

**Report to the Board of Education on Board Policy A.020**  
**Treatment of Learners**  
*June 2005*

The Lane Board of Education has provided an Executive Direction to the president through Policy A.020 to ensure that “with respect to interactions with learners, the procedures and decisions are safe, respectful and confidential.” The following report addresses the ways by which the college personnel ensure that the interactions with students are “safe, respectful and confidential”—see Appendix A for the Board Policy.

**Section I**

**1. The institution represents itself accurately and consistently to prospective students through its catalogs, publications and official statements.**

This is NWCCU accreditation standard 9.A.3. and this standard is discussed in the Self Study document, page 214. As mentioned in that passage, we are continually striving to maintain the accuracy of college information presented in college publications like the printed Catalog and the printed Schedule of Classes.

*Tracy Simms*

**2. Admissions information forms 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.

<b>Program</b>	<b>Review Results</b>
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	All information has a clear necessity.

**3. Methods of collecting, reviewing, transmitting, or storing information about learners will be protected against improper access in compliance with federal and state regulations.**

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.

**Craig added: This element of the Treatment of Learners Monitoring Report also is addressed in the Self Study document, page 213 – “Privacy.” Not mentioned in that passage is the fact that mandated OCCURS enrollment data files are prepared and submitted to OCCURS following approved security measures.**

**4. Facilities provide a reasonable level of privacy, both visual and aural.**

*Student Services (Counseling, PE, ....)*

**5. The college environment is welcoming and accepting to all learners.**

Lane makes every effort to create a welcoming environment for all students in numerous ways. Faculty and staff encourage students with disabilities to work with Disability Services (DS) to determine whether they may be eligible for accommodations and other services. For those who do not qualify for legal accommodations, DS often provides extensive advising and suggests strategies and resources that could make a difference in that student’s success.

**6. Learners have a clear understanding of what may be expected from the services offered.**

*No one was indicated in this section.*

**7. Learners are informed of their rights and responsibilities and are provided a process to address grievances.**

During the period from July 1, 2004, through May 24,2005, there were:

- Forty Four (44) formal student complaints received by the Office of Instruction and Student Services (OISS). These complaints ranged from unfair program dismissal to alleged unfair treatment to asking for exceptions to college rules and practices. Complaints were filed against faculty and staff from all areas of the college. All complaints were investigated in a timely manner and outcomes sent in writing to all involved.
- OISS logged 91 informal complaints; all were referred or resolved informally.
- No formal harassment complaints were filed by students.
- Seven (7) reported incidents of sexual harassment which were resolved informally.
- One (1) reported instance of racial harassment is currently being informally resolved.

8. **There is adequate provision for the safety and security of learners.**

*Kate*  
*Sandy*

## **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.

## **Students with Disabilities and Accommodations provided:**

Disability Services serves eligible students in all areas of the college; whether they are taking credit, Adult Basic and Secondary Education, or Continuing Education classes. During 2003-04, 717 students were listed as eligible for services and accommodations with Disability Services. Another 550 students went through the eligibility process but did not receive accommodations (either they were not eligible, did not complete the process, or never requested services).

At this time, Disability Services is conducting an in-depth review of the systems used to provide services and accommodations to students with disabilities. Revisions and updates in procedures and communication processes are an important way for Lane to assure that the latest innovations and collaborative methods are used to accommodate students in a timely and appropriate way.

Lane routinely serves students with a wide range of disabling conditions, including the following examples:

- Attention Deficit Disorder (Inattentive, Hyperactivity, Combined)
- Brain Injuries (Traumatic, Organic, Dementia, Post-Concussion, Cognitive)
- Developmental Disabilities (Autism, Asperger's, Borderline Cognitive, Fetal Alcohol, Mental Retardation,)
- Health-Related Disabilities (Asthma, Cancer, Chronic Fatigue, Cystic Fibrosis, Chronic Obstructive Pulmonary Disease, Diabetes, Hepatitis, Kidney, Migraine, Parkinson's, Respiratory, Seizure, Tourette's)
- Learning Disabilities (Writing, Reading, Math, Processing Speed, Memory, Cognitive Ability, Nonverbal)
- Physical Disabilities (amputation, Carpel Tunnel, Cerebral Palsy, Chronic Pain, Fibromyalgia, Lupus, Multiple Sclerosis, Paralysis/Spinal Cord Injury, Rheumatoid Arthritis, Stroke, Joint or Muscle Injuries, Tremors)
- Psychiatric Disabilities (Anxiety, PTSD, DID, Bipolar, Depression, Obsessive Compulsive Disorder, Psychosis, Schizophrenia)
- Sensory Disabilities (Hearing, Visual, Speech, Deaf-Blind)

