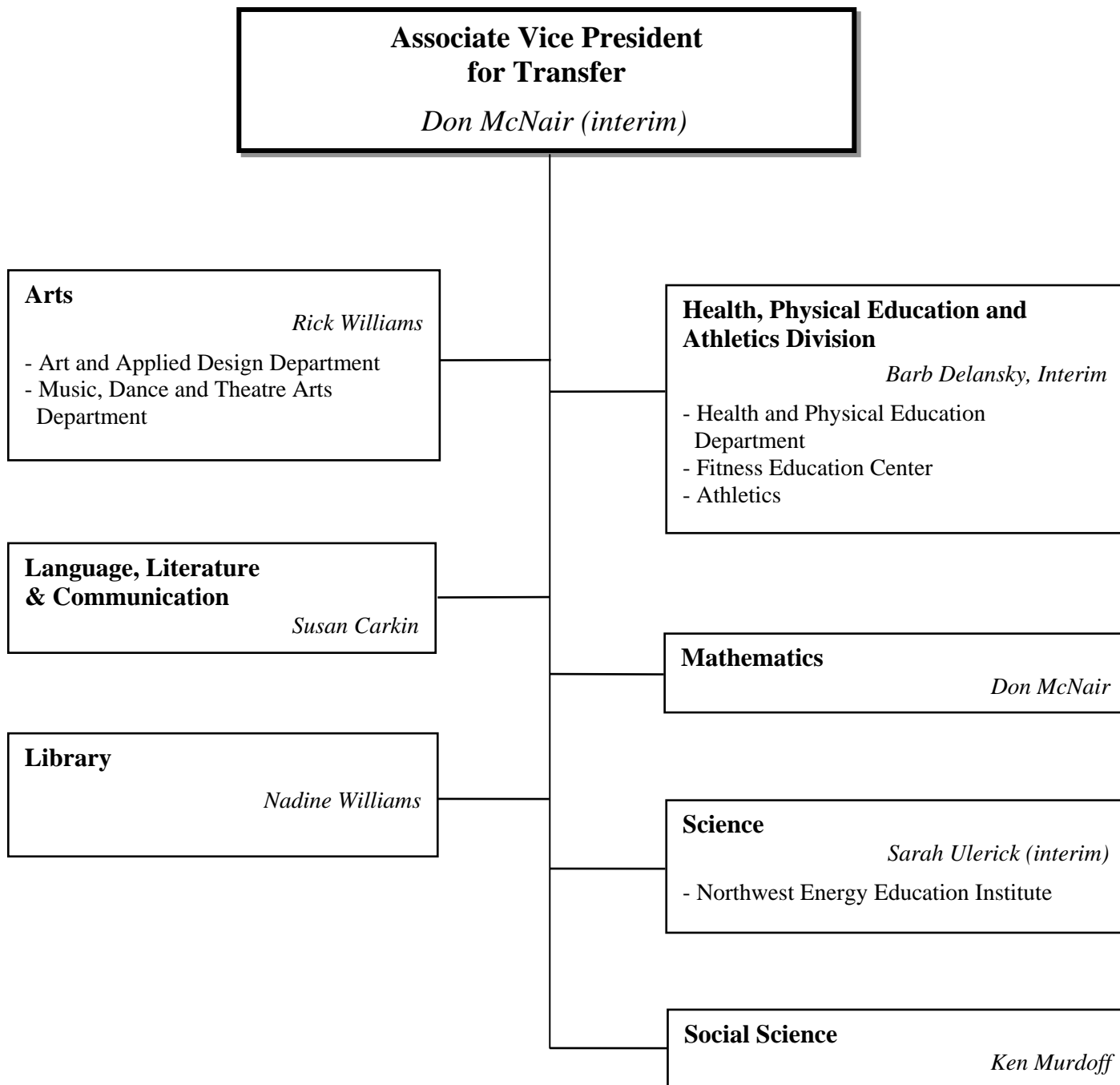


## College Operations





## Instruction & Student Services



## Instruction & Student Services

### Associate Vice President for Student Services

*Kate Barry (interim)*

#### Counseling & Multicultural Center

*Jerry de Leon (interim)*

- Academic Advising
- Career and Employment Services
- Counseling
- Human Development Department
  - Community Center for Family Counseling
- Substance Abuse Prevention
- Testing Services

