Report to the Board of Education on Board Policy A.020
Treatment of Learners
June 11, 2008

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.

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 present 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's catalog included 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; and athletics.

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, some of this information has been 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, KLCC, 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 the requirement to "avoid eliciting information for which there is no clear necessity" 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 on-line to be a credit student, some items are marked 'mandatory' while the preponderance of items are not marked as required. We work hand-in-hand with Institutional Research, Assessment and Planning to make sure that we are collecting information necessary to support required reporting and to be able to track students appropriately.

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

A recent review of practices within the college for collecting, reviewing, transmitting, and storing student information found there are protections in place to guard against improper access to confidential learner/customer information. We must follow regulations set in 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. Enrollment Services staff are knowledgeable of these laws and they work with instructional staff to address issues that may cause the college to be out of compliance. Staff will continue to be trained in relevant laws and procedures required for compliance.

The following excerpt from the Lane's 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 so individuals can easily review those guidelines.

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."

A variety of safeguards are in place to secure paper and electronic student records and Enrollment Services protects, with great care, systems that enable individuals to access data and information. A key safeguard for electronic access through ExpressLane is a secured and confidential student-created pin. After nearly five years of using the Banner software, we now have the ability for students and staff to use a secure means to look up their "L" number. Individuals can enter their name, date of birth and the e-mail address they have on file in ExpressLane and an e-mail message is sent only to 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.

Many practices and procedures have been established to ensure student information is protected. Following are some examples:

a. Mandated student, enrollment and course data are sent to the Oregon Department of Community Colleges & Workforce Development electronically via secure file transport protocol (i.e., ftp).
b. Providing a social security number at Lane is voluntary. Social security numbers are used for only in a few special situations (e.g., to the IRS for 1098-T reporting and is required for students seeking Federal Financial Aid). The college no longer uses social security numbers as the student identification number but rather assigns students an 'L' number as their student ID number.
c. A confidential, student-created, pin provides another level of security for accessing student data through ExpressLane.
d. A Records Retention Schedule guides retention of confidential records.
e. A procedure exists to guide the release of student information
f. Access and confirmation policies are maintained on Archives web pages.
g. Procedure dealing with the destruction of records is followed and ensures necessary protection of data.
h. Appropriate controls are in place for accessing data bases.
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. Protocol designed to protect student identify is followed for the posting of test scores and grades.

l. 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 Enrollment Services. The locked drop box is emptied multiple times throughout the day, and the paperwork carried directly into the secure area. The in-person paperwork is collected in a secure area behind the Enrollment Services counter and is retrieved at least once per day and taken to the secure area inside Enrollment Services.

m. Lane receives electronic student data 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 supported and maintained by Information Technology 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 Enrollment Services that is accessible only to the staff working inside the Enrollment Services area. Access to the entire area is restricted during the day by a keypad locking system.

o. The Financial Aid computer system is controlled by a user-specific security system.

p. Grades are entered through the web.

q. Students determine whether their "directory information" can be released for use inside and outside the college.

r. The Health Clinic and Disability Services shred all materials not being retained that include personally identifiable material.

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, 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, which made it possible for the instructors to have private office space.

Another example of accommodations made to ensure reasonable levels of privacy includes the remodel of the medical clinic patient rooms and offices to provide confidentiality and quiet pleasing treatment facility spaces. The business office area in building two was also remodeled to provide acoustically pleasing levels of privacy for faculty and business counselors. Each of these remodel projects were designed to meet the acoustical challenges of each facility space use.

Facilities provide a reasonable level of indoor environmental quality.

