

2016-2021 STRATEGIC PLAN MID-CYCLE REPORT



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Introduction

Lane Community College's [2016-2021 Strategic Plan](#) was developed through a year-long process of environmental scanning, analysis, visioning, and garnering the collective best thinking of the College community and the communities we serve. It provides five interrelated strategic directions for guiding, organizing, and prioritizing work in support of our mission.

2016-2021 Strategic Directions

Commitment to Student Learning and Success

A Culture of Teaching, Learning, and Innovation

Access, Equity, and Inclusion through Social Justice

Strengthened Community

Financial and Environmental Stewardship

This mid-cycle check-in is designed to assess progress toward strategic objectives, identify emerging issues and opportunities, and focus efforts and resources strategically in the final years of implementation. It incorporates strategies identified in the original strategic plan as well as strategic initiatives that have emerged since the plan's inception to include annual priorities and enrollment growth plans. For each strategic direction, the report presents progress toward identified strategies (means), measurable outcomes and trends (ends), and strategic areas of focus for 2019-2021.

Means and Ends

Effective strategic plans identify strategies and tactics (means) for achieving desired outcomes (ends).

At Lane, means are employed in alignment with the College's values of learning, diversity, innovation, collaboration and partnership, integrity, accessibility, and sustainability. To illustrate mid-cycle progress, each mean has been assessed a value along a spectrum from emerging to sustained as described below.

Emerging: awareness and engagement; foundational structures and processes have been established; resource needs identified

Developed: broad awareness, engagement, and understanding; resources allocated; structures, systems and processes for implementation are developed and tested; outcomes assessment established

Sustained: processes and practices have been implemented and scaled over time; assessment, evaluation, adaptation; goal attainment

Ends represent measurable outcomes of strategic action. Outcomes include Core Theme indicators and other values that assess progress toward fulfillment of strategic directions. For each outcome, this report presents base data, current values, and percent improvement* over time. Unless otherwise noted, base data represent academic year 2015-2016 and current values represent academic year 2017-2018.

* Percent improvement is a measure of the annual change using a linear slope over available time points, expressed as a percentage of the baseline value. The slope is based on all years during plan implementation, not only the baseline and current values shown here. For measures where a lower value is better the "improvement" score has been reverse coded (i.e. a negative trend is expressed as a positive improvement).

The 2016-2021 Strategic Plan has focused and aligned College strategic efforts in support of mission fulfillment and institutional outcomes. During the first two years of implementation, the College has seen measurable progress in leading student progression indicators through developmental and program-level math and writing. Gains have also been made in summative indicators of student transfer and degree attainment. In support of access and equity, the College’s student demographics continue to exceed the demographic diversity of Lane County and disaggregated student success rates have shown measurable improvement since 2016.

This process of reflection, progress reporting, analysis, and outcomes evaluation is part of the College’s Planning and Institutional Effectiveness Model. It provides a structure for:

- acknowledging collaborative strategic work efforts in departments, programs, services, and cross-functional teams
- assessing effectiveness of efforts in supporting strategic directions
- celebrating improved student and institutional outcomes
- identifying areas for new or continued strategic focus during the final years of plan implementation

Lane Community College Planning & Institutional Effectiveness Model



Commitment to Student Learning and Success

Strategic Objectives:

- Foster a collegewide culture of service to student learning, academic excellence and success
- Define, build shared understanding of, and implement practices that lead to student learning and success
- Improve communications, services, systems, and structures to maximize access and opportunity for all students

Strategies (Means)

	STRATEGY	EMERGING	DEVELOPED	SUSTAINED
Commitment to Student Learning and Success	Service Mindset			
	First Year Experience			
	Advising and Academic Planning			
	Seamless Transitions			
	Early Outreach and Academic Support			
	Placement Redesign			
	Student Communications/CRM			
	Policy and Procedure			
	Waitlists and Z-Coding			
	Accreditation Self Study			
	Guided Pathways			

Service Mindset

In 2018, the [Titan PRIDE](#) initiative was created through a series of forums and conversations focused on service mindset. Participants from across the College developed a definition of service mindset and service excellence at Lane, and a vision of shared standards of care for students and colleagues. This work will be integrated collegewide through department planning, program review, recognition of Titan PRIDE ambassadors, and a continued emphasis on service provided to the internal and external community.

First Year Experience

In 2018-2019, the College expanded its successful [First Year Experience](#) program to provide more relational and momentum touchpoints to first year students through Success Coaches and Student Peer Mentors. Two full-time Success Coaches were added in 2018, with continued funding approved for 2019 forward. Success coaching, which was previously available only to First Year Experience participants, has expanded and is now available to all new students. Data from the First Year Experience program show a term to term retention increase for FYE student participants of 14.5% and 13% during the pilot and expansion years.

Advising and Academic Planning

The Student Engagement Division has employed multiple strategies to expand availability and efficacy of advising and academic planning services over the past two years. Efforts include aligning advising content areas with career communities; creating an Academic Planning code structure to better track planning progress and outcomes; expanding capacity through success coaching and part-time advisors; and My Grad Plan scribing¹. Based on CCSSE data², 88% of degree-seeking students accessed advising and academic planning services in 2017. This figure does not include advising activities through SARS as this data source is still being developed; SARS data will be validated and included in future years.

Seamless Transitions

To support students transitioning to Lane, the College has focused on 1) creation of bridge pathways, 2) financial aid and enrollment efficiencies, and 3) relational orientation experiences.

Bridge Programs

The **PASS Lane** program provides access to credit classes for English Language Learners, GED students, and students whose placement test scores may make them ineligible for certain programs. Students in PASS Lane take CTE credit classes, gradually increasing their credit FTE each term while simultaneously taking basic skills support classes until they are able to carry a full time course load in credit bearing classes. PASS Lane supports students through completion of an initial Career Pathways Certificate, and continues to support them through employment or transition to more advanced education. In 2018-2019 PASS Lane student credits increased by 556, with an additional 10.6 non-credit reimbursable FTE. In coming years, the College plans to expand Career Pathways to create onramps for all CTE programs.

The English as a Second Language Department has expanded its **ESL-to-Credit Bridge** program and produced a promotional video in six languages that got over 19,000 views in a targeted social media campaign. Enrollment in the ESL Bridge program grew by 18.3 FTE in 2018-2019 and has contributed to accelerated enrollment growth in partner departments in the Language, Literature, and Communication Division.

