

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

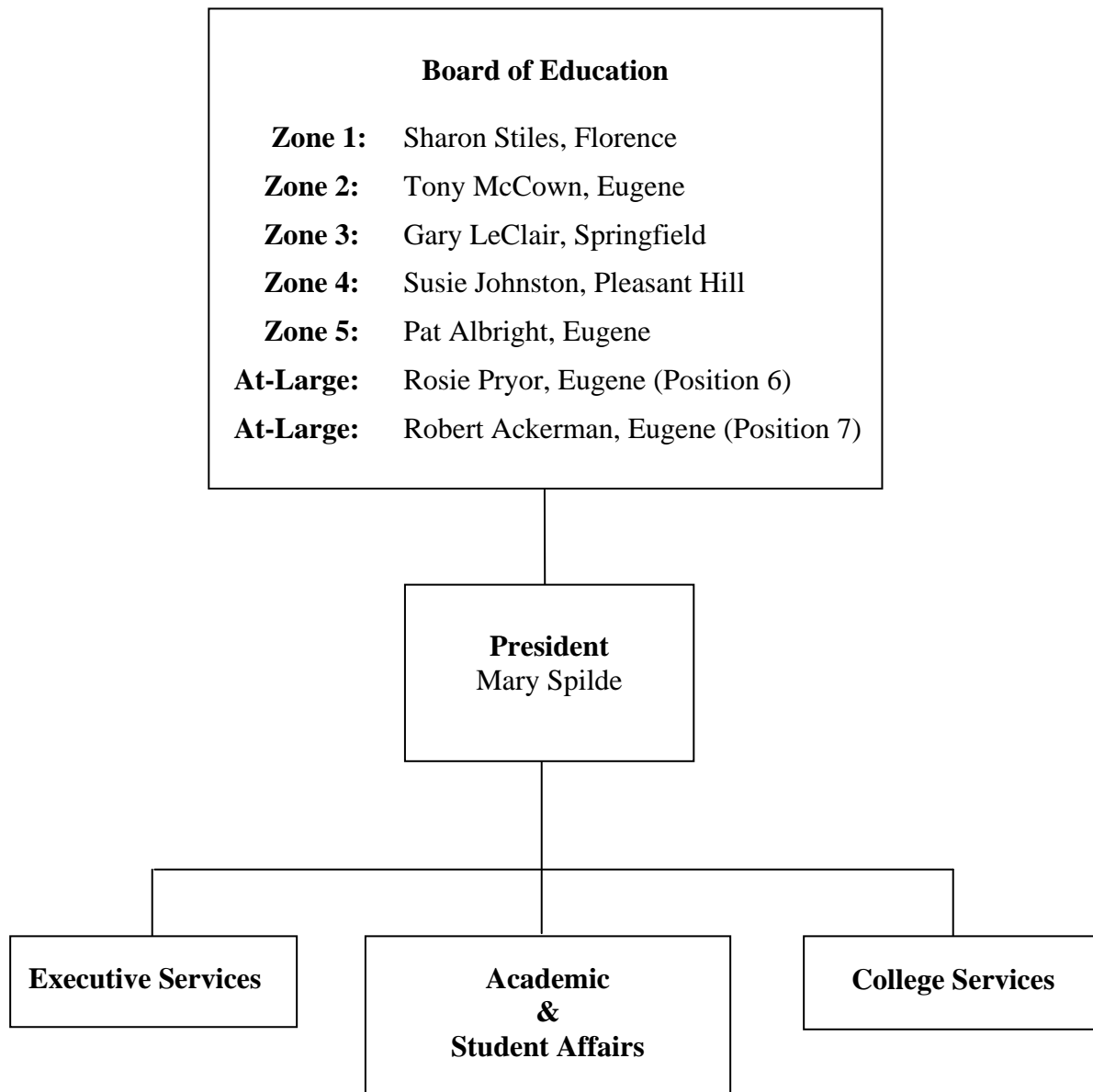
- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Adopted by the Board of Education in December 2003.