Facilities Management & Planning Department is aware that the indoor environments of offices, classrooms, labs, assembly areas, conference rooms, and other areas need to be safe, healthy, and comfortable spaces in which to teach and learn. Typically, construction of new and/or remodeled rooms features materials and finishes that preclude the establishment of harmful bacteria, fungus, mold, and various other biological growths. Environmental air quality includes maintaining fresh air treatment and introduction into the buildings, providing state of the art air temperature controls, and providing adequate air movement and filtration. Through the establishment of regularly scheduled air quality monitoring and testing, interior standards are maintained at or above current OSHA and ASHREA standards. During the past year, environmental testing was performed in the downtown center and in buildings 7, 13, 17, 19, and 24. Action plans were developed for each building whenever biological growths were identified. These action plans included remodeling custodial closets, repairing roof leaks, replacing damaged ceiling tiles, painting shelving surfaces, and cleaning and disinfecting carpeting. All air handling system filters were replaced in all buildings on the main campus as part of the regular maintenance of these systems. As part of the ongoing environmental monitoring program, each year several buildings will be tested to ensure high air quality environmental standards are maintained.

The physical sensitivities of people to temperature and bacteria differ considerably and every 40 year old institution has some rooms that challenge some sensitive people. When a room is reported to have an environmental quality problem, the Facilities Management & Planning Department acts promptly to vacate the space, identify the problem and remedy the known causes. The room can be reoccupied only after these steps have been completed.

In some cases, portable high efficiency particulate arresting filtration units were purchased and installed in offices occupied by those with hyper-allergenic environmental air sensitivities. These units have direct digital sensors that control the fan speed directly to maintain the highest quality air filtration and treatment possible.

The college environment is welcoming and accepting to all learners.

A Native American Longhouse is now under construction and scheduled to be completed within the next year if the final fund raising drive is successful. When finished, the Longhouse will provide a welcoming place for the instruction of Native American languages and history, as well as a home for cultural events throughout the year.

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 program. The Counseling department has developed a statement valuing diversity that is posted prominently in the counseling and advising area.

The Success and Goal Attainment Committee (SAGA) 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. the 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 maintains a written statement of <u>Student Rights and Responsibilities</u>. This document outlines the essential provisions for academic freedom and guides students in becoming responsible participants in the college community. Lane also maintains a written <u>Student Code of Conduct</u>. This document describes conduct interfering with the responsibilities and obligations of the college. It also outlines the penalties imposed for prohibited conduct and explains the procedural due process for alleged student violations and the protection of student rights.

The college also publishes an anti-discrimination and harassment statement and the 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 assigns staff as Judicial Advisors to investigate and resolve general student complaints. Students have the right to appeal complaint findings to the Associate Vice President of Student Services.

Student complaint data for 2007/2008 (July 1, 2007 – April 29, 2008) is as follows:

Student complaints:
Twenty six formal student complaints were received by the Office of Instruction and Student Services (OISS). Eight were filed against managers, services or departments, fifteen against faculty, two against classified staff, and one against another student. Issues included complaints about college processes or policies, exceptions to the refund policy that were referred to the student complaint process, classroom issues such as alleged unfair treatment, and complaints about staff behavior or services. One student alleged harassment by another student , and one student alleged racial discrimination in a department process.   Nine of the complaints were

mutually resolved, three were upheld, seven were found to have no basis, and seven are currently open and in process.

OISS logged fourteen informal student complaints. All informal complaints were referred to division/department managers, appropriate support staff, or the Interim Associate Vice President for Student Services for resolution. Six additional informal complaints were resolved by a staff contact person.

Harassment complaints:
One formal sexual harassment complaint alleging inappropriate touching was filed by a student. The student's complaint was founded and appropriate remedies applied.   Nine informal harassment or hostile environment problems were reported. Seven were sexual or gender based issues. Five were reported issues with instructors and two were student to student harassment. Problems included inappropriate and offensive comments, unwanted contact and unwanted and inappropriate touching. All issues were resolved through coaching, staff training or staff intervention. One informal complaint moved to the formal process.

Two incidents of racial harassment were reported through the informal process. One incident involved staff from a community agency and was resolved through that agency. One involves alleged disparate classroom treatment and is in process of resolution through the division chair.

Disability issues:
No formal ADA complaints were filed by students.
Three informal problems reported by students were resolved by Disability Services staff.

Treatment of Learners Report Data for ALL Student Complaints								
Academic Year	Formal Student Complaints	Informal Student Complaints	Formal Harassment		Informal Harassment		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
2008 (7/1/07 – 4/29/08	26	20	1	0	7	2	0	3

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 – x5555. 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.

