Future Focused: A Strategic Journey Toward University Status and Community Transformation

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Future Focused: A Strategic Journey Toward University Status and Community Transformation

Overview

Lane College was started by one of the nation’s oldest African American Church denominations, the Christian Methodist Episcopal (CME) Church. When it formed in 1870, the denomination was named the Colored Methodist Episcopal (CME) Church in America as “Colored” was the term used to classify African Americans at that time. The CME Church’s founders and members were formerly enslaved African Americans, just 5 years removed from the system of slavery and the end of the Civil War. Among their top priorities was the establishment of schools to educate the newly freed African Americans for whom it was illegal to teach to read and write prior to the war.

The CME Church’s effort to build a school in Tennessee was led in 1879 by Bishop Isaac Lane. With countless other men and women, he worked hard organizing plans and raising money to build what would be called the CME High School (now Lane College). Bishop Lane traveled on foot and by horseback selling brooms he would make. He sold bibles and wood as well. By early 1882, enough money had been raised for Bishop Lane to purchase the first four acres of land to be used for the CME High School. He paid $240 for the land which was located in the eastern part of Jackson, Tennessee.

On November 12th, 1882, the CME High School opened its doors with an enrollment of 27 students. Bishop Lane’s 20-year old daughter, Jennie E. Lane, served as the school’s first principal and teacher. This first day of school marked the beginning of a powerful and ongoing commitment to the uplifting of people throughout the south, the nation, and the world.

In acknowledgement of Bishop Lane’s vigorous work in establishing the CME High School, its name was changed in 1884 to Lane Institute and chartered under the laws of the State of Tennessee. In 1896, The College Department and curriculum were organized, and the Board of Trustees voted to change the school’s name from Lane Institute to Lane College.

In fewer than fifty years following its founding in 1882, Lane College almost completely wiped out illiteracy among blacks in the South.

Approaching its 136th year of existence, Lane College offers a bachelor’s degree in 16 majors; an associate’s degree in 4 majors; and a battery of on-line courses in religious studies. The Lane faculty, staff, and student body are grateful to Bishop Henry M. Williamson and the Lane College Board of Trustees, of which Bishop Williamson serves as Chair, for the advisement, prayer, and support – both moral and financial – that they tirelessly give to the institution.

To the alumni and friends of Lane College, further deep gratitude is expressed. With the faithfulness of its supporters and under the leadership of its 10th president, Dr. Logan C. Hampton, Lane College remains committed to transforming lives by providing an affordable exceptional higher learning experience to those who might not otherwise have access to higher education.

Now, imagine the year 2032, the year that our fair Lane celebrates its sesquicentennial, meaning its 150 years in operation from its humble beginnings as CME High School to Lane Institute to Lane College and
by 2032, Lane University. Yes, Lane University! The 150th anniversary of our fair Lane is just 18 years away, and the anticipation of achieving this milestone of existence is accompanied by a bold and remarkable vision. This vision is to not merely sustain Lane but to propel it to the state of operating as a university of excellent caliber that positively transforms its surrounding community and is supported by a substantially increased endowment. The realization of this bold vision for Lane’s future is “possible because we imagine it – it is probable because we have a plan.” We will become Lane University. We will transform our community, and We will grow our endowment. Here is the plan, our strategic plan.

Construction of our strategic plan began in the spring of 2017 with vital conversations among the individuals who comprise Lane College’s leadership. Rich dialogue was had with each member of the Lane Board of Trustees. Dialogue continued with student leaders and administrators as well as with the Presidential Leadership Group made up of faculty, staff, and administrators.

This series of extensive conversations yielded three very important identifications: 1) that of the College’s core values and 2) a scheme of five strategically formulated goals. Since 1882, Lane College has transformed lives, liberated minds and souls and celebrated excellence in Christ as Lane has helped each student to achieve and realize the Power of Potential. Hence, the College’s core values are transformation, liberation, and celebration. The strategic goals are data driven objectives that are linked to more than seventy institutional, departmental, program, and office goals that prioritize student success and its hinging upon the availability of financial resources as well as prioritize the College’s devotion to the needs of its surrounding community.

The five strategic themes are as follows:

• Promote student success through meaningful interactions to prepare students for life in a global society.
• Stimulate intellectual and creative discovery through scholarship, teaching and research.
• Strengthen financial resources that enhance facilities and operations.
• Develop persons of integrity grounded in Christ-centered values.
• Enhance mutually beneficial partnerships that support college initiatives and enrich the community.