Accommodations in higher education are intended to provide eligible students with equal access to the learning environment so they can demonstrate their ability to successfully complete course objectives. During 2003-04, typical accommodations and services included:

- Assistive Technology (hardware, software, equipment)
- Alternative Format for classroom materials (text on tape, enlarged print, electronic format, Brailled materials, copies of overhead transparencies)
- Classroom/Lab Accommodations (adjustable tables, ergo chairs, specialized keyboards, large screen monitors)
- Classroom/Lab Aide
- Computer-Assisted Notetaker/Computer-Based Collaborative Notetaking
- Curriculum/Academic Adjustments
- Interpreter (American Sign Language)
- Locker through DS
- Magnification Devices

- Movement/Breaks during tests/class
- Notetaker (volunteer)
- Special Software (ZoomText, Dragon Naturally Speaking, WYNN Reader)
- Tape Record Lectures
- Test/Quiz Accommodations (extended time, scribe, reader)

### **Student Outcomes:**

One measure of the treatment of learners/consumers 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. Lane's 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."
- 75% 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.

In the 2003-04 academic year, 29,746 students were served college-wide.

Recently prepared course completion and student success data show that, on average for fall, winter and spring terms of the 2003-04 academic year

- students completed 83% of the sections in which they were enrolled at the end of the second week of the term

79% 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. It is administered in a random sample of credit sections offered on Lane's main campus. Findings are representative of opinions and perceptions of Lane credit students. Responses to the spring 2004 survey indicate:

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

	<u>Lane</u>	<u>All Oregon</u>
• the college in general	80%	80%
• the concern shown for him/her as an individual.	54%	60%
• personal safety/security.	68%	70%
• ethnic/racial harmony.	69%	71%
• the student voice in college policies (49% were neutral).	40%	42%

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

	<u>Lane</u>	<u>All Oregon</u>
• the attitude of college non-teaching staff toward students.	57%	64%
• the attitude of teaching staff towards students.	84%	84%
•		

Lane’s results are reasonably comparable to the other Oregon community colleges.

### **Community College Survey of Student Engagement (CCSSE)**

**Craig says: Following is a slightly modified version of the email sent by Mary Spilde to all faculty informing them about the CCSSE.**

During winter term 2005, Lane participated in a national survey focusing on teaching, learning, and retention in technical and community colleges. The project is housed within The Community College Leadership Program at The University of Texas at Austin. Over the past year, the Success and Goal Attainment (SAGA) group has been working on collecting and reviewing best practices in retention. One of their recommendations was to participate in this kind of study. Further, one of our accreditation recommendations was related to assessment of learning. The CCSSE will help provide data for both of these efforts.

Research shows that students who read and write more, and who interact in positive ways with their teachers and peers, gain more in terms of essential skills and competencies. Identifying what our students do in and out of the classroom, knowing their goals, and understanding their external responsibilities can help us create an environment that can enhance student learning, development, and retention. The CCSSE was administered in classes randomly selected by CCSSE to ensure a representative sample and to preserve the integrity of the survey results.

Lane is intent on serving our community and doing all we can to help our students achieve their academic goals. Results from this survey can assist us in identifying where we are and what further action may be helpful in our continuing work to support and strengthen teaching and learning.



## **Student Focus Groups**

*Sonya*

## **Appendix A**

<http://www.lanecc.edu/presoffc/board/A020.htm>

**POLICY NUMBER: A.020**

**POLICY TYPE: EXECUTIVE DIRECTIONS**

**POLICY TITLE: TREATMENT OF LEARNERS**

With respect to interactions with learners, the president shall assure that procedures and decisions are safe, respectful and confidential.

Accordingly, the president shall assure that:

9. The institution represents itself accurately and consistently to prospective students through its catalogs, publications and official statements.
10. Admissions information forms avoid eliciting information for which there is no clear necessity.
11. Methods of collecting, reviewing, transmitting, or storing information about learners will be protected against improper access in compliance with federal and state regulations.
12. Facilities provide a reasonable level of privacy, both visual and aural.
13. The college environment is welcoming and accepting to all learners.
14. Learners have a clear understanding of what may be expected from the services offered.
15. Learners are informed of their rights and responsibilities and are provided a process to address grievances.
16. There is adequate provision for the safety and security of learners.

ADOPTED: November 9, 1998

REVISED: April 12, 2000

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