

Report to the Board of Education on Board Policy A.020
Treatment of Learners
June 4, 2009

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 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 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 manager. 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 a \$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 catalog information has garnered positive student and staff feedback. A comprehensive college-wide curriculum review precedes the annual update to the college catalog.

The 2008-09 Lane 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, 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 organizations and services, and athletics.

All courses and programs are reviewed each year by staff in instructional departments prior to publishing 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. That program describes Lane's benefits and shares 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 and Student Financial Services are extremely mindful of the requirement to "avoid eliciting information for which there is no clear necessity." They work carefully with each revision of the on-line and paper 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.

Staff review practices used in collecting, reviewing, transmitting, and storing student information to ensure protections are in place to guard against improper access to confidential learner/customer information. We 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 and Student Financial 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. Significant updates to FERPA were passed by the Department of Education in January of 2009 and the Associate Dean of Student Affairs, Enrollment and Student Financial Services has launched a campus-wide education campaign in the spring of 2009 to ensure that all campus staff understand this federal law.

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 and maintained by Enrollment and Student Financial Services to ensure the security of paper and electronic student records. A key safeguard for electronic access through ExpressLane is a secured and confidential student-created personal identification number. After six years of using the Banner software, we now have the ability for students and staff to use a secure method 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 Associate Dean of Student Affairs, Enrollment and Student Financial Services attends regional and national training to stay current on the Family Educational Rights and Privacy Act and takes steps to keep all campus personnel knowledgeable of 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 electronically to the Oregon Department of Community Colleges & Workforce Development 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. Updates to FERPA require staff to no longer ask for all of any part of a student’s social security number when confirming or releasing student information.
- 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 identity is followed for the posting of test scores and grades.
- l. There are five options for students to submit Financial Aid paper work: mail, fax, locked drop box, in-person, and via the web. The first two methods are delivered inside the secure area behind Enrollment and Student Financial Services. The locked drop box is emptied multiple times throughout the day, and the paperwork is carried directly into the secure area. The in-person paperwork is collected in a secure area behind the Enrollment and Student Financial Services counter and is retrieved at least once per day and taken to the secure area inside Enrollment and Student Financial Services. Lane receives electronic student data from the completion of the Free Application for Federal Student Aid (FAFSA) 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.
- m. All Financial Aid student files are digitally scanned and indexed. Any paperwork waiting to be scanned is securely locked each night. Files currently being worked on, and all paperwork, are kept in a secure area inside Enrollment and Student Financial Services that is accessible only to the staff working inside the Enrollment and Student Financial Services area. Access to the entire area is restricted during the day by a keypad locking system.
- n. The Financial Aid computer system is controlled by a user-specific security system.
- o. Grades are entered through the web.
- p. Students determine whether their “directory information” can be released for use inside and outside the college. Changes were made in the spring of 2009 to create an electronic process that enables students to restrict the release of their directory information and/or to provide a password to allow others to have access to billing information through ExpressLane. This process requires the student to log in using her/his confidential pin. All paper methods used prior to this were discontinued, providing for additional security measures.
- q. The Health Clinic and Disability Services shred all materials containing personal identifiable information that are not being retained.

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

Facilities Management & Planning 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 these sorts of space needs, primarily in offices. The process often results in a recommended space assignment.

Facilities provide a reasonable level of indoor environmental quality.

Staff in the Facilities Management & Planning Department are 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 buildings, providing state-of-the-art air temperature controls, and providing adequate air movement and filtration. Through regularly scheduled air quality monitoring and testing, interior standards are maintained at or above current OSHA and ASHREA standards.

Environmental testing of indoor environments continued in 2008-09. Action plans are being developed for buildings where biological growths have been 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. 40 year-old buildings usually have at least a few rooms that challenge some sensitive people. When a room at Lane 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 are 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.

Indoor environmental quality has been a key issue with the design of the new Health and Wellness Center and it will also be addressed during planning for upcoming bond projects.

The college environment is welcoming and accepting to all learners.

