

Standard One

**Standard One –  
Institutional Mission and  
Goals, Planning and  
Effectiveness**

**Mission and Goals**

*What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?*

Despite significant budget challenges, Lane has stayed true to its mission because of deliberate and intentional decisions made by the administration and the Board of Education. Since the last full-scale evaluation in 2004, there have been no changes in the Mission and Strategic Directions of the College. Lane’s Board of Education made an important change in January 2007 when it adopted a new college Core Value – Sustainability.<sup>1</sup> As a result, the Sustainability Core Value is now intrinsically woven throughout Lane’s operations and educational programs. Sustainability has been infused across the operations of the College, as evidenced by a campus-wide emphasis on recycling, along with energy and water conservation measures, most recently with the installation of photovoltaic and demonstration rainwater catch systems.<sup>2</sup> Curricular innovations also reflect this new core value—besides the Energy Management program, the Board approved a Water Conservation AAS degree, a Sustainability Coordinator AAS degree and a Resource Conservation Management AAS option.

2005	Lane’s Sustainability Office formed.
	Lane’s VP of Instruction and Student Services, a group of Lane faculty, and Lane’s Sustainability Coordinator formed the new Sustainability and Learning Committee.
	The Student Affairs Council Strategic Plan was approved.
2006	The Learning Council Learning Plan was approved.
	The Diversity Council Work Plan was finalized.
2008	Lane’s Board of Education adopted a new college Core Value – Sustainability.
	Lane’s Management Structure Workgroup (MSW) chartered in fall of 2007; Lane’s Board of Education adopts President’s recommendations for management structure change in March 2008.
	Lane’s Board of Education hosted ten community conversations across the college service district.
	Lane Community College Foundation’s “Opening Doors” campaign launched in February 2008; the goal is to raise nearly \$23 million for critical community needs that are being addressed by Lane Community College.
2009	The Facilities Council Long-Range Strategic Campus Plan finalized.
	A planning and community information campaign culminated in November 2008, with Lane County voters approving a 15-year, \$83 million bond request. Funds will be used to repair, renovate and upgrade college facilities.
	The Facilities Council Design Guidelines approved.
	During its June ’09 retreat, College Council began review of Lane’s Strategic Directions.
	During its July retreat, Lane’s Board of Education began review of Lane’s Strategic Directions.
	June 2, groundbreaking for new Health and Wellness Center, a key component of the Lane Community College Foundation’s “Opening Doors” campaign.
	Started construction projects funded through the Lane’s \$83 million Bond.

Figure B.1.1: Key Activities by Academic Year

<sup>1</sup> Appendix B.1.1: Lane’s Vision, Mission, Core Values and Strategic Directions.

<sup>2</sup> See Appendix B.1.2: History of Lane’s Sustainability Office and Early Projects of the Sustainability and Learning Committee.

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### **Planning at Lane**

Lane's ongoing planning process includes college-level strategic planning every three to five years with more detailed departmental planning occurring annually. Lane's Strategic Directions offer a framework for planning that governance councils use in developing their strategic plans.<sup>3</sup> Unit Plans are detailed plans developed annually during the unit planning process and progress toward achieving unit planning goals is ongoing. Unit Plans and unit accomplishments for 2008-09 are linked to Strategic Directions and governance council goals.<sup>4</sup>

***Strategic Direction:  
Transforming the  
College Operation***

***Build organizational capacity  
and systems to support student  
success and effective  
operations***

#### ***What existing plans for the future have been achieved?***

In addition to the ongoing work of units across the College that is reviewed annually through unit planning, and the planning that occurs in governance councils, Lane also has recently achieved some notable special college-wide plans that are aligned with the Lane's Mission and Strategic Directions. A special college-wide plan that was developed and adopted during the 2007-08 academic year, which is aligned with the Strategic Direction of "Transforming the College Operation," relates to the management structure of the College. The Management Structure Workgroup (MSW), chartered by the President in fall of 2007, evaluated Lane's management structure, reviewed options, and made recommendations for the College administrative/management structure at the executive and division chair/director level. The workgroup, chaired by the Vice President for Academic and Student Affairs, completed its charge and submitted a report to the President, who recommended management changes that the Board approved in March 2008.<sup>5</sup>

