

**Internal Monitoring Report  
2004  
Section I**

POLICY NUMBER: A.020

POLICY TYPE: EXECUTIVE DIRECTIONS

POLICY TITLE: TREATMENT OF LEARNERS

GLOBAL POLICY PROHIBITION: *With respect to interactions with learners/consumers, the president shall assure procedures and decisions that are safe, dignified, unintrusive and confidential.* A review of this policy indicates that in large part, the conditions set out by the Board have been met. The review did raise some questions outlined below and there will be follow-up work to implement changes where necessary.

1. POLICY PROHIBITION: *Use application forms that avoid eliciting information for which there is no clear necessity.* REPORT: A review was conducted of all applications for the college and programs, which have special admissions.

Program	Review Results
Lane Community College admissions information form	All information has a clear necessity.
Financial Aid Application	Federal form and not within our power to modify. Not reviewed.
Creditline Application	All information has a clear necessity.
Associate of Degree Nursing	All information has a clear necessity.
Career & Employment Services	All information has a clear necessity.
EMT-Paramedic Program Application	All information has a clear necessity.
Respiratory Care	All information has a clear necessity.
Dental Assisting	All information has a clear necessity.
Medical Office Assisting	All information has a clear necessity.
EMT-Basic	All information has a clear necessity.
Chemical Dependency Counselor Training Program	All information has a clear necessity.
Community Service	All information has a clear necessity.

2. **POLICY PROHIBITION:** *Use methods of collecting, reviewing, transmitting, or storing client information that protect against improper access to the information.* **REPORT:** A review of practices within the college, for collecting, reviewing, transmitting, and storing information indicated that there are protections in place to guard against improper access to confidential learner/customer information. We are governed by the Family Educational Rights and Privacy Act (FERPA) and state public records law. FERPA deals specifically with the education records of persons who are or have been in attendance in post-secondary institutions. Student Services staff are knowledgeable of these laws. We have a number of practices and procedures established to ensure that information is protected. Further, they work with instructional staff to highlight issues that may cause the college to be out of compliance. We will continue to train staff in relevant laws and procedures required for compliance. Following are examples of procedures in place to protect student information:

- a. Mandated student data sent to CCWD electronically.
- b. Providing a social security number at Lane is voluntary. Social security numbers are not given to the general public. The college does not use social security numbers as the student identification number but rather assigns students an 'L' number as their student ID number.
- c. Records Retention Schedule, confidential records are noted.
- d. Student Information Release Form.
- e. Access and confirmation policies on Archives WebPages.
- f. Destruction/recycling of records - procedures to ensure confidentiality.
- g. Identify for each data base the controls on access.
- h. Files are locked and placed in fire-proof cabinets.
- i. All counseling information is kept in double locked offices as required by law.
- j. Posting scores and grades protocol.
- k. Financial Aid Paperwork: Financial Aid paperwork is submitted by students in four ways: mail, fax, locked drop box and in person. The first two methods are delivered inside the secure area behind Students First!. The locked drop box is emptied at least daily, and the paperwork carried directly into the secure area. The in-person paperwork is collected in a secure area behind the Students First! counter and is retrieved at least once per day and taken to the secure area inside Student Financial Services.
- l. Financial Aid Data: Lane receives electronic student data resulting from the completion of the Free Application for Federal Student Aid from the Department of Education. This information is stored on secure servers and other computer hardware in Computer Services and is accessible only by staff who need access to the data to perform their jobs.
- m. Financial Aid student files are locked in the vault at night. Files currently being worked on and all paperwork are kept in a secure area inside Student Financial Services that is accessible only to the staff who work inside the Enrollment Services/Student Financial Services area. Access to the entire area is restricted during the day by a keypad locking system.
- n. Financial Aid computer system is controlled by user-specific security system.
- o. Computer screen savers are used.
- p. Grades are entered online.
- q. Printed information generated by the Kiosks does not contain personal identifiable information.
- r. Students determine whether their "directory information" can be released for use outside the college.
- s. Student Health and Disability Services shred personally identifiable material.

3. POLICY PROHIBITION: *Maintain facilities that provide a reasonable level of privacy, both visual and aural.* REPORT: Most areas that require a confidential setting have access to such space. For example, Financial Aid has private offices for confidential meetings, as do Counselors. In addition, some contracted faculty space is not totally private and part-time faculty usually share office space making it difficult to have a private conference with a student. The areas identified for improvement, in this and previous reports have been addressed for the most part through the construction of new facilities completed in 2002-03. Although all existing facilities and some future spaces do not provide complete privacy, provisions have been made to ensure that staff will have access to private space to meet with students when the situation warrants privacy.

4. POLICY PROHIBITION: *Establish with learners/consumers a clear understanding of what may be expected and what may not be expected from the service offered.* REPORT: A complete review of what Lane does to ensure learners/consumers have a clear understanding of what can be expected versus not expected from a service offered revealed that the College is in compliance with this condition. The Accreditation Policy (3.1) on Institutional Advertising, Student Recruitment, and Representation of Accredited Status is very comprehensive. The college's official publications, including catalog and quarterly schedule, are in compliance.

5. POLICY PROHIBITION: *Inform learners/consumers of this policy and provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.* REPORT: The Student Code, Rights and Responsibilities and Complaint process is published in the quarterly schedule of classes, the annual catalog and online. Staff are trained to inform students of their rights in the grievance process when a student has a complaint. Language regarding this policy and the Student Code are included in the catalog. An abbreviated version is included in the quarterly schedule. We are revising the 'You are protected' posters for dissemination Fall 2004. We share data on the number and types of student complaints filed with the Board.

