Report to the Board of Education on Board Policy A.020
Treatment of Learners
June 13, 2007

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 annual 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, Lane's 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 and accessible from Lane's Homepage. A Student Planner that supplements rather than repeats catalog information has garnered positive student and staff feedback. A comprehensive college-wide curriculum review precedes the annual update to the college catalog.

The 2006-07 Lane catalog included nearly all the information required for compliance with accreditation standard 3.B.5: 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. The core values were printed on the outside back cover of the catalog, but Lane's mission was inadvertently excluded. Lane's vision, mission and strategic directions will return to the inside front cover of the soon-to-be published 2007-08 catalog.

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 Aspire which is 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 at these events.

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.

Staff in Enrollment Services' are extremely mindful of this requirement and work carefully with each revision of the on-line admission process to insure we only request information pertinent to admission. As an example, when a student applies to be a credit student on-line we mark some items mandatory while the preponderance of items are not. We were asked recently to make gender a required field to support the locker room assignment process, but elected not to because of the Board of Education Admissions policy requiring equity in admissions which specifically addresses gender equality.

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 access to student data with a secured and confidential student-created pin to ExpressLane.
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 five ways: mail, fax, locked drop box, in person and via the Web. 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 needing 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 working 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."

Safeguards are in place to secure paper and electronic student records. 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 and after four years of using the Banner software finally developed a secure method by which they could find this. Students enter in their name and date of birth and the e-mail address they have on file in ExpressLane and an e-mail is sent to only the matching e-mail address in Banner. The Director of Enrollment Services/Registrar attends regional and national training to stay current on the Family Educational Rights and Privacy Act and takes steps to keep all campus personnel up to date on the law.

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

Facilities Management & Planning Department is aware that certain types of spaces (e.g. offices and examination rooms), need visual and aural privacy for students and staff. Typically, construction of the envelopes surrounding these types of spaces is tailored to provide a reasonable level of visual and aural privacy. Facilities Management and Planning often processes requests for space needs such as offices. The process often results in a recommended space assignment. Occasionally, these needs are requested in the context of privacy.

For example, recently Facilities Management & Planning was involved in assignment of space to departments who needed more privacy. The Human Resources office area is comprised of open landscapes and furniture and partitions that form cubicle style offices. The configuration makes meeting in private difficult. A vacant office space in a more private location was assigned to Human Resources so that confidential meetings could occur. In the Food Services area, instructors' offices were located in an open space in the food storage area. Space was assigned in the vacated Health Clinic area adjacent to Food Services. The assignment made it possible for the instructors to have private office space.

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.

Lane's core values and strategic directions support diversity. Lane's core values state that Lane will

- Welcome, value and promote diversity among staff, students and our community

- Cultivate a respectful, inclusive and accessible working and learning environment

- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community

- Develop capacity to understand issues of difference, power and privilege

In addition a college strategic direction is to:
Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

These core values are implemented in a variety of ways. The college has a Diversity Council charged with recommending diversity related policies and planning to the College Council. In addition both the Student Affairs Plan and the Learning Plan emphasize student engagement, success and retention and the Learning Plan has a major goal of enhancing the learning environment. Lane also 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.

SAGA., the Success and Goal Attainment Committee is an across-campus team formed to promote and support systematic efforts to improve retention and increase success through engaging students in learning. SAGA works to: determine criteria and target areas for success and retention efforts through an inclusive process and consistent with the College's mission and goals. It emphasizes the understanding of barriers to success and retention from both a student point of view and a faculty/staff point of view, in addition to gleaning best practices from the literature on student success, retention, and related areas.

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

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

- All statements and representations are clear, factually accurate, and current.
- Official publications are readily available (also on the web) and accurately depict:
    a. enrollment requirements and procedures;
    b. information about programs and courses;
    c. degree and program completion requirements, including length of time required to obtain a degree or certification of completion;
    d. faculty (full-time and part-time listed separately) with degrees held and the conferring institution;
    e. institutional facilities readily available for educational use;
    f. rules and regulations for conduct;
    g. tuition, fees, and other program costs;
    h. opportunities and requirements for financial aid;
    i. policies and procedures for refunding fees and charges to students who withdraw from enrollment;
    j. institutional core values; 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 catalog, in Aspire magazine each quarter, 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. There is a "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 posted throughout campus. The Office of Instruction and Student Services has staff assigned as Judicial Advisors to investigate and resolve general student complaints.

Student complaint data for 2006/2007 (July 1, 2006 – May 16, 2007) is as follows:

Student complaints:
Twenty nine formal student complaints were received by the Office of Instruction and Student Services (OISS). Eight were filed against managers or departments, fifteen against faculty, five

against classified staff, and one against another student. Issues included complaints about college policies, exceptions to the refund policy that were referred to the student complaint process, classroom issues such as alleged unfair treatment, a complaint disputing the student's removal from a career technical program, complaints about staff behavior or services, and one complaint of alleged alteration of student information by another student. Seventeen of the complaints were either mutually resolved or dismissed, seven were upheld, and five are currently open and in process.