An important and timely change that will contribute to making Lane's physical environment welcoming for all learners was the development of Design Guidelines by Facilities Council. Those Guidelines were recently approved by College Council and will be applied with upcoming bond project planning. The Guidelines are intended to

“provide design consultants, including engineers, architects, landscape architects and planners, a framework within which to develop plans and designs that express the vision of Lane Community College and its constituents. These guidelines apply to all major remodels, renovations, and new construction of buildings, outdoor spaces, circulation elements, and infrastructure for all Lane Community College campus/building locations, and should be part of every request for proposal (RFP) process.”

The Guidelines are based on two overarching principles:

- Buildings and open spaces should reflect and promote the College's Mission, Vision and Core Values.
- Buildings and open spaces should provide a welcoming, safe and pedestrian-oriented campus that values both the natural world and artistic expression and integrates them into the built environment.

Lane's Native American Longhouse is in its final phase of construction. 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. The new Health and Wellness Center, upcoming bond projects that are in early stages of planning, and also projects being funded with state stimulus funds will bring substantial improvements to creating and enhancing Lane facilities that are inviting and welcoming to learners.

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

Additionally, part of Lane's "Transforming the Learning Environment" states:

"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 and the Strategic Direction 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. SAGA has been instrumental in guiding the development of Lane's student success and persistence efforts. These include the

development and piloting of First Year Experience learning communities, efforts to intervene with students who are not making satisfactory academic progress, conducting the Community College Survey of Student Engagement (CCSSE), and the groundwork for Engaging Students, Lane's newly awarded Title III grant. The grant was awarded May 2008.

The Engaging Students Title III grant is a comprehensive, integrated first-year experience program (FYE) for new students who are enrolled in credit classes and who intend to earn a degree at Lane or transfer to a four-year institution. The overall goal is to improve student success (persistence, graduation and transfer), as well the college's fiscal sustainability through providing: (1) a comprehensive, integrated first-year experience for new credit students; (2) strengthened coordination and collaboration between Academic Affairs and Student Affairs; (3) a holistic approach to student learning; and (4) a college climate that continuously improves practices that support success.

A student veterans' resource office has been established to provide additional services and community resources for veterans. As a result of this work in May 2009 the college was awarded a \$100,000 ACE/Wal-Mart grant to develop a first year experience program for veterans.

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 Student Rights and Responsibilities. 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 Student Code of Conduct. 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. These documents are available through the college website. The Code of Conduct is also published in the catalog and *Aspire* magazine.

The college also publishes an anti-discrimination and harassment statement and the avenues to address complaints in the catalog, and in *Aspire* magazine. All harassment, discrimination, ADA and student complaint policies and procedures are 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 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 Executive Dean for Student Affairs assigns staff as Judicial Advisors to investigate and resolve general student complaints. Students have the right to appeal complaint findings to the Executive Dean.

Student complaint data for 2008-09 follows (July 1, 2008 – June 3rd, 2009):

Student complaints:

Twenty five formal student complaints were received by the Office of Academic and Student Affairs (ASA). Eight were filed against managers, services, or departments. Sixteen were filed against faculty, and one was filed 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. All complaints were investigated and either mutually resolved or a finding was issued. Eight are currently open and in process.

ASA logged thirty-one informal student complaints. All informal complaints were referred to division/department managers, appropriate support staff, or the Executive Dean for Student Affairs for resolution. Additional informal complaints were resolved directly through the department manager or by a staff contact person.

Harassment complaints:

Two formal sexual harassment complaints alleging inappropriate touching were filed by students against the same faculty member. The students' complaints were founded and appropriate remedies applied. Two students were cited through the Code of Conduct process for sexually harassing other students. Both instances were inappropriate behavior rather than harassment, however appropriate sanctions were applied to correct the behavior. One formal harassment complaint based on disability was filed by a student against a faculty member. The complaint was not founded but training in disability issues was recommended. Three informal sexual harassment complaints were resolved, one by intervention and two moved to the formal process. One informal racial discrimination complaint is in process.

Disability issues:

No formal ADA complaints were filed by students. A discrimination complaint was filed with the Office of Civil Rights by a student with a disability. The college is in the process of responding to that complaint. Eleven informal problems reported by students were resolved by Disability Services staff. These issues included access problems to standardized tests and facilities, inaccessible online class for visual limitations, and perceived classroom issues involving language, attitude/sensitivity/flexibility, inadequate technology, and inappropriate furniture.