Lane's successful bond campaign represents another special college-wide plan, based on facilities planning that started in 2004, that was aligned with the Strategic Direction of "Transforming the Learning Environment." Lane conducted community research and then designed and implemented a community-wide grass-roots bond information campaign about the College's facilities needs. The bond campaign required college-wide effort spanning more than two years. It involved assessment of the potential for renewing Lane's 1995 bond and it also identified capital improvement needs across the College that could be accomplished through a

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<sup>3</sup> See the Standard One Evidence Binder for the following Governance Council Plans: Lane's Learning Plan, Long-Range Strategic Campus Plan, Diversity Council Work Plan, Student Affairs Council Strategic Plan.

<sup>4</sup> Unit Plan goals and accomplishments are reported by unit at the Office of Academic and Student Affairs website, <http://lanec.edu/oasa/unitplans/unitplans2008-2009.html>.

<sup>5</sup> This work is described in more detail in Standard 6.

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special bond. Board members, students, staff from across the College and the newly formed Lane League, comprised of community leaders who have volunteered to serve as advocates in the community for the College, energetically carried out that campaign. The campaign culminated in November 2008 when voters from Lane’s district approved a 15-year, \$83 million bond request. The College is using those bond funds to repair, renovate and upgrade college facilities.<sup>6</sup>

Another example of a special college-wide plan that is aligned with the Strategic Direction of “Transforming the Learning Environment” is the Lane Community College Foundation’s “Opening Doors” campaign, launched in November 2008 with a goal of raising nearly \$23 million for critical community needs being addressed by Lane Community College.<sup>7</sup> The “Opening Doors” campaign will help Lane respond to the growing local and national shortage of nurses and other health professionals that will affect the quality of patient care in the future. The four initiatives that will be funded by the “Opening Doors” campaign are a new Health and Wellness Center on Lane’s main campus, an endowment to hire additional faculty, a scholarship endowment, and the President’s Fund for Innovation.

With an estimated cost of \$15 million, the new Health and Wellness Center will provide space needed to expand nursing and other health care career programs. The Oregon legislature approved \$6.75 million in matching funds for the Center. The College succeeded in raising its share of the needed funds, and groundbreaking for the new Center occurred June 2, 2009.

A fourth example of a special college-wide plan that was developed over several years is the recent Strengthening Institutions Title III grant, “Engaging Students.” The design of the grant was informed by the Community College Survey on Student Engagement (CCSSE) administered in 2005. This US Department of Education grant provides \$2 million over a five year period enabling Lane to focus on student retention and success, which are key elements of Lane’s Strategic Direction of “Transforming Students’ Lives.”

***Strategic Direction:  
Transforming the  
Learning Environment***

***Create, enhance and maintain  
inviting and welcoming  
facilities that are safe,  
accessible, functional, well-  
equipped, aesthetically  
appealing, and  
environmentally sound.***

***Strategic Direction:  
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***

<sup>6</sup> For a summary of construction projects, see <http://www.lanecc.edu/facilities/building.html>.

<sup>7</sup> See <http://www.lanecc.edu/foundation/openingdoors/>.

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#### ***What new plans have been formulated?***

Lane is currently in the process of reviewing and revising the institution's Strategic Directions. Starting in 2004-2005, Lane reviewed employment demographic trends which resulted in the Health Care study and Senior Programming initiative. In 2008-2009, the Board conducted community conversations. Additionally, campus-wide discussions during spring conference 2008 using a world café technique enabled staff to discuss three questions:<sup>8</sup>

- 1. What major forces/issues in the external world (global, national, and community) have an effect on Lane?*
- 2. What is the profile of Lane's future students?*
- 3. What should Lane Community College do to respond to the changing environment?*

College Council will make recommendations to the president by December 2009 on the Strategic Directions.

#### **Planning and Effectiveness**

##### ***Succinctly describe the institution's current status in meeting the requirements of Standard 1.B - Planning and Effectiveness.***

Lane's Mission, Core Values, and Strategic Directions guide planning and ongoing work that occurs across the College, both in governance councils and also in departments through the annual unit planning process.<sup>9</sup> Budget development strategies and priorities that College Council approves each year also are closely aligned with the college Mission and Strategic Directions.<sup>10</sup>

Lane's Strategic Plan achieves more form and direction through Lane's governance system, which is charged with planning and policy development for the College and is made up of seven councils. Six councils<sup>11</sup> have responsibility for specific functions of the College, and the College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities.

