

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

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

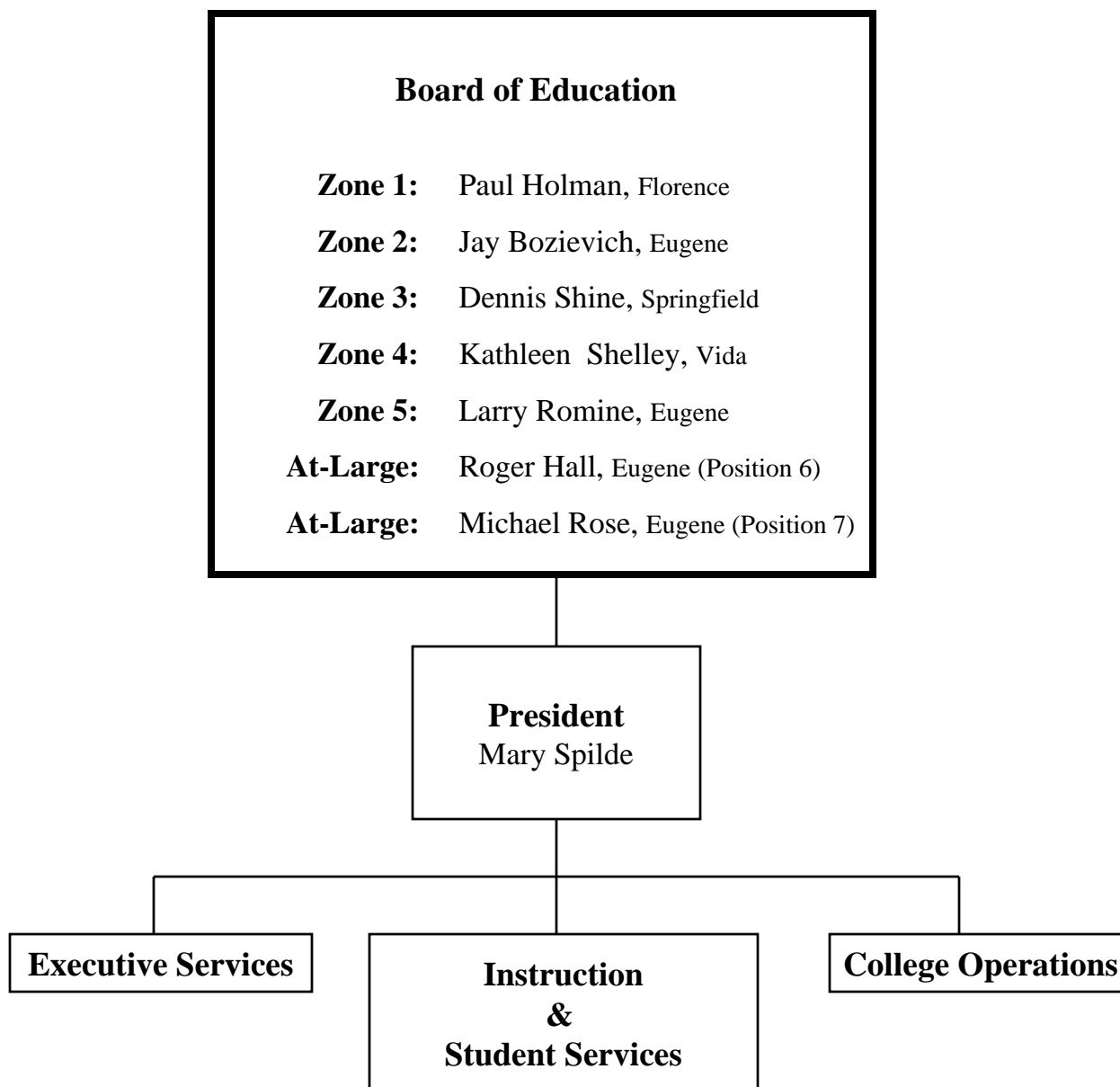
- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Adopted by the Board of Education in December 2003.

