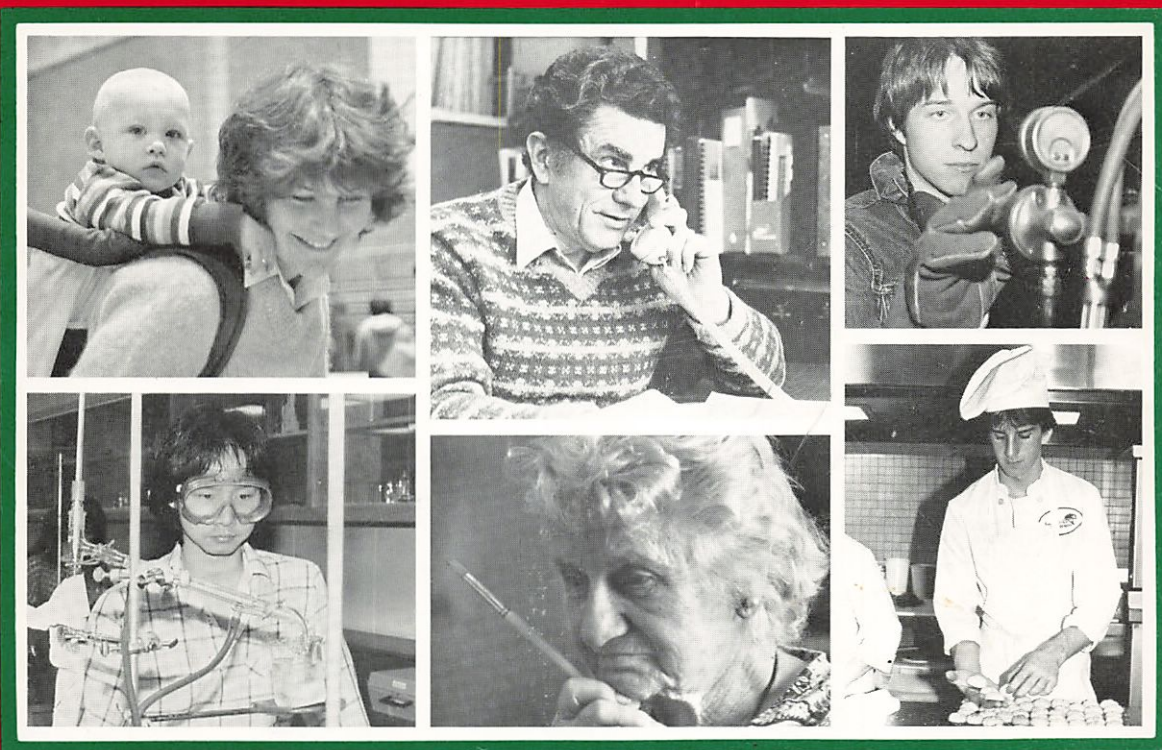


TWENTY YEARS A GREAT BEGINNING



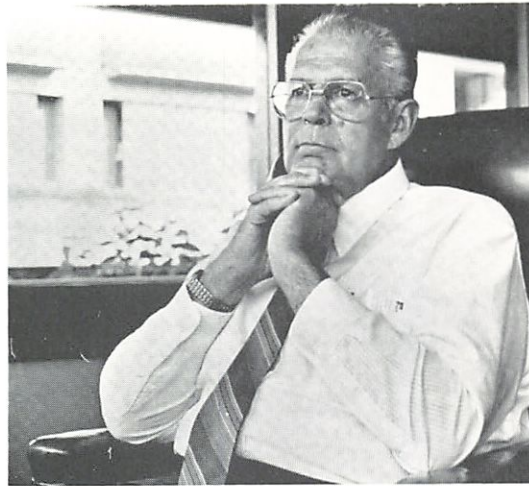
LANE COMMUNITY COLLEGE

**Board of Education members and their
years of service**

Olga Freeman, Eugene, 1964-67
Dr. Albert J. Brauer, Florence, 1964-76
Dr. Clifford Matson, Junction City, 1964-71
Kenneth J. Schmidt, Springfield, 1964-65
Dr. Dean Webb, Cottage Grove, 1964-71
Lyle Swetland, Eugene, 1964-69
William Bristow, Eugene, 1964-70
Robert Ackerman, Springfield, 1965-73
Richard C. Williams, Eugene, 1967-70
Robert C. Mention, Eugene, 1969-75
Richard Freeman, Eugene, 1970-78
Catherine Lauris, Eugene, 1970-82
John L. Barber, Jr., Junction City, 1971-75
Stephen Reid, Fall Creek, 1971-84
Dr. Charlene Curry, Springfield, 1973-74, 1978-
Jim Martin, Springfield, 1974-77
Larry Perry, Eugene, 1975-
James Pitney, Junction City, 1975-
Edward E. Cooper, Veneta, 1976-83
Lynn Moore, Springfield, 1977-78
Dr. Leslie Hendrickson, Eugene, 1978-82
Robert B. Bowser, Eugene, 1982-
Mary Unruh, Eugene, 1982-
Barbara M. Doster, Mapleton, 1984-
William Manley, Eugene, 1984-

Presidents

Dale R. Parnell, 1965-68
Robert E. Hamill, 1968-69
Robert L. Pickering, 1969-1970
Eldon G. Schafer, 1970-1985



March 1, 1985

Dear friend . . .