The **Lane Regional Promise (LRP)** program started as a grant-funded partnership between Lane Educational Service District and Lane Community College in April 2018. The goal of LRP is to expand dual credit opportunities for high school students with an emphasis on increasing access to dual credit for underrepresented populations. In 2018-2019, this program generated 283 new College Now registrations, with plans to expand from 4 to 8 courses in 2019-2020. With expansion of College Now via the Lane Regional Promise, dual credit offerings are available in all 16 Districts of Lane ESD. To sustain the offerings, the College has approved a procedure to transition instructors who successfully complete the mentoring program to permanent status. At the same time, staff are reviewing and refining College Now offerings to more intentionally support student pathways toward transfer and credential attainment.

The **Nursing Bridge** program increases second-year cohort capacity by one clinical group (eight students) to expand access to second year curricula. This program supports student success and also helps respond to workforce needs in the region and state. Since its inception in 2017, the program has served 22 bridge students. In 2019, Lane's nursing students achieved 100% pass rates on state certification exams.

¹ Although much scribing has been completed in My Grad Plan, scribing of the AAOT has been a significant challenge and is preventing the use of the academic planner.

² [Community College Survey of Student Engagement](#)

Financial Aid

To provide students with more timely notice and information about financial aid eligibility, Financial Aid staff have substantially redesigned standard academic progress and maximum timeframe appeal processes. The new system notifies students of issues or potential issues a full term earlier and also makes it easier for students to complete appeals. Average processing times have been reduced from six weeks to five business days, reducing the number of student holds and assuring students access to stable funding. Additionally, financial aid staff have been working to implement automated job scheduling, which will accelerate loan processing times and free-up staff to provide direct service to students.

Orientation

All new-to-Lane students participate in either a group Start Right orientation session or, for prior college students, an individual advising session. Welcome Day activities instituted in 2017 connect new students with faculty, staff, and fellow students within their career communities. Approximately 400 students participated in Fall 2017; approximately 600 students participated in Fall 2018.

To support students transitioning *from* Lane, staff are creating a centralized system for articulation agreements that will: house all articulation agreements in a centralized database; provide clear and consistent procedures and support for developing new agreements and updating current agreements; and publicize articulation pathways to students in an accessible, comprehensive, and current list.

Early Outreach and Academic Support

The Early Outreach and Academic Support concept grew out of the [2018-2019 Enrollment Growth Plan](#), with the goal of improving students' academic progress by proactively reaching out to students who would benefit from additional academic or wrap-around support. In 2018-2019, support centers were established in writing, math, social science, and business departments, and alert systems were developed using online forms and Moodle shells. Outreach specialists connected with referred students through emails, text messages, Moodle messages, and appointments, individual and embedded tutoring, workshops, study groups, and mid-term/end-of-term tables. Staff supported 92 students in Fall 2018, 110 students in Winter 2019, and 267 students³ in Spring 2019. As the program continues into the 2019-2020 academic year, a science center will be added, and staff will begin assessing retention impact for student participants. All tutoring and academic support functions will be reviewed in 2019-2020 to evaluate efficacy, ensure equity among disciplines, and incorporate best practices.

Placement Redesign

In Winter 2019, the College implemented a new math learning and assessment platform (ALEKS) that uses artificial intelligence and adaptive questioning to more accurately determine a student's math knowledge, identify gaps, and provide learning modules to address those gaps and improve students' placement outcomes. Also in Winter 2019, the College transitioned to a new reading and writing placement system (Accuplacer Next Generation), with review and adjustment of cut scores taking place in Spring 2019 after a review of preliminary data.

The broader objective for placement is to move to a multiple measures approach that reduces barriers to enrollment by considering standardized test scores, high school GPA and coursework, and other factors that are generally more indicative of preparedness for college level courses. To support this work, a cross-functional Multiple Measures Task Force was convened in March 2019 to plan all logistical elements of multiple measures implementation by Spring 2020. The ultimate goal is to rely less on placement testing and to allow students to "place themselves" via a guided self-placement process.

³ Preliminary figure

Student Communications and Customer Relationship Management System (CRM)

As of June 2019, Admissions staff have received and responded to 2,743 information requests, compared to 2,659 in the prior academic year, demonstrating a small increase in overall inquiries. International Programs began using the CRM in April 2019 and as of June 2019, they have managed 242 inquiries using this platform, increasing efficiency and improving tracking of prospective students from inquiry through enrollment.

SARS text messaging for appointment reminders was implemented in Fall 2018 and is being used by International Programs, the Small Business Development Center, Counseling, Academic Advising, and Testing. SARS Zoom conferencing was also implemented in the fall and is being used by Counseling for virtual appointments. These tools improve the likelihood that students will remember to attend appointments and provide virtual in-person counseling opportunities.

In 2019-2020, Student Affairs and Marketing staff will be reviewing alternative CRM programs that will add additional functionality to current CRM products. The goal is to identify a platform to follow student interactions from first contact to post-completion outcomes.

Policy and Procedure

In 2018, the College instituted the [New Way to Pay](#) student payment plan, improved service and messaging to students who have account balances, and increased the account balance limit before student registrations are purged for non-payment in an effort to keep students enrolled, reduce student debt, and lower financial collection referrals. From Winter 2018 through Spring 2019, 427 students participated in the payment plan program; as of May 2019, only 1% of plan balances are past due.

The College is currently exploring a debt-forgiveness program that will bring certain qualified students back to campus to finish their degrees. This “Back on Track” program will target former students who were within two terms of completing their program of study, held a GPA of 2.0 or higher, were in good academic and conduct standing, and had an outstanding tuition balance when they left the college. Staff will be investigating a pilot of this program for Spring 2020.

Also in 2018, the College revised [Academic Progress Standards](#) procedures and practices toward a high-touch support system by expanding intervention timeframes and providing students direct connection with success coaches and counselors.

Waitlists and Z-Coding

In Spring 2018 the College implemented waitlists on all courses and allowed the waitlists to function through the end of Week 1 of the term, set waitlist maximums high enough to be effectively unlimited, and placed z-codes (a procedure which closes the course to direct student registration) on courses later in the week. These procedural changes provided students greater registration options and provided Deans more actionable information in assessing and addressing section demand. These changes have resulted in an increase in Week 1 registrations of approximately 7%, sustained over time.














Accreditation Self Study

After a successful mid-cycle accreditation visit in Fall 2017, the College began organizing and planning for the seven-year visit in Fall 2021. A project manager has been assigned to facilitate this work in collaboration with a cross-functional Leadership Team. A multi-year project plan has been developed around new standards released by the Northwest Commission on Colleges and Universities.

Guided Pathways

In Fall 2018, the College launched [Guided Pathways](#) as a strategic priority in support of student learning and achievement. The work is being led by the Associate Vice President for Academic and Student Affairs with faculty and classified co-chairs. Over the course of the 2018-2019 academic year, co-chairs organized and led a variety of workshops, forums, webinars, information sessions, and guest speakers to build collegewide understanding of the Guided Pathways framework. Additional foundational work included conducting four pilot program mapping projects. More than 80 faculty, staff, and managers have volunteered to participate in seven teams⁴, tasked with developing Lane's Guided Pathways implementation in the coming years.