Conversations around the development of a strategic plan also inspired the vision for the Student Success Tree. On November 12, 1882, the Christian Methodist Episcopal Church planted an educational seed that took root, grew into Lane College, and produced fruit that became generations of alumni who have

Student Success Tree

Jesus asked, “How can I describe the Kingdom of God? What story should I use to illustrate it? It is like a mustard seed planted in the ground. It is the smallest of all seeds, but it becomes the largest of all garden plants; it grows long branches, and birds can make nests in its shade.” (Mark 4:30-32, New Living Translation)

On November 12, 1882, the Christian Methodist Episcopal Church planted an educational seed that took root, grew into a Lane College, and produced fruit that became generations of alumni who have
positively impacted society, educational programs that have equipped and empowered the gifted and the “least of these,” and an economic engine that sustains East Jackson and its surroundings. Like the mustard seed that became a large garden plant that provides a sure nesting place, Lane College is an institution noted for transforming lives in a nurturing environment, liberating minds and souls, and celebrating excellence in Christ.

Below ground, roots establish and anchor the plant, transfer nutrients and water to the plant, and ultimately determine the life of the plant and what is seen above ground. Roots are essential! Likewise, our College roots include Christian ethos, mission, values, strategic plans, policies, governance, and fiscal management. Without these essential elements and others, the College could not and would not be.

The trunk of the tree provides the shape and strength of the plant. More importantly, the trunk transports nutrients and water to the limbs to produce leaves. The trunk reveals a lot about the tree, including its age, health, and even the conditions through which the tree lived. Our College’s faculty, staff, student body, facilities, infrastructure, and academic programs tell the story and are the strength of this institution.

When the roots and trunk of a tree are healthy, the tree forms a glorious crown of leaves. While the leaves work to sustain the tree (i.e. photosynthesis), trees are also celebrated for providing shade, fruit, and seeds. In our College, student success and graduation are the crowning achievements. With healthy growth, one also observes retention, accreditation, donations, community partnerships, and other positive elements.

We have accomplished so much since 1882, and we have much nurturing and pruning to do to sustain and grow, on this blessed and holy hill, this “tender plant”, our Fair Lane.

POEM Excerpt From: “CELEBRATE”
Dr. Clementine G. Spencer, Class of 1967

We celebrate you “Dear Lane”
FOR ALL THAT YOU HAVE DONE,
The setbacks, disappointments and yes, victories
You have won...
We celebrate you “Dear Lane” for births of daughters and sons
Who represent you throughout the earth...
...We celebrate your skills, your knowledge and your worth,
...I celebrate you “Dear Lane” for believing in me.
Where there was doubt, you said don't give up, don't give in
With kindred spirt you will win...
“Where Do We Go From Here”

There’s an old African proverb that reads, “If you want to go fast, go alone; if you want to go far, go together.”

... (We’ve been given)...an opportunity to come together as a community of leaders to strategize how we, as the triad of administration, faculty and staff, can fulfill the mission of this great institution...We have spent many hours and weeks working to produce our core values and strategic themes, and have now, for the most part, produced our area goals and objectives...but we must answer the question’ “Where Do We Go From Here?”

...Habit number Two from Stephen Covey’s book entitled Seven Habits of Highly Effective People comes to my mind...It shares that if we are to be effective leaders, we should always begin with the end in mind,

... (Consider) each of the puzzle pieces that are before you on your table, compliments of my daughter’s Dora the Explorer toy box...take a puzzle piece and place it in your hand. When you look at your individual piece, are you able to quickly discern what the finished product will look like? Probably not...puzzles take time and patience to complete, and they are always completed with the end in mind.

No matter how complex the puzzle is, it is nothing without the right pieces...no piece can ever be deemed inadequate.

...the puzzle piece that you hold in your hand serves as a reminder that each of you is unique and important in God’s Plan for Lane College. God has equipped each of us with unique personalities, gifts, and abilities, but in order for us to fully accomplish this strategic plan, it will take all of us working together to align our individual pieces.

...God creates the Body of Christ to be like interlocking puzzle pieces and each of us, no matter what role we each play, small or big, is endowed with unique strengths and God-given abilities. When members of the Body find their strengths, use their strengths, and most importantly, value the strengths in one another, we interconnect with each other to form a whole. Likewise, the physical body is comprised of different parts, (i.e. the hand, the foot, the ears, the nose) and each of them is designed for a particular use that ultimately benefits the entire body.