Although the Student Code underwent a comprehensive review four years ago, continual review and updating is necessary. A thorough review of the Student disciplinary procedure was completed in Fall 2002. Further review and revision of the student code will take place in 2004. An administrative policy on race/ethnicity/national origin harassment is part of the College Online Policies and Procedures System (COPPS).

The recent retirement of one student "ombudsperson", and the expansion of the network of contact people for complaints, is causing further review of our student advocacy system. This review will be completed Fall 2004.

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**Section II**  
**Supplemental Data**

The previous section speaks directly to the executive directions developed by the Board of Education. Included in this section are supplemental data to provide a more comprehensive picture of how learners are treated. The information was gathered from several reports that are developed as part of the Institutional Effectiveness program.

**STUDENT OUTCOMES**

One measure of the treatment of learners relates to whether they achieved their goals, as well as their level of satisfaction with Lane Community College. Lane regularly obtains and reports information dealing with student perceptions and outcomes. The annually conducted Student Follow-Up Survey obtains information about employment and transfer education experiences of former Lane students (i.e., graduates and students who have completed more than half of the credits required for a degree but who did not return to Lane). The most recent survey (of 2002-03 former Lane students) indicates:

- 75% of the students indicated they “Very much” achieved their goals.
- 88% of employed former professional technical students reported Lane courses were “Very relevant” or “Relevant.”
- 74% of former transfer students indicated that Lane prepared them “Very well” or “Well” for classes at their new institution.

While these results are very good, there is still work to be done. We continue to work closely with advisory committees to revise the curriculum to reflect changes in the workplace. We redoubled our efforts to articulate with four-year schools to ensure a seamless transition. During Fall 2001, a dual enrollment program was implemented between Lane and the University of Oregon for enrollment beginning Fall term 2001. The purpose of the program is multi-fold: to facilitate a seamless transition for students between the two institutions, to improve marketing and competitive positioning for the two schools and to increase FTE on both campuses. The agreement was reauthorized in July 2004. In the 2002-03 academic year, 34,394 students were served college-wide.

Recently prepared course completion and student success data show that, on average for fall, winter and spring terms over the past three years

- students completed 84.5% of the sections in which they were enrolled at the end of the second week of the term
- 80.2% of the grades awarded for completed courses were passing grades (A, B, C, D or P)

## American College Testing (ACT) SURVEY

The ACT Student Opinion Survey (Northwest Edition) is conducted biennially in all Oregon community colleges. This survey obtains information from current students. The most current data indicate:

Students were “Very satisfied” or “Satisfied” with:

	<u>Lane</u>	<u>All Oregon</u>
• the college in general	84%	79%
• the concern shown for him/her as an individual.	56%	59%
• personal safety/security.	67%	68%
• ethnic/racial harmony.	70%	70%
• the student voice in college policies (50% were neutral).	40%	41%

Students were “Very satisfied” or “Satisfied” with:

	<u>Lane</u>	<u>All Oregon</u>
• the attitude of college non-teaching staff toward students.	63%	62%
• the attitude of teaching staff towards students.	86%	85%

While Lane’s results are very comparable to the other Oregon community colleges, there was significant improvement in many of the areas at Lane over the 2000 survey results. In the 2002 survey, Lane students viewed the college in the category of ethnic/racial harmony more favorably than in 2000. (This biennial survey was just completed in June 2004 and results will be available from ACT by September 2004.

## NUMBER OF COMPLAINTS AND TYPE OF COMPLAINT

The majority of complaints that students have are resolved informally. Faculty and administrators problem-solve with the student and generally, this takes care of the concern.

In the 2002-03 school year, 41 formal student complaints were filed. Complaints filed included issues with instruction or instructor behavior, student services processes, program policies and general mistreatment and/or harassment.

The formal student complaint process was followed. All complaints were investigated and determinations made. Twelve complaints had merit and remedies were made. The rest were either resolved through mutual agreements or dismissed.

One (1) formal racial harassment complaint was filed by a student at the end of 2001-02. The investigation & findings occurred during 2002-03. There was a finding of offensive language with remedies. One (1) formal sexual harassment complaint was filed in 02/03. There was an investigation and findings and disciplinary action was taken.

Four sexual harassment complaints, one racial harassment complaint and two ADA complaints were resolved informally.

## **STUDENTS WITH DISABILITIES AND ACCOMMODATIONS PROVIDED**

Typical Accommodations and Services provided during 2003-04 include:

Adaptive Technology

Alternative Format (e.g., text on tape, enlarged print, scanned to disk, Brailled materials)

Classroom/Lab Accommodations (e.g., adjustable tables, ergo chairs, special keyboards)

Classroom Materials (e.g., enlarged typed handouts, copies of overhead transparencies)

Computer-Assisted Notetaker/Computer-Based Collaborative Notetaking

Curriculum/Academic Adjustments

Frequent Movement/Breaks

Sign Language Interpreter

Disability Services Locker

Magnification Devices

Volunteer Notetaker

Special Software (e.g., ZoomText, Dragon Naturally Speaking, WYNN Reader)

Tape Record Lectures

Taped Texts/Class Materials

Test/Quiz Accommodations

By the end of the year, 717 students were listed as eligible for services and accommodations with Disability Services during 2003-04. Another 550 students went through the eligibility process but did not receive services (either they were not eligible, did not complete the process, or never requested services).