Report to the Board of Education on Board Policy A.020
Treatment of Learners
June 14, 2006

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".

Section I

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

The college strives to maintain accurate information through its publications.

From the Accreditation Handbook of the Northwest Commission on Colleges and University (NWCCU), 9.A.3 states: "The college represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements."

The college continues to be compliant with this standard and according to the department of Marketing and Public Relations, Lane has a comprehensive graphic identity in order to create a high-quality and consistent image of the college. To ensure that publications are professionally designed, present clear and accurate information, contain correct grammar, punctuation and spelling, present a consistent image of the college, and follow college and federal guidelines, all display advertising and marketing publications intended for off-campus use must be approved by the college's marketing coordinator. The college continues to work to ensure that all communication from the college presents Lane positively and accurately.

The college continues to collect all necessary information on student rights and responsibilities in one source, the catalog, which is provided to students at no charge if picked up and for $3 shipping and handling charge if mailed; the catalog is also available on-line. A Student Planner that supplements rather repeats catalog information has garnered positive student and staff feedback. Updates for the printed catalog are made annually.

The 2005-06 Catalog includes all of the information required for compliance: the mission, vision, core values, and strategic directions are printed on the inside front cover; admission requirements and procedures; students' rights and responsibilities; degree completion requirements; and for each degree; credit courses and descriptions; tuition; fees and other charges; refund policy; items relative to attending or withdrawing; student conduct; grievance policy; academic honesty; student government; student organization and services; athletics. . This is congruent with the accreditation standard 3.B.5.

All courses and programs are reviewed each year by staff in instructional departments prior to publication of the new Lane Catalog. This review ensures accurate information about the curriculum is presented to students and prospective students in printed documents and on the

web. Additionally, a substantial amount of this information is also printed in the quarterly Class Schedule mailed to most district households each term

Lane's Educational programs and services continue to be the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities. This is congruent with the accreditation policy 3.1. Lane student success stories are also featured in such literature. Lane continues to have an active recruiting program which reaches out to high schools and the community at local events, describing Lane's benefits and sharing information about courses and programs. College catalogs are distributed free of charge, and class schedules are mailed to most households in Lane County.

The college radio station continues to communicate Lane's vision, to transform lives through learning. Marketing materials reflect college values. The core value of diversity continues to provide a guiding principal for Lane's efforts to promote its programs to diverse communities.

Admissions information forms avoid eliciting information for which there is no clear necessity.

Enrollment Services staff are extremely mindful of this requirement and work carefully with each revision of the admission application, which is now an on-line process, to insure that we are only requesting information pertinent to admission

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

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, enrollment and course data sent to ODCCWD electronically (sent directly to the OCCCWD server via file transport protocol – ftp).
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. Enrollment Services protects with great care student access with a secured and confidential student-created pin to ExpressLane. We have had a great deal of pressure from students to create an "L" number look up in ExpressLane, but we cannot be assured that this wouldn't be misused and allow access to student records by others than the student.
d. Records Retention Schedule, confidential records are noted.
e. Student Information Release Form.
f. Access and confirmation policies on Archives WebPages.

g. Destruction/recycling of records - procedures to ensure confidentiality.
h. Identify for each data base the controls in place for access.
i. Files are locked and placed in fire-proof cabinets.
j. All counseling information is kept in double locked offices as required by law.
k. Posting scores and grades protocol.
l. 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.
m. 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.
n. 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.
o. Financial Aid computer system is controlled by user-specific security system.
p. Computer screen savers are used.
q. Grades are entered online.
r. Students determine whether their "directory information" can be released for use inside and outside the college.
s. The Health Clinic and Disability Services shred any of their materials that include personally identifiable material.

The Excerpt from the accreditation self study 2004 standard 9 continues to reflect Lane's efforts to protect student and employee information:

> "Since access to student and employee information is a regular and necessary part of many Lane employees' work, maintaining the letter and spirit of privacy laws and policies is essential to the college's integrity. By board policy, COPPS policy, and Family Educational Rights and Privacy Act (FERPA) guidelines, Lane employees and students have the same rights of privacy as any other citizen. Lane maintains a web link to the FERPA web site to clarify important issues about the act for employees.
>
> The faculty contract calls on the college to respect the privacy of faculty members, including respect for the privacy of faculty mailboxes, offices, email, phones, computers, and personal material. For students, faculty and staff, the use of Banner has provided improved privacy and security. Instead of Social Security numbers, the college uses "L" numbers—identifying numbers randomly assigned—which deter the misuse of personal information routinely used in the process of conducting college business."