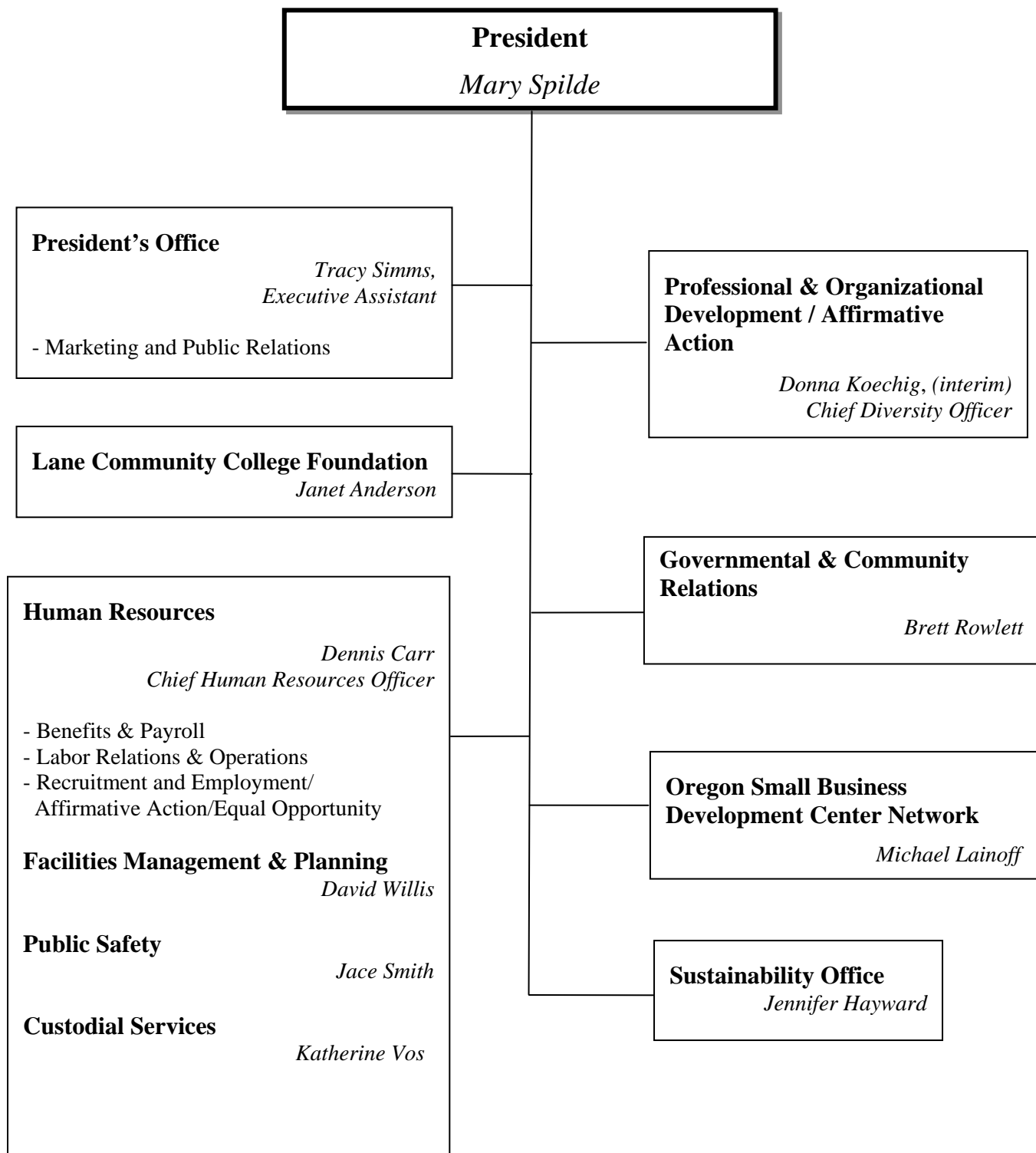
For more information about Lane's Strategic Plan, please visit the website at:
<http://www.lanecc.edu/research/planning/strategicplan.html>