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<sup>8</sup> Summaries of those conversations can be reviewed at <http://www.lanec.edu/research/planning/SpringConferenceWorldCafeConversations.htm>.

<sup>9</sup> The diagram in Appendix B.1.4 depicts the components of on-going planning at Lane and linkage between those components.

<sup>10</sup> See Budget Development Strategies, Priorities, and Principles and Criteria for FY 10 in the Standard One Evidence Binder

<sup>11</sup> The duties of the Finance Council have been assumed by the Budget Development Subcommittee of College Council.

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For example, Facilities Council, the governance council with responsibilities for planning related to the Strategic Direction of “Transforming the Learning Environment,” has developed a Long Range Strategic Campus Plan and also a comprehensive set of Design Guidelines for all major facility remodels, renovations, and new construction projects. Recently approved by College Council, the Guidelines are an example of work completed by an area council being used directly in planning and designing projects to achieve a college strategic direction funded through Lane’s 2008 bond.

*Lane’s annual Unit Planning process, undertaken for the first time in 2003-04, continues to provide a key link between the college Strategic Plan and the direction and work at the unit level.*

Like plans developed by governance councils, unit plans are aligned with the College Strategic Plan. Unit plans can redirect the use of existing funds for the unit and may also include new initiatives and requests for special funding. The college priority of improving connections with area high schools recently resulted in redirecting existing resources to create the High School Connections program, expansion of College Now, and development of the Regional Technology Education Consortium. Requests for special funding are prioritized and forwarded to the Curriculum Development Committee, the Carl Perkins Grant Committee, and the Technology Fee Committee for evaluation and funding allocation recommendations, which are finally approved by the Executive Team.

To guide the annual budget development process each year, College Council approves budget development principles, strategies and priorities. College Council has approved a consistent set of institutional priorities and strategies over the past several years. Two of those strategies have been related directly to fiscal sustainability – to increase revenue, and to decrease expenses.

#### **Achievement of Institutional Expectations**

*What are the institution’s expectations of itself and how does it assess itself regarding the achievement of those expectations?*

Lane’s expectations are set in the college Mission and Strategic Directions. One means by which Lane evaluates achievement of expectations is through regular reports prepared for Board discussion each month. Annual monitoring reports required by the Board and tied to Board policy focus on areas such as finance, treatment of learners, treatment of staff, and college assets. Lane Benchmarks are prepared and presented to the Board each month to assist in identifying areas that may need more specific analysis or action.

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**Summary**

Lane is committed to principles that guide effective planning and performance measurement and it applies those principles each year as it works through its annual college-level and unit planning processes and budget development. The addition of a new college Core Value of Sustainability recognized the importance of this concept across all of Lane's operations and programs. The process of reviewing and updating Lane's Strategic Directions begun during 2007-08 will be completed during the 2009-10 academic year.

Appendices

**Appendix B.1.1: Lane’s Vision, Mission, Core Values and Strategic Directions**

**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

Appendices

**Appendix B.1.1 (cont.): Lane’s Vision, Mission, Core Values and Strategic Directions**

**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: December 2003**

*Appendices*

***Appendix B.1.2: History of Lane’s Sustainability Office and Early Projects of the Sustainability and Learning Committee***

A campus-wide emphasis on recycling, along with energy and water conservation measures were early influences in the development of Lane’s Sustainability Office and the Sustainability Core Value.

Lane’s Sustainability Office was formed in 2004 and its overall mission now is to implement Lane’s Sustainability Core Value. The office is staffed by student workers, volunteers, and three full-time employees:

- The Recycling and Surplus Property Coordinator expands and improves programs for recycling, reuse, and waste reduction.
- An Energy and Indoor Environmental Quality Analyst helps the college to reduce its energy use while providing excellent indoor environmental quality for staff and students.
- The Sustainability Coordinator works on all aspects of sustainability at the college, including developing and implementing sustainability policies and procedures, maintaining compliance with the American College and University Presidents Climate Commitment, and improving sustainability in learning opportunities.