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

For some years now, the Facilities Management & Planning Department has been aware that certain types of spaces e.g. offices, examination rooms, need to provide visual and aural privacy for students and staff. The construction of the envelopes surrounding these spaces has been tailored to provide a reasonable level of visual and aural privacy.

The Facilities Management & Planning Department has completed two major projects since last year: the Health Clinic and a suite of new offices for the Business Department. Both of these projects contain various types of rooms that provide visual and aural privacy for the occupants.

The college environment is welcoming and accepting to all learners.

Lane has holistic student services that support a diverse student body. The Women's Program provides a Women's Center with services focused for the needs of women students, an instructional program for women in transition, a bridge program for Spanish speaking women, a program to help students explore non traditional careers, and educational events and speakers on women's and gender issues. The Multicultural Center provides programs, support and services including a Native American student program, African American student program, a developing Chicano/Latino student program, international student programs and Rites of Passage. The Counseling department has developed a statement valuing diversity that is posted prominently in the counseling and advising area. The college has also offered Spanish classes for classified staff to increase staff ability to effectively serve the growing Spanish speaking population. The diversity coordinator has offered a program of training for staff to increase knowledge and competence in addressing diversity issues.

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

The college's website and publications very clearly describe what may be expected from the services offered at the college.

- All statements and representations are clear, factually accurate, and current.
- Catalogs and other official publications are readily available (also on the web) and accurately depict:
    a. institutional mission and goals;
    b. entrance requirements and procedures;
    c. information about programs and courses;
    d. degree and program completion requirements, including length of time required to obtain a degree or certification of completion;
    e. faculty (full-time and part-time listed separately) with degrees held and the conferring institution;
    f. institutional facilities readily available for educational use;
    g. rules and regulations for conduct;
    h. tuition, fees, and other program costs;
    i. opportunities and requirements for financial aid;
    j. policies and procedures for refunding fees and charges to students who withdraw from enrollment; and
    k. academic calendar.

- The college provides information on career opportunities, clearly and consistently. The college also provides information on national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered

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

The college publishes an anti discrimination and harassment statement and avenues to address complaints in the catalogue, each quarterly class schedule and in the student planner. All harassment, discrimination, ADA and student complaint policies and procedures are also available through the college website in English and Spanish. Forms are available to be downloaded and contacts are listed to assist with complaints. In Fall 2005, the college published a revised "You are Protected" poster with information about college policies, the names and contact information for the college staff responsible for the policies and procedures, and a list of contact people who can assist with both informal and formal complaints. The Office of Instruction and Student Services has staff assigned as Judicial Advisors to investigate and resolve general student complaints.

Student complaint data so far for 2005/2006 (July 1st 2005 – May 22nd 2006) is as follows:
Student complaints:
Thirty seven (37) formal student complaints were received by OISS. Sixteen were filed against managers, fifteen against faculty, two against classified staff, and four against other students. Issues included complaints about the college refund or other policies, exceptions to the refund policy that were referred to the student complaint process, disputes about student debt, classroom issues such as alleged unfair treatment, a complaint about the hanging of the American flag, one about the conduct of the ASLCC elections, and two complaints of student to student harassment. Twenty nine of the complaints were resolved and closed, including both of the harassment complaints which were upheld and appropriate consequences assessed. Eight complaints are currently open and in process.
IOSS logged forty four (44) informal complaints. Content varied from refund policies, past due bills, classroom issues both with faculty and other students, complaints about services or policies and the content of a display in the Library. All informal complaints were referred to division/department managers, appropriate support staff, or followed up by the Judicial Advisor Coordinator for resolution.

Harassment complaints:
No formal harassment complaints were filed by students.
Twenty (20) informal harassment or hostile environment problems were reported.
Eighteen (18) were sexual or gender based harassment issues – eleven were student to student problems, four were reported issues with faculty and three were issues that involved classified staff. Problems included inappropriate and offensive comments, intimidating gender based behavior, stalking, inappropriate touching, unwanted sexual attention, and unwanted contact. Four cases involved assault that had happened off campus and continued unwanted contact followed the students onto campus. One issue is in process, the rest were resolved through coaching, support and referral, or intervention.
Two (2) incidents of racial harassment were reported. One involved students intimidating other students and was resolved through a classroom intervention. In the other incident an unknown

person accosted and spat on a student while she was leaving an LTD bus. This incident was reported to LTD, and the college responded with a public statement by the president and individual support for the student.

Disability issues:
No formal ADA complaints were filed by students. Two issues were resolved informally. Both involved providing appropriate accommodations.

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

The college strives to make adequate provision for the safety and security of learners.