The college has formed a threat assessment team consisting of the Director of Public Safety, the Associate Vice President for Student Services, the Executive Director of Human Resources and the Director of Counseling to provide a coordinated campus approach to assessing the threat posed by individuals on campus and to coordinate appropriate preventative and corrective action.

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 has added to campus security by installing cameras in the parking lots.

Public Safety Department reports:

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

Citation Totals By Violation			
July 1, 2007 to June 30, 2008			
Type	**Violation**	**ORS**	**Total**
Code of Conduct	General Code of Conduct Violation	341.300	1
Code of Conduct	Harassment	166.065	1
Code of Conduct	Possession of Controlled Substance - Marijuana	475.995	8
Code of Conduct	Theft II (Value between $50 and $750)	164.045	1
Code of Conduct	Unauthorized Use of Vehicle (Including Recovered)	164.173	1
Parking	Abandoned Vehicle (excess of 72 hours)	811.555	1
Parking	Authorized Vehicle Only Space	811.555	14
Parking	Disable Permit - Fail to Display	811.615	27
Parking	Disable Permit - Improper Use	811.630	11
Parking	Overtime Parking (excess of 30 minutes)	811.555	121
Parking	Parked at Yellow Curb	811.555	3
Parking	Parked in Motorcycle Space	811.555	13
Parking	Parked in No Parking Area	811.555	6
Parking	Parked Obstructing Fire Zone	811.555	13
Parking	Parked Obstructing Pedestrian Way	811.555	18
Parking	Parked Obstructing Roadway	811.555	3
Parking	Parked on Landscape	811.555	11
Parking	Parked Over Yellow Line (Two or More Spaces)	811.555	7
Parking	Parked With Left Wheels to Curb	811.555	1
Parking	Permit Parking - Fail to Display	811.555	55
Parking	Permit Parking - Fail to Display (Ramp)	811.555	9
Traffic Violation	Careless Driving	811.135	2
Traffic Violation	Driving in Safety Zone	811.030	5
Traffic Violation	Driving While Suspended - Felony	811.182	1
Traffic Violation	Driving While Suspended - Infraction	811.175	1
Traffic Violation	Driving While Suspended - Misdemeanor	811.182	2
Traffic Violation	Driving While Suspended - Violation	811.175	4
Traffic Violation	Elude	811.540	5
Traffic Violation	Fail to Carry/Present DL	807.570	4
Traffic Violation	Fail to Display/Switch Tags	803.300	5
Traffic Violation	Fail to Maintain Single Lane	811.370	15
Traffic Violation	Fail to Obey Traffic Control Device - Stop Sign	811.265	49
Traffic Violation	Fail to Register/Renew Vehicle	803.300	1
Traffic Violation	Hit and Run - Non Injury		1

Traffic Violation	No Valid Drivers License	807.010	2
Traffic Violation	Reckless Driving	811.140	4
Traffic Violation	Speed Racing	811.125	1
Traffic Violation	Uninsured Motorist	806.010	7
Traffic Violation	Violation Basic Rule (excess of 15 Miles Per Hour)	811.100	12
Traffic Violation	Wrong Way Driver (Wrong Way on One Way)	811.270	7
			453

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

Incident Reports		
July 1, 2007 to June 30, 2008		
Offense	**ORS**	**Total**
Assist Outside Agency		4
Burglary 2 [Theft from a Building]	164.215	5
Code of Conduct - General	341.300	5
College Policy	341.300	2
Criminal Mischief I	164.365	1
Criminal Mischief II	164.354	3
Criminal Trespass II	164.245	2
Disorderly Conduct	166.025	4
Elude	811.540	3
Found Property		1
Graffiti	164.383	23
Harassment	166.065	1
Hit and Run - Non Injury		2
Information - General		14
Information - Protection Order [New Title]		1
Lost / Mislaid Property		1
Medical Assist		4
Misuse of Campus Resources		1
Motor Vehicle Accident - Injury		1
Possession Controlled Substance	475.995	4
Reckless Driving	811.140	3
Sex Offender Contact [New Title]		2
Stalking	163.732	4
Suspicious Conditions		1
Theft I [Value over $750]	164.055	5
Theft II [Value between $ 50 and $750]	164.045	17