...Where Do We Go from Here? Let’s begin by thinking of one step that God may be calling us to make in our areas to be catalysts for interconnection. Coming together is the beginning, keeping together is progress, but working together is success! Colleagues, like a one-of-a-kind puzzle piece, your individual strengths make a special place for you, and allow others to fit in by connecting your pieces with theirs...Through our collective work, our shared plan becomes a reality and masterpiece which enables us to...truly bring about Transformation, Liberation & Celebration!

(Rev. Courtney L. Adams- Assistant Chaplain, May 5, 2017 President’s Leadership Retreat Devotion excerpt)
Data Drives Completion

Lane College continues to be a diverse community of scholars assembled by God in this place to transform lives through education, liberate minds and souls, and celebrate excellence in Christ.

Data and Decisions

Data drives strategic decisions, measures performance, and shapes the College’s metrics. In the world of big data, the College has focused on (our little, but) rich data. The College's resources do not allow for big data analysis; however, we have a rich array of data that are found in the multitude of reports that we are required to submit. So, in the context of continuous improvement and accreditation, the President has challenged his colleagues with this admonition, “Let’s not run out of gas with money in our pocket. We have rich data, let's use it to make decisions, improve outcomes and report it appropriately to our accrediting agency.”

In 2009, the United States government established a “college degree attainment goal for 60% of 25- to 34-year-olds to earn an associate’s or bachelor’s degree by the year 2020. In the same year, the Lumina Foundation set a similar goal for 60% of 25- to 64-year-olds to earn a high-quality certificate, associate’s degree, or a bachelor’s degree by the year 2025 (Nettles, 2017, p. 1). In 2014, 29 percent and 29.3 percent of African Americans met the United States government and Lumina Foundation goals, respectively (Nettles, 2017).

(Michael T. Nettles, Challenges and Opportunities in Achieving the National Postsecondary Degree Attainment Goals)

To make our contribution, the College must improve our student-success rates including our retention and graduation rates. Our internal research revealed that a disproportionate number of students remain at the freshman and sophomore standing. Seventy-two (71.7%) percent of students enrolled in the Fall 2010 through 2016 were classified as freshman and sophomores. Further, while the number of graduates increased, the percent of students achieving their baccalaureate degrees is troubling.

Student success remains the primary goal of the College with completion as a prime marker. The College will continue its work to develop certificates, credentials, and degrees to prepare students for the world of work and service that they will enter.

In a 2006 study, the researcher observed the relationship between graduation and a set of 32 variables for 6,133 first-time entering students (native and transfer) for three entering classes over a period of six years at a metropolitan institution. The regression produced a statistically reliable model that consisted of ten variables:

1. Continuous enrollment
2. High school GPA
3. High school rank
4. Federal grant first semester (Pell)
5. Developmental course
6. Hours attempted 1st semester
7. Hours dropped 1st semester
8. GPA 1st Semester
9. Hours passed 2nd semester
10. GPA 2nd Semester

Subsequently, the metropolitan institution used these data and this prediction model to recruit students who were likely to succeed and to shape interventions for marginally prepared and underprepared students. Interestingly, the interventions improved outcomes among marginally prepared and scholarship students. Consequently, these interventions and strategies have been employed at Lane College.

College Level Data
Observing the available data, there appeared an inverse relationship to enrollment growth and retention. During the period when the College’s enrollment increased from 1,365 and peaked at 2,222, retention decreased from a high of 68% to 50%. It seems that the College outgrew its faculty, facility and funds. The confluence of factors resulted in a 45% decrease in student enrollment.

Continuing to build on prior research findings and data observations, the College’s Institutional Research provided illuminating findings to shape interventions.

Remembering the findings in context, it is important to remember these Lane College data:

1. In the Fall of 2016 and 2014, the average GPA was 2.56 and 2.3, respectively.
2. The average ACT hovered at 15 over the same period of time.

This student body was largely underprepared, under-resourced, “left behind” by the Bush administration, and they “did not succeed” in the Obama administration. These students were among the “growing education gap in the population” and former NEETs (Not enrolled, employed, or trained) (Michael Nettles, August 2017, NAFEO Conference, Speech). Furthermore, these students have been legislated out of higher education, “policy-ed” out at the institutional level and financed out because of meager family resources. Nevertheless, Lane College seeks to help even this population to develop The Power of Potential®.