OISS logged forty informal complaints. 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.
Ten informal harassment or hostile environment problems were reported.
Nine were sexual or gender based issues. Seven were student to student problems, one was a reported issue with faculty and one was an issue involving a community presenter. Problems included inappropriate and offensive comments, intimidating or harassing gender based behavior, stalking, unwanted sexual attention, and inappropriate use of the computer. All issues have been resolved through coaching, support and referral, or intervention.

One incident of racial harassment was reported. This involved students engaging in racial name calling and harassing behavior towards another student in a career technical program. It was resolved through classroom intervention working with faculty and staff to eliminate the incidents.

Disability issues:
Two formal ADA complaints were filed by students. One was dismissed as having no basis and one is open and in process. Both involved allegations of failure to provide appropriate accommodations. Two informal complaints of lack of accommodations were resolved through staff advocacy.

Treatment of Learners Report Data for ALL Student Complaints								
Academic Year	Formal Student Complaints	Informal Student Complaints	Formal Harrassment		Informal Harrassment		ADA Formal	ADA Informal
			Sexual	Racial	Sexual	Racial		
2003 (7/1/02 - 6/30/03)	41	N/A	1	1	4	1	0	2
2005 (7/1/04 - 5/24/05)	44	91	0	0	7	1	0	0
2006 (7/1/05 - 5/22/06)	37	44	0	0	18	2	0	2
2007 (7/1/06 - 5/16/07)	29	40	0	0	9	1	2	2

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. 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.

Note: Citation and incident statistics include data for both staff and students

Citation Totals By Violation			
July 1, 2006 to June 30, 2007			
Type	Violation	ORS	Total
Code of Conduct	Code of Conduct - General	341.300	1
Code of Conduct	Harassment	166.065	1
Code of Conduct	Minor in Possession - Tobacco	167.400	1
Code of Conduct	Obstructing Government	162.235	1
Code of Conduct	Possession Controlled Substance	475.995	1
Code of Conduct	Stalking	163.732	1
Code of Conduct	Theft II	164.045	1
Parking	Abandoned Vehicle (Over 72 hours)	811.555	1
Parking	Disable Parking - Fail to Display	811.615	29
Parking	Disable Parking - Improper Use	811.630	3
Parking	Over Yellow Line (2-Spaces)	811.555	5
Parking	Overtime Parking	811.555	40
Parking	Parked at Yellow Curb	811.555	13
Parking	Parked in Authorized Vehicle Only Space	811.555	21
Parking	Parked in Fire Zone	811.555	7
Parking	Parked in Motorcycle Space	811.555	2
Parking	Parked in No Parking Area	811.555	2
Parking	Parked Obstructing Pedestrian Way	811.555	14
Parking	Parked Obstructing Roadway	811.555	10
Parking	Parked on Landscape	811.555	14
Parking	Permit Parking - Fail to Display	811.555	50
Parking	Permit Parking (Ramp) - Fail to Display	811.555	3
Traffic	Careless Driving	811.135	4
Traffic	Driving in Safety Zone	811.030	1

Traffic	Driving Wrong Way in One Way	811.270	3
Traffic	DWS-Violation	811.175	3
Traffic	Elude	811.540	3
Traffic	Fail to Carry/Present DL	807.570	3
Traffic	Fail to Maintain Single Lane	811.370	3
Traffic	Fail to Obey Traffic Control Device [Stop Sign]	811.265	20
Traffic	Fail to Use Safety Belt	811.210	2
Traffic	Failure to Renew/Register Vehicle	803.300	1
Traffic	No Valid Operator's License	807.010	3
Traffic	Reckless Driving	811.140	2
Traffic	Uninsured Motorist	806.010	5
Traffic	Violation Basic Rule	811.100	4
			278

NOTE: Does not include Lane County Sheriff or Oregon State Police activity.

Incidents		
July 1, 2006 to June 30, 2007		
Offense	ORS	Total
Assault II	163.175	1
Assault IV	164.16	1
Assist Outside Agency		3
Burglary II	164.215	6
Child Neglect II	163.545	1
Code of Conduct - General	341.3	3
Criminal Mischief II	164.354	5
Criminal Mischief III	164.345	3
Disorderly Conduct	166.025	2
DWS-Violation	811.175	2
Elude	811.54	2
General Information Report		9
Graffiti	164.383	25
Harassment	166.065	4
Hit and Run - Non Injury		5

Lost or Mislaid Property		1
Medical Assistance		1
Minor in Possession - Tobacco	167.4	1
Misuse of Campus Resources	341.3	1
MVA Non-Injury		2
No Valid Operator's License	807.01	2
Possession Control Substance	475.995	3
Public Intoxication	341.3	1
Stalking	163.732	2
Suspicious Conditions		2
Suspicious Person(s)		3
Theft I	164.055	4
Theft II	164.045	13
Theft III	164.043	4
Unauthorized Use of Vehicle - Including Recovery	164.173	5
Unlawful Entry into Vehicle	164.272	5
Warrant Service		4
		126

Crime statistics for Lane Community College can be obtained through **US Department of Education**. It will also provide you with access to crime statistics for all colleges and universities in the country.