Lane Community College Organization Chart

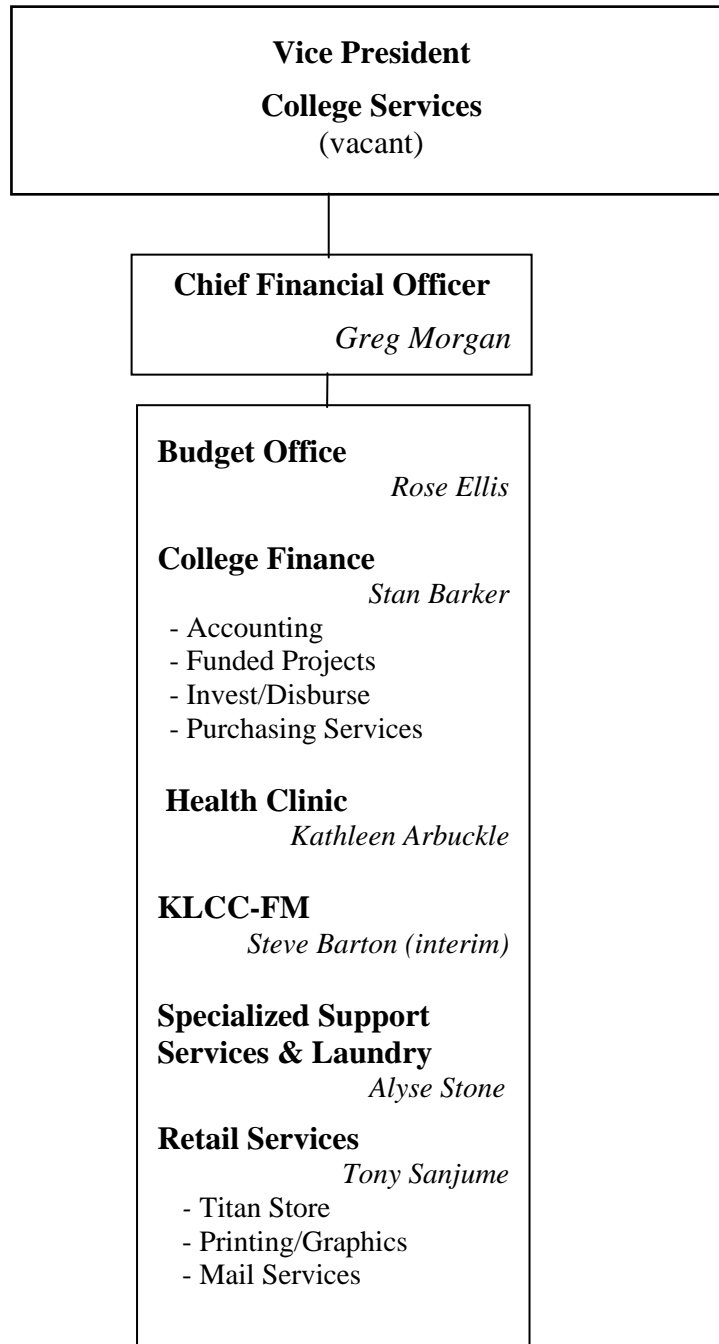
(as of September 2011)