Observing the rich data at the College, the following was revealed:
3. Students with higher first-year GPA are more likely to be retained after two years.

4. Students who change majors after the freshmen year are more likely to be retained after two years.

5. Retained students have higher high school GPAs than not retained students.

6. Similarly, the average first-year GPA of retained students is significantly higher than the first-year GPA of unretained students.

7. The average attempted and earned credits of students who were retained after two years are higher than that of students who were retained after one year but not retained after two years.

8. Female students retain at higher rates than male students.

9. Among transfer students, retained students, though not statistically significant, have higher ACT scores, receive more financial aid, and consist mainly of Tennessee residents. (Student Retention Analysis prepared for Lane College by Hanover Research, December 2016)

These data helped us develop a profile of the successful Lane College student. With these data, it was clear that the College should go back to basics and focus on the First-Year Experience and Second-Year Engagement.

We employed the following interventions:

1. Implemented supplemental instruction in Comp I and College Algebra.

2. Established the Dragon Summer Bridge Academy.

3. Established a more conventional student residential community.

4. Established a robust First-Year Experience Program.

5. Established an advisory committee of students.

6. Implemented customer service training.

7. Improved campus amenities including academic, arts, recreation, athletic facilities, and internet connectivity across the campus.

8. Established the Power of Potential Scholarship Program.

These efforts contributed to increases in the following areas: Total student enrollment, 13 percent; first-time Tennessee students, 61 percent; first-time student retention, 31 percent; and overall retention, 15 percent.
Interestingly, inputting the College’s demographic profile in the HERI Expected Graduation Rate, the predicted graduation rate was 4 percent (Higher Education Research Institute, https://heri.ucla.edu/GradRateCalculator.php). We must pause, in this formal document, to celebrate President Wesley McClure who far exceeded the predicted graduation rate by 7 to 9 times.

Future focused, the College has to consider more interventions, improvements, and data analysis to assist each student to achieve The Power of Potential® and position the College to achieve her historic and yet relevant mission.

Environmental Scan
Strategic plans are developed in a context at a particular place in a particular environment. It is helpful to know a bit about each to fully value and appreciate the plan. In this next section, we will consider the environment, finances, preparedness and economy.

Context and Environment
In our 138th year of operation, the College is at once well-positioned to contribute positively to those needing educational credentials and precariously positioned to compete fully with institutions that are substantially better resourced and financed. Interestingly, regarding the need to educate minority populations, whimsical but consequential national politics and burgeoning technological innovations will provide opportunities to advance and threaten the College as we seek to fulfill our mission to “develop the whole student.”

Noting the obstacles present in the current fiscal, political, socio-economic, and educational environment, Richard Ekman, President Council of Independent Colleges, (July 2015) observed, “smaller private liberal arts colleges have been far more responsive to environmental shifts than one would expect from what one reads in the popular media. Not only do these institutions intentionally adapt to new challenges, but they do so by embracing—not abandoning—their historic missions.”

Since 1882, Lane has provided access to educational opportunities to those who might not otherwise have such. Society, in general, and our students, in particular, continue to need institutions like Lane that will educate the “least of these,” preparing them to compete and serve at home and abroad. Notably, “by 2027, virtually half of those graduating from high school will come from communities of color. Given the shift to a knowledge economy, achieving postsecondary education is now essential for almost everyone seeking a middle-class life” (Witham, Malcolm-Piqueux, Dowd, and Bensimon, 2015, p. vi).

Financial Need and Finances
Lane students pool together a diversity of resources to pay for their education but rely heavily on need-based financial aid. Approximately, ninety-eight percent of the current student body is made up of students of color; 95 percent receive need-based financial aid; 92 percent are from households at or below the poverty level; and 58 percent are first-generation college students.

In “Fewer Resources, More Debt: Loan Debt Burdens Students at Historically Black Colleges and Universities”, The United Negro College Fund (UNCF), reported the following:
• The purchasing power of Pell Grants, which HBCU students rely heavily on, has declined dramatically. For the 2015-16 academic year, the maximum Pell Grant award covered 13 percent of the total cost to attend a four-year private, non-profit college.

• HBCU students have large amounts of unmet need [nearly $10,000 on average] that require them to borrow student loans.

• HBCUs tend to have small endowments and rely more heavily on student tuition and fees to operate.

• A higher percentage of students attending HBCUs use federal loans to finance college compared to their non-HBCU peers.