The mission of Public Safety is to

- o Provide a safe educational environment

- o Prosper informative, educational and cogent public safety services

- o Promote holistic safety and security awareness

- o Detect, alert and respond to emergency situations

- o Integrate public safety services in the learning experience.

Public safety officers are on campus 24 hours a day, every day. The emergency extension for all emergency calls is publicized and easy to remember: 5555. Public Safety also provides other non-emergency services free of charge, including collecting lost and found items and performing security checks.

The college currently employs eight Public Safety Officers plus time-sheet officers and provides coverage on the main campus 24 hours per day, seven days a week. These officers also provide limited coverage at the Downtown Center facility. The college possesses an emergency plan to guide faculty, staff and students in an orderly fashion through various kinds of unusual or dangerous occurrences at the college. The college Safety Committee, representing all employee groups is currently focusing on updating the emergency notification system.

Information concerning student safety is published and widely distributed, including an incident report in the *Torch*, the student newspaper. Lane has a low crime rate (see Standard 8). Policies and procedures for dealing with security issues are described on COPPS, including how to deal with crime reporting, substance abuse prevention, and building access. The Women's Center and the Counseling Department also provide services and assistance for domestic violence and sexual assault victims. The department is adding to campus security through installing cameras in the parking lots.

Statistics on incidents reported to Public Safety and violations that resulted in citations for 2005-2006 are as follows:

Incidents		
July 1, 2005 to June 30, 2006		
Offense	ORS	Total
Burglary II	164.215	6
Code of Conduct - General Violation		2
Criminal Mischief I	164.365	1
Criminal Mischief II	164.354	3
Criminal Mischief III	164.345	3
Disorderly Conduct	166.025	2
Driving While Suspended - Violation	811.175	3
Elude - Public Safety Officer	811.540	1
Fail to Obey - College Official		1
Forgery II	165.007	2
Graffiti	164.383	22
Hit and Run - Non-Injury	811.700	4
Information - Non-Criminal		18
Medical Assistance		4
Motor Vehicle Accident - Non-Injury		2
No Valid Operators License	807.010	3
Outside Agency Assist		1
Possession Controlled Substance	475.995	1
Suspicious Condition(s)		2
Suspicious Person(s)		2
Theft I	164.055	7
Theft II	164.045	12
Theft III	164.043	6
Unauthorized Use of Vehicle - Including Recovery	164.173	4
Unlawful Entry into Vehicle	164.272	3
		129

Citation Totals By Violation

July 1, 2005 to June 30, 2006

Type	Violation	ORS	Total
Code of Conduct	Assault Public Safety Officer	163.280	1
Code of Conduct	Disorderly Conduct	166.025	1
Code of Conduct	Fail to Obey - College Official	341.300	4
Code of Conduct	False Information	162.385	1
Code of Conduct	Forgery II	165.007	1
Parking	Abandoned Vehicle	811.555	2
Parking	Disable Parking - Fail to Display	811.615	40
Parking	Disable Parking - Improper Use	811.630	4
Parking	Overtime Parking	811.555	108
Parking	Parked at Yellow Curb	811.555	16
Parking	Parked in "No Parking Area"	811.555	18
Parking	Parked in a Fire Zone	811.555	20
Parking	Parked in Authorized Vehicle Only Space	811.555	35
Parking	Parked in Motorcycle Space	811.555	13
Parking	Parked in Tow Zone	811.555	5
Parking	Parked Obstructing Pedestrian Way	811.555	31
Parking	Parked Obstructing Roadway	811.555	6
Parking	Parked on Landscape	811.555	29
Parking	Parked Over Yellow Line - 2 spaces	811.555	22
Parking	Parked Wrong Way	811.555	19
Parking	Permit Parking - Fail to Display	811.555	91
Parking	Permit Parking - Fail to Display (Ramp)	811.555	13
Traffic	Careless Driving	811.135	8
Traffic	Drive in Safety Zone	811.445	1
Traffic	DWS-Felony	811.182	1
Traffic	DWS-Violation	811.175	19
Traffic	Elude	811.540	6
Traffic	Fail to Carry/Present DL	807.570	4
Traffic	Fail to Maintain Single Lane	811.370	12
Traffic	Fail to Obey - Traffic Control Device	811.265	107
Traffic	Fail to Register - Vehicle	803.300	5

Traffic	Fail to Use Safety Belt	811.210	3
Traffic	Fail to Yield - Emergency Vehicle	811.145	3
Traffic	Follow Too Close	811.485	1
Traffic	Hit and Run - Non Injury	811.705	1
Traffic	Improper Driving		3
Traffic	No Valid Operator's License	807.010	6
Traffic	Reckless Driving	811.140	1
Traffic	Uninsured Motorist	806.010	24
Traffic	Unsafe Lane Change	811.375	1
Traffic	Violation Basic Rule	811.100	20
Traffic	Wrong Way Driver	811.270	7
			711