*(Criss Gilbert)*

- TRIO Learning Center

*(Mary Parthemer)*

#### Disability Services

*Nancy Hart*

#### Enrollment Services

*Helen Garrett*

- High School /Community Relations
- International Admissions
- Accounts Receivable
- Students First! Center
- Student Records
- Veterans

#### Student Financial Services

*Bert Logan*

- Financial Aid
- Sponsored Accounts and Scholarships
- Student Accounts

#### Student Life & Leadership Development

*Barbara Delansky*

- ASLCC
- ASLCC Child Care Co-op
- Lane Family Connections
- Multicultural Center
- International Student Program
- Native American Student Program
- Rites of Passage Program
- Student Activities, Clubs and Organizations

#### The Torch

*Rick Williams*

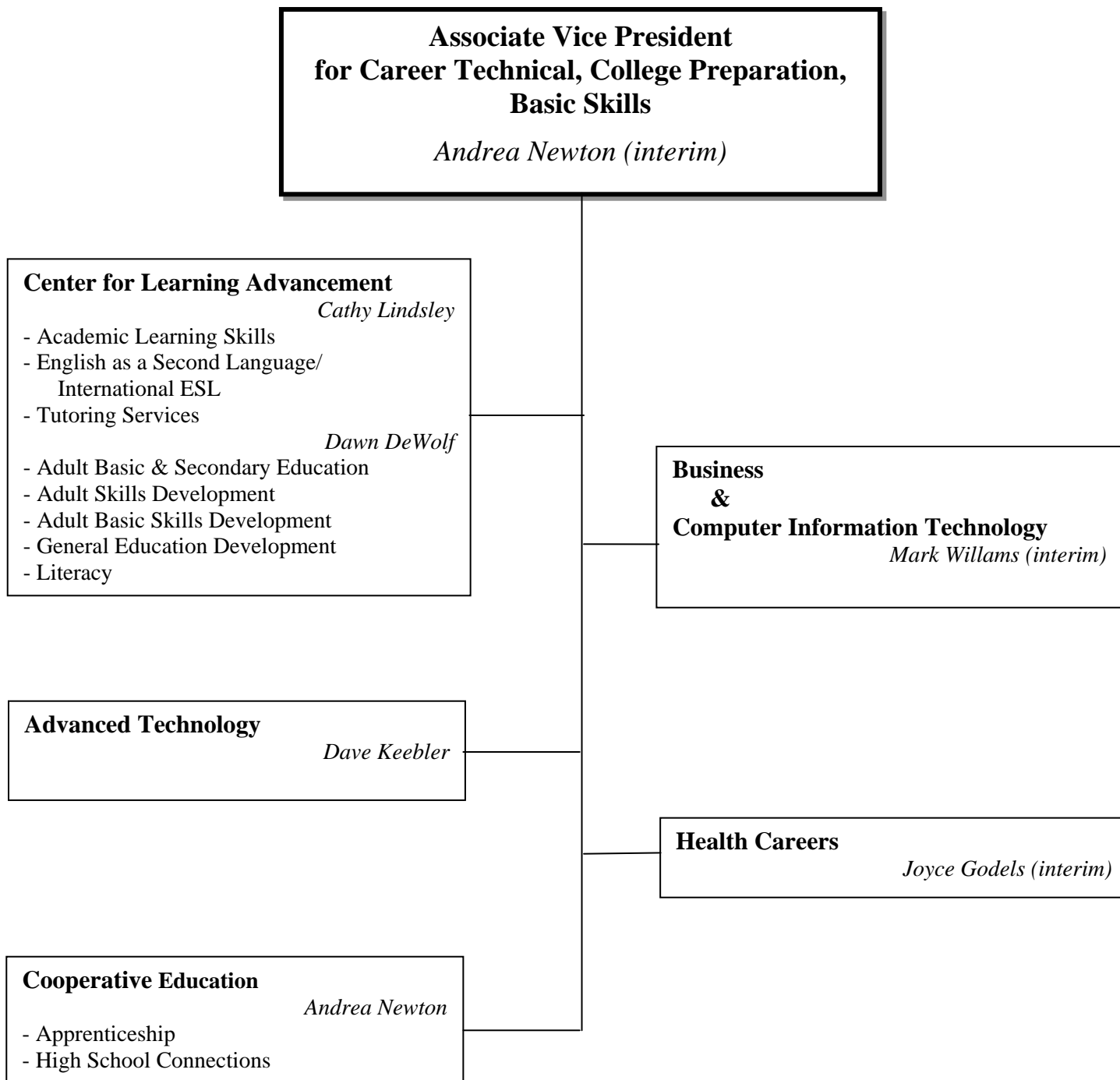