This is an important year for LCC—its 20th birthday. It also is an important year for me as I look ahead to retiring this summer after 15 years as LCC's president.

In the following pages, we have tried to capture LCC's first 20 years—the vision of the people who set LCC on its present course; the students and others who have benefitted from LCC's presence; the role LCC has played in our community; and some of the honors and distinctions that have come our way in the past two decades.

In the mid-60s, there was an explosion in the number of community colleges. For a while in this country, we were building one a week. Lane was one of these schools, but, as you read this report, I hope you'll conclude that Lane is no ordinary community college. In fact, Lane has become widely known as a national leader among community colleges.

I've said over and over that the actions that caused LCC to be different were actions taken by LCC's first board with its emphasis on concern for the individual and its insistence that LCC be within reach—financially, geographically, and developmentally or psychologically—of most district residents.

From day one, that board was willing to take risks to improve instructional delivery and to encourage the faculty to make use of new and evolving technology.

The first board was followed by other, equally committed boards, instructors, staff, lay advisory people, and others.

This report is a tribute to all of those people.

Each fall, I give a welcoming speech to LCC faculty and staff. As I think back over those speeches, there are a number of common threads. We are always looking for new and better ways to do things. We are always talking about the role of the community college in the community. And, it seems, we never feel we have enough money to do even some of the high priority things.

But, on balance, when I look back over my tenure here, I feel satisfied. The college has a good reputation in the community, and I think it has been responsive to community needs. The role we are playing in economic development and the recent ties between the college and Pacific Rim nations are good examples. Also, this year, the college received a real tribute from the Northwest Association of Secondary and Higher Schools when the visiting evaluation team gave LCC top ratings and renewed the college's accreditation for the maximum time possible—a full ten years.

So, it appears, the theme we've used during this birthday year is an apt one—Twenty years, a great beginning!

Regards,

A handwritten signature in cursive script that reads "Eldon G. Schafer".

Eldon G. Schafer, President



t's not everyday
someone asks you
to help found a

college, so when the Community College Study Committee asked Bert Dotson to be its secretary, he had to give it some thought. It would mean taking a leave from his job with the Springfield School District and tackling a project that might or might not work out. Bert was convinced, however, that a community college was needed, and he now says, "I was in the right place at the right time." The Lane County School District (now Lane Education Service District) gave him an office in the county courthouse complex, and he went to work in February 1964, with a borrowed desk, a telephone, a make-do budget, and a lot of enthusiasm.

Eight Lane County school superintendents and state Senator Glen Stadler made up the committee that hired Dotson (who later became assistant to four LCC presidents). The job they gave him was threefold: to determine if a community college was wanted by the people of the district; to satisfy state requirements; and to generate enthusiasm for the concept.

The new community college district would encompass 23 school districts and cover a 5,000-square-mile area from the Cascade Mountains to the Pacific Ocean and serve a diverse clientele of city people, rural people, farmers, loggers, University of Oregon families, and business people.

Founding

Dotson began by contacting PTAs and school district personnel, and then moved into the business community. "I think I met with every Lions Club, Kiwanis Club, Junior Chamber, and Rotary Club in the area during that time," he says, "and the idea started catching on." State law required referendum approval to form a college district and Dotson began circulating petitions calling for an election. He had no trouble getting signatures, and the vote was scheduled for October 19, 1964.

Because the community college concept was relatively new, there were few guidelines and no one to handle election day details. Dotson had his hands full. "I had to get my own crew for each polling place, have the ballots printed myself, and go out and distribute them the day before to the polling clerks of the district. We had the Sheriff's Department bring in the results of balloting that night. There were very few ballots, but it passed by an overwhelming five-to-one majority."

Voters approved the college formation—5,944 to 1,282. Oregon had its ninth community college.

A seven-member board was elected on the same ballot, from a slate of 23 candidates. Each of the new board members supported the idea of a "comprehensive" college—one that would offer vocational-technical, college transfer, and adult education programs—not the junior college or vocational college wanted by

some candidates. With that board's election, the direction of the college was clear. Lane Community College would offer a well-rounded program to meet diverse community needs.

The Eugene Technical-Vocational School, part of the Eugene 4J School District, was formally included in the new college and its full complement of 25

"The original board and the founding president all had the philosophy that, if we're going to do something, let's do it the best we know how." (Bert Dotson)

faculty members was hired immediately. Many of those teachers remained at LCC until their retirement, and some are still with the college.

Founding a community college was no easy job. The election was over, but the work was just beginning. There were committees to organize and a president and faculty to hire. A name had to be chosen. Classroom space had to be found. And operating money was needed. Bert Dotson had help now, and the people grappling with those early problems had one thing in common—determination.

"The original board and the founding president all had the philosophy that, if we're going to do something, let's do it the best we know how," says Dotson.

In fact, the first board went even

further than that. The board said it wanted LCC to be one of the best community colleges in the country within five years.