Theft III [Value Less than $50]	164.043	7
Trespass II	164.245	2
Unauthorized Use of Vehicle [Includes Recovery]	164.173	3
Unlawful Entry into Vehicle	164.272	10
Warrant Service		2
		138

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

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 provides resources and accommodation support to students in all areas of the college, whether they are taking credit, Adult Basic and Secondary Education, or Continuing Education classes. The number of students served has generally declined over the years and we suspect that this is related in part to budget reductions that have impacted the college's overall enrollment. Additionally, Disability Services has increased efforts to assist students in gaining autonomy to meet their own needs (e.g., making scanning equipment available to students to use on their own). The number of returning students has notably increased since we began collecting this data, which is a potential reflection of the college's and department's retention efforts. The number of graduates who have identified as having a disability has remained approximately the same.

	03-04	04-05	05-06	06-07
Students Served	575	517	545	437
Returning Students	--	125	142	234
Graduates	--	70	88	76

The number of front desk contacts (calls and walk-in traffic) has generally declined over the years as well. During the past year, our hours of availability have been reduced in a budget saving effort, and the sharp reduction in calls and inquiries appears to be directly related to closures during lunch and on Friday afternoons.

	03-04	04-05	05-06	06-07
Front Desk Contacts	12,767	11,087	11,110	8,872

While numbers of students have declined in the past year, the intensity of complex individual services has increased dramatically. This is a reflection of the shift from outmoded methods of accommodations (enlarged print materials and audio cassette recordings) to high technology that involves scanning and editing materials delivered to students via email attachments or loaded onto MP3 players and disks. Braille production has also increased as students with vision disabilities are taking more complex courses (e.g., Music Theory, Algebra, Chemistry, Anthropology, and Anatomy and Physiology). The department continues to streamline services and support in a range of cost-saving ways; which in some ways has been easier to accomplish as technology has become more advanced. It is hoped that as book publishing companies become more compliant with accessibility laws, the college will be able to further reduce expenses for alternate format production.

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. Over the years, 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)
- 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).

The department is currently transitioning in philosophy from a more medical model to a cultural/social model of providing resources and education to students, faculty, staff and community members. This shift in philosophy will be reflected in next year's report.

Student outcomes:

One measure of the treatment of learners relates to whether they achieved their goals and 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 and have left Lane). Following are findings from Lane's Follow-Up Surveys:

Spring term of year that Student Follow-up Survey was conducted	Percent of students who reported they "Very much" achieved their goals at Lane
2007	76%
2004	75%
2002	73%
2001	75%
2000	74%
1999	75%

Spring term of year that Student Follow-up Survey was conducted	Percent of employed former career technical students who reported Lane courses were "Very relevant" or "Relevant"
2007	82%
2004	88%
2002	87%
2001	89%
2000	86%
1999	87%

Spring term of year that Student Follow-up Survey was conducted	Percent of former transfer students who reported Lane prepared them "Very well" or "Well"
2007	84%
2004	75%
2002	80%
2001	81%
2000	81%
1999	82%

While these results are consistent and good, there is still work to be done. We continue to work closely with career-technical program 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 partnership program that was implemented in 2001 between Lane and the UO, the purpose of the program is 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.

Following are college-wide summaries of course completion and student success data for fall, winter and spring terms of the academic year:

Year	Percent of students completing the sections in which they were enrolled at the end of the second week of the term
2006-07	91%
2005-06	91%

Year	Percent of passing grades awarded for completed courses (A, B, C or Pass)
2006-07	82.5%
2005-06	82.6%

American College Testing (ACT) Student Opinion Survey – Northwest Edition
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 following summaries of responses to the survey compare findings on some key indicators of campus climate from Lane students; with findings from all Oregon community college students who responded to the survey. (NOTE: the percentages reported in each table below are based on students who responded to the question – i.e., students who left the question blank were not included in the percent calculation.)