Outcomes (Ends)

Commitment to Student Learning and Success			
Measure	Baseline	Current	% Annual Improvement
Total Student Enrollment (FTE)	9,249.8	8,270.3	-5% 
New Award-Seeking Credit Students Served (Headcount)	3,937	3,622	-4% 
New Non-Award-Seeking Credit Students Served (Headcount)	310	381	11% 
New High School Credit Students Served (Headcount)	2,861	2,717	-3% 
Percentage of first time in college students completing a program-level math requirement in one year	35%	40%	8% 
Percentage of first time in college students completing a program-level writing requirement in one year	44%	46%	2% 
Students who placed into developmental writing	36%	41%	-7% 
Percentage of students who placed into developmental credit courses and continue on to pass required program-level writing within 2 years	37%	39%	3% 
Students who placed into developmental math	62%	57%	5% 
Percentage of students who placed into developmental credit courses and continue on to pass required program-level math within 2 years	26%	33%	12% 
Retention: Fall to Fall	47%	48%	1% 
Percentage of award-seeking transfer students who graduate in 3 years.	11%	15%	14% 
Percentage of award-seeking transfer students who transfer to 4-year institutions in 3 years.	24%	26%	4% 






Data Notes: For the purposes of these metrics, "developmental" is defined as below program-level, i.e., courses below the lowest course required for each student's initial declared program.

Student outcomes through the 2017-2018 academic year show significant progress in key student momentum metrics through developmental writing and math, and in graduation and transfer goal attainment outcomes. Although enrollment declines have begun to level out, with 2018-2019 FTE estimated at 8,117 (a 1.9% decrease over the prior year), the College will need to continue to focus on recruitment and retention strategies to establish sustainable long-term enrollment levels.







⁴ Current Guided Pathways teams: Coordinating Committee, Data, Cross-Content Communication, Internal Communication, Student Engagement, Program Mapping Process, Student On-ramps.

CCSSE and SENSE Benchmarks

The Community College Survey of Student Engagement ([CCSSE](#)), is a well-established survey instrument that helps colleges focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered every three years, the CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

CCSSE Benchmarks	Spring 2014	Spring 2017	% Improvement	
Active and Collaborative Learning	52.4	49.3	-2%	
Student Effort	50.2	51.8	1%	
Academic Challenge	51.2	48.3	-2%	
Student-Faculty Interaction	51.1	48.9	-1%	
Support for Learners	47.5	46.0	-1%	

The Survey of Entering Student Engagement ([SENSE](#)) survey, also administered every three years, complements the CCSSE with a more narrow focus on early student experiences.

SENSE Benchmarks	Fall 2015	Fall 2018	% Improvement	
Early Connections	41.1	40.2	-1%	
High Expectations and Aspirations	46.3	44.2	-2%	
Clear Academic Plan and Pathway	39.4	37.4	-2%	
Effective Track to College Readiness	52.0	51.0	-1%	
Engaged Learning	49.3	49.2	0%	
Academic and Social Support Network	47.4	48.8	1%	

Data Notes: SENSE & CCSSE Benchmark scores are standardized scores with a mean of 50 and a standard deviation of 25 across all respondents nationwide. While the surveys are administered every 3 years, the % improvement here is expressed as change per year.

The latest CCSSE and SENSE survey results show the College lost ground in several student engagement measures from 2014 to 2018. The newly-hired Student Affairs Associate Vice President, in collaboration with Guided Pathways teams and resources, will be analyzing findings and results and establishing goals for improved outcomes in the next survey cycle.

Looking Ahead: 2019-2021 Strategic Focus

Student Recruitment

- Update and refresh college recruitment materials, including website and viewbook
- Target marketing and recruitment efforts as identified in the Enrollment Growth Plan
- Create CTE-specific marketing and recruitment plan
- Establish department and program recruitment goals; provide planning and resource support from Marketing
- Integrate and align Recruitment and Marketing efforts

Holistic Student Supports

- Connect students to supports needed to attain educational and career goals, serve the whole student
- Create a Holistic Student Support Center to seamlessly connect advising, academic support and planning, tutoring, career planning, student financial health, basic needs, and mental health
- Create connections and support collaboration among campus and community resources to support intentional delivery of services and address student needs

Articulation Systems, Processes, and Communications

- Increase the number of formal transfer agreements with College and University partners
- Complete design and implementation of articulation agreement database
- Develop standard procedures for articulation agreement creation and updates; communicate and publicize articulation information to students
- Establish Guided Pathways team to review and develop non-credit to credit student transitions
- Expand Career Pathways offerings

Career Technical Education (CTE) Program Audit

- Review CTE portfolio of offerings
- Evaluate programs for effectiveness, efficiency, and institutional support
- Review program recruitment, enrollment, retention, and completion
- Evaluate post-graduation program outcomes
- Align resources to support growth of effective programs
- Revise, reduce, or eliminate ineffective programs

Advising and Academic Planning Services (continued)

- Continue to revise advising content areas to align with career communities
- Explore Guided Pathways cohort advising models; pilot momentum point advising in coordination with holistic student supports
- Fully implement MyGrad Plan to reduce excess credits
- Scale First Year Experience program to all students
- Expand advising and success coaching resources and capacity

Accreditation Self Study (continued)

- Continue to address accreditation recommendations and guidance from previous years
- Align systems, structures, and improvement efforts with new standards
- Create campuswide engagement and dialogue to develop understanding and commitment to continuous improvement

Guided Pathways (continued)

- Focus on institutional transformation in support of student learning and success
- Implement data review practices, particularly from an equity perspective
- Enhance communication and engagement among employees and with students
- Design program maps
- Assess and improve student entry processes

A Culture of Teaching, Learning, and Innovation

Strategic Objectives:

- Support teaching, learning, assessment, and innovation through faculty research and scholarship
- Develop cross-disciplinary structures and support to improve collaboration and innovation in programs and services
- Provide professional development opportunities for faculty, staff, and managers that advance teaching and learning
- Build capacity to expand and support online teaching and educational research

Strategies (Means)

A Culture of Teaching, Learning, and Innovation	STRATEGY	EMERGING	DEVELOPED	SUSTAINED
	Program Review			
	Assessment of Student Learning			
	Online Instruction, Curricula, Materials			
	Center for Teaching and Learning			
	Professional Development			

Program Review

Over the past three years, the Academic Program Review Oversight Committee has developed and enhanced structures for a self-study process, planning and implementation of multi-year improvement efforts, and outcomes reporting using inquiry and improvement themes aligned with strategic directions and institutional priorities. Collegewide understanding of Academic Program Review's critical role in planning and resource allocation to programs and services has steadily increased. As of June 2019, 54% of academic programs are in various phases of self-study, implementation, and outcomes reporting, with all academic programs following a five-year review schedule.