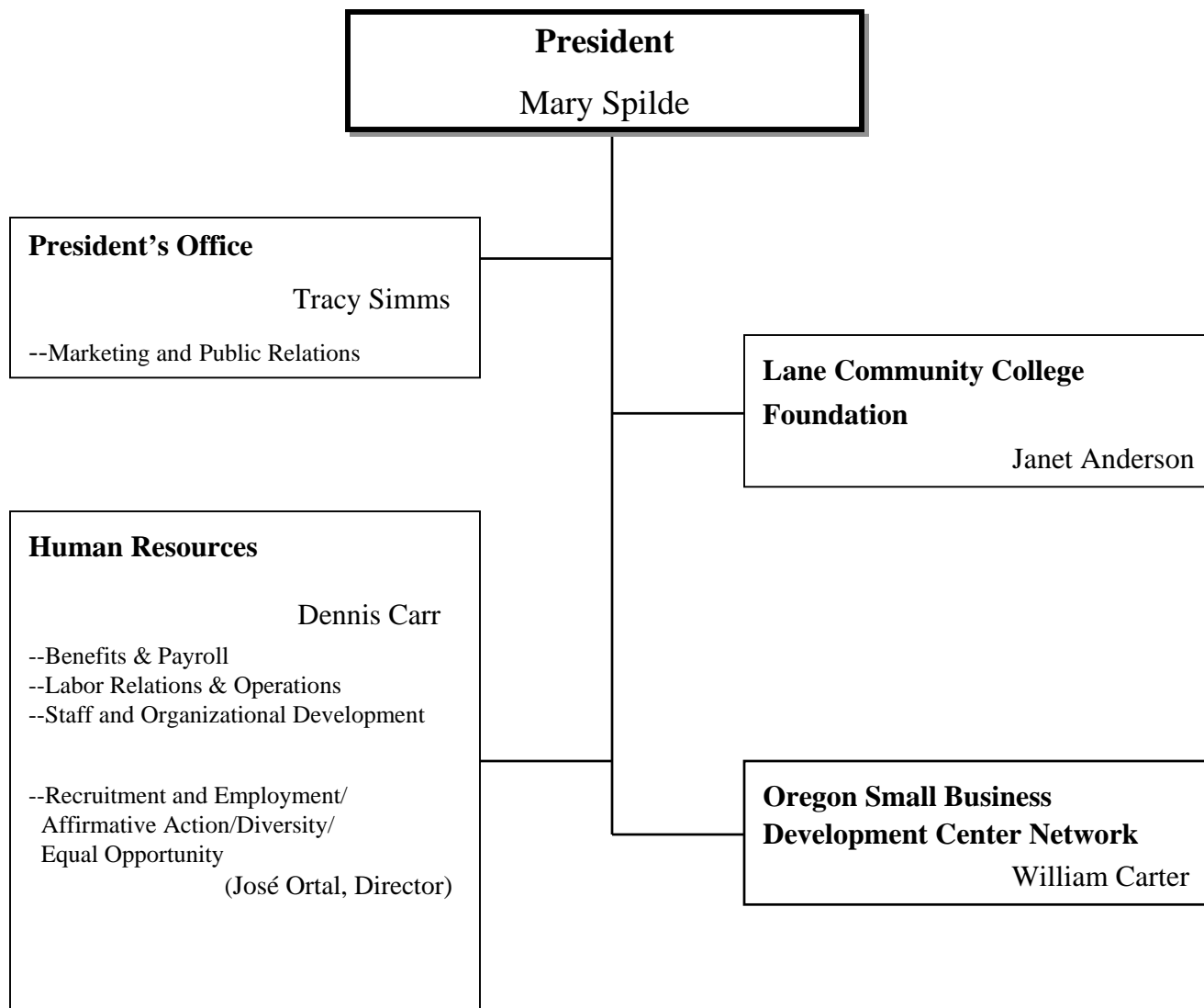
For more information about Lane's Strategic Plan, please visit the website at:
<http://www.lanecc.edu/research/strplan2003.htm>