Treatment of Learners Report Longitudinal Data for ALL Student Complaints									
Academic Year	Formal Student Complaints	Informal Student Complaints	Formal Harassment			Informal Harassment		ADA Formal	ADA Informal
			Sexual	Racial	Disability	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
2009 (7/1/07- 6/3/09)	25	28	2	0	1	3	1	0	11

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 Lane's Public Safety Department is to:

- Provide a safe educational environment
- Prosper informative, educational and cogent public safety services
- Promote holistic safety and security awareness
- Detect, alert and respond to emergency situations
- Integrate public safety services in the learning experience.

Public Safety has an officer presence on the 30th Avenue campus 24 hours a day, every day. The emergency extension for all emergency calls is publicized and easy to remember – extension 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 seven Public Safety Officers plus time-sheet officers. These officers also provide limited coverage at the Downtown Center. The college has 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, has been active in 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 Affairs, the Executive Director of Human Resources, and the Director of Counseling. This team provides a coordinated campus approach to assessing threats 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*. Total citations reported increased in 2008-09 compared to 2007-08. There were 556 citations in 2008-09 and 453 in 2007-08. Total incidents reported also increased in 2008-09 compared to 2007-08. There were 190 incidents in 2008-09 and 138 in 2007-08 (see Public Safety Department Reports in the next section). 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, 2008 to June 1, 2009			
Type	Violation	ORS	Total
Code of Conduct	Disorderly Conduct	166.025	2
Code of Conduct	Forgery II	165.007	1
Code of Conduct	Identity Theft	156.800	1

Code of Conduct	Possession Controlled Substance - Marijuana	475.864	5
Code of Conduct	Possession of Alcohol	341.300	1
Code of Conduct	Skateboard Violation	341.300	1
Parking	Authorized Vehicle Only Space	811.555	16
Parking	Disable Permit - Fail to Display	811.615	77
Parking	Disable Permit - Improper Use	811.630	2
Parking	Overtime Parking (excess of 30 minutes)	811.555	92
Parking	Parked at Yellow Curb	811.555	42
Parking	Parked in Motorcycle Space	811.555	8
Parking	Parked in No Parking Area	811.555	12
Parking	Parked in Tow Zone	811.555	1
Parking	Parked Obstructing Fire Zone	811.555	4
Parking	Parked Obstructing Pedestrian Way	811.555	44
Parking	Parked Obstructing Roadway	811.555	7
Parking	Parked on Landscape	811.555	78
Parking	Parked Over Yellow Line (Two or More Spaces)	811.555	34
Parking	Permit Parking - Fail to Display	811.555	94
Parking	Permit Parking (Ramp) - Fail to Display	811.555	1
Traffic Violation	Careless Driving	811.135	1
Traffic Violation	Drive in Safety Zone	811.030	1
Traffic Violation	Driving While Suspended - Misdemeanor	811.182	2
Traffic Violation	Driving While Suspended - Violation	811.175	3
Traffic Violation	Fail to Maintain Single Lane	811.370	3
Traffic Violation	Fail to Obey Traffic Control Device - Stop Sign	811.265	11
Traffic Violation	No Valid Operator's License	807.010	1
Traffic Violation	Uninsured Motorist	806.010	4
Traffic Violation	Unsafe Lane Change	811.375	1
Traffic Violation	Violation Basic Rule [+ 11-20]	811.100	2
Traffic Violation	Wrong Way Driver (Wrong Way on One Way)	811.270	4
			556

NOTE: Citations reported in the table above do not include Lane County Sheriff or Oregon State Police activity.