There was a poster being sold commercially at that time which said, "To do a common thing uncommonly well." That became the motto of the new college.



Bert Dotson



Students

On September 20, 1965, a 23-year-old ex-marine named John A. Taylor enrolled at Lane Community College. At that time, the college was housed at 200 North Monroe Street in Eugene, and rumor has it Taylor camped outside the college doors for three days waiting to be the first student to register at LCC that first fall.

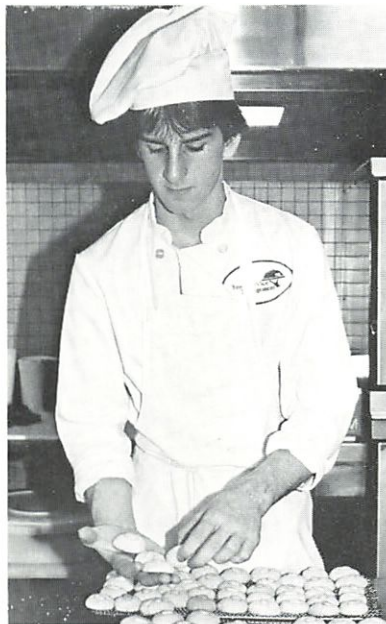
That year, approximately 1,500 people registered at LCC.

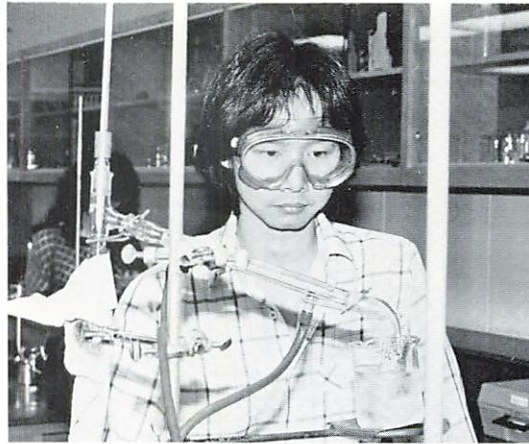
Many of LCC's first students were veterans who didn't fit the stereotype of an 18-year-old coming right out of high school. Others among LCC's first students hadn't had an easy time of it in previous schools or were adult dropouts who had become disenchanted with school. In the seventies, LCC saw an influx of women returning to school after being at home with children for a period of years.

The college responded by developing a strong student services component to see that students had the support they needed to succeed. Today, this assistance takes many forms, beginning with a student's initial interview with a counselor. These interviews are required of all new students. The purpose of the interview is to find out where the student is headed and to help steer him or her on a realistic and productive course of study.

The college also offers a Study Skills Center with staff ready to help students improve basic study skills; special offices to assist veterans, women, and minority







students; a hard-working financial aid staff; and a strong student health program, all activities that have brought LCC a reputation for caring about students.

Presently, LCC annually enrolls about 31,000 students, who come to LCC to accomplish varying personal goals: to prepare for a first career or to retrain, to earn an associate degree or prepare to transfer to a four-year school, to explore educational options, to learn how to start or improve a small business, to take a myriad of adult education classes, and to get help with special needs.

And, from among these people, there are a multitude of success stories and wonderfully unexpected people . . . people like 75-year-old Rose Franklin, an immigrant forced to quit school at 14, who graduated Phi Theta Kappa from Lane Community College in 1983. Having attained her goal at Lane, she transferred to the University of Oregon to earn her bachelor's degree.

Franklin says, "I love LCC, the atmosphere and the teachers. You couldn't help but feel you were learning. Everybody I talk to, I tell them to go to LCC."

And what of LCC's first student, John Taylor?

Taylor graduated in 1967 with an associate degree in airframe and powerplant.

"I love LCC, the atmosphere and the teachers. You couldn't help but feel you were learning. Everybody I talk to, I tell them to go to LCC." (Rose Franklin)

According to college records, he left the area. But most graduates don't leave. They stay and work and become productive members of the community. Walk into almost any hospital or dental office or mechanics shop or area manufacturing plant, and the chances are good you'll find someone who was trained at LCC.



With a clear mandate to offer both vocational and college transfer courses, the new college wasted little time. LCC inherited the Licensed Practical Nurse program from the Eugene Vocational-Technical School. This program began offering classes under the LCC banner in the summer of 1965, just eight months after the election. By fall, the college was offering 13 state-approved vocational programs, including automotive mechanics, business, nursing, radio communication, and small appliance repair. The college now offers 50 vocational programs, including variations of the original 13.

From the very beginning, the fledgling college was determined to emphasize high-quality instruction by hiring first-rate teachers and by keeping programs as current as possible.

"Even in those early days, when our enrollment was growing 15 to 20 percent a year and we were hiring teachers as fast as we could find them, we spent the time to look for good teachers," says Gerald Rasmussen, now vice president for instruction. "Today, I truly believe that the key to LCC's success is the teaching staff that we've hired. We've tried to hire people who are good human beings and really committed to teaching."