Lane Community College Organization Chart

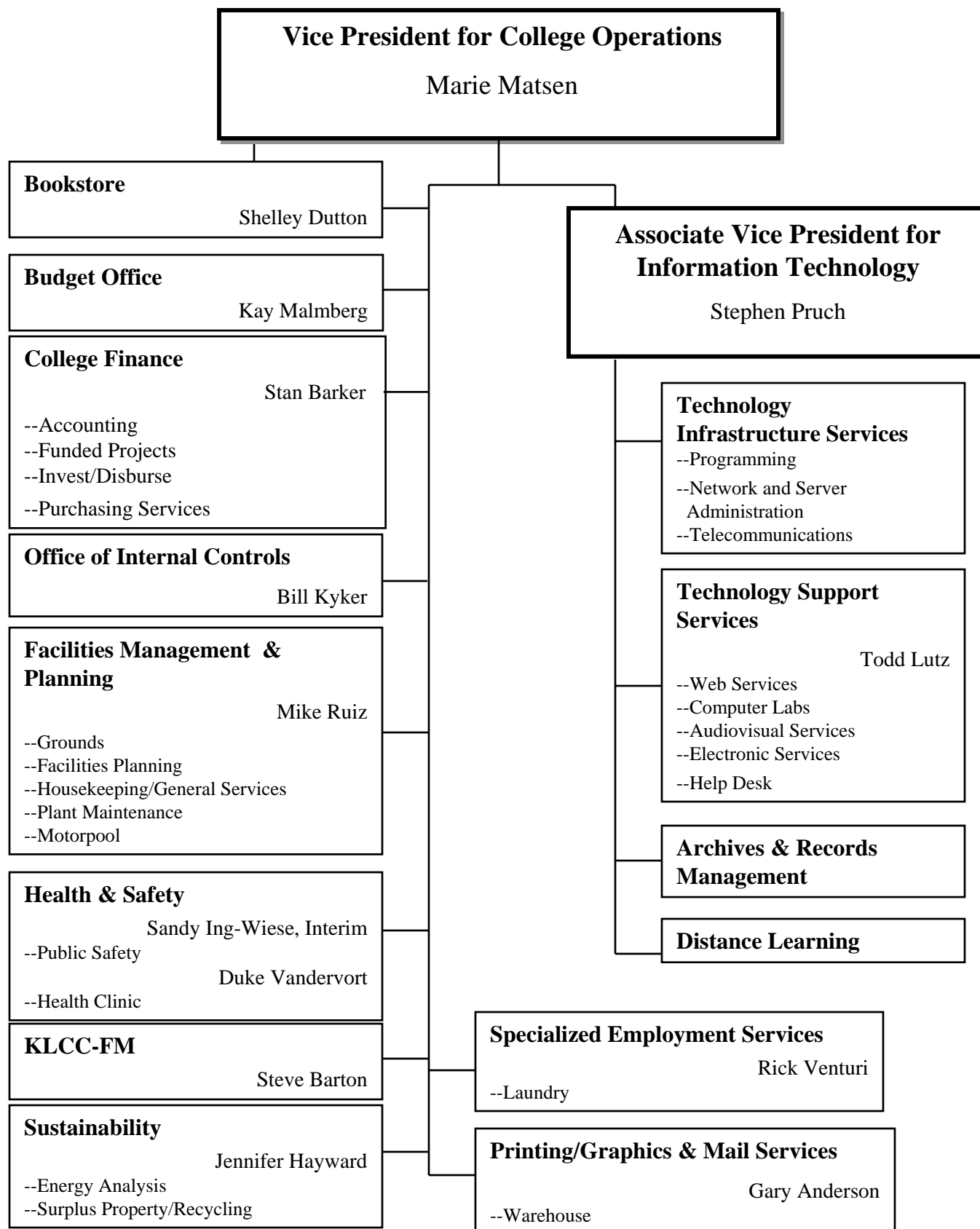
(as of May 2005)