Following two focused conversations on sustainability in the curriculum in 2004-2005, the Vice President of Instruction and Student Services, a group of Lane faculty, and Lane's Sustainability Coordinator formed the new Sustainability and Learning Committee. They began meeting regularly to promote and support integration of Lane’s Sustainability Core value into all aspects of learning. Goals of the Committee include identifying and promoting sustainability-focused classes, infusing sustainability throughout the curriculum, and expanding sustainability degree program options.

Early Sustainability Projects include:

- Conducted an inventory of existing classes currently covering sustainability issues.
- (completed in 2005).
- Defined principles of sustainability (completed and adopted as core value in January 2007).
- Investigate degree and curriculum requirements (this is on-going).
- Sponsored a summer academy organized around sustainability (hosted Oregon Bioneers’ Conference in 2005 & 2006; hosted Conference on Sustainability for Oregon Community Colleges in 2007; hosted League for Innovation Sustainability Symposium in 2007; hosted National Conference on Sustainability in 2008; currently working on a Precautionary Principle Academy for October 2008).

***Appendix B.1.2 (cont.): History of Lane’s Sustainability Office and Early Projects of the Sustainability and Learning Committee***

- Promote organizational learning to educate all staff and students about sustainability (the Sustainability and Learning Committee organized the programming for the 2006 spring conference which had Sustainability as a theme; the Committee has worked on several other educational events in the past three years).
- Organize the campus to be a sustainable organization (this is on-going).
- During the 2005-06 academic year, Lane students built a small-scale biodiesel plant and produced fuel that is burned in the campus boiler. The biodiesel project, a model of sustainability, was the outgrowth of student work to synthesize biodiesel from waste cooking oil as an organic chemistry class project. This project has been supported by the college's Sustainability Program and is a joint project of the Sustainability Program and Lane's Green Chemistry Club.
- Natural landscaping is now the practice across the campus. Additionally, Lane’s Learning Garden, established spring 2006, offers students from many disciplines valuable leadership experience through planning and managing hands-on activities. Learning Garden volunteers can qualify for work study, internships, service learning hours, or class credit from specific faculty who support the garden with their curriculum. Produce feeds Learning Garden volunteers with bulk harvest going to the Culinary Arts department as part of the national Farm to Cafeteria Program.

*Appendices*

***Appendix B.1.3 – Unit Planning Purpose Statement***

In the development of short- and long-term plans for the college, unit plans serve to provide details on the Strategic Plan at the unit level. In other words, unit plans are subsets of the grander Strategic Plan, and have the potential to become the building blocks for future strategic plans.

The unit planning process is, therefore, a concerted effort at the “local” level to ensure that every unit of the college is finely tuned to the goals and objectives of the college’s Strategic Plan and its priorities<sup>1</sup>, and is a process by which units (instructional and non-instructional areas) reflect and evaluate their work and make plans for the future.

Through this process unit personnel will have the opportunity to develop a vision for their unit and then identify the resources necessary for the unit to work towards that vision. Thus, unit planning will also serve as an important document upon which future financial planning for the college can be based— planning drives resource allocation<sup>2</sup>. Further, unit plans become the basis upon which units can review their efficiency and effectiveness, which when aggregated across all the units will directly result in college-wide advancements in resource utilization and quality of service provided.

During the unit planning process, each unit will engage in the following components:

- Identify the unit’s mission or purpose, and identify how the unit’s work meets the mission, vision, core values and strategic directions of the college.
- Identify the intended program outcomes
- Identify, and explain the rationale for, the resources necessary to achieve the intended outcomes
- Establish a framework to measure progress towards the intended outcomes.

Sources of funding are Carl Perkins, Technology Fee, and Curriculum Development Funds; there are no recurring general funds available to support initiatives developed through from the unit plans.

Unit planning accomplishments toward goals set in prior unit plans can be reviewed at: <http://www.lanec.edu/oasa/unitplans/unitplans2008-2009.html>.

Unit plans can be reviewed at: <http://www.lanec.edu/oasa/unitplans.html>.

Appendix B.1.4 – Components and Linkage of On-going Planning