Along with the emphasis on excellent teaching came an emphasis on innovation, which rewarded and encouraged faculty to try new things. Over the years, LCC has been a leader in developing ways to provide individualized instruction for students who need it, for encouraging instructors to develop their own learning materials, and

Instructional Programs

for introducing new technologies such as telecourses and microcomputers. Currently, microcomputers are used as teaching aids in subjects as varied as math, social science, and music.

Steven Smith, an insurance claims adjuster for the state of Oregon, enrolled at LCC last year because he wanted more career options. "I would feel very vulnerable going into the 21st century without some technical knowledge and expertise. For me, attending LCC is the only way to go."

This emphasis on innovation, to looking to the future and to looking for new and better ways to do things, has changed the face of many departments over time.

LCC's Science Department is one example. For the first few years, the department concentrated on offering college transfer courses, then gradually added vocational programs, including, in 1981, two programs designed to train students to work in the emerging energy management industry.

Allan Gubrud was a member of the original science faculty and designed the two energy programs, still the only ones of their kind in Oregon.

"Today, we are doing things nobody dreamed of 20 years ago. We didn't know then that there would be such a need and so much interest in conserving energy," he says. "The energy programs are just one example of innovation."

With good people in place, a second priority was to see that programs were well designed and current, and would serve the needs of students and the area employers who hire them. This meant developing a

lay advisory committee for each new vocational program as well as establishing other strong ties with local employers. Evidence of this is LCC's Cooperative Work Experience program, now the largest community college CWE program in the nation. Last year, the program provided on-the-job training for more than 2,000 students by placing them with some 800 local businesses and agencies. Although the purpose of the program is to provide temporary work-study opportunities, not permanent employment, more than half of LCC's CWE students are hired into permanent positions by participating employers.

"Our students are well-qualified, motivated individuals who want field experience before they graduate," explains Bob Way, who heads Cooperative Work Experience at LCC. "From a recent study of our co-op employers, the top management of 98 percent of our businesses are very supportive of our programs."

The majority of LCC's credit students go from LCC into the work force. Whether competing on licensing exams or competing for jobs in the community, LCC students do exceptionally well.

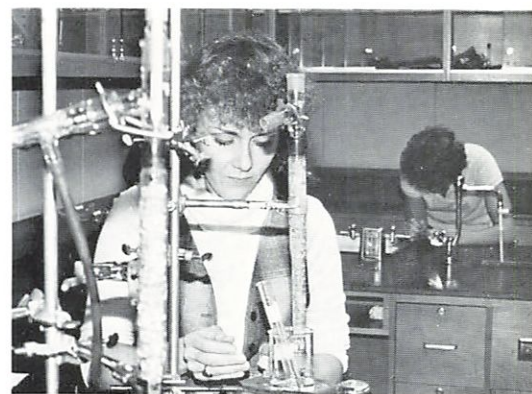
In the health occupations area, for example, LCC nursing students routinely have scored as high or higher than graduates of four-year institutions on state nursing exams and are sought by area employers.

Cornelia Hanhardt, a senior staff nurse at McKenzie-Willamette Hospital, graduated from the Registered Nurse

"I would feel very vulnerable going into the 21st century without some technical knowledge and expertise. For me, attending LCC is the only way to go." (Steven Smith)

program in 1971. She says, "I was in the second class to graduate and it was still a bit unorganized, but it was tough and it still is. You either make it or you don't.

"It's an excellent program. Anytime you compete with four-year programs and succeed, you're doing well."



Similarly, LCC students who decide to continue their education beyond LCC do well. Of those who go on to four-year institutions, more than half transfer to the University of Oregon where most maintain better than a 3-point (B) grade average.

In addition to its fine local reputation, LCC and its programs have earned a national reputation.

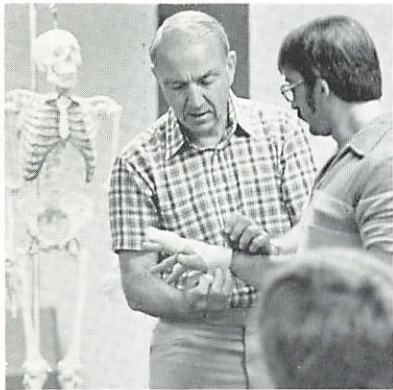
—In 1972, LCC was recognized by the U.S. Office of Education as one of the six best “comprehensive, technical-vocational

community colleges in the country.”

—In 1973, the college was invited to become a member of the League for Innovation in the Community College. This national organization is made up of 17 leading community college districts around the country.

—In 1977, the college was named by the American Association of Community and Junior Colleges as having “exemplary outreach, counseling, and vocational testing programs for women.”

—In 1979, LCC won an award from the U.S. Department of Health, Education, and Welfare for “significant contributions to the education of the handicapped.”





ocational programs and college transfer courses were part of LCC's offerings the first year. So were the varied classes and programs that have come to be known as community education. And gradually the college reached out to the community in other ways, including top-notch cultural events and a first-rate radio station.

Jean Specht was the first secretary in the community education office. Virginia Roles was the second, taking on that job in 1967. Both are still with the college, and both recall that from the beginning LCC offered adult education classes, adult high school completion and adult basic education, apprenticeship training, and vocational supplemental programs like welding and machine shop, all classes the college still offers.

