Report to the Board of Education on Board Policy A.020
Treatment of Learners
April 29, 2010

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

Section I

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

The Accreditation Standards of the Northwest Commission on Colleges and University (NWCCU, revised 2010), standard 2.A.21 (Institutional Integrity) states, "The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services."

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 2009-10 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. 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 principle 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 ensure 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 marked as not required. Enrollment and Student Financial Services works hand-in-hand with Institutional Research, Assessment and Planning to make sure that we are collecting information necessary to support required reporting and 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 laws. 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 2009. The Associate Dean of Student Affairs, Enrollment and Student Financial Services, implemented a campus-wide education campaign to ensure that all campus staff understand this federal law.

The following excerpt from 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/myLane is a secure and confidential student-created personal identification number. Students and staff are able 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/myLane 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 (ODCCWD) via secure file transport protocol (i.e. ftp).
b. Providing a social security number at Lane is voluntary. Social security numbers are used 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 or 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/myLane.
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 the Archive 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. An electronic process exists 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/myLane. 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 Resources 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 process 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 2009-10. 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 are tested to ensure high air quality environmental standards are maintained.

The physical sensitivities of people to temperature and bacteria differ considerably, and 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 and 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. In the case of building 4 this winter term, concerns about air quality expressed by staff from Health Professions were addressed by moving office staff out of building 4 and into temporary offices in other buildings. Those temporary offices will be used by Health Professions staff until the bond remodel in building 4 is completed at the end of summer 2010.

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 bond projects.

The college environment is welcoming and accepting to all learners.

Lane's Design Guidelines make the physical environment welcoming for all learners. 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.

New buildings such as the Health and Wellness Center provide student gathering spaces that facilitate engagement outside of classes which contributes significantly to student learning.

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 in creating and enhancing Lane facilities that are inviting and welcoming to learners and that contribute to learning.

Lane's Core Values and Strategic Directions support diversity. Lane's Core Values state that Lane is:

- Welcoming, valuing and promoting diversity among staff, students and our community

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

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

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

One of Lane's new Strategic Directions 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, religious beliefs, sexual orientations, and abilities

These Core Values and 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. The Student Affairs and Learning Councils are developing a joint set of directions in response to the new College Strategic Directions. These Directions are responsive to diverse students' needs.

Lane has holistic student services that support a diverse student body. The Women's Program provides a Women's Center with services focused for the needs of women students, an instructional program for women in transition, a bridge program for Spanish speaking women, a program to help students explore non-traditional careers, and educational events and speakers on women's and gender issues. The Multicultural Center provides programs, support and services including a Native American student program, African American student program, a developing Chicano/Latino student program, international student programs, and a Rites of Passage program. The Counseling department has developed a statement valuing diversity that is posted prominently in the counseling and advising area. The department also offers retention counseling for Latino/a students. Lane is also in the process of developing and expanding its International Program.

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, Core Values, and Strategic Directions. 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 Lane's Engaging Students Title III grant.

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. The project is in its second year and is exceeding its goals. The number of first year learning communities has been expanded, student orientation and advising has been redesigned, and a new student portal implemented.

The college is also implementing a grant to develop a first year experience program for veterans. Lane's Integration of Veterans in Education (LIVE) is a two-year grant funded through the American Council on Education and the Wal-Mart Foundation. The project is designed to improve student veteran engagement, learning, and satisfaction. LIVE is developing a holistic approach to student learning by strengthening and integrating co-curricular activities (e.g., orientation, advising, tutoring, peer mentoring, and supplemental instruction) with curricular activities. The office space also houses a Veterans Community Services Officer two days per week to offer access to community resources and additional benefit for veteran students.

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.
- MyLane, the new student portal offers, an interactive environment where students can find the information they need with one log-in and where staff can highlight and tailor messages to students.

ASLCC offers rewarding opportunities for students seeking leadership experiences while attending Lane. Participation in ASLCC is transformative for the students involved in ASLCC Senate and for the larger student body. In 2009-10, ASLCC developed a series of goals and completed an assessment of those goals as part of their Oregon Community College Student Association certification process. Their goal assessment noted progress on the following: open source class materials to reduce the cost of textbooks, increased presence and visibility on campus, focus on sustainability, gender neutral bathrooms, networking with other universities and community college campuses, expanded and more vibrant coalition of clubs and student organizations, representation of student interests on the Smoking Task Force and Lane governance councils, voter education and registration (over 1,400 voter registrations), work to maintain and improve accessibility, and review and assistance with current issues and concerns of students (solutions committee).   The most recent example of how ASLCC leaders impact students and the overall campus climate was the proposal to the Board during its April meeting for use of the tuition rebate money to reduce the cost of textbooks, improve accessibility, and complete the Longhouse.