Incident Reports		
July 1, 2008 to June 1, 2009		
Offense	ORS	Total
Assist Outside Agency		2
Burglary 2 [Theft from a Building]	164.215	26
Careless Driving	811.135	1
Code of Conduct - General	341.300	4
Code of Conduct - Possession of Alcohol	341.300	1
Code of Conduct - Skateboard Violation	341.300	1
Criminal Mischief II (Damage over \$100)	164.354	6
Disorderly Conduct	166.025	6
Fail to Maintain Single Lane	811.370	1
Forgery II	165.007	1
Found Contraband		1
Found Property		1
Graffiti	164.383	15
Harassment	166.065	4
Hit and Run - Non Injury		6
Identity Theft	156.800	1
Information - General		16
Information - Protection Order [New Title]		2
Possession Controlled Substance - Marijuana	475.864	3
Possession of Alcohol	341.300	1
Reckless Endangering	163.195	1
Sex Offender Contact [New Title]		1
Stalking	163.732	4
Suspicious Conditions		10
Suspicious Person		8
Suspicious Vehicle		1
Theft I [Value over \$750]	164.055	7
Theft II [Value between \$ 50 and \$750]	164.045	24
Theft III [Value under \$50]	164.043	9
Trespass II	164.245	4
Unlawful Entry into Vehicle	164.272	13
Unlawful Use of Vehicle	164.173	7

Warrant Service		2
		190

NOTE: Incidents reported in the table above do not include Lane County Sheriff or Oregon State Police activity.

Crime statistics for Lane Community College can be obtained through US Department of Education. Crime statistics for all colleges and universities in the country also are available.

Section II -- Supplemental Data

The previous sections speak directly to the executive directions developed by the Board of Education. Included in this section are supplemental data intended to provide a more comprehensive picture of how learners are treated.

Students with disabilities and accommodations that were provided:

Lane's Disability Resources Department provides resources and accommodation support to students in all areas of the college, whether they are taking credit courses, Adult Basic and Secondary Education courses, or Continuing Education courses. The number of students served has generally declined in recent years and we suspect 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 decreased from last year's surge, but is still higher than previous years. The number of graduates who have identified as having a disability has remained approximately the same.

	04-05	05-06	06-07	07-08
Students Served	517	545	437	424
Returning Students	125	142	234	159
Graduates	70	88	76	70

The number of front desk contacts (calls and walk-in traffic) has generally declined over the years as well. During the past two years, Disability Resources hours of availability were 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.

	04-05	05-06	06-07	07-08
Front Desk Contacts	11,087	11,110	8,872	7,703

While numbers of students have declined in the past year, the intensity of complex individual services has continued to increase significantly. This is a reflection of the shift from outmoded methods of accommodations (e.g., 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 also has 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 has been easier to accomplish as technology has become more advanced.

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

- Attention Deficit Disorder (Inattentive, Hyperactivity, Combined)
- Brain Injuries (Traumatic, Organic, Dementia, Post-Concussion, Cognitive)
- Developmental Disabilities (Autism, Asperger's, Borderline Cognitive, Fetal Alcohol, Mental Retardation)

- Health-Related Disabilities (Asthma, Cancer, Chronic Fatigue, Cystic Fibrosis, Chronic Obstructive Pulmonary Disease, Diabetes, Hepatitis, Kidney, Migraine, Parkinson's, Respiratory, Seizure, Tourette's)
- Learning Disabilities (Writing, Reading, Math, Processing Speed, Memory, Cognitive Ability, Nonverbal)
- Physical Disabilities (amputation, Carpel Tunnel, Cerebral Palsy, Chronic Pain, Fibromyalgia, Lupus, Multiple Sclerosis, Paralysis/Spinal Cord Injury, Rheumatoid Arthritis, Stroke, Joint or Muscle Injuries, Tremors)
- Psychiatric Disabilities (Anxiety, PTSD, DID, Bipolar, Depression, Obsessive Compulsive Disorder, Psychosis, Schizophrenia)
- Sensory Disabilities (Hearing, Visual, Speech, Deaf-Blind).

Accommodations in higher education are intended to provide eligible students with equal access to the learning environment so they can demonstrate their ability to successfully complete course objectives. Technology is an increasingly important aspect of serving students with accommodations. The department website has been revised and we are beginning to utilize web-based tools for our internal systems and for providing information to students.