"We inherited a lot of those programs from the Eugene Technical-Vocational School," explains Roles, who currently works in the college's Adult Education Office at the Downtown Center.

"Then, the office was at 200 North Monroe, and we offered classes all over the area, and, just like now, if enough people wanted to take an adult education class, we'd set it up.

"The first year I worked for the college we had 1,500 adult education registrations."

Adult education classes are low-cost, noncredit classes, usually offered at night. Mechanics and upholstery classes were especially popular in the early years. So were the business classes. So popular, in

Reaching Out to the Community

fact, that in 1976 the college started a three-year Farm Management Program and in 1977 a three-year Small Business Management Program, both designed to take LCC expertise into the field.

Nancy E. Gallagher and colleagues in her Eugene tax preparation firm have attended business assistance classes at LCC for more than six years. "We are continually impressed with the concrete, timely information," Gallagher says. "LCC's foresight and efforts for small business are certainly appreciated."

Today, LCC's Community Education Division serves some 18,000 people a year. The majority of these are students enrolled in adult education classes. LCC's Adult High School Completion and Adult Basic Education programs (which include Adult Basic Education, English as a Second Language, and the General Education Development program) enroll some 2,730 students per year.

As community needs and the economy have changed, community education programs have evolved to meet them. An example is LCC's Business Assistance Center.

Early in 1982, when the local economy was at its most bleak, President Eldon G. Schafer, acting on the idea of Bill Tweedie, a Small Business Management program instructor, committed the college to creating a program to aid local small businesses. The Business Assistance Center opened in September of 1982 and in its first two years assisted more than 3,000 businesses and more than 5,000 individuals.

"The Dislocated Worker Program helped me look at options. It was important to be able to confront being out of work—to be able to look at the layoff as a solvable situation." (Walt Bucher)



In 1983, the college, in a joint venture with the State Employment Division, the cities of Eugene and Springfield, and Lane County, obtained federal funding to start a program for workers displaced by changes in the economy. The program offers dislocated workers help retraining or repackaging themselves for more viable career fields. Its first year, the program had a job placement rate of 90 percent.

"The program helped me look at options," says Walt Bucher of Eugene. Bucher, who went through the program in late 1984, says the support he received from staff and other participants helped him through a period of unemployment. "It was important to be able to confront being out of work—to be able to look at the layoff as a solvable situation."

In 1984, the college became involved

in a unique national program, developed by the W. K. Kellogg Foundation. Through the program, called "Building Better Boards," LCC provides training to the members of local boards with the objective of making these boards function more effectively.

The college also reaches enormous numbers of people through its radio station, KLCC-FM, and through music and theater.

KLCC was founded in 1967 as KPNW, and several years later got its present call letters, which had previously been assigned to a ship. Originally part of LCC's Electronics Department, and then its Mass Communication Department, in 1976, the station became involved in months of public debate centering on whether the station should continue under the aegis of an instructional department or "go public," hire a station manager, and retain its affiliation with the Corporation for Public Broadcasting. After numerous meetings and hours of public testimony, the board placed the station under the board's control, with the president acting as its agent.

In the years that followed, KLCC flourished, gaining a reputation as a major news and jazz station. In 1981, KLCC was rated the number one jazz station and the fifth most popular public radio station in the United States and it has continued to rate among top public radio stations in terms of share of audience, with an estimated 35,000 listeners tuning in per week. The station, which originally received 90 percent of its funding from the college, has become increasingly successful at raising money and now covers half of its operating costs through underwriting and listener pledges.

The college's Performing Arts Department also has raised many friends for the

college, attracting literally thousands of community residents to campus each year.

In 1968, when the board decided to create a performing arts department, the college turned to Ed Ragozzino, then director of drama at South Eugene High School and the driving force behind many of the area's most successful plays and musicals. Ragozzino brought with him a core of people who have helped LCC develop a reputation for first-rate theater and music.

The department operated out of LCC's Forum Building for four years, then moved into a brand new theater building, just in time for the opening of *Godspell*, in October 1974.

During the past ten years, the department has presented more than 40 major plays and musicals, and, through Ragozzino's leadership, has played a vital role in the development of theater and ultimately a performing arts center in Eugene.

"LCC's foresight and efforts for small business are certainly appreciated."
(Nancy E. Gallager)

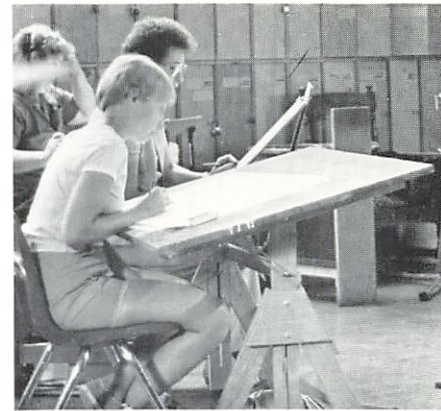
Fall 1984, in honor of the college's 20th birthday, Ragozzino recreated *Godspell*—bringing in members of the original cast from as far away as New York and Los Angeles.