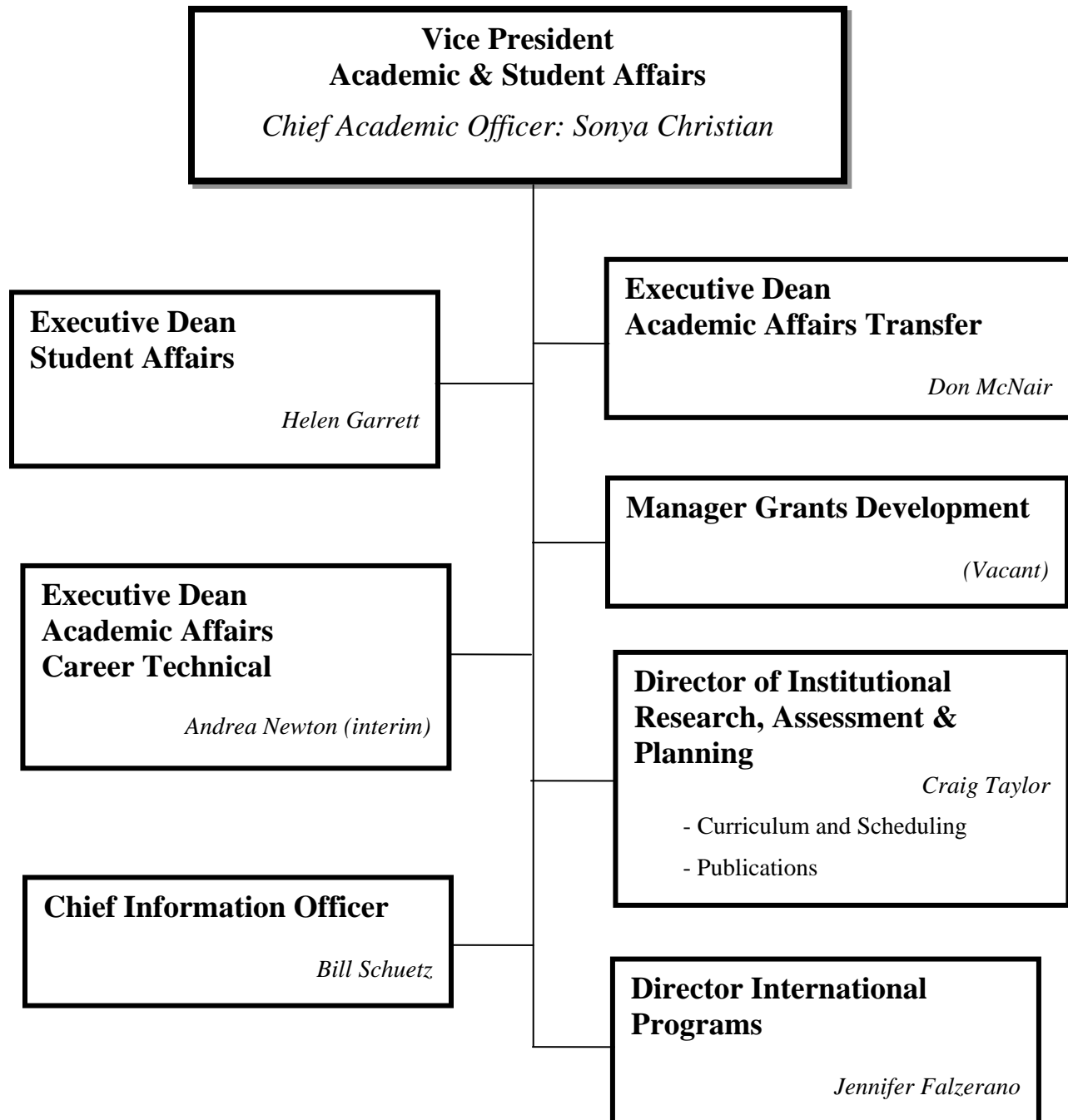
Executive Services



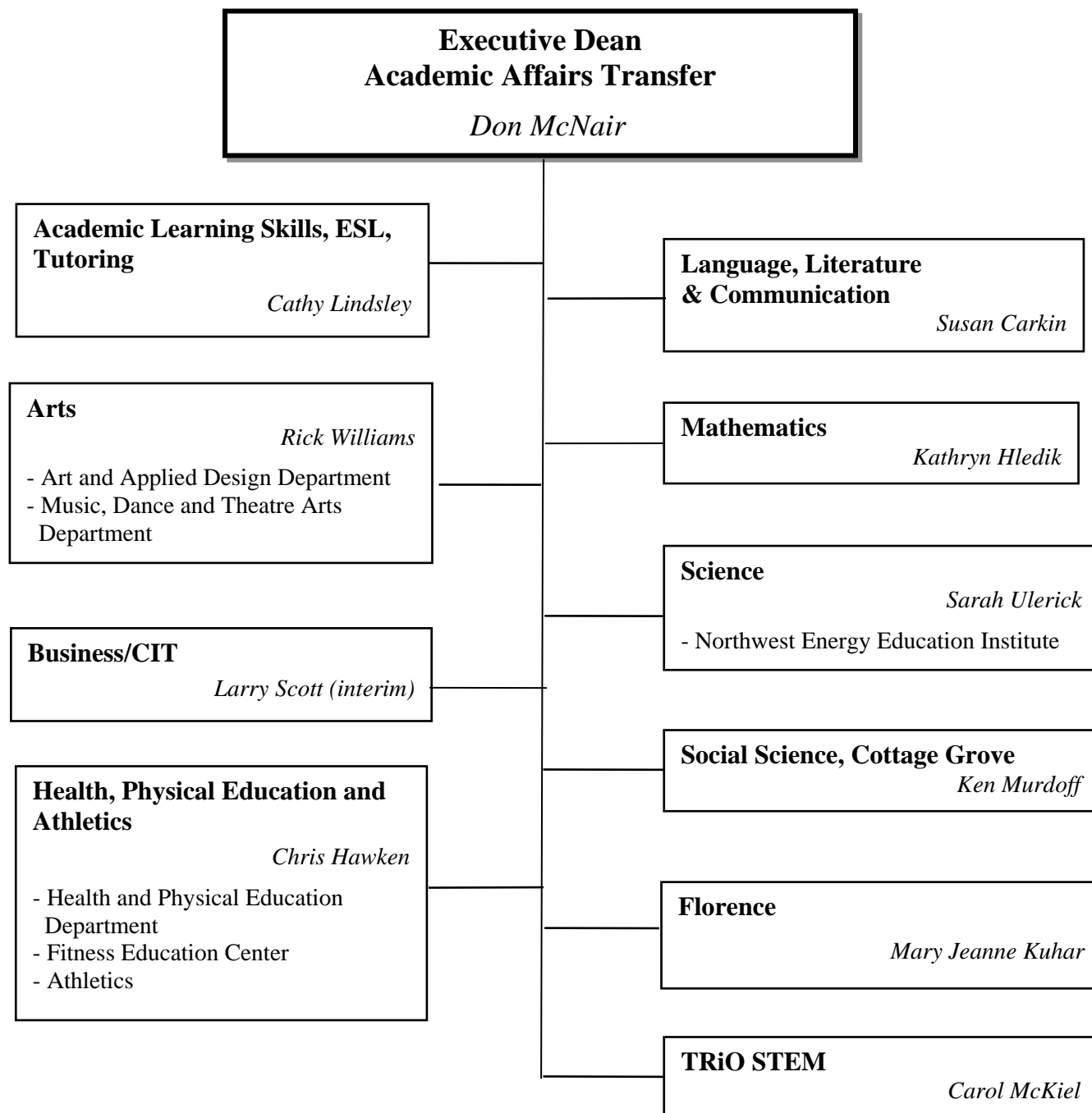
College Services