#### Women's Program

*Kate Barry*

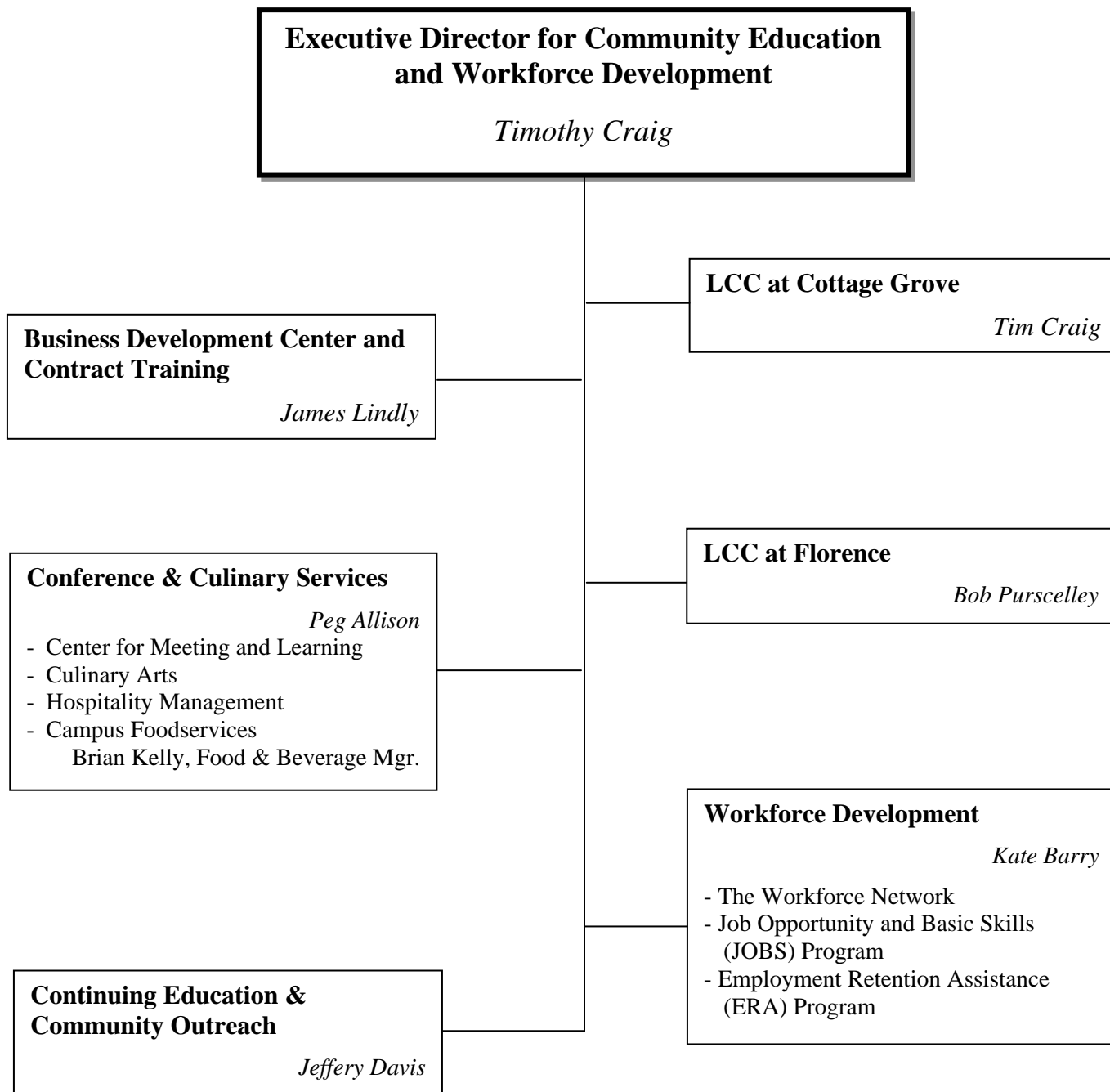
- ACCESS
- Transitions to Success
- Women's Center



## Instruction & Student Services



## Instruction & Student Services



## **Lane Governance System**

The governance system is charged with planning and policy development for the college and is made up of seven councils. Six councils have responsibility for specific college functions. The College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities.

The governance system recognizes specific stakeholder groups and administration members by giving them specific representational roles and by basing their participation on appointment by a stakeholder group or by the college president.