• HBCU graduates borrow substantially greater amounts of federal loans than their non-HBCU peers.

• The percentage of HBCU graduates who borrow large amounts ($40,000 or more) of federal loans to finance their degrees is more than four times that of non-HBCU graduates.

• A higher percentage of HBCU students borrow not only federal subsidized loans, but also more costly federal unsubsidized loan and Parent PLUS Loans.

• HBCU students have lower repayment rates than non-HBCU students. Only 15 percent of HBCU graduates did not borrow any federal funds. The percentage of non-HBCU graduates who did not borrow (35 percent) was more than double the HBCU percent.

A study prepared by Hanover (Financial Turnaround at Small Colleges and Universities, July 7, 2018) noted that “the state of financing in higher education has become increasingly complex and unstable, particularly among small, private colleges and universities. Changes over the last several decades to student enrollment, competition among higher education institutions, the availability of student loans, and institutional spending on academic and student services have combined to create a "high-tuition/high-aid" funding model that is no longer sustainable.”

In a rather sobering assessment, however, Hearn and Warshaw (2015) reported, “Economic pressures, government disinvestment, student vocationalism, institutional costs, and market competition are all on the rise, and strategic flexibility is constrained. Together, these challenges arguably narrow the line independent colleges must walk to maintain their fiscal health and ensure their viability for the future.”

Like independent institutions across the country, Lane College will continue to aggressively pursue (1) cost-containment and reduction and (2) revenue enhancement and diversification to improve its financial health (Mission-Driven Innovation: An Empirical Study of Adaptation and Change among Independent Colleges by James C. Hearn and Jarrett B. Warshaw, Council of Independent Colleges July 2015).
Preparedness

The College is challenged to provide high quality, relevant educational opportunities to a population of students many of whom arrive on campus underprepared, marginally prepared, and/or underresourced, as evidenced in our student body’s average high school GPA of 2.5 and ACT score of 15. It is well documented that “low-income students and students of color are...underrepresented among high-achieving students; but even among high achievers, low-income students and students of color are systematically given less opportunity to enroll in advanced and Advanced Placement courses” (Witham et al, 2015, p.11; America’s Unmet Promise: The Imperative for Equity in Higher Education, 2015 Association of American Colleges and Universities, Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd and Estela Mara Bensimon).

An institutional strength, Lane College has a distinguished history as a mission-driven access higher education institution. Rine and Eliason (2015) posited “If the United States is to succeed as a nation in reducing educational disparity, restoring social mobility, and retaining national competitiveness, it must make every effort to ensure that low-income and first-generation students have access to higher education and the support systems they need to obtain a college degree. First-generation and low-income students receive an excellent education at smaller private colleges, which provide a more personalized, rigorous, and engaged college experience than larger public universities provide—and at a fraction of the cost to society.”

Rine and Eliason (2015) reported particularly encouraging findings for small private colleges:

- First-generation and low-income students who attend smaller private colleges are far more likely to graduate—and to do so on time—than their peers at larger public universities.
- The overwhelming majority of first-generation and low-income students at smaller private colleges express satisfaction with the quality of their undergraduate education six years after matriculation and are more likely to be satisfied than their peers from public doctoral and non-doctoral universities.
- First-generation and low-income graduates of smaller private colleges tend to stay more civically engaged through voting and volunteering in their communities.
- First-generation and low-income students who attend smaller private colleges are more likely to participate in a range of extracurricular activities such as athletics, school clubs, and fine arts performances, which have been found to strengthen student success, retention, and persistence.

(Expanding Access and Opportunity: How Small and Mid-Sized Independent Colleges Serve First-Generation and Low-Income Students, A Report by the Council of Independent Colleges March 2015, the principal author of this report is P. Jesse Rine, CIC director of research projects, with important contributions by Jennifer Eliason, CIC research assistant.)
Jobs, Economy, and Labor Force
Anecdotaly, in conversation after conversation with employers, chamber of commerce officials, and corporate leaders, we hear they want employees “who can lead, get along with others, pass a drug test, and will come to work”. Witham et al (2015) found that the vast majority of employers report looking to hire graduates who:

- Have had “educational experiences that teach them how to solve problems with people whose views are different from their own”;
- Have learned “about ethical issues and public debates important in their field”;
- Have had “direct learning experiences working with others to solve problems important to their communities;” and,
- Have learned “about societies and cultures outside the US and [about] global issues and developments” (Hart Research Associate 2013, 9) (p.6).