Collegewide Assessment of Student Learning

The College has taken substantial strides toward developing a collegewide system of student learning assessment. Progress includes incorporation of student learning assessment as an essential element of program review at the self-study and implementation phases, expanded program-level faculty consultation and support on assessment projects, and renewed focus on assessment in faculty professional development.

Quality Online Instruction, Curricula, and Course Materials




Instructional Designers and the Academic Technology Center have expanded capacity and support resources for online course conversion and development over the past three years, with the goal of expanding access to quality online education at Lane. Since Fall 2017, Instructional Designers have supported 50 faculty in the development or improvement of 65 online courses. The percentage of online enrollments have increased from 19.8% in 2015-2016 to 26.9% in 2018-2019. Additionally, while collegewide credit enrollment has declined 12% since 2015-2016, online enrollment has increased 19% during the same timeframe. In 2017, the college hired an Open Educational Resources (OER) librarian to increase the use and integration of open and low-cost educational resources for students. Baseline data shows that 730 or 11% of sections offered OER from Spring 2018 through Winter 2019, benefitting 17%

of credit students. Assuming an average textbook cost of \$60, this resulted in \$923,000 savings to Lane students over a one-year period.

Center for Teaching and Learning

In 2017 the College designated a space in the Center for Learning and Student Success building to host a Center for Teaching and Learning. The space is regularly used by the Academic Program Review Oversight Committee and Assessment Team; in Spring 2019, a group was convened to begin visioning and planning for a cross-disciplinary and cross-functional center to support the advancement of teaching and learning.

Outcomes (Ends)

A Culture of Teaching, Learning and Innovation			
Measure	Baseline	Current	% Annual Improvement
Percent of academic programs completing scheduled year 1 self-study	75%	88%	7% 
Educational programs are aligned with Core Learning Outcomes through course-level and/or program-level learning outcomes.	N/A	20%	
Educational programs systematically develop and implement student learning assessment plans.	N/A	13%	
Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education	36%	40%	4% 
Percent of credit course sections with OER (AY18 & AY19 only)	12%	13%	6% 

Outcomes data indicate the College is making measurable progress toward furthering a culture of teaching, learning, and innovation. As noted above, student learning assessment data are currently limited to Assessment Team records; as the College develops structures to support systematic assessment of student learning, outcome data will be more clear and meaningful.

Looking Ahead: 2019-2021 Strategic Focus

Collegewide Assessment of Student Learning (continued)

- Continue professional development and faculty support; develop an assessment peer liaison model
- Develop a culture of assessment practice; implement assessment tracking and reporting systems
- Refine assessment program review question to align with new accreditation standards
- Develop student learning assessment program for co-curricular and student affairs departments

Center for Teaching and Learning (continued)

- Create a center to support the advancement of teaching and learning to support assessment of student learning, curricular evaluation and improvement, development of innovative pedagogy, enhanced community engagement and cross-disciplinary efforts
- Support ongoing professional development and peer collaboration to promote proven practices for the advancement of student learning and success

Guided Pathways

- Develop and enhance structures to increase cross-disciplinary communication and create collaborations that support teaching, learning, and student success
- Develop process for program mapping in alignment with assessment of student learning and program review

Access, Equity, and Inclusion through Social Justice

Strategic Objectives:

- Integrate principles of social justice throughout the college learning and working environment
- Develop a culture of inclusivity and respect through dialogue, outreach, education, and equitable policies and practices
- Improve recruitment, retention, and support of diverse students, faculty, staff, and managers

Strategies (Means)

	STRATEGY	EMERGING	DEVELOPED	SUSTAINED
Access, Equity, and Inclusion	Equity Lens			
	Professional Development			
	Recruitment			
	Non-Traditional Student Programming			

Equity Lens

In 2016-2017 the Diversity Council and Office of Access, Equity, and Inclusion created a five-year plan for development and implementation of a comprehensive equity framework. This [Equity Lens](#) is envisioned to ensure equity and social justice are applied throughout the College. In 2018-2019 an Equity Lens Implementation Team was formed and continues work in building structural foundations for implementation of the Equity Lens. A soft launch is planned for Fall 2019.

Cultural Competency Professional Development (CCPD) Opportunities

In support of the College's Strategic Plan, Board Policy BP520, and Oregon House Bill 2864, the Cultural Competency Professional Development Committee has been coordinating training and professional development opportunities since 2016-2017. Modalities include fall in-service and spring conference plenaries and breakout sessions, online training, ad-hoc workshops, guest speakers, employee on-boarding, and customized training for specific groups and departments.

Non-Traditional Student Programming

To support access and opportunity for non-traditional students, the College has increased online and hybrid course offerings as described on page 10, added evening cohorts for career technical programs, and expanded evening sections in both career technical and transfer courses. Additionally, as described on page 4, the Lane Regional Promise program increases access to dual credit for underrepresented and underserved communities including rural school districts.

Recruitment of Diverse Students and Staff

Student admissions and recruitment staff have been intentionally recruiting diverse students from underserved and underrepresented high schools including Willamette, North Eugene, Springfield, and Cottage Grove. One recruiter is dedicated to serving non-traditional students and has developed partnerships with community agencies to expand access and opportunity. The student admission and recruitment team is developing data analytics systems to assess effectiveness of communications, outreach, and admissions efforts through an Equity Lens. Additional efforts in co-sponsored career days, online information sessions, placement redesign, admissions procedures, veteran's services, and holistic student resources also support diversity, access, and inclusion goals.

The College is currently recruiting an AmeriCorps Equitable Pathways Support Specialist, made possible by a Connect2Complete grant from Oregon Campus Compact. The College is also expanding bilingual staffing capacity to assist recruitment efforts from the Springfield and North Eugene areas which have a growing LatinX high school population.

The employee recruitment team has joined a local job development network—Office of Federal Contract Compliance—that specializes in recruiting diverse applicant pools. Additionally, the team has begun regular participation in regional diversity-focused career fairs. Affirmative action placement goals have been addressed in 9 categories since 2008.