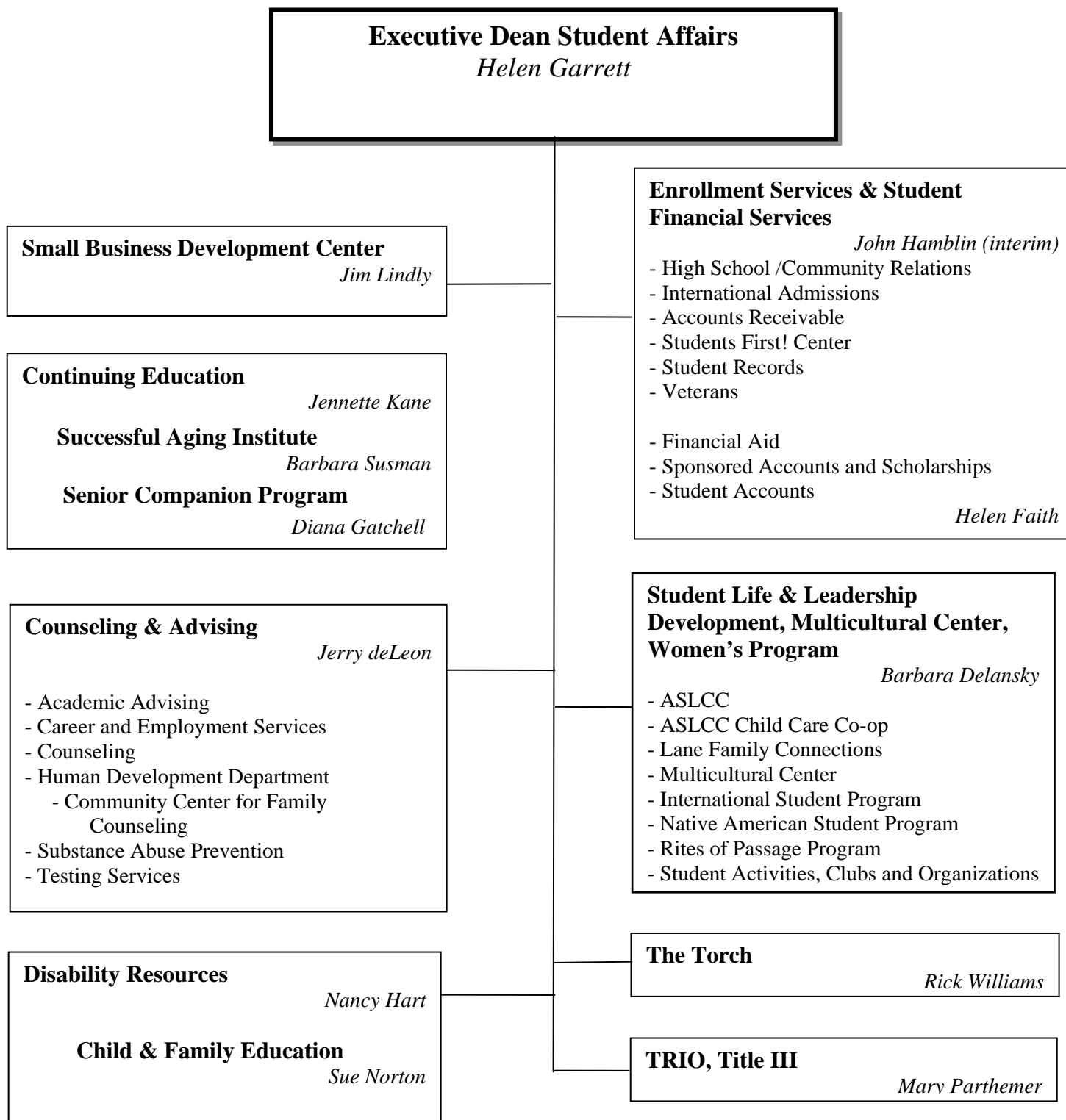
Instruction & Student Services



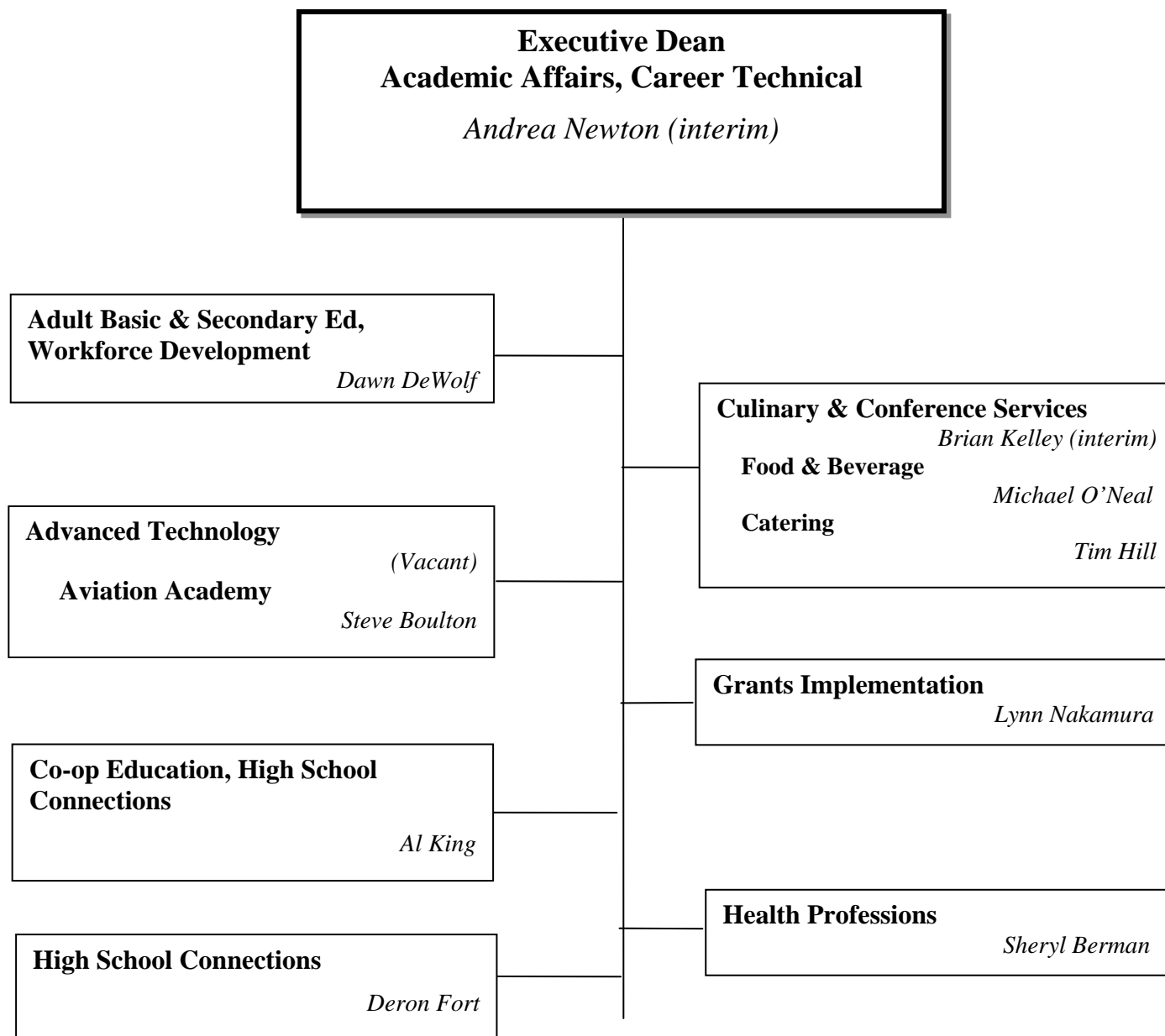