The learning objectives for ASLCC involvement include:

1. **Service:** Acquire and/or enhance skills to treat others with respect and courtesy while continuously striving to meet student/staff needs.
2. **Critical thinking skills:** Acquire and/or enhance skills to guide personal beliefs and actions through observation, experience, reflection, reasoning, or communication.
3. **Interpersonal and group skills:** Acquire and/or enhance skills to produce mutual benefits so that all group members gain from each other's efforts
4. **Teamwork:** Acquire and/or enhance skills to enhance the workplace through collaborations with other employees.
5. **Professional Skills**: Acquire and/or enhance professional workforce skills through trainings and daily work procedures.
6. **Appreciation and understanding of differences:** Acquire and/or enhance a strong understanding and appreciation of diverse populations through interactions and exposure to growth opportunities.

7. **Open communication:** Acquire and/or enhance skills to approach reasonable topics and hold discussions leading to resolution.

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 that cannot be solved at the department or division level. Students have the right to appeal complaint findings to the Executive Dean.

Student complaint data for 2009-10 follows (July 1, 2009 – April 27, 2010):

Student complaints:
Forty-four formal student complaints were received by the Office of Academic and Student Affairs (ASA). Sixteen were filed against managers, services, or departments. Twenty were filed against faculty, three were filed against staff and five were 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. Three students alleged harassment by another student. All complaints were investigated and either mutually resolved or a finding was issued. Seven are currently open and in process. One Department of Justice complaint has been filed by a student. The college has responded that there is no basis for this complaint.

ASA logged sixty informal student complaints, and ten discipline records checks for federal government positions that are awaiting a signed student release. All informal complaints were referred to division/department managers, appropriate support staff, or were resolved by the Executive Dean for Student Affairs. Additional informal complaints were resolved directly through the department manager or by a staff contact person, with one being referred as a Student Code of Conduct violation.

Harassment complaints:
 Two students were cited through the Code of Conduct process for sexually harassing other students. One instance was inappropriate behavior rather than harassment, however remedies were applied to correct the behavior. The second incident was founded and the appropriate sanctions applied.

The college also resolved a formal student complaint and notice of tort claim arising from a founded sexual harassment complaint filed by a student against a faculty member last year.

Disability issues:
One formal ADA complaint was filed by a student and is in the process of resolution. Twelve informal problems reported by students were resolved by Disability Services staff.   These were problems reported by students or by faculty attempting to resolve the issue but needing consultation. These included lack of access, perceived classroom issues (attitude, language, unreasonable requirements, unreasonable procedures), curriculum concerns that implied inflexibility, a question of whether a student was a danger to self/others, inappropriate behavior on the part of student/guide dog that led to restrictions and interruptions to test accommodations. Two harassment complaints based on disability were filed by students against other students using the student complaint process. The complaints were upheld and appropriate remedies applied.   One informal disability harassment complaint was moved to the formal process. Two Office of Civil Rights complaints were filed by students on the basis of being denied accommodations for their disabilities. Both complaints have been resolved with no finding against the college.

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

Treatment of Learners Report – 2010 Data for ALL Student Complaints Academic Year (July 1, 2009 through April 27, 2010)						
Formal Student Complaints	Formal Student Complaints Resolved					
	Upheld	Dismissed	Un-founded	Withdrawn	Not correct Process	Resolution Pending
44	13	1	8	3	4	7

Managers/Services/Departments	16
Faculty	20
Staff	3
Another Student	5
total	44

Formal Harassment					ADA Formal	Code of Conduct Harassment
Sexual	Sexual Orient.	Racial	Disability	Religion		
2	1	0	2	0	1	2

Informal Harassment					ADA Informal	Informal Student Complaints
Sexual	Sexual Orient.	Racial	Disability	Religion		
0	0	0	1*	0	0	59 **

* Moved to Formal Complaint process

** Does not include 10 discipline records requests from Federal Government pending student signed release

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 Student Code of Conduct addresses student behavior to ensure a safe and respectful environment.