Outcomes (Ends)

Assess, Equity and Inclusion through Social Justice			
Measure	Baseline	Current	% Annual Improvement
LCC minority student demographics in relation to the demographics of Lane County (22%): % Minority Race/Ethnicity	26%	28%	3% ●
Achievement of Core Theme objective: Lane minimizes barriers and maximizes opportunities for diverse student populations			
Percentage of credit programs whose student enrollment reflects the college's overall student demographics:			
Gender	39%	36%	-4% ◆
Minority	74%	68%	-4% ◆
Non-traditional Age (>= 25)	39%	27%	-15% ◆
Pell Recipients	74%	73%	-1% ▲
First Generation	87%	82%	-3% ◆
Percentage of students who complete degrees or certificates within 3 years:			
Full Fall Cohort	11%	14%	13% ●
Minority Race/Ethnicity	9%	13%	22% ●
Pell Grant Recipient	11%	13%	9% ●
Enrolled or placed below program-level* Reading/Writing	6%	9%	20% ●
Enrolled or placed below program-level* Math	8%	11%	15% ●
Year 1 Veteran's Benefits	13%	18%	16% ●
Age 25 or older	13%	17%	14% ●
Year 1 Disability Services	13%	11%	-7% ◆
Percentage of award-seeking transfer students who transfer to 4-year institutions within 3 years:			
Full Fall Cohort	24%	26%	3% ●
Minority Race/Ethnicity	25%	29%	7% ●
Pell Grant Recipient	19%	22%	10% ●
Enrolled or placed below program-level* Reading/Writing	11%	15%	19% ●
Enrolled or placed below program-level* Math	16%	20%	11% ●
Year 1 Veteran's Benefits	42%	34%	-9% ◆
Age 25 or older	22%	21%	-2% ◆
Year 1 Disability Services	18%	26%	21% ●
Cultural competency training hours	1412	509	-32% ◆
Affirmative Action Placement Goals (^ 2008)	32 of 64 categories	23 of 64 categories	-3% ◆

Data Notes: LCC minority student demographics are based on all Lane students except College Now students. *Percentage of credit programs whose student enrollment reflects the college's overall student demographics:* For the purposes of these metrics, Lane credit programs are broadly classified by department and transfer versus CTE. For example, all Health Professions Career Technical students are counted as one program group. Program groups are classified as "reflecting the overall student demographics" if their students are within 20% of the average for all award-seeking credit students on each characteristic.

Lane Community College student demographics are more diverse than the communities we serve, and at-risk student populations are increasingly successful in terms of progression and completion measures. However, the College has not seen increased diversity when looking at individual programs. Implementation of an Equity Lens, Guided Pathways, and enhanced advising efforts are expected to support access, equity, and inclusion throughout Lane's programs and services. training hours for

Looking Ahead: 2019-2021 Strategic Focus

Center for Intercultural Education

- Develop a Center for Intercultural Education that brings together the College's breadth of resources— academic and student services, engagement and support opportunities—in support of intercultural learning and success

Equity Lens (continued)

- Launch Equity Lens; develop program of collegewide engagement
- Develop peer trainers
- Incorporate Equity Lens into employee orientation, Academic Program Review, governance redesign, and planning structures

Cultural Competency Professional Development (CCPD) Opportunities (continued)

- Collaborate with Human Resources, the President's Office, and Information Technology to enhance and improve CCPD tracking, reporting, and assessment structures
- Implement required cultural competency training through Safe Colleges for all College employees

Guided Pathways (continued)

- Continue development of Guided Pathways framework to identify, analyze and remediate structural barriers to access, equity, and inclusion
- Develop and implement student-centric and equity-minded policies, practices, and behaviors
- Create intentional pathways from diverse local high schools to LCC programs
- Identify and address systemic and institutional challenges (barriers) in students' transitions from non-credit to credit in order to facilitate equitable access to credit programs

Strengthened Community

Strategic Objectives:

- Foster a sense of College community through engagement, dialogue, transparency, and leadership development of faculty and staff
- Identify, evaluate, and respond with agility to evolving community needs, issues, and opportunities
- Strengthen effectiveness of collaborative partnerships with employers, advisory boards, K-12 school districts, universities, and community organizations

Strategies (Means)

	STRATEGY	EMERGING	DEVELOPED	SUSTAINED
Strengthened Community	KLCC News and Information	[Progress bar: 100%]		
	Governance Reform	[Progress bar: 25%]		
	Advisory Committees	[Progress bar: 50%]		
	Centers for Excellence	[Progress bar: 50%]		
	Community Partnerships	[Progress bar: 75%]		
	Spilde Center	[Progress bar: 10%]		
	Institutional Advancement/External Affairs	[Progress bar: 50%]		
	Alumni Relations	[Progress bar: 50%]		

KLCC News and Information

[KLCC-FM](#), the College’s public radio station, completed a strategic planning process in 2015 that articulated goals for strengthening local news service, enhancing organizational effectiveness, expanding community engagement, and assuring financial sustainability. Implementation of this plan over the past four years has resulted in strong and sustained listenership across the college’s service district. The station serves 71,000 unique listeners weekly, and continues to exceed mission fulfillment expectations.

Governance Reform

In Spring 2018, President Hamilton commissioned a comprehensive and inclusive evaluation of Lane’s governance system with the objective of improving governance at the College in accordance with Board Policy BP325. This review was led by a task force in collaboration with the Governance Subcommittee of College Council. The process included reviewing best practices, analyzing feedback, and garnering the collective best thinking of the college community in developing recommendations for improvement. [Recommendations](#) have emerged around decision-making, communications, support resources, policy structures and definitions, planning roles and responsibilities, accountability, professional development, and alignment with Collegewide initiatives. Implementation of recommendations will commence in Fall 2019 and continue throughout the 2019-2020 academic year.

Advisory Committees

The College has been working with Lane Educational Service District and local Chambers of Commerce to establish “sector” advisory committees, with the goal of reducing redundancy and aligning efforts across the educational continuum. In order to ensure that advisory committees are structured to provide up to date and relevant guidance, the Academic and Student Affairs Office has begun an audit of all CTE

advisory committees and has re-established the CTE Coordinating Committee to provide training and support to advisory committees.

Centers of Excellence

In 2018-2019, the College focused efforts in creating a University Transfer Center of Excellence to create academic transfer pathways for Lane students.

Lane has partnered with **Northwest Christian University** to provide students with better access to affordable higher education. Through extensive collaboration, the [Titan to Beacon](#) program provides a streamlined process for Lane students to transfer to NCU as juniors, removing barriers, reducing cost, and shortening the total time to graduation.

Lane and **Oregon State University** signed a fast-track arrangement for Lane's AAS business graduates to earn a bachelor's degree at OSU in just one year. With proper guidance, LCC students can complete three years of coursework required for the baccalaureate degree, leaving only one year of coursework required at OSU.