Academic & Student Affairs



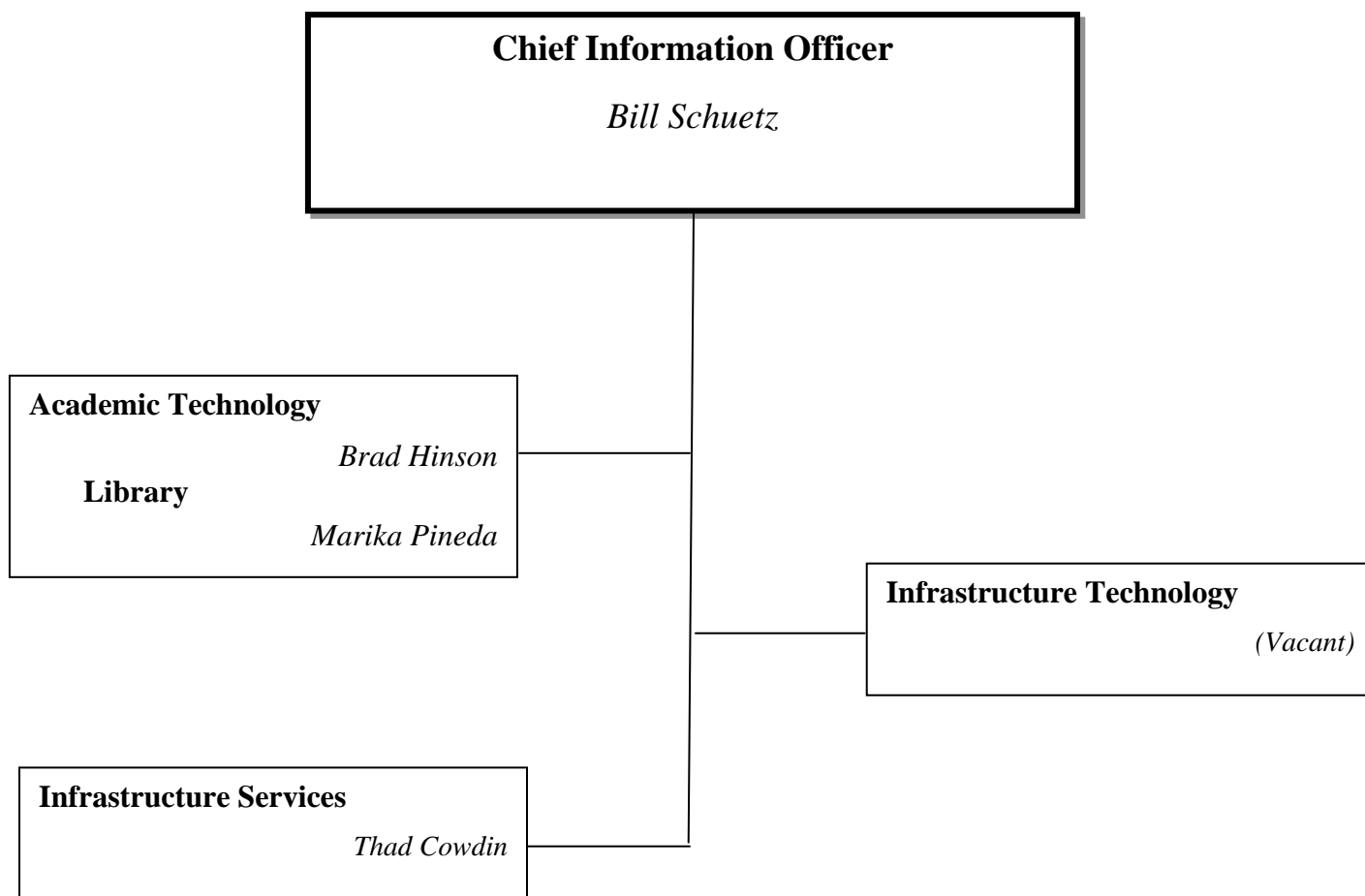
Academic & Student Affairs



Academic & Student Affairs



Academic & Student Affairs



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.