Student Code of Conduct Issues:

Forty-one Code of Conduct issues were tracked between July 1, 2009 and April 27, 2010, compared with forty-one for the entire academic year 2008-2009 and fifty-eight for academic year 2007-2008. For the current year, there was one student-to-student assault charge, five cases of threatening behavior, two student-to-student sexual-harassment charges and three student-to-student harassment charges. Four of these charges are still pending.

Event Type	2007-08	2008-09	2009-10
Academic Dishonesty	3		2
Alcohol on Campus	1	1	
Animal Abandonment	1		
Assault			1
Disorderly Conduct	4	11	5
Disruptive Behavior	2	2	9
Driving While Suspended	2		1
Elude	3	1	
Endangerment	1		
Fail to Obey Stop/Yield	1		
Failure to Maintain Single Lane			1
Failure to Obey Official	2	2	2
False Information			1
Fraud		1	1
Harassment	5	4	3
Harassment – Sexual			2
Menacing		1	
Minor in Possession - Alcohol	2		

Misuse College Computers – Pornography	2	1	
Misuse College Property	1		
Notice of Banning	1	1	
Off Campus Issue			1
Open Container – Alcohol	1		
Plagiarism	2		
Possession of a Controlled Substance	10	5	6
Public Intoxication	1		1
Public Safety Issue – Watch		1	
Reckless Driving	1		
Reckless Endangerment	1	1	
Skateboarding		1	
Stalking	1	1	
Temporary Exclusion of Service Animal	2		
Theft, Attempted			1
Threatening Behavior	3	1	4
Threatening Behavior/Threat Assessment			1
Threatening Statements	1	2	
Trespass II	2	4	
Uninsured Motorist	2		
Total	**58**	**41**	**41**

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

The mission of Lane's Public Safety Department is to:

- o Provide a safe educational environment

- o Promote 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 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 to provide a coordinated campus approach to assessing threats posed by individuals on campus and to coordinate appropriate preventative and corrective action. Potential threatening behavior by students is addressed in a team approach coordinated by the Executive Dean of Student Affairs, in consultation with the Director of Public Safety and the Associate Dean of Student Affairs Counseling and Advising. Other campus and community resources are consulted depending on the problem(s) being addressed.

Information concerning student safety is published and widely distributed, including an incident report in the *Torch*. Total <u>citations</u> reported increased in 2009-10 compared to 2008-09, with 582 citations in 2009-10 and 556 citations in 2008-09; there were 453 reported in 2007-08. Total <u>incidents</u> reported decreased in 2009-10 compared to 2008-09, with 135 incidents reported in 2009-10 and 190 incidents reported in 2008-09; there were 138 reported 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, 2009 to April 29, 2010			
Type	**Violation**	**ORS**	**Total**
Code of Conduct	**Minor in Possession - Alcohol**	**471.430**	**1**
Code of Conduct	**Littering**	**341.300**	**1**
Code of Conduct	**Obstructing Governmental Administration**	**162.235**	**3**
Code of Conduct	**Possession Controlled Substance - Marijuana**	**475.864**	**6**
Code of Conduct	**Theft III**	**164.043**	**1**
Parking	**Authorized Vehicle Only Space**	**811.555**	**47**
Parking	**Disable Permit - Fail to Display**	**811.615**	**45**
Parking	**Disable Permit - Improper Use**	**811.630**	**1**
Parking	**Overtime Parking (excess of 30 minutes)**	**811.555**	**17**
Parking	**Parked at Yellow Curb**	**811.555**	**35**
Parking	**Parked in No Parking Area**	**811.555**	**23**
Parking	**Parked Obstructing Fire Zone**	**811.555**	**5**
Parking	**Parked Obstructing Pedestrian Way**	**811.555**	**10**
Parking	**Parked Obstructing Roadway**	**811.555**	**193**
Parking	**Parked on Landscape**	**811.555**	**68**
Parking	**Parked Over Yellow Line (Two or More Spaces)**	**811.555**	**11**
Parking	**Permit Parking - Fail to Display**	**811.555**	**40**
Parking	**Permit Parking (Ramp) - Fail to Display**	**811.555**	**1**
Traffic Violation	**Careless Driving**	**811.135**	**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**	**8**
Traffic Violation	**Fail to Carry/Present DL**	**807.570**	**1**
Traffic Violation	**Fail to Maintain Single Lane**	**811.370**	**7**
Traffic Violation	**Fail to Obey Traffic Control Device - Stop Sign**	**811.265**	**30**
Traffic Violation	**Fail to Register/Renew Vehicle**	**803.300**	**1**
Traffic Violation	**Fail to Wear Helmet**	**814.269**	**1**
Traffic Violation	**Fail to Yield**	**811.275**	**2**
Traffic Violation	**No Valid Operator's License**	**807.010**	**2**
Traffic Violation	**Speed Racing**	**811.125**	**1**
Traffic Violation	**Uninsured Motorist**	**806.010**	**10**
Traffic Violation	**Unreasonable Sound Amplification**	**815.232**	**1**
Traffic Violation	**Violation Basic Rule [+ 11-20]**	**811.100**	**5**
Traffic Violation	**Wrong Way Driver (Wrong Way on One Way)**	**811.270**	**1**
		Total	**582**