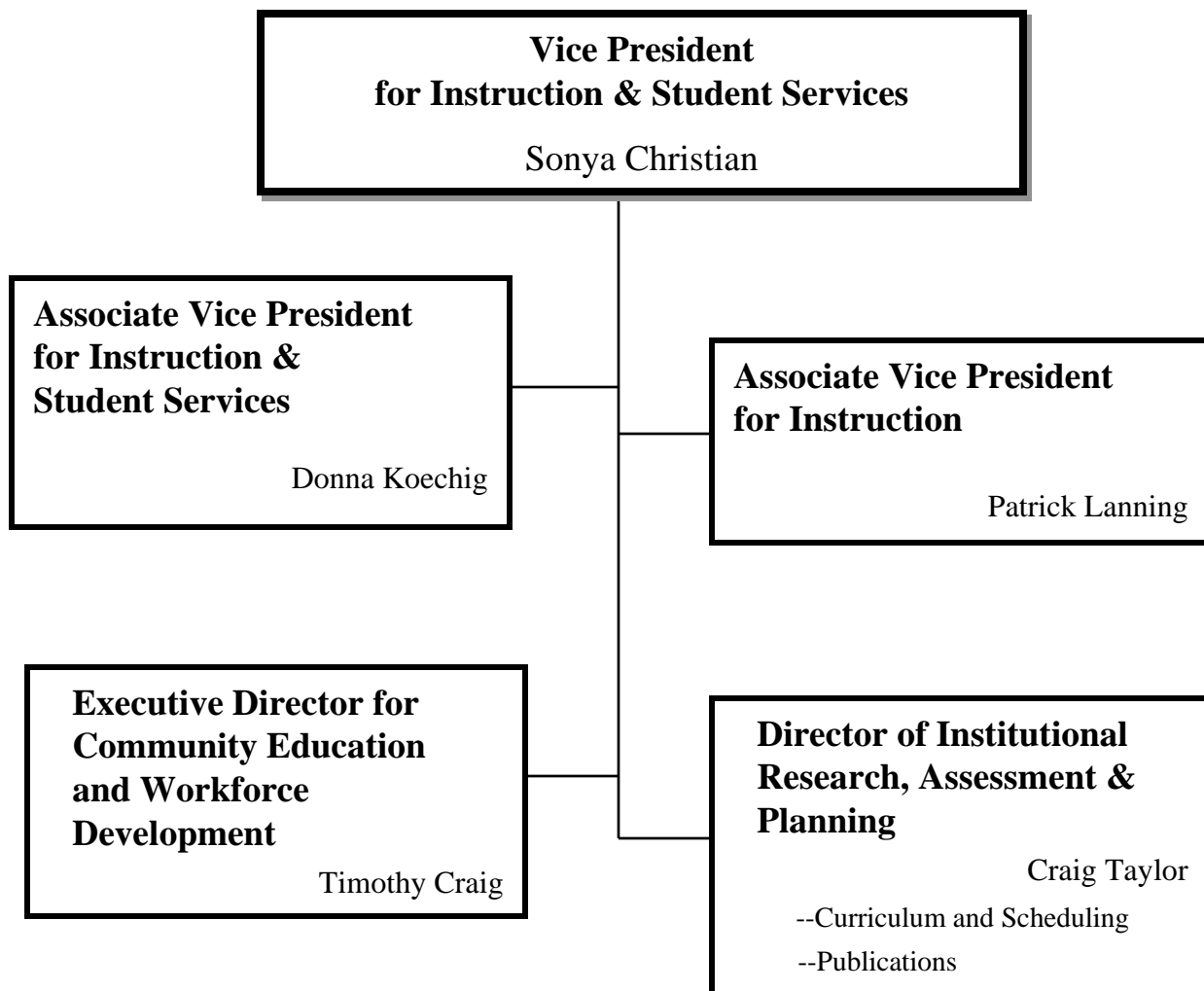
Executive Services



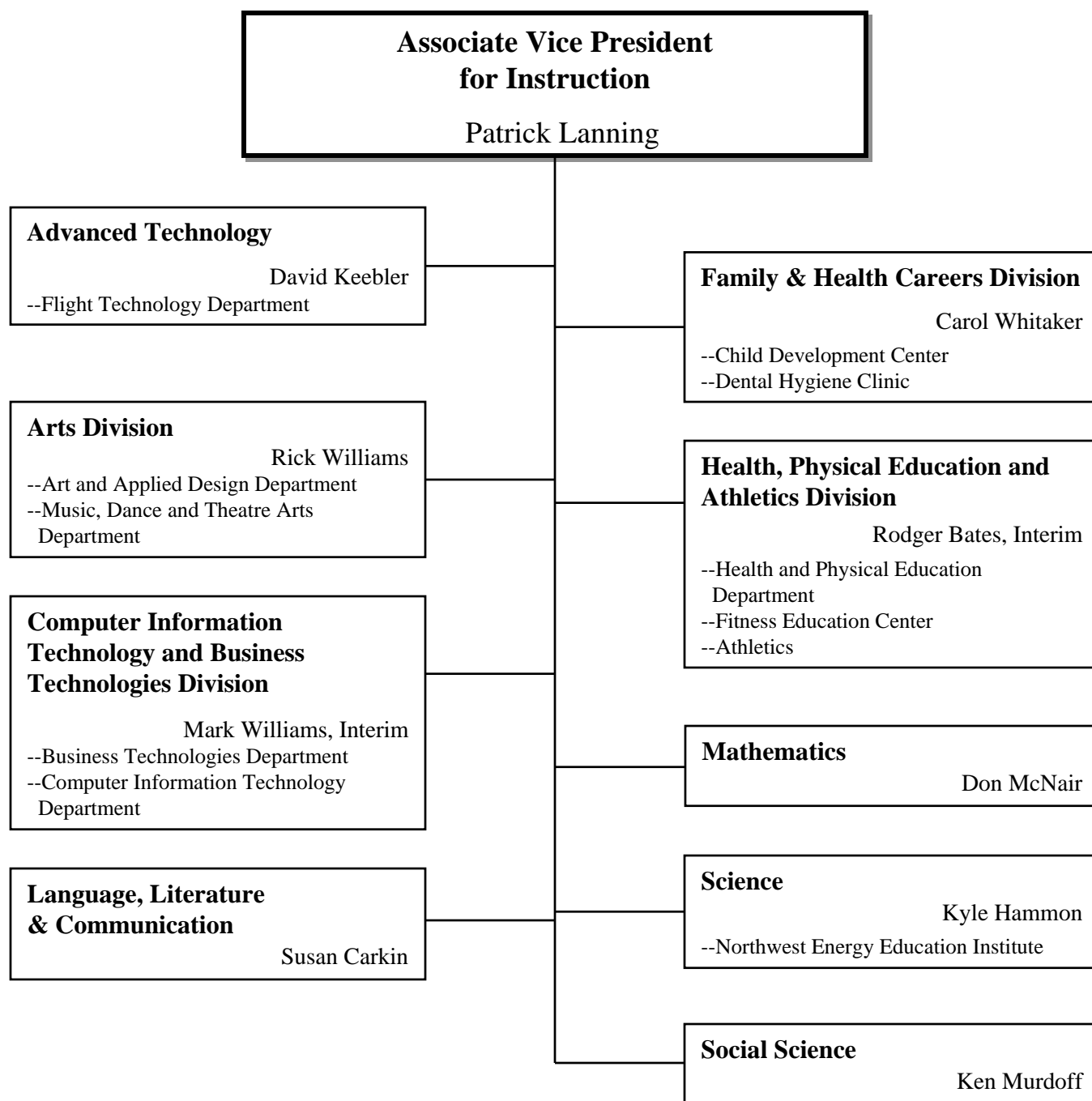
College Operations



Instruction & Student Services



Instruction & Student Services



Instruction & Student Services

Associate Vice President for Instruction & Student Services

Donna Koechig

Center for Learning Advancement

Cathy Lindsley

- Academic Learning Skills
- English as a Second Language/
International ESL
- Tutoring Services

Dawn DeWolf

- Adult Basic & Secondary Education
- Adult Skills Development
- Adult Basic Skills Development
- General Education Development
- Literacy

Cooperative Education

Andrea Newton

- Apprenticeship
- College Now

Counseling Development

Dan Timberlake

(Jerry de Leon)

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

(Criss Gilbert, Director)

- TRIO Learning Center

(Mary Parthemer, Director)