In recent years, community outreach programs, such as these, have earned the college widespread recognition:

—KLCC consistently ranks in the top ten public radio stations in the nation.

—LCC's Small Business Management program has won many awards, including, in 1982, recognition by the Oregon Department of Education as Oregon's best post-secondary vocational program.

—In 1984, the college's Apprenticeship Program, which offers supplemental training for apprenticeships in some 12 to 15 local trades, won the Oregon Department of Education a national award for an LCC-produced film about apprenticeship. Later in the year, the program received an award from the U.S. Department of Education in



the Adult Program Classification.

—LCC's Business Assistance Center so impressed state and federal agencies that the director of LCC's center was named to head a statewide network and ultimately, in 1984, was selected by the federal Small Business Administration to head Oregon's Small Business Development Center Network. Oregon's was the first such network in the country to be headed up by a community college.

—In 1984, the college's Displaced Worker Program was named one of ten model programs in the nation by the National Alliance of Business.





Life for the first students and teachers was hectic. Classes were held in more than 40 different locations throughout the area—abandoned laundries and garages, classrooms in public school buildings in the evening, store fronts— wherever space could be found.

The old Bethel elementary school, since razed, housed a number of classes and offices, and English teacher Sheila Juba remembers that “it was geared for little children and it was old. The rooms were not particularly well-heated or lighted. All the drinking fountains were down around our knees somewhere and the floors were kind of warped. . . .”

Edna Kennel, a graphic designer at LCC, remembers that the bookstore consisted mainly of the contents of Ada Zinser’s suitcase. “She carried the total bookstore, the supplies, the erasers, the pencils, and the available books in one suitcase.”

Zinser says she really didn’t carry *all* the books in her suitcase, but she did carry some, plus invoices and all her records. “We were moved from pillar to post,” she says. “For awhile I was in an office so small one of us had to leave so the other could open a desk drawer.”

John Lively, now Springfield’s mayor, was in LCC’s first graduating class, and he remembers taking classes in four different locations. “I had to travel all over town to take them,” he says. “But it was exciting being part of a new school.”

Traveling across town for classes might have been exciting for the students, but it was obvious from the start the college needed a central campus, and the board began the search for suitable property. Several sites were considered, including the

Facilities

shore of Fern Ridge Lake, an area at the intersection of I-5 and I-105, an airport site, and a site in Cottage Grove. But, when the Gonyea Corporation offered to give the college 100 acres in the Russell Creek Basin, at I-5 and 30th Avenue, the board decided it was too good to pass up and purchased an additional 54 acres in the basin as well. A \$2-million serial levy and \$9.9-million bond issue were approved in 1965 and 1966, and the campus at 4000 East 30th Avenue began to take shape. But not before the board, with a team of architects and staff members, traveled to 28 other community colleges to learn from their successes and mistakes.

The new campus opened for business in September 1968, and, despite unfinished buildings and a sea of mud brought on by early rains, everyone was happy to be at the new site.

But the excitement of a new college wasn’t limited to the 30th Avenue campus. In its effort to serve other communities in its 5,000-square mile district, LCC began looking for “branch offices.” In 1965, the college offered its first class in Florence and, in 1976, built the Siuslaw Area Center, which now offers 85 to 90 courses each term.

In 1970, the college began leasing the

“This was a writing class I could take in the evenings; it was at the downtown center; it was convenient and inexpensive. I said to myself, ‘You have no excuse, lady, take the class!’ ” (Pat Cramer)

caretaker’s house at Heceta lighthouse north of Florence for science classes and seminars, and, in 1972, Lorraine and James Christensen gave the college property they

owned on Siltcoos Lake, which also is used for science instruction and seminars.

The Bus, a fully equipped mobile classroom, began serving outlying areas of the district in 1977, the same year the Downtown Center opened in Eugene, and in 1981 the Central Area Outreach Center in Cottage Grove opened its doors. The Downtown Center, located in the old Montgomery Ward Building on the Eugene Mall, houses much of LCC's Community Education Division.

Through its mobile classroom and outreach centers, LCC makes education accessible to district residents with a variety of needs. After her children entered school, Pat Cramer decided to reconsider her career options. She enrolled in a writing class offered through Adult Education. "This was a class I could take in the evenings; it was at the Downtown Center; it was convenient and inexpensive. I said to myself, 'You have no excuse, lady, take the class!'"

With the purchase of a building in Cottage Grove in 1983 and the replace-

ment of The Bus with a fifth-wheeler and trailer in 1984, the college's current facilities were complete. A classroom building and swimming pool in the original plan have not been built.

While attention was focused on providing service to outlying areas, enrollment on the 30th Avenue campus grew far beyond its intended capacity and there was talk of adding the other classroom building. But other priorities intervened and, in 1980-81, when enrollment peaked, the campus was serving nearly 50 percent more students than it had been intended to serve.

However, despite crowded conditions in some areas and some major repairs that need funding, the campus has served the college well, and also has won LCC its share of awards. Designed to provide almost complete wheelchair access, the campus has won awards for being accessible to the physically disabled. The campus also won national attention for an energy management system implemented in 1976, which cut electrical usage to half that of 1970.