Percent of students who were "Very satisfied" or "Satisfied" with:

"The college in general"	2006	2004	2002	2000	1998	1996
Lane Students	83%	80%	84%	82%	84%	87%
All Oregon community college students	66%	80%	79%	82%	82%	83%

"The concern shown for him/her as an individual"	2006	2004	2002	2000	1998	1996
Lane Students	57%	54%	56%	58%	58%	64%
All Oregon community college students	50%	60%	59%	60%	60%	62%

"Personal security / safety"	2006	2004	2002	2000	1998	1996
Lane Students	64%	68%	67%	67%	67%	69%
All Oregon community college students	57%	70%	68%	68%	68%	67%

"Ethical / racial harmony"	2006	2004	2002	2000	1998	1996
Lane Students	69%	69%	70%	66%	66%	65%
All Oregon community college students	58%	71%	70%	69%	68%	68%

"Attitude of college non-teaching staff toward students"	2006	2004	2002	2000	1998	1996
Lane Students	62%	57%	63%	64%	60%	61%
All Oregon community college students	53%	64%	62%	63%	62%	62%

"Attitude of teaching staff toward students"	2006	2004	2002	2000	1998	1996
Lane Students	87%	84%	86%	85%	88%	85%
All Oregon community college students	70%	84%	85%	85%	85%	85%

"Student voice in college policies"	2006	2004	2002	2000	1998	1996
Lane Students	40%	40%	40%	44%	40%	41%
All Oregon community college students	37%	42%	41%	41%	40%	41%

NOTE: For this question, approximately 45% to 55% of respondents were "neutral" each year for both groups of students.

American College Testing (ACT) Student Opinion Survey – Lane's Additional Questions
For each ACT Student Opinion Survey (NW Edition), Lane staff have also developed questions addressing Lane-specific services and issues. The findings reported in the next section are from several questions administered only to Lane students who were completing the standard NW Edition ACT Student Opinion Survey. Findings are representative of opinions and perceptions of Lane credit students.

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. (NOTE: percents

in each table below are based on students who responded to the question – i.e., students who left the question blank were not included in the percent calculation.)

Percent of students who "Strongly agree" or "Agree" that:

"The general college environment is welcoming and accepting to all students"	2006	2004	2002	2000	1998
Lane Students	96%	96%	97%	96%	82%

"Instructors strive to create a classroom environment that is comfortable and fair to all students"	2006	2004	2002	2000	1998
Lane Students	98%	96%	97%	96%	89%

Community College Survey of Student Engagement (CCSSE):

During winter term 2005, Lane participated for the first time in the Community College Survey of Student Engagement (CCSSE), 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. Findings from that first administration of the CCSSE were instrumental in helping us create classes like First Year Experience that are intended to improve student success and retention. The findings also helped us design new strategies to improve student engagement even before students get to campus. One of the most recent initiatives linked to our CCSSE findings is the Back On Course intervention that serves some of our highest-risk students – those who had financial aid suspended and who, before this program, usually left Lane. Information about the CCSSE, including findings from the 2005 survey are posted at http://www.lanecc.edu/research/ir/2005CCSSE.htm . Lane conducted the CCSSE a second time during winter term 2008. Findings from that study will be available late summer 2008 and will be shared with the college community.

Student focus groups:

During this past academic year, the Office of Instruction and Student Services redesigned the annual focus group process to provide deeper and more focused feedback on specific parts of the students' experience at Lane. The focus group discussions will annually rotate through three distinct parts of the students' experience: (1) The experience of becoming a student, (2) the classroom/instructional experience, and (3) The co-curricular experience. The summary of the focus groups and resulting interventions is in Attachment A.

During spring term 2007, the Vice President for Instruction & Students Services conducted five student focus groups to inquire about the experience of becoming a student at Lane. A total of 31 students participated in these events. The students were asked the following three questions:

1)   What in your early contact with Lane helped you in becoming a successful student?
2)   What in your early contact with Lane created a barrier to you becoming a successful student?
3)   How did the process of becoming a student shape your expectations of what it would be like once you were a student at Lane?

These questions were posed to elicit a wide range of student comments. The student comments were captured for each question and organized thematically.

Students consistently stated that their experience at Lane Community College has been positive. They focused on the personal interactions they had with staff and how those interactions made their transition into college successful.