Crime statistics reported in compliance with the Clery Act are available at
http://www.lanecc.edu/psd/cleryreport2005.htm

<div align="center">**Section II--Supplemental Data**</div>

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 2004-05, 200-250 eligible students per term were provided services and accommodations through Disability Services (an estimated unduplicated count of 500-700 for the year). At the end of that school year, another 293 additional students were still pending at some stage of the eligibility process. Another 150 students had been assisted through the eligibility process but did not receive accommodations (either they were not eligible, did not complete the process, or never requested services). Additionally, Disability Services contact totals for 04-05 included 7530 in-person services and 3557 phone calls received by the front desk.

During 2004-05, Disability Services analyzed and revised many of its systems for providing services and accommodations to students with disabilities. Most of those revisions and updates in procedures and communication are already being implemented during 2005-06. These continuous assessments are an important way for Lane to assure that the latest innovations and most effective, collaborative methods are used to accommodate students in timely, efficient and appropriate ways.

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 that they can demonstrate their ability to successfully complete course objectives. During 2004-05, typical accommodations and services included:
- Assistive Technology (hardware, software, equipment)

- Alternative Format for classroom materials (text on tape, enlarged print, electronic format, Braille materials, copies of overhead transparencies)
- Classroom/Lab Accommodations (adjustable tables, ergo chairs, specialized keyboards, large screen monitors)
- Classroom/Lab Aide
- Computer-Assisted Notetaking/Computer-Based Collaborative Notetaking
- Curriculum/Academic Adjustments
- Interpreter (American Sign Language)
- Locker through DS
- Magnification Devices
- Movement/Breaks during tests/class
- Notetaking (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 winter term 2006, Lane and OSU signed a dual enrollment partnership agreement. Like the program that was implemented in 2001 between Lane and the UO, 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 2004-05 academic year, 29,868 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 2004-05 academic year
- students completed 93% of the sections in which they were enrolled at the end of the second week of the term
- 82.5% of the grades awarded for completed courses were passing grades (A, B, C or Pass)

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. The summary of responses to the spring 2004 survey below compare findings from Lane students with findings from all Oregon community college students who responded to the survey (NOTE: this survey is currently being conducted at Lane and in other Oregon community colleges):

Students were "Very satisfied" or "Satisfied" with:	Lane	All Oregon
• 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:		
• 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)

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. Members of the Success and Goal Attainment (SAGA) group have been discussing Lane's CCSSE results with various college groups and governance councils. SAGA members continue to review best practices related to student retention and the CCSSE results contribute to developing and guiding initiatives designed to enhance student success at Lane.

Student Focus Groups:

The Vice President for Instruction & Students Services conducted eight student focus groups, consisting of a total of 59 students, during Spring 2004 to inquire about their learning experiences at Lane. The students were asked the following two questions:

What has enhanced your learning experience at Lane?
What have been the barriers/impediments to your learning experience at Lane?

The student comments were captured for both questions and organized thematically.

Students were pleased with:
- The quality of instruction they received and the selection of courses. Student felt that the instructors made time for them and were flexible and understanding.
- That there was a lot of technology and equipment available to them.

- There are a lot of services available to student to help them be successful and engaged. They specifically mentioned the value of the math and science resource centers, the library, student government and student unions, the multicultural centers, tutoring, testing and counseling, the Women's Center, the Health Center, Disability Services, TRiO, and Financial Aid.
- The climate of the campus and appreciated the administration's efforts to create a respectful and diverse environment. This included the involvement of students in the governance system, the positive communication with students, and the appropriately "hands-off" position that administration takes with student organizations.

Students expressed concerns in a variety of areas and this information has been categorized under six headers:
- Instruction-Analyzed by managers across campus with focus by professional-technical division managers.
- Student Services-Analyzed by Student Services Directors and staff in the respective units.
- Technology-Analyzed by the IT department.
- Campus Climate- Analyzed by staff working on student complaint issues.
- Administration-Analyzed by the Executive Team and staff in the respective units.
- Operations- Analyzed by College Operations managers.

The analysis led to a variety of appropriate interventions.
Some examples of interventions:
Example 1: Concerns about the price and quality of food in the cafeteria led to the hiring of a new Food and Beverage Manager to improve the overall quality, selection and pricing of the food served in the cafeteria.
Example 2: Concerns about lack of information early in students' Lane experience is being addressed by the addition of a 42" monitor in the lobby of Building 1 that will show a PowerPoint presentation with information about available services.