Twenty years ago, 23 people filed petitions to become LCC's first seven board members. The seven successful candidates—a doctor, the county treasurer, two dentists, a manufacturer, a businessman, and a labor leader—all supported the concept of a comprehensive community college. The candidates who favored only a vocational school or junior college were overwhelmingly defeated.

That first board worked long, hard hours. "All of us were so imbued with enthusiasm that we just were not going to be defeated," says Lyle Swetland, one of the original seven. "With the public backing us, with the mandate we had, it was a honeymoon. We thought there were no obstacles that we couldn't overcome. We just plowed ahead."

Plowing ahead often meant long, late meetings. "We had board meetings twice a week sometimes," says Swetland, "and worked on 'til 2 or 3 o'clock in the morning with all the things that needed to be done."

One of the most important jobs facing the first board members was selection of a president for LCC. They chose Dale Parnell, then superintendent of what is now called the Lane Education Service District, a man who was known for being open and aboveboard, who had ideas a mile a minute, and whom President Schafer credits with setting the tone for an open style of management at Lane. From LCC, Parnell went on to become Oregon superintendent of schools and eventually president of the American Association of Community and Junior Colleges, in Washington, D.C.

"A lot of the real credit for Lane's predisposition to innovation goes to the first board and president in the mid-1960s," says President Schafer. "They agreed to

Governance

build a college that would do uncommonly well, that would definitely avoid being tied to past higher education traditions. They didn't just encourage innovation, they demanded it of staff. And they sought and got from local property taxpayers the extra level of support needed to fund experimental approaches."

Those first board members were followed by other equally enthusiastic and committed board members—educators, business people, farmers, loggers—and, starting in 1968, when Dale Parnell was recruited by the governor's office for the state superintendent's job, a quick succession of presidents: acting president Robert Hamill in 1968, Robert L. Pickering in 1969, and Eldon G. Schafer from 1970 until the present.

Schafer was born in Molalla, Oregon, attended school in Oregon and California, and began his education career in California. He returned to Oregon to become founding president of Linn-Benton Community College at Albany and was sought by the LCC board to take the helm at Lane. In the fall of 1984, President Schafer announced his intention to retire in July 1985.

If Dale Parnell set the tone for the college, it was Eldon Schafer who led the college through a decade and a half of challenges and opportunities to its current position of national prominence.

During his tenure with LCC, President Schafer has received most of the national awards available to a community college president, as well as such important regional awards as the University of Oregon's Pioneer Award.

At the time of President Schafer's ten-year anniversary with the college, John Dunn, then chancellor of the Foothills Community College District in California,

said: "The community college movement of the nation has reason to be grateful to Eldon Schafer. At national conferences it is not unusual to hear . . . 'Eldon Schafer says . . . ' or 'at Lane Community College . . . ' Everyone turns attention to such phrases very much like in the E.F. Hutton commercials."

Closer to home, when President Schafer announced his retirement in September 1984, *The Register Guard* responded with the following editorial comment,

"Although he is adept at keeping the institutional machine running smoothly, he is also an idea man . . . Under his guidance, LCC has won major awards for in-

"A lot of the real credit for Lane's predisposition to innovation goes to the first board and president in the mid-1960's. They agreed to build a college that would do uncommonly well" (Eldon G. Schafer)

structional innovation and administrative cost-saving. Schafer himself received the Association of Community College Trustee's highest award, the Marie Y. Martin Professional Educator Award, in 1981. Most people here don't know much about those awards. But they do know that LCC has remained on course as a solid, comprehensive two-year college sensitive to the 'community' in its name."

Today, Lane is one of 15 community college districts in Oregon which operate under the general guidance of the Oregon Board of Education. LCC's own board—seven elected members who volunteer their time—have primary authority to establish policies and adopt a budget. Day-to-day operations are directed by the president and

vice presidents of instruction, student services, and administrative services.

As in other areas, the college has won national recognition for innovation in management and productivity.

—In 1977, LCC won a first place cost-incentive award of \$10,000 from the National Association of College and University Business Officers (NACUBO) and the U.S. Steel Foundation for its energy management system. Through this program, the college cut campus electricity consumption and demand by about one third. Two giant water storage tanks used in the system were acquired through a federal excess property program that won LCC a second NACUBO award and \$1,000 in 1978. —In 1981, LCC became the first community college to establish a productivity center on campus. The center, which also has become the college's research arm, was created to help staff find more efficient and more effective ways to do things.

One method LCC uses is the quality circle, a problem-solving team composed of staff from the same work unit who examine a problem situation in their area. Another group is the verteam which, unlike the quality circle, draws members from a variety of work areas to solve a collegewide problem on an ad hoc basis.

With help from the productivity center, one team of LCC employees suggested a plan that would enable the college to use VISA cards, rather than the traditional purchase order process, to make inexpensive purchases. This idea is expected to save the college \$118,000 a year in material, transportation, and people costs, and, in 1984, earned LCC a third NACUBO cost-incentive award.



electing the right first president was one major task facing the first board. An equally critical task was securing adequate funding to create the kind of institution board members envisioned. In May 1965, six months after voters had approved formation of a community college, the board went back to the voters to ask for financial support. Again, by an overwhelming majority, voters supported the new college, approving both a \$640,105 operating levy and a five-year, \$400,000 per year serial levy for construction. In September 1966, voters approved a \$9.9-million bond issue to help build the new campus.