Students also expressed frustration with the lack of accessibility to, and consistency of, information they were given. They specifically expressed frustration with the long waits to get information and that, depending on where they got information (web, staff, publications), it was often different or conflicting information.

Since most of the early contact students have with Lane is through student service departments, the directors of student service departments were asked to respond to these student concerns. In spite of the fiscal impacts that have reduced budgets and staff in many of the student service departments, faculty and staff in these departments continue to strive to create efficiencies that enable students to smoothly enter Lane, successfully move through their educational experience and be supported in the learning environment. These efforts have, and will continue to include conducting studies and responding with process improvements, increasing technology and front door services, and college website redesign. They will also include focusing the work of the new Student Recruitment and Outreach staff member to assist high school students who are transitioning to Lane, having a student portal to consolidate information, and looking for ways to increase personal service in spite of staff reductions.

Attachment A
2007-08 Student Focus Groups Summary

In the 2006-07 academic year, the Office of Instruction and Student Services redesigned the annual focus group process with the intent of developing a deeper and more focused discussion on specific parts of a student's experience at Lane Community College. In past years, the discussions with students have been general and broad; ranging from general statements of satisfaction with their experience to specific complaints about individual instructors or staff. Although the information gathered provided valuable feedback, it was hard to respond to institutionally. With greater focus on specific parts of the students' experience at Lane, it is possible to respond with meaningful change that addresses student concerns more comprehensively.

The three specific parts on which the annual focus groups will focus are:
      (1)   The experience of becoming a student
      (2)   The student's classroom/instructional experience
      (3)   The student's co-curricular experience

The focus group discussions will rotate through these three parts of the student experience; one part per year on a three year cycle. The feedback received from students during the focus groups, along with other methods used for student feedback, will inform the work of instruction and student services during the following two years.

In the spring of 2007, the students were asked about their experience of becoming a student at Lane Community College. Five focus groups were held consisting of a total of 31 students from various programs across the main campus and the Downtown Center. As part of this process, the students were asked the three following questions:
      1)   What in your early contact with Lane helped you in becoming a successful student?
      2)   What in your early contact with Lane created a barrier to you becoming a successful student?
      3)   How did the process of becoming a student shape your expectations of what it would be like once you were a student at Lane?

Each of these questions focused on the following six departments:

      1) Enrollment Services
      2) Testing
      3) Registration
      4) Financial Aid
      5) Counseling
      6) Advising

Three major themes emerged from the focus groups. There were also themes that were relevant and significant to a particular group that are captured.

**Question 1: What in your early contact with Lane helped you
in becoming a successful student?**

*"Overall, it's been a good experience. The people are here to see me do well.
They are genuine people who helped me feel that I would be successful."*

The students consistently stated that their experience at Lane Community College has been very positive. They said the one-on-one interaction they had with the staff and faculty across campus was a large part of what made coming to Lane Community College a good experience.

Students felt that the staff at Lane were very helpful in making their transition into college. Although some of the processes were difficult to maneuver at times, students reported that often it was a particular staff member who helped them successfully navigate the process that made the overall experience positive.

**Question 2: What in your early contact with Lane created a barrier
to you becoming a successful student?**

1.   Accessibility and Consistency of Information

*"I have been told one thing by one department and 20 minutes later
I have been told something completely different."*

One area of concern for students was the need for accessible and consistent information from across campus. Many students shared their experience of having to wait in line just to be told "I don't know" or that they would need to go to another department.

Students indicated feeling like Lane did not value their time because of the long waits and many stops to get information; that the system was not designed to work within their schedules.

In addition, many students reported that they received conflicting information from different departments. The students were frustrated by the inconsistency of the information they received from Lane's literature, web-site and department personnel. One student mentioned the need for *"a consistent flow of information across all media and departments on campus."*

2.   Service/Program Availability

"What is the counseling department? ...We have a counseling department?"

Although we market Lane's departments and services to our students in numerous ways, comments like the above indicated that a number of students are unaware that some of the departments and services are available to them. This is consistent with their concerns about inconsistency of information. Two examples of students' lack of knowledge focused on the

availability of counseling and new student orientation on campus; both of which are currently in place.