Graduates entering the labor market or creating entrepreneurial ventures face high levels of competition. Nevertheless, the graduate with the desired degree, career credentials, and character will face a bright future.

The Tennessee state unemployment rate averaged 4.6 percent in 2016, just under the 4.9 percent national unemployment rate. The unemployment rate in West Tennessee and Jackson MSA were 5.8 percent and 5.2, respectively. Stronger employment gains are expected over the next 10 years. “By comparison, job growth will be strongest in the professional and business services sector, followed by education and health services, and natural resources, mining, and construction...” The education and health services sector jobs performed the best in 2016, creating more than 639 thousand jobs. (An Economic Report to the Governor of the State of Tennessee: The State’s Economic Outlook, January 2017, Matthew N. Murray, p. xi)

The U.S. and Tennessee economy expanded in 2016. “The quality of the labor force, as measured by education, skill level, and health has a strong influence on long-term economic growth. Unfortunately, Tennessee falls well below the national average in both educational attainment and health status...” (Murray, 2017, p. xi)

In 2015, the percentage of Tennesseans with a bachelor’s degree or higher was only 24.9 percent, compared to the U.S. rate of 29.8 percent. In Madison County, 25.9 percent of the residents hold a bachelor’s degree. Governor Bill Haslam’s Drive to 55 initiative aims to increase the percentage of Tennesseans with post-secondary credentials to 55 percent by 2025. The Tennessee Promise and Tennessee Achieves endeavors have been initiated to increase the number of traditional aged students and adults with these credentials.

Over the next 15 years, the baby boomers will retire in relatively large number as managers, engineers, community and social service workers. By 2030, “there is projected to be approximately 1.9 adults in the labor force per retiree” (p. 91). Society’s need for a learned, skilled, credentialed labor force is critical.
Lane College has the mission, vision, and plan to respond!

Comprehensive Strategic Plan
In the 2017 calendar year, the College will update its Strategic Plan. Students, faculty, staff, and administration met over the course of the Spring 2017 semester to identify core values, develop strategic themes, and set goals and objectives for the College. The core values identified were transformation, liberation, and celebration (see Fall Assembly President’s Address below).

2020 - 2023 Strategic Themes
Strategic Plan Themes, Goals and Noted Objective

Strategic Theme 1: Stimulate intellectual and creative discovery through scholarship, teaching, and research.

Strategic Theme 2: Promote student success through meaningful interactions to prepare students for life in a global society.

Strategic Theme 3: Develop persons of integrity grounded in Christ-centered values.

Strategic Theme 4: Strengthen financial resources that enhance facilities and operations.

Strategic Theme 5: Enhance mutually beneficial partnerships that support college initiatives and enrich the community.

Across the five strategic themes, the College leadership team set 70 or so goals. Strategic plans are “living, breathing documents” that express the direction of an organization. While the strategic themes are certain, the goals and objectives are expected to change and evolve in accord with and in response to the social, political, educational, and economic environment of our world. In fact, you will note goals and objectives that are under construction.

Theme 1: Stimulate intellectual and creative discovery through scholarship, teaching and research.

Goal: Create and sustain a culture of academic success.

1. Increase six-year graduation rate from 21% to 34% by 2023.
2. Increase Fall to Fall retention rate from 58% to 75% by 2023.

Goal: Create applied knowledge through research and scholarship.

1. Increase student research activities by increasing the number of students participating in external research seminars/workshops.
2. Identify opportunities for students to actively participate in research conferences.
3. Increase the amount of annual research funding; identifying sources of funding for research activities.

Goal: Increase faculty engagement with student intellectual development.
1. Establish a workshop committee to offer annual faculty development workshops
2. Develop a series of workshops on student engagement.
3. Host the student engagement annually.

Goal: Develop programs to enhance student leadership skills and competency.

1. Create a comprehensive student leadership development program by 2023.

Goal: Improve key indicators in the Mathematics Department.

1. Increase the number of students who successfully pass college algebra courses.

Goal: Provide technologically enhanced classrooms and computer labs.

1. Create educational change and access to educational information with the use of technologically enhanced artifacts.

Goal: Create Lane Institute to enhance student achievement and development.