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 2005-06, between 200 and 250 eligible students per term were provided services and accommodations through Disability Services and an unduplicated count of 545 students were served for the year. Additionally, Disability Services contact totals for 2005-06 included 7,878 in-person services and 3,232 phone calls received by the front desk.

During 2005-06, 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 2005-06, typical accommodations and services included:
- Assistive Technology (hardware, software, equipment)
- Alternative Format (Enlargements, Audio/Text Format, Braille) for textbooks, packets and classroom materials

- 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). Following are findings from the most recent Follow-Up Survey:

- 75% of the students reported they "Very much" achieved their goals at Lane.
- 88% of employed former career technical students reported Lane courses were "Very relevant" or "Relevant."
- 75% of former transfer students reported 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 meet changing needs in the workplace. We work closely with four-year schools to ensure a seamless transition for Lane students going on to earn a four-year degree.   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.

During the 2005-06 academic year, 36,089 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 2005-06 academic year
- students completed 91% of the sections in which they were enrolled at the end of the second week of the term
- 83% of the grades awarded for completed courses were passing grades (A, B, C or Pass).

American College Testing (ACT) Student Opinion Survey – Northwest Edition
When asked to indicate their level of satisfaction with some key indicators of campus climate on the spring 2206 ACT Student Opinion Survey, Lane students reported substantially higher levels of satisfaction compared to responses from all Oregon community college students:

Students were "Very satisfied" or "Satisfied" with:	Lane	All Oregon
• the college in general	83%	66%
• the concern shown for him/her as an individual.	57%	50%
• personal safety/security.	64%	57%
• ethnic/racial harmony.	69%	58%

Students were "Very satisfied" or "Satisfied" with:		
• the attitude of college non-teaching staff toward students.	62%	53%
• the attitude of teaching staff towards students.	87%	70%
• the student voice in college policies (46% were neutral).	40%	37%

The ACT Student Opinion Survey (Northwest Edition) has been conducted biennially in all Oregon community colleges since 1996. It is administered in a random sample of credit course 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 2006 survey above compares findings from Lane students with findings from all Oregon community college students who responded to the survey.

American College Testing (ACT) Student Opinion Survey – Lane's Additional Questions
Lane students were asked their opinions about Lane's general college environment and about the environment created in classrooms. Students' responses are evidence of the importance Lane attributes to providing a welcoming and accepting environment for all students:

Students "Strongly Agree" or "Agree" that:
• The general college environment is welcoming and accepting to all students, regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation …………………………….………………………..……   96%

Students "Strongly Agree" or "Agree" that:
• Instructors strive to create a classroom environment that is comfortable and fair to all students, regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation ………………………………..……   98%

For each ACT Student Opinion Survey (NW Edition), Lane staff develop questions addressing Lane-specific services and issues. The findings reported in this section are from several questions used with the 2006 survey that was administered in a random sample of credit course sections offered on Lane's main campus. Findings are representative of opinions and perceptions of Lane credit students.

NOTE: Percents reported for each question of the ACT Student Opinion Survey are based on students who responded to the question – i.e., students who left the question blank were not included in the percent calculation.

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 working with Lane's CCSSE results in discussions about student success at Lane and to design and implement initiatives to enhance student success.

Student Focus Groups:

During spring term 2006, the Vice President for Instruction & Students Services conducted eight student focus groups to inquire about students' learning experiences at Lane. A total of 53 students participated in these events. The students were asked the following two questions: *What has enhanced your learning experience at Lane? And, what have been the barriers/impediments to your learning experience at Lane?* These questions were posed to elicit a wide range of student comments. The student comments were captured for both questions and organized thematically.

Students were pleased with:

- Their instructional experience at Lane. They felt that instructors were professional, engaged, knowledgeable, and made time for them individually. They also felt that instructors were flexible and understanding; especially when personal situations affected the student. Students felt that the variety in methods and modalities of teaching and curriculum were helpful. Students also acknowledged that staff was critical to their learning experience stating "they are the backbone of the programs".

- The availability of technology and equipment and that it was mostly up-to-date.

- The availability of various forms of services to students to help them be successful and feel engaged. They specifically mentioned the following areas:

  - Students felt the childcare programs are critical to their success. It creates a sense of community and support for each parent, a physical space for the children that is safe, and professional staff who coach and develop parenting skills while providing the best care and developmental opportunities for the children.

  - Students appreciated that ability to register and pay online.

  - Students thought that the advising staff was really good; complete, knowledgeable and easy to contact.

- Support provided for them to transition from high school to college. They also said that for non-traditional students, Lane is welcoming and that the processes provide an opportunity to become acclimated.

- The accessibility on campus and there are lots of places around campus for students to study.

- Their participation in the governance system. They also felt that the cost was still reasonable and they "get a lot for what [they] pay".

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. For example, student concerns about inconsistent information provided by counselors and advisors has resulted in the development of an expanded orientation program.