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

Incident Reports		
July 1, 2009 to April 29, 2010		
Offense	**ORS**	**Total**
Alarm - Audible	**341.300**	**2**
Assault IV	**163.160**	**2**
Bike Crash - Injury	**341.300**	**2**
Burglary II [Theft from a Building]	**164.215**	**13**
Code of Conduct - General	**341.300**	**3**
College Online Policy and Procedures (COPPS)	**341.300**	**1**
Criminal Mischief I [Damage over $750]	**164.365**	**1**
Criminal Mischief II [Damage over $100]	**164.354**	**4**
Damage to Campus Property	**341.300**	**1**
Damage to Personal Property	**133.055**	**1**
Disorderly Conduct	**166.025**	**4**
Driving While Suspended - Misdemeanor	**811.182**	**1**
Elude	**811.540**	**1**
False Information	**807.620**	**1**
Found Contraband	**341.300**	**1**
Harassment	**166.065**	**3**
Hit and Run - Non Injury	**133.055**	**3**
Information - General	**341.300**	**7**
Information - Protection Order	**133.055**	**2**
Medical Assist	**133.055**	**5**
Motor Vehicle Crash - Injury	**133.055**	**1**
Motor Vehicle Crash - Non-Injury	**133.055**	**1**
Personal Property - Non Crime Damage	**133.055**	**1**
Possession of Controlled Substance - Marijuana	**475.864**	**5**
Public Indecency	**163.465**	**1**
Reckless Driving	**811.140**	**1**
Robbery III	**164.395**	**1**
Sex Offender Contact	**133.055**	**4**
Smoking Violation	**341.300**	**1**
Suspicious Conditions	**133.055**	**5**
Suspicious Person(s)	**133.055**	**12**
Suspicious Vehicle(s)	**133.055**	**1**
Theft I [Value over $750]	**164.055**	**5**
Theft II [Value between $50 and $750]	**164.045**	**20**
Theft III [Value under $50]	**164.043**	**8**
Trespass II	**164.245**	**1**
Unlawful Entry into Vehicle	**164.272**	**7**
Unlawful Use of Vehicle	**164.173**	**1**
Warrant Service	**133.055**	**1**
	Total	**135**

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 U.S. also are available.

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 that were provided:

Lane's Disability Resources (DR) 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 increased by 27%, slightly more than the college's increase in enrollment generally. Additionally, Disability Resources has increased efforts to assist students in gaining autonomy to meet their own needs (e.g., making alternate format and Assistive Technology resources available to students to use on their own). The number of returning students has again decreased from last year. The number of graduates who have identified as having a disability has dropped slightly.

Disability Resources	2005-06	2006-07	2007-08	2008-09
# Students Served	545	437	463 (revised)	587
# Graduates	88	76	89 (revised)	78

DR website visits have increased sharply during 2009-10, and this continues to be a major source of contact for prospective students (we should have comparative data to share in next year's report). The number of front desk contacts (calls and walk-in traffic) has increased by 57%. This may be related to the fact that enrollment is high across campus, plus Disability Resources' hours of availability were increased again to include the noon hour.

Disability Resources	2005-06	2006-07	2007-08	2008-09
Front Desk Contacts	11,110	8,872	7,703	11,978

While numbers of students have increased in the past year, the intensity of complex individual services has also continued to increase significantly. Technology used by staff to develop systems and provide accommodations continues to evolve at a rapid pace. Braille production has increased as students with vision disabilities are taking highly complex courses (e.g., Music Theory, Algebra, Sound Engineering, 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. Overall accommodation requests have increased this past year, particularly for Temporary Accommodations. This allows a high

volume of students to have immediate access to the learning environment while they are waiting to complete the eligibility paperwork process.