45 Years at a Glance

Years	Total Staff *	Full-time Staff *	General Fund Expenditures	Student Headcount	Total Annual FTE
2010-11	1,136	783	\$79,363,846	37,561	15,417.1
2009-10	1,106	719	\$77,967,928	37,783	14,957.7
2008-09	1,001	677	\$74,506,834	36,899	12,823.5
2007-08	981	710	\$65,894,656	34,364	11,064.8
2006-07	1,039	737	\$66,749,821	35,666	11,189.1
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

* **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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2010-11 Lane Community College History Highlights

2010

- Lane is chosen to lead the [National Student Roadmap Project](#). The initiative is sponsored by the [Association of American Colleges and Universities](#) and funded by the MetLife Foundation. The project will connect student support programs and create roadmaps for success anchored in learning outcomes essential for student success. (July/August)
- The [Health and Wellness Center](#) holds it's [grand opening](#). The center features state-of-the-art classrooms and labs for health careers training. Artwork for the center includes a 9-foot, walk-through sculpture called *Living Vessel* by artist Devin Laurence Field. (September 23)
- Lane purchases 10th and Charnelton site for \$1 from the City of Eugene to build a new [Downtown Campus](#) in Eugene. Construction of the \$50 million academic and housing complex will begin in spring 2011 with completion in late 2012 or 2013. (October)
- [President Mary Spilde](#) is appointed by [Governor-elect John Kitzhaber](#) to co-chair the post-secondary education team, along with Duncan Wyse, president of the Oregon Business Council. The team will address the need for stable state funding, how to meet the workforce and labor needs of the new economy, how to ensure the structural flexibility needed to drive innovation in the economy, and how to ensure affordable, reliable access for students. (December)
- The [Native American Longhouse](#) at Lane holds it's grand opening ceremony and dedication. (December 3)

2011

- Lane was one of 40 community colleges nationwide and the only Oregon college selected to pilot the [Voluntary Framework of Accountability](#) project of the American Association of Community Colleges to track student progress and completion data. [January]
- [Lane Titan's Women's Basketball](#) ended the nation's longest home-court winning streak at 83 home game wins in a row over the last eight years. The team lost to Clackamas Community College. [January]
- The [Cooperative Education and Internship Association](#) presented its Dean Herman Schneider Award to Andrea Newton. This is the highest honor bestowed by the international organization which provides resources to the field of cooperative education. [February]
- Groundbreaking for the [Downtown Campus](#) attracted an overflow crowd including U.S. Senator Jeff Merkley and U.S. Congressman Peter DeFazio. The \$53 million campus has an academic building and a student housing building. [March]
- A tsunami warning closed the [Florence Center](#). It is not in the tsunami zone but serves 30 staff and 400 students from around the area. The warning resulted from a historic earthquake in Japan. [March]
- Lane was one of 30 community colleges nationwide selected for the [Achieving the Dream](#) project to improve student success, retention, and completion. [March]

- The [Sustainability Associate of Applied Science \(AAS\) Degree](#) won the League for Innovation-Schafer Innovation of the Year Award. [March]

Lane alumnus Rosaria Haugland was named an [Outstanding Alumni by the American Association of Community Colleges](#). She co-founded Molecular Probes which became a multimillion-dollar business. [April]

- PeaceHealth Siuslaw Region was named [Co-op Employer of the Year](#). [April]
- Afghan-American author Tamin Ansary visited Lane as the year's [Reading Together](#) author. [May]
- The [Honors Program](#) debuted. It provides students with a transformative learning experience centered around scholarly inquiry, academic rigor and intellectual growth. [June]
- President Mary Spilde was appointed to the [21st-Century Commission on the Future of Community Colleges](#) by the American Association of Community Colleges. She was one of the 36 appointees on the commission and the only one from Oregon. [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.