In the past 20 years, voters have supported some of LCC's funding requests and turned down others, but, with the help of sound management and willingness to innovate, the college has remained on sound footing.

From the beginning, LCC's funding has come from three primary sources: property taxes, Oregon's general fund, and the tuition and fees paid by students. Until recently the relationship among these three sources remained fairly stable . . . with 35 to 40 percent of the operating budget coming from the state, 30 to 35 percent coming from local property taxes, 20 percent coming from tuition and fees, and the remaining portion coming from other sources. Beginning in 1980, however, the percent contributed by the state began to decline, so that, in the last few years, property taxes have provided a larger share of revenue than did state funding.

1984, LCC was operating with a tax base of \$11 million and was receiving approximately 5 percent of the local property tax dollars collected by Lane County. To-

Funding

gether these sources make up LCC's general fund operating budget . . . which, in 1984-85, the college's 20th year, is \$27,839,321.

In addition to the \$27 million general fund, many LCC programs are partially or wholly supported by outside grants. Examples would be LCC's large adult high school completion program, its displaced worker program, KLCC-FM, and two federal programs for senior citizens which LCC administers, the Senior Companion and the Retired Senior Volunteer programs. In addition, the college brings into the district and disburses large amounts of federal and state financial aid, which in 1984-85 totaled some \$5.8 million, and money from government grants and contacts with industry, totaling about \$2 million in 1984-85.

In accord with LCC's charter, development of the college's annual budget is a joint college-community activity. Each member of the board appoints one individual from the community to serve on a budget committee. These seven members of the budget committee work with the college administration to formulate a budget to present to the board for its approval.

"It's a lot easier for an institution to grow than it is to remain stable or shrink. When it's growing, there's more room for innovation," says board member Larry Perry. "Now, the board is facing tougher decisions. We can't afford to make mistakes and yet we want to continue to keep the spirit of innovation alive."

As tax money has gotten tighter, the college has begun to look to other sources of revenue. One avenue is to work more closely with business and industry to provide individualized or on-site training. Another is to increase the efforts of the

Lane Community College Foundation, a nonprofit corporation founded in 1971 as the Lane Community College Development Fund and changed in August 1984 to the Lane Community College Foundation. The foundation is run by a board of trustees selected from the community and uses the money it raises to support scholarships and other priority projects.

One of the first donor groups formed by the foundation was the President's Club, made up exclusively of LCC staff who give the foundation \$100 or more per year.

Another aspect of college finances is the economic impact the college has on the

"It's a lot easier for an institution to grow than it is to remain stable or shrink. We can't afford to make mistakes and yet we want to continue to keep the spirit of innovation alive." (Larry Perry)

district it serves. In 1981, a detailed study was made of the money LCC brings into and disperses to the community.

The study, published in a small brochure titled "Invest a dollar, get back four," and based on the 1980-81 academic year, showed a total direct impact of \$36,364,321. This included \$14.9 million in student spending, \$11 million in spending by college employees, and \$10 million spent by LCC for materials and supplies. The indirect impact, say economists, is at least equal to the direct impact.

According to the study, that year LCC generated jobs for 844 full-time employees and put enough money into circulation to help create 4,118 jobs outside the college. The study also found that 8,212 district residents wouldn't have been attending college at the time of the study had LCC not been in existence.

Looking Ahead

B

y the time LCC celebrates its 21st birthday, President Schafer will have retired and the college will have its first new president in 15 years. Work currently going on in the Oregon Legislature—discussion of a sales tax for Oregon and the governor's plan for a statewide community college board—could bring about fundamental changes in the way the college is funded and in the college's relationship with the Legislature.

Throughout, this report has pointed to other changes and major themes:

- A slightly smaller, but more stable student body
- Closer cooperation with other educational institutions
- New applications of technology to teaching and information storage and retrieval
- A greater emphasis on designing training programs for area employers
- A continuing emphasis on economic development, coupled with more ties with Pacific Rim nations such as China and Japan
- Renewed efforts to identify additional sources of funding
- A continuing concern for individual students and a continuing commitment to making education accessible.

But, above all, a continuing search for excellence.

And, as a fitting footnote to this 20-year report, the college has learned that it is one of 20 colleges and universities in the United States selected for a study of colleges "on the move." Profiles of these colleges will be published in a book to be released sometime this year.

Twenty years, a great beginning!



This report was published by the
Public Relations Office at
Lane Community College.

Writer and
original concept: Diane Dann
Contributing writer: Karen Gilden
Editorial assistant: Keli Osborn
Graphic design: Gary Anderson
Edna Kennel

Production
coordinator: Nancy Cutler
Photo, page 1: Rosanne Olson
Register-Guard
Other photos: Fred Byrum
Cliff Coles
Nancy Cutler
Charles True
Daniel Van Rossen

For copies contact
Public Relations/Foundation
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405