Disability Services

Nancy Hart

Enrollment Services

Helen Garrett

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

Library

Nadine Williams

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

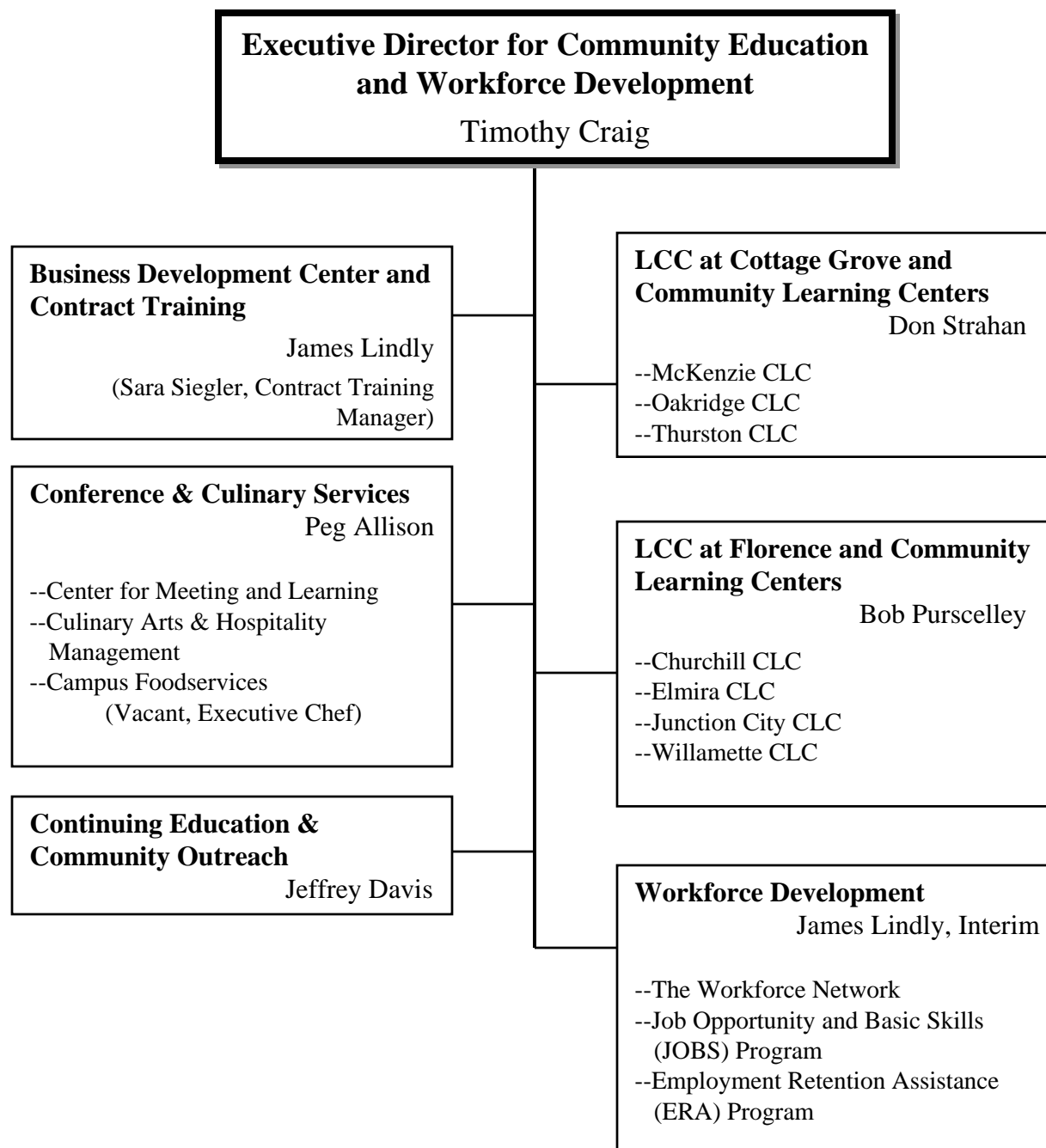
Dorothy Wearne

Women's Program

Kate Barry

- Access
- Transitions to Success
- Women's Center

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.

2003-04 Statistical Summary

Unduplicated Headcount Students	29,743
Total Annual FTE	10,699.9

Programs Offered

Technical Degree and Certificate Programs	48
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Degrees and Certificates Awarded:

Total Degrees and Certificates	983
Lower Division Transfer Associate Degrees	465
Professional Technical Degrees and Certificates	518

Student Characteristics:

Female	16,634
Male	12,739
Credit	14,923
Non-Credit	14,820
Average Age (all students)	35.5 yrs
Students Receiving Financial Aid	6,042
Total Financial Aid Disbursed	\$35,633,140

College Staff [Fall 2004]:

Total Staff	1,104
Contracted Faculty	260
Part-Time Faculty	325
Contracted Classified	454
Managers & Management Support	65
Males	420
Females	684

College District Population & Enrollment:

District Population (US Census Bureau, 7/1/03)	330,527
Enrollment of In-District Students	27,181

Financial Information:

Total General Fund Resources	n/a
Total General Fund Expenditures	n/a

39 Years at a Glance

Years	Total Staff *	Full-time Staff *	General Fund Expenditures	Student Headcount	Total Annual FTE
2003-04	1,104	779	n/a	29,743	10,699.9
2002-03	1,005	744	\$63,184,852	34,394	12,364.3
2001-02	1,163	828	\$66,472,484	40,099	13,265.1
2000-01	1,213	827	\$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**	1,034	776	\$51,101,264	38,441	12,141.8
1994-95	1,009	763	\$48,763,856	37,360	9,308.2
1993-94	na	756	\$47,113,514	36,256	9,536.9
1992-93	1,022	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 2004 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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Lane Community College History Highlights