1. Establish the Lane Institute, which will be the academic home to new and transfer students.
2. Establish Lane Institute to coordinate efforts and marshal institutional resources to enhance student success.
3. Enroll new and transfer students in Lane Institute.
4. Hire director of the Lane Institute.
5. Develop organizational structure to ensure, evaluate and change/enhance ongoing academic and student development initiatives: Supplemental Instruction, Dragon Academy, Discovery Week, and First Year Experience and

Goal: Provide scholarship information to the students.

1. Establish an operational procedure to award scholarships.
2. Provide a link on each students' CAMS portal to scholarship site.
3. Promote scholarships on the Lane College website, social media and brochures.

Goal: Increase the 6-year student-athlete graduation rate to 75 percent.

1. Develop of office of academic advising in the Athletic Department.
2. Hire an academic advisor to lead and manage the department who has expert knowledge of academic programs, learning styles, and knowledge of NCAA rules.
3. Establish collaborative relationship with the Division of Academic Affairs and Division Chairs to provide academic advisement for student-athletes.
4. Hire academic tutors to accompany each athletic team while traveling.
5. Require mandatory study time for student-athletes who have less than a 3.0 GPA.

Goal: Provide opportunities for student success.
1. Develop and Honors Program.

2. Develop distinct interdisciplinary degree to support Honors Program and liberal arts curriculum.

3. Develop an Introduction to Humanities course to explore the interdisciplinary proposal from a variety of majors.

Theme 2: Promote student success through meaningful interactions to prepare students for life in a global society.

Goal: Strengthen student customer service in the financial aid area.

1. The FA Office will respond to student, parents/guardians' phone or email inquiries within 24 hours of request.

2. Promote and enhance confidential and private environment for staff and students interactions.

3. Maintain confidential, private and secure locations for financial aid documents.

4. Implement safety measures by installing a keyless entry for the main entrance to the Financial Aid Office and enhance counter security in the student reception area.

Goal: Develop and promote effective student leaders to address international and national issues across cultures.

1. Establish a study abroad program.

2. Establish foreign language clubs.

Goal: Increase the number of UNCF scholarships awarded to Lane College students.

1. Assist students with preparing well organized, error free scholarship application.

2. Develop and present a workshop on writing scholarship application essays.

Goal: Enhance Campus Safety and Security.

1. Educate students through safety and awareness programs including LiveSafe App training to all students.

2. Install campus wide camera system.

3. Place security personnel in each residence hall.

Goal: Optimize Campus Life.

1. Create honorary student leadership organizations to celebrate student achievement and co-curricular success.

2. Host student leadership conferences for men and women.

3. Utilize CAMS to create co-curricular transcript.
4. Establish initiative to enhance involvement of at-risk students in campus programs and student activities.

5. Assess correlation of student involvement to academic success.

6. Develop an informational Campus Life web page and Phone App.

Goal: Promote campus-wide healthy sexual behaviors.

1. Over a 3-year period, decrease incidence of sexually transmitted infections among students. Strategy: Provide sex education activities/materials and quarterly STI screenings in collaboration with the local Jackson Madison County Health Department and random STD testing through the Office of Student Health.

2. Develop Peer Health Educational Counselors who will empower students to make informed decisions about their health in partnership with local agencies, the Office of Student Health will train students on foundational topics affecting the college community, i.e. alcohol, tobacco, healthy relationships, sexual assault and others.

Goal: Improve student preparation for the workforce.

1. Research and explore Work Colleges structure, funding and practices.

2. Provide a broad range of on-campus job opportunities for Lane students which will help provide students with transferable job skills, leadership skills, and personal growth.

3. Create a student employee handbook which will guide student workers in job requirements, including soft skills, workforce expectations, professional attire, etc.

Goal: Provide on-campus housing that fosters an engaging residential living environment.

1. Increase the number of students who reside in on-campus housing will 20% annually.

2. Renovate and repair residence halls.

3. Complete residence hall work orders in a timely manner.

4. Create a Resident Assistant Program to provide student leaders with transferrable skills and enhance sense of belonging while at Lane.

Goal: Strengthen our academic programs.

1. Each academic program will complete a program review which assesses the strengths and weaknesses of the program.

2. Improve institutional results on key performance indicators: graduation rate, retention, passing MAT and ENG, Major Field Achievement Test.

Goal: Promote global awareness.

1. Create multicultural activities across campus.

Goal: Develop an environmentally friendly campus.
1. Improve recycling and energy efficiency on campus.
2. Install motion sensors for lights, recycling stations and green roofing.

Goal: Establish the 10,000 miles global initiative to increase the number students who participate in study abroad programs.