To provide ease of access to a Baccalaureate degree from an Associate degree, LCC has secured articulations with **Oregon Institute of Technology** in Health Sciences, Industrial Arts, Advanced Technology, Flight Technology, and Culinary Arts and Hospitality Management.

Lane Diesel Technology students can more seamlessly transfer to **Montana State University** through a new articulation agreement.

Oregon Health and Sciences University has recently reduced the fees for Lane Associate Degree Nursing graduates to obtain a Bachelor of Science in Nursing.

The College continues to review and develop additional articulation agreements with the **University of Oregon, Oregon State University, Oregon Institute of Technology, Oregon Health Sciences University, and Pacific University.**

Staff are currently in partnership conversations with **Pacific University** to host Pacific's Eugene campus beginning in 2020. This would be the first four-year school to have a physical presence on the LCC campus.

The International Student program has signed 2+1 articulation agreements with the **Rennes School of Business** in France, **Otago Polytechnic** in New Zealand, and **University of the Sunshine Coast** in Australia. Additional agreements are being developed with **York St. John University** in England, **University of Hull** in England, and the **University of Wales Trinity St. David** in Wales.

Additional Centers of Excellence are currently under development:

- A Center of Excellence in the Arts to package and brand Lane's unique, comprehensive, award-winning visual and performing arts programs
- A Center of Excellence in Business, Technology, and Entrepreneurship that will encompass the business programs; computer information technologies including the new cybersecurity degree program; a redesigned hospitality and tourism program; and small business development center programs and activities.
- A Center of Excellence in Industrial Technologies and Apprenticeship Training, supported by grant funding from American Association of Community Colleges.
- A Center of Excellence in Health Professions to further develop community collaborations and workforce outcomes.

- A Center of Excellence in Economic and Workforce Development to strengthen Lane’s role and visibility, provide socioeconomic mobility to county residents, and ensure the development of a skilled workforce for years to come.

Community Partnerships

The College continues to develop community partnerships in support of Lane’s mission and commitment to the communities we serve:

Lane has partnered with **Teach Northwest**, a Marcola Charter School, whose students engage in learning activities at Lane’s main campus and are actively recruited.

Lane has partnered with the **Eugene 4J School District** to host ECCO high school on LCC’s main campus; Lane also provides multiple classrooms at the Spilde Center for 4J GED programming.

In 2018-2019, Lane was as a large lever stakeholder in the **City of Eugene’s** climate action planning process, hosting community meetings and providing expertise and feedback from staff.

The Cottage Grove Center has partnered with the local **Chamber of Commerce, South Lane School District, Heritage Association**, and the **City of Cottage Grove** to offer training, share facilities, and collaborate on program and service offerings. Discussions are currently underway to partner with Lane County Health and Human Services to open a Federally Qualified Health Clinic in the Cottage Grove Center.

Lane has partnered with **Rogue Community College** to provide laboratory instruction in physical therapy assistance to classes admitted on or before fall 2019 at RCC’s Table Rock campus in White City.

LCC has established numerous four-year college and university partnerships as part of its **University Transfer Center of Excellence**, as described on page 16.

The Computer Information Technology division partnered with **Amazon Web Services, Cisco Systems, VMWare, CompTIA**, and **Palo Alto Networks** to train students for a new Cybersecurity AAS degree program beginning fall 2019. Lane’s Cybersecurity program is one of only twenty degree programs of its kind offered at two-year colleges in the United States.

In 2018, the College created a 15-week network security administrator training program in partnership with **Apprenti** and the **Technology Association of Oregon**. This partnership was created in direct response to a call for technology apprenticeships in Oregon; Lane was the first school in Oregon to provide this training.

In May 2019, Lane hosted the Pathways to Opportunities Summit, bringing together Lane County **social service agencies, community-based organizations**, and **workforce partners** who have a shared interest in closing opportunity gaps and improving access to education and workforce development opportunities. Participants are exploring ways to improve interagency collaboration, facilitate more seamless referrals, and improve access to resources for low-income and underrepresented populations of Lane County.

The **Lane Regional Promise** program, a partnership between the Lane Educational Service District and Lane Community College, will continue to expand dual credit opportunities for high school students.

Spilde Center

In 2018-2019, staff conducted an environmental scan and visioning exercise for maximizing utilization and community impact of the Mary Spilde Center. Plans are being developed to expand Extended Learning offerings in short-term vocational training, enhance bilingual support, strengthen connections with downtown corridor businesses, support transitions from non-credit to credit programs, and improve connections with main campus.







Institutional Advancement/External Affairs

The College's has created an External Affairs department that includes Government Relations, Public Relations, Communications, and Marketing. This department reports directly to the President, with strong connections to the Foundation, Grants, and Events Coordination. Communications and community outreach will be a key priority for this department in the coming year.

Alumni Relations

In 2018-2019, the College developed a vision and structure for supporting alumni relations to include: restructuring the events coordinator position to incorporate alumni coordination; integrating alumni relations responsibilities in a new hire in the Foundation; and convening a technology team to develop database and communications structures for alumni. The first alumni events were held in 2019 for nursing and dental students.

Outcomes (Ends)

Strengthened Community			
Measure	Baseline	Current	% Annual Improvement
KLCC Listenership - Market Share Rank	3	1	23% 
KLCC Listenership - Cume	88,400	88,300	1% 
Articulation agreements: % of UO Majors (AY17 & AY 18)	48%	59%	23% 
Articulation agreements: % of OSU Majors (AY17 & AY 18)	62%	63%	2% 
Economic impact of Small Business Development Center: Capital Infusion	\$ 2,137,900	\$ 2,000,700	0% 
Economic impact of Small Business Development Center: Business Starts	35	8	-26% 

Data Notes: KLCC data is based on semi-annual Nielsen reports from each Fall. Additional data available each spring.

Much of Lane's community-building and partnership efforts and strategies are difficult to quantify through direct measures. Outcomes presented are from the Core Theme of Responsive Community Engagement. This data reflects the ongoing role of KLCC as a vital source of community engagement and learning, reaching nearly 90,000 listeners each week. Focused efforts in enhancing articulation systems and agreements have resulted in measurable improvement with LCC's major transfer schools, University of Oregon and Oregon State University. While Small Business Development Center services consistently contribute \$2 million annually to the local economy, business starts through the center have slowed significantly since 2016.