- 1938** Eugene Vocational School offers first class.
- 1958** Eugene Technical-Vocational School offers first class.
- 1964** Formation of community college district is approved by voters. Board of Education is elected. Lane Community College is founded on October 19.
- 1965** Board finalizes the permanent location of the college by receiving a 105.81 acre tract of land southeast of Eugene, donated by Wilfred Gonyea, a Eugene industrialist.
Lane begins first regular year of instruction with staff of 138 and enrollment of 1,435 full-time equivalent students
- 1966** Lane is granted candidacy status for accreditation by Northwest Association of Schools and Colleges.
Lane graduates first class of 163 students.
- 1967** KLCC-FM begins broadcasting.
- 1968** Classes begin at new campus, 4000 East 30th Avenue, in southeast Eugene.
Full accreditation is awarded by Northwest Association of School and Colleges.
- 1972** Joe Romania and Lew Williams donate 127 acres, nearly doubling the size of the campus.
- 1974** Ten-year accreditation is awarded to college by Northwest Association of Schools and Colleges.
- 1976** Siuslaw Area Center opens in Florence.
- 1977** Downtown Center opens.
Central Area Education Center opens in Cottage Grove.
- 1979** First telecourse is offered.
- 1981** Business Assistance Center opens.
- 1984** Ten-year accreditation is awarded to Lane.
Oregon Small Business Development Network is formed and housed at Lane.
- 1985** Twentieth birthday celebration - "20 years...a great beginning!"
- 1987** Single parent/displaced homemaker "Transitions to Success" program starts.
ClassLine Touchtone registration system is introduced.
- 1988** Weekend College begins offering classes on Saturdays.
- 1989** Lane celebrates twenty-fifth anniversary - "25 years of building successes."
- 1990** New college tax base is approved. Ballot Measure 5 (property tax limitation) passes statewide.
Lane enrolls 600,000th student.

Lane Community College History Highlights

- 1993** Lane helps recruit Symantec, a software company, to Eugene; trains 90 new employees for the company.
College Council adopts vision statement: "Lane Community College provides a quality learning experience in a caring environment."
First Eugene airshow in many years is coordinated by the LCC Foundation as a benefit for Lane's Aviation Maintenance program.
Lane's 1992-93 enrollment sets a record of 35,570 headcount and 9,719.9 FTE.
- 1994** Four varsity sports - men's and women's cross country, men's baseball, and women's volleyball - are reinstated, funded by a fee approved by students.
Lane begins its 30th anniversary (1994-95) celebration with a 1960's style sock hop for staff and students.
College is granted accreditation for a ten-year period.
- 1995** STARTech, a pre-employment training program for high-tech jobs, is launched by Lane, Sony Disc Manufacturing, and Symantec Corporation.
Voters approve a \$42.8 million construction bond issue for the college.
Associate of Arts Oregon transfer degree is offered via distance learning.
Lane's first web page is posted on the internet.
- 1996** Student's First! Process Redesign Project is launched.
African American Rites of Passage Summer Academy is established by Lane and the African American Community Coalition.
Hyundai Semiconductor America contracts with Lane to train manufacturing technicians.
Lane is the only community college invited to the Harvard Invitational Debate Championships.
- 1997** Annual registration begins at Lane, allowing continuing credit students to reserve classes a year at a time.
Lane is cited for excellence in "A Learning College for the 21st Century," a new book by League for Innovation Exec. Dir. Terry O'Bannon, published by the American Council on Education and the American Association of Community Colleges.
LCC at Cottage Grove opens new facility, funded by the \$42.8 million construction bond approved by voters in 1995.
Lane's Learning Center at Thurston High School opens. It is the first of eight neighborhood facilities funded by the construction bond.
- 1998** Lane's Community Learning Centers at Willamette High School and Churchill High School open.
Student's First! Center opens on the second floor of the Center Building. The center provides one-stop service to students for general information, enrollment, student records, financial aid, financial transactions and referrals.
Lane receives a Federal Aviation Administration safety award for 200,000 consecutive hours and 25 million miles of professional flight training since 1967 without a single injury accident.
A new logo is selected after nearly a year of work and input from more than 70 members of the campus community.