The Lane Community College Employees Federation, Lane Community College Education Association, Associated Students of Lane Community College, Management Senate, and Faculty Council all have rights to appoint their representatives to councils. The president appoints Executive Team members to councils.

Each council works within a charter and scope of work statement, and each acts in accordance with a decision matrix.

Within the governance system, the role of the executive committee is defined as implementation decision makers.

The entire governance system is responsible to the college board through the college president.

## **Principles of the Lane Governance System**

1. The governance system should embody and support the college's vision, mission, core values, strategic directions and learning principles.
2. The board of education, students, classified staff, faculty, managers/administrators all have a role in college governance.
3. Stakeholders in the college governance system are defined as classified staff, faculty, managers, and students.
4. The governance system should provide stakeholders full participation in decision making at the earliest possible moment and rely on their collective wisdom.
5. Stakeholders have a right to representation on college governance committees. Stakeholders determine their representatives within their established processes.
6. As directed by the board, the president is responsible for developing the college governance system. The president is responsible to the board for decisions made in the governance system.
7. The governance system should be efficient and effective, balancing the need for timely, informed decisions with the need to provide adequate time for participation in decision-making processes.
8. The governance system should encourage and promote a wide range of opportunities for many people to provide leadership regardless of their formal positions at the college.
9. The governance system should provide for clear, frequent, consistent, and timely communication within governance groups and between groups and the wider college community.

## **Governance Councils**

**College Council:** The College Council is the major college planning and policy body. Its work will focus on strategic planning, college effectiveness, and the governance system.

**Diversity Council:** The Diversity Council will develop the campus plan and policies related to diversity, set response priorities for diversity issues on campus and advocate for the resolution of diversity issues on campus

**Facilities Council:** The Facilities Council will develop, review, and evaluate plans and policies and set directions for facilities in accordance with the vision, mission, core values, learning principles, and strategic plan of the college.

**Finance Council:** The Finance Council will develop college-wide financial and budget policies, develop the long-range financial plan, evaluate the financial performance of the college and evaluate the results of policies, planning and the annual budget process, recommending changes as necessary.

**Learning Council:** The Learning Council will develop, review, and evaluate plans and set directions for the instructional and learning support areas of the college in accordance with the vision, mission, core values, learning principles, and strategic plan of the college.

**Student Affairs Council:** The Student Affairs Council will develop, review, and evaluate plans and set directions for student affairs in accordance within the vision, mission, core values, learning principles, and strategic plan of the college.

**Technology Council:** The Technology Council will develop, review, and evaluate a college technology strategic plan and technology policies in accordance with the vision, mission, core values, learning principles, and strategic directions of the college.

***2006-07 Statistical Summary***

<b>Unduplicated Headcount Students</b>	35,666
<b>Total Annual Reported FTE</b>	11,189.1

**Degrees and Certificates Offered**

Technical Degrees	35
Certificate Programs	28

**Degrees and Certificates Awarded:**

Total Degrees and Certificates	848
Lower Division Transfer Associate Degrees	371
Professional Technical Degrees and Certificates	477

**Student Characteristics:**

Female	18,643
Male	15,559
Credit	17,140
Non-Credit	18,526
Average Age (all students)	34.9
Students Receiving Financial Aid	5,705
Total Financial Aid Disbursed	\$35,621,788

**College Staff [Fall 2007]:**

Total Staff	981
Contracted Faculty	244
Part-Time Faculty	271
Contracted Classified	400
Managers & Management Support	66
Males	363
Females	618

**College District Population & Enrollment:**

District Population (US Census Bureau)	339,740
Enrollment of In-District Students	31,516

**Financial Information:**

Total General Fund Revenues and Transfers by Source	\$65,297,368
Total General Fund Expenditures	\$66,749,821