Over the years, typical accommodations and services included:

- Assistive Technology (hardware, software, equipment)
- Alternative Format (Electronic Format, Braille) for textbooks, packets, classroom materials
- Classroom/Lab Accommodations (adjustable tables, ergo chairs, specialized keyboards, large screen monitors)
- Classroom/Lab Aide
- Computer-Assisted Notetaking (CAN)
- Curriculum/Academic Adjustments
- Interpreter (American Sign Language)
- Magnification Devices
- Notetaking (volunteer)
- Assistive Technology (ZoomText, Dragon Naturally Speaking, WYNN Reader)
- Test/Quiz Accommodations (extended time, scribe, reader).

During the past year, the department transitioned from a medical model philosophy to a cultural/social model of providing resources and education to students, faculty, staff and community members. This is a work in progress with constant education about how we can continue the cultural education of the department and the campus. Additionally, the college received funding for a 3-year federal demonstration research grant related to educating 25 participant colleges across the nation about social model vs. medical model methods of serving and educating students with disabilities.

Student outcomes:

Spring term of year that Student Follow-up Survey was conducted	Percent of students who reported they “Very much” achieved their goals at Lane
2009	Survey in progress
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”
2009	Survey in progress
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”
2009	Survey in progress
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
2007-08	91%
2006-07	91%
2005-06	91%

Year	Percent of passing grades awarded for completed courses (A, B, C or Pass)
2006-07	82.3%
2006-07	82.5%
2005-06	82.6%

American College Testing (ACT) Student Opinion Survey – Northwest Edition:

The ACT Student Opinion Survey (Northwest Edition) was conducted biennially in all Oregon community colleges between 1996 and 2006. It was administered in a random sample of credit course sections offered on Lane's main campus. Findings were representative of opinions and perceptions of Lane credit students. In winter 2009, the Oregon Council for Instructional Administrators (CIA) and the Oregon Council for Student Services Administrators (CSSA) decided to discontinue the coordinated administration of the ACT Student Opinion Survey. In place of the ACT, those Councils decided to coordinate administration of the Community College Survey of Student Engagement (CCSSE) as a consortium of Oregon community colleges. The consortium conducted a coordinated administration of the CCSSE for the first time in 2008. It has tentatively scheduled to administer the CCSSE again winter 2011.

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 Lane 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. Findings from the CCSSE also were important in developing Lane's Strengthening Institutions Title III grant that was awarded by the US Department of Education. 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 as part of the Oregon community college consortium. Findings from that study are posted at <http://www.lanecc.edu/research/ir/2008CCSSE.htm>.

Following is a summary of responses by Lane respondents and all Oregon community college respondents to an additional consortium question that reflects on how learners are treated and that was included with the 2008 CCSSE.

“There is at least one faculty or staff person at this college who I feel cares about me and my academic progress.”

Response	All Lane Respondents (#)	All Lane Respondents (%)	All Other Consortium Colleges (#)	All Other Consortium Colleges (%)
Strongly Agree	253	41%	2,362	42%
Agree	228	37%	2,258	40%
Disagree	75	12%	695	12%
Strongly Disagree	57	9%	301	5%
Total	613	100%	5,616	100%

Following are summaries of responses by Lane respondents and all 2008 CCSSE large college respondents (Lane’s general CCSSE comparison group) to two questions that reflect on how learners are treated.

“How much does this college emphasize each of the following: Providing the support you need to help you succeed at this college.”

Response	All Lane Respondents (#)	All Lane Respondents (%)	All Other Large Colleges (#)	All Other Large Colleges (%)
Very Much	217	32.1%	21,813	28.6%
Quite a Bit	261	38.6%	31,787	41.6%
Some	165	24.3%	18,620	24.4%
Very Little	34	5.0%	4,172	5.5%
Total	677	100%	76,392	100%

“How much does this college emphasize each of the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.”

Response	All Lane Respondents (#)	All Lane Respondents (%)	All Other Large Colleges (#)	All Other Large Colleges (%)
Very Much	140	20.8%	14,712	19.3%
Quite a Bit	201	29.7%	22,049	28.9%
Some	212	31.3%	24,933	32.7%
Very Little	123	18.2%	14,528	19.1%
Total	676	100%	76,221	100%