Lane Community College History Highlights

- 1998**
cont. The Community Learning Center project receives the Exemplary Program Award in Distance Learning from the National Council for Continuing Education and Training.
The Tutor Program receives certification from the College Reading & Learning Association.
- 1999** The Financial Aid counter closes permanently, turning over services to Students First!.
Students First! wins the 1998-99 Exemplary Program Award for the Northwest Region from the National Council on Student Development at the American Association of Community Colleges in Nashville. Students First! is cited as an innovative rethinking of how work is performed and services are delivered to students.
Lane Foundation receives a \$2 million gift from the estate of Ralph and Gilma Greenhoot of Springfield to provide annual \$3,500 scholarships at metro area high schools beginning in September 2001.
Class schedules and the college catalog are available over the internet.
KLCC begins 24-hour programming with the addition of Jazz Overnight airing 1-5 a.m.
- 2000** Adult Basic and Secondary Education receives the 1998-99 Secretary's Award for Outstanding Programs from the U.S. Department of Education, Division of Adult Education and Literacy.
Elmira High School Community Learning Center and Jim Pitney Learning Center at Junction City High School are built from 1995 \$42.5 million construction bond funds.
Lane is selected as one of 12 Vanguard Learning Colleges in the United States and Canada for its commitment to improving learning. Vanguard colleges will share practices and models with other colleges around the nation.
Buildings #8 (houses welding and jewelry programs) and building #1 are built from the 1995 \$42.5 million construction bond funds.
- 2001** Dr. Mary Spilde is chosen to be Lane's sixth president by unanimous resolution of the Board of Education. Spilde was a vice president of instruction at Lane from 1995-2001.
A dual admission and enrollment program is announced by Lane and the University of Oregon. The program increases credit enrollment opportunities, advising and financial aid.
KLCC begins broadcasting in Reedsport from its new licensed radio station KLFR 89.1 FM.
The evening/weekend project is named the 2000-01 Innovation of the Year. Team PROJECT helped increase the number of degree and certificate programs which could be completed at night and on weekends, in response to community demand.
A \$2 million gift is made to the Lane Foundation by the Robert W. and Bernice Ingalls Staton Foundation. It is one of the two largest gifts in the Foundation's history. The gift will fund 20 \$5,000 annual scholarships, 15 for professional-technical students and 5 for transfer students.

Lane Community College History Highlights

- 2002** A windstorm on February 7 caused the closure of all campuses and centers for the evening. A woman was pinned by a toppled oak tree on main campus and treated for bruises; a flight tech airplane landed in Albany and two flight tech helicopters landed in Coburg
- The main college telephone number changed to 463-3000 and the prefix 463 replaced most other prefixes in college telephone numbers.
- Lane's class schedule won first-place in the annual Paragon Awards competition sponsored by the National Council for Marketing and Public Relations.
- A budget reduction of about 7 percent is made for 2002/03 following years of state funding shortfalls and enrollment growth. Budget balancing action required a tuition increase of \$10 or about 26 percent, and the elimination of 7 professional-technical programs.
- An economic impact study of Oregon community colleges with individual college profiles showed that every \$1 of tax money invested in Lane returns a cumulative \$19 over the next 30 years, among other evidence.
- A single health insurance plan was approved by employees and the board to help control the rising cost of premiums. It replaced six different plans previously in use.
- 2003** The Workforce Network opens remodeled facilities on the main campus. The remodel was funded by a 1995 construction bond approved by voters. The Workforce Network was formerly known as the Dislocated Worker Program.
- The League for Innovation in the Community College renews Lane's board member status.
- The Center for Meeting and Learning is named after opening in the fall. The facility offers conference and catering services provided by culinary and hospitality instructors, students, and professional food services staff.
- The Energy Management Program is named Lane's Innovation of the Year at Lane. Begun in 1992, the program is entirely grant funded and provides a two-year energy management associate degree and continuing education for professionals.
- ExpressLane, a self-service web tool, replaces telephone registration with online registration at www.lanecc.edu/explane/.
- The Reading Together project receives the Eldon G. Schafer Innovation Grant. The project uses two books, the novel "Montana 1948" and the text "Privilege, Power, and Difference," to engage the campus in discussions and activities focusing on diversity throughout 2003.
- The Dental Administrative Assistant Program is developed.
- The Flexible Sequence Algebra program is awarded a \$398,484 grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

The college Archives maintains a web site at <http://www.lanecc.edu/archives/Historyhighlights.htm>. 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.