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, Post Traumatic Stress disorder, Dissociative identity disorder, 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 DR website continues to be a vital component of serving students and a resource for faculty, staff and the community. Staff continue to utilize web-based tools for internal systems and for providing information to students. DR has expanded the range of technology options that are available to students. The trend this past year has been to move Assistive Technology into campus computer labs, creating broad access for anyone who may benefit.

Over the years, typical accommodations and services included:
- Assistive Technology (hardware, software, equipment)
- Alternate 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, JAWS)
- Test/Quiz Accommodations (extended time, scribe, reader).

During the past two years, the department has 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 an ongoing process of continually incorporating education of disability culture into department and campus wide procedures, communication, philosophies, etc. Additionally, the college is in the second year of Project ShIFT, a three-year federal demonstration research grant related to educating 24 participating colleges across the nation about social model vs. medical model methods of serving and educating students with disabilities.

Student outcomes:

Following are summaries of responses to selected questions included in Lane's Student Follow-up Survey which is sent to: a) graduates and b) students who were close to graduation but left Lane prior to completing a degree or certificate:

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	78%
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	87%
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	81%
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 courses in which they were enrolled at the end of the second week of the term
2008-09	91.9%
2007-08	91.4%
2006-07	91.1%
2005-06	91.1%

Year	Percent of passing grades awarded for completed courses (A, B, C or Pass)
2008-09	82.8%
2007-08	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 Lane's 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%

Survey of Entering Student Engagement (SENSE):

During fall term 2009, Lane participated for the first time in the Survey of Entering Student Engagement (SENSE*)*. Like the CCSSE, this project is sponsored through the University of Texas at Austin. Findings from the survey are intended to help colleges discover why some entering students persist and succeed and others do not. Surveys were administered during the 4th and 5th weeks of the term and questions focus on a college's intake processes and students' earliest classroom experiences. All Oregon community colleges participated as a consortium in the survey with financial support provided from ODCCWD.

Following are summaries of responses to two questions that provide evidence about how new students are treated when they come to Lane. Responses are summarized for: a) Lane students, b) students from other Oregon Consortium colleges, and c) students from all other colleges that conducted the 2009 SENSE.

*"**The very first time I came to this college I felt welcome.**"*

Response	Lane Entering Students (%)	Other Oregon Consortium Colleges (%)	Other '09 SENSE Colleges (%)
Strongly Agree	19.0%	23.0%	25.9%
Agree	47.4%	48.1%	46.1%
Neutral	26.2%	25.9%	24.5%
Disagree	4.8%	2.0%	2.4%
Strongly Disagree	2.6%	0.9%	1.0%
Total	100%	100%	100%

*"**The instructors at this college want me to succeed.**"*

Response	Lane Entering Students (%)	Other Oregon Consortium Colleges (%)	Other '09 SENSE Colleges (%)
Strongly Agree	32.9%	36.0%	39.2%
Agree	53.6%	52.2%	48.0%
Neutral	11.5%	11.0%	11.8%
Disagree	1.9%	0.6%	0.7%
Strongly Disagree	0	0.2%	0.2%
Total	100%	100%	100%

Following is a summary of the six SENSE Benchmarks of effective practice with entering students and the scores for those Benchmarks. The Benchmarks are comprised of conceptually related items on the survey that address key areas of student engagement. Research shows that the more actively engaged students are early in their college experience — with college faculty and staff, with other students, and with the subject matter — the more likely they are to learn and to achieve their academic goals. SENSE Benchmarks focus on institutional practices and student behaviors that promote student engagement — and that are positively related to student learning and persistence from the time the student has first contact with the college through the end of the third week of class.

The SENSE Benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes, and thus they provide useful ways to look at each college's performance in these areas. Each individual benchmark score is computed by averaging the scores on survey items that compose that benchmark.

SENSE Benchmark scores are standardized so that the mean – the average of all participating students – is always 50 and the standard deviation is 25. The standardized scores make it

possible for colleges to compare their own performance across benchmarks and to compare their own performance with groups of similar colleges.

Benchmark Scores:

SENSE Benchmark	Lane Entering Students	Other Oregon Consortium Colleges	Other '09 SENSE Colleges
Early Connections	45.4	48.3	50.0
High Expectations and Aspirations	46.9	47.2	50.0
Clear Academic Track to College Readiness	39.5	48.0	50.0
Effective Track to College Readiness	49.5	46.3	50.0
Engaged Learning	51.0	51.2	50.0
Academic and Social Support Network	50.4	48.4	50.0