Looking Ahead: 2019-2021 Strategic Focus

Governance Redesign

- Implement governance recommendations

Communications, Community Engagement and Collaboration

- Improve morale through communications, dialogue, and the expansion of employee engagement and recognition programs
- Commence work on a refresh of the college website in summer 2019 with a completion goal of fall 2020
- Reformat the Lane Weekly newsletter in both email and online formats
- Implement design changes for the quarterly Continuing Education schedule, the college's publication with the highest circulation
- Conduct community conversations with district residents, organizations, and businesses

Centers of Excellence (continued)

- Continue to develop University Transfer Center vision
- Expand upon foundational work in establishing Arts; Business, Technology, and Entrepreneurship; Industrial Technologies and Apprenticeship Training; and Health Professions Centers of Excellence to include pathways and applied baccalaureate programs
- Begin development of Center of Excellence for Economic and Workforce Development

Improve Advisory Committee Structures and Support (continued)

- Develop sector advisory committees; expand advisory committee engagement and participation
- Update orientation and recruitment materials
- Improve communication and responsiveness

Alumni Relations (continued)

- Continue development of alumni relations structures, systems, and processes

Financial and Environmental Stewardship

Strategic Objectives:

- Develop planning, decision-making, and resource allocation structures for programs and services to achieve optimal enrollment levels, student affordability, and fiscal sustainability while continuing to support a high-quality teaching and learning environment
- Implement environmental sustainability principles and practices
- Increase adaptive capacity in staff, students, and built environment to create organizational and environmental resilience

Strategies (Means)

Financial and Environmental Stewardship	STRATEGY	EMERGING	DEVELOPED	SUSTAINED
	Planning & Institutional Effectiveness	[Progress bar]		
	Climate Action	[Progress bar]		
	Adaptive Capacity	[Progress bar]		
	Campus Accountability	[Progress bar]		
	College Services Redesign	[Progress bar]		
	Bond Campaign	[Progress bar]		
	Fiscal Sustainability	[Progress bar]		

Planning and Institutional Effectiveness

[Planning and Institutional Effectiveness](#) improvements since 2016 include a successful mid-cycle accreditation process, creation of annual Mission Fulfillment and Institutional Effectiveness reporting process, continued support and expansion of program review, and formal integration of planning and resource allocation. To support the College’s vision for data analytics, the institutional research function has been moved to Planning & Institutional Effectiveness office. Faculty and staff have created a [standard data package](#) and [department data sheets](#) for use in department planning and program review; established a coaching and consultation practice for all program review teams; started development of a data warehouse; and established a data stewardship committee. As measured by the Institutional Effectiveness Committee [rubric](#), the College has made significant progress on the continuum of quality measures.

Climate Action Plan

Through the [Institute for Sustainable Practices](#), the College established ambitious goals for achieving carbon neutrality by 2050. The College’s Climate Action Plan was updated in Fall 2018 to include resilience strategies and introduce milestone goals. The College’s energy use per student FTE declined 5% from 2017 to 2018, and energy use in kBtu is 63, as compared to the national average for colleges and universities⁵ of 84.3.

Adaptive Capacity

To support Lane’s adaptive capacity, College Services teams have developed ongoing training programs in a variety of safety and resilience topics. The [Emergency Planning Team](#), a cross-departmental group focused on emergency response, has continued to participate in tabletop emergency planning drills each

⁵ Commercial Buildings Energy Consumption Survey (CBECS), <https://www.eia.gov/consumption/commercial/>

month, based on realistic scenarios such as severe weather events, chemical hazards, and earthquakes. Drills and after-action debriefs have significantly enhanced the College's preparedness for emergency events of all kinds, and have given the College opportunity to collaborate with emergency response partners from Goshen Fire Department, PACE, and Lane County.

Campus Accountability

In 2018-2019 new processes were established for position descriptions, organizational charts, credentials, and performance evaluations to ensure currency, accuracy, and accountability. Monthly manager meetings now focus on training and professional development in these areas. Also in 2019, a new position was created in Human Resources to focus on compliance and prevention.

College Services Redesign

As part of ongoing College Services Program Review and Program and Service Sustainability Analysis, the College significantly reorganized several College Services functions over the past three years.

Specialized Support Services, which provides vocational training for adults with developmental disabilities, was moved from College Services to Academic Affairs to more closely align with its academic and workforce mission.

Information Technology was moved under the College Services umbrella, and established the College's first [Project Management Office](#) (PMO) to better prioritize, track, and communicate mission-critical IT projects.

The **Health Clinic** has significantly expanded student outreach and engagement efforts; unique student visits to the clinic have increased by 60% since 2016. Effective Fall term, 2019 the clinic will stop service to Lane employees and focus entirely on student services. The Health Clinic will move under Academic and Student Affairs to focus on student wellness.

The **Center for Meeting and Learning** (CML) has undertaken a multiyear effort to achieve fiscal stability to include limiting outside contracts and closure of the Spilde Center operation. After experiencing operating losses for several years, the CML is positioned to break even in 2019.

In May 2019, the College made the difficult decision to close its internally operated **bookstore** and **food services** operations due to fundamentally unviable operating models. The College is currently reviewing proposals from vendors who will effectively perform these essential services and improve the financial position of the enterprise fund.

Bond Campaign

In preparation of a possible bond campaign in 2020, staff have developed and presented the Board of Education with a list of possible bond-funded projects. Public opinion surveys were conducted in March 2016, June 2018, and May 2019; public support for a potential college measure remains strong and has increased over each survey. The college has identified a firm to assist with a public informational campaign and continues to prepare for a possible election in May or November 2020.

Fiscal Sustainability

The College continues to work toward long-term fiscal sustainability despite chronic state disinvestment and multi-year enrollment declines. Staff have worked to increase recurring revenue streams through partnerships and rental agreements. Expenses have been reduced in part-time faculty and staff, materials and services, restructuring, outsourcing, and health insurance redesign.

Outcomes (Ends)

Financial and Environmental Stewardship			
Measure	Baseline	Current	% Annual Improvement
Institutional Effectiveness Rubric - Mean Score (Baseline=AY17)	2.4	4.2	75% ●
Core Theme Indicator Achievement (Baseline=AY17)			
Core Theme 1: Responsive Community Engagement (% with score 3 or better)	43%	50%	17% ●
Core Theme 2: Accessible and Equitable Learning Opportunities (% with score 3 or better)	83%	40%	-52% ◆
Core Theme 3: A Quality Educational Environment (% with score 3 or better)	40%	33%	-17% ◆
Core Theme 4: Individual Student Achievement (% with score 3 or better)	57%	78%	36% ●
Progress toward carbon neutrality : Energy Use Per Student FTE (KBTU)	10,341	9,828	2% ●
Progress toward carbon neutrality : LTD Ridership (deboarding)	218,876	183,541	-8% ◆
Progress toward carbon neutrality : LTD Ridership (deboarding/student headcount)	7.8	7.1	-4% ◆
Fiscal Sustainability	15%	9%	-19% ◆

Data Notes: The Institutional Effectiveness Rubric scores five dimensions of effectiveness (Comprehensive, Integrated and Ongoing Planning; Informed by Data and Analysis; Broad-based Participation and Engagement; Implementation, Evaluation, and Adaptation; and Planning Guides Resource Allocation) using a scale from 1 (Initial/Awareness) to 7 (Sustainable Continuous Quality Improvement/Highly Defined), with mid-points of 3 = Development (Emerging) and 5 = Proficiency (Developed). *Core Theme Indicator Achievement % with score 3 or better:* This is the percentage of core theme indicators that teams evaluated at or above established criteria for mission fulfillment, i.e., a score of 3 means data meet the criteria for "Mission Expectation."