## *41 Years at a Glance*

Years	Total Staff *	Full-time Staff *	General Fund Expenditures	Student Headcount	Total Annual FTE
2005-06	1,118	786	\$69,557,065	36,089	10,738.0
2004-05	1,104	779	\$69,282,616	29,868	10,173.7
2003-04	1,005	744	\$59,389,363	29,743	10,699.9
2002-03	1,163	828	\$63,184,852	34,394	12,364.3
2001-02	1,213	827	\$66,472,484	40,099	13,265.1
2000-01	1,215	804	\$62,857,862	43,223	12,760.1
1999-00	1,107	790	\$61,864,194	41,766	12,449.4
1998-99	1,075	774	\$57,080,494	40,113	11,968.3
1997-98	1,053	774	\$54,768,949	37,954	12,148.7
1996-97	1,062	795	\$53,793,847	37,841	12,007.3
1995-96**	1,045	776	\$51,101,264	38,441	12,141.8
1994-95	1,009	763	\$48,763,856	37,360	9,308.2
1993-94	1,017	756	\$47,113,514	36,256	9,536.9
1992-93	1,012	762	\$44,245,093	35,570	9,842.9
1991-92	940	739	\$43,340,643	33,778	9,097.8
1990-91		686	\$36,489,043	33,212	8,857.6
1989-90	932	693	\$34,181,402	32,593	8,330.0
1984-85		744	\$26,520,823	32,947	8,198.8
1979-80		508	\$18,595,492		9,501.8
1974-75			\$9,774,882		7,133.1
1969-70			\$3,721,879		4,766.8
1964-65		138			1,435.0

\* Fall term 2005 data. **Total staff** includes: contracted faculty, part-time faculty, contracted classified, managers, and management support. **Full-time staff includes** contracted faculty, contracted classified, managers, and management support.

\*\* Oregon community colleges implemented a new FTE formula in 1995-96. The new formula FTE figures are 28-30% higher than FTE derived from the old formula. Consequently, comparison across the 1995-96 transition year of FTE enrollment is problematic.

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## ***2006-07 Lane Community College History Highlights***

### **2006 (beginning July)**

- Dental care for HIV/AIDS patients at the college's [dental clinic](#) in partnership with community groups is funded by a five-year, \$2 million grant from the federal Health Resource Services Administration. (September)
- A National Campus [Sustainability](#) Leadership Award is given to Lane by the Association for the Advancement of Sustainability in Higher Education. Lane was one of only four recipients, and the only community college to receive the award. (October)
- The National Outstanding College Program Award is given to Lane by the National [Recycling](#) Coalition. (October)
- A local option tax levy is defeated in the November 7 election, as were all six college measures on the ballot in Oregon. The levy would have generated about \$1 million a year in revenue for five years. (November)
- A regional [dental hygiene](#) training program is funded by a \$1.97 million grant from the U.S. Department of Labor. The program will combine televised and interactive instruction from Lane with clinic instruction at satellite sites serving students at Linn-Benton Community College in Albany, Umpqua Community College in Roseburg, and Lewis-Clark State College in Lewiston, Idaho. The program partnership includes workforce agencies, K-12 education, the dentistry profession, and the business community. (December)
- A [computer game and simulation development degree program](#) is approved by the college's Board of Education and the State Board of Education. The new associate of applied science degree includes coursework in computer science, multi-media, and math. (December)

### **2007**

- [Oregon's Small Business Development Network](#) is accredited by the Association of Small Business Development Centers under standards set by the Malcolm Baldrige Quality Program. The network is a partnership of the Small Business Administration, the Oregon Economic and Community Development Department, and Oregon community colleges and universities. Lane hosts the state network office and operates its own BizCenter; see [www.bizcenter.org/](http://www.bizcenter.org/) (February)
- The [Learning Community](#) named Excavating Creativity: Movement, Image and Text is named Lane's Innovation of the Year. The community integrates dance, drawing and writing. Instructors are Margaret Bayless, English faculty; JS Bird, art faculty; and Bonnie Simoa, dance faculty. (April)
- The first [Nursing class reunion](#), sponsored by the [Lane Foundation](#), is held with participation from more than 100 alumni, and a Nursing Alumni Association is established. (May)
- [Siltcoos Station Retreat and Learning Center](#) reopens after renovation. The facility offers two conference rooms and four cabins suitable for educational opportunities, retreats, reunions, receptions, and business meetings. The Station is located on Siltcoos Lake, 20 minutes from downtown Florence. (June)
- [Life@Lane](#), a student moderated blog, is launched from Lane's homepage. The blog provides a communication tool primarily for current and prospective students. (June)
- President Mary Spilde signs the [American College and University Presidents Climate Commitment](#) agreement by more than 250 colleges to fight global warming. Spilde became a charter member of the American College and University Presidents Climate Commitment group in 2006. (June)

The college Archives maintains a web site at <http://www.lanecc.edu/archives/Historyhighlights.html>. It contains a brief narrative history of the college, a chronological history listing significant events, a list of college presidents and Board members, several exhibits and resources for further information.