    3.   <u>A lack of a sense of belonging</u>

The students at the Downtown Center (DTC) reported a strong sense of community at the DTC but discussed their frustration in feeling distanced or marginalized from the "main campus." Many of the students at the DTC reported feeling like they did not matter to Lane Community College. These feelings seem to originate from lack of services, such as testing and counseling that the students see as lacking at the DTC.

    4.   <u>Frustration with the registration system</u>

The students in the Health Careers programs reported having a variety of issues with prior credits not articulating smoothly. As a result, students are not able to register for many of their classes without the ongoing assistance of Enrollment Services, the department and/or the instructor. The students did not understand the difficulties; however they did express a high level of frustration in having to correct the same problems over multiple terms.

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**Question 3: How did the process of becoming a student shape
your expectations of what it would be like once you were a student at Lane?**

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"I called to ask some questions. The person who answered took time with me and that set a beautiful foundation for my experience at Lane. I felt supported and encouraged."

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Students repeatedly expressed how the processes they encountered were time consuming or confusing but that often one staff member stepped forward to help the student. It was that personal connection that encouraged the student to persist with the process of enrollment and feel encouraged that (s)he would be successful as a student. Several students reported knowing friends who did not get personal attention and did not end up enrolling at Lane.

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<u>Conclusion</u>

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The 31 students who participated in the 5 focus group session were recruited from a variety of departments, locations and connections to the college including: Continuing Education at the Downtown Center, TRiO, Learning Communities, Health Careers, and ASLCC. Although this is a small sample of students, the themes that emerged are consistent with focus groups from previous years.

It is important to students that they get timely and consistently accurate information. Students continue to want personal contact with staff and when they get it, in spite of some significant level of inconsistent information, they feel that the experience was positive and that they can

persist in the successful completion of their course of study. It is clear that the staff at Lane continue to make the greatest impact on the successful entry to study at Lane.

Interventions:

The Student Service Directors reviewed all of the information provided from the focus group meetings. The summaries are in alignment with the focus of work that Student Service departments have, and continue, to undertake. The Directors and staff are working on continuous redesign and improvements that will systematically address the concerns students expressed about access to services and consistency of information.

In a fiscal environment that has resulted in staff and budget reductions in many areas of Student Services, it is important to acknowledge the impact on students. In spite of these challenges, the Student Service directors, faculty and staff continue to strive to create efficiencies that allow students to smoothly enter Lane, successfully move through their educational experience and be supported in the learning environment.

Access and Consistency of Information/Support:

Student Services has been active in developing ways for <u>all</u> students to get more complete, accurate and consistent information through activities such as:

1. Conducting usability studies on the services in the lobby of the Student Services building that have resulted in planned changes to service delivery.
2. Increasing the use of technology in testing to allow for making online appointments
3. <u>Decreasing</u> the turn around time in financial aid in spite of the complexity of the information
4. Increasing front door services that increase student success such as orientations, group advising, and student financial literacy services.
5. **College website redesign making access to information easier.**

Other areas for development include: (1) Focusing the work of the new Student Recruitment and Outreach staff member on assisting high school students in their transition to Lane, (2) having a student portal that creates one place for consolidated information, and (3) looking for ways to increase the personal service provided in spite of the reductions in staff in recent years.

Health Professions Information/Transition:

The Health Professions programs present a unique challenge for Student Services. In many of the programs, the competition for admission is keen and the pre-requisites are detailed. This can create challenges for students as they prepare their applications and transition into the classes. In order to improve the movement of students into the Health Professions programs, the following actions will be taken:

1. Focus on improving the communication between management and coordinators in Counseling and Health Professions to ease the transition.
2. Create a dialogue between Health Professions and Enrollment Services that will allow a better flow of information.

As we strive to meet our students' needs in tight fiscal times, it is evident that the Student Services directors, faculty and staff continue to provide personal guidance to students that allows them to successfully transition to, and have a positive experience at, Lane Community College.

"The people are here to see me do well.
They are genuine people who helped me feel that I would be successful."