Outcome measures indicate the College has made progress in developing and improving institutional effectiveness systems and structures. While energy use per student FTE has decreased, the College will need to make greater gains in carbon neutrality measures in order to achieve institutional climate action goals. The College's general fund balance has continued to decline since the great recession and is projected to dip below 6% in 2019. The College will need to develop a plan for restoring the fund balance to 10% over two years, in accordance with Board Policy.

Looking Ahead: 2019-2021 Strategic Focus

Economic and Workforce Development

- Create a Center of Excellence in Economic and Workforce Development; refine Associate Vice President for Career Technical Education role to include economic and workforce development responsibilities
- Strengthen relationships with state and local agencies; generate more training referrals from agency partners
- Create a Career Center to support career exploration by new students
- Create program onramps for displaced and underemployed workers that include short-term, non-credit offerings and stackable credentials
- Increase capacity to provide apprenticeship offerings

Bond Campaign

- Conduct community conversations with local residents, organizations and businesses to gather feedback for proposed bond projects
- Develop and distribute informational materials
- Develop and implement a successful bond campaign in 2020

Planning & Institutional Effectiveness (continued)

- Establish a single set of institutional indicators that build upon prior years' Core Theme work; assure indicators are accessible, understandable, and actionable through institutional, program/department-level, and equity lenses and are focused around student outcomes
- Review Institutional Effectiveness Committee charter, membership, and role in light of accreditation and organizational changes
- Improve Planning & Institutional Effectiveness communications, visualizations, processes, and support resources to improve clarity, understanding, and engagement; coordinate and integrate communications and engagement of the College's continuous quality improvement efforts
- Evaluate transition from a one-year department planning cycle to a two-year cycle to a) provide more time for implementation and evaluation, b) reduce administrative reporting burdens, c) better align with program review cycle and structure, and d) support more planful and strategic resource allocation.

Fiscal Sustainability (continued)

- Expand partnerships with education partners in both K-12 and Universities to develop co-hosted opportunities for students and revenue generation
- Explore additional partnerships, collaboration, and leveraged funding opportunities for College Services and Student Affairs programs and services
- Explore additional rental opportunities
- Continue annual program and service sustainability review

2019-2021 Strategic Focus

Strategic priorities for 2019-2021 have been developed based upon assessment and evaluation of progress toward Collegewide outcomes and strategic plan objectives. These priorities of **student learning and achievement; access, equity, and inclusion; economic and workforce development;** and **community collaboration and engagement** will guide planning, decision-making, and resource allocation. As shown in the Strategy Map on the following page, institutional effectiveness structures of program review, assessment of student learning, data analytics, and accreditation will support efforts to achieve College goals.

Actions listed under each strategic priority represent a combination of new and continued activities and will be assigned a Cabinet lead with responsibility for developing implementation plans, timelines, and both milestone and summative goals. Progress reports will be provided annually to the Board of Education and campus community.

2019-2021 Strategic Priorities

Student Learning and Achievement

- Holistic student supports
- Articulation systems, processes and communications
- Career Technical Education program audit
- Advising and academic planning services
- Guided Pathways structures, systems, and practices
- Collegewide assessment of student learning
- Center for Teaching and Learning

Access, Equity, and Inclusion

- Recruitment of underserved and underrepresented student and employee populations
- Center for Intercultural Education
- Equity Lens implementation
- Collegewide cultural competency professional development
- Guided Pathways structures, systems, and practices

Economic and Workforce Development

- Center of Excellence in Economic and Workforce Development
- Career Technical Education program audit
- Advisory committee redesign

Community Collaboration and Engagement

- Governance redesign
- Employee communications, dialogue, engagement, and recognition
- Centers of Excellence
- Alumni Relations
- Community conversations
- Bond capital campaign

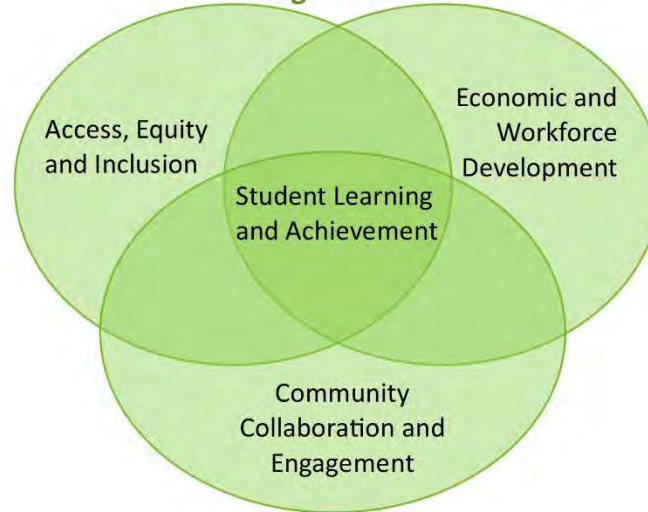
Lane Community College 2019-2021 Strategy Map

Mission

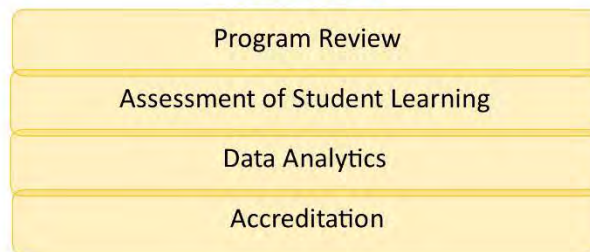
We are the community's college: We provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

← Strategic Directions →

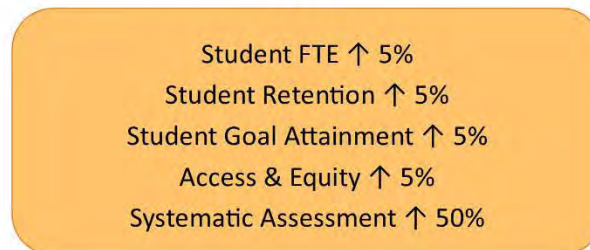
Strategic Priorities



Foundations



Goals



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