Goal: Establish Project Success

Theme 3: Develop persons of integrity grounded in Christ-centered values.
Goal: Create campus culture that fosters and supports character development and faith formation throughout the campus.

1. Enhance the College Assembly and Chapel to stimulate faith formation, character development and academic motivation.
2. Establish enforceable accountability standards for chapel attendance.
3. Develop curricular and co-curricular initiatives to support faith formation and character development.
4. Establish mission groups to provide community members an opportunity to exercise and practice their faith.

Goal: Improve customer service in all areas of Business and Finance

1. Update Business and Finance policies and procedures manuals.

Goal: Provide well rounded student athletes with Christ centered values and education.

1. Integrate required chapel services into the Athletics rules and regulations.
2. Strengthen bond with local FCA chapter.

Theme 4: Strengthen financial resources that enhance facilities and operations.
Goal: Improve the financial aid awarding process.

1. Automate the awarding process with the use of created scripts in CAMS to utilize the awarding process for federal funds.

Goal: Increase endowment.

1. Expand the financial resource base.

Goal: Improve the effectiveness of the Annual Giving Campaign.

1. Strengthen the annual phonathon and direct mail campaigns.

Goal: Increase Campus Life funds to provide elite programs and activities for students.

1. Apply for 10 state and federal grant opportunities to support Campus Life student development activities.

Goal: Improve operating efficiency.
1. Enhance the work flow processes for accounts payable, purchasing, and payroll functions.

Goal: Provide opportunities for staff professional development.

1. Ensure Controller’s office personnel attend one professional development seminar/workshop.

Goal: Improve athletic facilities.

1. Increase game day operations' revenue over the 3-year period
2. Increase fan engagement and attendance.
3. Increase enrollment of non-scholarship student athletes.
4. Strengthen athletic fundraising.

Goal: Develop a Housing reserve fund.

1. Ensure a reserve fund amount is a budgeted item within the Housing operational budget.

Goal: Create additional revenue fund sources.

1. Develop a robust Sponsored Programs Office.
2. Increase external funding to reach a goal of $6 million by 2023.
3. Increase funds generated through fundraising opportunities to reach a goal of $6 million by 2023.

Theme 5: Enhance mutually beneficial partnerships that support College initiatives and enrich the community.

Goal: Maximize the Lane College brand.

1. Develop an exceptional view book and recruiting materials for the Office of Admissions.
2. Complete branding fleet and new campus signage.
3. Complete redesign of the Lane website.
4. Develop a community calendar of events that fit with the mission of the college.
5. Host annual Campus & Community Expo and Welcome Week.

Goal: Create collaborative partnerships with local higher educational institutions.

1. Enhance the diverse interactions among students.

Goal: Develop a service learning program.

1. Identify and implement a model for community development as an instructional strategy.

Goal: Increase educational partnerships in the community.
1. Extend outreach of Lane’s academic programs providing instructional programs to meet the needs of students for entry-level employment in the local manufacturing industry.

2. Expose students to alternative resources to enrich student development and internship opportunities.

3. Establish partnerships with surrounding county high schools for dual enrollment program.

4. Provide senior citizens (55 yrs. and over) with course audit opportunity.

Goal: Facilitate environmental enrichment opportunities.

1. Encourage environmental awareness among the campus and surrounding community.

Goal: Enhance the college's social media presence.

1. Develop appropriate managed social media products and content to ensure improved external relations, marketing and advancement.

Goal: Develop an integrated marketing plan.

1. Create and publish a centralized calendar of marketing-related events.

2. Provide training to campus departments which will cover Asana, Brand Standards, Canvas and Publisher by 2023.

3. Provide a comprehensive set of templates for PowerPoint, Word, Canvas, and Publisher to assist in uniform brand presentations.

Goal: Operationalize the College’s ten blocks theory.

1. Create a community garden.

2. Explore the development of a community school for the arts.

3. Develop outreach programs and services across divisions, departments, offices and units.

4. Establish a community center to serve the Lane College campus and community.

The future focused vision of Lane College is to achieve university status, community transformation, and endowment increase. This vision is wed to Lane’s mission to develop the whole student. It is a vision defined by our core values of transformation, liberation, and celebration…a vison actualized through a data-driven strategic plan for 1) stimulating student intellect, 2) promoting student success, 3) developing student integrity, 4) strengthening financial resources, and 5) enhancing partnerships that are committed to supporting the College and its surrounding community.